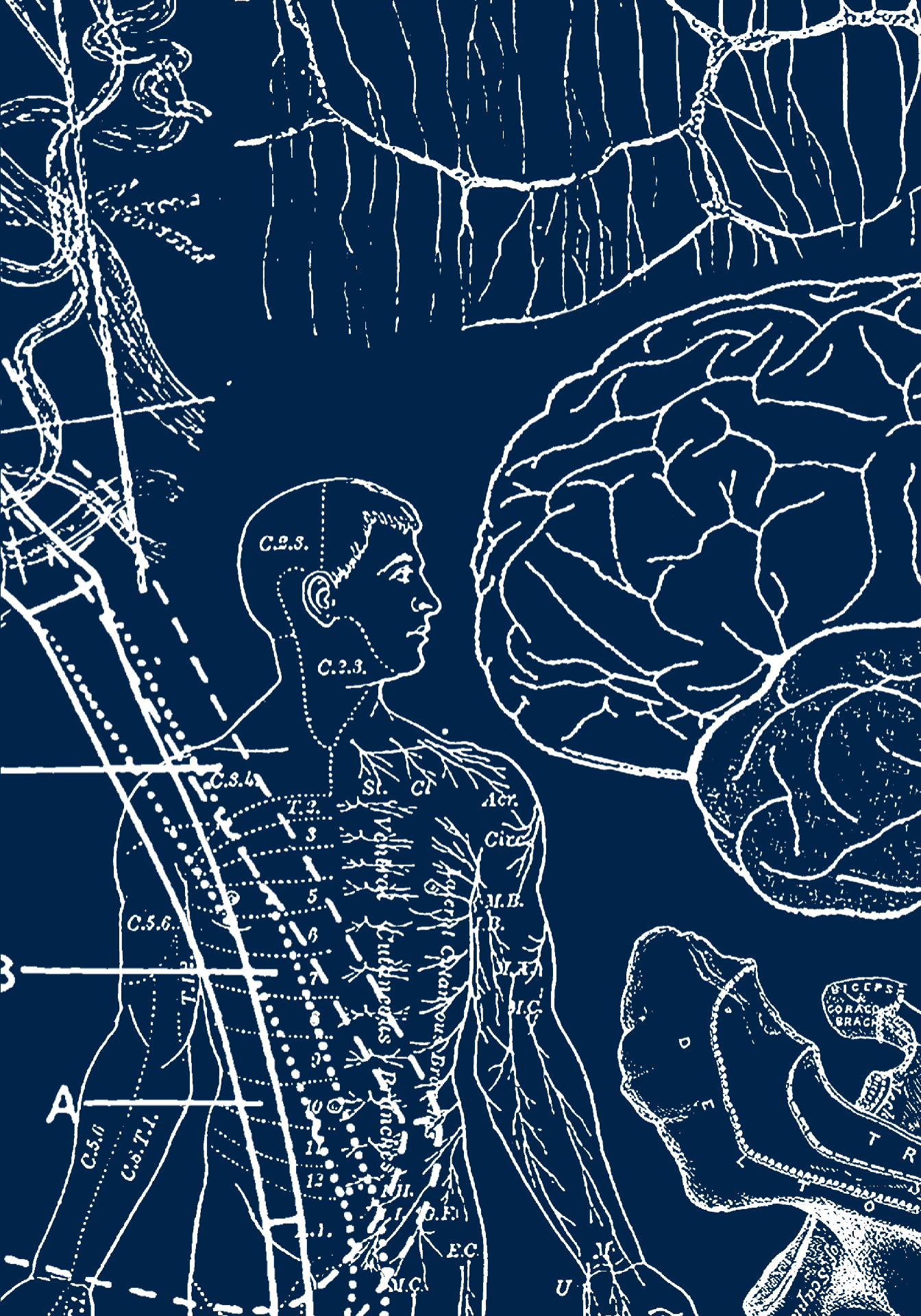
2020-2021

CATALOG

Addendum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2020–2021 CATALOG

Addendum

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

PHILADELPHIA

4170 City Avenue • Philadelphia, PA 19131
Office of the Provost
215-871-6770 • FAX 215-871-6781
Office of Admissions
800-999-6998 • 215-871-6700 • FAX 215-871-6719

PCOM GEORGIA

625 Old Peachtree Road NW • Suwanee, GA 30024
Office of the Chief Campus Officer
678-225-7500 • FAX 678-225-7526
Office of Admissions 866-282-7526

PCOM SOUTH GEORGIA

2050 Tallokas Road • Moultrie, GA 31768
Office of Admissions
229-798-4710 • FAX 229-798-4925

The information contained within reflects the status of the College as of May 2015. PCOM reserves the right to delete any course described in this catalog. The College also reserves the right to effect any other changes in the curriculum, tuition/fees, administration, or any other phase of school activity without notice. The educational objectives and cultural competencies of the campuses are identical. This catalog appears online at www.pcom.edu. The College also publishes student handbooks containing more detailed information about its policies, procedures and organizations.

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE 2020-2021 CATALOG
Addendum
CONTENTS

2020-2025 Calendar 1
Mission and Goals 5
The College 5
Degrees and Certificates Awarded 7
Accreditation 9
Student Handbooks and Academic Program Handbooks 10
Boards of Trustees 11
Administration 12
Admissions Policies and Procedures 14
Doctor of Osteopathic Medicine 14
Doctor of Pharmacy 17
Graduate and Other Doctoral Programs 19
Student Life 38
Policy Fairness and Equal Opportunity 39
Academic Information and Policies 42
Tuition and Fees 50
Financial Aid 52
Educational Facilities and Resources 61
Programs of Study 69
Doctor of Osteopathic Medicine 69
Dual Degree Programs 71
On-Campus Dual Degree Programs and Undergraduate Medical Fellowships 72
Post-Doctoral Medical Education 96
Clinical Master of Science Program 97
Continuing Medical Education 98
School of Pharmacy Doctor of Pharmacy 99
Doctor of Psychology in Clinical Psychology 131
Master of Science Counseling Programs 157
Master of Science in Counseling & Clinical Health Psychology 157
Master of Science in Mental Health Counseling 161
Master of Science in Counseling Psychology Studies 162
Doctor of Philosophy in Educational Psychology 169
Doctor of Psychology in School Psychology 176
Educational Specialist in School Psychology 182
Master of Science in School Psychology 186
Master of Science in Organizational Development and Leadership 190
Certificate in Organizational Development and Leadership 191
Master of Science in Public Health Management and Administration 193
Doctor of Physical Therapy 205
Master of Science Physician Assistant 216
Master of Science in Forensic Medicine 224
Master of Science in Biomedical Sciences 228
Academic Departments and Faculty 254
Alumni Association 264

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

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
2020–2025 CALENDAR

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

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

CALENDAR 2020-2021

SUMMER 2020

June 8 ..... Monday ..... Summer term begins

July 3-4 ..... Friday-Saturday ..... Independence Day

August 14 ..... Friday..... Summer term ends

FALL 2020

August 17 ..... Monday ..... Fall term begins

September 7 ..... Monday ..... Labor Day holiday

November 15..... Sunday. ..... Fall term ends

November 16-22 ..... Monday-Sunday ..... Fall Break

WINTER 2020

November 23..... Monday ..... Winter term begins

November 26-27 ..... Thursday-Friday ..... Thanksgiving holiday

November 30..... Monday ..... Classes resume

December 24-January 3 ..... Thursday-Sunday ..... Winter holiday January 4

..... Monday ..... Winter classes resume

January 18 ..... Monday ..... Martin Luther King

February 28..... Sunday..... holiday Winter term ends

March 1-7 ..... Monday-Sunday ..... Winter Break

SPRING 2021

March 8 ..... Monday..... Spring term begins

May 31..... Monday..... Memorial Day

June 6 ..... Sunday ..... Spring term begins

CALENDAR 2021-2022

SUMMER 2021

June 7 ..... Monday ..... Summer term begins

July 4-5 ..... Sunday-Monday ..... Independence holiday

August 15 ..... Sunday. ..... Summer term ends

FALL 2021

August 16 ..... Monday ..... Fall term begins

September 6 ..... Monday ..... Labor day holiday

November 14..... Sunday..... ends Fall

November 15-21 ..... Monday-Sunday ..... ends Fall break

WINTER 2021

November 22..... Monday ..... Winter term begins

November 25-26 ..... Thursday-Friday ..... Thanksgiving holiday

November 29..... Monday ..... Winter classes

December 24-January 2 ..... Friday-Sunday ..... resume Winter

January 3 ..... Monday ..... holiday Classes

January 17 . . . . . Monday . . . . . resume

February 27..... Sunday..... Martin Luther King

February 28-March 6 ..... Monday-Sunday ..... holiday Winter term ends

SPRING 2022

March 7 ..... Monday ..... Spring term begins

May 30..... Monday ..... Memorial day holiday

June 5 ..... Sunday..... Spring term ends

SPRING 2022

March 7 ..... Monday ..... Spring term begins

May 31..... Monday ..... Memorial Day

June 5 ..... Sunday..... Spring term ends

CALENDAR 2021-2022

SUMMER 2022

June 6 ..... Monday ..... Summer term begins

July 4-5 ..... Monday ..... Independence holiday

August 14 ..... Sunday..... Summer term ends

FALL 2022

August 15 ..... Monday ..... Fall term begins

September 5 ..... Monday ..... Labor day holiday

November 13..... Sunday..... ends Fall

November 14-20 ..... Monday-Sunday ..... ends Fall break

WINTER 2022

November 21..... Monday ..... Winter term begins

November 24-27 ..... Thursday-Friday ..... thanksgiving holiday

November 28..... Monday ..... Winter classes

December 24-January 2 ..... Friday-Sunday ..... resume Winter

January 3 ..... Monday ..... holiday Classes

January 16 . . . . . Monday . . . . . resume

February 26..... Sunday. ..... Martin Luther King

February 27-March5 ..... Monday-Sunday ..... holiday Winter term ends

SPRING 2023

March 6 ..... Monday ..... Spring term begins

May 29. ..... Monday ..... Memorial day holiday

June 4 ..... Sunday..... Spring term ends

CALENDAR 2022-2023

SUMMER 2023

June 5 ..... Monday ..... Summer term

July 4 ..... Monday ..... Independence day holiday

August 13 ..... Sunday. ..... Summer term ends

FALL 2023

August 14 ..... Monday ..... Fall term begins

September 4 ..... Monday ..... Labor Day

November 12..... Sunday..... Fall Term ends

November 13-19 ..... Monday-Sunday ..... all break

WINTER 2023

November 20..... Monday ..... Winter term begins

November 23-26 ..... Thursday-Sunday ..... Thanksgiving holiday

November 27..... Monday ..... Winter classes resume

December 23-January 1 ..... Saturday-Monday ..... Winter holiday January 2

..... Tuesday ..... Classes resume

January 15 ..... Monday ..... Martin Luther King holiday

February 25..... Sunday..... Winter term ends

February 26-March 3 ..... Monday-Sunday ..... Winter term break

SPRING 2024

March 4 ..... Monday ..... Spring term begins

May 27..... Monday ..... Memorial day holiday

June 2 ..... Sunday..... Spring term ends

CALENDAR 2024-2025

SUMMER 2024

June 3 ..... Monday ..... Summer term begins

July 4 ..... Thursday ..... Independence day holiday

August 11 ..... Sunday..... Summer term ends

FALL 2024

August 12 ..... Monday ..... Fall term begins

September 2 ..... Monday ..... Labor Day

November 10..... Sunday..... Fall Term Ends

November 11-17 ..... Monday-Sunday ..... Fall Break

WINTER 2024

November 18..... Monday ..... Winter term begins

November 28-29 ..... Thursday-Sunday ..... Thanksgiving Holiday

December 2 ..... Monday ..... Winter Classes resume December 23-January 1

..... Monday-Wednesday ..... Winter Holiday January 2 ..... Thursday

..... Classes resume

January 20 ..... Monday ..... Martin Luther King Holiday

March 2 ..... Sunday. ..... Winter Term ends

March 3-9 ..... Monday-Sunday ..... Winter Term Break

SPRING 2025

March 10 ..... Monday ..... Spring term begins

May 26..... Monday ..... Memorial Day Holiday

June 8 ..... Sunday..... Spring term ends

SUMMER 2025

June 9 ..... Monday..... Summer term begins

July 4 ..... Friday ..... Independence day holiday

August 17 ..... Sunday ..... Summer term ends

FALL 2025

August 18 ..... Monday ..... Fall term begins

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

MISSION AND GOALS

Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health and behavioral sciences. The College fosters the growth of the osteopathic profession by training physicians through programs of study guided by osteopathic medical tradition, concept and practice. PCOM is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service.

EDUCATIONAL GOALS

The College's educational goals focus on presenting high-quality, comprehensive programs of study that embrace the following expectations of student learning:

– Students will demonstrate a central core of biomedical or behavioral science knowledge in their field of study, including theory, foundations, clinical skills and applied clinical/practical application as appropriate to the specific academic program.

– Students will demonstrate communication skills through clinical assessments, group discussion and/or written or oral presentation in their respective fields.

– Students will demonstrate an understanding of scientific inquiry by designing, conducting, presenting or interpreting research in their field of study and appropriate to their academic program.

– Students will identify, retrieve, understand, analyze, synthesize and apply information collected from various sources and in varied formats, including those sources requiring skills in the use of information technology.

– Students will develop recognition of their legal and ethical obligations as professionals and will be able to apply an understanding of public policy and the social, cultural and economic factors that impact their field of study.

PCOM GEORGIA FOCUS

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

PCOM SOUTH GEORGIA FOCUS

The additional location PCOM South Georgia, is dedicated to educating osteopathic medical students and serving the health care needs of the people in Georgia and the Southeast by providing a program of medical study guided by osteopathic medical tradition, concept and practice. Graduates are encouraged to remain in the South and practice among underserved populations where they will have the most impact.

INSTITUTIONAL DIVERSITY STATEMENT

As active citizens in a multicultural world, the PCOM community cultivates an environment of inquiry, inquisitiveness and respect, promotes discovery and celebration of our differences and fosters appreciation of the rich social fabric that binds us together.

THE COLLEGE

When osteopathic schools were forming throughout the country in the 1890s, two students at the Northern Institute of Osteopathy in Minneapolis, Mason W. Pressly and Oscar John Snyder, targeted Philadelphia as a future home for an osteopathic medical college. Although the City of Brotherly Love had a rich history of medicine, it had but one "osteopathist" by the time Pressly and Snyder graduated in 1898 and 1899, respectively. PCOM's founders were outspoken, pioneering physicians who explored and taught the use of manipulative therapy in the prevention of disease long before the use of penicillin and modern drugs. The two young osteopathic physicians followed through with their vision, incorporating the Philadelphia College and Infirmary of Osteopathy on January 24, 1899. The first PCIO degree was awarded to a transfer student; the first PCIO class, composed of two students, graduated in February 1900 from the fledgling College then located at 21 South 12th Street.

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

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

In August 2005, the first entering osteopathic medical class began its studies at PCOM Georgia, the College's branch campus located in Suwanee, Georgia, a suburb of Atlanta. PCOM Georgia's mission is to help fill the need for more physicians and other health professionals in Georgia and the surrounding states, areas that have been affected by population increases and subsequent shortages. The Master of Science in Biomedical Sciences program was established at the PCOM Georgia in the Fall 2006-the PCOM School of Pharmacy opened in Georgia in Fall 2010, the Physician Assistant program opened at Georgia in Summer 2016, and Doctor of Physical Therapy in Summer 2018.

In Summer 2018, the organization of the graduate school expanded to two schools: the School of Professional and Applied Psychology and the School of Health Sciences. The programs of study under the School of Professional and Applied Psychology are: counseling psychology, mental health counseling, school psychology, clinical psychology, educational specialist and organizational development. The programs of study under the School of Health Sciences are: forensic medicine, biomedical science, physical therapy and physician assistant.

In August 2019, the first entering osteopathic medical class began its studies at PCOM South Georgia, which is located in Moultrie, Georgia.

The osteopathic medical programs train students who will become skilled, caring and successful physicians guided by the strengths of osteopathic principles refined during a century of medical practice, teaching and research. More than 60,000 osteopathic physicians practicing today are an integral part of America's health care delivery system. Today, all treatment modalities are available to osteopathic physicians, who may prescribe drugs, perform surgery and specialize in any area of medicine. DOs, whose primary care training prepares them to be highly skilled diagnosticians, are represented throughout the United States and in all branches of military service.

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

DEGREES AND CERTIFICATES AWARDED

DOCTORAL DEGREES

Doctor of Osteopathic Medicine (DO)
– Philadelphia, Georgia and South Georgia

Doctor of Pharmacy (PharmD)
– Georgia

Doctor of Physical Therapy (DPT)
– Georgia

Doctor of Psychology (PsyD) – Clinical Psychology
– Philadelphia

Doctor of Psychology (PsyD) – School Psychology
– Philadelphia

Master of Science and Doctor of Psychology – School Psychology (MS) (PsyD) Five Year Combined Program
– Philadelphia

Doctor of Philosophy in Educational Psychology (PhD)
– Philadelphia

RESPECIALIZATION

Re-specialization in Clinical Psychology
– Philadelphia

EDUCATIONAL SPECIALIST DEGREES

Educational Specialist in School Psychology (EdS)
– Philadelphia

Master of Science and Educational Specialist (MS) (EdS) Three Year Combined Program
– Philadelphia

MASTER OF SCIENCE DEGREES

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

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

Master of Science in Counseling and Psychology Studies (MS)
– Philadelphia

Master of Science in Forensic Medicine (MS)
– Philadelphia

Master of Science in Health Sciences, Physician Assistant Studies (MS)
– Philadelphia and Georgia

Master of Science in Mental Health Counseling (MS)
– Philadelphia

Master of Science in Non Profit Leadership and Population Health Management (MS)
– Philadelphia

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

Master of Science in Public Health Management and Administration (MS)
– Philadelphia

Master of Science in School Psychology (MS)
– Philadelphia

Master of Science in Medical Simulation
– Georgia

POSTDOCTORAL CERTIFICATES

Post-Doctoral Certificate in Clinical Health Psychology
– Philadelphia

Post-Doctoral Certificate in Clinical Neuropsychology
– Philadelphia

CERTIFICATES

Certificate of Graduate Studies (CGS) and Certificate of Advanced Graduate Studies (CAGS) Philadelphia Applied Behavior Analysis
– Online Program

Cognitive Behavioral Therapy
– Philadelphia

Medical Simulation
– Georgia

Organizational Development and Leadership
– Philadelphia and Georgia

Professional Counseling
– Philadelphia

Public Health Management and Administration
– Philadelphia

Non Profit Leadership and Population Health Management
– Philadelphia

POSTDOCTORAL MEDICAL EDUCATION TRAINING PROGRAMS

Internship Program
Traditional Rotating
General Surgery
Internal Medicine
Neurosurgery
Ophthalmology Orthopedic
Surgery Otolaryngology

Residency and Fellowship Programs
Family Medicine
General Surgery
Geriatrics
Hospice and Palliative Medicine
Internal Medicine
Neuromusculoskeletal Medicine
Neuromusculoskeletal Medicine +1 Neurosurgery
Ophthalmology
Orthopedic
Surgery
Otolaryngology
Plastic and Reconstructive Surgery
Reproductive Endocrinology and Infertility
Surgical Critical Care
Vascular Surgery

During an interns or residency through PCOM MEDNet can perform an independent investigation during their post-graduate medical training which adds depth to their training. A candidate must make a proposal during their first year of residency with all work for the research project being completed by midpoint of their final year of the program. Upon completion the residence will be awarded Clinical Master of Science.

Clinical Master of Science (MSc)
– Philadelphia

Continuing Education
Our continuing education (CE) and continuing medical education (CME) programs are designed to be informative, collaborative and participatory. They are offered in online and in-person teaching formats, including face-to-face conferences, live webinars and on-demand courses.

Matriculation and Degree Conferral
Matriculation and attendance at the College are privileges granted to the student in consideration of performance of specified assignments and the maintenance of established standards of personal and professional conduct. The College reserves the right, and the student, by the act of matriculation, concedes to the College the right to require withdrawal at any time the College deems it necessary to safeguard PCOM standards of scholarship, conduct and compliance with regulations, or for such other reasons deemed appropriate by the College. If a member of the faculty, staff or administration determines that the presence of a student would be disruptive to the College or represents a possible threat to the safety of faculty, students, staff, patients, clients or others, the student may immediately be withdrawn from all activities. The President or Provost may place the student in question on immediate leave of absence pending investigation, required documentation and/or referral for committee action.

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

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

The College is also approved by the Department of Education of the Commonwealth of Pennsylvania, which granted recognition in 2004 to PCOM Georgia as an approved PCOM branch campus and an additional location PCOM South Georgia. PCOM Georgia is authorized by the Nonpublic Postsecondary Education Commission of Georgia as a branch campus of PCOM and PCOM South Georgia as an additional location, under the Nonpublic Postsecondary Educational Institutions Act of 1990.

The Doctor of Osteopathic Medicine programs at PCOM are accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association.

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

The doctoral program in clinical psychology is accredited by the Committee for Accreditation of the American Psychological Association (APA), 202-336-5979; www.apa.org/ed/accreditation. The clinical psychology internship program in PCOM's Center for Brief Therapy is also APA accredited. The doctoral, educational specialist and MS programs in school psychology are approved by the National Association of School Psychologists (NASP). The certification program in school psychology is approved by the Department of Education, Commonwealth of Pennsylvania. Certification in Behavior Analysis available to students in the MS in School Psychology program is approved by the Behavior Analyst Certification Board (BACB). PCOM's PsyD in school psychology is also approved by the Association of State and Provincial Psychology Boards (ASPPB) for its listing of programs meeting designation criteria.

PCOM's School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312-664-3575; fax 312-664-4652; website www.acpe-accredit.org.

Effective May 2nd, 2018 the Doctor of Physical Therapy Program at Philadelphia College of Osteopathic Medicine in Suwanee, Georgia has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 770-682-2306 or email phillippa@pcom.edu.

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation

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

Memberships

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

Student Handbooks and Academic Program Handbooks Containing Vital Student Information

College policies and other student information are available in the student handbooks, which are available online through myPCOM. The General Student Handbook, which applies to all academic programs, describes educational resources and essential services, registration, campus regulations, insurance, extracurricular activities and student government, and College policies on privacy, sexual harassment, equal opportunity, grievances, safety, substance abuse, ethics and conduct. Each program of study also publishes an academic handbook that describes curriculum, graduation requirements, examination and grading policy, academic standards, remediation procedures, clinical education requirements and other academic and student support information specific to the respective degree program. The academic handbooks are available on myPCOM, as well as in each academic department office.

State Departments of Education Complaint Information

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

Commonwealth of Pennsylvania
Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street
12th Floor Harrisburg, PA 17126-0333
717-772-3622 (FAX)
www.education.state.pa.us

State of Georgia
Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Suite 220 Tucker, GA 30084-5305
770-414-3300
770-414-3309 (FAX)
gnpec.org

BOARD OF TRUSTEES

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President and Chief Executive Officer . . . . . Jay S. Feldstein, DO '81

Provost, Senior Vice President for . . . . . Kenneth J. Veit, DO '76, MBA
Academic Affairs and Dean

Vice President for Finance and Chief Financial Officer . . . . . Peter Doulis, CPA

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Chief Academic Officer - Georgia . . . . . H. William Craver III, DO*
and Vice Provost and Dean, Osteopathic Medical Program,
PCOM Georgia

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Chief Legal Affairs Officer . . . . . David F. Simon, JD
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Executive Assistant to the President and Secretary. . . . . Lavinia Lafferty

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*PCOM Board Only **Faculty Representative ***Alumni Representative

ADMINISTRATION

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Peter Doulis, CPA . . . . . Vice President for Finance and Chief Financial Officer

H. William Craver III, DO . . . . . Dean and Chief Academic Officer, Osteopathic Medical Program, PCOM Georgia

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Kerin Fresa, PhD . . . . . Associate Dean, Osteopathic Curriculum, Philadelphia Campus

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Naushad M. Khan Ghilzai, PhD. . . . . Associate Dean for Academics and Assessment, School of Pharmacy, PCOM Georgia

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David Kuo, DO . . . . . Assistant Dean for Graduate Medical Education and Director of Medical Education

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Laura Levy, DHSc, PA-C . . . . . Chair, Physician Assistant Studies, Philadelphia and PCOM Georgia

Harry Morris, DO, MPH . . . . . Chair, Family Medicine

Phillip Palmer, PT, PhD . . . . . Chair, Physical Therapy PCOM Georgia

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Avadhesh C. Sharma, PharmD, PhD . . . . . Chair, Department of Pharmaceutical Sciences, School of Pharmacy, Georgia Campus

Craig S. Brown, JD . . . . . Director of Admissions, Georgia Campus

Karen Springer . . . . . Director of Financial Operations Director of Security and Public Safety

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

James J. Wood . . . . . Director of Animal Facility

ADMISSIONS POLICIES AND PROCEDURES

COLLEGE OF OSTEOPATHIC MEDICINE

Doctor of Osteopathic Medicine (DO)

Admission to PCOM is comprehensive as well as competitive. Acceptance by the Faculty Committee on Admissions is based on the applicant's fulfillment of undergraduate course requirements, grade point averages (GPA), Medical College Admission Test (MCAT) scores, letters of recommendation, essay, resume and a personal interview with the committee.

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

Requirements for Admission

Prior to matriculation at any campus site, each applicant must meet the following PCOM admission requirements:

- Satisfactory completion of a bachelor's degree from a regionally accredited college or university is necessary. Applications from students with three years of exceptional undergraduate work completed may be considered.
- The satisfactory completion of these specific undergraduate semester hours must be demonstrated by the applicant.
- Eight semester hours each, including two semester hours of laboratory: biology and physics.
- Sixteen semester hours of Chemistry, including four semester hours of laboratory; at least four of the sixteen required semester hours must be organic chemistry (with lab) and at least three semester hours must be biochemistry.
- Six semester hours of English composition and literature.
- Official exam scores from the Medical College Admissions Test (MCAT) must be submitted. For those who are submitting an updated test score, a January test date will be accepted. The MCAT must be taken within three years of the desired date of matriculation. For 2020 enrollment, exams taken before August 2017 will not be accepted to complete an applicant record.
- U.S. citizenship or permanent resident status (green card).

Application Steps and Schedule

We participate in AACOMAS, the centralized application service for the colleges of osteopathic medicine and adhere to the Applicant Protocol and Admissions Guidelines as adopted by the American Association of Colleges of Osteopathic Medicine and published in the College Information Book. For AACOMAS application questions or assistance, please visit the AACOMAS Applicant Help Center web site which includes contact information, instructions, and other important details.

Beginning in May, prospective osteopathic medical students may submit their application through a secure Web server, AACOMAS. Be advised that a full AACOMAS application must be e-submitted, completed and verified by February 1, 2021, to be considered for admissions to PCOM, PCOM Georgia and PCOM South Georgia.

All candidates must:

- Submit a separate AACOMAS application for PCOM / PCOM South Georgia and/or PCOM Georgia. In AACOMAS, access to the PCOM South Georgia application can be found through the PCOM application page. Candidates are asked to select the PCOM location(s) for which they wish to be considered: PCOM, PCOM South Georgia or both PCOM and PCOM South Georgia.
- Pay the corresponding AACOMAS fee(s).
- Submit an institutional application fee to PCOM for each location required.
- $75 for PCOM and/or PCOM South Georgia
- $75 for PCOM Georgia.

There is no Supplemental Application requirement for 2021 admission. Rather, in the AACOMAS application, visit the Program Materials section of your PCOM application and respond to the questions posed on the Questions tab. Although the requirements are the same, each application is evaluated for that particular location by the individual Faculty Committee for Admissions for each location.

When each processed application is received by the PCOM Admissions Office from AACOMAS, applications will receive an acknowledgment email to their e-mail address as provided on the selected AACOMAS application. PCOM also requires an application

fee of $75 for application to PCOM and/or PCOM South Georgia and for PCOM Georgia. This fee is required in order for the Office of Admissions to process each application and the corresponding application materials. Note that the fee can only be paid online through the link sent via email at receipt of a verified and completed AACOMAS application.

A candidate must fulfill a letter of recommendation requirement which as follows: A letter of recommendation from the pre-health or academic advisor/committee (undergraduate, post-baccalaureate or graduate programs). This is preferred by the DO Faculty Committee on Admissions.

or

Three faculty letters of recommendation: Two of those three letters must be from SCIENCE professors (undergraduate, post-baccalaureate or graduate programs). The remaining letter may be from any other faculty member.

A letter of recommendation from an osteopathic physician is strongly recommended but not required.

Letters of recommendation submitted to AACOMAS will be copied to each PCOM application only upon payment of the PCOM institutional fee.

The application and all required materials (including the institutional fee(s)) must be received by March 1, 2021. However early submission is strongly recommended as interviewees are selected and decisions are rendered on a rolling basis.

Interviews
Each campus has a PCOM Faculty Committee on Admissions that will review all completed applications, select those applicants to be interviewed and inform them in writing, via e-mail, of the interview date, time and location. Although all applicants who are accepted must be interviewed, the granting of an interview should not be construed as evidence of final acceptance.

Interviews generally begin in mid-September and continue until the end of March. A candidate can be selected for an interview at any time throughout the review process as deemed competitive by the Faculty Committee on Admissions. Interview sessions are on-campus events that include an opportunity to meet with student ambassadors and tour the campus. PCOM conducts a panel interview that generally includes the applicant and at least two members of the admissions committee, and lasts about one half hour.

Applicants to our Philadelphia location will receive an email invitation from DOInterviewPHL@pcom.edu. Applicants to PCOM Georgia will receive their invitation from DOInterviewGA@pcom.edu. Applicants to PCOM South Georgia will receive their invitation from DOInterviewSoGA@pcom.edu.

Admissions Decisions
Interviewed candidates are usually notified within five weeks from the date of interview. Accepted applicants are asked to remit a $250 non-refundable tuition prepayment according to the following schedule as noted by the AACOM Admissions Guidelines:

– Those accepted prior to November 15 will have until December 14.
– Those accepted between November 15 and January 14 will have 30 days.
– Those accepted between January 14 and May 14 will have 14 days.
– Those accepted on or after May 15 may be asked for an immediate deposit.

An additional deposit of $1,500 is required by April 15 from all confirmed students. This fee is non- refundable and, along with the initial $250 deposit, will be credited to the student's tuition account.

The candidate is also asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation by sending the completed/signed forms to TechStandards@pcom.edu.
PCOM does not have an Early Decision Program.

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

Transfer Students and Advanced Standing
PCOM does not routinely accept transfer students; however, a transfer application may be considered under extenuating circumstances and depending on seats available in the class. Consideration for Summer term enrollment (early June) will be given only to a student who is in good standing at an AOA- accredited college of osteopathic medicine and has completed two years of study, or who is eligible for re-admission to the previously attended college of osteopathic medicine. COMLEX 1 must have a passing grade prior to July 1st at PCOM if the student is accepted by the Faculty Committee on Admissions.

The initial request for transfer must originate from the dean of the college or university from which the student wishes to transfer and must be directed to the dean of the PCOM campus to which he or she is applying. Application materials must be submitted via

AACOMAS, and a formal interview with the Faculty Committee on Admissions will be required.

If accepted, a transfer student will be given credit for courses successfully passed at the previous college that meet PCOM's curriculum requirements. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DO degree.

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

ADMISSIONS POLICIES AND PROCEDURES

SCHOOL OF PHARMACY

Doctor of Pharmacy (PharmD)

Admission to PCOM School of Pharmacy is competitive and selective. PCOM seeks well- rounded, achievement-oriented individuals whose maturity and dedication will lead them to a successful career as a pharmacist. Acceptance into the PharmD program by the Admissions Committee is based on the applicant's fulfillment of prerequisite coursework, grade point average (GPA), letters of recommendation, personal essay, experience, service and volunteer activities, and a personal interview. Pharmacy College Admission Test (PCAT) test scores, while not required, are recommended as are other standardized professional and graduate tests, including the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Optometry Admission Test (OAT), or Graduate Record Examinations (GRE).

Requirements for Admission

Satisfactory completion of the required prerequisite coursework from a regionally accredited college or university is necessary. A baccalaureate degree, graduate degree or other professional degree is not required for admission to the School of Pharmacy; however, students possessing a previous degree will be given additional consideration for admission. Prior to matriculation, competitive applicants must have completed the prerequisite coursework. There are not minimum GPAs but cumulative GPAs of 2.50 and above are considered competitive. All prerequisites must have an earned letter grade of C- or higher. All applications undergo a holistic review process whereby careful consideration is given to all the credentials presented by applicants.

Prerequisite courses are as follow:

General Biology I and II with live lab credits* ..... 8 credits (Cellular Biology, Molecular Biology or Zoology with live lab is also acceptable)
General Chemistry I and II with live lab..... 8 credits
Organic Chemistry I and II with live lab ..... 8 credits
Physics with lab..... 4 credits
Calculus..... 3 credits
Statistics..... 3 credits
English..... 6 credits
(6 credits Composition or 3 credits Composition and 3 credits Literature)
Economics ..... 3 credits
Speech ..... 3 credits
Social/Behavioral Science ..... 3 credits
(e.g., History, Psychology, Sociology, Ethics)
Humanities ..... 3 credits
(e.g., Art, Foreign Language, Music, Religion) Electives ..... 8 credits

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

Application Steps and Schedule

PCOM School of Pharmacy participates in the centralized Pharmacy College Application Service (PharmCAS) for applicants applying to colleges and schools of pharmacy. Applications to PCOM School of Pharmacy consist of a completed PharmCAS Application. Official transcripts must also be provided prior to matriculation.

Beginning in July, prospective pharmacy students may submit their application through PharmCAS at www.pharmcas.org. The PharmCAS application will include all undergraduate and graduate coursework, official transcripts and three letters of recommendation. PharmCAS applications must be completed no later than the first Monday in March (or designated deadline on the PCOM PharmCAS school page) of the year of desired matriculation; however, applicants are encouraged to apply well ahead of this date.

When the PharmCAS Application, including letters of recommendation, is received in the Office of Admissions, the application will be considered complete. Early application and fulfillment of all requirements are strongly recommended, because a rolling admissions process is followed with review of completed applications beginning in early Fall.

Interviews

Interviews are conducted at the PCOM School of Pharmacy in Suwanee, GA, and are scheduled by e-mail using the e-mail address indicated on the student's admissions application. PCOM School of Pharmacy may also conduct face- to-face interviews at designated off-campus locations as needed. PCOM School of Pharmacy also offers virtual interviews to select students.. Please check e-mail frequently and be sure to notify the Office of Admissions of any change.

Interviews begin in September and continue until the class has been selected. Students are required to present a valid government-issued ID upon arrival. During the course of the interview sessions, applicants will have an opportunity to tour the campus and speak with current students. PCOM conducts a panel interview that lasts approximately 30 minutes with faculty members from the School of Pharmacy.

Admissions Decisions
Interviewed candidates are usually notified within one month from the date of interview. Accepted applicants are asked to remit two non-refundable tuition prepayments that will be credited to the student's tuition account. The two step seat deposit time line is:
1. Prior to March 1, accepted applicants must pay $200 to hold their seat
2. After March 1, prior accepted applicants must pay $300 to retain their seat
3. After March 1, accepted applicants must pay $500 to hold their seat

The School of Pharmacy participates in the Early Decision Program through PharmCAS. Details on Early Decision Programs can be found on the PCOM School of Pharmacy PharmCAS web page. The School of Pharmacy also participates in the Early Assurance Program through PharmDirect. Details can be found on the PCOM Pharmacy webpage and PharmDirect website.

PCOM requires all first year students to successfully complete a criminal background check prior to matriculation. The Office of the Dean must have this information on file prior to orientation; students will not be allowed to start classes without this information. A diverse events on a criminal background check may result in recension of acceptance offer to the program. Confirmed students will be notified as to how and when to begin the process.

Transfer Students and Advanced Standing
PCOM School of Pharmacy does not routinely accept transfer students; however, a transfer application may be considered under extenuating circumstances and depending on availability. No consideration will be given to students who wish to transfer solely to complete their Advanced Pharmacy Practice Experience (APPE) at PCOM. A minimum of two years of study must be completed at PCOM for a student to receive the PharmD degree.

To be considered for transfer admission to PCOM, the applicant must meet the following criteria:
- Currently be in good academic standing at an ACPE-accredited college or school of pharmacy
- Never have been temporarily or permanently suspended, dismissed or involved in any adverse action as a result of conduct violations or academic dishonesty
- Have a minimum grade point average of 2.5 on a 4.0 scale

Candidates for transfer who meet these requirements must provide:
- A letter detailing the reason for the transfer request to the PCOM School of Pharmacy
- Official transcripts and syllabi of all coursework in the college/school of pharmacy
- A letter sent directly from the dean of the college/school of pharmacy, or designated individual, that the candidate for transfer is in good academic standing at the college/school of pharmacy and that the student has not been temporarily or permanently suspended, dismissed or involved in any adverse action as a result of conduct violations or academic dishonesty

The Admissions Committee and the Associate Dean for Academic Affairs will consider transfer feasibility based on such variables as seat availability, student academic strength and program-to-program curricular match. PCOM will evaluate all completed courses for the purpose of course credit. Depending on accepted course credit, transferring between pharmacy programs may result in extended time to graduation. Transfer students will ONLY be considered for fall term admission. All requests and supporting documentation for transfers must be submitted to the Associate Dean for Academics by June
15. A formal interview with the Admissions Committee will be required. A final decision on transfer requests will be determined by the Associate Dean for Academic Affairs. If a student is accepted for transfer, PCOM reserves the right to require a financial deposit to hold the seat.

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

ADMISSIONS POLICIES AND PROCEDURES

SCHOOL OF PROFESSIONAL AND APPLIED PSYCHOLOGY

The School of Professional and Applied Psychology Faculty Committee on Admissions utilizes a rolling admissions policy. Therefore, applications for programs on our Philadelphia campus will be considered throughout the year as received until the desired enrollment has been achieved. However, those applications received prior to March 15 will be given priority. Applications can be submitted online via PsyCAS or GradCAS by visiting the Apply Online link at pcom.edu/admissions.

The Faculty Committee on Admissions screens the applications, invites some applicants for an interview, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Classes begin for each program as follows:

Doctor of Psychology in Clinical Psychology
Fall term only

Doctor of Philosophy in Educational Psychology
Fall term only

Doctor of Psychology in School Psychology
Summer term only

Educational Specialist in School Psychology
Fall term only

Master of Science in School Psychology
Summer term only

Master of Science in Counseling and Clinical Health Psychology
Fall term only

Master of Science Mental Health Counseling
Fall term only

Master of Science in Organizational Development and Leadership
Fall and Spring terms only

Master of Science in Public Health Management and Administration
Fall term only

Master of Science in Non Profit Leadership and Population Health Management
Fall term only

Certificates of Graduate Studies and Certificates in Advanced Graduate Studies: Applied Behavioral Analysis – Online
Fall term only

Cognitive Behavioral Therapy
Fall term only

Organizational Development and Leadership
Fall and Spring terms

Professional Counseling
Fall term only

Public Health Management and Administration
Fall term only

Non-Profit Leadership and Population Health Management
Fall term only

Doctor of Psychology in Clinical Psychology (PsyD)

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

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

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

- Statistics/Research
- Abnormal Psychology
- Psychopathy Theories of Personality
- Developmental Psychology

Application Process

The Clinical PsyD program at PCOM participates in PsyCAS, the centralized application service for graduate study in psychology. Instructions on how to use PsyCAS can be found at https://help.liaisonedu.com/PSYCAS_Applicant_Help_Center

Beginning in September, prospective doctoral students in psychology may submit their application through a secure Web server, PsyCAS https://www.apa.org/education/grad/psycas. Be advised that your full PsyCAS application must be e-submitted, completed and verified to be considered for admission to PCOM. Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

PSYCAS
P.O. Box 9138
Watertown, MA 02471

Letters of Recommendation can be sent through the evaluator portal on PsyCAS or directly to PCOM Admissions in .pdf format to recommend@pcom.edu.

Instructions on how to use PsyCAS can be found at: https://help.liaisonedu.com/PSYCAS_Applicant_Help_Center. The PsyD in Clinical Psychology program utilizes a rolling admissions policy. Thus applications will be considered throughout the year as they are received and all required materials have been submitted. However, the Faculty Committee on Admissions will use three priority deadlines to evaluate completed applications. The deadlines are December 30, 2020, March 30, 2021 and June 30,2021. New students will be accepted into the program until the desired class size is achieved. It is therefore recommended for candidates to submit applications early. Classes begin in the fall term (early August).

Once your application has been downloaded from PsyCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process. Note that there is no institutional application fee to PCOM.

Additional Application Requirements

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Three letters of reference (if not already submitted through PsyCAS)
- A general autobiographical statement explaining you interest in this academic program as it relates to your career goals (in 500 words or less)
- Graded writing sample or professional report or evaluation

Admissions Process

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

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

Doctor of Philosophy in Educational Psychology (PhD)

Admissions Requirements

Applicants must possess a master's degree from a regionally accredited college or university in psychology, counseling, education or a related field with a B average or better.

Applicants must have completed, prior to admission, the following foundational coursework:

- Statistics/Research
- Abnormal Psychology or Psychopathology
- Developmental or Lifespan Psychology

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

- Application, including autobiographical statement expressing interest in this program as it pertains to your career goals
- Official transcripts of all undergraduate and graduate coursework
- Two letters of recommendation
- Scores from the GRE General Test (PCOM institutional code for GRE- 2662)
- Curriculum Vitae or Resume

All materials must be forwarded to PCOM's Office of Admissions to admissions@pcom.edu

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. There is no fee to apply. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

We will accept electronic transcripts via mail, eScript, or Parchment Services and National Student Clearinghouse to admissions@pcom.edu

Letters of recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.
All materials must be forwarded to PCOM's Office of Admissions.

Admissions Process

The PhD program utilizes a rolling admissions policy. As such, applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired class size is achieved, therefore it is recommended for candidates to submit applications early. Classes begin in the fall term (early August).

Doctor of Psychology in School Psychology (PsyD)

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

- 6 credits of English
- 6 credits of Math
- 15 additional credits of psychology coursework

Transfer Policy

A candidate who currently holds a graduate degree in psychology or a related field may be eligible to have up to 30 credits or graduate work transferred towards the PsyD degree program. Eligibility for course transfer is as follows:

- Each course must have been taken in an APA-accredited or NASP-approved program within a 7 year period.
- A grade of "B" or better is required for each course.
- A syllabus for each course must be submitted for Program Director review.
- At least 2 graded assignments (per course) must be submitted for Program Director review. OR
- An exam may be completed to demonstrate content knowledge.

It is the discretion of the program director as to which courses can be transferred based on the above criteria.

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. There is no fee to apply. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

We will accept electronic transcripts via mail, eScript and/or Parchment services and National Student Clearinghouse to admissions@pcom.edu

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

- A general autobiographical statement explaining interest in this academic program as it relates to your career goals (500 words or less)
- Official transcripts of all undergraduate and graduate work
- Three letters of recommendation
- Scores from the GRE Psychology Subject Test (PCOM institutional code for GRE – 2662
- Writing sample (preferably graded)

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

Letters of recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Admissions Process

The PsyD program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the class size is achieved, therefore it is recommended for candidates to submit applications early. Classes begin in the summer term.

The Admission Committee screens applications, invites some applicants for an interview and to submit a writing sample, evaluates the applicants, and selects new students. As an applicant to PCOM's Doctor of Psychology in School Psychology program, you are responsible for ensuring that all admissions materials are completed accurately and submitted in a timely manner.

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

Educational Specialist Degree in School Psychology (EdS)

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

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

- A general autobiographical statement explaining interest in this academic program as it relates to your career goals (500 words or less)
- Official transcripts of all undergraduate and graduate work
- Three letters of recommendation
- Curriculum vitae or resume

All materials must be forwarded to PCOM's Office of Admissions at admissions@pcom.edu

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. There is no fee to apply. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

We will accept electronic transcripts via mail, eScript and/or Parchment Services and National Student Clearinghouse to admissions@pcom.edu

Letters of recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Admissions Process

The EdS program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired class size is achieved, therefore it is recommended for candidates to submit applications early. Classes begin in the fall term (early august).

The Admissions committee screens applications, invites some applicants for interview, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment. As an applicant to PCOM's School Psychology program, you are responsible for ensuring that all admissions materials are completed accurately and submitted in a timely manner.

Master of Science in School Psychology (MS)

Admissions Requirements

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

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

- 6 credits of English
- 6 credits of Math
- 15 credits of psychology or relevant electives. At the discretion of the Admissions Committee, students may be required to take additional prerequisite courses that would enhance their preparation for the graduate program.

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

- Application, including autobiographical statement
- Official transcripts of all undergraduate and graduate work
- Three letters of recommendation
- Official scores from GRE or Miller's Analogies Test (PCOM institutional GRE code – 2662)This requirement may be waived for applicants with a cumulative GPA of 3.3 or higher.

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

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. There is no fee to apply. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

We will accept electronic transcripts via mail, eScript and/or Parchment Services and National Student Clearinghouse to admissions@pcom.edu

Letters of Recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Admission Process

The Master of Science in School Psychology program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired class size is achieved, therefore it is recommended for candidates to submit applications early. Classes begin in the summer term (early June).

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects the new students. Following completion of the admissions process, each applicant is notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

As an applicant to PCOM's School Psychology program, you are responsible for ensuring that all admissions materials are completed accurately and submitted in a timely manner.

Applied Behavior Analysis Certificates

CAGS Admission Requirements

Applicants for a Certificate of Advanced Graduate Studies in Applied Behavior Analysis must have completed a master's degree in psychology, education or a related discipline from a regionally-accredited institution with a B average or better. Master's degrees in other specialty areas will be considered on a case-by-case basis.

CGS Admission Requirements

Applicants for a Certificate of Graduate Studies in Applied Behavior Analysis must have completed a bachelor's degree in psychology, education or a related discipline from a regionally-accredited institution with a B average or better. Bachelor's degrees in other specialty areas will be considered on a case-by-case basis.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Official transcript(s) of all undergraduate and graduate course work
- Two letters of recommendation
- Curriculum vitae or resume
- A general autobiographical statement explaining you interest in this academic program as it relates to your career goals (in 500 words or less)
- Writing sample, preferably graded

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Candidates will select their degree program of interest in the last section of the GradCAS application.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

Letters of recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Once your application has been downloaded from GradCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

Admissions Process

Our certificate programs utilize a rolling admissions policy, so applications will be considered throughout the year as they are received. The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admissions process, each applicant is notified in writing of the Admissions Committee's decision, including any conditions that must be satisfied prior to or following enrollment.

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

Admissions Requirements

An applicant must have successfully completed a bachelor's degree in psychology, counseling, social work, education or nursing from a regionally accredited college or university with a 3.0 (B average) or better prior to matriculation. Bachelor's degrees in other specialty areas will be considered on a case- by-case basis.

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

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

Application Process

These PCOM MS programs participate in PsyCAS, the centralized application service for graduate study in psychology.

Beginning in September, prospective graduate and doctoral students in psychology may submit their application through a secure Web server, PsyCAS http://www.apa.org/education/grad/psycas). Within the PsyCAS application, candidates will be asked to indicate a primary program of interest: Mental Health Counseling or Counseling and Clinical Health Psychology. However, candidates will be considered for BOTH upon review by the faculty committee on admissions. Be advised that your full PsyCAS application must be e-submitted, completed and verified to be considered for admission to PCOM. Note that official college transcripts from all colleges/ universities schools attended must be sent directly to:

PSYCAS
P.O. Box 9138
Watertown, MA 02471

Letters of Recommendation can be sent through the evaluator portal on PsyCAS or directly to PCOM Admissions in .pdf format to recommend@pcom.edu.

Instructions on how to use PsyCAS can be found at: https://help.liaisonedu.com/PSYCAS_Applicant_Help_Center

Once your application has been downloaded from PsyCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process. Note that there is no institutional application fee to PCOM.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Three letters of recommendation (if not already submitted through PsyCAS)
- A general autobiographical statement explaining you interest in this academic program as it relates to your career goals (in 500 words or less) sent via email to admissions@pcom.edu.
- Writing sample (preferably graded)

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

Admissions Process

This program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the MS in Counseling program until a class size of approximately 35 students is reached. Classes begin in the fall term (early August). The Admissions Committee screens applications, invites some applicants for an interview and writing sample, evaluates the applicants and selects new students. Following the completion of the admissions process, each applicant will be notified of the Admissions Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment. As an applicant to PCOM's Master of Science program in Mental Health Counseling or Counseling and Clinical Health Psychology programs, you are responsible for ensuring that all admissions materials are completed accurately and resubmitted in a timely manner.

Psychology Certificate Programs

Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy
Certificate of Advanced Graduate Studies in Professional Counseling

Admissions Requirements

Applicants for a Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy and/or Certificate of Advanced Graduate Studies in Professional Counseling must have completed a master's degree in psychology, counseling or a related discipline from a regionally- accredited institution with a B average or better. Master's degrees in other specialty areas will be considered on a case-by- case basis.

Students will complete 12 graduate credits to earn the certificate for Cognitive Behavioral Therapy or Professional Counseling.
Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Official transcript(s) of all undergraduate and graduate course work
- Two letters of recommendation
- Curriculum vitae or resume
- A general autobiographical statement explaining you interest in this academic program as it relates to your career goals (in 500 words or less)
- Writing sample, preferably graded

Application Requirements

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study. Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM. There is no fee to apply.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

Letters of recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Candidates will select their degree program of interest in the last section of the GradCAS application.

Once your application has been downloaded from GradCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

Admissions Process

The CAGS program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admissions process, each applicant is notified in writing of the Admissions Committee's decision, including any conditions that must be satisfied prior to or following enrollment.

Master of Science in Non Profit Leadership & Population Health Management (MS, Cert.)
Master of Science in Organizational Development and Leadership (MS, Cert.)
Master of Science in Public Health Management and Administration (MS, Cert.)

Admissions Requirements

For matriculation into these master's and certificate programs, an applicant must have completed a bachelor's degree program from a regionally-accredited institution with a B average or better.

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

- Application, including an autobiographical statement
- Official transcripts of all undergraduate and graduate work
- Two letters of recommendation Curriculum vitae or resume All materials must be forwarded to PCOM's Office of Admissions.

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS, which is similar to a "common app". In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. There is no fee to apply. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

Admission Process

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admissions process, each applicant is notified in writing of the Admissions Committee decision, including any conditions that must be satisfied prior to or following enrollment. The Program director may evaluate a student's life/work experience for credit after a student has been accepted into the program. The program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired class size is achieved, therefore it is recommended for candidates to submit applications early. Students are accepted and enrolled into the program until the desired class size is achieved, therefore it is recommended for candidates to submit applications early. Students are accepted and enrolled for each term (summer, fall, winter and spring). As an applicant to PCOM's graduate programs, you are responsible for ensuring that all admissions materials are completed accurately and submitted in a timely manner.

ADMISSIONS POLICIES AND PROCEDURES

SCHOOL OF HEALTH SCIENCES

Doctor of Physical Therapy (DPT)

Admission to the Doctor of Physical Therapy (DPT) program is competitive and selective. PCOM seeks well-rounded, achievement-oriented individuals whose maturity and dedication will lead them to a successful career as a physical therapist. Acceptance by the Admissions Committee is based on the applicant's fulfillment of prerequisite coursework, grade point average (GPA), Graduate Record Examination (GRE) scores, letters of recommendation, essay, resume, and a personal interview.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:
- A completed application and $75 institutional application fee
- A bachelor's degree from a regionally accredited college or university (must be completed prior to matriculation)
- Official transcript(s) of all undergraduate and graduate course work
- Three letters of recommendation
- Official score report from the Graduate Record Examination (GRE - General Test)

Application Process

All inquiries about admission to the Doctor of Physical Therapy (DPT) program should be directed to PCOM's Office of Admissions. The physical therapy program participates in the centralized online application service for physical therapy (PTCAS). Visit ptcas.org for more information. The Faculty Committee on Admissions utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment of 40 new students has been achieved. However, those applications completed prior to December 1 will be given priority.

Please forward relevant application materials to:

PCOM Georgia Office of Admissions
625 Old Peachtree Road NW
Suwanee, GA 30024

Baccalaureate Degree Requirement

For matriculation into this program, an applicant must have completed a bachelor's degree from a regionally-accredited institution.

Prerequisite Coursework

Prior to matriculation, an applicant must have successfully completed the following:
- General/Introductory Biology: two-course sequence for science majors (8 semester- hours credit), must include labs; OR two-course sequence in Anatomy & Physiology (8 semester-hours credit), must include labs;
- If the two-course sequence in Biology for science majors is chosen, one additional upper division Biology course with a lab must be completed.
- If the two-course sequence in Anatomy and Physiology is chosen, on additional course in Biology for science majors must be completed.
- General/Introductory Physics: two-course sequence for science majors (8 semester- hours credit), must include labs (sequence should include content related to mechanics, electricity, magnetism, and light);
- General/Introductory Chemistry: two-course sequence for science majors (8 semester-hours credit), must include labs;
- Statistics or Biostatistics: one course (3 semester-credit hours);
- Psychology: one course (3 semester-credit hours); and
- Sociology/Anthropology: one course (3 semester-credit hours).

At the time of application, candidates must have the prerequisite coursework completed or be able to provide a plan in writing that demonstrates the completion of the prerequisites prior to enrollment in the program (this can be achieved by completing the "Planned or In Progress Coursework" section of PTCAS). Note that the requirements for the baccalaureate and all prerequisite courses must be completed prior to matriculation. At least six of the ten required prerequisite courses must be completed before an application will be considered.

Letters of Recommendation

Applicants must submit three letters of recommendation, one of which must be from a licensed physical therapist. The two remaining letters are preferred to be from any of the following sources:
- College professor
- Employer/Supervisor
- Pre-health professions advisor
- Other healthcare professional

To the extent appropriate, each letter should address the applicant's character, leadership abilities, commitment to service, ability to be self-directed, communication skills, and ability to work as a member of a team. Recommendation letters must be on letterhead and preferably signed and submitted electronically in .pdf format to recommend@pcom.edu.

Standardized Test Scores
Along with a completed application, letters of recommendation and transcripts, candidates to the Doctor of Physical Therapy program must submit an official score report from the Graduate Record Examination (GRE - General Test) to be considered for admission. The PCOM institutional code for GRE is 4281.

Healthcare Experience Requirements
There are no specific requirements for health care experiences to be eligible for enrollment. Applicants should, however, be able to demonstrate breadth and depth of knowledge about the practice of physical therapy through meaningful exposures as demonstrated through a completed application for admission. Any volunteer work or paid work in a clinical setting wherein candidates are either providing hands-on care or witnessing care first hand is valued. Health care shadowing experiences are also highly recommended.

Assessing Applicants for Interview Consideration
On receipt of a completed application, each applicant will be screened to determine if they are to be invited for an on-campus interview. The following will be considered during the screening process:

- Academic ability based on GPA (overall and prerequisite) and GRE scores. Please note that although we do not require a minimum GPA or minimum GRE scores, admission to PCOM's PT program is very competitive and selective. Higher GPAs and GRE scores will enhance your chances of being selected for an interview. The average undergraduate GPA for applicants accepted to physical therapy programs nationally during the 2017-18 admissions cycle was 3.57/4.00. The average unofficial GRE percentile scores for the same admissions cycle ranged from 50.4% on the Quantitative scale to 56% on the Verbal scale.
- Major and minor areas of undergraduate study
- Observation/experience in physical therapy (quantity and variety)
- Leadership
- Interest in underserved populations
- Personal interests

All applicants selected for an interview will be contacted in writing, via e-mail, with a proposed date, time and location of the interview. Please note, although all applicants who are eventually accepted must be interviewed, the granting of an interview does not guarantee acceptance into the program. On the day of the interview, applicants may have an opportunity to meet with a student ambassador, sit in on classes and tour the campus. The interviews are conducted by a panel consisting of one or more of the physical therapy program faculty members and/or a local clinician. Current students may also be involved.

Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to enrollment in the program.

Enrollment Requirements
Accepted applicants are asked to send a $500 non-refundable deposit by January 15. An additional deposit of $1,000 is required by April 16 from all confirmed students. This fee is non-refundable and, along with the initial deposit, will be credited to the student's tuition account.

The accepted candidate is also asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation by sending the completed/signed forms to TechStandards@pcom.edu.

In effort to foster the safety and well-being of the entire campus community, as well as to ensure that students accepted to PCOM will be permitted to perform clerkships/internships required to successfully complete their degree requirements, PCOM requires all first year students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM vendor of choice. The Admissions Office will send notification of the process after confirmation of enrollment and must have this information on file prior to orientation; students will not be allowed to start classes without this information.

Policy on Transfer of Credits
The Department of Physical Therapy does not routinely accept transfer students; however, a transfer application may be considered under extenuating circumstances and depending on the availability of places within the class. In order to be considered, a prospective student must provide documentation of the circumstances necessitating the transfer and must be in good standing in a CAPTE-accredited program of physical therapy. The applicant must be able to demonstrate equivalency of courses undertaken with courses within the Doctor of Physical Therapy curriculum. Credit will only be granted for courses that "match" courses within the DPT curriculum and for which a grade of B or higher was achieved. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DPT degree.

Questions
Should you have any questions, please contact us via email at gaadmissions@pcom.edu.

Master of Science in Health Science, Physician Assistant Studies

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

CASPA

Philadelphia College of Osteopathic Medicine (PCOM) participates in the Centralized Application Service for Physician Assistants (CASPA). You may obtain additional information about CASPA and apply online at caspa.liaisoncas.com. CASPA applications become available for 2019-2020 enrollments in April 2019. All applications must be e-submitted, completed, and verified by CASPA no later than December 2, 2019, for both Philadelphia and PCOM Georgia (separate application per campus). When applying to PCOM through CASPA, you will be required to complete PCOM specific questions before submitting.

All required application materials, including the $75 PCOM institutional application fee (one fee per campus) must be RECEIVED BY the Office of Admissions NO LATER THAN December 16, 2019, for Philadelphia and PCOM Georgia in order to be considered for admission for the Summer 2020 term. Note that the fee can only be paid online through the link sent via email at receipt of a verified and completed CASPA application.

The Faculty Committee on Admissions recommends you submit a completed and verified CASPA application, which includes a PCOM specific question series, as soon as possible as we operate using a rolling admissions process.

Assessing Applicants for Interview Consideration

Completed and verified CASPA applications and supporting documents will be reviewed and individuals will be selected for an on-campus interview by the Faculty Committee on Admissions. Interviews will be offered to those who qualify compared against the applicant pool and successful completion of the following factors:

- Baccalaureate degree
- Letters of recommendation
- Standardized test score (TOEFL)
- Prerequisite coursework
- Grade point averages (GPAs)
- Healthcare experience
- Other considerations

An interview is required for admissions to the program and is typically conducted from September through February although interviews may be conducted before or after this timeframe. A candidate can be selected for an interview at any time throughout the review process as deemed competitive by the Faculty Committee on Admissions.

Selection for the PA program at PCOM is very competitive. The following requirements represent the minimum criteria for consideration for admission. Successful applicants will generally exceed the minimum criteria.

Baccalaureate Degree

All applicants must complete a baccalaureate degree, preferably in science or a health-related field, from a regionally accredited college or university in the United States, Canada or the United Kingdom prior to matriculation. Applicants must send official transcripts from all colleges and/or universities attended directly to CASPA. Once enrolled at PCOM, candidates must submit official copies of all college transcripts directly to the PCOM Office of Admissions.

Letters of Recommendation

Applicants must also submit three letters of recommendation directly to CASPA. Others may be sent as a PDF document to PCOM's Office of Admissions at recommend@pcom.edu. One recommendation MUST be from a physician, physician assistant or nurse practitioner in order to be considered for admission.

Standardized Test Scores

Standardized test scores are not required for admission with the exception of English language testing. Fluency in written and spoken English is essential for success in the program and to ensure patient safety. Applicants whose native language is not English must demonstrate objective competency in English within the past two years by satisfactory performance on the TOEFL examination. The minimum required score for the IBT (Internet Based Testing) is 79, with a minimum score of 26 for the speaking component.

Applicants are exempt from the TOEFL requirement if:

- English was the exclusive language of instruction at the undergraduate level
- They have earned a degree from a regionally accredited US college or university not more than 5 years prior to the anticipated semester of enrollment

or

- They have completed at least two (2) full-time semesters of graded coursework, exclusive of ESL courses, at an institution where English is the exclusive language of instruction not more than five (5) years prior to the anticipated semester of enrollment

Prerequisite Coursework
It is the responsibility of each applicant to meet the following minimum requirements:

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

* "General" coursework denotes the first two courses in the subject sequence for science majors.

- All prerequisite coursework listed above must be completed prior to enrollment with a grade of at least a "C" or 2.0 on a 4.0 scale.
- All science and math prerequisites must be completed within 10 years prior to June enrollment. (e.g., June 2010 or later)
- Applicants must obtain an undergraduate science and cumulative grade point average of
- 3.00 or higher on a 4.0 scale (as calculated by CASPA).
- One course cannot be used to satisfy multiple prerequisite courses.
- AP coursework will be accepted provided the course and credits appear on your college transcript.
- All courses must be completed at a regionally accredited institution. The Program will accept credits completed at a community college. The Program will accept courses completed online or on campus.
- The Program will not accept prerequisite coursework completed as an audit or graded pass/fail.
- The Program will not accept credits completed as CLEP courses.
- At the time of application, candidates must have the prerequisite coursework completed or be able to provide a plan in writing that demonstrates the completion of the prerequisites prior to enrollment in the program (this can be achieved by completing the "Planned or In Progress Coursework" section of CASPA). Two science/math prerequisite courses may be "Planned or In Progress" at the time of application.

Healthcare Experience
To be considered for an interview, applicants must have a minimum of 200 hours of direct patient contact experience in volunteerism or employment in the healthcare industry, as documented through CASPA at the time of application. Candidates complete the requirement in a variety of ways, some of which include working as a certified nursing assistant, phlebotomist, LPN, EMT, paramedic, scribe, medical translator, etc.

Many have experienced medicine overseas as volunteers in clinics. Any volunteer work or paid work in a clinical setting wherein candidates are either providing hands-on care or witnessing care first hand can be acceptable, depending on the nature of the role. Health care shadowing experiences are counted and highly recommended.

Other Considerations
Applicants with graduate degrees and/or five years of healthcare experience and/or other unique circumstances or qualifications may be considered, on an individual basis, for waiver of selected published prerequisite coursework. However, all candidates must have earned a baccalaureate degree prior to enrollment, excluding dual-degree candidates. Waiving of any criteria can only be assessed during the formal application review by the Faculty Committee on Admissions. Staff members of the Office of Admissions may not waive application requirements.

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

To ensure that students accepted to PCOM will be permitted to perform clerkships during their second year of study, and thus ensure them the opportunity to successfully complete their MS degree requirements, PCOM requires all first year PA students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM chosen vendor. The Admissions Office will send notification of the process after confirmation of enrollment and must have this information on file prior to orientation. Students will not be permitted to start classes without a criminal background check received and approved by the Office of Admissions.

Application Decisions
Candidates interviewed are evaluated based on multiple factors including:
- Academic ability
- Scholarly accomplishments
- Problem solving ability
- Decision making skills
- Maturity
- Potential for professional comportment
- Level of commitment to profession
- Personal preparedness
- Congruence with program philosophy and mission

The Admissions Committee reserves the right to accept or reject applications to the chosen program based on merit.

Notification of Acceptance or Alternate Status
Following completion of the admissions process, applicants will be notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment. Once admitted, candidates who wish to enroll are asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation and submit a $500 non-refundable tuition prepayment online. The acceptance packet will contain all materials required for enrollment.

Applicants may be placed on the wait list after completion of the interview process. The wait list is not ranked or ordered. Typically, candidates are selected as seats become available from February until classes begin in June. After all expected candidates arrive for orientation in June, those not selected will be sent a final decision letter by mail.

Policy on Advanced Standing, Transfer of Credits and Experiential Learning and Graduates of Medical Schools
The Physician Assistant Studies program does not offer advanced placement based upon transfer of credits for academic work completed at other institutions of higher learning or upon credit from experiential learning. Applications are not accepted from graduates of medical schools.

Master of Science in Biomedical Sciences (MS)

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

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS. In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM. There is a $64 fee to apply.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

GradCAS Transcript Processing Center
PO Box 9217
Watertown, MA 02471

Letters of Recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Once your application has been downloaded from GradCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

All applicants to the Graduate Programs in Biomedical Sciences must have successfully completed a bachelor's degree from a regionally accredited college or university prior to matriculation. They must also have completed all undergraduate pre-professional science requirements (eight credit hours each of biology and physics) as well as 16 semester hours of chemistry coursework (including labs), four credits of which must be organic chemistry. Biochemistry is strongly recommended. Successful candidates must also show evidence of commitment to a career in the health professions and/or potential for admission to a professional school.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:
- A general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less).

- One letter of recommendation from the pre-professional advisor/committee or a science faculty member of the applicant's undergraduate or post-baccalaureate institution (letter must be on letterhead and preferably signed). Please note that faculty letters must be from a professor who issued a grade for a course that is noted on the applicant's institutional transcript.
- Submit official reports of standardized test scores: MCAT, PCAT, DAT, OAT, or GRE
- If you plan to submit an MCAT score you will need to forward to PCOM a screenshot of a full copy of your MCAT report as a pdf attachment of your AAMC ID number as well as the verification code which can be obtained from AAMC. Self reported scores are not considered official and will not complete an application. All tests must be taken within three years of the desired date of matriculation. For 2021 enrollment, exams taken before August 2018 will not be accepted to complete an applicant record. Please allow at least 15 business days for us to access the AAMC and attempt to manually retrieve the scores.
- The PCOM GRE institutional code is 2662. The PCOM Georgia GRE institutional code is 4281.

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

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

Master of Science in Forensic Medicine (MS)

Admissions Requirements

All applicants to the Master of Science in Forensic Medicine on our Philadelphia campus must have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average of 3.0 or higher on a 4.0 scale prior to matriculation. The Forensic Medicine Admissions Committee will determine the applicant's start date and program level based on submitted materials and the admissions decision will reflect any change necessary.

Classes begin for each program as follows:
- Pathway: Summer term only
- Master of Science in Forensic Medicine: Fall term only

Masters Program

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

Pathway

The Pathway program is designed for those who are interested in forensic medicine and who possess a bachelor's degree in a forensic-related field (i.e., criminal justice, psychology, sociology or anthropology) but lack coursework in the core sciences (biology, chemistry, anatomy and physiology). This online course was devised to allow those without a strong science background to receive the necessary information to be successful in the Master of Science in Forensic Medicine.

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS. In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM. There is a $64 fee to apply.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

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

Letters of Recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Once your application has been downloaded from GradCAS, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

The Faculty Committee on Admissions for Forensic Medicine uses the following information in making decisions concerning admission:

- Application, including autobiographical statement and $64 institutional application fee

- Official transcripts of all undergraduate and graduate work
- One letter of recommendation
- Current professional, state or federal license, certificates or registration documents, if applicable
- Writing sample (preferably graded)

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

Certificate of Graduate Studies (CGS) and Certificate of Advanced Graduate Studies (CAGS) (Certificate in Medical Simulation)

Admissions Requirements

- The Certificate of Graduate Study requires a bachelor's degree for admission.
- The Certificate of Advanced Graduate Study (CAGS) program requires a master's degree for admission. This certificate is also available as part of the curriculum offered in the Master of Sciences medical simulation concentration program.

PCOM's Medical Simulation program is available at our Suwanee, GA, or Philadelphia, PA, locations and can be completed online for those with access to an approved simulation center.

Application Process

Philadelphia College of Osteopathic Medicine (PCOM) participates in GradCAS, the centralized application service for graduate study.

Prospective graduate students may submit their application through a secure web server, GradCAS. In order to connect your general GradCAS application to PCOM, visit the ADD PROGRAM tab, search for Philadelphia College of Osteopathic Medicine and select your program of interest from the list. Also, be sure you complete the fourth quadrant of PCOM custom questions and click SUBMIT when completed. Be advised that your full GradCAS application must be e-submitted, completed and verified to be considered for admission to PCOM.

There is a $64 fee to apply.

The application process for any PCOM academic program is on a rolling admissions basis as applications are reviewed in the order in which they are received. Early applications are strongly encouraged.

Applications can be submitted online by visiting the Apply link at pcom.edu/admissions. The Medical Simulation faculty screens the applications, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the faculty's decision in writing, including any conditions that must be satisfied prior to or following enrollment. Classes begin in the Summer term.

The Medical Simulation faculty uses the following information in making decisions concerning admission to the MS program:

- GradCAS application
- Autobiographical/personal statement explaining why you are interested in this academic program as it relates to your career goals (500 words or less)
- Official transcript(s) of all undergraduate and graduate course work.
- Two letters of recommendation.
- The two letters must be on letterhead and preferably signed.
- Please note: applicants interested in the online option MUST have a letter of recommendation from a supervisor of a PCOM-approved simulation center (Society for Simulation in Healthcare Accreditation or equivalent).
- Curriculum vitae or resume

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

GradCAS Transcript Processing Center
PO Box 9217
Watertown, MA 02471

Letters of Recommendation can be sent through the evaluator portal on GradCAS or directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page for guidance.

Admissions Process

In an effort to foster the safety and well-being of the entire campus community, as well as to ensure that students accepted to PCOM will be permitted to perform clerkships/internships required to successfully complete their degree requirements, PCOM requires all first-year students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM vendor of choice. The Office of Admissions will send notification of the process after confirmation of enrollment and must have this information on file prior to orientation; students will not be allowed to start classes without this information.

Prior to enrollment, all candidates are required to complete PCOM's Technical Standards for Admission and Matriculation.

ADMISSIONS POLICIES REQUIRED FOR ALL PROGRAMS

Technical Standards
Each program has Technical Standards for Admissions that define the Physical Sensory and Cognitive Psychological requirements for enrollment. These standards are available at www.pcom.edu/admissions under Application Requirements and are required to be completed prior to enrollment.

Requirements Specific to Non-US Citizens: Licensing Requirements
It is the sole responsibility of a Non-US applicant to determine that he/she will meet the eligibility requirements for national certification and state licensing. It is also the applicant's sole responsibility to determine whether any particular country will allow the practice of the profession for which a PCOM degree is received and licensing in the United States is obtained.

International Applicants/Non-U.S. Citizens
An international applicant is an applicant who is not a United States citizen or permanent resident (green card holder) of the United States. The Doctor of Osteopathic Medicine (DO) program and online certificate programs require citizenship or permanent resident status (green card).

Financial Responsibility
Once an international applicant is accepted and prior to matriculation in a program at either campus, he/she is required to deposit the necessary funds into a U.S. bank account selected by Philadelphia College of Osteopathic Medicine.

Employment Authorization for International Applicants
It is the responsibility of the international applicant to ensure that he/she maintains all applicable terms and conditions of his/her period of stay in the United States, understands any employment- related requirement of the relevant PCOM program, and meets any requirements for receiving U.S. employment authorization.

PCOM's DSO officer will assist students who currently have or are eligible for a Student Visa
(F-1) status with all documentation required including applying approval of work hours that are required by the curriculum in which the student is enrolled and/or desired post-completion employment authorization. PCOM does not guarantee that an applicant, student or graduate will be eligible for or received any particular immigration status.

PCOM's assistance with employment authorization is limited to international applicants with Student Visa (F-1) status; all other international applicants who do not have or are not eligible for a Student Visa (F-1) status should secure private legal counsel at the international applicant's own expense to assist with any immigration questions, concerns and/or filings.

Compliance with All Applicable Laws
Federal laws, regulations, processes and requirements relevant to international applicants are subject to change at any time. PCOM requires that international students adhere to all applicable federal laws regarding their period of stay and/or ability to work in the United States. PCOM will also abide by all applicable federal laws, including future changes that may limit or restrict an individual's ability to remain in the United States.

PCOM urges applicants who have questions about their status or applicable immigration laws in the United States to seek private legal counsel.

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

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

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

Applicants are exempt if:
• English is the exclusive language of instruction at the undergraduate level

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

STUDENT LIFE

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

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

In addition to the SGA, students are involved in College governance, serving on every major College committee and working with faculty to evaluate courses. Students also participate in accreditation evaluations conducted by national and professional accreditation agencies.

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

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

Career Services
The Office of Student Affairs coordinates career planning support for PCOM students.

Graduate Programs
Career support services includes career planning seminars, assistance with cv/resume resources and interview preparation strategies.

Osteopathic Medicine Program
Career planning is coordinated by the Senior Advisor to the Provost and is a 3 year process for PCOM's DO student, culminating in the provision of support resources when applying to residency programs in the fourth year that provide the best pathway to their career goal. Students receive personal guidance throughout the process, with access to specialty advisors and a dedicated alumni volunteer network provided through the Graduate Residency Advising Support Group (GRASP) contact lists. In addition, DO students are provided with online career advising and residency planning resources from M1 through M4 posted on the DO Residency Planning link accessible to myPCOM.edu, PCOM's intranet site. Operational support is provided by the Office of Student Affairs.

Physical Health and Wellness
PCOM provides fitness opportunities for students to maintain physical health and wellbeing. The College provide Centers on both the PCOM and PCOM Georgia Campuses. The PCOM South Georgia campus has an affiliation with Public fitness facility near the college.

Health Insurance
All PCOM students are required to have health insurance coverage. The College does offer a student health insurance plan for students through First Risk Student Insurance. Details of the plan are available on MyPCOM.

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

Student Housing
The College does not provide student housing on or off campus at either of its campuses. PCOM has no involvement with students' rental arrangements nor do they rate apartments or managers or locations for quality of service or safety. PCOM provides local housing information on the college's website as a courtesy to prospective students.

Policy of Fairness and Equal Opportunity
PCOM subscribes to the principles and the laws of the Commonwealth of Pennsylvania, State of Georgia and the federal and local government pertaining to civil rights and equal opportunity, including Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. The College's Policy Statements and Compliance Procedures on equal education and employment opportunity and sexual misconduct policies can be found on PCOM's Website.

PCOM prohibits discrimination on the basis of age, race, color, gender, gender identity and expression, national origin, ancestry, sexual orientation, religion, creed, disability, genetic information or marital status or any other legally protected status. This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also followed in the operation of all other programs, activities and services of the College.

Evidence of practices inconsistent with this policy should be reported to the Chief Diversity Officer, who is the designated coordinator of PCOM's nondiscrimination program. Inquiries regarding compliance with the sex discrimination provisions of Title IX may be directed to the Title IX Coordinator and Chief Diversity Officer or also may be directed to the assistant secretary for civil rights, Department of Education, Washington, D.C. At the state level, one can contact the Pennsylvania Human Relations Commission, Harrisburg, Pennsylvania, or the Georgia Commission on Equal Opportunity, Atlanta, Georgia.

Office of Diversity and Compliance
Philadelphia College of Osteopathic Medicine Rowland Hall, Suite 415 4190 City Avenue Philadelphia, PA 19131 215-871-6185 or 215-871-6827 (fax) Americans with Disabilities Act PCOM is committed to meeting the needs for reasonable accommodation for physical and/or learning disabilities that are in alignment with the Americans with Disabilities Act (ADA) guidelines. Students are required to provide supporting documentation. In determining what constitutes a reasonable accommodation, the College will consider the requirements of the requested accommodation and the impact on the educational program.

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

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that they believe to be inaccurate or misleading.

PCOM considers certain information to be "directory information" under the Family Educational Rights and Privacy Act and, therefore, subject to disclosure without prior consent of the student. Unless written objection is received by the Registrar, the College will treat the following as directory information to be released at the discretion of the Registrar's Office: student name, address, telephone number, e-mail address, date and place of birth, enrollment status dates of attendance, major field of study, Dean's list, degrees and awards received and names of undergraduate and/or graduate schools attended, internships and residencies.

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

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

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

Right to Consent to the Disclosure of Personally Identifiable Information
All personally identifiable information related to a particular student other than directory information is considered Confidential information and may not be released without the written consent of the student. However, FE RPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

Other schools to which a student is transferring

Specified officials for audit or evaluation purposes

Appropriate parties in connection with financial aid to a student

Organizations conducting certain studies for or on behalf of the school Accrediting organizations

To comply with a judicial order or lawfully issued subpoena PCOM's Registrar will make reasonable attempt to notify the student

Appropriate officials in cases of health and safety emergencies

State and local authorities, within a juvenile justice system, pursuant to specific state law

School officials with legitimate educational interest (including but not limited to administrative, supervisory, academic, research or support staff)

National Board of Medical Examiners (NBOME) – a school official is determined to have a legitimate educational interest if the information requested is required for that official to:

Perform appropriate tasks that are specified in his/her position/description or contract/agreement Perform a task related to the student's education

Perform a task related to the discipline of a student Provide a service or benefit relating to the student or student's family such as health care, counseling, job placement or financial aid

The school official is not authorized to share this information with a third party without the student's written permission. Such information, when it has fulfilled its original purpose, should be returned to the originating office. All other access to a student's record is granted in accordance with the Family Educational Rights and Privacy Act.

Right to Inspection and Review of Records

When the student matriculates, the Office of Admissions will forward the following materials to the Registrar's Office. Information retained in the file is as follows:

Current application AACOMAS profile (DO students) CASPA profile (PA students) PharmCAS profile (PharmD students) Transcripts

Standardized test scores (e.g., MCAT, GRE, MAT)

Letters of acceptance and prepayment Completed Technical Standards form

Previous applications and decision-related correspondence Criminal background check

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

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

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

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

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act or the regulations promulgated thereunder may be directed in writing to:

Family Educational Rights and Privacy Act Office
Department of Education
Room 4511, Switzer Building
400 Maryland Avenue, SW
Washington, D.C. 20202

For more information, visit www.ed.gov/offices/OM/fpco/index.html.

Statistics on Placement in Graduate Medical Education and COMLEX-USA Level 3 Graduate residency/internship match rates and COMLEX-USA Level 3 performance statistics for PCOM students are reported on the pcom.edu website under "program statistics" at: http://www.pcom.edu/prog_stats/prograstats.html

Statement on Student Academic Freedom Academic freedom is essential to the integrity of intellectual inquiry and scholarly criticism, to the dissemination of knowledge and to the search for truth and wisdom.

PCOM affirms the vital role of diverse perspectives in helping students to develop their own knowledge and their ability to evaluate knowledge claims critically. The administration, faculty, staff and students share responsibility for fostering a climate that is favorable to the free exchange of ideas and the examination of conflicting ideas and interpretations when expressed professionally. Students have the right to a safe classroom environment in which they can explore controversial ideas in an atmosphere characterized by openness, tolerance and civility, and where they will be graded only on the intellectual merits of their work.

Complaints Regarding Non-Compliance with Accreditation Standards

PCOM is committed to meeting and exceeding the standards for accreditation for the College and all degree programs, including the standards for colleges of osteopathic medicine as described by the American Osteopathic Association Commission on Osteopathic College Accreditation, the standards for schools of pharmacy as described by the Accreditation Council for Pharmacy Education, the standards of the American Psychological Association and the National Association of School Psychologists for psychology programs and the accreditation standards of the Accreditation Review Commission for Education for the Physician Assistant. Copies of the respective standards are available upon request from the Office of the Provost. The Academic Program Handbook of each program contains contact information and/or the procedure of each accrediting body for filing of complaints regarding compliance with accreditation standards, where applicable.

Contact information for the Middle States Commission on Higher Education may be found under Accreditation in this catalog.

Statement on Substance Abuse

The College recognizes the importance of assisting students in their development of a lifestyle free from the use of illegal substances and the abuse of alcohol. The College disciplinary policy provides actions including permanent dismissal of students who engage in alcohol abuse, and the use, sale or distribution of illegal substances. The provost requires psychological assessment or toxicological (urine) testing of any student suspected of substance abuse. Details of the legal sanctions under applicable federal, state and local alcohol and drug laws, and the Pennsylvania and Georgia vehicle codes and Pharmacy Acts are provided in the PCOM General Student Handbook.

Professional Codes of Ethics

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

ACADEMIC INFORMATION AND POLICIES

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

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

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

In Fall of 2018 the grading scale will change for the Class of 2022 for the first two years to the following scale:

GRADE	QUALITY POINTS	PERCENTAGE
A	4.0	90 – 100
B	3.0	80 – less than 90
C	2.0	70 – less than 80
F	0.0	less than 70
P		Pass (does not affect the GPA)
NP	0.00	No Pass (does not affect the GPA)

The Pass–No Pass grading policy is only applicable to those courses that are graded on the pass or fail basis. It does not apply to those courses that are graded on the letter grading scale. Cumulative GPA will be based upon the grades earned during the first, and second professional years only.

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

GRADE	QUALITY POINTS	PERCENTAGE
A	4.0	90 – 100
B	3.0	80 – less than 90
C	2.0	70 – less than 80
D	1.0	65 – less than 70
F	0.0	less than 65
P		Pass (does not affect the GPA)

The Pass–Fail grading policy is only applicable to those courses that are graded on the pass or fail basis. It does not apply to those courses that are graded on the letter grading scale. For letter grade determination, the final percentage earned in the class will be rounded to the nearest whole number.

Graduate, PhD, PsyD and Doctor of Physical Therapy Programs
Graduate and PsyD programs grade point average is based on a 4.0 scale. Graduate and doctoral programs grading structure is as follows:

GRADE	QUALITY POINTS	PERCENTAGE
A	4.00	95 – 100 Superior level of competency
A-	3.67	90 – 94
B+	3.33	85 – 89
B	3.00	80 – 84 Satisfactory level of competency
B-	2.67	77 – 79
C+	2.33	74 – 76 Marginal level of competency
C	2.00	70 – 73 Marginal level of competency
F	0.00	0 – 69 Failure to demonstrate a marginal level of competency

F does not count towards the total number of credits required for the program.

P Satisfactory or marginal level of competency in practicum seminar
S Satisfactory level of progress in dissertation seminar or biomedical research
U Unsatisfactory level of progress in dissertation seminar or biomedical research

Grades Common to All Programs

V Incomplete:
An incomplete grade must be requested by the student in writing, in advance of the end of the course. If the instructor approves the request, a written agreement is made regarding the work required and the due date. The new grade must be sent to the Registrar within six weeks of the last class. Failure to complete the assignment within six weeks will result in the Incomplete being changed to a grade of F The only exception is in Psychology where it is required that Independent Study courses and Assessment I or II must be completed by the end of late registration in order to be eligible for enrollment in the next term's course sequence.

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

WP Withdrawal after the midpoint of a course while passing

WF Withdrawal after the midpoint of a course while failing or unauthorized withdrawal (This grade does not apply to DO, Doctor of Pharmacy programs)

AU Audited (no course credit)

Grade Point Average

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

Grade Reports

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

Dropping of Courses

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

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

Withdrawal From Courses After Drop-Add Period

Withdrawals occur after the first week of the term.

While students in other graduate programs may be permitted to withdraw from a course, it should be done with the consultation of their program director or dean. Withdrawals may change the sequence of courses to be taken. Students approved to take a withdrawal from a course up to the midpoint of a course will earn a grade notation of Withdraw. After the midpoint of the course, students will not be eligible to withdraw from a course unless there are extenuating circumstances and they are given permission from their program director or dean. The latter option will be reserved for extreme circumstances only. Course withdrawals approved after the midpoint of the course will carry a grade notation of WP if withdrawing when passing, or a grade notation of WF if withdrawing when failing.

Students may not be permitted to continue in the program with more than one WF grade notation. These students will be reviewed by the Student Progress Evaluation Committee and will recommend action to the Student Academic Progress Committee for academic action.

Withdrawal grades or credits are not calculated in the grade point average.

Auditing Courses

A course audit does not provide the student with any course credit nor can it be used toward degree requirements. A course audit is noted on the transcript with a grade of AU and does not calculate into the GPA.

When auditing a course the student is required to actively participate in labs, group assignments and to take examinations.

For a student to audit a course, permission must be received from the dean or the program director at the beginning of the term and

submitted to the Registrar's Office.

Course audits must be declared by the first day of the academic term. Requests to audit courses after that time will not be permitted. Audited coursework will not be eligible for federal financial aid.

Veteran Information
Contact with the Veterans Administration and negotiation of problems related to veterans benefits are handled by the Financial Aid Office.

Application for benefits at PCOM is generally initiated by filing a "Change of Place of Training" form upon leaving the prior upon separation from the Armed Forces.

International Students Information
International students' paperwork is processed through the DSO. PCOM has been approved to process F-1 visas. Prior to the start of their first term, international students must submit tuition for the duration of the program. These funds will be placed in a PCOM escrow account. International students must be enrolled full time each term and continue to make academic progress.

Transfer Credit

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

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

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

Doctoral Programs
Doctoral programs do not routinely transfer any prior coursework to PCOM. However, in Clinical Psychology a waiver of 3 specific first year courses can be applied to student should a review of prior course work reveal indicate educational knowledge acquired and taking of a placement examination.

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

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

Serious excuses for missed attendance must be documented and reported to the Chief Student Affairs officer at PCOM Georgia, the Director of Student Affairs in Philadelphia for first and second year DO students. Third and fourth year DO students must document and report to Clinical Education of their campus, who in turn will advise the course or clerkship director for his or her consideration.

Students in other degree programs should report and document their absence to the head of their program. Final determination to accept an excuse remains with the course or clerkship director.

Extended absences for illness, family emergencies, etc., must always be documented by the Chief Student Affairs officer at PCOM Georgia, the Director of Student Affairs in Philadelphia for first and second year DO students. Third and fourth year DO Clinical education, or the office of the specific academic program. Students in other degree programs should report and document their absence to the head of their program. Final determination to accept an excuse remains with the course or clerkship director.

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

Categories of Academic Standing
The categories of academic standing are as follows:

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

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

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

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

PROGRESSION POLICIES BY PROGRAM

Doctor of Osteopathic Medicine

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

Courses worth less than 1 credit hour to 3 credit hours = .25 Academic Units
Courses worth more than 3 credit hours to 8 credit hours = .50 Academic Units
Courses worth more than 8 credit hours = 1.00
Academic Units
Clerkships 2 weeks in length = .50 Academic Units
Clerkships 4 weeks in length = 1.00 Academic Units

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

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

Students who have accumulated one or more academic standing units of course failures may not be eligible for validation examination and may not be eligible for advancement to the next year of study.

Students with one or more academic standing units of course failures may be dismissed from the academic program of the College or required to repeat a year of study, at the discretion of the Student Academic Progress and Policy Committee. If a student is afforded the opportunity to repeat the year of study, they do so on probation. A review of a student's complete academic performance may be considered in determination ofdismissal.

Students who fail a clerkship and have had prior academic failures in their didactic years may be liable for dismissal. Students who have not had prior failures in their didactic years and receive more than one failure in a clerkship may be liable for dismissal.

When considering a student for dismissal from the DO program all performances can be reviewed.

Doctor of Pharmacy

In the Doctor of Pharmacy program, a student must receive a minimum cumulative grade point average of 2.0 to graduate. The minimum grade required to pass pharmacy coursework is a D. The School of Pharmacy Academic Performance and Standards Committee reviews all student academic progression. When a student violates the progression guidelines, the Academic Performance and Standards Committee evaluates the case and submits a recommendation letter to the Student Policy and Progress Committee. This Committee reviews the case and reports its decision to the School of Pharmacy Dean, who generates the appropriate decision letter.

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

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

Dismissal

The Academic Performance and Standards Committee may recommend dismissal from the PCOM School of Pharmacy following review of any student that comes before the committee and will automatically recommend student dismissal from the School of Pharmacy under any one of the following conditions:

Failure to maintain a current, valid State of Georgia Pharmacy Intern License Receiving three grades less than C for all courses taken at PCOM School of Pharmacy A grade of D, F,NP or WF is considered to be a grade less than C
Failure to successfully remediate a course on the first attempt
Failure to attain a cumulative GPA greater than or equal to 2.0 at the end of a repeated professional year.

A student dismissed from the PCOM School of Pharmacy may appeal this decision according to the policies set forth in the PCOM General Student Handbook under the section Appealing an Academic Dismissal Decision.

Academic Probation
Probation is an action taken in the interest of the student. A student who is placed on probation should carefully evaluate his/ her chance of success in earning a degree in Pharmacy from PCOM School of Pharmacy if his/her current strategy continues. At a minimum, a student should arrange to substantially increase the amount of time and effort devoted to academic preparedness. Students are immediately placed on academic probation under any one of the following conditions:

Term or cumulative GPA less than 2.0 at the end of any term Receive a course grade of F,NP or WF
Upon recommendation by the Academic Progression and Standards Committee

The probationary period is the academic term immediately following, unless the Academic Performance and Standards Committee specifies a longer probationary period. Removal from probation only occurs if the student has, at the end of the probationary period, attained a term and cumulative GPA greater than 2.0, received a grade of P in all P/NP courses during the probation period, and successfully remediated all courses with a grade of F or NP and met any other conditions imposed by the Academic Performance and Standards Committee.

All students on probation are required to make an appointment with the Associate Dean for Academics during the first week of each probationary term to develop a plan to help
Failure to maintain a current, valid State of Georgia Pharmacy Intern License Placed on academic probation Remain on academic probation for two or more consecutive terms
Receive a course grade of D while on probation Receive a course grade of F, NP or WF Receive two course grades of D
Cumulative GPA less than 2.0 at the end of the third professional year

The Academic Performance and Standards Committee will afford the student an opportunity to speak to the committee during its deliberations. The committee forwards its recommendation, along with a rationale for its decision, to the PCOM Academic Policy and Promotion Committee for review. The PCOM Academic Policy and Promotion Committee then forwards the recommendation to the Dean of the PCOM School of Pharmacy, who may impose sanctions including academic probation, repeat of a single course, courses or an entire professional year or dismissal from the PCOM School of Pharmacy.

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

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

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

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

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

PCOM complies with VA policy when reviewing students receiving Veterans benefits and who are experiencing academic issues.

THE APPEALS HEARING
Any student appealing a dismissal will be entitled to a hearing before the Faculty Committee on Academic Appeals. The scope of the review shall not include a review of the components of a specific grade or grades.

1. Students may not bring before the Faculty Committee on Academic Appeals any requests other than an appeal of a permanent dismissal action.

2. Students appealing a dismissal must notify the Office of Student Affairs of any individuals who will attend the appeals hearing in support of the student's appeal at least 10 days prior to the hearing

CHANGE OF ENROLLMENT STATUS LEAVE OF ABSENCE

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

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

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

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

Final approval of leaves of absences is given by the Dean of their school.

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

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

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

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

Student has been advised of dismissal and is granted the privilege of returning the following year.

In certain graduate programs there may be situations wherein a student is unable to register due to the fact that there are no courses offered in that term for which to register, but the student is still actively pursuing the degree. In this rare situation, the Registrar can approve a one term only leave.

Implications of a Leave of Absence

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

If a student purchased their health insurance through PCOM, they will continue on that coverage until expiration of that year's policy. No refund of health insurance premium will be given.

Return from Leave

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

Prior to the return, all financial obligations must be satisfied with the Bursar as stipulated in the Tuition and Fees section of this

catalog before petitioning for re-admission. Notwithstanding time off for leave(s), all requirements for graduation from PCOM must be completed within seven years from the first date of matriculation in the medical and doctoral programs, or within three years for the master's programs.

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

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

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

College Disciplinary Policy and Procedure
It is not possible to enumerate all forms of behavior both within and outside the College premises and property that would raise serious questions concerning an individual student's continuing in study at the College and/or in such student's ability to practice as a professional after graduation, and which would constitute a violation of professional behavior.

The following, however, are some examples of behavior that would be unacceptable: violation of any law of the land; dishonesty, such as cheating, or knowingly furnishing false information to the College; breaches of confidentiality in the course of patient care; drug or alcohol abuse; forgery, alteration or misuse of College or training site documents, records or identification; abuse, malicious misuse, damage or destruction of College or training site property; assault or battery, threat of force or violence or any other action or omission that would jeopardize the health or welfare of any member of the College or personnel at a training site, including, without limitation, members of the faculty, administrative or professional staff, students, employees, patients or visitors; abusive or disrespectful conduct toward members of the faculty, administration or professional staff, employees, students, patients or visitors to PCOM; theft of or damage to any property temporarily or permanently located on the College or training premises; obstruction or disruption of teaching, research, patient care or any other College or training activities; unauthorized entry into, occupation of or obstruction of any building or part thereof on the College premises; violation of any other duly established rules and regulations of the College, affiliated hospitals or any affiliated institution. As used in the above examples, the College premises and College property shall include the premises and property of any affiliated institutions or training sites where PCOM students pursue activities for academic credit. Also included is conduct related to participation in any activities under the auspices of the College or its student organizations.

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

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

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

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

Dismissal:
Dismissal represents permanent separation from the College. Dismissal may be invoked by the Student Professional Conduct Committee and may be imposed with or without the right to reapply for admission to the College at a later date. Where medical or psychiatric consultation and treatment are recommended or required, the confidentiality of the physician/patient relationship shall be preserved and no report shall be made by the consulting physician to the Student Professional Conduct Committee without the consent of the affected student. However, the Committee on Professional Conduct may condition a student's ability to continue as a PCOM student upon a satisfactory evaluation by a physician, psychiatrist or psychologist appointed by the committee.

The process and proceedings are described in the General Student Handbook.

TUITION AND FEES

The Board of Trustees established the following tuition for the 2019-2020 academic year. Tuition is payable 20 business days before the start of each term. Tuition and a comprehensive fee are subject to change at any time at the discretion of the Board of Trustees. The comprehensive fee is neither returnable nor transferable. Each DO, Pharmacy and PA student is charged an annual comprehensive fee of $750. Each graduate student is charged a per term comprehensive fee as follows: Summer $188, Fall 188, Winter $187, Spring $187.

Doctor of Osteopathic Medicine (DO)
Tuition for the 2020-2021 academic year is $53,502. Students are charged the comprehensive fee as described above.

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

Doctor of Pharmacy (PharmD)
Tuition for the 2020-2021 academic year is $40,890. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Doctor of Physical Therapy
Tuition for the 2020-2021 academic year is $30,222. Students are charged the comprehensive fee as described above.

Accepted applicants are asked to send a $500 non-refundable tuition prepayment by the date listed on the acceptance letter. An additional deposit of $1,000 is required on April 15 from all confirmed students. This fee is non-refundable and, along with the initial $500 deposit, will be credited to the student's tuition account.

Doctoral Program in Clinical Psychology (PsyD)
Tuition for the 2020-2021 academic year is $1,273 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Doctoral Program in School Psychology (PsyD)
Tuition for the 2020-2021 academic year is charged in the following:
500 Level Course $923 per credit
600 Level Course $998 per credit
700 Level Course $1,192 per credit

Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Educational Specialist Degree – Psychology (EdS)
Tuition for the 2020-2021 academic year is $998 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Mental Health Counseling (MS), School Psychology and CAGS
Tuition for the 2020-2021 academic year is $923 per credit for all master's of psychology students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Organizational Development and Leadership (MS)
Tuition for the 2020-2021 academic year is $884 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program Public Management
Tuition for the 2020-2021 academic year is $829 per credit. Students are charged the comprehensive fee as described above.

Graduate Program in Biomedical Sciences (MS)
Tuition for the 2020-2021 academic year is $971 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Health Sciences (Physician Assistant) (MS)
Tuition for the 2020-2021 academic year is $50,766. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Forensic Medicine (MS) and Pathway Program Tuition for the 2020-2021 academic year is $925 per credit for all forensic medicine students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of $150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Late Payment
It is the policy of the College that the payment of tuition and comprehensive fee is due in full at each billing cycle as published in the College calendar. All students who expect to take out loans to meet their obligations must show proof of pending loans sufficient to meet the payment of tuition and fee on the due date.

If tuition is not paid in full on that day, or if proof of adequate pending loans is not furnished, a late fee of $100 per month will be assessed on the outstanding balance until such time as all obligations are met. A check that is not honored by the bank on which it was drawn will be subject to a $50 fee.

Students with outstanding balances from previous terms will not be permitted to register for the next term until all financial obligations are met either by payment in full or by proof of adequate pending loans. If a student is unable to meet his or her outstanding balances, the student will be granted an administrative leave of absence to rectify his or her credit situation.

All prior year balances must be satisfied before a student is permitted to start a new academic year. Balances remaining unpaid at the end of the fourth year or end of degree program will prevent a student from receiving his or her diploma. In the event that a student receives and accepts a late admission to the first year of study, an exception to the above policy will be considered if the appropriate loan applications are filed immediately with the expectation of making full tuition payment by the end of the first term. This exception is for the first term of the first year only. Any other exceptions to this policy must be discussed with the Director of Financial Operations.

In accordance with VA policy, students receiving VA benefits will not be charged a late fee due to any delay in receipt of their VA benefit.

FINANCIAL AID

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

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

The student's EFC is used in the following equation to determine the student's financial need: Financial Need = Cost of Attendance - Expected Family Contribution
Each year the college compiles information from its biannual student cost of attendance surveys along with information from the Bureau of Labor Statistics Consumer Expenditure Survey (CES) to determine the amount of increase/decrease, if any, which should be made to the each program's cost of attendance. Usually, the new cost of attendance information is made available on the PCOM website for the upcoming school year each in March.

Cost of Attendance
A student's Cost of Attendance, or financial aid budget, is the sum of the following:
Tuition
Comprehensive School Fee
Class dues (not applicable to all programs)
Books and supplies
Instruments and equipment (not applicable to all programs)
Medical exam costs (not applicable to all programs)
Health insurance
Room/rent
Utilities
Food/groceries
Transportation
Personal
Loan fees

THE APPLICATION PROCESS
FAFSA

Full details on applying for financial aid can be viewed on our How to Apply webpage.

To apply for financial assistance at PCOM for each academic year, students must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

This online form is the backbone of the financial aid process and is needed to be awarded federal student loans, federal work study, and certain PCOM and external scholarships. Social Security numbers are required for all financial aid processing.

Eligibility
In order to be considered for the majority of PCOM's financial aid resources and federal student loans, the student must complete the FAFSA. The basic eligibility criteria for completing the FAFSA are:
The student must be a U.S. citizen or eligible noncitizen.
The student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program. The student must be enrolled as at least a half-time student (usually at least 3 credits) each term.
The student must maintain satisfactory academic progress.

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

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

Please keep in mind that not all checklist items may be available right away and new requirements may appear later. It is beneficial to review the checklist several times during the financial aid application process.

Students will be given access to MyPCOM from the PCOM Student Affairs Office after they submit their first tuition prepayment. If students experience trouble logging into MyPCOM, they must contact the PCOM ITS Helpdesk.

Students can access their Financial Aid Checklist within myPCOM by using the below steps.

1) Login to myPCOM (https://my.pcom.edu
2) Click on the "Financial Aid and Billing" tab.
3) Click on the Financial Aid Checklist.
4) Select the Appropriate Academic Year

Financial Aid Application Process Timeline

March 1 – Scholarship Consideration Deadline

You must have three major requirements completed by March 1 in order to have priority consideration for PCOM's financial need and endowed scholarships.

1) DUE: FAFSA for consideration for PCOM's financial need scholarships and federal loans.
2) DUE: PCOM Scholarship Application on your myPCOM Financial Aid Checklist for consideration for PCOM's endowed scholarships.
3) DUE: Review any potential missing requirements in the "Needed Documents" section within your Financial Aid Checklist.

*The March 1 date is for students admitted to their PCOM program prior to February 15. For students admitted to their PCOM program after February 15, refer to your Financial Aid Checklist within myPCOM to view your specific Scholarship Consideration Deadline for the FAFSA and PCOM Scholarship Application.

Federal Financial Aid Verification Policy

Applications to be Verified

The Financial Aid Office of Philadelphia College of Osteopathic Medicine verifies all files that are selected for verification by the Central Processing System (CPS). A financial aid representative may also select additional applications for verification when there is discrepent information in the application or missing information on the FAFSA.

The Financial Aid Office notifies students that they have been selected for verification by means of a "Missing Information Email" which also requests that students provide documents needed to complete the verification. Emails are generated 10 to 14 days prior to the institutional deadline for application completion, and 10 to 14 days prior to the term due date. If there is no response from the student to the mailings, a financial aid representative will also follow up with a phone call or email to the student. Students are expected to submit the required documents within 10 days of receipt of the notice.

The student's financial aid application is not processed further until such time that all required documents are received. The institution does not create estimated financial aid packages using unverified data when verification is required.

Documents Required from the Student

IRS Data Retrieval Process: Applications selected for verification who retrieve and transfer their income tax return information using the IRS Data Retrieval Process – either when initially completing the FAFSA using FAFSA on the Web (FOTW) or through the corrections process of FOTW – will be considered to have verified the FAFSA IRS information (AGI, taxes paid, and any of the other applicable untaxed income items). However, if changes were made to the transferred information or if the institution has reason to believe that the information transferred is inaccurate, the applicant must provide other acceptable documentation as included in the Federal register notice.

IRS Tax Return Transcript Required

If the student cannot or will not use IRS Data Retrieval, either at initial FAFSA filing or through the FOTW correction process, they must document AGI, taxes paid, and untaxed income by providing an IRS tax return transcript for the student and spouse, as applicable

Verification Worksheets and Other Required Documentation

The PCOM Financial Aid Office will provide a verification worksheet to all students who are selected for verification. These worksheets can be used to document certain items where a signed statement is required as listed below.
Household Size – Verification Worksheet
Number in College – Verification Worksheet
Child Support paid – Verification Worksheet
Income Earned from Work for NON-Tax Fillers – Verification Worksheet and Form W-2
High School Completion – High School diploma or transcript, GED certificate or transcript showing 2 year completion, or home school credential or transcript.
Identity/Statement of Educational Purpose – Original government issued ID and signed statement of educational purpose or a copy of that ID and the statement notarized.

Timeframe
All required documents must be received by the last day of the award period or the last day of the student's attendance in order to meet the institutional requirement for packaging student aid. Loan must be certified by the school using the verified EFC during the award period.

Any required documentation submitted after the term of enrollment or last date of attendance will not enable processing of federal funds available to graduate and professional students.

Interim Disbursements
Students who are selected for verification are not packaged with federal funds until the verification is completed. Therefore, the Financial Aid Office does not make interim disbursements prior to verification or experience potential over payment of Title IV funds.

Verification Corrections and Student Notification
The Financial Aid Officer notifies students by email when a correction makes it necessary to reprocess the FAFSA.
The institution will require that the student reprocesses the FAFSA with the CPS when there is a change in the EFC due to recalculation, or if verified items exceed the tolerance allowed in federal verification guidelines. The tolerance for the difference is no more than $25 for any verified and reported FAFSA dollar value. There is no tolerance for non-dollar items.
The student will be notified by email as to what items need to be corrected as well as the verified value for that item.
The student will be notified by email of the recalculated EFC or if no change is expected, as well as the impact, if any on the student's expected aid.

The student's award is available in real time to the student via the Financial Aid Checklist.

The students are notified by email when a revision is made to their financial aid package directing them to view the current award via web access. Printed revisions are available upon request. Students may meet with a financial aid counselor in regard to corrected information and the reprocessing procedure.

Overpayment of Federal Title IV Funds
The institution has safeguards in place to prevent payment prior to the completion of verification. However, if overpayment should occur, funds are returned according to Title IV regulations. For example, if overpayment is a result of student ineligibility for a program or programs, funds received under those programs will be returned to the programs for which the student is no longer eligible.

Financial Aid Over Award
There are two methods PCOM uses to limit a student's aid: total aid and need-based aid. The limit for total aid is called the Cost of Attendance (COA). The limit for need-based aid is gross need. If a student exceeds either or both of these limits a correction will be made to bring the student within the limit. This correction could result in the student possibly owing funds back to the institution.
How are limits calculated?

Institutions are required to develop a reasonable COA – both direct and indirect costs that incur in the regular order of being a student. The total aid received by a student must no exceed this amount. Federal regulations stipulate that a student receiving need-based awards cannot receive assistance in excess of one's gross financial need as determined by the analysis of the information submitted on the Free Application for Federal Student Aid (FAFSA). The FAFSA will calculate a student's Estimated Family Contribution (EFC). The COA less the EFC is the gross financial need.

How do they occur?
Over awards are usually the result of the student receiving aid that the Office of Financial Aid was not aware of when it completed the student's financial aid package and/or processed a loan application for the student. It is the student's responsibility to provide written documentation indicating additional resources to the Office of Financial Aid. This should be done as soon as the student becomes aware that he or she will receive the aid. The institution must account for all sources of aid, even if they are not processed directly through the Office of Financial Aid.

Over awards can also result from application errors by the student or the Office of Financial Aid. Regardless of the reason for the over award, the institution is bound by Federal regulation to correct the over award. Exceptions cannot be made for anyone.
How are they corrected?
As it relates to the COA limit, the institution will adjust aid in the following order: Federal Loans, Private Loans, Federal Work Study,

PCOM Scholarships, and Exernal Scholarships.

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

Federal Direct Graduate PLUS Loan
The annual amount awarded can be up to a student's Cost of Attendance minus other financial aid (loans, scholarships and federal work study) awarded. The Graduate PLUS loan has no aggregate lifetime borrowing limit. A credit check is required during the application process of this loan on www.studentloans.gov. Graduate PLUS loan credit checks will expire after approximately 180 days. If the student does not pass the initial credit check, he or she can appeal the decision or use a credit-worthy cosigner. This loan has a fixed interest rate set by the federal government, and interest accrues while the student is enrolled in school and during other periods of nonpayment. The student may pay interest or allow it to accrue while attending school. Please note that interest is capitalized upon repayment, meaning that the interest accrued is added to the principal amount of the loan.

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

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

Students have the right to choose their lenders and PCOM will process any Private student loan.

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

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

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

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

Primary Care Loan (PCL)
The PCL is sponsored by the HHS and administered by the PCOM Financial Aid Office.

The PCL will be awarded to fourth year DO students who have successfully completed both the COMLEX 1 and COMLEX 2 board exams. The student also must have matched in a primary care residency program. Eligible students will be identified in mid-March after residency match has occurred. Students are required to meet with a financial aid counselor who will fully explain the advantages and possible disadvantages to this loan.

A letter will be signed by the student to ensure that he/she understands the disadvantages. The amount of PCL awarded will be based on the amount of federal student loans that the student borrowed in his/her fourth year of medical school. The PCL is a need-based loan and students must submit parental income information on the FAFSA in order to demonstrate financial need. Independent students do not have to provide parental financial information, but must be at least 24 years of age and provide documentation showing they have been independent for a minimum of three years.

The PCL has a low fixed interest rate of 5.0% determined by the federal government.

Interest does not accrue while students are enrolled in school and during other periods of nonpayment. There is no credit check required for applying for this loan. Students will repay these loan funds directly back to the institution by making payments to ECSI (http://borrower.ecsi.net), PCOM's third party loan servicing company.

More details on the PCL can be found at: http://www.hrsa.gov/loanscholarships/loans/primarycare.html

Super Primary Care Loan (Super PCL)
Depending on the availability of funding, Primary Care Loan recipients may also be eligible for additional PCL funds to repay prior student loans in previous years of medical school at PCOM. Terms, conditions, and financial need criteria of the Super PCL are the same as for the standard PCL. Award amounts vary upon the availability of funding.

RESOURCES – FEDERAL WORK STUDY (FWS)
The Federal Work Study (FWS) program provides funds for part-time employment to help students to finance the costs of postsecondary education.

FWS - Eligibility
To be eligible for FWS, a student must meet the following criteria: Completed the FAFSA for the appropriate academic year.
Submitted all financial aid requirements. Demonstrated financial need.
Be enrolled at least halftime (usually at least three credits, but there are exceptions). Be matriculated in a degree seeking program.

Award Amount, Pay Rate and Hours
Depending on a student's eligibility, the usual FWS award is $5,400 for the academic year. Students do not need to reapply for FWS each term. Most positions pay $15 perhour.
This works out to be about 10 hours per week over 3 terms. Students should not work more than 20 hours per week with the exception of summer work where a student can potentially work over the 20 hours. Students are responsible for managing their FWS hours and may not work in excess of their FWS award as part of their financial aid package.

Jobs
Jobs range from typical library and office work, to assisting in labs and participating in research. Visit the Job Listing Webpage available on the PCOM Financial Aid website to view potential FWS job positions on both the PCOM Pennsylvania and GA-PCOM Georgia campuses.

Applying for a FWS Position
It is the student's responsibility to seek out and apply for a FWS job by contacting supervisors/departments listed on the FWS Job Listing Webpage. After a student has been hired for a work study position, the student or supervisor will notify the Financial Aid Office so that the office can add Federal Work Study to the student's financial aid award.

The Financial Aid Office will then send a Federal Work Study Award Form to the student via e-mail. The student and job supervisor will complete the FWS Award Form and return it to their appropriate Financial Aid Office. If a student is new to the FWS program, the student may also need to complete additional forms.

Once all the forms are received and reviewed by the Financial Aid Office, the student and the job supervisor will receive a Federal Work Study Authorization e-mail. This e-mail will describe the amount of the work study award, the number of hours that the student may work, and the name of the supervisor and timekeeper. A student may not begin to work until this authorization e-mail has been received.

To view additional details on eligibility, terms and applying for Federal Work Study, please go to the Federal Work Study website at www.pcom.edu/fws

RESOURCES – SCHOLARSHIPS
PCOM Scholarships for Incoming Students
PCOM offers full- and partial-tuition scholarships to newly admitted students on both campuses. Students will be considered by the Office of Admissions and PCOM faculty based on the admissions process—academic record, strength of interview, and promise of exceptional achievement.

PCOM Financial Need Scholarships
The PCOM Office of Financial Aid awards financial need scholarships to admitted and returning students. There is limited funding available for financial need scholarships, so priority is given to returning PCOM students who complete their requirements on time.

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

PCOM Scholarships for Returning Students
There are more than 60 PCOM scholarships available to returning students. Consideration for these scholarships is usually based on academic performance, school and community involvement, specialty interest (DO students), financial need, and which PCOM campus a student attends.

In order to apply for PCOM Scholarships, students must meet the criteria listed in each scholarship. Visit the Scholarships webpage at www.pcom.edu/scholarships to see each scholarship's description and requirements.

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

By the student's completing the PCOM Scholarship Application as part of the MyPCOM Financial Aid Checklist, the PCOM Financial Aid Office will specifically notify students of those external agency scholarships that they may apply for. Please view the Financial Aid Handbook on the PCOM Financial Aid website for a list of certain external scholarships.

PCOM Yellow Ribbon Grants
PCOM participates in the Veterans Administration (VA) Yellow Ribbon program. Students who are eligible to receive VA benefits under the Post-9/11 GI bill may be considered to receive additional funds from PCOM under this program. Eligible students should submit their certification of eligibility to the PCOM Office of the Registrar for Philadelphia Campus and to the Financial Aid Office for PCOM Georgia.

As there are a limited number of Yellow Ribbon scholarships, the awarding will be based on when the certification of eligibility is received. A maximum of 10 awards will be made to graduate students, and a maximum of 10 awards will be made to medical students.

Tuition and fees paid under the Post-9/11 is capped at $17,500 or the appropriately reduced amount based on the student's eligibility percentage for the academic year. For further information regarding Post-9/11 or other chapters, contact the PCOM Registrar's Office.

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

Health Professions Scholarship Program
The United States Army, Navy and Air Force offer prospective military physicians, physician assistants, clinical psychologists and pharmacists a paid medical education in exchange for service as a commissioned medical department officer. U.S. citizens are eligible based on academic performance, recommendations and physical requirements.

The Health Professions Scholarship Program (HPSP) provides funding for tuition and fees, books and instruments, and a monthly stipend. In return for the scholarship, recipients are obligated to give one year of service for each year of support (minimum two years of service). Recipients will be required to spend 45 days on active duty each year while in school (usually on weekends).

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

The Satisfactory Academic Progress (SAP) policy has three components:
The student must maintain a certain grade point average or a comparative qualitative measurement against a norm. The student must complete a certain percentage of all coursework attempted. The student has a maximum timeframe to complete the program.

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

A review of SAP will be conducted at the end of every spring term regardless of when a student enrolls. Failure to meet any component of SAP at the end of the spring term will result in the loss of eligibility for Federal and PCOM financial aid for the next academic year. The Financial Aid Office will notify the student if the student has failed to meet the standards of SAP and has lost eligibility for financial aid. If financial aid has already been awarded for the subsequent academic year, the offer of aid will be rescinded.

A student may appeal the loss of eligibility of financial aid and seek to be placed on Financial Aid Academic Action Plan for one term. This appeal must be based upon on either the death of a relative, a serious personal illness/injury, or other extenuating circumstance. The student must be able to demonstrate that the illness/injury or extenuating circumstance had a direct impact on the student's academic performance. To do this:
1) The student must work with the appropriate academic program advisor and/or work with the appropriate academic program advisor and/or student progress evaluation committee to develop an academic action plan
2) Submit a Satisfactory Academic Progress Appeal Form (PDF) with all supporting documentation to the Financial Aid SAP Committee for review within 10 business days.

After the student's appeal form for Financial Aid Academic Progress Probation has been approved by the appropriate academic advisor, it should be submitted to the Office of the Registrar and the Office of Financial Aid for review. The Financial Aid Office will then notify the student of the approval of the Financial Aid Progress Academic Probation.

If the student is granted Financial Aid Academic Progress Probation, the student will regain eligibility for financial aid for one term. At the end of the term, the student's academic record will be reviewed. If the student is now meeting the terms of the SAP, the student will regain eligibility for financial aid for subsequent terms. If the student has still not met the terms of the SAP, but has fulfilled the terms of the Financial Aid Academic Progress Probation, then the student's Financial Aid Academic Progress Probation will be renewed for an additional term and the student will be awarded aid for that term. If the student has not fulfilled the terms of the Financial Aid Academic Progress Probation, then the student will lose eligibility for federal & institutional financial aid.

Students who are dismissed or withdrawn from the school are not deemed to be making SAP and are not eligible to receive financial aid. The SAP policy will be disseminated to all newly matriculated students. All students will be notified yearly of the SAP policy which will be published in this document and available on PCOM's website at www.pcom.edu/sap

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

Doctor of Osteopathic students must:
Achieve a passing grade on all coursework, validations, exams, clinical clerkships.
Have passed COMLEX I by the end of year 3.
Passed COMLEX II (both parts) by the end of year 4.

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

If a student changes degree programs, then the SAP status will be based on the academic record of the new program.

It is also important to understand how specific grades and/or course types count toward the completion ratio. The following grades count as attempted but not completed courses:
Incomplete
No Grade Reported
Withdraw
Failure
Unsatisfactory

All students at PCOM are required to maintain a 67% completion of coursework. Transfer credits will count towards a student's attempted and completed credit hours.

Students in the Doctor of Osteopathic have 6 years to complete the program from initial matriculation.
Students in the Doctor of Psychology programs have 7 years to complete the program from initial matriculation.
Students in the Pharmacy program have 6 years complete the program from initial matriculation.
Students in Graduate programs students have 5 years complete the program from initial matriculation.

Any term in which a student is enrolled counts towards the maximum timeframe regardless of whether or not the student receives federal financial aid.

Living Expense Refund Policy
You are charged for tuition and fees each term. Therefore your student loans and other aid will be divided into equal disbursements equal to the number of terms you are enrolled for the academic year.

Your loans will electronically pay toward your PCOM charges on the first date of enrollment at the beginning of each term. If you borrow more funds than tuition/fees, the PCOM Bursar's Office will then release the remaining "living expense refund" funds to you 7-10 days after your first date of enrollment for the term. After PCOM processes your refund, allow 1-3 additional business days for

your bank to deposit the funds into your bank account. If you are not signed up for direct deposit through the PCOM Bursar's Office, please allow 3-5 business days for your refund check to arrive via postal mail.

Vacation months do not count as a class or rotation for financial aid refund purposes. For example, if a third- or fourth-year DO student takes a vacation period at the beginning of a term, this will likely result in their disbursement and refund dates being pushed back to later in the term.

Individual students' disbursement and refund dates can vary by programs, years, and individual student enrollment.

Direct Deposit for Living Expense Refunds
Our office highly recommends signing up for direct deposit through the PCOM Bursar's Office so your refund funds are paid directly to your bank account each term. Direct deposit is generally faster and more secure than receiving a paper check via postal mail.
The Direct Deposit form can be found in the PCOM Bursar Office (Rowland Hall, Suite 203) or online on the Disbursements and Refunds webpage on the PCOM Financial Aid website.

Pending Loan Advance (PLA) Requests
The Pending Loan Advance (PLA) allows a student to receive a portion (up to $2,000) of their financial aid refund money earlier than the scheduled disbursement date. The PCOM Financial Aid Office will submit a completed PLA to the PCOM Bursar Office up to 15 days before the student's actual disbursement date. There are no additional charges for completing a Pending Loan Advance, but they are to be used for emergency situations and we only allow students one Pending Loan Advance per year.

The student is limited to one PLA per academic year. If a student has an emergency situation that is unavoidable, the student can meet with the Debt Management Counselor to discuss a possible second PLA for the academic year.

The student needs to have completed all requirements to accept their financial aid. The amount of the approved PLA may be less than the amount requested by the student. The counselor will speak with the student in person or over the phone to inform the student about any possible future deficit of funds for the upcoming term and, if necessary, recommend that the student make spending adjustments to eliminate the deficit. Under discretion of the financial aid counselor, students may need to have a counseling session with the Debt Management Counselor before the PLA is approved.

Students must contact their respective PCOM Financial Aid Office to request a PLA. The student will be asked to complete a PLA request form in the financial aid office or via email in a PDF document.

Tuition Refund Policy
Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up to 50% of the program. If a student withdraws from classes within seven weeks from the start of the term, a pro-rata refund or tuition credit may be authorized. In the case of full withdrawals, the effective date of withdrawal is the date on which the student filed with the dean a written notification of withdrawal or a request for a leave of absence. For courses not conducted on a weekly schedule, summer sessions, and for clinical clerkships/preceptorships in the medical and physician assistant programs, the refund is prorated according to the percent of the clerkship, preceptorship or course completed as indicated in parentheses below:

WITHDRAWAL DATE	TERM CHARGE	% OF CREDIT
During first week of class (up to 5% of instructional time)	0% term charge	100% credit
During second week of class (more than 5% but no more than 10% of instructional time)	10% term charge	90% credit
During third and fourth weeks of class (more than 10% but no more than 25% of instructional time)	25% term charge	75% credit
During fifth through seventh weeks of class (more than 25% but no more than 50% of instructional time)	50% term charge	50% credit
Withdrawal after seventh week of class (more than 50% of instructional time)	100% term charge	0% credit

No fee or portion of a fee is refundable. The refund policy is subject to change at the discretion of the Board of Trustees, but in no instance will such a change become retroactive.

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

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

For additional information contact the PCOM Bursar's Office

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

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

The percentage of payment period is the number of days completed to the withdrawal date.

The percentage of earned aid is the percentage of the payment period completed, divided by the total number of days in the payment

period or term. Breaks of five or more days are not counted as days that are part of the term.

Funds paid by federal student aid programs are returned to the appropriate program based on the percentage of unearned aid as required by the federal government:

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

The institution must return the amount of Title IV funds for which it is responsible within thirty days of the date of the determination of the student's withdrawal date.

Funds are repaid in the following order in accordance with federal regulation: Federal Direct Stafford Unsubsidized Loans
Federal Direct Graduate PLUS Loans

If a student earned more aid than was disbursed to the student account, the institution would request a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal. The PCOM Financial Aid Office is responsible for calculating federal financial aid eligibility for students who discontinue enrollment during the term. Upon notification from the PCOM Registrar's Office that a student has withdrawn from or dropped all classes, was dismissed, or is approved for a leave of absence, the PCOM Financial Aid Office is required to calculate the percentage of the term completed if the student received or was eligible for Title IV federal student aid (Stafford, PLUS, and Perkins loans).

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

The percentage of payment period is the number of days completed to the withdrawal date.

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

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

The institution must return the amount of Title IV funds for which it is responsible within thirty days of the date of the determination of the student's withdrawal date. Funds are repaid in the following order in accordance with federal regulation:
Federal Direct Stafford Unsubsidized Loans Federal Direct Graduate PLUS Loans

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

EDUCATIONAL FACILITIES AND RESOURCES

PCOM maintains its main campus in Philadelphia and a branch campus in Suwanee, Georgia area and a location in Moultrie, Georgia.

PCOM the professional resources of a city rich in medical history, achievements and scientific advances are only 15 minutes from the main PCOM campus on City Avenue. This is the seventh site of a college that graduated its first class of two physicians in 1900. It is located on a 17 acre campus that houses fourbuildings.

The PCOM Georgia campus occupies 23 acres on Peachtree road, NW, in Suwanee, Gwinnett County, Georgia. The 172,000 square foot Old Peachtree building features large and small classrooms, conference areas and study spaces. It also houses research and multi-use basic science laboratory, an anatomy laboratory, simulation center, three pharmacy practice labs and a large osteopathic manipulative medicine practice suite.

A second campus building, the 21,000 square foot North lake building, houses offices for administrative personnel, admissions, marketing and communications, human resources and alumni relations. The campus is also home to Georgia osteopathic Care Center, an osteopathic manipulative medicine clinic.

The PCOM-South Georgia occupies 31 acres off Tallokas road in Moultrie, Georgia. The 75,000 square foot, stat of the art facility includes classrooms, an Anatomy lab, an Osteopathic Manipulative Medicine lab, simulation center, small group study rooms, information commons and a café.

Student Computer Services
The PCOM network can be accessed via student-owned notebook computers from a variety of study areas across the campuses using a direct connection or wireless access.

Wireless access to the PCOM network is available in the cafeteria, library, all computer labs, most classrooms and study areas in both Evans Hall and Rowland Hall and throughout the Georgia and South Georgia Campuses. All students are assigned a PCOM network account, portal account and e-mail address. PCOM's portal is named

MyPCOM and is PCOM's dynamic communication center. MyPCOM is personalized for each user and provides personal announcements as well as a calendar function and online groups. The PCOM e-mail address is supported by Gmail and enables students to send and receive electronic mail related to all PCOM activity. PCOM e-mail has its own set of Gmail credentials (username and password) that are separate from the PCOM network credentials that are used to access network and MyPCOM resources. E-mail can be accessed while off campus by using the MyPCOM portal or by direct access through https://pcommail.pcom.edu.

In addition to common application programs such as Microsoft Office Suite, the software collection includes SPSS and computer-based tutorials in basic science and clinical subjects, including patient case simulations and question banks for content review. Students may also access the Internet via the workstations in the computer labs.

The PCOM Digital Library is an online collection of databases, mobile apps, e-books, full text journals, catalogs, and subject guides to additional resources for all campus disciplines. The Library has invested in powerful discovery tools to facilitate access to digital resources and they are accessible 24/7 to PCOM faculty, students, and staff worldwide. There are over 20,000 full-text e-journals, e-books and streaming videos and evidence-based clinical and diagnostic tools.

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

There are an additional 24 workstations and a printers in the Library database room on the second floor of the Library. Rowland Hall has a computer lab with an instructor's station and 16 workstations located in room 425. Students can access all computer labs with their PCOM ID card. All computers are attached to a Gigabit network. Wireless access to PCOM's network is available in both Evans Hall and Rowland Hall. Wireless printing is available on the first and second floors of Evans Hall.

PCOM Georgia currently provides computer access in the Information Commons.

Libraries
Our mission is to place the needs of students, faculty, and staff at the forefront of everything we do. The library builds strategic partnerships within and outside of the PCOM community by offering services, instruction, and resources that support teaching and learning, research, outreach, and clinical activities. The library understands and meets the changing and diverse needs of users in virtual and physical environments.

The PCOM Digital Library is an online collection of databases, mobile apps, e-books, full text journals, catalogs, and subject guides to additional resources. The Library has invested in powerful discovery tools to facilitate access to digital resources and they are accessible 24/7 to PCOM faculty, students, and staff worldwide.

Philadelphia Campus
The OJ Snyder Memorial Library is located on the first and second floors of Evans Hall. It houses computers to support use of the PCOM Digital Library, a small print collection, reading room, group study rooms, database center, and study space.

Georgia and South Georgia Campus Information Commons
The Information Commons support the use of the PCOM Digital Library print collections, computers, group study rooms, and study space. There are an assortment of models, including skeletons, muscle figures, and organs.

Collections
The print collections are comprised of reserves, reference, leisure reading, and other items that circulate. Circulation desks also have electronic items.

OneSearch+ is a powerful discovery tool to the PCOM Digital Library; it simultaneously searches multiple databases (many of which contain videos, images and clinical simulations), books, full-text e-journal collections, and more. Many online resources contain mobile applications downloadable to smartphones for the "on the go" PCOM community. Embedded within PCOM's licensed collections are links to full-text resources and the interlibrary-loan gateways ILLiad and Docline. Available at each campus library to provide for free article retrieval for journals not currently in our collection. The Philadelphia campus Library electronically provides articles from any print-only titles in its collection to PCOM Georgia and South Georgia users as well as lend print book titles upon request.

The DigitalCommons@PCOM is an institutional repository that provides open access to faculty and student research, dissertations, theses and papers, and College historical collections. It serves as the gateway to our faculty scholarly research pages.

Services
The library staff provides instruction, reference, outreach, access, collection development, materials acquisition and processing, archives custody and research, and interlibrary loan services. Liaison Librarians collaborate with faculty to create curriculum focused subject guides and facilitate and maximize the use of collection resources. They also collaborate with faculty to ensure that digital literacy skills and appropriate electronic resources are integrated into teaching programs.

Staffing
Get answers, information, support, and training from our professional library staff. Visit our circulation desks for additional resources. Please check our website for campus hours. We teach literature searching and information management to individuals and groups. We are experts at searching PubMed and other databases and can help you get better results.

Social Media
The Library communicates with the PCOM community via campus CCTV, email, Facebook, and chat services.

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

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

The seven levels of Evans Hall also house the College library, Office of the Provost, Student Affairs, Admissions and Clinical Education. Faculty offices throughout the building are combined with laboratories where faculty, graduates and students pursue instruction and research. The Anatomy Laboratory, which accommodates 250 students simultaneously in the cadaver dissection lab, is recognized as one of the most advanced teaching laboratories in the nation. The architecture of Evans Hall incorporates the teaching of large classes with the enrichment of student-teacher relationships through the use of small classrooms.

Evans Hall is equipped with varied and sophisticated instructional media, exhibit areas and electronic communications equipment. Video monitors are built into the lecture amphitheaters, laboratories and many other teaching areas in the building. The original Evans Hall architecture was enhanced with a three-story addition in 1996. It provides student lounges, study rooms, cafeteria, classrooms, faculty offices, a student computer lab and an osteopathic manipulative medicine teaching center.

Levin Administration Building
This elegant stone mansion stands at the center of the 16-acre Moss estate purchased by the College in 1957. It underwent full restoration in 1997. It now houses the Office of the President, the Office of Alumni Relations and Development and the Office of Marketing and Communications. The Levin Administration Building is named in recognition of the Levin family tradition of pursuing and maintaining the osteopathic heritage, and in honor of Abraham Levin, DO '35, Jacob M. Levin, DO '36, Samuel I. Levin, DO '35, and Joel L. Levin, DO '69.

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

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

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

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

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

PCOM Family Medicine –
Peter F. Bidey, DO Medical Director
PCOM Healthcare Center – Lancaster Avenue Division Marta Motel, DO, Medical Director
PCOM Healthcare Center – Cambria Division Barbara Williams-Page, DO, Medical Director
PCOM Healthcare Center – Roxborough Division located Philadelphia Campus Larry Finkelstein, DO, Director
PCOM Sullivan County Medical Center Ernest Gelb, DO, Medical Director

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

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

Abington Memorial Hospital
Altoona Hospital
AtlantiCare Regional Medical Center
Bayhealth Medical Center
Bedford Memorial Hospital
Beebe Medical Center
Blue Mountain Health System
Chestnut Hill Hospital
Christiana Health Care
Community Medical Center
Crozer Keystone Health System
Deborah Heart and Lung
Delaware Health Services
Doylestown Hospital
East Central AHEC
Easton Hospital
Fairfield Medical Center

Franklin Square Hospital
Good Samaritan Hospital
Inspira Medical Center
Jefferson Health NorthEast
Jersey Shore University Medical Center
Kent General Hospital
Latrobe Hospital
Lehigh Valley Hospital
Lerch Pediatrics
Lewistown Hospital
Meadville Medical Center
Mercy Catholic Medical Center
Mercy Suburban Hospital
Mountainview/Hanover Hospital
North Central AHEC
Pennsylvania Hospital
Phoenixville Hospital
Pinnacle Health System
Roxborough Memorial Hospital
Saint Francis Hospital
Saint Joseph Medical Center
St. Luke's Hospital Allentown
St. Luke's Hospital Bethlehem
St. Luke's Hospital Quakertown
St. Luke's Hospital Warren
The Medical Center Beaver Heritage Valley
The Wright Center
UHS Wilson Medical Center
UPMC Hamot
UPMC Mercy Hospital
UPMC Pinnacle
UPMC Pinnacle Lititz
UPMC Shadyside Hospital
UPMC St. Margaret
Wilkes Barre Academic Center
Williamsport Hospital and Medical Center
Wyoming Valley Health System

Core Clinical Campus Sites
Conemaugh Memorial Medical Center
Einstein Heathcare Network
Geisinger Danville
Jefferson Health NorthEast
Lehigh Valley Health Network-Pocono
Lehigh Valley Health Network-Cedar Crest
Main Line Health
Mercy Health System
Reading Health System
UPMC Horizon

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

The campus facility is uniquely and conveniently housed in a modern 150,000- square foot building. Its design includes two architectural main focal points that take advantage of natural light through the use of skylights and partitions. In 2012 PCOM acquired an adjacent building at 2601 Northlake Drive, and this facility now houses academic support staff and the Physician Assistant Program.

In addition to large and small classrooms, conference areas and study spaces, Georgia Campus instructional space includes a large anatomy laboratory, the osteopathic manipulative medicine teaching laboratory and the clinical learning and assessment center. In addition, the facility houses biomedical science and pharmacy research and multi-use laboratories, three pharmacy practice labs and an osteopathic manipulative patient care unit.

Open circulation areas facilitate social interaction and ease of access to student services, learning resources and instructional spaces.

Student life services also include a central dining area, student lounge, game room and fitness facility. A central feature of the PCOM-GA campus is the Information Commons, where students have access to both print and electronic media.

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

Affiliated Hospitals

55th Medical Group
AAMC Agreement
Adena Ross EM Group
Advantage Behavioral Health Systems
Aiken Regional
Albany Area Primary Heath Care Inc.
Anderson Medical Center
Archbold Memorial Hospital
Arrowhead Regional Medical Center
Athens-Limestone Hospital/AMEC
Atlanta Medical Center
Baptist Cardiology, Inc.
Baptist Emergency Center Clay
Baptist ENT Specialist, Inc.
Baptist Health
Baptist Health Rehabilitation Centers
Baptist Health System
Baptist Medical Center
Beaches Baptist Medical Center Nassau
Baptist Medical Center Outpatient Center
Baptist Medical Center South
Baptist Neurology, Inc.
Baptist Primary Care, Inc.
Baptist Pulmonary Specialist, Inc.
Baptist Southeast Gynecology/Oncology Assoc.
Baptist Urology, Inc.
Barrow Regional Medical Center
BlackRiver Health Services
Blanchfield Army Community Hospital
Bleckley Memorial
BlueRidge Healthcare
Board of Regents of the University System Georgia
Bolivar Hospital
Boswell Memorial Hospital
Brooke Army Medical Center
Brooks County Hospital
Brookwood Medical Center
Cabarrus FM Residency Program
Carilion Clinic
Carl R. Darnell Army Medical Center
Chattanooga Hamilton County Health Department
Chatuge Regional
Chestatee Regional Hospital
Chester Regional Hospital
Children's Healthcare of Atlanta
Clearview Regional Medical Center
CMC Northeast
Colonel Florence A. Blanchfield Army
Colquitt Regional Medical Center
Columbus Regional Medical Center
Conway Medical Center
Copper Basin Medical Center
Crestwood Medical Center/AMEC
Crisp Regional Health Services
Crozier Keystone Health System
Cumberland Medical Center
Curtis V. Cooper Primary Health Care
Cuyahoga Falls General Hospital

Decatur Morgan Hospital
Decatur Morgan Hospital/AME
DeKalb Medical Center
Doctor's Hospital of Sarasota
Dorminy Medical Center
Duke University Durham
D.W. McMillian Memorial Hospital/AMEC
Dwight D. Eisenhower Army Center
Early Memorial Hospital
East Alabama Medical Center
East Arkansas Family Health Center
East Georgia Regional Medical Center
Eastside Medical Center
Evans Surgical Center
Evergreen Medical Hospital/AMEC
First Health of the Carolinas
Flint River Community Hospital
Florida Hospital East Orlando
Florida Hospital Waterman
Flowers Hospital/AMEC
Floyd Medical Center
Franciscan St. James Health
Georgia Mountain Health Services
Gordon Hospital
Grady General Hospital
Gwinnett Medical Center
Habersham County Medical Center
Harbin Clinic
Hardin Memorial Hospital
Hart County Hospital
Health Source of Ohio
Henry County Medical Center
Hospital for Special Care
Houston Medical Center/Perry Hospital
Houston Orthopedics and Sports Medicine
Hughston Memorial Hospital and Clinic
Hutcheson Medical Center
Inspira Medical Center
Integris Health, Inc.
IPC of Colorado
Jackson Hospital/AMEC
Jacksonville Orthopedic Institute
Jefferson Hospital
Kershaw County Medical Center
Lake Cumberland Regional Hospital
Lewis Gayle Regional Health System
Liberty Regional Medical Center
Long Beach Medical Center
LSU Rural FM Residency Program
Lyerly Baptist, Inc.
Madigan Army Medical Center
Manatee Glens Bradenton
Margaret R. Pardee
Martin Army Hospital
Martin Memorial Regional Hospital
McKinney Community Health Center
McLeod Regional Medical Center
Meadows Regional Medical Center
Med Link Georgia
Medical Center of Central Georgia
Medical Center of Manchester
Medical Center, Inc.
Memorial Hermann
Metro Health Hospital
Migrant Farm Workers, LLC
Minnie G. Boswell Memorial Hospital

Mitchell County Hospital
Montgomery Regional Hospital
Mountain Area Health Ed Center
Murray Medical Center
Naval Hospital Jacksonville
Naval Hospital Pensacola
Naval Hospital Portsmouth
Neighborhood Improvement Project
Newton Medical
North Georgia Medical Center
Northeast Georgia Medical Center
Northeast Georgia Physicians Group
Northeast Regional Medical Center
Northlake Surgical Center
Northridge Medical Center
Northside Hospital Atlanta
Northside Hospital Cherokee
Northside Hospital Forsyth
Novant Health Affiliates
Oconee Health System, Inc.
OCH Regional Medical Center
Ohio Valley Medical Center/East
Ohio Regional
OK Center for Orthopedic and Multi-Specialty Surgery
Palmetto Health Council
PBCGME/Columbia Hospital
Peach Regional Medical Center
Peachford Behavioral Systems
Pender Memorial Hospital
Phoebe Putney Memorial Hospital
Phoebe Sumter Medical Center
Physicians for Women, PC
Physicians Medical Center Carraway
Piedmont Healthcare
Plantation General Hospital
Primary Care of Southwest Georgia
Premier Community Health
Providence Health and Services
Putman General Hospital
Randolph Hospital
Regional Medical Center
Redmond Regional Medical Center
Resurgens, P.C.
Rockdale Medical Center
Samaritan Health Services
Scott Memorial Hospital
Self-Regional Medical Center
Serenity Behavioral Health System
Shepherd Center
South Baldwin Regional Medical/AMEC
South Georgia Medical Center
South Jersey Healthcare
Southeast Alabama Medical Center
Southeast Alabama Rural Health Assoc /AMEC
Southeast Georgia Health System
Southeast Regional Primary Care Corporation
Southeastern Health
Southern Regional AHEC/FM Residency
Southern Regional Health System
Southwest GA Healthcare, Inc.
St. Claire Regional Medical Center
St. Francis Hospital and Health Centers
St. Francis Hospital
St. Francis - Bradley Center
St. Francis Medical Center
St. Joseph/Candler

St. Luke's
St. Vincent Hospital
St. Vincentis East
Stephens County Hospital
Summa Western Reserve Hospital
Summit Surgical Specialists
Tanner Health System
Taylor Regional Hospital
Tift Regional Medical Center
Union General Hospital, Inc
Upson Regional Medical
Valdosta Women's Health Center
Valley Hospital Medical Center
Valley View Hospital
Walter Reed Army Medical Center
Washington County Regional Medical Center
Wayne Memorial Hospital
Wellmont Hawkins County Memorial Hospital
Wellmont Health System
Wellstar Health System
West End Medical Centers
West Georgia Health System
William S. Hall Psychiatric Institute
Wilmington Health
Wolfson Children's Hospital
Womack Army Medical Center
Woman's Hospital

PCOM South Georgia
The 75,000-square-foot, state-of-the-art facility includes classrooms, an anatomy lab, an Osteopathic Manipulative Medicine (OMM) lab, simulation center, small group study rooms, information commons and a café.

PROGRAMS OF STUDY

Doctor of Osteopathic Medicine

Introduction to Osteopathic Medicine

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuromusculoskeletal system is of major importance to human life. The interrelationship between this and other body-systems is a basic part of osteopathic philosophy. An emphasis on primary care, health maintenance, prevention of disease and attention to the neuromusculoskeletal system is key to osteopathic medical education and practice. Universally accepted today, these attributes were considered unorthodox when Dr. Andrew Taylor Still (1828-1917) objected to the crude medications of his time and sought to enhance the body's inherent healing through manipulation.

The osteopathic physician incorporates evaluation and treatment of the musculoskeletal system as a basis for an approach to health and disease, combining it with the diagnostic and therapeutic modalities used by general scientific approaches to the healing arts. Like their MD counterparts, DOs must be licensed in the states where they practice, and additional board certification in specialties further underscores their professional credentials. All 50 states and the District of Columbia provide for the unlimited practice of medicine and surgery by osteopathic physicians. Licensing boards are usually composed of senior members of the osteopathic profession. In some states, MDs and Dos participate in combined licensing boards.

Osteopathic Philosophy

The basic premises accepted by this profession provide the osteopathic physician with a unique way of looking at health and disease. These premises include the following:

The human body is a unit in which structure and function are reciprocally interdependent. The body, through a complex system, tends to be self-regulating and self- healing.
The adequate function of body-systems depends on the unimpeded flow of blood and nerve impulses.

The musculoskeletal system is a major body-system and its importance exceeds that of mere framework and support.

There are musculoskeletal components to disease that are not only manifestations of the disease, but also important contributing and maintaining factors.

The adoption of these basic premises led to the development of the osteopathic total-body concept. The patient is considered ecologically rather than as an isolated unit. Instead of emphasizing the momentary disease state, the osteopathic approach studies and treats the person's well-being, lifestyle and behavior as a whole.

Through the American Osteopathic Association (AOA), the profession maintains its independence and its own medical schools while cooperating with other branches of medical science. Primary care is emphasized in the educational programs, and a majority of graduates enter primary care fields. However, DOs participate in all specialty and subspecialty areas of current medical practice.

Educational Goals

A fundamental educational goal of the College is to prepare students for excellence in the practice of osteopathic medicine. The course of medical study is a practitioner's program with a strong emphasis on primary care, prevention and osteopathic concepts.

Each osteopathic medical student progresses through a uniform and comprehensive curriculum designed to achieve this goal. Elective clinical clerkships expose students to specialty or subspecialty fields during training, and later they may specialize. At PCOM, students are trained first as family practitioners and thus build solid foundations for their careers. Throughout the curriculum, osteopathic concepts and methods are stressed.

Efficiency is also an educational goal, maximizing each student's learning by utilizing the most effective educational methodologies available. Innovations such as computerized tutorials, classroom videos and simulated patient encounters will sharpen skills as a physician. The curriculum bridges departmental divisions and joins related disciplines, such as basic sciences to surgery and internal medicine, so that students relate different perspectives to a variety of conditions taught in a common time frame.

Instruction is attuned to the changing demands in American health care. A majority of PCOM's graduates enter primary care practice, where the large majority of health problems are treated today.

The general objectives of the educational program are expressed as "core competencies," the domains of knowledge and skills in which all students must demonstrate competency to earn the degree, Doctor of Osteopathic Medicine:

Osteopathic principles and practice, which are established and incorporated in the development of skills.

Patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

Medical knowledge about established and evolving biomedical, clinical and cognate (e.g., epidemiological and social-behavioral)

sciences and the application of this knowledge to patient care.

Practice-based learning and improvement that involves investigation and self- evaluation of patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.

Interpersonal and communications skills that result in effective information exchange and teaming with patients, their families and other health professionals.

Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Systems-based practice, as manifested by actions that demonstrate an awareness of the larger context and system of health care and the ability to effectively call on system resources to provide optimal care.

Information literacy, as manifested by the capability to access, understand and apply biomedical information, and actions that demonstrate the skills necessary to utilize information technology tools to effectively access information from various resources and formats.

The Basic Sciences and Preclinical Years

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

The first two years lay the foundation with intense concentration on the basic sciences, anatomy, biochemistry, molecular biology, neuroscience, physiology, microbiology, pathology and pharmacology, taught in integrated course units that emphasize clinical applications. PCOM also recognizes that medical practice is more than science.

Coursework in ethics and patient communication helps the student relate well to patients, while content in evidence-based medicine and public health prepares the student for the complex world of private practice. The basic sciences are complemented by instruction in clinical subjects such as internal medicine, surgery, neurology, psychiatry, pediatrics, epidemiology, OB/GYN, family medicine, rehabilitation medicine, geriatrics, radiology, oncology and physical diagnosis. The principles and practice of osteopathic medicine are taught throughout the medical curriculum. All students attend small-group sessions during the first and second year to develop communication and diagnostic skills. These special instructional activities include patient observation, case conferences and basic clinical skills workshops. In addition, an active standardized patient and robotic simulation program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulator manikins.

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

The program is designed to afford progressive student responsibility for all phases of patient care under the direction of experienced physicians. This includes history taking, physical examinations, daily patient rounds, lectures, conferences and case presentations.

Students rotate through services in medicine, family practice, manipulative medicine, surgery, cardiology, OB/GYN, pediatrics, psychiatry, otorhinolaryngology and office-based preceptorships. On elective clerkships, students may choose to pursue special interests at other medical institutions anywhere across the nation. All students receive additional training in osteopathic manipulative medicine during the third year.

One objective of the College is to encourage graduates to practice in communities where health care services are most needed. Therefore, each student entering PCOM must be willing to accept clinical education assignments throughout the region. Each senior student serves at least eight weeks in an underserved community clerkship.

An alternative rural elective is offered to a limited number of students, whereby the student may select an area of alternative health care delivery or a rural area of high medical need.

Students can opt for a fifth year of the program to complete a year of research, or additional work in a specialty.

Requirements for Graduation

Each candidate for the degree of Doctor of Osteopathic Medicine (DO) must be age 2l or older, be of good moral character and have passed Parts I and II of the COMLEX (National Board of Osteopathic Medical Examiners), including the Level II Physical Examination component. Each candidate must have completed satisfactorily the program of study PCOM requires for the degree within six years from the date of initial matriculation.

Attendance at the Commencement ceremonies conferring the degree is required of each candidate. Should a student not be able to attend graduation, they must submit a request indicating the reason for their inability to attend to the respective campus officer.

Requirements for Practice
Each recipient of the DO degree must fulfill the requirements of the state licensing board of the state in which the physician chooses to practice. These requirements are regulated by the laws of each state.

Pre-Doctoral Research
Opportunities exist for extracurricular research experience for all of PCOM's students.

Research laboratories and equipment, as well as electron microscopic, computer and animal facilities, are available for this purpose. Students have the opportunity to work with faculty members on a variety of biomedical topics. Most research is performed between the first and second academic years. Students may be partially funded for their research efforts, based on eligibility, through College Work-Study or external granting agencies. A compilation of faculty research projects/interests may be obtained from the Chief Science Officer.

Dual Degree Programs

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

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

A stipend and support for supplies/equipment are awarded in the research years.

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

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

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

http://www.pcom.edu/Admissions/admissions.html

DO/MBA Program (Philadelphia Campus)
In conjunction with Saint Joseph's University, a master of business administration degree in health and medical services may be earned by DO program students who concurrently complete a five year course of study for the DO and MBA degrees. Created in 1989 as the nation's first DO/MBA degree, the curriculum requires approximately 39-45 hours of MBA coursework. The MBA program is completed during a one-year leave from medical study, following the third year of medical school. This program responds to the increasing need for business acumen in medical practice. It also prepares physicians for a wide range of emerging careers in medical administration.

Students who are interested in business administration but do not wish to enroll in the full MBA program may complete a 5-course Graduate Business Certificate during the fourth year of medical school. The Saint Joseph's University MBA is accredited by the Association to Advance Collegiate Schools of Business(AACSB). Approval for admissions into the dual degree DO/MBA or graduate Business Certificate Program must be received by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and SJU admissions team.

DO/MPH Program (Philadelphia Campus)
Students may choose to enroll in a DO/MPH program in affiliation with Jefferson School of Population Health, which provides a 36-credit program that includes core public health disciplines in behavioral and social sciences, biostatistics, epidemiology, environmental health services and health policy. The Jefferson DO/MPH program is a five year program. The MPH is completed during a one year leave from medical study following the third year of medical school. Approval for admissions into the dual degree program. The MPH is completed during a one-year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Thomas Jefferson admissions team.

Students may also enter a special joint degree program in affiliation with Temple University, leading to a master of public health degree. The DO/MPH program is a five year program that specializes in community health education and prepares physicians to serve as public health officials and to fill positions in community, government and health care agencies. The master of public health degree also prepares students for eventual specialty training and certification in occupational or environmental medicine. The MPH program is completed during a one year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program at Jefferson University must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Thomas Jefferson admissions team.

DO/MS/PhD in Health Policy Program (Philadelphia Campus)
Conducted in association with the University of the Sciences in Philadelphia, the DO/MS/PhD program in health policy studies allows PCOM students to augment their medical education with health policy studies leading to the master of science, with an option to progress to a research-based doctoral program. The program prepares students for positions of local or national leadership in health policy making and analysis through the study of research methods, epidemiology, economics, technology, statistics, law and public health policy. Graduates are trained to research and analyze issues affecting health care delivery and health status in a range of professional settings.

The DO/MS/PhD program is a dual-degree track open to qualified first year DO students. Students interested in a non-research health policy program may opt for the MPH in health policy.

On-Campus Dual-Degree Programs and Undergraduate Medical Fellowships

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

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

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

PCOM Georgia students may undertake Organizational Development and Leadership training on-campus through a graduate certificate program.

The cognitive-behavioral therapy (CBT) model is emphasized, and students are provided the unique opportunity to practice CBT techniques and conceptualization with videotaped, standardized mock patients.

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 121	Cellular and Molecular Basis of Medicine	11
DO 139A	Osteopathic Principles and Practice I	2
DO 140A	Primary Care Skills I	1
DO 129	Physician and Community Wellness	0
DO 113	Medical Humanities	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 139B	Osteopathic Principles and Practice II	2
DO 140B	Primary Care Skills II	1
DO 124A	Human Anatomy	4
DO 125	Medical Physiology	5
DO 129	Physician and Community Wellness	0
DO 113	Medical Humanities	0
	Total Credits	**12**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 133	Emergency Medicine I	1
DO 139C	Osteopathic Principles and Practice III	2
DO 140C	Primary Care Skills III	1
DO 144	Clinical Reasoning in Basic Sciences I	1
DO 124B	Introduction to Hematology and Oncology	2.5
DO 127	Foundations of Cardiovascular Medicine	3.5
DO 128	Foundations of Renal Medicine	1
DO 129	Physician and Community Wellness	1
DO 113	Medical Humanities	1
	Total Credits	**15**

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

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 212	Gastroenterological Sciences	3
DO 213	Reproductive Genitourinary and Obstetrics,Gynecologic	7
DO 231	General Surgery and EENT	1
DO 238A	Preventive and Community-Based Medicine I	1
DO 239A	Osteopathic Principles and Practice IV	2
DO 240A	Primary Care Skills IV	1
	Total Credits	**16**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 221	Clinical Endocrinology	3
DO 222	Clinical and Basic Neuroscience	7
DO 224	Musculoskeletal Skin II	2.5
DO 238B	Preventive and Community-Based Medicine II	1
DO 239B	Osteopathic Principles and Practice V	2
DO 240B	Primary Care Skills V	1
	Total Credits	**17.5**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 145	Clinical Reasoning in Basic Sciences II	1
DO 146	Comprehensive Basic Science Review and Synthesis	1
DO 233	Life Stages: Clinical Geriatrics and Pediatrics	2.5
DO 235	Emergency Medicine II	1
DO 239C	Osteopathic Principles and Practice VI	2
DO 240C	Primary Care Skills VI	1
	Total Credits	**9.5**
	Total credits first and second year	84

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

Third and Fourth Year Clinical Clerkship Curriculum

Third Year (12 Months)

ROTATION	CREDIT HOURS
Advanced Clinical Skills Radiology	8.5
Introduction to Clerkships	17
Family Medicine	17
General Internal Medicine	17
General Surgery	17
Internal Medicine/Cardiology	17
Internal Medicine Selective	17
Obstetrics and Gynecology	17
OMM/Family Medicine	8.5
Pediatrics	17
Psychiatry	17
Surgery	17
Elective	17

Winter Break

Fourth Year (12 Months)

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

Each 17 credit rotation requires 240 contact hours

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

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

**During Ambulatory Sub I and II students will be involved in Interprofessional education sessions with Physician Assistant, Clinical PsyD, Mental Health and Counseling and Clinical Health Psychology students.

COURSE DESCRIPTIONS

Doctor of Osteopathic Medicine (DO) – Philadelphia Campus

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

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

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

DO 13 – Medical Humanities
xx credits
The goal of this course is to foster students' development into humanistic physicians through engagement in community activities, reflective opportunities and the humanities such as narrative medicine, art, theatre and music. Course objectives and methods include: 1) improving observation and communication skills and tolerance for ambiguity through the close examination and discussion of literature and visual art, 2) developing greater compassion and empathy by working with various populations in non-clinical settings allowing people to be seen as more than just their illness or disease, 3) enhancing history taking skills by listening to and documenting a community member's "story", 4) increasing self-awareness about one's emotions, assumptions, thought process and behavior patterns through reflective writing exercises and small group discussions and 5) developing a greater appreciation for the perspectives of others and for one's biases through various creative emotions, assumptions, thought process and behavior patterns through reflective writing exercises and small group discussions and 5) developing a greater appreciation for the perspectives of others and for one's biases through various creative experiences.

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

DO133 – Emergency Medicine I
1 credit
This course teaches Basic Cardiac Life Support under American Heart Association standards and prehospital first responder skills; patient assessment in the prehospital environment and use of the automated external defibrillator (AED). Upon successful completion, the American Heart Association Healthcare Provider Course Card will be awarded.

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

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

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

DO 139A, 139B, 139C – Osteopathic Principles and Practice I, II, III 2 credits each term
Total credits6

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

DO 140A, 140B, 140C – Primary Care Skills I, II, III 1 credit each term
Total credits3

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

DO 144, 145 – Clinical Reasoning in Basic Sciences I, II
1 credit each year

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

DO 146 – Comprehensive Basic Science Review and Synthesis
1 credit

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

DO 212 – Gastroenterological Sciences
4 credits

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

DO 213 – Reproductive Genitourinary and Obstetrics, Gynecologic Medicine
7 credits

The Reproductive Genitourinary and Obstetric, Gynecologic Medicine (RGU) course content encompasses the basic and clinical biomedical sciences relevant to urology, obstetrics and gynecology. Lectures in physiology, pharmacology, microbiology and pathology provide a foundation for understanding clinical aspects of urologic and reproductive medicine. Information is distributed primarily

through a lecture format, but there also will be opportunities to participate in case-based exercises, simulated morning reports and a session focusing on a patient's perspective of a relevant health care topic.

DO 221 – Clinical Endocrinology
2.5 credits
The pathophysiology and clinical manifestation of the endocrine disorders are presented, with particular emphasis on those affecting the pituitary, thyroid, parathyroid and adrenal glands. This course also addresses metabolic disorders and vitamin and nutritional disturbances.

DO 222 – Clinical and Basic Neuroscience
11 credits
The Clinical and Basic Neuroscience course coordinates all disciplines related to the central nervous system. It is a comprehensive course on the central nervous system integrating blocks related to neuroscience, neurology, psychiatry, neurosurgery, neuropathology, neuropharmacology, and physical medicine and rehabilitation. Also discussed are the structure and function of the brain and spinal cord and their role in normal and diseased body-systems; laboratory macro-dissection and demonstration of human brain and spinal cord; blood supply; contemporary imaging procedures of head and spine. Psychiatric and behavioral medicine with implications for the generalist physician are incorporated throughout the following course components: neurologic history and neurologic physical examination; common diseases of brain, spinal cord, peripheral nerves and neuromuscular system; ischemic and hemorrhagic diseases; demyelination disorders, infectious diseases; trauma; neuropathology of aging and Alzheimer's disease, surgical interventions; craniocerebral trauma; hydrocephalus/NPH, peripheral nerve disorders and brain tumors. Pain and pain management are addressed with a focus on anesthetics, including general, local and narcotic; emotional overtones of pain; relation to addiction; narcotic intervention use and precautions. Additional pharmacologic basis of treatment and precautions are addressed as they relate to antipsychotics, muscle relaxants; antidepressants; anticonvulsants, sedatives, endogenous opioids, therapeutic uses of narcotics, psychomotor stimulants and psychomimetics; pharmacologic agents and their use in Parkinsonism, anxiety disorders, depression and psychosis; pharmacologic basis of addiction with special session included discussing the impaired physician. Psychiatry topics include the evaluation of the psychiatrically ill patient and principles of diagnosis; special topics are discussed including substance abuse disorders, child and adolescent psychiatry, geriatric psychiatry, principles of psychosomatic medicine and psychiatric emergencies.

DO 224 – Musculoskeletal Skin I and II
2.5 credits total
This course presents students with clinical lectures in the pathogenesis, diagnosis and management of diseases affecting the musculoskeletal system, with particular emphasis on rheumatologic disorders, and the skin. A foundation of knowledge regarding the pathophysiology of musculoskeletal disorders is presented in a series of pathology lectures and is accompanied by clinical lectures in orthopedics and rheumatology presented with the goal of preparing the future primary care practitioner in the routine evaluation of orthopedic and rheumatologic problems. The goal of the dermatology unit is to develop in the student an understanding of principles of diagnosis and management of dermatologic diseases. The unit objectives are designed to target appropriate completion of two specific tests of competence for students: successful performance on board examinations (COMLEX) and successful preparation for clerkship clinical experiences in years 3 and 4 of the PCOM DO program.

DO 231 – General Surgery and EENT
2 credits
This course is designed to acquaint the students with the principles of surgical diagnosis, common conditions most amenable to surgical treatment and the patho-physiology of common surgical diseases. Along with these concepts, the student will become familiar with the treatment of shock, hemodynamic monitoring, trauma and critical surgical care. The course will consist of a series of didactic and interactive presentations, as well as opportunities to perform "field work" through shadowing experiences. Simulation will enhance the material presented. In addition to these concepts, lectures on the sub specialty surgeries will round out the surgery course.

DO 233 – Life Stages: Clinical Geriatrics and Pediatrics
4 credits
Clinical Geriatrics
The Clinical Geriatrics portion of this course provides an understanding of the unique and complex medical aspects of older persons; clinical syndromes commonly seen in older persons emphasizing the five "I"s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis; physiologic changes associated with aging; healthy aging; maintenance of function and nutrition; medico-legal and ethical issues; end-of-life issues – pain management, hospice, terminal care, anticipatory planning and advance directives.

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

DO 235 – Emergency Medicine II
1 credit
This course will consist of small-group discussions and evaluation of case-based scenarios in the emergency setting; common emergencies review organ systems and clinical response to emergent conditions; student-led discussion with faculty facilitation.

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

DO239A, 239B, 239C – Osteopathic Principles and Practice IV,V,VI
2 credits each term
Total credits 6
The Osteopathic Principles and Practice IV,V, and VI develops the knowledge of pelvic and lumbar reviewed; physiologic motion patterns; sacral, lumbar and pelvic somatic dysfunctions; OMT (muscle energy and HVLA) for these dysfunctions; somatic and visceral relationships that pertain to abdomen, sacrum, and pelvis with clinical correlation in reproductive, obstetric/ gynecologic, gastrointestinal, and urogenital disorders. Introduction to osteopathic principles in the cranial field is explored (an elective is offered in the third trimester for more complete understanding and practical palpatory diagnosis).

Cervical biomechanics and somatic dysfunction are reviewed; as well as muscle energy, HVLA, counterstrain and FPR techniques related to limbs, shoulders and hips.

DO 240A, 240B, 240C – Primary Care Skills IV, V,VI1 credit each term
Total credits3
The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, and incorporate the concepts of patient safety in medical settings. Didactic lectures, skills labs, online modules, and standardized patient sessions are the methods used to teach and evaluate the student competencies.

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

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 121G	Cellular and Molecular Basis of Medicine	13
DO 133G	Emergency Medicine 1	1
DO 138AG	Preventive and Community-Based Medicine I	1
DO 139AG	Osteopathic Principles and Practice I	2
DO 140AG	Primary Care Skills I	2
DO 114G	Medical Humanities and Physician and Community Wellness	0
INDP 100G	Interprof Approach Caring for Community	0
	Total Credits	**19**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 138BG	Preventive and Community-Based Medicine II	1
DO 139BG	Osteopathic Principles and Practice II	2
DO 140BG	Primary Care Skills II	2
DO 124G	Human Anatomy	7
DO 125G	Medical Physiology	6
DO 114G	Medical Humanities and Physician and Community Wellness	0
INDP 100G	Interprof Approach Caring for Community	0
	Total Credits	**13.5**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 138CG	Preventive and Community-Based Medicine III	1
DO 139CG	Osteopathic Principles and Practice III	2
DO 140CG	Primary Care Skills II	2
DO 124BG	Human Anatomy	1
DO 136G	Neuroscience	7
DO 137G	Introduction to Human Disease and Therapeutics	6
DO 114G	Medical Humanities and Physician and Community Wellness	2
INDP 100G	Interprof Approach Caring for Community	0
	Total **Credits	**20**

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – Georgia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 134G	Cardiovascular, Pulmonary and Renal Medicine	12
DO 144G	Clinical Reasoning in Basic Sciences I	1
DO 211G	Basic and Clinical Endocrinology	3
DO 239AG	Osteopathic Principles and Practice IV	2
DO 240AG	Primary Care Skills IV	1
INDP 200G	Interprofessional Approach to Caring for the Patient II	0
	Total Credits	**19**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 145G	Clinical Reasoning in Basic Sciences II	1
DO 212G	Gastroenterology	4
DO 213G	Reproductive and Genitourinary Sciences	5
DO 214BG	Muscoloskeletal/Skin	4
DO 239BG	Osteopathic Principles and Practice V	2
DO 240BG	Primary Care Skills V	1
INDP 200G	Interprofessional Approach to Caring for the Patient II	0
	Total Credits	**17**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 146G	Comprehensive Basic Science Review and Synthesis	1
DO 215G	Psychiatry	2
DO 232G	Surgery, Ophthalmology, ENT	2
DO 233G	Life Stages: Geriatrics and Pediatrics	2
DO 235G	Emergency Medicine II	2
DO 239CG	Osteopathic Principles and Practice VI	2
DO 240CG	Primary Care Skills VI	1
NDP 200G	Interprofessional Approach to Caring for the Patient II	0
	Total Credits	**11**
	Total credits first and second year	99.5

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – South Georgia Campus

Third and Fourth Year Clinical Clerkship Curriculum

Third Year

ROTATION CREDIT HOURS

Advanced Clinical Skills 17*
Elective 17
Family Medicine 17
General Internal Medicine 17
General Surgery 17
Internal Medicine Selective 17
Obstetrics and Gynecology 17
OMM/Family Medicine 17
Pediatrics 17
Psychiatry 17
Surgery Selective 17
Internal Medicine - Ambulatory 17

Fourth Year

ROTATION CREDIT HOURS

Electives (8) 136
Underserved/Rural Family Medicine 34
Emergency Medicine 17

Each 17 credit rotation requires 240 contact hours.

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

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

PCOM Georgia and PCOM South Georgia will require students to complete OMM case logs during fourth year.

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – South Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 121M	Cellular and Molecular Basis of Medicine	11
DO 139AM	Osteopathic Principles and Practice I	2
DO 140AM	Primary Care Skills I	1
DO 129M	Physician and Community Wellness	0
DO 113M	Medical Humanities	0
INDP 100G	Interprof Approach Caring for Community	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 139BM	Osteopathic Principles and Practice II	2
DO 140BM	Primary Care Skills II	1
DO 124AM	Human Anatomy	4
DO 125M	Medical Physiology	5
DO 129M	Physician and Community Wellness	0
DO 113M	Medical Humanities	0
INDP 100G	Interprof Approach Caring for Community	0
	Total Credits	**12**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 133M	Emergency Medicine I	1
DO 139CM	Osteopathic Principles and Practice III	2
DO 140CM	Primary Care Skills III	1
DO 144M	Clinical Reasoning in Basic Sciences I	1
DO 124BM	Human Anatomy	1
DO 126M	Introduction to Hematology and Oncology	2.5
DO 127M	Foundations of Cardiovascular Medicine	3.5
DO 128M	Foundations of Renal Medicine	1
DO 129M	Physician and Community Wellness	1
DO 113M	Medical Humanities	1
INDP 100G	Interprof Approach Caring for Community	0
	Total **Credits	**15**

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – South Georgia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
DO 212M	Gastroenterological Sciences	3
DO 213M	Reproductive/Genitourinary Medicine	7
DO 231M	General Surgery and EENT	1
DO 239AM	Osteopathic Principles and Practice IV	2
DO 240AM	Primary Care Skills IV	1
INDP 200G	Interprofessional Approach to Caring for the Patient II	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
DO 221M	Clinical Endocrinology	3
DO 222M	Clinical and Basic Neuroscience	7
DO 224M	Muscoloskeletal Skin I	2.5
DO 239BM	Osteopathic Principles and Practice V	2
DO 240BM	Primary Care Skills V	1
	Total Credits	**15.5**

TERM 3 (SPRING)

Course No	Course Title	Credits
DO 145M	Clinical Reasoning in Basic Sciences II	1
DO 146M	Comprehensive Basic Science Review and Synthesis	1
DO 233M	Life Stages: Geriatrics and Pediatrics	2
DO 235M	Emergency Medicine II	2
DO 239CM	Osteopathic Principles and Practice VI	2
DO 240CM	Primary Care Skills VI	1
	Total Credits	**8.5**
	Total credits first and second year	79

COURSE SEQUENCE

Doctor of Osteopathic Medicine (DO) – South Georgia Campus

Third and Fourth Year Clinical Clerkship Curriculum

Third Year

ROTATION CREDIT HOURS

Advanced Clinical Skills 17*
Elective 17
Family Medicine 17
General Internal Medicine 17
General Surgery 17
Internal Medicine Selective 17
Obstetrics and Gynecology 17
OMM/Family Medicine 17
Pediatrics 17
Psychiatry 17
Surgery Selective 17
Internal Medicine - Ambulatory 17

Fourth Year

ROTATION CREDIT HOURS

Electives (8) 136
Underserved/Rural Family Medicine 34
Emergency Medicine 17

Each 17 credit rotation requires 240 contact hours.

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

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

PCOM Georgia and PCOM South Georgia will require students to complete OMM case logs during fourth year.

COURSE SEQUENCE

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

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

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

INDP 300G – Interprofessional Approach to Caring for the Patient 0 credits per term for 3 terms in second year
In this year-long course, third year Osteopathic Medical and Pharmacy students as well as students from other health profession programs from work together in general session on patient cases to discuss and deliver appropriate healthcare. Students meet in small groups to solve health care-related clinical problems. The course utilizes discussion of clinical situations involving an interprofessional and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students work in small groups, to and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students work in small groups, to resolve clinical problems and cases. These cases give students the opportunity to put into practice skills they learned in INDP-100G and 200G. These skills include clinical knowledge, communication skills, teamwork, ethical decision-making, and cultural and religious compentency.

INDP 400G – Interprofessional Approach to Caring for the Patient 0 credits per term for 3 terms in second year
In this course, fourth-year Osteopathic Medical students will have the opportunity to put into practice skills they learned in INDP-100G, 200G, 300G, and on clerkship. These skills are not limited to clinical knowledge, communication skills, teamwork, ethical decision-making, and cultural and religious competency. Students provide a report of a medical case that required unique collaborative efforts to develop a comprehensive treatment plan to optimize patient healthcare. Additionally, students use the IPEC Comptency Self-Assessment Tool to evaluate various interprofessional skills acquired over the course of their 4 year

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

DO 114G – Medical Humanities, Physician and Community Wellness
2 credits
The purpose of this year-long course is to foster students' development into humanistic physicians capable of self-care as well as caring for their patients and their community. Student self-awareness is first enhanced by developing their own personal mission statement. Personal and professional growth is fostered via group exercises in narrative medicine, as well as reflection on and self-expression through art, literature, or music. The physician's role in the health of the community is explored through readings, videos and discussions of topics such as health inequities, and the effect of systemic racism and other forms of social justice on community health.

Student self-care is promoted through the delivery of lectures, workshops, videos and required readings and reinforced through peer and faculty-led small group sessions. Aspects of medical student life that affect wellness and are discussed include the development of effective study skills, time management, stress management, and physical, spiritual, and financial wellbeing. A focus on community wellness is promoted through outreach efforts by students guided and facilitated by faculty.

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

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

DO 133G/133M – Emergency Medicine
I1 credit
All students are trained in Basic Cardiac Life Support under American Heart Association standards and pre-hospital first responder skills. Emphasis is placed on teaching patient assessment in the pre-hospital environment, including use of the automated external defibrillator (AED). Students are awarded the American Heart Association Healthcare Provider Course Card upon successful completion.

DO 124GA/124GB – Human anatomy
7 credits
This course covers human anatomical sciences including gross anatomy, embryology and microscopic anatomy of the limbs, thorax, abdomen, and pelvis. Content for each anatomical science is presented from both a regional and systems perspective. Students are required to apply their knowledge to explain clinical case vignettes and medical images of anatomical structures. Microscopic anatomy is presented via digital images during lectures and laboratories, relating microscopic structure to basic physiological processes. Reading assignments from required anatomy texts are used to reinforce, clarify, and extend the material presented in lectures. Gross anatomy laboratories are coordinated to follow corresponding regional lecture content. Prepared dissection specimens, bones and models may be available for study depending on the current pandemic conditions. A wide variety of excellent computer resources are available for study depending on the current pandemic conditions. A wide variety of excellent computer resources are available for students during virtual laboratory sessions as well as to augment student understanding of didactic material. The course materials provide the student with an appreciation for the relevance of anatomical science to clinical osteopathic medical practice through demonstrations, clinical case studies, and discovery in laboratory sessions.

DO 125G – Medical Physiology
6 credits
The objective of this course is to provide a comprehensive and detailed presentation of normal human body function. Instruction will include a variety of formats in order to enhance student learning and comprehension of relevant material (e.g., traditional lectures, small group clinical case presentations, formative assessments, medical simulation workshops illustrating clinical application of essential physiological principles). The function of normal body systems (muscalar, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, genitourinary) will b studied. Sequence of systems studied will be correlated with the anatomical presentations of Human Anatomy 1, thus providing students with a more integrated approach to understanding normal human structure and function. In addition, overall control of systemic physiology by the autonomous nervous system will be a common theme linking the functioning of each system.

DO 136G – Neuroscience
7 credits
This course covers gross anatomy, embryology, microscopic anatomy, and function of the head, neck, and nervous system. Students are required to apply their knowledge to explain clinical case vignettes, identify anatomical structures in a variety of imaging modalities including MRI and CT), and begin to diagnose clinical pathology related to the head and nervous system. Anatomy and neuroscience are presented via digital formats, including images, videos, lectures, and online learning modules intended to help students understand basic structure, function, and physiological processes. The course includes both individual and group active learning sessions and assignments, reading assignments, and potentially, dissections in the gross anatomy laboratory to clarify and expand the material presented in lectures. Dissection specimens, bones and models are available should on-campus instruction be permissible. In addition, radiological images, and excellent computer resources are available for laboratory sessions and to augment student understanding of didactic material. Understanding of the key concepts of the course will allow students begin to analyze both normal and pathological conditions and use this knowledge to perform basic clinical diagnosis necessary for clinical osteopathic medical practice.

DO 137G – Introduction to Human Disease and Therapeutics
6 credits
This course introduces students to the pathological and pathophysiological basis of common disease processes. In addition, principles underlying pharmacological therapeutics are presented as a means of treating and managing these clinical conditions. Pathophysiologic topics considered include inflammation, the neoplastic process, disorders of bleeding and clotting, cardiovascular and disorders of blood cells. Pharmacological strategies for treating disease begins with an explanation of pharmacokinetics, drug receptor theory, and pharmacodynamics, followed by a detailed consideration of autonomic pharmacology as a model of therapeutic intervention in a variety of body systems and disease states. Curriculum delivery includes didactic lectures, case presentations and discussions, and medical simulations to demonstrate "real life" application of conceptual information. All content can be delivered remotely as necessary depending on the current pandemic conditions.

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

DO 135G/135M – Immersion in the Medical Sciences Summer Elective
4 credits
This 4 credit hour elective course stresses critical thinking and effective study strategies using highly consolidated first year content. It is designed to equip the rising second year medical student with the skills they need to enhance their performance in second year courses and their preparation for the COMLEX level 1 examination.

DO 138AG/138AM, 138BG/138BM, 138CG/138CG – Preventive and Community-Based Medicine I, II and III
1 credit each term
Total of 3 credits
PCOM Georgia's Preventative and Community-Based Medicine (PCBM) course is delivered over 3 Terms, introducing first year osteopathic medical students to the knowledge and competencies related to Preventive Medicine and the subspecialties of Publci Health/General Preventive Medicine, Occupational/Environmental Medicine, and Aerospace Medicine. The PCOM Georgia PCBM course focuses on the population-based and community aspects of health and wellness. This course provides students with foundational knowledge in Biostatistics and Epidemiology for understanding and applying the practice of evidence-based clinical medicine and public health. The PCBM course covers physician professionalism and patient care as it relates to health care delivery and payment systems and explores the legal, ethical, social, and public health principles affecting the practice of osteopathic medicine. Students will learn about: incorporating clinical preventive medicine into their chosen specialty; locating and applying current guidelines to treat and prevent infectious and non-infectious conditions; responding to outbreaks and epidemics; and participating in coordinated Emergency Preparedness and Response activities.

DO 139AG/139AM – Osteopathic Principles and Practice
I2 credits
Students are introduced in lectures and practice sessions to the concept and philosophy of the osteopathic school of the healing arts. Fundamentals in the art of observation, palpation and evaluation are presented. Practice session sheets are furnished for both instruction and recording of findings. Surface anatomy is studied and landmarks identified to lay a proper foundation for future work in this department as well as for physical diagnosis. Physiologic motions of the spine are considered in both lecture and practice sessions. Tests for active and passive motion are presented and carried out in practice sessions. Regional and inter-segmental motion testing is applied. Somatic dysfunction is defined.

DO 139BG/139BM – Osteopathic Principles and Practice II
2 credits
Clinical presentations and their osteopathic diagnosis and management are introduced. Segmental mechanics for the cervical and lumbar regions are presented, leading to instruction in the diagnosis of segmental somatic dysfunction in these regions. Muscle energy, HVLA thrust and Counterstrain techniques are taught to address these segmental dysfunctions.

DO 139CG/139CM – Osteopathic Principles and Practice III
2 credits
Clinical presentations and their osteopathic diagnosis and management are introduced. Segmental mechanics for the thoracic and costal regions are presented, leading to instruction in the diagnosis of segmental somatic dysfunction in these regions. Muscle energy, HVLA thrust and Counterstrain techniques are taught to address these segmental dysfunctions.

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

DO144G/144M and145G/145M – Clinical Reasoning in Basic Science I, II
2 credits total
Clinical Reasoning in Basic Science is a 2-term-long course in which the development of critical thinking skills and the integration of basic and clinical science concepts is fostered in students through small-group learning activities using clinical cases. The cases discussed by students incorporate history and physical findings, laboratory values, imaging, electrophysiology and histopathological images as needed for students to develop differential and definitive diagnoses as well as treatment plans.

Following the case discussion, the basic science under pinnings of each case are explored by students guided by specific learning objectives.

Student's complete board-style quizzes that align with their current course work in preparation for Comlex part 1 Two exams are given per term over the content of the learning objectives and practice questions, and are short answer, matching and/or multiple choice in format.

DO 146G – Comprehensive Basic Science Review and Synthesis
1 credit
This course focuses on key concepts in basic and clinical science which students have learned in didactic courses, and for which comprehension is essential for success on the COMLEX-1 national board exam and clinical rotations. Assessment of student progress toward readiness for board passage is done through the use of the COMBANK q-bank. The student's activity on the q-bank is monitored by faculty. Students who fail to progress adequately in one or more disciplines are assigned a faculty mentor, and may be required to do remedial work.

DO 211G/211M – Basic and Clinical Endocrinology
3 credits
The endocrine course is an integration of various disciplines including physiology, pharmacology, pathology, internal medicine and radiology. Lectures begin with a review of basic endocrine physiology, and histology. Clinical lectures cover disorders of the pancreas, thyroid, parathyroid and adrenal glands, and their effects on other body systems.

DO 212G/212M – Gastroenterology
4 credits
The Gastroenterology Course is designed to present to the second year DO students the basic physiology and pathophysiology of the gastrointestinal system and the clinical treatment of various gastrointestinal diseases and disorders. Lecturers present a compendium of diseases and disorders of the gastrointestinal system, including the common gastrointestinal conditions, biliary metabolism, and infections and infestations of the liver and gut. Coverage includes surgical and pharmacological management of various gastrointestinal diseases and disorders. To assist the student's ability to "think clinically", the Course utilizes active learning and incorporates entrustable physician values in the exercises. In addition, the Course offers student presentations, which enables the students to apply their knowledge in presenting clinical relevant cases. The goal is to facilitate student learning and application of basic science information in a "real-life" clinical setting.

DO 213G/213M – Reproductive and Genitourinary Sciences
6 credits
In the reproductive/genitourinary course, a review of human reproductive physiology is followed by lectures on pathophysiology of gynecological diseases including sexually transmitted diseases, their management and prevention. Diagnostic and operative gynecology procedures are presented. Lectures on the progress and management of normal pregnancy are presented and management of the various presentations and mechanisms of labor is stressed. This is followed by studies of the pathology of pregnancy, diagnostic methods and treatment. Family planning, contraception, infertility, perinatal infections and gynecologic oncology and pharmacology associated with women's health issues are also presented. Consideration of disorders and diseases of the male genitourinary system, their diagnosis and management completes the course.

DO 214G/214M – Musculoskeletal/Skin
4 credits
This course covers the clinical areas of hematology, orthopedics, rheumatology and dermatology as well as the pathology of diseases of the blood, bone marrow, lymph nodes, bones, joints, muscles, and soft tissue. Emphasis is placed on the diagnosis and evaluation of blood disorders such as anemias and leukemias in the hematology lectures. Basic skills and knowledge in orthopedics are presented in

the evaluation of routine orthopedic problems. Emphasis is placed on the diagnosis and treatment of common disorders of the neck, spine, shoulders, hips and extremities in the orthopedic lectures. The rheumatology lectures cover inflammatory diseases of joints and connective tissues. Etiology, presentation, differential diagnosis and treatment are stressed. The dermatology lectures prepare the student for diagnosis, evaluation and management of dermatologic diseases.

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

DO 232G/232M – Surgery, Ophthalmology, ENT
2 credits
Surgery Unit
This unit emphasizes clinical diagnosis, treatment and surgical management of surgical diseases including pre-operative and post-operative care, fluids and colloids, burns and wound care, the acute abdomen, vascular surgery, breast surgery, chest trauma, shock, and anesthesia. Other areas of emphasis are universal precautions and OSHA regulations.

Clinical lectures often use case presentations to integrate surgical procedures in disease management.

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

DO 233G/233M – Life Stages
1 credits
This Life Stages course concentrates on disease presentations of importance in the pediatric and geriatric populations. The pediatrics unit emphasizes the normal care of the pediatric patient. Topics covered include management of fever in the pediatric patients, hyperbilirubinemia syndromes, pediatric meningitis and sepsis, SIDS, respiratory problems, seizures, cardiovascular pathology. Coverage of other neonatal and childhood diseases, disorders and trauma occurs in a variety of other courses during th first and second year. In the Geriatrics Unit students are encouraged to build on their basic science knowledge and gain a deeper understanding of the unique and complex medical aspects of age-related changes. The course format utilizes lectures and case studies to introduce the clinical syndromes commonly seen in older persons, including the five "I"'s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis. Physiolgoic changes associated with aging, healthy aging, maintenance of function and nutrition, as well as medico-legal and ethical issues, are discussed. The course culminates in a discussion of end-of-life issues such as pain management, hospice, terminal care, anticipatory planning and advanced directives.

DO 235G/235M – Emergency Medicine II
2 credits
The course unit introduces the second year student to the specialty of emergency medicine, which is defined as a field of practice that draws upon a unique set of knowledge, skills, and attitudes to prevent, diagnose, and manage the acute and urgent aspects of illness and injury affecting patients of all age groups with a full spectrum of undifferentiated physical and behavioral disorders.

A series of lectures and case studies covers the etiology, diagnosis and treatment of the diseases and conditions that are commonly treated in the Emergency Room. The course is an integration of various disciplines including medicine, surgery, radiology, pathology, physiology, pharmacology and microbiology. The course is designed as a pre-clerkship program to transition the student into the realm of clinical medicine. It introduces students to a general overview of the different sub- sections of emergency medicine, emphasizing the immediacy and unpredictability of managing acutely ill patients in a team environment.

DO 239AG/239AM – Osteopathic Principles and Practice IV
2 credits
Physiologic motion of the thoracic spine and rib cage is reviewed as well as the biomechanical influences of the diaphragm and accessory muscles of respiration. Muscle energy, HVLA thrust and counterstrain techniques are taught to address somatic dysfunction in these regions. Basics of Indirect myofascial release, Facilitated Positional Release, Balanced Ligamentous Tension, Ligamentous Articular Strain and Still Technique are also covered.

DO 239BG/239BM – Osteopathic Principles and Practice V
2 credits
Approaches to the patient with systemic illness are presented, focusing on a systems approach. The critical functions of the lymphatic system are covered, as well as its vulnerability to dysfunction or obstruction due to musculoskeletal abnormalities. Osteopathic Cranial Manipulative Medicine is introduced, including cranial mechanics, diagnosis of somatic dysfunction in the region, indications and contraindications for its application, and basic cranial techniques.

DO 239CG/239CM – Osteopathic Principles and Practice VI
2 credits
Lectures and laboratory sessions are directed to the diagnosis and management of a variety of appendicular disorders and somatic dysfunctions. The entire Osteopathic Manipulative armamentarium is brought to bear on these common and debilitating disorders.

DO 240AG/240AM, 240BG/240BM, 240CG/240CM – Primary Care Skills IV, V, VI
1 credit each term Total 3 credits
This course will introduce Osteopathic medical students to advance level of patient interview techniques and demonstration of physical examination. The course will continue to delineate the structure and components of a medical history with emphasis on competency in interpersonal skills, patient doctor relation/communication, development of assessment and plan in an Objective Structured Clinical Examination (OSCE) method. This course covers advanced physical examination skills, minor surgical skills and problem solving. Ophthalmologic and ENT examinations in the outpatient setting with advanced clinical workshops and case presentations. Small group laboratory instruction in general surgical skills includes sessions on surgical scrub and sterile technique, gloving and gowning, suturing, phlebotomy, IV and catheterization. The department utilizes skill workshops, lectures; small groups case discussions, standardized patient and the simulation model. Standardized patient in Objective Structured Clinical Examination (OSCE) evaluation is included at the end of each term.

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

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

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

INDP 300G – Interprofessional Approach to Caring for the Patient
0 credits per term for 3 terms in second year
In this year-long course, third year Osteopathic Medical and Pharmacy students as well as students from other health profession programs from work together in general session on patient cases to discuss and deliver appropriate healthcare. Students meet in small groups to solve health care-related clinical problems. The course utilizes discussion of clinical situations involving an interprofessional and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students work in small groups, to and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students work in small groups, to resolve clinical problems and cases. These cases give students the opportunity to put into practice skills they learned in INDP-100G and 200G. These skills include clinical knowledge, communication skills, teamwork, ethical decision-making, and cultural and religious compentency.

INDP 400G – Interprofessional Approach to Caring for the Patient
0 credits per term for 3 terms in second year
In this course, fourth-year Osteopathic Medical students will have the opportunity to put into practice skills they learned in INDP-100G, 200G, 300G, and on clerkship. These skills are not limited to clinical knowledge, communication skills, teamwork, ethical decision-making, and cultural and religious competency. Students provide a report of a medical case that required unique collaborative efforts to develop a comprehensive treatment plan to optimize patient healthcare. Additionally, students use the IPEC Competency Self-Assessment Tool to evaluate various interprofessional skills acquired over the course of their 4 year

DO 111G/111M – Structural Principles of Osteopathic Medicine
13 credits
This 13 week course covers human anatomical sciences including gross anatomy,
embryology and microscopic anatomy. Content for each anatomical science is presented from both a regional and systems perspective. Lectures and laboratory sessions incorporate active learning strategies. Students are required to apply their knowledge of gross anatomy, embryology and microscopic anatomy to explain clinical case vignettes and medical images of anatomical structures. Microscopic anatomy is presented via digital images during lectures and laboratories, relating microscopic structure to basic physiological processes. Reading assignments from required anatomy texts are used to reinforce, clarify and extend the material

presented in lectures. Full cadaver dissection gross anatomy laboratories are coordinated to follow corresponding regional lecture content. Prepared dissection specimens, X-rays, CT scans and MRI images as well as bones, models and computer resources are available for students to study. Clinical faculty are available during laboratories to reinforce clinical anatomy correlations. This practice provides the student with an appreciation for the relevance of anatomical science to clinical osteopathic medical practice through demonstrations, clinical case studies and discovery in laboratory dissections.

DO 114G – Medical Humanities, Physician and Community Wellness
2 credits
The purpose of this year-long course is to foster students' development into humanistic physicians capable of self-care as well as caring for their patients and their community. Student self-awareness is first enhanced by developing their own personal mission statement. Personal and professional growth is fostered via group exercises in narrative medicine, as well as reflection on and self-expression through art, literature, or music. The physician's role in the health of the community is explored through readings, videos and discussions of topics such as health inequities, and the effect of systemic racism and other forms of social justice on community health.

Student self-care is promoted through the delivery of lectures, workshops, videos and required readings and reinforced through peer and faculty-led small group sessions. Aspects of medical student life that affect wellness and are discussed include the development of effective study skills, time management, stress management, and physical, spiritual, and financial wellbeing. A focus on community wellness is promoted through outreach efforts by students guided and facilitated by faculty.

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

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

DO 133G/133M – Emergency Medicine
I1 credit
All students are trained in Basic Cardiac Life Support under American Heart Association standards and pre-hospital first responder skills. Emphasis is placed on teaching patient assessment in the pre-hospital environment, including use of the automated external defibrillator (AED). Students are awarded the American Heart Association Healthcare Provider Course Card upon successful completion.

DO 124GA/124GB – Human anatomy
7 credits
This course covers human anatomical sciences including gross anatomy, embryology and microscopic anatomy of the limbs, thorax, abdomen, and pelvis. Content for each anatomical science is presented from both a regional and systems perspective. Students are required to apply their knowledge to explain clinical case vignettes and medical images of anatomical structures. Microscopic anatomy is presented via digital images during lectures and laboratories, relating microscopic structure to basic physiological processes. Reading assignments from required anatomy texts are used to reinforce, clarify, and extend the material presented in lectures. Gross anatomy laboratories are coordinated to follow corresponding regional lecture content. Prepared dissection specimens, bones and models may be available for study depending on the current pandemic conditions. A wide variety of excellent computer resources are available for study depending on the current pandemic conditions. A wide variety of excellent computer resources are available for students during virtual laboratory sessions as well as to augment student understanding of didactic material. The course materials provide the student with an appreciation for the relevance of anatomical science to clinical osteopathic medical practice through demonstrations, clinical case studies, and discovery in laboratory sessions.

DO 125G – Medical Physiology
6 credits
The objective of this course is to provide a comprehensive and detailed presentation of normal human body function. Instruction will

include a variety of formats in order to enhance student learning and comprehension of relevant material (e.g., traditional lectures, small group clinical case presentations, formative assessments, medical simulation workshops illustrating clinical application of essential physiological principles). The function of normal body systems (muscalar, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, genitourinary) will b studied. Sequence of systems studied will be correlated with the anatomical presentations of Human Anatomy 1, thus providing students with a more integrated approach to understanding normal human structure and function. In addition, overall control of systemic physiology by the autonomous nervous system will be a common theme linking the functioning of each system.

DO 136G – Neuroscience
7 credits
This course covers gross anatomy, embryology, microscopic anatomy, and function of the head, neck, and nervous system. Students are required to apply their knowledge to explain clinical case vignettes, identify anatomical structures in a variety of imaging modalities including MRI and CT), and begin to diagnose clinical pathology related to the head and nervous system. Anatomy and neuroscience are presented via digital formats, including images, videos, lectures, and online learning modules intended to help students understand basic structure, function, and physiological processes. The course includes both individual and group active learning sessions and assignments, reading assignments, and potentially, dissections in the gross anatomy laboratory to clarify and expand the material presented in lectures. Dissection specimens, bones and models are available should on-campus instruction be permissible. In addition, radiological images, and excellent computer resources are available for laboratory sessions and to augment student understanding of didactic material. Understanding of the key concepts of the course will allow students begin to analyze both normal and pathological conditions and use this knowledge to perform basic clinical diagnosis necessary for clinical osteopathic medical practice.

DO 137G – Introduction to Human Disease and Therapeutics
6 credits
This course introduces students to the pathological and pathophysiological basis of common disease processes. In addition, principles underlying pharmacological therapeutics are presented as a means of treating and managing these clinical conditions. Pathophysiologic topics considered include inflammation, the neoplastic process, disorders of bleeding and clotting, cardiovascular and disorders of blood cells. Pharmacological strategies for treating disease begins with an explanation of pharmacokinetics, drug receptor theory, and pharmacodynamics, followed by a detailed consideration of autonomic pharmacology as a model of therapeutic intervention in a variety of body systems and disease states. Curriculum delivery includes didactic lectures, case presentations and discussions, and medical simulations to demonstrate "real life" application of conceptual information. All content can be delivered remotely as necessary depending on the current pandemic conditions.

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

DO 135G/135M – Immersion in the Medical Sciences Summer Elective
4 credits
This 4 credit hour elective course stresses critical thinking and effective study strategies using highly consolidated first year content. It is designed to equip the rising second year medical student with the skills they need to enhance their performance in second year courses and their preparation for the COMLEX level 1 examination.

DO 138AG/138AM, 138BG/138BM, 138CG/138CG – Preventive and Community-Based Medicine I, II and III
1 credit each term
Total of 3 credits
PCOM Georgia's Preventative and Community-Based Medicine (PCBM) course is delivered over 3 Terms, introducing first year osteopathic medical students to the knowledge and competencies related to Preventive Medicine and the subspecialties of Publci Health/General Preventive Medicine, Occupational/Environmental Medicine, and Aerospace Medicine. The PCOM Georgia PCBM course focuses on the population-based and community aspects of health and wellness. This course provides students with foundational knowledge in Biostatistics and Epidemiology for understanding and applying the practice of evidence-based clinical medicine and public health. The PCBM course covers physician professionalism and patient care as it relates to health care delivery and payment systems and explores the legal, ethical, social, and public health principles affecting the practice of osteopathic medicine. Students will learn about: incorporating clinical preventive medicine into their chosen specialty; locating and applying current guidelines to treat and prevent infectious and non-infectious conditions; responding to outbreaks and epidemics; and participating in coordinated Emergency Preparedness and Response activities.

DO 139AG/139AM – Osteopathic Principles and Practice
I2 credits
Students are introduced in lectures and practice sessions to the concept and philosophy of the osteopathic school of the healing arts. Fundamentals in the art of observation, palpation and evaluation are presented. Practice session sheets are furnished for both instruction and recording of findings. Surface anatomy is studied and landmarks identified to lay a proper foundation for future work in this department as well as for physical diagnosis. Physiologic motions of the spine are considered in both lecture and practice sessions. Tests for active and passive motion are presented and carried out in practice sessions. Regional and inter-segmental motion testing is applied. Somatic dysfunction is defined.

DO 139BG/139BM – Osteopathic Principles and Practice II
2 credits
Clinical presentations and their osteopathic diagnosis and management are introduced. Segmental mechanics for the cervical and lumbar regions are presented, leading to instruction in the diagnosis of segmental somatic dysfunction in these regions. Muscle energy, HVLA thrust and Counterstrain techniques are taught to address these segmental dysfunctions.

DO 139CG/139CM – Osteopathic Principles and Practice III
2 credits
Clinical presentations and their osteopathic diagnosis and management are introduced. Segmental mechanics for the thoracic and costal regions are presented, leading to instruction in the diagnosis of segmental somatic dysfunction in these regions. Muscle energy, HVLA thrust and Counterstrain techniques are taught to address these segmental dysfunctions.

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

DO144G/144M and145G/145M – Clinical Reasoning in Basic Science I, II
2 credits total
Clinical Reasoning in Basic Science is a 2-term-long course in which the development of critical thinking skills and the integration of basic and clinical science concepts is fostered in students through small-group learning activities using clinical cases. The cases discussed by students incorporate history and physical findings, laboratory values, imaging, electrophysiology and histopathological images as needed for students to develop differential and definitive diagnoses as well as treatment plans.

Following the case discussion, the basic science under pinnings of each case are explored by students guided by specific learning objectives.

Student's complete board-style quizzes that align with their current course work in preparation for Comlex part 1 Two exams are given per term over the content of the learning objectives and practice questions, and are short answer, matching and/or multiple choice in format.

DO 146G – Comprehensive Basic Science Review and Synthesis
1 credit
This course focuses on key concepts in basic and clinical science which students have learned in didactic courses, and for which comprehension is essential for success on the COMLEX-1 national board exam and clinical rotations. Assessment of student progress toward readiness for board passage is done through the use of the COMBANK q-bank. The student's activity on the q-bank is monitored by faculty. Students who fail to progress adequately in one or more disciplines are assigned a faculty mentor, and may be required to do remedial work.

DO 211G/211M – Basic and Clinical Endocrinology
3 credits
The endocrine course is an integration of various disciplines including physiology, pharmacology, pathology, internal medicine and radiology. Lectures begin with a review of basic endocrine physiology, and histology. Clinical lectures cover disorders of the pancreas, thyroid, parathyroid and adrenal glands, and their effects on other body systems.

DO 212G/212M – Gastroenterology
4 credits
The Gastroenterology Course is designed to present to the second year DO students the basic physiology and pathophysiology of the gastrointestinal system and the clinical treatment of various gastrointestinal diseases and disorders. Lecturers present a compendium of diseases and disorders of the gastrointestinal system, including the common gastrointestinal conditions, biliary

metabolism, and infections and infestations of the liver and gut. Coverage includes surgical and pharmacological management of various gastrointestinal diseases and disorders. To assist the student's ability to "think clinically", the Course utilizes active learning and incorporates entrustable physician values in the exercises. In addition, the Course offers student presentations, which enables the students to apply their knowledge in presenting clinical relevant cases. The goal is to facilitate student learning and application of basic science information in a "real-life" clinical setting.

DO 213G/213M – Reproductive and Genitourinary Sciences
6 credits
In the reproductive/genitourinary course, a review of human reproductive physiology is followed by lectures on pathophysiology of gynecological diseases including sexually transmitted diseases, their management and prevention. Diagnostic and operative gynecology procedures are presented. Lectures on the progress and management of normal pregnancy are presented and management of the various presentations and mechanisms of labor is stressed. This is followed by studies of the pathology of pregnancy, diagnostic methods and treatment. Family planning, contraception, infertility, perinatal infections and gynecologic oncology and pharmacology associated with women's health issues are also presented. Consideration of disorders and diseases of the male genitourinary system, their diagnosis and management completes the course.

DO 214G/214M – Musculoskeletal/Skin
4 credits
This course covers the clinical areas of hematology, orthopedics, rheumatology and dermatology as well as the pathology of diseases of the blood, bone marrow, lymph nodes, bones, joints, muscles, and soft tissue. Emphasis is placed on the diagnosis and evaluation of blood disorders such as anemias and leukemias in the hematology lectures. Basic skills and knowledge in orthopedics are presented in the evaluation of routine orthopedic problems. Emphasis is placed on the diagnosis and treatment of common disorders of the neck, spine, shoulders, hips and extremities in the orthopedic lectures. The rheumatology lectures cover inflammatory diseases of joints and connective tissues. Etiology, presentation, differential diagnosis and treatment are stressed. The dermatology lectures prepare the student for diagnosis, evaluation and management of dermatologic diseases.

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

DO 232G/232M – Surgery, Ophthalmology, ENT
2 credits
Surgery Unit
This unit emphasizes clinical diagnosis, treatment and surgical management of surgical diseases including pre-operative and post-operative care, fluids and colloids, burns and wound care, the acute abdomen, vascular surgery, breast surgery, chest trauma, shock, and anesthesia. Other areas of emphasis are universal precautions and OSHA regulations.

Clinical lectures often use case presentations to integrate surgical procedures in disease management.

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

DO233G/233M – Life Stages
1 credits
This Life Stages course concentrates on disease presentations of importance in the pediatric and geriatric populations. The pediatrics unit emphasizes the normal care of the pediatric patient. Topics covered include management of fever in the pediatric patients, hyperbilirubinemia syndromes, pediatric meningitis and sepsis, SIDS, respiratory problems, seizures, cardiovascular pathology. Coverage of other neonatal and childhood diseases, disorders and trauma occurs in a variety of other courses during th first and second year. In the Geriatrics Unit students are encouraged to build on their basic science knowledge and gain a deeper understanding of the unique and complex medical aspects of age-related changes. The course format utilizes lectures and case studies to introduce the clinical syndromes commonly seen in older persons, including the five "I"'s: impaired homeostasis, incompetence, incontinence, immobility and iatrogenesis. Physiolgoic changes associated with aging, healthy aging, maintenance of function and nutrition, as well as medico-legal and ethical issues, are discussed. The course culminates in a discussion of end-of-life issues such as pain management, hospice, terminal care, anticipatory planning and advanced directives.

DO 235G/235M – Emergency Medicine II
2 credits
The course unit introduces the second year student to the specialty of emergency medicine, which is defined as a field of practice that draws upon a unique set of knowledge, skills, and attitudes to prevent, diagnose, and manage the acute and urgent aspects of illness and injury affecting patients of all age groups with a full spectrum of undifferentiated physical and behavioral disorders.

A series of lectures and case studies covers the etiology, diagnosis and treatment of the diseases and conditions that are commonly treated in the Emergency Room. The course is an integration of various disciplines including medicine, surgery, radiology, pathology, physiology, pharmacology and microbiology. The course is designed as a pre-clerkship program to transition the student into the realm of clinical medicine. It introduces students to a general overview of the different sub- sections of emergency medicine, emphasizing the immediacy and unpredictability of managing acutely ill patients in a team environment.

DO 239AG/239AM – Osteopathic Principles and Practice IV
2 credits
Physiologic motion of the thoracic spine and rib cage is reviewed as well as the biomechanical influences of the diaphragm and accessory muscles of respiration. Muscle energy, HVLA thrust and counterstrain techniques are taught to address somatic dysfunction in these regions. Basics of Indirect myofascial release, Facilitated Positional Release, Balanced Ligamentous Tension, Ligamentous Articular Strain and Still Technique are also covered.

DO 239BG/239BM – Osteopathic Principles and Practice V
2 credits
Approaches to the patient with systemic illness are presented, focusing on a systems approach. The critical functions of the lymphatic system are covered, as well as its vulnerability to dysfunction or obstruction due to musculoskeletal abnormalities. Osteopathic Cranial Manipulative Medicine is introduced, including cranial mechanics, diagnosis of somatic dysfunction in the region, indications and contraindications for its application, and basic cranial techniques.

DO 239CG/239CM – Osteopathic Principles and Practice VI
2 credits
Lectures and laboratory sessions are directed to the diagnosis and management of a variety of appendicular disorders and somatic dysfunctions. The entire Osteopathic Manipulative armamentarium is brought to bear on these common and debilitating disorders.

DO 240AG/240AM, 240BG/240BM, 240CG/240CM – Primary Care Skills IV, V, VI
1 credit each term Total 3 credits
This course will introduce Osteopathic medical students to advance level of patient interview techniques and demonstration of physical examination. The course will continue to delineate the structure and components of a medical history with emphasis on competency in interpersonal skills, patient doctor relation/communication, development of assessment and plan in an Objective Structured Clinical Examination (OSCE) method. This course covers advanced physical examination skills, minor surgical skills and problem solving. Ophthalmologic and ENT examinations in the outpatient setting with advanced clinical workshops and case presentations. Small group laboratory instruction in general surgical skills includes sessions on surgical scrub and sterile technique, gloving and gowning, suturing, phlebotomy, IV and catheterization. The department utilizes skill workshops, lectures; small groups case discussions, standardized patient and the simulation model. Standardized patient in Objective Structured Clinical Examination (OSCE) evaluation is included at the end of each term.

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

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

Admission to Postgraduate Training
Enrollment in the residency and fellowship programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs participate in the Electronic Residency Application Service (ERAS) and the National Resident Matching Program ("NRMP").

Please visit the PCOM Graduate Medical Education website for information on how to apply for the Residency and Fellowship Programs at a

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

The residency and fellowship programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and participating in resident research. An opportunity for completion of a Clinical Master of Science degree as part of the residency program is also available. The College currently offers approved residency training in a wide array of clinical specialties including osteopathic neuromusculoskeletal medicine, as listed below.
*PCOM Sponsored Programs

General Surgery – ACGME Approved Positions: 30 Catherine Cahill, DO, Program Director
Internal Medicine – ACGME Approved Positions: 36 Daniel Parenti, DO, Program Director
Geriatric Medicine – ACGME Approved Positions: 6 Nicol Joseph, DO Program Director
Hospice and Palliative Medicine – ACGME Approved Positions: 4 Michael Srulevich, DO Program Director
Neurological Surgery – ACGME Approved Positions: 7 Steven Yocom, DO Program Director
Ophthalmology – ACGME Approved Positions: 6 Kenneth Heist, DO, Program Director
Orthopaedic Surgery – ACGME Approved Positions: 20 John McPhilemy, DO, Program Director
Osteopathic Neuromuscoloskeletal Medicine – ACGME Approved Positions: 4 Lauren Noto-Bell, DO Program Director
Otolaryngology – ACMGE Approved Positions: 15 John McGrath, DO, Program Director
Plastic Surgery – Approved Positions: 6 Benjamin Lam, DO, Program Director Reproductive
Transitional Year – ACGME Approved Positions: 11 Erik Polan, DO Program Director

Clinical Master of Science Program

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

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

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

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

Full-time enrollment in a PCOM MEDNet residency program.

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

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

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

Upon approval by all appropriate committees, the senior associate dean for clinical education, in consultation with the resident, shall establish a Thesis Committee.

The Thesis Committee shall supervise the progress of the project and writing of the thesis.

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

The candidate may request advice from any faculty member or others who may be of assistance, but it shall be the responsibility of the candidate to perform all of the necessary requirements for completion of the project, including statistical analysis and writing of the thesis. The candidate shall meet at least twice with the Thesis Committee to report on the progress prior to the final defense. Upon completion of the program, the candidate shall present his or her findings to a general audience of the faculty, as well as to the Thesis Committee in a private session.

The deadline for the presentation shall be March 15 of the year in which the degree is expected. The Thesis Committee shall convey its recommendation to the vice dean for clinical education.

The vice dean for clinical education shall submit his or her recommendation to the dean, who will petition the president and the board of trustees.

The clinical master of science degree shall be awarded at Commencement ceremonies where the doctor of osteopathic medicine degree is conferred.

The thesis must be bound and presented to the dean before graduation for deposition in the library. Questions regarding the Clinical

Master of Science program should be directed to:

Fred Goldstein, PhD, FCP
Director, Clinical Master of Science Program
Philadelphia College of Osteopathic Medicine
4170 City Avenue Philadelphia, PA 19131
215-871-6859

DO Graduate Statistics

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

Continuing Medical Education

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

The College offers programs in a wide variety of clinical subjects, osteopathic therapeutics, medical office management and other topics of importance to the practicing physician. The program includes short weekend seminars, extended programs and special intensive workshops. All CME programs are organized under the auspices of the Departments for Professional Development& Online Learning (PDOL) and Continuing Medical Education (CME) and are intended for physicians and other health professionals. Program announcements can be found at:

http://www.pcom.edu/academics/continuing-education/ or ContEd.PCOM.edu
For the CME course calendar published annually, program information and fee/tuition schedules, inquiries should be addressed to:

Alexandra Bones
Continuing Medical Education
Philadelphia College of Osteopathic Medicine-Philadelphia
4170 City Avenue
Philadelphia, PA 19131
215-871-6348
alexandbo@pcom.edu Or

Esther Hewlett-Crewes Department of CME
Philadelphia College of Osteopathic Medicine-Georgia
625 Old Peachtree Road NW
Suwanee, GA 30024
678-225-7504
estherhe@pcom.edu

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

PROGRAM OF STUDY

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Philosophy

The PCOM School of Pharmacy – PCOM Georgia Campus curriculum emphasizes patient centered care, a model consistent with the applied emphasis of PCOM's graduate and medical programs. PCOM School of Pharmacy (SOP) is dedicated to promoting the health and well-being of diverse communities in society by training students to become collaborative healthcare team members, advocates and leaders in pharmacy. The SOP achieves its mission through advancement of contemporary pharmacy practice, interprofessional education, patient-centered care, innovative research, commitment to service, and lifelong personal and professional development. The program also responds to the need for pharmacists in the nation, the state of Georgia and the southeastern region. The program educates pharmacists who prepare and provide drug products and assume responsibility for the rational use of drugs by contributing to the design, implementation, monitoring and modification of therapeutic plans that will achieve defined goals and improve therapeutic outcomes.

Educational Goals

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

Curriculum

The program is configured in a curricular format in which students complete: the pre-professional phase (three or four years) of general education, biomedical and sciences instruction at undergraduate colleges the last four professional years of pharmaceutical sciences and pharmacy practice instruction at the GA-PCOM facility, as well as clinical experiences at clinical sites throughout Georgia and the southeast.

Each term is a 13 week period, corresponding to the calendar used by PCOM academic programs in both Philadelphia and Georgia. The extension of coursework over the three terms of each academic year provides the opportunity for the across-the-curriculum development of skills. The curriculum is composed of courses in biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences. A number of elective courses are available to allow students to enhance their knowledge of pharmacy related topics in specific elective track areas.

There are five Introductory Pharmacy Practice Experiences (IPPEs) in which students are given exposure to pharmacy practice in a variety of different specialty areas and begin their hands-on experiences. The final year of the program consists of the Advanced Pharmacy Practice Experiences (APPEs) in which students are required to complete eight different rotations. These rotations consist of five weeks in a particular pharmacy practice site.
Required rotations are: General Medicine, Ambulatory Care, Hospital Practice, and Community Practice Elective rotations will include rotations such as (but not limited to):
Community Management
Cardiology
Infectious Diseases
Pediatrics
Compounding Pharmacy
Pharmaceutical Industry Management

A milestone progression examination will be given during the first, second, third and fourth professional years. These examinations assess knowledge and skills acquired during the curriculum. Students that do not pass the milestone progression exam will be allowed to take a remediation exam. Failure to pass the remediation examination will prevent a student from progressing to the next professional year or graduating late and may result in dismissal from the program.

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

Requirements for Graduation

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

Licensure

In general, in order for candidates to take the pharmacist licensure examination, state boards of pharmacy will require successful

completion of the requirements for the Doctor of Pharmacy degree from an accredited institution and completion of a certain number of hours as a pharmacy intern. In Georgia, applicants for pharmacist licensure must be at least 18 years of age, have graduated from an ACPE-accredited school/college of pharmacy and completed 1,500 hours of internship under the supervision of a registered pharmacist. Schools of pharmacy in Georgia allow students to claim credit for 1,500 internship hours obtained during experiential rotations, an applicant may register with the Georgia Board of Pharmacy as a pharmacy intern if he or she is registered in an accredited school/college of pharmacy. All students at the PCOM School of Pharmacy – Georgia Campus are required to obtain their Georgia intern license during the first term, and the School will assist with the application process. Any student found to be ineligible to be licensed as a pharmacy intern in the state of Georgia, at any time during his or her tenure at the PCOM School of Pharmacy – Georgia Campus, will be dismissed from the program. PCOM students must maintain their intern license in order to legally participate in the experiential pharmacy rotations. The licensure requirements for pharmacists and pharmacy interns vary by state, and it is recommended that applicants inquire with the board of pharmacy in the state where they intend to practice if they have any questions.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Curriculum for Pharmacy Class starting Class of 2024

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 109G	Personal & Professional Development I (Professionalism and Self Awareness)	1
PHAR 110G	Anatomy, Physiology and Pathophysiology I	4
PHAR 117G	Principles of Drug Action I	2
PHAR 118G	Integrated Case Studies I	1
PHAR 120G	Pharmacy Practice I Foundations in Therapeutics and Clinical Reasoning	2
PHAR 150G	Biochemistry with Clinical Correlations	4
INDP 100G	Interprofessional Approach to Caring for the Community-I	0
PHAR 011G	Professional Portfolio I	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 115G	Anatomy, Physiology and Pathophysiology II	4
PHAR 122G	Integrated Case Studies II	1
PHAR 134G	Biostatistics	2
PHAR 137G	Principles of Drug Action II	4
PHAR 145G	Pharmaceutical Calculations	2
PHAR 161G	Patient Care Skills Lab I	3
INDP 100G	Interprofessional Approach to Caring for the Community-I	0
PHAR 012G	Professional Portfolio II	0
	Total Credits	**14**

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 132G	Integrated Case Studies III	1
PHAR 133G	Health Information Retrieval and Informatics	1
PHAR 141G	Pharmaceutics	4
PHAR 162G	Patient Skills Lab II	1
PHAR 217G	Principles of Drug Action III	5
PHAR 218G	Self Care and Holistic Wellness I	2
INDP 100G	Interprofessional Approach to Caring for the Community-I	0
PHAR 013G	Professional Portfolio III	0
PHAR 199G	Milestone Progression Exam I	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the summer .

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 261G	IPPE Community *	0
	Total Credits	**0**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 121G	Health Care Systems and Policy	2
PHAR 169G	Biopharmaceutics	4
PHAR 208G	Research Methods	1
PHAR 214G	Integrated Case Studies IV	1
PHAR 231G	Pharmacotherapy I	5
PHAR 256G	Patient Care Skills Lab III	1
INDP 200G	Interprofessional Approach to Caring for the Community-II	0
PHAR 021G	Professional Portfolio II	0
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 215G	Integrated Case Studies V	1
PHAR 228G	Pharmacy Administration and Management	2
PHAR 224G	Medical Microbiology & Immunology	3
PHAR 232G	Pharmacotherapy II	5
PHAR 251G	Integrated Toxicology and Patient Safety	2
PHAR 253G	Personal & Professional Development II (Team Dynamics, Cultural & Entrereneurship)	1
INDP 200G	Interprofessional Approach to Caring for the Community–II	0
PHAR 022G	Professional Portfolio II	0
	Total Credits	**14**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 209G	Population Health and Pharmacoepidemiology	1
PHAR 216G	Integrated Case Studies VI	1
PHAR 232G	Pharmacotherapy II	5
PHAR 241G	Integrated Infectious Disease	3
PHAR 254G	Patient Care Skills Lab IV	1
PHAR 313G	Pharmacy Practice II – Topics of Population-Based & Patient Centered Care	3
INDP 200G	Interprofessional Approach to Caring for the Community-II	0
PHAR 023G	Professional Portfolio VI	0
PHAR 299G	Milestone Progression Exam II	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) r during the second year..

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 171G	Introductory Clinical Services I and II	0
	Total Credits	**0**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 308G	Literature Evaluation and Evidence Based Practice	1
PHAR 227G	Integrated Basic and Applied Pharmacokinetics	3
PHAR 315G	Integrated Case Studies VII	1
PHAR 333G	Advanced Pharmacotherapy	5
PHAR 352G	Patient Care Skills Lab V	1
INDP 300G	Interprofessional Approach to Caring for the Community-III	0
PHAR 3XXEG	Elective Track 1,2,3 /Ambulatory Care/Acute Care/Managed Care**	2
PHAR 031G	Professional Portfolio III	0
	Total Credits	**13**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 309G	Pharmacoeconomics, Managed Care and Health Outcomes	1
PHAR 316G	Integrated Case Studies VIII	1
PHAR 318G	Self Care and Holistic Wellness II	3
PHAR 334G	Advanced Pharmacotherapy II	5
PHAR 353G	Personal & Professional Development III	1
INDP 300G	Interprofessional Approach to Caring for the Community-III	0
PHAR 3XXEG	Elective Track 1,2,3 /Ambulatory Care/Acute Care/Managed Care **	2
PHAR 032G	Professional Portfolio III	0
	Total Credits	**13**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 314G	Pharmacoeconomics and Personalized Medicine	1
PHAR 317G	Integrated Case Studies IX	1
PHAR 335G	Advanced Pharmacotherapy III	5
PHAR 368G	Pharmacy Law and Ethics	3
PHAR 354G	Patient Care Skills Lab VI	1
INDP 300G	Interprofessional Approach to Caring for the Community-III	0
PHAR 3XXEG	Elective Track 1,2,3 /Ambulatory Care/Acute Care/Managed Care **	2
PHAR 033G	Professional Portfolio III	0
PHAR 399G	Milestone Progression Exam III	0
	Total Credits	**13**

*Five days in Summer (June or August) No tuition is charged for the one credit nor is there any financial aid eligibility as this is not half time.

**Students are required to take two 1-credit electives in each term during the third year. Electives will be in the areas of Ambulatory Care; Acute Care Medicine; ; Managed Care.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 4XXG	APPE I*	4
PHAR 4XXG	APPE II	4
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 4XXG	APPE III	4
PHAR 4XXG	APPE IV	4
	Total Credits	**8**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 4XXG	APPE V	4
PHAR 4XXG	APPE VI	4
	Total Credits	**8**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 4XXG	APPE VII	4
PHAR 4XXG	APPE VIII	4
PHAR 499G.	Capstone II	0
	Total Credits	**8**

PHAR 499G. . . . . Capstone II course 0
Total credits required for completion of PharmD degree 156
*Advanced Pharmacy Practice Experience (APPE)

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Curriculum for Pharmacy Classes starting Class of 2023

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 109G	Personal & Professional Development I (Professionalism and Self Awareness)	1
PHAR 110G	Anatomy, Physiology and Pathophysiology I	4
PHAR 117G	Principles of Drug Action I	2
PHAR 118G	Integrated Case Studies I	1
PHAR 121G	Health Care Systems and Policy	2
PHAR 150G	Biochemistry with Clinical Correlations	4
INDP 100G	Interprofessional Approach to Caring for the Community I	0
PHAR 011G	Professionalism Portfolio I	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 115G	Anatomy, Physiology and Pathopysiology II	4
PHAR 120G	Pharmacy Practice I Foundations in Therapeutics and Clinical Reasoning	2
PHAR 122G	Integrated Case Studies II	1
PHAR 134G	Biostatistics	2
PHAR 137G	Principles of Drug Action II	4
PHAR 161G	Patient Care Skills Lab I	1
INDP 100G	Interprofessional Approach Caring for Community I	0
PHAR 012G	Professionalism Portfolio II	0
	Total Credits	**14**

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 132G	Integrated Case Studies III	1
PHAR 133G	Health Information Retrieval and Informatics	1
PHAR 141G	Pharmaceutics	4
PHAR 145G	Pharmaceutical Calculations	2
PHAR 162G	Patient Skills Lab II	1
PHAR 217G	Principles of Drug Action III	5
PHAR 013G	Professionalism Portfolio III	0
PHAR 199G	Milestone Progression Exam I	0
INDP 100G	Interprofessional Approach Caring for Community I	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the summer.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 261G	IPPE Community II**	0
	Total Credits	**0**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 169G	Biopharmaceutics	4
PHAR 208G	Research Methods	1
PHAR 214G	Integrated Case Studies IV	1
PHAR 218G	Self Care and Holistic Wellness I	5
PHAR 231G	Pharmacotherapy I	1
PHAR 256G	Patient Care Skills Lab III	0
INDP 200G	Interprofessional Approach to Caring for the Community II	0
PHAR 021G	Professionalism Portfolio IV	0
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 215G	Integrated Case Studies V	1
PHAR 228G	Pharmacy Administration & Management and Entrepeneurship	2
PHAR 224G	Medical Microbiology & Immunology	3
PHAR 232G	Pharmacotherapy II	5
PHAR 251G	Integrated Toxicology and Patient Safety	2
PHAR 253G	Personal & Professional Development II (Team Dynamics, Cultural & Entrepeneurship)	1
INDP 200G	Inteprofessional Approach to Caring for the Community II	0
PHAR 022G	Professionalism Portfolio V	1
	Total Credits	**14**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 209G	Population Health and Pharmacoepidemiology	1
PHAR 216G	Integrated Case Studies VI	1
PHAR 332G	Pharmacotherapy III	5
PHAR 241G	Integrated Infectious Disease	3
PHAR 254G	Patient Care Skills Lab IV	1
PHAR 313G	Pharmacy Practice II – Topics in Population-Based & Patient Centered Care	3
INDP 200G	Interprofessional Approach to Caring for the Community II	0
PHAR 023G	Professionalism Portfolio VI	0
PHAR 299G	Milestone Progression Exam II	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the second year.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 171G.	Introductory Clinical Services I and II	0
	Total Credits	**0**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 308G.	Literature Evaluation and Evidence Based Practice	1
PHAR 227G.	Integrated Basic and Applied Pharmacokinetics	3
PHAR 315G.	Integrated Case Studies VII	3
PHAR 333G.	Advanced Pharmacotherapy I	5
PHAR 352G	Patient Care Skills Lab V	1
INDP 300G	Interprofessional Approach to Caring for the Communtiy-III	0
PHAR 3XXEG	Elective Track 1,2,3 /Ambulatory Care/Acute Care/Managed Care**	2
PHAR 031G.	Professionalism Portfolio VII	0
	Total Credits	**13**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 309G.	Pharmacoeconomics, Managed Care and Health Outcomes	1
PHAR 316G.	Integrated Therapeutics VIII	1
PHAR 318G.	Self Care and Holistic Wellness II	3
PHAR 334G.	Advanced Pharmacotherapy II	5
PHAR 353G.	Personal & Professional Development III	1
INDP 300G	Interprofessional Approach to Caring for the Community-III	0
PHAR 3XXEG	Elective 1,2,3 / Ambulatoy Care / Acute Care / Managed Care **	2
PHAR 032G.	Professionalism Portfolio VIII	0
	Total Credits	**13**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 314G.	Pharmacoeconomics and Personalized Medicine	1
PHAR 317G.	Integrated Case Studies IX	1
PHAR 335G.	Advanced Pharmacotherapy III	5
PHAR 368G.	Pharmacy Law and Ethics	3
PHAR 354G.	Patient Care Skills Lab VI	1
INDP 300G	Interprofessional Approach to Caring for the Community-III	0
PHAR 3XXEG	Elective Track 1,2,3 / Ambulatory Care / Acute Care / Managed Care**	2
PHAR 033G.	Professionalism Portfolio IX	1
PHAR 399G.	Milestone Progression Exam III	0
	Total Credits	**13**

*Five days in Summer (June or August) No tuition is charged for the one credit nor is there any financial aid eligibility as this is not half time.

**Students are required to take two 1-credit electives in each term during the third year. Electives will be in the areas of Ambulatory, Care; Acute Care Medicine; Managed Care.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 4XXG	APPE I*	4
PHAR 4XXG	APPE II	4
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 4XXG	APPE III	4
PHAR 4XXG	APPE IV	4
	Total Credits	**8**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 4XXG	APPE V	4
PHAR 4XXG	APPE VI	4
	Total Credits	**8**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 4XXG	APPE VII	4
PHAR 4XXG	APPE VIII	4
PHAR 499G	Capstone II	0
	Total Credits	**8**

PHAR 499G . . . . . Capstone II course 0
Total credits required for completion of PharmD degree 156
*Advanced Pharmacy Practice Experience (APPE)

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Curriculum for Pharmacy Classes starting Class of 2022

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 109G	Personal & Professional Development I (Professionalism and Self Awareness)	1
PHAR 110G	Anatomy, Physiology and Pathophysiology I	4
PHAR 117G	Principles of Drug Action I	2
PHAR 118G	Integrated Case Studies I	1
PHAR 121G	Health Care Systems and Policy	2
PHAR 150G	Biochemistry with Clinical Correlations	4
INDP 100G	Interprofessional Approach to Caring for the Community I	0
PHAR 011G	Professionalism Portfolio I	0
	Total Credits	**14**

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 115G	Anatomy, Physiology and Pathopysiology II	4
PHAR 120G	Pharmacy Practice I Foundations in Therapeutics and Clinical Reasoning	2
PHAR 122G	Integrated Case Studies II	1
PHAR 141G	Pharmaceutics	3
PHAR 161G	Patient Care Skills Lab I	1
PHAR 134G	Biostatistics	2
INDP 100G	Interprofessional Approach Caring for Community I	0
PHAR 012G	Professionalism Portfolio II	0
	Total Credits	**14**

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 132G	Integrated Case Studies III	1
PHAR 133G	Health Information Retrieval and Informatics	1
PHAR 137G	Principles of Drug Action II	4
PHAR 145G	Pharmaceutical Calculations	2
PHAR 162G	Patient Skills Lab II	1
PHAR 169G	Biopharmaceutics	4
PHAR 199G	Milestone Progression Exam I	0
INDP 100G	Interprofessional Approach Caring for Community I	0
PHAR 013G	Professionalism Portfolio III	4
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the summer.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 261G	IPPE Community*	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 208G	Research Methods	1
PHAR 214G	Integrated Case Studies IV	1
PHAR 217G	Principles of Drug Action III	5
PHAR 218G	Self Care and Holistic Wellness I	2
PHAR 224G	Medical Microbiology & Immunology	4
PHAR 256G	Patient Care Skills Lab III	1
INDP 200G	Interprofessional Approach to Caring for the Community II	0
PHAR 021G	Professionalism Portfolio I	0
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 215G	Integrated Case Studies V	1
PHAR 228G	Pharmacy Administration and Management & Entrepreneurship	2
PHAR 231G	Pharmacotherapy I	5
PHAR 241G	Integrated Infectious Disease I	3
PHAR 251G	Integrated Toxicology and Patient Safety	2
PHAR 253G	Personal & Professional Development II (Team Dynamics, Cultural & Entrepreneurship)	1
INDP 200G	Interprofessional Approach Caring for Community II	0
PHAR 022G	Professionalism Portfolio V	0
	Total Credits	**14**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 209G	Population Health and Pharmacoepidemiology	1
PHAR 216G	Integrated Case Studies VI	1
PHAR 232G	Pharmacotherapy II	5
PHAR 313G	Pharmacy Practice II – Topics in Population-Based and Patient Centered Care	3
PHAR 227G	Integrated Basic and Applied Pharmacokinetics	3
PHAR 254G	Patient Care Skills Lab IV	4
PHAR 199G	Milestone Progression Exam II	0
INDP 100G	Interprofessional Approach Caring for Community II	0
PHAR 023G	Professionalism Portfolio VI	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the second year.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 171G	Introductory Clinical Services I and II	2
	Total Credits	**2**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 308G	Literature Evaluation and Evidence Based Practice	1
PHAR 314G	Pharmacogenomics & Personalized Medicine	1
PHAR 315G	Integrated Case Studies VII	1
PHAR 332G	Pharmacothrapy III	6
PHAR 309G	Pharmaeconomics and Health Outcomes	1
PHAR 352G	Patient Care Skills Lab V	1
INDP 300G	Interprofessional Approach to Caring for the Community III	0
PHAR 3XXEG	Elective Track 1,2,3 / Ambulatory Care / Acute Care / Managed Care**	2
PHAR 031G	Professionalism Portfolio VII	0
	Total Credits	**13**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 316G	Integrated Case Studies VIII	1
PHAR 318G	Self Care and Holistic Wellness II	3
PHAR 333G	Advanced Pharmacotherapy I	6
PHAR 353G	Personal & Professional Development III	1
INDP 200G	Interprofessional Approach Caring for Community III	0
PHAR 3XXEG	Elective Track 1,2,3 / Ambulatory Care / Acute Care / Managed Care**	2
PHAR 032G	Professionalism Portfolio VIII	0
	Total Credits	**13**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 317G	Integrated Case Studies IX	1
PHAR 334G	Advanced Pharmacotherapy II	6
PHAR 354G	Patient Care Skills Lab VI	1
PHAR 368G	Pharmacy Law and Ethics	3
PHAR 399G	Milestone Progression Exam III	0
INDP 300G	Interprofessional Approach Caring for Community III	0
PHAR 3XXEG	Elective Track 1,2,3 / Ambulatory Care / Acute Care / Managed Care**	2
PHAR 033G	Professionalism Portfolio IX	0
	Total Credits	**14**

*Five days in Summer (June or August) No tuition is charged for the one credit nor is there any financial aid eligibility as this is not half time.

**Students are required to take two 1-credit electives in each term during the third year. Electives will be in areas of Ambulatory Care; Acute Care Medicine; Managed Care.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 4XXG	APPE I*	4
PHAR 4XXG	APPE II	4
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 4XXG	APPE III	4
PHAR 4XXG	APPE IV	4
	Total Credits	**8**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 4XXG	APPE V	4
PHAR 4XXG	APPE VI	4
	Total Credits	**8**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 4XXG	APPE VII	4
PHAR 4XXG	APPE VIII	4
PHAR 499G	Capstone II	0
	Total Credits	**8**

PHAR 499G . . . . . Capstone II course 0
Total credits required for completion of PharmD degree 156
*Advanced Pharmacy Practice Experience (APPE)

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Curriculum for Pharmacy Classes prior to Class of 2021

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
PHAR 011G	Portfolio I	0
PHAR 110G	Anatomy	2
PHAR 112G	Anatomy Laboratory	1
PHAR 116G	Introduction to Drug	3
PHAR 134G	Biostatistics	3
PHAR 150G	Biochemistry	3
PHAR 172G	IPPE Community I*	1
INDG 100G	Interprof Approach Caring for Community	0
	Total Credits	**13**

TERM 2 (WINTER)

Course No	Course Title	Credits
PHAR 012G	Portfolio II	0
PHAR 113G	Physiology and Pathophysiology I	4
PHAR 119G	Pharmacy Communications	2
PHAR 141G	Pharmaceutics	3
PHAR 145G	Pharmaceutical Calculations	2
PHAR 155G	Pharmacy Practice Laboratory I	1
PHAR 172G	IPPE Community I	1
INDP 100G	Interprofessional Approach Caring for Community I	0
	Total Credits	**13**

TERM 3 (SPRING)

Course No	Course Title	Credits
PHAR 013G	Portfolio III	0
PHAR 114G	Physiology and Pathophysiology II	4
PHAR 162G	Pharmaceutics Laboratory	1
PHAR 165G	Drug Information and Introduction to Evidence-Based Medicine	3
PHAR 167G	OTC	2
PHAR 169G	Biopharmaceutics	3
INDP 100G	Interprofessional Approach Caring for Community I	0
PHAR 172G	IPPE Community I	4
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the summer.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 261G	IPPE Community II**	1
	Total Credits	**1**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 021G	Portfolio IV	0
PHAR 211G	Integrated Therapeutics I	4
PHAR 214G	Case Studies I	1
PHAR 224G	Immunology and Microbiology	4
PHAR 246G	Pharmacy Practice	3
PHAR 256G	Pharmacy Practice Laboratory II	1
PHAR 331G	IPPE Community II*	0
or		
PHAR 262G	Introductory Clinical Services II	1
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 022G	Portfolio V	0
PHAR 210G	Health Care Systems	2
PHAR 212G	Integrated Therapeutics II	4
PHAR 215G	Case Studies II	1
INDP 227G	Pharmacokinetics	3
PHAR 3311G	IPPE Community II	
or		
PHAR 262G	Introductory Clinical Services II	1
	Total Credits	**14**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 023G	Portfolio VI	0
PHAR 213G	Integrated Therapeutics III	4
PHAR 216G	Case Studies III	1
PHAR 228G	Pharmacy Administration	3
PHAR 242G	Infectious Disease II	3
PHAR 3311G	IPPE Community II	
or		
PHAR 262G	Introductory Clinical Services II	1
PHAR 281G	Dietary Supplements	2
PHAR 033G	Professionalism Portfolio IX	0
	Total Credits	**14**

*Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) for two out of the three terms during the second year. Credit will be assigned in those two terms only.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 171G.	Introductory Clinical Services I***	1
	Total Credits	**1**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 031G.	Portfolio VII	0
PHAR 311G.	Integrated Therapeutics IV	4
PHAR 314G.	Clinical Pharmacy	3
PHAR 315G.	Case Studies IV	4
PHAR 321G.	Pharmacy Practice Laboratory III	1
PHAR 323G.	Drug Literature Evaluation	2
PHAR 331G.	IPPE Community III	1
PHAR 3XXEG	Elective**	2
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 032G.	Portfolio VIII	0
PHAR 312G.	Integrated Therapeutics V	4
PHAR 316G.	Case Studies V	1
PHAR 346G.	Pharmacoeconomics	2
PHAR 351G.	Integrated Toxicology and Patient Safety	3
PHAR 310G.	Personal and Professional Development	1
PHAR 3XXEG	Elective**	2
PHAR 331G.	IPPE Community III	1
	Total Credits	**14**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 033G.	Portfolio IX	0
PHAR 317G.	Case Studies VI	1
PHAR 368G.	Pharmacy Law and Ethics	3
PHAR 375G.	Capstone I	6
PHAR 399G.	Comprehensive Examination Third Year	0
PHAR 331G.	IPPE Community II	2
PHAR 3XXEG	Elective**	2
	Total Credits	**14**

* Five days in Summer (June or August) No tuition is charged for the one credit nor is there any financial aid eligibility as this is into half time.

** Students are required to take two 1 credit electives in each term during the third year. Elective offers vary each term.

COURSE SEQUENCE

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

Fourth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHAR 4XXG	APPE I*	4
PHAR 4XXG	APPE II	4
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PHAR 4XXG	APPE III	4
PHAR 4XXG	APPE IV	4
	Total Credits	**8**

TERM 3 (WINTER)

Course No	Course Title	Credits
PHAR 4XXG	APPE V	4
PHAR 4XXG	APPE VI	4
	Total Credits	**8**

TERM 4 (SPRING)

Course No	Course Title	Credits
PHAR 4XXG	APPE VII	4
PHAR 4XXG	APPE VIII	4
PHAR 499G	Capstone II	0
	Total Credits	**8**

PHAR 499G . . . . . Capstone II course 0
Total credits required for completion of PharmD degree 156
*Advanced Pharmacy Practice Experience (APPE)

COURSE DESCRIPTIONS

School of Pharmacy – Doctor of Pharmacy (PharmD) – Georgia Campus

DIDACTIC COURSES

INDP 100G – Interprofessional Education (IPE) Approach to Caring for the Community I
0 credits per term for 3 terms

In this course, students from various health care professional programs (DO, DPT, PA, and PharmD) work together to discuss and investigate approaches to solving health care-related issues as an interprofessional, collaborative team. The course consists of six 2-hour sessions spread over a single academic year. Students meet in the lecture hall, as well as in small groups with a faculty facilitator to discuss issues including medical ethics, team-work and leadership in health care delivery, cultural/religious competency, social determinants of health, medical errors and prescription and non- prescription drug abuse and opioid addiction.

PHAR 011G, 012G, 013G, 021G, 022G, 023G, 031G, 032G, 033G – Professionalism Portfolio
0 credits

Students are required to maintain a current portfolio throughout their tenure in the School of Pharmacy. The portfolio will be assessed at the end of each term and must be complete with no expired or missing requirements for the student to progress to the next term. Examples of requirements that must be current include a valid State of Georgia Pharmacy Intern license, Basic Life Support certification, required immunizations, health insurance, student self-assessment, essays, curriculum vita, HIPAA and OSHA training as well as specific requirements as stated in the course syllabus each term. Some requirements may be specific to assigned experiential sites. Course is Pass/No Pass.

PHAR 109G – Personal & Professional Development
I1 credit hour course

This is the first course in the professional practice sequence that covers performance and affective domains that address the student's skill sets and personal and professional development throughout the curriculum. The purpose of this introductory course is to provide students with a conceptual framework for professionalism The purpose of this course is to provide the educational activities that foster professional growth of students as well as stimulate the development of professional attitudes, behaviors, dispositions and an understanding of the opportunities within the pharmacy profession.

PHAR 110G – Anatomy, Physiology and Pathophysiology
I4 Credits

As the first in a two-course sequence that covers human anatomy, physiology and pathophysiology, this course begins with basic human anatomy and an outline of cellular physiology. This is followed by an introduction to the concept of pathophysiology and a discussion of the basic principles of how stress or injury affects physiological function at the cellular level and thus causes disease. A discussion of genetics and inheritable diseases follows. The remainder of the course encompasses the physiology and pathophysiology of the pulmonary, hematological, cardiovascular and renal systems. An emphasis is placed throughout the course on understanding normal physiological processes and how disease perturbs such processes. Commonly used clinical laboratory values, and their application to diagnosis and monitoring of disease, are introduced as appropriate.

PHAR 117G – Principles of Drug Action
I2 Credits

This is the first course in the sequence which focuses on principles of medicinal chemistry and drug development. This course covers functional groups, acid and base theory, solubility, drug binding interactions, stereochemistry, drug metabolism, SAR and drug design

PHAR 118G – Integrated Case Studies I
1 Credit

This is a three course series in the first professional year designed to engage students in course related activities. This is the first in course series consisting of activities designed to bring relevance to concepts presented in the classroom from 4 courses: Anatomy, Physiology & Pathophysiology; Biochemistry with Clinical Correlations; Biostatistics; and Principles of Drug Actions, I. This course includes but not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problems sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

PHAR 134G – Biostatistics
2 credits

Basic statistical concepts important to the practice of pharmacy and medicine will be introduced. Students will be exposed to basic descriptive statistics related to presentation, organization, and summarization of data. The course will also cover basic research design.

PHAR 150G – Biochemistry with Clinical Correlations
4 Credits

An introduction to the physical, chemical, structural, and functional properties of molecules associated with the chemistry of life processes. Carbohydrate, lipid, protein, and nucleic acid biosynthesis and/or degradation will be discussed along with DNA and RNA biosynthesis, enzymology, and gene expression with clinical correlations.

PHAR 115G – Anatomy, Physiology and Pathophysiology II
4 Credits
As the second in the two-course sequence that covers human anatomy, physiology and pathophysiology, this course continues with the discussion of the anatomy, physiology and pathophysiology of the gastrointestinal, neurological, integumentary, endocrine and reproductive systems. An emphasis is placed throughout the course on understanding normal physiological processes and how disease perturbs such processes. Commonly used clinical laboratory values, and their application to diagnosis and monitoring of disease, are introduced as appropriate

PHAR 120G – Pharmacy Practice I - Foundations in Therapeutics and Clinical Reasoning
2 Credits
Pharmacy Practice I--Foundations in Therapeutics and Clinical Reasoning improves the student pharmacist skill making decisions for patients. The course introduces students to clinical reasoning and decision-making skills in analyzing data to formulate a patient specific assessment and patient-care plan. Students will learn a systemic process of clinical decision-making applied to pharmacy practice, data interpretation, and pharmaceutical care documentation. This course is composed of four domains: 1) Social and behavioral aspects of pharmacy practice; 2) Pharmaceutical Care as the professional practice for patient-centered management; 3) Pharmacists' Patient Care Process (PPCP) and 4) Critical Thinking, Problem-Solving, Clinical Reasoning, and Clinical Decision-Making to optimize patient care outcomes.

PHAR 122G – Integrated Case Studies II
1 Credit
This is the second course in a three course series in the first professional year designed to engage students in course related activities. This is the second in course series consisting of activities designed to bring relevance to concepts presented in the classroom from Anatomy, Physiology & Pathophysiology II and Pharmaceutics. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy

PHAR 141G – Pharmaceutics
4 credits
This course studies physical pharmacy and pharmaceutical dosage forms. Students will learn to apply their knowledge of the physical and chemical properties of drugs to the ability to formulate stable dosage forms that can be utilized in commercial production of, or individually compounded, drug products. Students will be introduced to the theory and practice involved in the rational selection of dosage forms and drug delivery systems as well as issues that may arise from these choices. The theory and practice of pharmaceutical compounding, including a discussion of Good Manufacturing Practices (GMPs) and Good Compounding Practices will be presented. Legal and professional issues will also be presented.

PHAR161G – Patient Care Skills Lab I
1 Credit
This course first in five-Patient Care Skills lab course sequence. This course provides students an understanding of patient encounters and provides the necessary skills to perform, participate and understand while managing difficult patient encounters. This course also includes social and behavioral aspects of patient interaction techniques and clinical decision making skills in patient care. This course examines the specialized communication skills used in the practice of patient counseling. Students will study basic counseling skills, and interventions, including important areas such as self-awareness, information and knowledge that contribute to becoming effective counselors.

PHAR 121G – Health Care Systems and Policy
2 Credits
The course provides an introduction to the U.S. health care system, managed health care and pharmacy services. The structure, organization, and delivery of health care in the United States are presented with emphasis placed on the pharmacist's role in patient care. Problems with the system will be covered along with approaches being used to address these problems. Emphasis will be placed on where pharmacy operates within our health care system, how it can be the solution to some of our health care problems and the major currently debatable issues surrounding health care.

PHAR 132G – Integrated Case Studies III
1 Credit
This is the third course in a course series in the first professional year designed to engage students in course related activities. This is the third in course series consisting of activities designed to bring relevance to concepts presented in the classroom from Principles of Drug Action II and Biopharmaceutics. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

PHAR 133G – Health Information Retrieval and Informatics
1 credit
This course prepares students to acquire and develop both the knowledge and skills to retrieve healthcare related information.

Students receive a review of drug information resources, background questioning and search strategy, with an emphasis on specialty references and databases. The students will also receive an introduction to the concepts of informatics.

PHAR 137G – Principles of Drug Action II
4 Credits
This is the second course in the sequence that teaches the pharmacology, and medicinal chemistry of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will finish central nervous system disorders and then cover the therapeutics of pain management, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

PHAR 145G – Pharmaceutical Calculations
2 Credits
An introduction to metrology and pharmaceutical calculations. A brief review of basic mathematical concepts is followed by historical review of measurement systems specific to the profession of pharmacy. Detailed interpretation of the prescription and the variety of abbreviations and notations utilized is followed by presentation of the methods used to calculate, express, or determine the amount of drug to utilize in the preparation of a variety of pharmaceutical preparations ranging from oral, topical, otic, ophthalmic and finally to parenteral products. Determination of drug concentration, tonicity, equivalents, potency, proof, density and specific gravity are also addressed.

PHAR162G – Patient Skills Lab II
1 Credit
Students will become proficient with the equipment, calculations, procedures, and records used in the nonsterile compounding of various dosage forms. Good Compounding Practices adopted by the National Association of Boards of Pharmacy will be followed. Practical examples of compounding of liquid, solid, and semi-solid oral dosage forms as well as enteral and topical products will be prepared as part of the laboratory exercises.

PHAR 169G – Biopharmaceutics
4 Credits
A study of drug absorption, distribution, metabolism and excretion (ADME) as well as individual differences that influence these processes. Drug parameters that control ADME will be studied, such as solubility, pKa, molecular size and protein binding. Physiological determinants underlying ADME such as cellular transporters, hepatic metabolism, hepatic and renal elimination, as well as factors affecting drug distribution will also be presented. The concept of bioavailability and bioequivalence, its determination and application will be presented. General principles of pharmacokinetic models will be presented as they pertain primarily to the processes of absorption and elimination of drugs. Detailed mathematical dosing models will be developed and utilized to determine the appropriate dose and dose interval based on patient specific data utilizing relevant examples throughout.

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

PHAR 217G – Principles of Drug Action III
5 credits
This is the Third course in the sequence that teaches the pharmacology, and medicinal chemistry of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course covers essential pharmacology and medicinal chemistry on topics including dyslipidemia, hypertension, thrombosis, arrhythmia, heart failure, renal and respiratory disorders, anemia, diabetes, endocrine disorders, GI disorders, arthritis and other inflammatory conditions, and chemotherapy for cancers.

PHAR 208G – Research Methods
1 credit
Two important inferential statistical techniques: Logistic regression and Time-to-event analysis will be introduced in this course. The course will also introduce different types of fundamental study designs (RCT, Cohort Study, Case Control Study) used in pharmacy and clinical research. Students will also read and analyze articles published in the medical literature and evaluate the statistical methodology being used.

PHAR 209G – Public Health and Pharmacoepidemiology
1 credit
The pharmacist's role in expanding beyond the traditional product-oriented functions of dispensing and distributing medicines and health supplies. Today's pharmacist services include more paitent-oriented, administrative, and public health functions. This course will examine the pharmacist's role in public health as well as the science of pharmacoepidemiology and how they both are applied in daily pharmacy practice.

PHAR 214G – Integrated Case Studies IV
1 credit
This is the fourth course in a case studies course series in the second professional year designed to engage students in course related activities. Activities are designed to bring relevance to concepts presented in the classroom from Principles of Drug Action III and Immunology and microbiology. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

PHAR 218G – Self-Care & Holistic Wellness I
2 credits
This course will present those conditions considered to be self-treatable according to current medical guidelines. For the respective conditions, a survey of products available, their effectiveness, proper selection and appropriate patient counseling will be discussed. Counseling strategies specific to OTC products will also be presented. This course also includes holistic wellness approach that addresses the body, mind and spirit or the physical, emotional/mental and spiritual aspects of an individual such as massage therapy, Tai Chi, yoga, progressive muscle relaxation, and Reiki.

PHAR 318G – Self-Care & Holistic Wellness II
3 credits
This course will present those conditions considered to be self-treatable according to current medical guidelines. For the respective conditions, a survey of the products available, their effectiveness, proper selection and appropriate patient counseling will be discussed. Counseling strategies specific to OTC products will also be presented. This course also includes holistic wellness approach that addresses the body, mind and spirit or the physical, emotional/mental and spiritual aspects of an individual such as massage therapy, Tai Chi, yoga, progressive muscle relaxation, and Reiki.

PHAR, 215G, 216G – Integrated Case Studies
1 credit each term Second Year
This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

PHAR 224G – Medical Microbiology and Immunology
3 credits
An integrated course in immunology and microbiology that emphasizes the role of each in the maintenance of health and the development, progression, and treatment of disease states related to immune dysfunction, microbiological infection, or both. An introduction to innate immunity, including biochemical and cellular aspects, as well as adaptive immunity, including humoral and cell- mediated immunity, and immunological memory is followed by a discussion of diseases of the immune system, the role of immunity in neoplasia, and manipulation of the immune system by pathogens, drugs and diet. Basic principles of microbiology including classification, anatomy, staining, and genetics of microorganisms is followed by a more detailed discussion of medically important bacteria, mycoplasmas, rickettsiae, chlamydiae, viruses, fungi, and parasites. Emphasis is placed on mechanisms of pathogenesis, methods of control, mechanisms of resistance, and prevention of diseases caused by these organisms as well as the inter- relationship between micro-organisms and the immune system.

PHAR 227G – Integrated Basic and Applied Pharmacokinetics
3 credits
General principles of pharmacokinetic models are presented as they pertain primarily to the processes of absorption and elimination of drugs. Detailed mathematical models will be developed and utilized to determine the appropriate dose and dose interval based on patient-specific data utilizing relevant examples throughout. Therapeutic monitoring of drug levels in the patient and adjustments in dosing based on monitoring will also be presented. This is followed by discussion of specific examples using drugs commonly dosed and monitored using detailed pharmacokinetic analysis.

PHAR 228 G – Pharmacy Administration & Management and Entrepenurship
2 credits
Basic managerial, organizational, and financial management concepts are presented that enable the practicing pharmacist to manage people, change, structural demands, and organizational behavior to provide optimum care and services as a health professional. This course will also introduce entrepreneurial and marketing topics for use in pharmacy and health care system practice environments. The analysis of management principles as they relate to community and health-system pharmacy management will be stressed including planning, organizing, motivation and marketing.

PHAR 231G – Pharmacotherapy I
5 credits
The course is designed to equip students with 5 steps that are key to effectively incorporating the Pharmacists' Patient Care Process (PPCP) into their provision of care. The 5 steps provide a framework that will enable students to develop their own thought process regarding patient care and how that fits into the PPCP. The course will rely on role playing and case studies to engage students in the application of pharmacotherapy as it relates to patient care plans.

PHAR 241G – Integrated Infectious Disease
3 credits
This is the first course in the Infectious Disease sequence that teaches the pharmacology, medicinal chemistry and therapeutics of agents used to treat infectious diseases. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient- centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for infection control in the presence of a number of variables including patient variables such as age, gender, diet, and co- existing conditions; drug variables such as potency, adverse effects, interactions, and pharmacokinetics; and others such as cost, drug availability, and alternative treatments available. This course will cover agents used to treat infections caused by bacteria.

PHAR 253G – Personal & Professional Development II (Team Dynamics, Cultural & Entrepeneurship)
3 credits
This course continues the personal and professional development series, focusing on the development and understanding of team dynamics, cultural awareness, and entrepenurship.

PHAR 256G – Patient Care Skills Lab III
1 credits
This laboratory course will introduce the fundamental skill set of collecting necessary information from patients as part of the Pharmacists' Patient Care Process. This skill set includes observational, interview and physical assessment skills. Students will be trained to take vitals and perform the basics of a physical examination. Additionally, this course will also provide students with a foundational knowledge of laboratory values, as well as require completion of the APhA Pharmacy-Based Immunization Delivery certificate program.

PHAR 299G – Milestone Progression Examination Second Year
0 credits
A comprehensive examination will be given at the end of the second year that will assess knowledge and skills acquired in the first two years. Students must pass this examination to progress to the third professional year.

PHAR 232G – Pharmacotherapy II
5 credits
This course is designed to equip students with 5 steps that are key to effectively incorporating the Pharmacists' Patient Care Process (PPCP) into their provision of care. The 5 steps provide a framework that will enable students to develop their own thought process regarding patient care and how that fits into the PPCP. The course will rely on role playing and case studies to engage students in the application of pharmacotherapy as it relates to patient care plans.

INDP 300G – Interprofessional Education (IPE) Approach to Caring for the Community III
0 credits
This course is designed to equip students with 5 steps that are key to effectively incorporating the Pharmacists' Patient Care Process (PPCP) into their provision of care. The 5 steps provide a framework that will enable students to develop their own thought process regarding patient care and how that fits into the PPCP. The course will rely on role playing and case studies to engage students in the application of pharmacotherapy as it relates to patient care plans.

PHAR 332G – Pharmacotherapy III
5 credits
The course is designed to train students in the last 3 components of the Pharmacists' Patient Care Process (PPCP): Plan, Implement, and Follow-Up. Guided by the instructors in the course, students will be complete their thought process or approach to pharmacotherapeutic problems. The course will rely on team-based learning and a flipped-classroom model to engage students in the application of pharmacotherapy as it relates to patient care plans.

PHAR 313G – Pharmacy Practice II – Topics in Population Based and Patient Centered Care
3 credits
This course covers the practice of pharmacy in health care systems such as hospital, home care, managed care, hospice and palliative care as well as ambulatory and long-term care. Discussions will focus on the types of patients treated, models of practice and practice standards as well as the various accreditation agencies, government regulation, and institutional policies and procedures. Additional topics may also include the following: include parenteral and enteral nutrition, Pharmacy and Therapeutic (P&T) Committees, investigational drug use, medication reconciliation, ethics boards, and code response involvement as well as technological advances and automation.

PHAR 315G, 316G, 317G – Integrated Case Studies

1 credit each term Third Year

This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

PHAR 254G – Patient Care Skills Lab IV

1 credit

This laboratory course is designed to provide the student with foundational knowledge of pharmacist-delivered patient care with an emphasis on patient education. Skills taught in the course include conducting medication histories, supporting and assisting patient behavior change, and facilitating patient self-administration of medications, devises, and disease monitoring.

PHAR 256G – Patient Care Skills Lab III

1 credit

This laboratory course will introduce the fundamental skill set of collecting necessary information from patients as part of the Pharmacists' Patient Care Process. This skill set includes observational, interview and physical assessment skills. Students will be trained to take vitals and perform the basics of a physical examination. Additionally, this course will also provide students with a foundational knowledge of laboratory values, as well as require completion of the APhA Pharmacy-Based Immunization Delivery certificate program.

PHAR 308G – Literature Evaluation and Evidence Based Practice

2 credits

The purpose of this course is to allow the student to apply his/her knowledge of bio statistical and clinical principles, as well as drug information skills in order to interpret the medical literature. A strong foundation in bio statistical analyses will be required for successful completion of this course. Students will be expected to read, interpret, analyze and synthesize information published in medical and scientific literature. Examinations will be based on materials from didactic lectures and assigned readings and students will be expected to interpret and analyze data presented in published articles and be able to draw objective and rational conclusions from the literature. Interpretation of medical research is a cornerstone of clinical pharmacy practice, and will serve as an important component of their therapeutics courses and experiential rotations.

PHAR 309G – Pharmacoeconomics and Health Outcomes

1 credits

This course will introduce students to theory, methods and applications of epidemiology and pharmacoeconomics. In the epidemiology part, students will learn surveillance, epidemiological investigation, study design, confounding, bias, limitations of epidemiological studies, and calculation and interpretation of epidemiological results. In the pharmacoeconomics part, students will learn cost estimation, outcomes measurement, quality of life, different types of pharmacoeconomic study, decision tree analysis, simulation, modeling, and application of pharmacoeconomics in decision making. Students will also read and evaluate published studies in epidemiology and pharmacoeconomics.

PHAR 309G – Pharmacoeconomics and Health Outcomes

1 credits

This course will introduce students to theory, methods and applications of epidemiology and pharmacoeconomics. In the epidemiology part, students will learn surveillance, epidemiological investigation, study design, confounding, bias, limitations of epidemiological studies, and calculation and interpretation of epidemiological results. In the pharmacoeconomics part, students will learn cost estimation, outcomes measurement, quality of life, different types of pharmacoeconomic study, decision tree analysis, simulation, modeling, and application of pharmacoeconomics in decision making. Students will also read and evaluate published studies in epidemiology and pharmacoeconomics.

PHAR 314G – Pharmacogenomics and Personalized Medicine

1 credits

The course is designed to provide an overview of the basics of pharmacogenomics, resources for pharmacogenomics and clinical application in various disease states. Students will have the opportunity to learn about implementing a pharmacogenomics practice at a clinical site.

PHAR 251G – Integrated Toxicology and Patient Safety

2 credits

A discussion of the general principles of toxicology is followed by general principles of management of poisoning. The students are familiarized with the purpose and functioning of poison control centers, with emphasis on the role of pharmacists. The top 5 categories of non-drug and drug-induced poisonings in united stated based on the most recent AAPCC data report are identified. These toxicities, prevention, assessment, and their antidotes/treatment approaches are then discussed. Finally, bioterrorism agent and disaster preparedness topics are presented. The last part of this course discusses pharmacogenomics principles and application in therapy.

PHAR 333G – Advanced Pharmacotherapy I
6 credit

PHAR 353G – Personal and Professional Development III
1 credit
This course will provide to develop mind set of the students so that they are receptive of various items which are a must for their personal and professional growth such as, Innovation, entrepreneurship, leadership, professionalism, self-awareness, advocacy, conflict management, decision making and management of team dynamics in a collaborative environment.

PHAR 368G – Pharmacy Law and Ethics
3 credits
Federal and state laws and regulations which pertain to the practice of pharmacy in Georgia are presented in detail. General business law and liability issues which affect the practice of pharmacy will also be discussed. Finally, ethical issues as they relate to the practice of pharmacy, and health care delivery in general, are examined.

PHAR 333G – Advanced Pharmacotherapy I
5 credits
Federal and state laws and regulations which pertain to the practice of pharmacy in Georgia are presented in detail. General business law and liability issues which affect the practice of pharmacy will also be discussed. Finally, ethical issues as they relate to the practice of pharmacy, and health care delivery in general, are examined.

PHAR 334G – Advanced Pharmacotherapy II
6 credits
The course is designed to provide students with a comprehensive and integrated assessment of the entire pharmacy program followed by appropriate feedback as a final step to ensure that they are prepared to enter into the Advanced Pharmacy Practice Experiences. Assessment will be designed to imitate, as closely as possible, typical clinical situations that students should be prepared for following the completion of their didactic work and IPPE rotations.

PHAR 335G – Advanced Pharmacotherapy III
6 credits
The course is designed to train students in the last 3 components of the Pharmacists' Patient Care Process (PPCP): Plan, Implement and Follow-Up. Guided by the instructors in the course, students will complete their thought process or approach to pharmacotherapeutic problems. This course will rely on team-based learning and a flipped-classroom model to engage students' in the application of pharmacotherapy as it relates to patient care plans.

PHAR 352G – Patient Care Skills Lab V
1 credit
This laboratory course highlights the practice of pharmacy in health care systems while also emphasizing a variety of community pharmacy practice skills. Students will train in simulated outpatient and inpatient hospital settings, as well as community settings, providing dispensing and drug information functions, practice simulated code response, preparing drug monographs, perform medication reconciliation, as well as providing discharge counseling. Students will also prepare sterile and biohazardous products utilizing the latest technology for maintaining sterility and providing human safety during product preparation. Training in the preparation of intravenous admixtures such as antimicrobials and parenteral nutrition will be provided based on USP 800 regulations. Special procedures, quality control, use of available references, appropriate calculations, and federal and state regulations will also be addressed.

PHAR 354G – Patient Care Skills Lab VI
1 credit
This course provides students an understanding of patient encounters and provides the necessary skills to perform, participate, and understand while managing different patient encounters. In each station, the student is faced with a simulated task or problem; the student is expected to perform specific functions to complete the task or address the problem. OSCE stations may be interactive and involve the use of standardized patients (SPs) portraying the role of the patient or standardized clients portraying the role of other health professionals (e.g. doctor, nurse, other pharmacist). The student is evaluated by the SP or standardized client using a checklist which evaluates whether the student completed the necessary steps for that station.

PHAR 399G – Milestone Progression Exam III
0 credits
A comprehensive examination will be given at the end of the third professional year that will assess knowledge and skills acquired in the first three years of education at PCOM School of Pharmacy. Students must pass this examination to progress to the fourth professional year. The examinations include a comprehensive multiple-choice exam and a short answer calculation exam.

THIRD YEAR DIDACTIC ELECTIVES
Not all electives are offered every year

Concentration Track Option #1 : Ambulatory Care Pharmacy

PHAR 345EG – Chronic Disease State Management
This course will identify the effectiveness and potential harms of pharmacist-led chronic disease management and the referral of patients to other health care providers. Special emphasis is placed on specific problem solving skills involved in initiating, adjusting and discontinuing drug therapy in complex integrated cases seen in chronic disease management such as COPD, Hyperlipidemia, Diabetes, Anticoagulation, Hypertension and safe medication use in older adults.

PHAR 377EG – Ambulatory Care Practice
This course is designed to expose students to the pharmacotherapeutic challenges most commonly encountered in the ambulatory care setting and to expand the students' knowledge base regarding the role of pharmacist in the ambulatory care setting. The course is designed in a patient case format to discuss the medication therapy management and disease state management challenges commonly seen in an ambulatory care setting. The patient case format will also serve to strengthen students' written and verbal presentation skills.

PHAR 344EG – Public Health in Ambulatory Care Practice
This course will advance the student's knowledge regarding clinical application of public health policy from the pharmacist's perspective. Discussions will focus on understanding and applying principles of health and wellness when providing individual and population-based patient care, including pharmacy-based immunization delivery and disease prevention. Additionally, this course will also discuss the pharmacist's role in emergency preparedness in mass vaccination campaigns for vaccine-preventable diseases, highlighting the pharmacist's impact in advancing public health and wellness.

PHAR 340EG – Comprehensive Diabetes Management
This course will provide students a multidisciplinary foundation in the principles of diabetes management with additional education in the management and care of patients with diabetes. The course's primary objective is to expand students' aptitude and confidence in the provision of diabetes management while reinforcing the knowledge of drug therapy in the core pharmacy curriculum.

PHAR 341EG – Entrepreneurship: Building an Ambulatory Care Practice
This course is designed to build upon entrepreneurial skills in the core curriculum by teaching students how to write a business plan to build an independent ambulatory care practice. The course will cover topics involved with ambulatory pharmacist billing and reimbursements, and the elements of developing a practice to support outpatient and primary care physicians. Students will be prepared to lead and build an ambulatory care practice to ensure that pharmacy practitioners have the tools to continuously innovate and advance pharmacy practice in today's challenging and changing healthcare environment.

PHAR 346EG – Pharmacotherapeutic Management in Patients with Social Determinants in Primary Care
This course will develop entry-level competencies needed for community and ambulatory care pharmacy practice dealing by advanced exploration in the psychology of behavior change. The student will use the Pharmacist Patient Care Process to identify, understand and resolve social and behavioral barriers to improve pharmacotherapeutic outcomes. By resolving patient-specific barriers to medication adherence regarding chronic disease, reduction of disease burden will occur. Knowledge, skill development along with attitude insight will occur using virtual simulations, case vignettes and real-world scenarios that hinder the creation of health equity.

PHAR 347EG – Advanced Oncology*
This elective covers preparation of intravenous chemotherapy and oral chemotherapy by an oncologic pharmacist. It also covers survivorship including nutrition and wellness for the cancer patient. The student will have an opportunity to learn about various cancers that were not previously covered along with oncology nutrition. The student will also have an opportunity to verify chemotherapy orders and apply it to a patient case as well as a chance to complete an oncology volunteer activity.
*May also satisfy Acute Care Track

PHAR 354EG – Topic Discussions in Consultant Pharmacy and Geriatrics*
The purpose of this course is to expose students to the key concepts in consultant pharmacy practice pertaining to geriatric pharmacotherapy and assessment. The course is designed to focus on important clinical topics in geriatrics. There will be an emphasis on the physiology of aging, appropriate pharmacotherapy, complexity of regimens, changes in cognition, and the challenges of providing safe medication management of the elderly. The course will include, but is not limited to, Alzheimer's disease and other dementias, Parkinson's disease, depression, anxiety, behavioral disorders, gastrointestinal disorders, changes in hepatic metabolism, renal clearance and volumes of distribution and other topics.
*May also satisfy Acute Care Track

Concentration Track Option #2: Acute Care Pharmacy

PHAR 351EG – Opioid Stewardship, Pain and Palliative Care
This course is designed to provide students with an in-depth understanding of the pharmacotherapeutic management of pain while considering comorbid conditions, including advanced illnesses as well as concurrent medications. Relief of acute and chronic pain and support of advanced chronic illnesses by focusing on the physical, psychosocial, spiritual aspects of care for the best possible quality of life is also covered during this course. In addition, students are introduced to opioid stewardship, the coordinated intervention of all healthcare providers designed to improve, monitor, and evaluate the use of opioids in order to support and protect human health. Special attention is given to intervention strategies to mitigate misuse and potential abuse of opioids.

PHAR 350EG – Emergency Medicine
The Emergency Medicine course is designed to introduce students to the principles of pharmacy practice in the emergency department as an interprofessional member of the emergency medicine team. Students will be exposed to the cases with medication recommendations for a variety of diseases and disorders seen in the emergency medicine environment. Special emphasis is placed on proactive role of pharmacist in reducing medication errors.

PHAR 353EG – Special Topics in Pediatrics
This course provides introduction to and active engagement in specialized topics affecting the pediatric population in efforts to prepare student pharmacists for a specialty or board certification in the field. Special topics of interest for this course will include nutrition, neonatal and pediatric intensive care management, congenital heart disease, poisoning and poison prevention, as well as unique disease management in this patient population.

PHAR 355EG – Nutrition and Transplantation
This elective takes the student through the steps in understanding comprehensive management of evidence-based nutrition support in the acute care setting, and achievement of outcomes in specialized nutrition support for specific patient populations such as solid-organ transplant patients. This course will cover recommendations of nutrition formulations in the management of fluid and electrolyte balance.

PHAR 327EG – Antimicrobial Stewardship
This course will provide students with additional education about antimicrobial stewardship. The primary objective of the course is to expand and deepen student knowledge of microbiology and pharmacotherapy gained from core curriculum courses, with an emphasis on clinical application within the antimicrobial stewardship context. The course will introduce students to the principles of antimicrobial stewardship to facilitate the rationale of selection of antimicrobial regimens, stewardship interventions, quality improvement methods, and program development, implementation and evaluation.

PHAR 356EG – Seminars in Evidence-Based Critical Care
This course is designed to expose the student to pharmacotherapeutic challenges encountered in the critical care setting and to expand the student's knowledge base regarding the role of the pharmacist in the critical care setting. The course is designed in a patient-case format in order to discuss medications and disease states commonly seen in the critically ill patient. Students will have an opportunity to strengthen written and verbal presentation skills.

PHAR 357EG – Psychiatric and Mental Health*
This course will introduce new topics not covered in the core curriculum related to psychiatric illnesses including concepts of behavioral medicine, and traumatic disorders. Additional attention will also be given to management of affective disorders, anxiety, schizophrenia and attention-deficit disorders. Students will apply the knowledge learned via the lecture through group cases conducted at the end of each lecture as well as movie/topic discussions pertaining to the lecture material.
*May also satisfy Ambulatory Care Track

PHAR 342EG – Advanced Cardiovascular Management*
This course is designed to focus on important knowledge involving cardiovascular pharmacotherapy. The overall objective of the course is to emphasize the need for the student to provide clinical evidence to support drug therapy recommendations in the treatment of cardiovascular diseases during their clinical clerkships and future practice. By the conclusion of this course, the student will be able to cite data from clinical trials to justify their specific drug therapy recommendations for a variety of cardiovascular diseases such as ischemic heart disease (including unstable angina, chronic stable angina, acute coronary syndrome, heart failure, atrial fibrillation, hypertension, dyslipidemia and etc.).
*May also satisfy Ambulatory Care Track

Concentration Track Option #3: Managed Care Pharmacy

Clinical Informatics in Medication-Use Systems
This course will advance students' understanding of the specific role of clinical informatics in patient safety and health outcomes with an emphasis on pharmacy-driven medication use processes in health systems. Students will develop the knowledge and skills to assume responsibility for identifying, accessing, retrieving, creating and exchanging relevant patient and health information to ensure safe and effective patient care throughout the medication use process. Attention is given to the roles and responsibilities of the pharmacy informatics in information technology and automation to improve accessibility of information from practice advancement. This course may incorporate lectures, readings assignments, participatory discussions, homework assignments and student presentations.

PHAR 361EG – Drug Pricing, Contracts and Marketing
In the current information age, pharmaceutical marketing is vastly different given the increasing presence of the internet & social media, company consolidation, and regulatory changes throughout the last decade. Not only have the number of blockbuster medications produced by Pharma decreased, but so has the presence of directed sales representatives in physician offices. Therefore, pharmaceutical and health care industry marketers must work harder and smarter to maximize every product's or service's potential. This course will examine the current pharmaceutical marketing environment from both an academic and practical perspective and give students the opportunity to gain a deeper understanding of the business and regulatory aspects of the pharmaceutical manufacturing industry.

PHAR 367EG – Pharmacoeconomic Modeling
This hands-on course provides an overview of the basic economic and statistical modeling techniques in healthcare. Specifically, this course will introduce techniques of how to manage and analyze a healthcare database for conducting any economic modeling in healthcare. This course may incorporate lectures, readings assignments, homework assignments and student presentations to accomplish these goals.

PHAR 367EG – Leadership in Managed Care
Managed care is continually evolving and growing as a place where pharmacists are employed and making an impact. This course examines all the places pharmacists are impacting managed care and how one might set themselves up for a position/career in the area.

PHAR 364EG – Pharmacovigilance
This course presents students with a systems approach to post-market monitoring of safe and effective use of medications. Students will be exposed to adverse-drug reaction reporting systems and regulatory affairs for pharmaceutical manufacturers, payors, and pharmacy benefit managers.

PHAR 365EG – Entrepreneurship: Community Pharmacy Management and Performance
A course designed to provide the student with the necessary information to become a community pharmacy owner either through the establishment of a new pharmacy or the purchase of an existing pharmacy. The student will learn layout and design, location analysis, evaluation of third-party plans, and promotional offerings, as well as the financial aspects of the development, implementation and performance of value-added clinical services in the community setting

PHAR 362EG – Advanced Health Systems Outcomes and Services**
This course provides the student with knowledge and skills for managing population health outcomes in health care systems. The focus is on understanding the role of costs in health care delivery and the balance between optimizing health care costs and achieving outcomes. Special emphasis will be given to the application of health services research data to the quality of care from the perspective of apopulation-healthmanager.
**May also satisfy Acute or Ambulatory Care Track

PHAR 366EG – Formulary Management and Drug Utilization Review**
This course delves into the formulary management systems used at health plans, PBMs and managed care organizations. Special attention is given to understanding drug use evaluation programs in reviewing patient data for safety and appropriate medication use. The course will explore the process of conducting DURs and how to use population health information to inform drug therapy recommendations for health systems.
**May also satisfy Acute or Ambulatory Care Track Non-concentration track elective courses

PHAR 390EG – Introduction to Medicinal Cannabis
In this elective course, students will examine the use and abuse of cannabis in our society from historical, biological, clinical, legal and regulatory issues perspectives. This course will cover all aspects related to the medicinal use of cannabis. Students will become familiar with the topic of drug use and abuse through online lectures and participating in online group discussions. This course will help prepare students to practice in this changing setting.

PHAR499G – Capstone II 0 credit
A Capstone II (Comprehensive Examination Fourth Year) will be given at the end of the fourth professional year that will assess knowledge and skills acquired in the four years of education at PCOM School of Pharmacy. Students must pass this Capstone II to graduate from the program.

NOTE: Due to curricular changes occurring second and third year's new course descriptions for the Class of 2022 were not available for publication. An addendum to the 2018-2019 will contain that information.

EXPERIENTIAL COURSES
Introductory Pharmacy Practice Experience (IPPE) Courses

PHAR 171G – Introductory Clinical Services I
0 credit
This Introductory Clinical Services Introductory Pharmacy Practice Experience (IPPE) will continue the development from the students' first and second year IPPEs. It offers the additional exposure of students to Introductory Clinical Services in the healthcare system setting with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care for the rest of their academic and professional careers. Students will spend one week, 44 hours in a healthcare system setting exposing them to Introductory Clinical Services I. The skills developed during this sequence will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum

PHAR 173G Community
0 credit
This introductory pharmacy practice experience (IPPE) is designed as an introduction to the profession of pharmacy in the community

setting. It offers the initial exposure of students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care for the rest of their academic and professional careers. This rotation will develop the students skills in patient interviews, patient profiles/charts, patient interviews and focus on ensuring medication safety. Other skills that will be advanced include the knowledge of medication distribution systems and practice management. The skills developed during this sequence will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

PHAR 262G –Introductory Clinical Services II (Longitudinal)
0 credit
This IPPE provides direct practical experience to the student in a healthcare system setting, specifically in a center providing ambulatory care. The students will become familiar with the role of the pharmacist as part of an interdisciplinary team in the provision of patient care. Students will also conduct patient interviews, review patient profiles/charts, and further develop their SOAP note skills. The skills developed during this course will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE) COURSES
Required APPEs

PHAR 410G – Advanced Community
4 credits
This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience as a community pharmacist. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient- centered care.

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a staff pharmacist in an institutional pharmacy. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision ofpatient-centeredcare.

PHAR 430G – Advanced Ambulatory Care
4 credits
This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a clinical pharmacist in the ambulatory care practice setting. Ambulatory care pharmacy is defined as "direct pharmaceutical care services provided to patients in an outpatient environment, exclusive of dispensing services." This advanced rotation exposes students to ambulatory care workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 440G – Advanced Community Management
4 credits
This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the managerial functions of a community pharmacist. This advanced rotation exposes students to leadership and managerial skills necessary in the community pharmacy workplace. This course helps students develop the requisite knowledge necessary to understand inventory control, profit and loss statements and human resource issues.

PHAR 450G – Advanced Inpatient/ Acute Care General Medicine
4 credits
This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a clinical pharmacist in the acute care practice setting. Clinical intervention and the steps necessary to effectively execute those interventions will be a primary focus of this rotation. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient- centered care

ELECTIVE APPEs
Select any 3
The following list contains examples of elective APPE sites that may be developed by the PCOM School of Pharmacy – Georgia Campus. The number and type offered in any one year depends upon the availability of suitable sites, faculty, and the number of students requesting the specific elective. Therefore, there is no guarantee a student will be assigned to any one of these specific electives; however, each student will be assigned to four elective sites to complete his/her APPE requirements.

PHAR 501G – Academia
4 credits
An elective experience designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the functions and processes of teaching, service and scholarship. Students may be exposed to situations that will increase their understanding of the various responsibilities of a full-time faculty position in pharmacy education.

PHAR 502G – Administrative Hospital
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of healthcare systems. Depending on the site, students may be exposed to situations that will increase their knowledge in the area of administrative, behavioral, economic and legal sciences. The role of the pharmacy director/manager will be a primary emphasis of this experience.

PHAR 503G – Administrative Community
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of community pharmacy. Depending on the site, students may be exposed to situations that will increase their knowledge in administrative, behavioral, economic and legal sciences. The role of the manager will be a primary emphasis of this experience.

PHAR 504G – Associations
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the management of national, regional or state pharmacy organizations. Depending on the site, the students may be exposed to situations that will increase their knowledge and understanding of the purpose, roles and responsibilities of pharmacy associations in the profession.

PHAR 505G – Industry
4 credits
An elective practice experience designed to enable the student to acquire general knowledge and high level of exposure to the pharmaceutical industry, with exposure to a variety of areas within the pharmaceutical industry.

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic fundamentals of owning and running an independent community pharmacy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 511G – Pharmacy Benefit Manager
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic knowledge and a high level of exposure to a variety of activities conducted by a Pharmacy Benefit Manager. A PBM is an organization that manages the pharmaceutical benefits for managed care organizations, other medical providers or employers. Depending on the site, the student may be exposed to numerous activities to promote managed care principles, including benefit plan design, creation/administration of retail and mail service networks, claims processing, drug utilization review, formulary management, generic dispensing, prior authorization and/or disease and health management.

PHAR 512G – Informatics
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the history, language and concepts of information technology in the field of pharmacy. Depending on the site, students may be exposed to database management, automation and robotics, electronic prescribing, and health records.

PHAR 513G – Pharmacoeconomics
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic understanding of health outcomes (clinical, economic, humanistic) focusing on the science that compares the value of one pharmaceutical product with another and how those principles contribute to health care quality.

PHAR 514G – Phmacokinetics
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. Expertise in calculations is expected from previous coursework. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 515G – Cardiology
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of various cardiovascular disease states in a diverse patient population. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 516G – Nephrology
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a patient with various diseases of the kidney. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 520G – Compounding
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 521G – Drug Information
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of basic drug information. Depending on the site, the students may be exposed to activities such as preparing formulary evaluations, writing pharmacy newsletters, working on special interest projects and enhancing their verbal and written communication skills.

PHAR 522G – Medication Reconciliation
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of medication reconciliation. Depending on the site, the student will be exposed to the process of comparing a patient's medication orders to all of the medications that the patient has been taking. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient centered care.

PHAR 523G – Medication Therapy Management
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacist's role in providing Medication Therapy Management services. Depending on the site, the student will be trained to evaluate a patient's medication therapy, including drug interactions, duplications or omission of therapy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 530G– Critical Care
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a critically ill patient in a hospital setting. The student will be exposed to various medication management strategies of various critical conditions.

PHAR 533G – LongTerm Care
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding treatment of geriatric patients in a long term care facility. Depending on the site, students may be exposed to situations that will increase their ability to demonstrate empathy for the elderly and develop pharmaceutical care plans for various chronic disease states with consideration of various pharmacokinetic properties, dosing principles, and therapeutic drug monitoring parameters of geriatric patients in long term care facilities. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 534G – Managed Care
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of clinical pharmacy in the managed care setting. Students will be exposed to pharmacy administration issues such as formulary development and management, therapeutic class reviews, pharmacoeconomics analysis, communication with patients, providers, and employer groups, counseling and participation in prior authorization process and other third-party reimbursement issues.

PHAR 540G – Diabetes
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of diabetes. This advanced rotation exposes students to ambulatory care workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 541G – Infectious Disease
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of patients with various infectious diseases. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 542G – Neonatology
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of neonates in the neonatal intensive care unit (NICU) setting. Depending on the site, students may be exposed to different pharmacokinetic properties, dosing principles and therapeutic drug monitoring in neonates. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 543G – Nuclear
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmaceutical care, radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance.

PHAR 544G – Nutritional Support
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic nutritional principles, nutritional assessment, and management of the patient requiring enteral and/or total parenteral nutrition support. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient- centered care.

PHAR 545G – Oncology
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical oncology pharmacy practice. Depending on the site, students may be exposed to situations that will enhance their understanding of pharmaceutical support to the inpatient/outpatient oncology service, including staging, treatment, dosing, monitoring, and supportive care issues. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 546G – Pediatrics
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of pediatric patients with common childhood acute and chronic illnesses. Depending on the site, students may be exposed to different pharmacokinetic properties, dosing principles and therapeutic drug monitoring in children. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 548G – Psychiatry
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical pharmacotherapy of various psychiatric disorders of children, adolescents and/or adults. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

PHAR 591G – Research
4 credits
An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacy-related research. Depending on the site, the student may observe and participate in various stages of ongoing research project(s), including conducting experiments, analyzing data.

PROGRAMS OF STUDY

Doctoral and Graduate Programs – Philadelphia Campus

School of Professional & Applied Psychology

Department of Clinical Psychology

Doctor of Psychology (PsyD) in Clinical Psychology

The Doctor of Psychology in Clinical Psychology (PsyD) program trains practioner-scholar psychologists in a broad range of clinical settings, with an emphasis on a holistic approach to interdisciplinary care and service to diverse and underserved populations. In this American Psychological Association accredited program, the curriculum is oriented in cognitive-behavioral theory and empirically supported treatments addressing the most current developments in psychology, while enhancing learning through practical clinical applications. The program emphasizes professional self-reflection, attention to diversity, advocacy and social justice.

The learning in the first two years of the Clinical PsyD program is through didactic courses that cover the scientific and clinical foundations of the discipline, with inclusion of experiential components, and labs for skills training. Use of standardized patient actors provides a means for gaining formative feedback on the integration of didactic and clinical skills. Completion of the first two portions of the comprehensive examination makes students eligible to begin the dissertation process. Fieldwork and seminar experiences in the third and fourth years enable the student to integrate knowledge of theory and research in practicum experience. During this time, students are also mentored through the dissertation process. Successful completion of the first three years of coursework and three-part comprehensive examination confers doctoral candidate status on the PsyD student, who may then proceed to internship. Upon completion of the comprehensive examinations and admission to doctoral candidacy, students are awarded a master of science in clinical psychology.

The internship provides the clinical psychology doctoral student with an intensive, yearlong, supervised work experience to develop, practice and integrate new clinical skills. It represents the culmination of the doctoral experience, the last practical training step before earning a doctorate in psychology. All students are required to apply to APA-accredited and APPIC internships. Graduates of the PsyD program qualify for the Examination for Professional Practice of Psychology (EPPP) for partial fulfillment of the requirements for professional licensure.

Respecialization in Clinical Psychology

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

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

First Year

TERM 1 (FALL)

Students must register for the Doctoral Writing Skills Seminar in the Fall, Winter and Spring terms of their first year. No course credit is given. A $500 fee is assessed for each term. Following the first term, and at the discretion of the Program Director, students may have the option to waive this seminar for the remaining terms.

Course No	Course Title	Credits
CPSY 102	Doctoral Writing Skills Seminar	not for credit
CPSY 601	Learning Theories	3
CPSY 603	Behavioral Medicine	3
CPSY 622	Ethics in Psychology	3
CPSY 695E	Professional Development Seminar	1
	Total Credits	**10**

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY103	Doctoral Writing Skills Seminar	not for credit
CPSY 608	Social Psychology	3
CPSY 616	Lifespan Development	3
CPSY 624	Research I: Research Design and Methodology	3
CPSY 695E	Professional Development Seminar	1
	Total Credits	**10**

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 104	Doctoral Writing Skills Seminar	not for credit
CPSY 620	Psychopathology	3
CPSY 623	Human Diversity: Multiculturalism and Individual Differences	3
CPSY 625	Research II: Psychometrics and Univariate/Multivariate Statistics and Lab	4
CPSY 695E	Professional Development Seminar	1
	Total Credits	**11**
	Total credits for first year	31

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

Second Year

Course No	Course Title	Credits
CPSY 605	History and Systems of Psychology	3
CPSY 607	Cognitive/Affective Bases of Behavior	3
	Total Credits	**6**

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 626	Assessment I: Assessment of Cognitive Abilities and Lab	3
CPSY 629	Physiological Bases of Behavior	3
CPSY 630	Cognitive Therapy and Lab	3
CPSY 688	Integrative Health Care	5
	Total Credits	**9.5**

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 627	Assessment II: Objective Personality Assessment and Lab	3
CPSY 662	Behavior Therapy and Lab	3
CPSY 688	Integrative Health Care	5
	Total Credits	**6.5**

TERM 4 (SPRING)

Objective and Essay Comprehensive Examinations

A student must register in the term in which any portion of the comprehensive examination is taken. No course credit is given. A 0.5 credit fee is assessed for each part of the exam.

Course No	Course Title	Credits
CPSY 628	Assessment III: Projective Assessment and Lab	3
CPSY 681	Essay Comprehensive Exam	not for credit
CPSY 682	Objective Comprehensive Exam	not for credit
CPSY 688	Integrative Health Care	5
	Total Credits	**3.5**
	Total credits for second year	25.5

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

Third Year

Course No	Course Title	Credits
CPSY 652	Practicum I	1.5
	Total Credits	**1.5**

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 653	Practicum II	1.5
CPSY 674	Research III: Dissertation Development Seminar	1.5
	Total Credits	**3**

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 654	Practicum III	1.5
CPSY 674A	Research IV: Methodology Development	1.5
	Total Credits	**3**

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 655	Practicum IV	1.5
CPSY 661	Administration, Consultation and Supervision of Behavioral Health Care	3
CPSY 674B	Research V: Statistical and Proposal Planning	1.5
	Total Credits	**6**
	Total credits for third year	13.5

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

Fourth Year

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 710	Practicum V	1.5
	Total Credits	**2.5***

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 711	Practicum VI	1.5
Elective**		3
	Total Credits	**5.5***

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 712	Practicum VII	1.5
Elective**		3
	Total Credits	**5.5***

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 713	Practicum VIII.	1.5
Elective**		3
	Total Credits	**5.5***
	Total credits for fourth year	19

*Dissertation credits (beyond the 9 credits for Research III-V) do not count toward the minimum of 89 credits for required degree completion. Register until successfully defend dissertation.

**9 credits of electives to be completed after 2nd year courses are completed.

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

Fifth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship 0.5	
CPSY 675	Dissertation Advisement	1*
	Total Credits	**1.5***

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**2***

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**2***

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**2***
	Total credits for fifth year	7.5

*Dissertation credits (beyond the 9 credits for Research III-V) do not count toward the minimum of 89 credits required for degree-completion requirements. Register until successfully defend dissertation.

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

Sixth Year

Sixth Year
TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship	0.5
CPSY 795	Dissertation Editing	1 (fee waived for first term)***
	Total Credits	**0.5**

Total credits required for degree completion 89

***Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum 89 credits required for degree completion.

NOTES:
Students must complete a total of 9 credit hours of electives, to be taken after the completion of the first two years of core courses.

Credits for years six through seven: Following the completion of research, which includes Research III, IV and V, students must register for 1 credit Dissertation Advisement each term until thesis is successfully defended.

Students who register concurrently in a given term for one credit each of Internship and Dissertation Advisement will have the fee waived for one of these credits.

Note that this is only a sample plan. The College reserves the right to change course sequencing.

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

First Year

TERM 1 (FALL)

Students must register for the Doctoral Writing Skills Seminar in the Fall, Winter and Spring terms of their first year. No course credit is given. A $500 fee is assessed for each term. Following the first term, and at the discretion of the program director, students may have the option to waive this seminar for the remaining terms.

Course No	Course Title	Credits
CPSY 102	Doctoral Writing Skills Seminar	not for credit
CPSY 601	Learning Theories	3
CPSY 603	Behavioral Medicine	3
CPSY 622	Ethics in Psychology	3
CPSY 695E	Professional Development Seminar	1
	Total Credits	**10**

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 103	Doctoral Writing Skills Seminar	not for credit
CPSY 608	Social Psychology	3
CPSY 616	Lifespan Development	3
CPSY 624	Research I: Research Design and Methodology	3
CPSY 695E	Professional Development Seminar	1
	Total Credits	**10**

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 104	Doctoral Writing Skills Seminar	not for credit
CPSY 620	Psychopathology	3
CPSY 623	Human Diversity: Multiculturalism and Individual Differences	3
CPSY 625	Research II: Psychometrics and Univariate/Multivariate Statistics and Lab	4
CPSY 695E	Professional Development Seminar	1
	Total Credits	**11**
	Total credits for first year	31

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
CPSY 626	Assessment I: Assessment of Cognitive Abilities and Lab	3
CPSY 629	Physiological Bases of Behavior	3
CPSY 630	Cognitive Therapy and Lab	3
	Total Credits	**9**

TERM 2 (WINTER)

Course No	Course Title	Credits
CPSY 627	Assessment II: Objective Personality Assessment and Lab.	3
CPSY 662	Behavior Therapy and Lab	3
	Total Credits	**6**

TERM 3 (SPRING)

Course No	Course Title	Credits
CPSY 607	Cognitive/Affective Bases of Behavior	3
CPSY 628	Assessment III: Projective Assessment and Lab	3
	Total Credits	**6**
	Total credits for year	21

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

Third Year

TERM 1 (SUMMER)

Objective and Essay Comprehensive Examinations

A student must register in the term in which any portion of the comprehensive examination is taken. No course credit is given. A 0.5 credit fee is assessed for each part of the exam.

Course No	Course Title	Credits
CPSY 652	Practicum I	1.5
CPSY 681	Essay Comprehensive Exam	not for credit
CPSY 682	Objective Comprehensive Exam	not for credit
	Total Credits	**1.5**

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 605	History and Systems of Psychology	3
CPSY 653	Practicum II	1.5
CPSY 674	Research III: Dissertation Development Seminar	2
	Total Credits	**6.5**

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 654	Practicum III	1.5
CPSY 674A	Research IV: Methodology Development	2
	Total Credits	**3.5**

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 655	Practicum IV	1.5
CPSY 661	Administration, Consultation and Supervision of Behavioral Health Care	3
CPSY 674B	Research V: Statistical and Proposal Planning	2
	Total Credits	**6.5**
	Total credits for year	18

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

Fourth Year

TERM 1 (SUMMER)
STEPPS Comprehensive Exam

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 710	Practicum V	1.5
	Total Credits	**2.5***

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 711	Practicum VI	1.5
Elective		3
	Total Credits	**5.5***

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 712	Practicum VII	1.5
Elective		3
	Total Credits	**5.5***

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 675	Dissertation Advisement	1*
CPSY 713	Practicum VIII.	1.5
Elective		3
	Total Credits	**5.5***
	Total credits for year	19*

*Dissertation credits (beyond the 9 credits for Research III-V) do not count toward the minimum requirement of 89 credits for degree completion.

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

Fifth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship	0.5
CPSY 675	Dissertation Advisement	1*
	Total Credits	**1.5***

TERM 2 (FALL)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**2***

TERM 3 (WINTER)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**1.5***

TERM 4 (SPRING)

Course No	Course Title	Credits
CPSY 667	Internship	1
CPSY 675	Dissertation Advisement	1*
	Total Credits	**2***
	Total credits for year	7.5*

*Dissertation credits (beyond the 9 credits for Research III-V) do not count toward the minimum requirement of 89 credits for degree requirements. A student that has defended their dissertation, but still needs to complete their internship would only register for their internship.

COURSE SEQUENCE

Clinical Psychology (PsyD) – Philadelphia Campus

For students who entered the program prior to 2015

Sixth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
CPSY 667	Internship	0.5
CPSY XXX	Dissertation Editing	1(fee waived for first term)***
	Total Credits	**1.5***

***Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum credits required for degree completion.

NOTES:
Students must complete a total of 9 credit hours of electives, to be taken after the completion of the first two years of core courses.

Credits for years six through seven: Following the completion of research, which includes Research III, IV and V, students must register for 1 credit Dissertation Advisement each term until thesis is successfully defended.

Students who register concurrently in a given term for one credit each of Internship and Dissertation Advisement will have the fee waived for one of these credits.

Note that this is only a sample plan. The College reserves the right to change course sequencing.

COURSE DESCRIPTIONS

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

CPSY 102, 103, 104 – Doctoral Writing Skills Seminar
0 credits
This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

CPSY 499 – Theories of Personality
3 credits
This online course fulfills the Theories of Personality prerequisite course requirement for the Psychology programs. This course surveys the various theories of personality and the models of psychotherapy that stem from them. The interaction and effects of forces that influence personality development are explored.

CPSY 500 – Developmental Psychology
3 credits
This online course fulfills the Developmental Psychology prerequisite course requirement for the Psychology programs. This course consists of a comprehensive survey of the theory and research concerning the physical, cognitive, emotional, behavioral and social aspects of development. It covers the study of the psychology of the growing person from conception through the elder years.

CPSY 501 – Psychopathology
3 credits
This online course fulfills the Psychopathology prerequisite course requirement for the Psychology programs. This course consists of an advanced study of abnormal human behavior. It covers the etiology, symptomatology, incidence, assessment, treatment and prognosis of the major psychological disorders. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders is presented.

CPSY 600 – Independent Study CPSY 601 – Learning Theories
3 credits
This course is designed to provide an overview of theories of learning and critical concepts and constructs related to human learning. Consideration is given to basic principles and laws of learning and how they apply to understanding and predicting human behavior. Clinical applications of learning theory and research are reviewed.

CPSY 602 – Comparative and Integrative Psychotherapy
2 credits
This course familiarizes students with different empirically supported treatment approaches and their clinical application and integration in clinical practice. Students review primary elements of Psychodynamic and Existential Psychotherapy, Structural Family Systems Therapy, Acceptance Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI). The course focuses on clinical application of these treatment approaches and the process of integrating these interventions in clinical practice.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 603 – Behavioral Medicine
3 credits
This course is designed to provide an overview of essential content for the preparation of clinical psychologists practicing in primary care and other related medical settings. Particular emphasis is placed upon the clinical psychologist as a practitioner, consultant, teacher, researcher, administrator and role model in the medical setting.

CPSY 605 – History and Systems of Psychology
3 credits
This course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each.

CPSY 606E – Advanced Motivational Interviewing Skills Training
1 credit
This course focuses on translating motivational interviewing (MI) knowledge into practice and building on basic MI skills acquired in previous classes and training. Through role plays and training exercises, students develop greater proficiency in MI using open questions, affirmations, reflections, and summaries to develop change talk and convey MI spirit. Students gain experience with more advanced strategic approaches that include looking back, looking forward, importance/confidence rulers, values discussions, moving among the four processes of a change conversation, and responding to discord and sustain talk. Topics include recent research on MI as it informs competent practice.
Prerequisite: CPSY 652.

This course emphasizes theoretical, conceptual, empirical and clinical issues to better understand the cognitive-affective-behavioral interaction. Areas of concern will include modes of thinking, sensation and visual and other sensory perception, motivation, emotion, concept formation, construction of reality and the self.

CPSY 608 – Social Psychology
3 credits
This course is designed to help the student understand basic principles and concepts of psychology related to the behavior of individuals in social contexts. Special emphasis is placed upon the social- clinical psychology interface and the role of the clinical psychologist as an applied social psychologist.

CPSY 609 – Cross-Cultural Cognitive Behavior Therapy
3 credits
This course addresses fundamental awareness and knowledge of cultural competence components. It builds upon knowledge and skills gained in CPSY 623: Human Diversity: Multiculturalism and Individual Differences and further develops culturally sensitive conceptualization and treatment skills adapting cognitive-behavioral therapy for broadly defined culturally diverse populations.
Prerequisite: CPSY 623.

CPSY 612 – Cognitive Behavior Therapy for ADHD
3 credits
This course examines the current clinical practice and professional literature for ADHD. Topics covered include assessment, comorbid difficulties and disorders, social implications, neuropsychology, and multimodal treatment of this neurocognitive disorder. Controversies regarding multicultural and political issues will also be addressed. Although this course encompasses the assessment and treatment of both children and adults, the emphasis is on cutting-edge research into the application of CBT, often in collaboration with pharmacotherapy, for adults with ADHD.
Prerequisites: CPSY 629, CPSY 630 and CPSY 662.

CPSY 614 – Advanced Behavior Therapy
3 credits
This course is designed to both supplement and continue the material that was covered in CPSY 662: Behavior Therapy. The purpose is to provide students with further experience in the use of advanced behavior therapy techniques (e.g., progressive muscle relaxation, systematic desensitization, covert sensitization and covert positive reinforcement, thought stopping, assertive training) following consideration of the conduct of the behavioral analysis. Didactic material including specific clinical examples and group discussion will be complemented by demonstrations, role-play and video material when possible.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 616 – Lifespan Development
3 credits
This course offers a multifaceted approach to learning about human development. It provides both an empirical and theoretical examination of human development across the lifespan. It is the intention of this course to acquaint the student with essential concepts and models of development. Psychological principles and historical and recent research in the areas of prenatal, cognitive, language, socioemotional and physical development will be explored, and cultural considerations will be incorporated. Overall,this course is aimed at providing a comprehensive, clinically oriented overview of lifespan development. Note: CPSY 616 and CPSY 620 replace former program requirements CPSY 611 and CPSY 613.

CPSY 620 – Psychopathology + Lab
3 credits
The goal of this course will be to familiarize students with the current diagnostic nosology as well as prominent features associated with psychological disorders.
Note: CPSY 616 and CPSY 620 replace former program requirements CPSY 611 and CPSY 613.

CPSY 622 – Ethics in Psychology
3 credits
This course familiarizes the student with the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services. It will also discuss the difference between legal and ethical issues and a variety of professional issues.

CPSY 623 – Human Diversity: Multiculturalism and Individual Differences
3 credits
The intent of this course is to present an overview of issues and methods that will serve as a guide to developing multicultural competence, i.e., the knowledge, skills and attitudes necessary to understand, communicate with and treat a culturally diverse patient population.

Course objectives are to understand the basic research designs in clinical psychology and the methodological issues in formulating, planning, designing, implementing, analyzing and interpreting the results of research investigations.
Prerequisite: Undergraduate or graduate statistics course.

CPSY 625 – Research II: Psychometrics and Univariate/Multivariate Statistics and Lab
4 credits
This course has three major goals. The first goal is to teach doctoral students fundamental and advanced theory principles and essential concepts in measurement applied to psychological phenomena (commonly referred to as Test Theory or Psychological Measurement). The second major goal is to teach doctoral students fundamental and advanced principles and essential concepts in planning, selecting, conducting, and interpreting statistical analyses of empirical research studies in clinical psychology. The third major goal is to help students develop basic proficiency in the use of SPSS as a tool for analyzing data sets.
Prerequisite: undergraduate or graduate statistics course.

CPSY 626 – Assessment I: Assessment of Cognitive Abilities
3 credits
This course identifies the relevant issues/criticisms related to intelligence and intelligence testing. Students will be able to administer, score and interpret the most current edition of the WISC and WAIS, analyze data and organize it in a meaningful way to communicate to the client and prepare complete comprehensive written reports.

CPSY 627 – Assessment II: Objective Personality Assessment
3 credits
This course covers the definition, identification and assessment of a variety of personality functions through the use of objective assessment instruments.
Prerequisite: CPSY 626 completed with a grade of B- or better.

CPSY 628 – Assessment III: Projective Assessment
3 credits
This course covers the definition, identification and assessment of a variety of personality functions through the use of projective assessment instruments. Particular emphasis will be placed on the Rorschach and Thematic Apperception Test (TAT). Prerequisites: CPSY 626 and CPSY 627 completed with a grade of B- or better.

CPSY 629 – Physiological Bases of Behavior
3 credits
This course introduces the student to the structures and functions of the brain and central nervous system. In addition, the interrelationship between biochemical, physiological and neurological influences on human behavior will be explored.

CPSY 630 – Cognitive Therapy+ Lab
3 credits
The two primary goals of this course are to introduce the student to the history, philosophy and conceptual model of cognitive therapy and to address the practice issues revolving around models of treatment, standards of care and the importance of empirically validated treatment.

CPSY 630E – LGBT: Culturally Competent Therapy with Lesbian, Gay, Bisexual and Transgender Persons and Their Families
1 credit
This course provides an informative and useful introduction to understanding and working more effectively with lesbian, gay, bisexual, and transgender clients. A CBT lens will be applied to understand the developmental and ongoing experiences of LGBT people, how these can affect their psychological functioning, and what issues to be most aware of when treating them. Students will become more aware of some of the stressors that can affect the psychological vulnerability of LGBT persons, and identify ways to speak and relate to these clients to facilitate greater honesty and openness. The course will clarify characteristics of good and bad psychotherapeutic practice in working with these clients.
Prerequisites: CPSY 623, CPSY 630 and CPSY 662.

CPSY 632 – Assessment and Treatment of Cluster B Personality Disorders
3 credits
The focus of this advanced seminar is the exploration of the clinical entities that are codes on the DSM IVTR Axis II, Cluster B, including Antisocial, Borderline, Histrionic and Narcissistic Personality Disorders. This course focus will be on the assessment, differential diagnosis, conceptualization, treatment planning, treatment implementation, and the evaluation of treatment outcome related to these disorders. Therapist self-care, resistance, counter-transference and other impediments to the therapeutic alliance and to the therapeutic bond will be emphasized.
Prerequisites: CPSY 620, CPSY 630 and CPSY 662.

CPSY633 – Forensic Psychology
1 credit
Practicing psychologists are frequently called upon to testify in court. This course focuses on the role of expert witness, and how to be most effective in that role. It provides an overview of the legal system, the law that permits psychologists to testify as experts, and the basics of preparation to work with attorneys and within the court system.

CPSY 633A – Forensic Psychology
3 credits
This course provides an introduction and overview of forensic and legal psychology. The course will cover areas of forensic work in

which clinical psychologists are most likely to be involved. Topics will include criminal profiling, interviewing and assessing children regarding sexual abuse, eyewitness testimony, competency to stand trial, jury selection and trial procedures, the insanity defense, trauma syndromes, child custody disputes, forensic assessment, and expert testimony

CPSY 634 – Pediatric Psychology
1 or 3 credits
This course provides students with an overview of the relationship between children's physical health and their mental health, academic functioning and socio-emotional wellbeing. A systems approach emphasizes strategies to collaborate with the family, school and health care system. Prevention and wellness promotion programming are discussed. Culturally responsive assessment and intervention strategies to address chronic medical conditions are taught. Legal issues, ethical practice and professional development pertaining to children with health-related issues are also emphasized.
Prerequisites: CPSY 603 and CPSY 616.

CPSY 635 – Test Development
1 credit
This course is designed to teach students advanced principles, concepts and best practices in designing, developing and evaluating psychological instruments. The course is specifically aimed at providing students with the ability to create and design a psychological inventory of a specific construct in a step-by-step format. From a measurement theory perspective, students will proceed through the stages of test development, including identifying the need for the test; construct identification and clarification; principles of item construction; standardization and administration; designing and scoring item responses; principles of data collection and item analysis; principles of establishing and testing reliability; and methods for establishing and evaluating validity.

CPSY 636 – Qualitative Psychology
1–3 credits
The purpose of this course is to promote student knowledge about qualitative methods of research in psychology. Qualitative research generates in-depth understanding and rich description of contextual and individual experiences, which can be used to improve practice and generate knowledge about the process and outcomes of school and clinical psychological services. Particular emphasis is placed on the applied use of the grounded theory paradigm.

CPSY 638 – Private Practice: How to Build a Viable Practice in Today's Managed Care Environment
1–3 credits
This course consists of a comprehensive description of everything practitioners need to know if they plan to start a private clinical practice, including marketing, developing referral sources, advertising, brochure designing, picking the best location, providing office amenities, selecting phone systems and billing software and hiring of staff. The history of mental health managed care will be discussed, and students will gain knowledge of various insurance vehicles. The advantages of insurance-free practice, general versus specialty practice, sole proprietor versus partnerships or corporations, and child-focused services versus adult and geriatric services will be presented. All issues concerning fees, such as setting fees, collections, dealing with no-shows and responding to late cancellations, will be described. Malpractice insurance, risk management, and quality management will be discussed in depth, as will the advantages of being a cognitive-behavioral therapist in the private sector. Ethical issues related to the development of aprivate practice will also be addressed.

CPSY 639 – Sleep Disorders
3 credits
The content of this course follows a progression from basic sleep issues, circadian rhythms and sleep function to methods of evaluating sleep disorders. Common sleep disorders and their treatment will be presented along with sleep issues unique to children and the elderly. Sleep disturbances associated with mood, anxiety and other psychological disorders will also be presented.
Prerequisites: CPSY 603 and CPSY 620.

CPSY640 – Anxiety Disorders
3 credits
Anxiety spectrum disorders including generalized anxiety, phobia, panic disorder and obsessive/compulsive states will be studied from a conceptual and treatment perspective. Common behavioral, cognitive, medical and affective issues of anxiety will be discussed through a variety of modalities.
Prerequisites: CPSY 603, CPSY 607, and CPSY 630.

CPSY 641 – Affective Disorders
3 credits
Major depression and bipolar disorders will be the focus of this course. Common behavioral, cognitive and medical issues of affective disorders will be discussed through a variety of modalities.
Prerequisites: CPSY 603, CPSY 607, CPSY 614 and CPSY 630.

CPSY 642 – Personality Disorders
3 credits
Common behavioral, cognitive, medical and affective issues in dealing with the patient with personality disorder will be examined. A variety of assessment instruments, including the MMPI I and II, Rorschach, Thematic Apperception Test and Million Scales, will be used.
Prerequisites: CPSY 603, CPSY 607 and CPSY 630.

CPSY 643 – Therapy with Couples
3 credits
This course focuses on the treatment of dyadic relationships. Various theoretical and technical models of couple-based therapy will be discussed and demonstrated.
Prerequisites: CPSY 602, CPSY 603, and CPSY 630.

CPSY 645 – Family Therapy
3 credits
This course focuses on the treatment of families. Various theoretical and technical models of family- based therapy will be discussed and demonstrated.
Prerequisites: CPSY 603 and CPSY 630.

CPSY 646 – Child/Adolescent Therapy
3 credits
The treatment of children and adolescents with school, home, social or intrapersonal difficulties is covered. Various treatment modalities including outpatient, family, inpatient and residential options will be discussed.
Prerequisites: CPSY 603 and CPSY 630.

CPSY 647 – Substance Abuse
3 credits
The abuse of various substances including alcohol, narcotics, caffeine, nicotine, prescription drugs and amphetamines will be discussed. Common behavioral, cognitive, medical and affective issues in dealing with the substance-abusing patient will be discussed. Prerequisites: CPSY 603, CPSY 607, and CPSY 630.

CPSY 648 – Neuropsychological Assessment
3 credits
Neurochemistry, neuropsychology, neurophysiology and neuropathology will be covered. Diagnostic and treatment issues of patients with various neurological disorders will be discussed from the medical and psychological perspectives.
Prerequisites: CPSY 607, CPSY 626, CPSY 627 and CPSY 628.

CPSY 649 – Biofeedback I
3 credits
Psychophysiological fact and theory will serve as the basis for training in the specialized therapeutic situation created when individuals are placed in a feedback loop with their own physiological processes. Prerequisites: CPSY 603, CPSY 607, and CPSY 630.

CPSY 650 – Psychopharmacology
1 or 3 credits
The psychologist working with the physician must be knowledgeable about the main effects, side effects and synergistic effects of both psychopharmacologically specific and other medically prescribed drugs. This course introduces the student to the rationale and choices of drugs used in medical practice. Prerequisite: CPSY 607.

CPSY 651 – Pain Management
1–3 credits
The purpose of this course is to provide an overview of the assessment and treatment of acute and chronic pain. Topics include but are not limited to historical foundations, the biopsychosocial model, psychological factors, assessment and treatment strategies including cognitive-behavioral approaches, special populations and future directions.
Prerequisites: CPSY 603, CPSY 607 and CPSY 630.

CPSY 652 – Practicum I
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with a work sample demonstrating a manually informed, empirically supported approach to treatment, identifying factors in patients' readiness to change, describing how to form a working therapeutic alliance with diverse clients and populations, and applying motivational interviewing techniques in order to maximize treatment participation. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

CPSY 653 – Practicum II
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/ psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with work samples demonstrating skills for forming a working alliance with clients with a variety of individual and culturally diverse characteristics; describing the components of Persons's model of cognitive case conceptualization and practicing the application of the Persons's model to cases seen on practicum, practicing selected cognitive

therapy techniques, and critically evaluating a faculty STEPPS video in terms of case formulation, intervention strategies, and social context factors including issues of power and privilege. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisite: CPSY 652.

CPSY 654 – Practicum III
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I and II, and includes describing and practicing the application of the functional analytic model of case conceptualization and treatment planning, practice applying selected behavioral techniques and providing a strategic rationale for using each technique, and using the Psychotherapy Skills Inventory in evaluating psychotherapy sessions as a form of self- evaluation and peer consultation of psychotherapy skill.
Prerequisites: CPSY 652 and CPSY 653.

CPSY 655 – Practicum IV
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II and III, and includes describing principles of collaborative assessment and integrative psychological test report writing, strategies for integrating psychological test data that tap different dimensions of cognitive processing, affective functioning, and personality functioning into a coherent description of the whole person, and proving jargon-free strategies for providing feedback of standard psychological test and assessment results to diverse individuals and groups that accounts for health literacy and enhances treatment adherence. Students view a video of a faculty providing assessment feedback and provide critical feedback. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisites: CPSY 652, CPSY 653 and CPSY 654.

CPSY 656 – Geropsychology
3 credits
The focus of this course is to examine in depth the process and concomitants of aging. The biopsychosocial, medical, physiological, behavioral and cognitive components are explored. Prerequisite: CPSY 607.

CPSY 657 – Group Therapy
3 credits
Group psychotherapy will examine the unique strengths and "curative" factors associated with this modality. Boundaries, group composition and other critical aspects of group dynamics will be examined. Various group models including cognitive-behavioral, problem solving and other behavioral approaches, interpersonal and developmental models will be reviewed.
Prerequisites: CPSY 603 and CPSY 630.

CPSY 658 – Treatment of Complex and Difficult Patients
3 credits
This course is an elective that is designed to introduce students to the patient who requires more time and energy and may have difficulty making progress in treatment. Through the use of videos, role-playing, experiential techniques, didactic presentations, class discussion, case presentations and readings, this course will focus on the difficult patient.
Prerequisites: CPSY 630 and CPSY 662.

CPSY659 – Biofeedback II
3 credits
Psychophysiological fact and theory will serve as the basis for training in the specialized therapeutic situation created when individuals are placed in a feedback loop with their own physiological processes.

CPSY 660 – Practicum Elective
1 credit
This practicum is designed for doctoral students interested in obtaining additional practicum experience and includes a seminar at PCOM and 8 hours/week at a practicum site doing evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a psychologist. Each credit represents 84 hours of work.

CPSY 661 – Administration, Consultation and Supervision of Behavioral HealthCare
3 credits
This course is designed to provide students with the skills for conducting clinical supervision, mental health consultation, and the management of mental health services associated with a variety of administrative and clinical supervisory positions. Prerequisites: CPSY 652 and CPSY 653.

CPSY 662 – Behavior Therapy + Lab
3 credits
This course is designed to introduce students to the philosophy and practice of behavior therapy. A major goal of this course is to help students effectively utilize basic behavioral techniques. Emphasis will be placed on understanding how learning principles inform the application of these techniques and the importance of implementing these techniques within the context of a carefully considered behavioral case conceptualization. Students will gain experience in a functional behavioral assessment and numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response prevention).
Prerequisite: CPSY 601 with a grade of B- or better.

CPSY 663 – Behavioral Assessment
3 credits
The course covers the fundamentals of behavioral assessment and distinguishes them from traditional assessment. Psychometric issues addressed include reliability, validity and reactivity of assessment. Methods of assessment include behavioral interviewing, behavioral observation, self-monitoring, cognitive assessment, psychophysiological assessment and others. Finally, behavioral assessment for a few clinical problems is also discussed.
Prerequisites: CPSY 603, CPSY 626, CPSY 627, CPSY 628 and CPSY 630.

CPSY 664 – Psychology of Eating and Weight Disorders
3 credits
This course provides an overview of current theory, research and practice regarding the treatment of anorexia nervosa, bulimia nervosa and other variants of disordered eating, as well as obesity. Clinicians will learn evaluation and treatment planning procedures, with attention to developing the therapeutic relationship and to professional collaboration.
Prerequisites: CPSY 603, CPSY 607, and CPSY 630.

CPSY 665 – Educational Assessment
1–3 credits
This course is an elective that is designed to introduce graduate students in clinical psychology to the field of individualized educational assessment practices and their links to educational interventions. The course will be presented from the general perspective of developmental cognitive neuropsychology and the application of process-oriented assessment techniques.
Prerequisites: CPSY 626, CPSY 627, and CPSY 628.

CPSY 666 – Evidence-based Assessment and Treatment: OCD, PTSD, and Anxiety Disorders
3 credits
Students will learn fundamental concepts and skills related to assessment and treatment of anxiety-related disorders, including OCD, PTSD, social anxiety disorder, specific phobias, panic disorder, and generalized anxiety disorder. CBT-informed assessments of these disorders will be a focus of this course. Manualized cognitive and behavioral treatments, with an emphasis on exposure-based therapies, will be covered.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 667 – Internship
1 credit
PsyD students must register for each academic term in which the internship is served.

CPSY 670 – Problem-Solving Therapy for Medical Patients
1 or 3 credits
This course is designed to provide an in-depth survey of problem-solving therapy and its applications. The course focuses on training students to conduct this empirically supported, manually driven approach, and also teaches students to adopt a problem solving approach to clinical decision-making. Emphasis is on problem-solving therapy for persons with medical conditions such as cancer, irritable bowel syndrome and multiple sclerosis; discussion and examples of problem- solving therapy's application to treatment of anxiety and depression are also highlighted.
Prerequisites: CPSY 603, CPSY 630 and CPSY 662.

CPSY 671 – Program Planning and Evaluation of Mental Health Services
3 credits
The course provides students with the theoretical foundations and methods used in planning and evaluating programs to prevent and/or service DSM-IV-TR mental disorders. Specific attention will be given to methods and models for: 1) assessing mental health needs in the community; 2) planning and designing mental health-related prevention and service programs; and 3) evaluating the effects of community-based programs to prevent and/or service DSM-IV-TR mental disorders.

CPSY 672 – Cognitive Behavioral Assessment and Treatment of Children and Families Part I: Treatment of Enuresis, Encopresis, Stealing, Fire Setting and Other Disorders of Childhood
1 credit
This course reviews fifteen cognitive-behavioral techniques as they relate to the treatment of children. Students learn to develop treatment protocols that include practical clinical strategies for the treatment of enuresis, encopresis, stealing, and fire setting. Myths and facts about causes and treatment of enuresis are discussed, as are outcome studies and medication issues. Procedures for dealing

with common parenting issues such as sibling rivalry, teasing, and whining are also described.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662.

CPSY 674 – Research III: Dissertation Development Seminar
1.5 – 3 credits
This course teaches students the step-by-step processes involved in the dissertation process from beginning to end. Students develop a research question, secure a dissertation chair, and compile an extensive bibliography related to their doctoral dissertation research project. Prerequisites: CPSY 624 and CPSY 625 completed with a grade of B- or better; successful completion of Essay and Objective Comprehensive Exams.

CPSY 674A – Research IV: Methodology Development
1.5 – 3 credits
Students develop an extensive, detailed outline of their literature review. Following this, students develop the methodology for completing their dissertation research project. Issues such as selection of an appropriate design model and subject recruitment and assignment are covered. Finally, students begin the process of completing the literature review based on their outline and bibliography.

CPSY 674B – Research V: Statistical & Proposal Planning
1.5 -3 credits
During this course, students select the proper data analytic models, complete their dissertation proposals, secure all three members of their dissertation committee, and schedule. Finally, they conduct a practice run of the defense of their dissertation proposals which includes an oral presentation of their research project in a PowerPoint presentation.

CPSY 675 – Dissertation Advisement
1 credit
After students have completed Research V,they continue to work on the completion of their doctoral thesis and meet with dissertation committee members and work on their own to complete all the steps through final approval. Students register for this course each and every term in which they are enrolled until they have successfully defended their final dissertation thesis. Prerequisites: CPSY 674, CPSY 674A and CPSY 674B.

CPSY 675E – Acceptance & Commitment Therapy
1 or 3 credits
This course introduces the student to ACT and related mindfulness-based practices and its application to clinical psychology. This course is designed as a graduate-level introduction to the knowledge and skills associated with ACT, including conceptualizing cases from an ACT perspective, applying the six core processes to cases, and developing an understanding regarding ACT interventions. This hands-on course involves practicing skills, such as mindfulness exercises and the use of metaphor, as a major component of learning ACT. In addition to these skills, this course emphasizes an advanced understanding of the current research on ACT and its impact on a clinician's decision to utilize ACT when working with specific individuals or groups.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 676 – Psychology of Gender
3 credits
This course addresses the differences and similarities between women and men and how they relate to one another. To what extent are gender differences due to biology, to what extent to environment and to what extent the interaction of the two, as a function of time and place? Prerequisite: CPSY 608.

CPSY 677 – Harm Reduction
3 credits
Harm reduction is an evidence-based approach to understanding and working with substance users and persons who are dually diagnosed in both clinical and community settings. This course presents an overview of harm reduction from a variety of perspectives, including government policies and how they affect treatment, societal perspectives, bioethics and clinical work with substance users and dually diagnosed persons. A variety of guest lecturers present harm reduction as it is implemented in the real world. Participants also explore their own values and beliefs about psychoactive substances and the people who use them.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 678 – Assessment and Treatment of Addictive Behavior
1 or 3 credits
This course provides an overview of the epidemiology, etiology, and assessment and treatment of addictive behaviors, including substance abuse, gambling and excessive sexual behavior. The focus is on research-based understanding of addictive behaviors and on current theoretical and technical knowledge and controversy in the field.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 679 – Child and Adolescent Psychotherapy
3 credits
Psychotherapy with children requires a unique set of skills and understanding of the therapeutic process. This course focuses on the theoretical underpinnings of common therapeutic techniques used in psychotherapy with youth. Interpersonal, emotional and cognitive therapeutic change mechanisms are addressed. Basic techniques in assessment, play therapy, family therapy and cognitive

behavioral therapy are reviewed. In addition, this course examines intervention programs for common psychiatric disorders while emphasizing an individualized approach to treatment. Participants will develop an appreciation for the complex nature of childhood disorders and the diversity of circumstances in which they occur. As children's behaviors occur within a multicultural context, emphasis will be placed on establishing interventions that are developmentally sensitive, culturally diverse, and ethically sound when working with children and adolescents. This course is designed to present an overview of issues and methods that will help provide participants with the awareness, skill, and sensitivity necessary to understand, communicate with and effectively treat children and their families.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662.

CPSY 680 – Comprehensive Exam Review
0 credits
Students preparing for the comprehensive exams during terms in which no other courses are taken may register for exam review for assistance and access to campus resources.

CPSY 680E – Introduction to DBT
1 credit
This course is an introductory course to Dialectic Behavior Therapy (DBT). It is designed to teach doctoral students the biosocial theory of emotional dysregulation, and the empirical foundations, core intervention content and methods of delivering DBT. Implications for diverse populations will be addressed, and discussion will center on the applicability of DBT to students' work.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 681 – Essay Comprehensive Exam
0 credits
Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

CPSY 681E – Juvenile Offenders
1 credit
This course exposes students to the various contributing aspects of juvenile delinquency, including risk and protective factors, intelligence and intellectual disability, gender, the roles of the family, genetics and society, and physical, mental and substance abuse. Topics include the biological and psychological theories of delinquency, differential diagnosis, criminal justice system assessments, and best practice interventions.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 682 – Objective Comprehensive Exam
0 credits
Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

CPSY 682E – Complex Trauma
1 credit
This course is an introduction to the assessment and treatment of complex traumatic stress and dissociative disorders in adults. The etiology of chronic trauma, major features of complex traumatic stress and dissociative disorders, its clinical picture, tools of assessment, and core components of effective treatment will be reviewed. The emphasis throughout the course will be on a strengths-based perspective, incorporated within the tri-phasic model of treatment. The focus will be on cognitive-behavioral strategies, while highlighting the critical importance of the therapeutic relationship. Additionally, the risks of chronic exposure to traumatic material, vicarious traumatization, and ways to mitigate it will be discussed.

CPSY684 – Grief, Loss, and Bereavement
1 or 3 credits
This course focuses on working with persons who are facing end-of-life issues for themselves or loved ones, or who are experiencing a loss, more broadly defined. Theoretical models for understanding grief and their applications will be discussed. Ethical and legal considerations and the role of the psychologist in end-of-life care will be introduced. Therapeutic approaches to working with persons experiencing loss or grief will be explained. Great emphasis will be placed on preparing students to work with those in grief and bereavement through introspection, self-reflection, and exposure to the types of persons and situations that may present with grief and loss as the primary presenting concern.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 684E – Special Topics: Treatment of Anxiety Disorders in Children and Adolescents
1 credit
Students will develop an appreciation for the complex nature of childhood anxiety disorders and the diversity of circumstances in which they occur. Students will become familiar with empirically supported treatments for some of the anxiety disorders of childhood and adolescents, and become cognizant of special applications of child and adolescent treatment approaches.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662.

CPSY 685 – Cross-Cultural Assessment
3 credits
The goal of this course is to identify the principles, theories, issues and practices that help to inform the assessment of individuals from diverse cultures. Students will explore the multicultural methods of assessment needed when using "standard" objective and projective methods and techniques.
Prerequisites: CPSY 623, CPSY 626, CPSY 627, CPSY 628, CPSY 630 and CPSY 662.

CPSY 685E – Special Topics: Treatment of Anger and Aggression in Youth
1 credit
Students will develop an appreciation for the complex nature of childhood anger and aggression and the diversity of circumstances in which anger and aggression occurs. Students will become familiar with empirically supported treatments for treating aggression and anger in children and adolescents, and become cognizant of special applications of child and adolescent treatmentapproaches.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662.

CPSY 686 – Cognitive Behavioral Treatment of Crisis
3 credits
The strategies and techniques for intervening in crisis situations are the focus of this course. The goal is to provide a theoretical and conceptual basis as well as a rationale for a cognitive behavioral format for the delivery of crisis intervention services.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 686E – Special Topics: ADHD in Children and Adolescents
1 credit
Students will develop an appreciation for the complex nature of childhood ADHD. Students will become familiar with empirically supported treatments for treating ADHD in children and adolescents, and become cognizant of special applications of child and adolescent treatment approaches.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662.

CPSY 687E – Cognitive Habilitation and Rehabilitation
1 credit
This course develops advanced clinical psychology skills specific to work within rehabilitation settings. The core components of physical and cognitive rehabilitation are built upon. Issues of working within an interdisciplinary team and in various settings, including acute hospitals, outpatient rehabilitation settings, and vision centers will be addressed. Students will be exposed to a thorough review of the practice of cognitive rehabilitation applied to patients with cognitive disorders. Case studies, clinical treatment planning, and direct application to clinical work will be emphasized.

CPSY 688 – Integrative Health Care
.5 credits a term for 3 terms
This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guest professionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care.
Prerequisite: CPSY 603.

CPSY689E – PTSD in Veterans
1 credit
This course is designed as an introduction to the phenomenology and symptomatology of posttraumatic stress in military veterans. It aims to familiarize students with posttraumatic problems specific to veterans. These issues include PTSD and other mental health problems comorbid with PTSD, special characteristics of traumatic exposure, reintegration into civilian life and different veteran populations.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 690E – Rehabilitation Psychology
1–3 credits
This course introduces students to the concepts and techniques of working in rehabilitation settings. The core components of physical and cognitive rehabilitation are introduced. Special populations including stroke/TBI, amputees, chronic pain patients, cardiac and low vision will be covered. The course will describe the elements of the psychologist's role within the framework ofan interdisciplinary team. Moreover, issues of working in various settings, including acute hospitals, rehabilitation hospitals, outpatient rehabilitation settings, and vision centers, will be addressed. Students will be exposed to a thorough review of the practice of cognitive rehabilitation applied to patients with cognitive disorders.
Prerequisites: CPSY 629, CPSY 630 and CPSY 662.

CPSY 691E – Cognitive Behavioral Assessment and Treatment of Children and Families Part II: Treatment of School Phobia and Other Common Phobias of Childhood
1 credit
This course describes the causes and prevention of childhood phobia. Seventeen etiological factors linked to school phobia will be

identified, as will fourteen effective treatment strategies. Students will learn to develop treatment protocols that will include practical clinical techniques for the treatment of night terrors; fear of water, small animals, thunder, insects, and sleeping alone; and the after effects of molestation. Strategies for the treatment of obsessive compulsive disorders and eating disorders will also be discussed.
Prerequisites: CPSY 616, CPSY 630 and CPSY 662. Note: CPSY 672 is not a prerequisite for this course.

CPSY 692E – Crisis Mental Health and Disaster Response
3 credits
This course explores key components of disaster mental health, including how disaster mental health services differ from traditional psychotherapy; the design of mental health programs needed in a disaster; and how mental health systems are delivered in a disaster. This course presents an overview of issues and methods that will help provide students with the awareness, skill, and sensitivity necessary to understand how to intervene effectively with special populations and at-risk groups in a disaster, including children, older adults, people with disabilities, ethnic and cultural groups indigenous to the area, and/or people living in poverty with few resources.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 694E – Crisis Intervention
1 credit
This course provides an overview of crisis theory, strategy, and intervention, targeting specific and frequently encountered crisis situations faced by practicing psychologists in all levels of care. The course will review evidenced-based practices, and best practices specific to those crisis scenarios, and discuss psychologist requirements and necessary skill sets. In addition, specific cognitive-behavioral interventions for specific crisis scenarios will be presented, in concert with discussion on functioning as a member of a multidisciplinary team.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 695E – Professional Development Seminar
1 credit
Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence- based practice, business practices in psychology, self-care, and others.

CPSY 696E – Traumatic and Degenerative Brain Disorders
1 credit
This course offers a survey of clinical research as it relates to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Case studies and direct application to clinical work will be emphasized.

CPSY 697E – Special Topics: Cognitive Behavior Therapy for Posttraumatic Symptomatology
1 credit
This course is designed as a special topics course, as the focus will be on specific groups when offered. It is an introduction to the cognitive-behavioral treatment of PTSD. A background on PTSD- specific treatment issues will be given as well as a brief review of the empirically supported treatments and treatment elements. The remainder of the course will consist of an introductory training in the methods of Prolonged Exposure therapy for PTSD.
Prerequisites: CPSY 620, CPSY 630 and CPSY 662.

CPSY 698E– Faith and Clinical Practice 3 credits
Faith is an inner resource most people possess. Yet few clinical training programs are intentional about teaching their students how to leverage their clients' faith to aid in therapy. This course will provide a model for using clients' own faith tradition as a therapeutic resource.
Prerequisites: CPSY 630 and CPSY 662.

CPSY 699E – Cognitive Behavioral Assessment and Treatment of Panic Disorders
1 credit
This course provides an intensive and highly focused overview of relevant clinical literature about the nature, assessment, diagnosis, conceptualization, and treatment of panic disorders as well as extensive practical skill-building in assessing and treating patients with this problem.

CPSY 700E – Recovery in Mental Illness
1 credit
In 2003, the New Freedom Commission on Mental Health published its final report to the president called "Achieving the Promise: Transforming Mental Health Care in America." This report called for the transformation of the American mental health care system by endorsing a vision that promotes recovery and resilience principles in order to afford every individual with a serious mental illness a life worth living, with the same opportunities and responsibilities as everyone else. This course investigates what exactly is the recovery paradigm and where did it come from? What does a recovery- oriented mental health service system look like and how is it different from the "traditional" service system? This course provides an overview of what recovery means in mental health care, including its application to service systems and to individual providers, such as clinical psychologists. The course explores the topic

of recovery from historical, empirical, personal and conceptual perspectives.

CPSY 701E – Web Survey Design and Implementation
1 credit
This course is focused on providing guidance and information for students who plan on collecting data through Internet-based surveys (e.g., Survey Monkey, Qualtrics). Topics covered include issues pertaining to coverage and sampling within an Internet-accessible population, and effective survey design and formatting. Students have the opportunity to design a Web survey and receive constructive feedback on multiple aspects of its design.

CPSY 703 – Clinical Research Practicum
1 credit
The Clinical Research Practicum is designed to instruct students in the process of research development, data collection, data management and analysis, and data reporting of applied clinical research designed and led by core faculty. Students will often have opportunity and responsibility for direct client/patient contact, learning about empirically supported treatments or development of empirical testing of treatments, grant submission, and administering and scoring clinical measures that can be used for research and practice. Student participation and advisement/instruction may be individual or in groups.

CPSY 704 – Assessment and Treatment of Angry Patients
3 credits
This course provides an overview of the history of emotions and the normal expression of anger, as well as its psychopathology. The theories and paradigms that have been used to study anger are explored. Anger, as it presents in various populations and the special considerations this requires, is also explored.

CPSY 705 – Personality Disorders in Children and Adolescents
3 credits
Are children who manifest certain traits displaying what may be precursors to later personality disorders, or can they be diagnosed as having a personality disorder during childhood or adolescence? Clinicians have responded in a number of ways, ranging from the affirmative to the negative, with a host of ethical, "legal," and conceptual issues invoked for support. This course investigates that question and presents arguments for and against the diagnosing of children and adolescents as having a personality disorder. The issue is viewed through the lens of the cognitive behavioral model and examines what techniques would be useful for children and adolescents.
Prerequisites: CPSY 616, 630 and CPSY 662.

CPSY 710 – Practicum V
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist.

Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II, III, and IV, and includes practice with applying selected standard behavioral and cognitive techniques designed to defuse resistance and improve motivation for change, and the rationale for using each technique; discussing the theoretical bases for understanding therapeutic resistance, and a variety of perspectives and methods for improving treatment participation and successful outcomes; and describing the Nezu and Nezu Problem Solving Model for formulating case conceptualizations and applying it to cases seen on practicum. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisites: CPSY 652, CPSY 653, CPSY 654, and CPSY 655.

CPSY 711 – Practicum VI
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course materials build upon Practicum I through V, and includes being able to describe and apply Needleman's cognitive case conceptualization model to cases seen on practicum; describing the salient features of Recovery-oriented clinical supervision; and practice applying a cognitive behavioral model of supervision with a junior colleague or trainee by making effective use of agenda-setting, formative feedback, and case conceptualization, while encouraging self-reflection and discovery. Crisis management will also be addressed, and an interprofessional educational experience simulation will enrich the learning. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, and CPSY 710.

CPSY 712 – Practicum VII
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I through VI and includes describing the roles and methods of consultation and education

in seeking resolution of problems within the medical, psychological and social contexts, describing a cognitive-behavioral model of patient-centered case consultation, and relevant concepts and theories of consultation and education based upon the scientific literature, including foundational knowledge of systemic conceptualizations while taking into account taking into contextual and diversity variables; engaging in a collaborative consultative relationship with others within psychology and other disciplines; and conducting an in service on a clinical topic of interest to staff at the practicum site, including a PowerPoint of an in-service training session led by the student, with evaluations from participants. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, and CPSY 711.

CPSY 713 – Practicum VIII
1.5 credits
Minimum of 24 hours/week at practicum site (most students complete 24-32 hours a week) and a weekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option and includes explaining the legal and ethical considerations in handling special situations (e.g., homicidality, suicidality, abuse, neglect, ethical challenges), and the need for supervision in handling them; analyzing and discussing one's responses to therapeutic interventions or ethical dilemmas in a variety of settings, with supervision; developing a plan addressing the need for self-care in professional practice, and a commitment to maintaining a regular program of self-care as part of life-long learning; developing a personal self-care plan with components that involve regular practice and anticipate and plan for how to overcome potential barriers to regular practice; and discussing the development of a commitment to understanding and incorporating Individual and Cultural Diversity into personal ethical values and into ethical principles in all professional activities. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.
Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, CPSY 711, and CPSY 712.

CPSY 820 – Behavioral and Health Psychology
Assessment 3 Credits
This advanced course familiarizes students with diagnostic techniques and clinical assessment tools and skills necessary for practice in various medical, surgical, and multidisciplinary healthcare settings. Measures for clinical practice and research investigations will be covered. Students will be guided to adopt appropriate clinical decision-making skills for selection of assessment approaches, and will gain practice in the use of appropriate instruments in these settings. Students are required to have had clinical psychology assessment courses prior to enrolling in this course.

CPSY 861 – Clinical Foundations of Neuropsychology
3 Credits
This course introduces the current state of the field and well-recognized and commonly used approaches in the clinical understanding of the human brain in behavior relationships.

CPSY 862 – Advanced Ethics, Health Policy, and Multicultural Competency in Medical Settings
3 Credits
This course focuses on the application of the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services to delivery in multidisciplinary health care settings and in care of medical patients. The difference between legal and ethical issues and a variety of professional issues will be addressed. Emphasis will be placed on ethical decision making often encountered in working with clinical health and neuropsychology/rehabilitation populations.

CPSY XXX – Dissertation Editing
1 credit
Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding.

NON-CREDIT COURSES
WRIT 100 – Writing Seminar 0 Credits
This course is a non-credit course that is open to all students at the Philadelphia Campus. This course is designed to assist students in developing strategies for accessing their thoughts and conveying them through analytical and reason-based essay writing. It provides students with a tool kit which each can adapt to their specific needs to improve their writing. Students will also critique analytical writing for clarity and adherence to APA style. Fee $500.00

PROGRAMS OF STUDY

School of Professional & Applied Psychology

Department of Mental Health Counseling

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

MS in Counseling and Clinical Health Psychology (48-credits)
MS in Mental Health Counseling (60-credits)
MS in Mental Health Counseling – Addictions and Correctional Counseling Concentration (60-credits)
MS in Mental Health Counseling – Integrative Care Concentration (60-credits)
MS in Counseling Studies (48-credits)

The Master of Science programs in counseling and psychology are offered at the Philadelphia PCOM campus only. Courses are offered on evenings and weekends, and the programs take two years to complete for full-time students. These programs may also be completed on a part-time basis.

The 48-credit Master of Science Program in Counseling and Clinical Health Psychology emphasizes a cognitive behavioral approach to treatment and provides specialized training in health psychology, behavioral medicine and collaboration with primary care physicians. The program trains highly skilled, compassionate, culturally sensitive clinicians to provide empirically based, and collaborative treatment. This program trains practitioner-scholars to offer assessment, therapeutic interventions, consultation, program evaluation, social justice advocacy, and follow-up services. Incorporating knowledge of the biopsychosocial model, the program provides a foundation for ethical practice that facilitates the well-being of individuals, families, and communities. It is designed for individuals who plan to pursue a doctoral degree in counseling, psychology, or a related field. This program features specialized practicum and internship experiences to prepare students to work in their desired setting. Graduates with this degree would not qualify for licensure as a licensed professional counselor.

The 60-credit Master of Science Program in Mental Health Counseling prepares highly skilled, compassionate counselors to provide empirically-based, culturally sensitive, and collaborative treatment. Grounded in the cognitive-behavioral tradition, this program trains practitioner-scholars to offer assessment, therapeutic interventions, consultation, program evaluation, social justice advocacy, and follow-up services. Incorporating knowledge of the biopsychosocial model, the program provides a foundation for ethical practice that facilitates the well-being of individuals, families, and communities. This program allows concentrations in particular areas such as health counseling, addictions and correctional counseling, and cognitive behavioral therapy, and features specialized practicum and internship experiences to prepare students to work in their desired setting. The addictions and correctional concentration prepares students for the Certified Drug and Alcohol Counselor (CADC) credential. The Integrative Care Concentration prepares students to work in behavioral medicine and collaborative relationships with primary care physicians. The program prepares master's level graduates with the attitudes, knowledge, and skills to pursue credentialing as a licensed professional counselor (LPC) in many states and/or to pursue a doctoral degree in counselor education, counseling, psychology, or a related field.

The 48-credit Master of Science in Counseling Psychology Studies degree qualifies professionals to work in a non-clinical capacity in the field of health and human services. This degree prepares students to participate in certain types of nonclinical supervised patient care and counseling-related scholarship. This degree would enable professionals to help social workers, healthcare workers, and other professionals to provide a variety of services. Professionals with this degree typically work under the direction of workers from a variety of fields, such as nursing, psychiatry, psychology, or social work. Job settings typically include private practices, schools, offices, hospitals, community centers, and businesses. This degree can also serve as preparation for further graduate studies in psychology, counseling, or other human service fields. Graduates with this degree would not qualify for licensure as a licensed professional counselor.

Certificate of Advanced Graduate Studies
The Certificate of Advanced Graduate Studies (CAGS) program provides graduate-level psychology and counseling courses to individuals seeking to meet credentialing requirements or augment their training. The CAGS specialization tracks include Cognitive Behavior Therapy and Professional Counseling. Applicants for the CAGS program must have completed a master's degree in psychology, counseling or a related discipline. Students will complete 12 graduate credits to earn the certificate. Classes are held on weekday evenings and on some weekends. The Cognitive Behavior Therapy (CBT) Track is designed to train mental health professionals in the application, theory and advanced practice of cognitive behavior therapy. A 6-credit cognitive behavior therapy seminar taught by various CBT experts from the School of Professional & Applied Psychology forms the basis of this program. This seminar runs from September through June and is held on one Saturday a month plus one full Sunday. In addition, students complete two 3-credit courses taught with a cognitive behavior therapy focus. The Professional Counseling Track is an individualized program designed to provide mental health professionals with the courses necessary to take the licensing exam that leads to a Licensed Professional Counselor (LPC) credential in Pennsylvania and the National Certified Counselor (NCC) credential. These courses may be used in conjunction with an earned master's degree from an accredited college to complete the 60 course credits required to take the LPC

COURSE SEQUENCE

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

MS in Counseling and Clinical Health Psychology (48-credits)
MS in Mental Health Counseling (60-credits)
MS in Mental Health Counseling - Addictions & Correctional Counseling Concentration (60-credits)
MS in Mental Health Counseling – Integrative Care Concentration (60-credits)
MS in Counseling Psychology studies (48-credits)

The first year of study for all five of these options is the same. The variations in requirements will occur in the student's second year of coursework.

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
COUN 501	Theories of Counseling	3
COUN 505	Assessment and Counseling Skills	3
COUN 510	Professional, Legal, and Ethical Issues in Counseling	3
	Total Credits	**9**

TERM 2 (WINTER)

Course No	Course Title	Credits
COUN 508	Lifespan Development	3
COUN 506	Foundations of Psychotherapy…	3
COUN 552	Program Evaluation, Research Methods and Statistics	3
	Total Credits	**9**

TERM 3 (SPRING)

Course No	Course Title	Credits
COUN 507	Social and Cultural Foundations in Counseling	3
COUN 509	Tests and Measurements	3
COUN 503	Counseling Perspectives on Psychopathology	3
	Total Credits	**9**

COURSE SEQUENCE

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

(48 credits)

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 504	Group Therapy	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
COUN 554	Research Seminar I	1
COUN 561	Practicum Seminar	2
COUN 502	Behavioral Change in Health Counseling	3
	Total Credits	**6**

TERM 3 (WINTER)

Course No	Course Title	Credits
COUN 555	Research Seminar II	1
COUN 562	Internship Seminar I	2
COUN 553	Counseling in Healthcare Settings: Integrating Seminar	3
	Total Credits	**6**

TERM 4 (SPRING)

Course No	Course Title	Credits
COUN 556	Research Seminar III	1
COUN 563	Internship Seminar II	2
Elective		3
	Total Credits	**6**
	Total credits required for degree completion	48

COURSE SEQUENCE

Master of Science Programs in Mental Health Counseling (MS) General (No Concentration) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 504	Group Therapy	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
COUN 504	Assessing and Treating Substance Use Disorders	3
COUN 561	Practicum Seminar	1
COUN 581	Professional Development I	3
Elective		3
	Total Credits	**9**

TERM 3 (WINTER)

Course No	Course Title	Credits
COUN 562	Internship Seminar I	2
COUN 583	Professional Development III	1
COUN 571	Career and Lifestyle Development	3
COUN 515	Trauma Counseling: Assessment & Intervention	3
	Total Credits	**9**

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
Elective		3
	Total Credits	**3**
	Total credits required for degree completion	60

*With program director's approval, students may take an elective in their field of study in place of this course requirement.

COURSE SEQUENCE

Master of Science Programs in Mental Health Counseling (MS) Addictions and Correctional Counseling – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 504	Group Therapy	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
COUN 520	Assessing and Treating Substance Use Disorders	3
COUN 521	Biopsychosocial Basis of Addictions	3
COUN 561	Practicum Seminar	2
COUN 581	Professional Development 1	1
	Total Credits	**9**

TERM 3 (WINTER)

Course No	Course Title	Credits
COUN 522	Counseling in Correctional Settings	3
COUN 523	Advanced Interventions in Addictions Counseling	3
COUN 562	Internship I Seminar	2
COUN 582	Professional Development II	1
	Total Credits	**9**

TERM 4 (SPRING)

Course No	Course Title	Credits
COUN 524	Addictions and Correctional Counseling: Integrating Seminar*	3
COUN 563	Internship II Seminar	2
COUN 571	Career and Lifestyle Development	3
COUN 583	Professional Development III	1
	Total Credits	**9**

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 525	Child, Adolescent, and Family Issues in Substance Use D	3
	Total Credits	**3**
	Total credits required for degree completion	60

*With program director's approval, students may take an elective in their field of study in place of this course requirement.

COURSE SEQUENCE

Master of Science in Counseling Psychology Studies (MS) Integrative Care Concentration (MS) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 504	Group Therapy	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
COUN 502	Behavioral Change in Health Counseling*	3
COUN 561	Practicum Seminar	2
COUN 581	Professional Development I	1
COUN 520	Assessing and Treating Substance Use Disorders	3
	Total Credits	**9**

TERM 3 (WINTER)

Course No	Course Title	Credits
COUN 553	Counseling in Healthcare Settings: Integrating Seminar*	3
COUN 562	Internship Seminar I	2
COUN 582	Professional Development II	1
Elective		3
	Total Credits	**9**

TERM 4 (SPRING)

Course No	Course Title	Credits
COUN 563	Internship II	2
COUN 583..	Professional Development III	1
COUN 571	Career and Lifestyle Development	3
Elective		3
	Total Credits	**9**

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 514	ACT in Behavioral Medicine	3
	Total Credits	**3**
	Total credits required for degree completion	60

*With program director's approval, students may take an elective in their field of study in place of this course requirement.

COURSE SEQUENCE

Master of Science in Counseling Psychology Studies (MS) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
COUN 504	Group Therapy	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
COUN 502	Behavioral Change in Health Counseling	3
COUN 554	Research Seminar I*	1
Elective		3
	Total Credits	**7**

TERM 3 (WINTER)

Course No	Course Title	Credits
COUN 553	Counseling in Healthcare Settings: Integrating Seminar	3
COUN 555	Research Seminar II*	1
Elective.		3
	Total Credits	**7**

TERM 4 (SPRING)

Course No	Course Title	Credits
COUN 556	Research Seminar III*	1
Elective.		3
	Total Credits	**4**
	Total credits required for degree completion	48

*With program director's approval, students may take an elective in their field of study in place of this course requirement.

COURSE SEQUENCE

Certificate of Advanced Graduate Studies – Cognitive Behavioral Therapy – Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
This is a year-long course		
COUN 575	Cognitive Behavior Therapy	6
	Total Credits	**6**

TERMS 1/2/3 (FALL,WINTER &/or SPRING)

Course No	Course Title	Credits
Any two 3 credit COUN courses		6
	Total Credits	**6**

Total credits required for completion of certificate

COURSE DESCRIPTIONS

Master of Science – Counseling and Clinical Health Psychology
Master of Science – Mental Health Counseling –
Master of Science – Counseling Psychology Studies
Certificate – Advanced Graduate Studies
Philadelphia Campus

COUN 501 – Theories of Counseling
3 credits
This course surveys the various theories of personality and the models of counseling that stem from them. The interaction and effects of forces that influence personality development will be explored.

COUN 502 – Behavioral Change in Health Counseling
3 credits
This course involves applying learning principles and environmental control to behavioral change in health-related areas. The emphasis is on founding principles, assessment methods, and counseling techniques used to foster health- promoting behaviors and decrease maladaptive health-related behaviors.

COUN 503 – Counseling Perspectives on Psychopathology
3 credits
This course consists of an advanced study of abnormal human behavior. It covers the etiology, symptomatology, incidence, assessment, treatment and prognosis of the major psychological disorders. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders will be presented.

COUN 504 – Group Therapy
3 credits
This course traces the major theoretical orientations in group psychotherapy/ counseling. Students will learn to apply group approaches to the treatment of mental and medical health problems.

COUN 505 – Assessment and Counseling Skills
3 credits
This course covers basic interviewing, assessment and counseling skills. It includes an introduction to clinical interviewing and the development of clinical hypotheses and treatment conceptualizations based on available data.

COUN 506 – Foundations of Psychotherapy
3 credits
Theoretical considerations, principles and problems in cognitive behavior therapy (CBT) and other empirically validated counseling procedures are covered in this course. It is designed to provide an introduction to the basic skills used in counseling generally and CBT specifically.

COUN 507 – Social and Cultural Foundations in Counseling
3 credits
This course presents an overview of health and social problems at individual, group, institutional and societal levels. It will also provide an overview of the knowledge, skills and attitudes necessary to understand, communicate with and treat culturally diverse populations.

COUN 508 – Lifespan Development
3 credits
This course consists of a comprehensive survey of the theory and research concerning the physical, cognitive, emotional, behavioral and social aspects of development. It covers the study of the developmental stages of the growing person from conception through the elder years.

COUN 509 – Tests and Measurements
3 credits
This course covers the tests and measurement tools used in contemporary counseling psychology, with special emphasis on intellectual and personality variables. Critical concepts and strategies in psychological testing including standardization, reliability, validity and test selection are discussed.

COUN 510 – Professional, Legal and Ethical Issues in Counseling
3 credits
The professional and ethical issues confronting the counseling psychology professional in mental health and behavioral medicine are the focus of this course. It emphasizes appropriate management of common legal and ethical dilemmas encountered in clinical practice.

COUN 512 – Marriage and Family Counseling
3 credits
This course familiarizes students with various theories of marriage and family therapy, including the historical concept of each. Approaches include narrative, psychoeducation, structural, strategic, intergeneration, cognitive-behavioral, and psychodynamic models. Case studies, critical discussions, roleplays, and video tapes of master counselors are used to deepen students understanding of the different counselors' models.

COUN 515 – Trauma Counseling: Assessment and Intervention
3 credits
Studies estimate that between 51 and 98% of clients accessing community mental health treatment have trauma histories. More than just PTSD, trauma is a complex disorder requiring assessment of clients' thoughts, feelings, and behaviors, as well as their ability to regulate their own physiologic, emotional, and social environments. This class explores how trauma impacts not only one's cognitive and emotional processing, but also dysregulates one's neurophysiology, and discusses evidence- based assessments and interventions that counselors can use to help alleviate the negative impact of trauma with their clients.

COUN 517 – Dialectical Behavior Therapy
3 credits
Through engaging didactic and experiential learning activities, this course enables students to master the clinical application of Dialectical Behavior Therapy (DBT) skills. Students will gain in-depth knowledge of the four DBT Skills modules of Mindfulness, Emotion Regulation, Interpersonal Skills and Distress Tolerance to treat suicidal and difficult-to-treat clients. Students will watch and engage in role plays, review case examples, and actively practice skills learned in class. Lastly, students will collobrate with their peers and get feedback on how to approach the unique challenges of implementing DBT skills with difficult-to-treat clients.

COUN 519 – ACT in Behavioral Medicine
3 credits
This course introduces the student to Acceptance and Commitment Therapy (and related practices such as Compassion Focused Therapy (CFT), Functional Analytic Psychotherapy (FAP), and Relational Frame Theory (RFT)), and its application to behavioral medicine. Applications within behavioral medicine include disease prevention, health promotion, symptom management, and disease management, particularly where medical methods provide incomplete solutions, such as with chronic health conditions.

COUN 520 – Assessing and Treating Substance Use Disorders
3 credits
This course introduces the student to Acceptance and Commitment Therapy (and related practices such as Compassion Focused Therapy (CFT), Functional Analytic Psychotherapy (FAP), and Relational Frame Theory (RFT)), and its application to behavioral medicine. Applications within behavioral medicine include disease prevention, health promotion, symptom management, and disease management, particularly where medical methods provide incomplete solutions, such as with chronic health conditions.

COUN 521 – Biopsychosocial Basis of Addictions
3 credits
This course presents an overview of the biopsychosocial theories of addiction, with a specific emphasis on integrating these theories into the counseling process. Neuobiological, cognitive-behavior, psychodynamic and traditional 12-step processes will be covered.

COUN 522 – Counseling in Correctional Settings
3 credits
This course is an introductory overview of counseling theories of offending and offender change. Emphasis will be placed on empirically validated counseling approaches to initiating change in offenders.

COUN 523 – Advanced Interventions in Addictions Counseling
3 credits
This course presents both theory and practice of motivational interviewing and mindfulness therapy as well as other empirically validated treatments for addicted clients. Throughout the use of lecture, demonstration and role-plays, students learn how to effectively utilize these counseling techniques in their addiction practice.

COUN 524 – Addictions and Correctional Counseling: Integrating Seminar
3 credits
This course introduces the student to Acceptance and Commitment Therapy (and related practices such as Compassion Focused Therapy (CFT), Functional Analytic Psychotherapy (FAP), and Relational Frame Theory (RFT)), and its application to behavioral medicine. Applications within behavioral medicine include disease prevention, health promotion, symptom management, and disease management, particularly where medical methods provide incomplete solutions, such as with chronic health conditions.

COUN 525 – Child, Adolescent and Family Issues in Substance Use Disorders
3 credits
Substance misuse affects a broad range of ages and particularly has an impact on families. This course will review empirically validated counseling approaches to working with children, adolescents, and families to reduce the negative consequences of substance misuse. Particular emphasis will be placed on family involvement in the motivation and support of treatments for substance-misusing clients.

COUN 551 – Physiology of Stress and Wellness
3 credits
Normal functions of the human body are explored, with an emphasis on understanding chronic medical conditions and communicating with medical personnel. This course emphasizes applications of counseling principles to health care that may promote wellness, foster healing and affect treatment outcome.

COUN 552 – Program Evaluation, Research Methods and Statistics
3 credits
Statistical analysis and research design in counseling are covered, including sampling, measurement, hypothesis development and testing, and interpretation of results. This course is designed to teach program evaluation and research methods in psychology while providing the student with a hands- on approach to collecting and analyzing data.

COUN 553 – Counseling in Healthcare Settings: Integrating Seminar 3 credits
Advanced training in the application of counseling theory and techniques to clinical cases. This course integrates the coursework and clinical experiences gained throughout the MS program.

COUN 554, 555 and 556 – Research Seminar I, II and III
1 credit each term
This three course research sequence spans one year and culminates in the successfully completion of a capstone research project proposal concerning a clinical health or counseling psychology topic of interest. Students will survey the literature, develop a research question, construct a literature review, and propose a research study under the mentorship of a faculty member. This course sequence is required for students' who major in: Counseling and Clinical Health Psychology, and Counseling Psychology Studies.

COUN 561 – Practicum Seminar I
COUN 562 – Internship Seminar I
COUN 563 –Internship Seminar II
2 credits each term
A year-long sequence of applied clinical work will promote the development of counseling skills and the integration of theory with real-world experience. In addition, there will be intensive supervision, skill development exercises, and literature reviews tailored to the student's experiences provided in a weekly seminar. This course sequence is required for students' who major in: Counseling and Clinical Health Psychology, Mental Health Counseling, and Mental Health Counseling with a concentration in Addiction and Offenders or a concentration in Integrative Care.
Prerequisites: COUN 503, COUN 505, COUN 506 and COUN 510.

COUN 571 – Career and Lifestyle Development
3 credits
This course provides an understanding of career development, theories, decision- making models and related life factors. Students will also be introduced to career counseling processes, techniques and resources.

COUN 581, 582 and 583 – Professional Development I, II, and III
1 credit each term
This three course sequence spans one year and provides individualized professional development activities and mentorship experiences in the field of counseling. This course sequence is required for students' who major in: Mental Health Counseling, and the Mental Health Counseling with a concentration in Addictions and Offenders.

COUN 584 – Clinical Supervision
3 credits
Through didactic and experiential learning activities, this course enables students to explore basic principles of clinical supervision of counselors and counselors in training. Content in this course will cover major conceptual approaches, methods, and techniques of clinical supervision including evaluation, ethical, and legal issues. Throughout this course, students engage in experiential applications, discussions, and self-reflective assignments that focus on strategies for working with supervisees from diverse backgrounds, developmental levels, and learning styles.

COUN 575 – Cognitive Behavior Therapy
6 credits
This course focuses on the theoretical, historical, philosophical and technical bases of cognitive behavior therapy. Specific treatments for various psychological disorders will be reviewed, and clinical skills will be developed through the discussion of case presentations. This course is a year- long course that is registered in the Fall.

COUN 576 – Cognitive Behavior Therapy – Advanced Seminar
3 credits
Experienced clinicians who are familiar with the cognitive therapy model will have the opportunity to present, review and discuss cases dealing with cognitive and behavioral issues such as conceptualization, intervention and follow-up. Participants are expected to be actively involved in clinical practice.

COUN 585 – Clinical Field Experience Elective
3 credits
This Clinical Field Experience elective course is designed for students interested in obtaining additional clinical experience and includes a seminar that promotes the development of counseling skills and the integration of theory with real-world experience. In addition, there will be intensive supervision, skill development exercises, and literature reviews tailored to the students experiences provided in a weekly seminar.

PROGRAMS OF STUDY

Department of School Psychology

Educational Psychology (PhD) – Philadelphia Campus Educational Psychology – Doctor of Philosophy (PhD)
The PhD program in Educational Psychology is intended for specialist-level certified school psychologists or similarly credentialed working professionals with a minimum of 60 graduate credits as a prerequisite. One 3-credit course is required in each of the core foundation areas, including ethics, research/statistics, abnormal psychology/psychopathology, and developmental/lifespan psychology. The doctoral program requires 35 – 40 credits beyond the specialist level, with coursework in the foundation of educational psychology, research and statistics, and a chosen area of specialization (ABA, CBT, or Advanced Neuropsychological Assessment). Students must complete a qualifying exam and a doctoral dissertation.

COURSE SEQUENCE

Educational Psychology (PhD) – Philadelphia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPSY 7714	Integrative Seminar in Cognitive Development	1
SPSY 783	Research Methods	3
SPED 730	Foundations in Educational Psychology	3
	Total Credits	**7**

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 772	Integrative Seminar: Social/ Affective	1
SPED 731	The Psychology of Teaching	3
SPSY 784	Statistical Analysis	3
	Total Credits	**7**

TERM 3 (SPRING)

Course No	Course Title	Credits
SPED785	Advanced Research & Statistics	1
SPED790	Qualifying Advisement	1
SPED 791	Dissertation Seminar	1
	Total Credits	**3**

COURSE SEQUENCE

Educational Psychology (PhD) – Philadelphia Campus

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPED 720	Professional Seminar in Educational Psychology	1
SPED 792	Dissertation Advisement	1
SPSY ***	SPECIALIZATION CLASS #1	3
SPSY ***	SPECIALIZATION CLASS #2	3
	Total Credits	**5**

TERM 2 (WINTER)

Course No	Course Title	Credits
SPED 722	Professional Seminar in Educational Psychology	1
SPED 792	Dissertation Advisement	1
******	SPECIALIZATION CLASS #3	3
	Total Credits	**5**

TERM 3 (SPRING)

Course No	Course Title	Credits
SPED 720	Professional Seminar in Educational Psychology	1
SPED 792	Dissertation Advisement	1
******	SPECIALIZATION CLASS #4	3
	Total Credits	**5**

COURSE SEQUENCE

Educational Psychology (PhD) – Philadelphia Campus

Third Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPED 792	Dissertation Advisement	1
	Total Credits	**1**

TERM 2 (WINTER)

Course No	Course Title	Credits
SPED 792	Dissertation Advisement	1
	Total Credits	**1**

TERM 3 (SPRING)

Course No	Course Title	Credits
SPED 792	Dissertation Advisement	1
	Total Credits	**1**

SEPD XXX. . . . . Dissertation Editing.....1

(fee waived for first term)*

Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be changed for one credit/term until the final documents are submitted for binding.

SPECIALIZATION CLASSES APPLIED BEHAVIOR ANALYSIS

Course No	Course Title	Credits
ABA 524	Basic Principles in Applied Behavior Analysis	3
ABA 525	Behavior Change &Systems Support	3
ABA 528	Behavior Assessment	3
SPSY 551	Practicum: Functional Assessment	1

Note: In order to be eligible to sit for the BCBA exam all ABA required coursework must be completed. Please see the ABA course sequence page for more information.

COGNITIVE BEHAVIOR ANALYSIS

Course No	Course Title	Credits
SPSY 508	Multicultural Counseling: Methods & Technique	3
SPSY 732	Child & Adolescent Psychopathology	3
SPSY 736	CBT I	2
SPSY 737	CBT II: Treatment Strategies	2
SPSY 738	CBT III: Applications	1

ADVANCED NEUROPSYCHOLOGICAL ASSESSMENT

Course No	Course Title	Credits
SPSY 506	Physiology	3
SPSY 741	Assessment IV: Neuropsychology	3
SPSY 735	Linking Neuropsychological Assessments to Interventions	3
SPSY 747	Neuropathology	1

COURSE DESCRIPTION

Educational Psychology (PhD) – Philadelphia Campus

SPSY 506 – Physiology
3 credits (Specialization Only)
This course is designed to introduce the students to structures and functions of the brain and central nervous system and the influences on human behavior and learning. In addition to understanding the functions of the brain, emphasis is also given to exploring how different cultural elements impact advances in physiology, health, and psychology. Neurodevelopmental disabilities, assessment and intervention with children and youth at home and school are among the topics covered.

SPSY 508 – Multicultural Counseling: Methods & Techniques
3 credits (Specialization Only)
The major theoretical approaches to psychotherapy and counseling with children and adolescents will be reviewed, with special consideration of developmental, social, personal and cultural factors and the applications of techniques in school settings. The course is designed to provide an introduction to the basic skills used in psychotherapy and counseling in general and cognitive behavior therapy (CBT) specifically. Students learn how to deal with social and emotional problems frequently encountered in school age children. Research focusing on treatment outcome as well as case material will be reviewed. Ethical and cultural considerations in the psychotherapeutic treatment of children will also be discussed.
Prerequisite: SPSY 504

SPSY 524 – Basic Principles in Applied Behavior Analysis
3 credits (Specialization Only)
This course is an introductory course that provides an overview of the basic principles in applied behavior analysis and their application in the educational/clinical setting. Students will be provided with an overview of the essential characteristics of applied behavior analysis as well as the principles, processes and concepts. This course will also provide an overview of measurement concepts as well as the philosophical and theoretical orientation of applied behavior analysis.

SPSY 525 – Behavior Change & Systems Support
3 credits (Specialization Only)
This course provides an overview of behavioral assessment, behavior change procedures, generalization programming and systems supports. Students will be expected to conduct a variety of behavior change procedures, as well as demonstrate an understanding of system concerns and system change procedures in the educational setting.
Prerequisite SPSY 524

SPSY 528 – Behavior Assessment
3 credits
This course will provide students with an overview of behavior assessment procedures to determine appropriate educational and behavioral programming. Upon completion of this course, students will be able to utilize a variety of assessment strategies to assist with supporting students and developing interventions in applied settings.

SPSY 551 – Practicum: Functional Assessment
1 credit (Specialization Only)
This seminar will provide advanced training in the application of behavioral, psychological and educational theory and foundations of practice for children in school settings. The dual focus of the practicum experience at the MS level is on orientation to school settings, particularly with regard to working with multidisciplinary teams, and on functional behavioral assessment. This experience provides an integration of the coursework and the clinical/field experience gained in the program. In addition, there will be supervision, discussion of relevant issues and literature reviews during class sessions. APA, NASP and BACB ethical practice and guidelines and standards are discussed as applied to best practice. Primarily classroom discussion and some lectures will be used. Students will bring case reviews and general experiences to class for discussion. In addition, students will be required to keep a portfolio to document experiences and learning throughout practicum as well as complete a functional behavior assessment.

SPED 720, 721, 722 – Professional Seminar in Educational Psychology – I, II, III
1 credit each term for a total of 3 credits (Required)
This series of three courses in the second year will focus on the integration of Educational Psychology theory with current issues in education. Adopting a problem solving approach, these discussion based classes will allow students to generate solutions utilizing empirically supported evidence in a team based and consultative manner.
Prerequisite: Integrative Seminars SPSY 771, 772, & 773

SPED 730 – Foundations in Educational Psychology
3 credits (Required)
This course introduces seminal theories of Educational Psychology including Dewey, Montessori, Bandura, Piaget, Vygotsky, Maslow, Bloom, Gardner, Dweck, and Duckworth. Students will study the various orientations to how children learn and the environmental, social, and individual learner characteristics that related to the learning process.

SPSY 732 – Child and Adolescent Psychopathology
3 credits (Specialization Only)
At the conclusion of this course, students will have an understanding of developmental considerations, risk and resilience factors, empirical research, and educational implications for the major psychological disorders relevant to children and adolescents. The roles of physical, motor, and cognitive growth, as well as social and affective behavior will be explored as it relates to abnormal psychological behavior. In addition, multicultural and socioeconomic factors will be discussed in relation to developmental issues. Students will be able to utilize the DSM-5 and its framework in addressing issues in child and adolescent psychopathology. Students will be familiar with relevant changes that have occurred between DSM-IV-TR and DSM-5 and the relationship between DSM and ICD classification systems. Active learning will occur through role playing, classroom activities, and group discussions.

SPSY 735 – Linking Neuropsychological Assessments to Intervention
3 credits (Specialization Only)
This course is designed to help refine the assessment skills of psychologists who are familiar with the essentials of psychological and psychoeducational assessment with children, adolescents, and young adults, and to help establish the links betweenprevention efforts, effective assessment and effective interventions and intervention planning for students. Multicultural issues in prevention, assessment, and intervention will be discussed. Ethical considerations in prevention, assessment, and intervention practices also will be addressed.

SPSY 736 – Cognitive Behavior Therapy I
2 credits (Specialization Only)
The primary goal of this course is to introduce the student to the history, philosophy, and conceptual model of cognitive therapy. This is the first course in a three- course sequence.

SPSY 737 – Cognitive Behavior Therapy II
2 credits (Specialization Only)
The primary goal of this course is to build upon the theories and techniques of the introductory course by addressing the practice issues around models of treatment for children in schools and mental health systems. It will include empirically validated treatment models using both modular treatment approaches and manual-based approaches. The use of CBT case conceptualization and treatment for various childhood disorders will be taught. This is the second course in a two-course sequence.

SPSY738 – CBT Applications
1 credit (Specialization Only)
This course is designed to integrate clinical application with theory. This practicum experience is provided in conjunction with SPSY 636 and SPSY 637. Skills will be developed through case conceptualization presentation and discussion of actual cases. This course provides an opportunity to complete a minimum of 50 hours of supervised practical experience in cognitive behavior therapy.

SPSY 741 – Assessment IV: Neuropsychology
3 credits (Specialization Only)
This course provides students with an overview of learning disorders from a neuropsychological perspective. Students examine the neuropsychological basis of childhood disorders for both identification and service delivery purposes. As the field of learning disorders is diverse, the course emphasizes criteria and content that have an established empirical base. Students will apply their knowledge of the causes and theoretical constructs of learning disorders through didactics, readings, group discussions and case study exercises. Knowledge of psychological assessment and brain structure and function is required.

SPSY 747 – Neuropathology
1 credit (Specialization Only)
This elective course provides an overview of genetic and acquired brain disorders. The course will provide students with an understanding of the biological bases of the disorders, how neurological and neuropsychological evaluation can help identify associated characteristics and how interdisciplinary teamwork can lead to optimal treatment outcomes for children with these conditions. Disorders include genetic disorders, birth injury, traumatic brain injury, seizure disorders, brain tumors, metabolic disorders, infectious disorders, and neurotoxic disorders. Frontal- subcortical circuit function and neuropsychopathology will also be addressed. Case studies will highlight the need for differential diagnosis and individualized intervention.

SPSY 771 – Integrative Seminar in Cognitive Development
1 credit (Required)
This second year course will focus on the integration of the cognitive bases of behavior and lifespan development. By examining increasingly complex cognitive processes from the first appearance of sensory and perceptual abilities, this course will follow both the behavioral and theoretical development of cognition and its impact on behavior.

SPSY 772 – Integrative Seminar in Social-Affective Development
1 credit (Required)
This second year course will focus on the integration of the social-affective bases of behavior and lifespan development. Starting with the development of an infant's first and most important relationship, this course will follow the development of individuals' social and affective behavior from infancy through late adulthood and discuss the theoretical models of these behaviors.

SPSY 773 – Integrative Seminar in Biological and Physiological Development
1 credit
This second year course will focus on the integration of the biological and physiological bases of behavior across the lifespan. This course will begin examining the development of critical biological and physiological processes from conception and follow these through childhood adolescence, and adulthood. This course will focus on the major biological systems including the neurological and endocrine systems as well as the development of sensation and perception.

SPSY 783 – Research Methods
3 credits
This course is designed to teach doctoral students the fundamental principles of scientific methodology as applied to psychology and education. The course is intended to provide doctoral students with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically and apply this mindset to the evaluation of clinical interventions and educational programs. Upon completion of this course, students will have gained experience in writing a research proposal, translating research problems into testable hypotheses, and considering ethical, professional, and diversity issues related to conducting research with human participants.

SPSY 784 –Statistic Analysis
3 credits
This course is designed to teach students essential concepts in planning, selecting, and conducting and interpreting statistical analyses. Course content includes a review of the application of psychometry, basic descriptive statistics, hypothesis testing, correlation, and univariate, multivariate and nonparametric data analysis techniques and accompanying statistical tests of significance. Qualitative research design and analysis will also be discussed briefly. Data analyses and classroom demonstrations of data analyses will be conducted with SPSS software.
Prerequisite SPSY 783

SPED 785 – Advanced Research and Statistics
1 credit
This course builds on the knowledge and skills introduced in SPSY 783 and SPSY 784 and expands knowledge about categorical analysis, factor analysis, MANOVA, and structural equation modeling and the type of research designs that are appropriate for these analytic approaches.
Prerequisite: Integrative Seminars SPSY 783 and SPSY784

SPED 790 – Qualifying Advisement
1 credit
This course will be culmination of the qualifying process. The Qualifying Paper that students will have been working all year on will be completed and defended. The nature of this defense will be agreed upon by the student and Program Director. Possibilities for this will include an oral defense to a committee, a lecture on the topic in a scheduled class, or the production of an online taped presentation.

SPED 791 – Dissertation Seminar
1 credit
The purpose of this course is to promote student knowledge of and support during the dissertation process. Students will meet for class, as well as individually with dissertation committee members, in order to facilitate the completion of all the steps leading to the proposal and final approval of the dissertation.
Prerequisite: Successful completion of qualifying exam.

SPED 792 – Dissertation Advisement
1 credit per term for a minimum of 3 terms
After completion of SPED 791 Dissertation Seminar, students continue to work on the completion of their doctoral thesis and meet with dissertation committee members to complete all the steps through final approval. Students register for this course each and every term until they have successfully defended their final dissertation thesis.

Department of School Psychology (PsyD) – Philadelphia Campus

School Psychology – Doctor of Psychology (PsyD)

The PsyD in School Psychology program prepares doctoral-level school psychologists with a focus on applied behavior analysis, cognitive behavioral interventions, and comprehensive psychoeducational assessment. Adopting the practitioner-scholar model of training and a competency-based model of education, the program prepares graduates to provide ethical, empirically-based and culturally sensitive direct and indirect school psychological services. The program provides an integration of psychological and educational science and practice in order to facilitate healthy development and learning among school-aged populations. The PsyD program in school psychology requires a minimum of 108 credit hours (which includes two years of practica and a one year externship) and the completion of both a doctoral dissertation and internship.

COURSE SEQUENCE

School Psychology (PhD) – Philadelphia Campus

5-Year Program

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 531	Theories of Learning and Behavior	3
SPSY 524	Basic Principles in Applied Behavior Analysis	3
	Total Credits	**6**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 501	Professional School Psychology	2
SPSY 512	Psychometrics	3
SPSY 613	Assessment I: Cognitive	3
SPSY 725	Cognitive Aspects of Behavior	1
WRIT 100	Writing in Psychology	0
	Total Credits	**9**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 504	Developmental Psychology	1
SPSY 507	Exceptional Child	2
SPSY 528	Behavior Assessment	3
SPSY 615	Assessment II: Academic	3
	Total Credits	**9**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 551	Practicum: Functional Assessment	1
SPSY 618	Assessment III: Behavioral, Social & Emotional	3
SPSY 748	Biological Aspects of Behavior	1
SPSY 749	Social Aspects of Behavior	1
SPSY 751	Affective Aspects of Behavior	1
	Total Credits	**8**

COURSE SEQUENCE

School Psychology (PhD) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 508	Foundations of Psychotherapy	3
SPSY 527	Ethics & Law in Professional Practice	3
	Total Credits	**6**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 619	Consultation & Collaboration in Educational Settings	3
SPSY 622	Direct Assessment of Academic Skills	1
SPSY 664	School-Based Practicum	1
SPSY 732	Child & Adolescent Psychopathology	3
SPSY 774	Advanced Integrated Knowledge Seminar	2
	Total Credits	**10**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 526	Single Case Experimental Design	3
SPSY 614	Multicultural Perspectives in Psychology	3
SPSY 617	Academic & Behavioral Intervention	3
SPSY 664	School-Based Practicum	1
	Total Credits	**10**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 525	Behavior Change & System Support	3
SPSY 623	English Learners: Implications & Accommodations	3
SPSY 664	School-Based Practicum	1
SPSY 535	Clinical Supervision, Management & Training (optional for 2020 cohort*, required as of 2021)	3
	Total Credits	**7**

*SPSY 535 is necessary to be eligible to pursue the BCBA certification but is not required to graduate from the PsyD program.

COURSE SEQUENCE

School Psychology (PhD) – Philadelphia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 598.	Objective Comprehensive Exam	0
SPSY 733.	History & Systems of Psychology	2
SPSY 776.	Dissertation Seminar	1
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 736.	CBT I	2
SPSY 760.	Advanced Practicum Seminar I	1
SPSY 783.	Research Methods	3
SPSY 614.	Dissertation Advisement	1
	Total Credits	**7**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 737.	CBT II Treatment Strategies	2
SPSY 761.	Advanced Practicum Seminar II	1
SPSY 784.	Statistical Analysis	3
SPSY 792.	Dissertation Advisement	1
	Total Credits	**7**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 506.	Physiology	3
SPSY 620.	Prevention & Crisis Intervention	3
SPSY 738.	CBT III: Applications	1
SPSY 762.	Advanced Practicum Seminar III.	1
SPSY 792.	Dissertation Advisement	1
	Total Credits	**9**

COURSE SEQUENCE

School Psychology (PhD) – Philadelphia Campus

Fourth Year

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 745	Supervision	1
SPSY 747	Neuropathology	1
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1
	Total Credits	**4**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 741	Assessment IV: Neuropsychology	3
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1
	Total Credits	**5**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 735	Linking Neuropsychological Assessments to Intervention	3
SPSY 740	Instructional Design & Delivery	1
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1*
SPSY XXX	Dissertation Editing	1 (Fee waived for first term)**
	Total Credit	**4**

*Students will continue to take SPSY 792 until dissertation has been successfully defended. Dissertation credits beyond the required 7 terms do not count for total degree credit requirements.

**Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. To have the Doctor of Psychology degree conferred a student is required to complete all degree requirements as well as BIND their dissertation for the library.

COURSE SEQUENCE

School Psychology (PhD) – Philadelphia Campus

Fifth Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 700.	Introduction to Internship	0
	Total Credits	**0**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 786.	Internship	1
	Total Credits	**1**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 787.	Internship	1
	Total Credits	**1**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 788.	Internship	1
	Total Credits	**1**

PROGRAMS OF STUDY

School Psychology – Educational Specialist (EdS) – Philadelphia Campus

The Educational Specialist program, in combination with the MS in School Psychology or its equivalent, prepares students for a career in school psychology. The program is an applied professional psychology curriculum focusing on the interrelation of school learning and social, emotional and behavioral functioning and requires 45 graduate credits beyond the master's degree. Upon completion of program requirements and a satisfactory score on the PRAXIS II exam, graduates can attain school psychologist certification by the Commonwealth of Pennsylvania and apply for national (NCSP) certification eligibility. The program is NASP-approved. Upon approval, students may satisfy master-level prerequisites with MS in School Psychology offerings. Acceptance into an accelerated MS/ EdS program is an option, which adds 9 credits of EdS-level coursework to the MS program, as well as an additional 9 hours to the second year of coursework. This combined MS/EdS program may be completed in three full calendar years. More information about this option is available on request.

COURSE SEQUENCE

School Psychology – Educational Specialist (EdS) – Philadelphia Campus

First Year

TERM 1 (FALL)

Course Title	Credits
SPSY 613.	Assessment I: Cognitive 3
SPSY 616.	Educational Research & Program Evaluation 3
	Total Credits 6

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 614.	Multicultural Perspectives in Psychology	3
SPSY 615.	Assessment II: Academic	3
	Total Credits 6	

TERM 3 (SPRING)

Course No	Course Title	Credits
SPSY 618.	Assessment III: Behavioral, Social & Emotional	3
SPSY 623.	English Learners: Implications & Accommodations	3
	Total Credits 6	

COURSE SEQUENCE

School Psychology – Educational Specialist (EdS) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 611	Curriculum Instruction and Educational Leadership	3
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 619	Consultation & Collaboration in Educational Settings	3
SPSY 622	Direct Assessment of Academic Skills	1
SPSY 652	Practicum: Applied Law & Ethics	2
	Total Credits	**6**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 609	Cognitive Behavior Therapy in Schools	3
SPSY 617	Academic Behavioral Intervention	3
SPSY 653	Practicum: School-Wide Practices	1
	Total Credits	**7**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 620	Prevention & Crisis Intervention	3
SPSY 654	Practicum: Family-School Partnerships	2
	Total Credits	**5**

COURSE SEQUENCE

School Psychology – Educational Specialist (EdS) – Philadelphia Campus

Third Year

TERM 1 (FALL)

Course No	Course Title	Credits
SPSY 661.	Internship Seminar I	2
	Total Credits	**2**

TERM 2 (WINTER)

Course No	Course Title	Credits
SPSY 662.	Internship Seminar II	2
	Total Credits	**2**

TERM 3 (SPRING)

Course No	Course Title	Credits
SPSY 663.	Internship Seminar III	2
	Total Credits	**2**
	Total credits required for EdS degree	45
	Total credits required to complete approved certification program	78

PROGRAM OF STUDY

School Psychology – Master of Science with Specialization in Applied Behavior Analysis – Philadelphia Campus

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

COURSE SEQUENCE

School Psychology – Master of Science with Specialization in Applied Behavior Analysis – Philadelphia Campus

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
SPSY 531	Theories of Learning and Behavior	3
SPSY 524	Basic Principles in Applied Behavior Analysis	3
	Total Credits	**6**

TERM 2 (FALL)

Course No	Course Title	Credits
SPSY 501	Professional School Psychology	2
SPSY 512	Psychometrics	3
	Total Credits	**5**

TERM 3 (WINTER)

Course No	Course Title	Credits
SPSY 504	Developmental Psychology	1
SPSY 507	Exceptional Child	2
SPSY 526	Single Case Experimental Design	3
SPSY 528	Behavior Assessment	3
	Total Credits	**9**

TERM 4 (SPRING)

Course No	Course Title	Credits
SPSY 525	Behavior Change and Systems Support	3
SPSY 535	Clinical Supervision, Management, and Training	3
SPSY 551	Practicum: Functional Assessment	1
	Total Credits	**7**

TERM 5 (SUMMER)

Course No	Course Title	Credits
SPSY 508	Foundations of Psychotherapy	3
SPSY 527	Ethics, Law & Professional Practice	3
	Total Credits	**6**
	Total credits required for degree completion	33

PROGRAM OF STUDY

Certificate of Graduate Studies – Philadelphia Campus ONLINE PROGRAM

A Certificate of Graduate Study is offered in Applied Behavior Analysis by the faculty of the Department of Psychology. The certificate program allows students with a baccalaureate degree in psychology or related field to take the same seven-course sequence that is offered to masters-level students in the Certificate of Advanced Graduate Study program. Students in the graduate certificate program will qualify for assistant behavior analyst certification (BCaBA) by the Behavior Analyst Certification Board. The 21-credit program may be completed in one or two years, and provides an opportunity for bachelors-level students to earn a first career certification in the behavioral sciences. Information on behavior analyst certifications is available at http://www.bacb.com/index.php

COURSE SEQUENCE

Certificate of Graduate Studies and Certificate of Advanced Graduate Studies – Philadelphia Campus ONLINE PROGRAM

Applied Behavior Analysis

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
ABA 524	Basic Principles in Applied Behavior Analysis	3
ABA 531	Theories of Learningand Behavior	3
	Total Credits	**6**

TERM 2 (WINTER)

Course No	Course Title	Credits
ABA 526	Single Case Experimental Design	3
ABA 528	Behavior Assessment	3
	Total Credits	**6**

TERM 3 (SPRING)

Course No	Course Title	Credits
ABA 525	Behavior Change & Systems Support	3
ABA 529	Advanced Seminar in Pediatric Behavior & Neurodevelopmental Disorders	3
	Total Credits	**6**
	Total credits required for certificate completion	18

TERM 4 (SUMMER)

Course No	Course Title	Credits
ABA 527	Ethics, Law & Professional Practice	3
	Total credits required for certificate completion	**21**

COURSE DESCRIPTIONS

Applied Behavior Analysis – Philadelphia Campus ONLINE PROGRAM

ABA 524 – Basic Principles in Applied Behavior Analysis 3 credits
This is an introductory course that provides an overview of the basic principles of behavior as they related to Applied Behavior Analysis (ABA). Students will be provided with an overview of the philosophical and theoretical foundations of ABA, essential characteristics of ABA, and the history of basic and applied principles, processes, and concepts that inform the professional practice of ABA. This course also will provide an overview of measurement concepts.

ABA 525 – Behavior Change and Systems Support
3 credits
This course provides a review of behavior assessment procedures, behavior change procedures, generalization programming, and systems supports. Students will be expected to demonstrate proficiency in a variety of behavior change procedures, as well as demonstrate an understanding of system concerns and system change procedures in the educational setting. Topics focusing on consultation with teachers and parents, as well as ethical principles in behavior change will be reviewed.

ABA 526 – Single Case Experimental Design
3 credit
This course follows from the Introduction to Research Design and Data Analysis course, with an emphasis on multicultural research topics. The course provides students with an opportunity to apply previously learned research skills in developing an idea for a multicultural research project and writing a formal research paper according to APA requirements.
Prerequisite ABA 524

ABA 527 – Ethics, Law & Professional Practice
3 credits
This course will provide training in Behavior Analyst Certification Board (BACB) ethical practice guidelines and standards. Relevant legal and professional practice standards will be addressed relevant to the professional practice of behavior analysis. Relevant issues in supervision of behavior analysts and behavioral analysts in training will also be discussed.

ABA 528 – Behavior Assessment
3 credits
This course will provide students with an overview of behavior assessment procedures to determine appropriate educational and behavioral programming. Upon completion of this course, students will be able to utilize a variety of assessment strategies to assist with supporting students and developing interventions in applied settings.

ABA 531 – Theories of Learning and Behavior
3 credits
This course will provide an overview of learning and behavior, as well as the philosophical underpinnings of behavior and applied behavioral analysis. Emphasis will be placed on behavioral learning theory and the philosophical assumptions underlying learning theory and the science of behavior analysis. Topics related to learning and behavior such as reinforcement, punishment, operant and respondent learning, evolutionary perspectives, translational research and language development will be reviewed.

ABA 535 – Clinical Supervision, Management and Training
3 credits
This course will provide an overview of contemporary assessment and treatment procedures for challenging behaviors related to pediatric behavior and neurodevelopmental disorders. Emphasis will be placed on the use of idiographic behavior analytic assessment and derived treatment procedures. Specific topics will vary by term, but may include psychopharmacology and evaluation of medication for challenging behavior, assessment and treatment of restrictive and repetitive behavior, assessment and intervention related to verbal behavior, assessment and treatment of problem behavior related to subtypes of common reinforcement contingencies that maintain problem behavior. Behavior support strategies, educational programming, skill building, and communication strategies will be reviewed. Data collection and progress monitoring procedures to determine effective assessment and intervention and family support planning will also be reviewed.

The Organizational Development and Leadership Programs offer three Master of Science degrees with certificate options:
1. MS – Organizational Development and Leadership
2. MS – Non Profit Leadership and Population Health Management
3. MS – Public Health Management and Administration

Organizational Development and Leadership – Philadelphia Campus

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

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

Organizational Development and Leadership Certificate of Graduate Studies or Certificate of Advanced Graduate Studies

Philadelphia and PCOM Georgia

These certificate programs provide students with a better understanding of organizations as dynamic systems and provide the adult learner with insight into a "whole systems" approach to inquiry and intervention design, realizing that when there is an intervention in any one part of an organization's system, there is impact on the whole system. A total of 12 credits are required for the completion of a total of the Certificate of Advanced Graduate Studies for students who already possess an advanced degree and a total of 18 credits for the Certificate of Graduate Studies for students who possess a bachelor's degree. PCOM students who are in the process of completing their master's degree and who are in good academic standing (3.0 cumulative grade point average) will be permitted to enter the CAGS program. A student must complete their master's degree prior to the awarding of the CAGS certificate.

Awarding of Advanced Standing Process:

A maximum of six (6) credits of advanced standing may be awarded to candidates for the M.S. in Organizational Development and Leadership (ODL) Program degree by demonstrating evidence of equivalent graduate education work at a regionally accredited higher education institution and/or for professional development or practice experience(s). The official awarding of advanced standing credit(s) occurs after a review from the ODL leadership team. The process includes the following:

1) Interview with the ODL leadership team (Director and/or Assistant Director)

2) Transfer of Credit from a Regionally Accredited Master's or Doctoral Program Evaluation(s):
   a. A maximum of six (6) credits for graduate course study completed at an accredited institution or in an accredited program within the past five (5) years may be applied toward the ODL degree requirements. Written approval from the Program Director is required for acceptance of non-ODL graduate credits in meeting degree requirements. Students requesting credit transfer must submit to the Program Director a copy of the course syllabus or course description and the official transcript of each course completed. Academic course grades of at least 'B' (3.0) or 'pass' are the minimum level of acceptance. In most cases, transferred graduate credits will be used to meet elective requirements. This includes:
      i. Completion of the 'Intention to Pursue Transfer or Professional Development/Practice Experience Advanced Standing Credits for the ODL Program' form.
      ii. Submission of the written paperwork to the ODL Leadership team for review and subsequent interview (if necessary) to receive final approval.

3) Academic Credit Evaluations for Professional Development or Practice Experience:
   a. A maximum of six (6) credits may be applied to the ODL MS degree requirements by demonstrating evidence of professional development or related practice experience. Written approval from the Program Director is required for acceptance of professional development practice experience in meeting degree requirements. This includes:
      i. Completion of the 'Intention to Pursue Transfer or Professional Development/Practice Experience Advanced Standing Credits for the Program' form.
      ii. Completion of the 'Professional Development or Practice Evaluation for ODL Competencies' form.
      iii. Submission of the written paperwork to the ODL Leadership team for review and subsequent interview (if necessary) to receive final approval.

COURSE SEQUENCE

Master of Science – Organizational Development and Leadership (MS) – Philadelphia Campus

Eight Required Courses:

Course No	Course Title	Credits
ODL 501	Foundations and Systems of Organizational Development	3
ODL 505	Team Dynamics or	
ODL 523	Adventure Leadership: Building Teams the Natural Way (Elective)	3
ODL 528	Diversity, Equity and Inclusion Leadership Lab	3
ODL 510	Capstone (completed in the last term)	3
ODL 520	Appreciative Inquiry: Leading Positive Change	
ODL 516	Developing Systems Literacy: Organizational Workshop	3
ODL 517	Communication Skills for Leaders	3
ODL 533	The Adaptive Leader's Toolkit: A Lab for Collaborative Action	3
	Total Credits	**24**

Four Elective Courses

Course No	Course Title	Credits
ODL 506	Social Factors and Cultural Diversity	3
ODL 515	Project Management and Strategic Thinking	3
ODL 518	Ethical Effectiveness	3
ODL 522	Leader as Meeting Designer and Facilitator	3
ODL 523	Adventure Leadership	3
ODL 524	Coaching Skills for Leaders	3
ODL 525	Consulting Skills for Community Engagement	3
ODL 526	Managing Self and Emotional Systems in the Workplace	3
ODL 527	Managing Strategic Change: Diagnosis and Intervention	3
ODL 529	Power and Influence: Social Network Perspective and Practice	3
ODL 530	Special Topics in ODL	3
ODL 532	Women in Leadership Lab	3
ODL 534	Leadership and Consulting: AGestalt Approach	3
	Total Credits for Electives	**12**
	Total credits required for degree completion	36

COURSE SEQUENCE

Organizational Development and Leadership Concentration – Philadelphia Campus

The MS Organizational Development and Leadership curriculum provides an opportunity for learners to identify concentration areas for their leadership practice interests. Twelve credits as electives in Public Health Administration or Public and Population Health Leadership are offered to achieve the Master of Science Organizational Development and Leadership as follows:

Public Health Management and Administration Concentration (choose 4 courses)

HSL 501: Introduction to Health and Human Services Leadership
HSL 503: Integrative Health Policy, Advocacy and Innovation
HSL 504: Manager's Use of Data: Evidence-Based Practice to Inform Decision Making
ODL 530: Special Topics in ODL: Emergency and Crisis Leadership in Public and Population Health
HSL 505: Risk Management and Agility in Public and Population Health Leadership
HSL 506: Managed Care and Complex Payer Systems in Public Health Leadership and Organizational Development and Leadership Certificates

Certificate of Advanced Graduate Studies (CAGS) – four courses (12 credits)
or
Certificate of Graduate Studies (CGS) - six courses (18 credits) under advisement with Program Director

ODL 501: Foundations and Systems of Organization Development (Required)
ODL 505: Team Dynamics
ODL 516: Systems Literacy: The Organization Workshop
ODL 520: Appreciative Inquiry: Leading Positive Change
ODL 522: Leader as Meeting Designer and Facilitator
ODL 524: Coaching Skills for Leaders
ODL 525: Consulting Skills for Community Engagement
ODL 528: Diversity, Equity and Inclusion Leadership Lab (Required)
ODL 530: Special Topics in ODL
ODL 533: The Adaptive Leader's Toolkit: A Lab for Collaborative Action
ODL 534: Leadership and Consulting: A Gestalt Approach

Biomedical Sciences – Organizational Leadership Concentration
Philadelphia and PCOM Georgia requirements can be found under Biomedical Science section of the catalog.

COURSE DESCRIPTIONS

Organizational Development and Leadership (MS) – Philadelphia Campus

ODL 501 – Foundations and Systems of Organizational Development
3 credits
This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

ODL505 – Team Dynamics
3 credits
This course provides a broad overview of different types of teams in the workplace; discusses the necessary elements of successful teamwork and how to develop these elements; explores various team roles with a particular focus on team leadership; and exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

ODL506 – Social Factors and Cultural Diversity
3 credits
Culture is the set of shared attitudes, values, goals and practices that characterizes a community. These communities exist around gender, race, color, age, differently-abled, sexual orientation, class, religion, ethnicity and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations. The dynamics of social factors and cultural diversity in organizations will be examined through both theoretical literature and pragmatic experience. The course will culminate in the development of strategies for engaging people of various cultures more successfully. As a definitive outcome, students will deliver a draft of the beginning sections of the Capstone: Action Research Project.

ODL510 – Capstone: Action Research Project
3 credits
The Capstone course is taken in the last year of the student's master's degree work. Working with the program director as her/his advisor, the student demonstrates her/his competence in leading organizational change. Students write an action research paper from an actual or theoretical practice perspective describing how they would engage in organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organization diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results.

ODL 515 – Project Management and Strategic Thinking
3 credits
The purpose of this course is to provide an overview of project management and its role in strategic management. It will cover the history of strategy development at the organizational level and apply department-level project management. Additionally, the course will address the implications of strategic project management for team dynamics and organizational development. A text is offered as a guide for project completion. Selected articles will be provided as supplemental reading as well as tools for discussion. Upon successful completion of the course, students will have a basic understanding of strategy and a practical comprehension of project management.

ODL 516 – Developing Systems Literacy: Organizational Workshop
3 credits
The organizational workshop focuses on helping people "see" the systematic conditions in which they live and work. It is a day-long group simulation followed by three days of debriefing. This rich learning experience provides an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. This experience and the related frameworks demonstrate what is now understood about systems. They cast a powerful light on organizations.

ODL 517 – Communication Skills for Leaders
3 credits
This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings, including media applications. Students will learn how to effectively communicate from organizational and individual settings, including creating an organizational communication plan.

ODL 518 – Ethical Effectiveness
3 credits
This course explore show one can be effective and ethical while operating within an organization. Students will examine the relationships among personal values, organizational systems, action, control, accountability, ethics, power, political savvy, organizational politics, influence and persuasion, trust and credibility. They will explore the role of missions, values, ethics policies, violation reporting systems, current laws and reporting agencies in the promotion of ethical behavior. The connections to issues of diversity, leadership, teams, decision-making, coaching, mentoring and action research will support and emphasize previous learning.

ODL 520 – Appreciative Inquiry
3 credits
Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images, leading to the construction of positive possibilities. AI seeks out the very best of "what is" to help ignite the imagination of "what could be." The aim is to generate knowledge in such a way as to surface important values, expand the "realm of the possible," help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their own growth and development as leaders of change.

ODL 522 – Leader as Meeting Designer and Facilitator
3 credits
Meetings are where collaboration happens. Well-planned, designed and facilitated meetings tap a variety of different perspectives, expand everyone's understanding of the situation, and increase the likelihood of good, effective decisions that benefit the system – the common good. The purpose of the course is to become familiar with basic concepts, to practice the skills and methods, and to develop the habits of mind essential to designing and facilitating task-focused, collaborative meetings.

ODL 523 – Adventure Leadership: Building Teams the Natural Way
3 credits
In today's fast-moving global arena, it is vital to develop and sustain an internal atmosphere of trust, personal empowerment, leadership and teamwork. The most powerful and sustainable learning comes from direct, relevant, concrete experiences. Our professional facilitators draw on their time- tested experience in the field of action learning to instruct the student in his/her unique approach to building high-performing teams. Students and their team work through the dynamics of this course, and will discover more effective, sustainable solutions to help them build powerful teams and accomplish greater goals. As learners, the student will experience: 1) Enhanced competency development in self- awareness and reflective practice through the intentional use of self as an instrument for change; 2) Learn and practice what it means to lead individually and in a group experience as he/she discovers his/her leadership stance around collaboration; 3) Learn and practice different coaching and peer mentoring techniques in challenging scenarios; and 4) Practice assessment, diagnosis and intervention design skills necessary to engage as an evolving high- performance team.

ODL 524 – Coaching Skills for Leaders
3 credits
This course provides an introduction to coaching for leaders. We will explore the definition and framework for leadership coaching, learn coaching approaches and provide opportunities to practice, utilizing workplace situations. We will emphasize learning how to be fully present when coaching and how to focus attention to maximize the coaching interaction. Course objectives include direct competency development in the following areas: 1) Learn and practice coaching techniques that will improve reflective practice and deliver key learnings to enhance the impact of leaders in their diverse organizational cultures; 2) Develop an in-depth awareness and understanding of managing polarities that surface in an organization's culture that will enable the leader to effectively develop and collaboratively engage others in the process of change; 3) Learn and practice data collection processes through the intentional use of self as a participant/observer to enhance individual and organizational results; and 4) Enhance communication skills by learning and applying non-verbal movement- based approaches as a holistic framework for data collection and intervention design for leaders. No movement or dance experience is necessary.

ODL 525 – Consulting Skills for Community Engagement
3 credits
This course provides an opportunity for adult learners to engage in a community consulting project wherein they can advance their consulting and intervention skills and enhance PCOM's presence and commitment to the community. The project will demonstrate the leaders' ability to: think strategically, manage projects, behave ethically, develop self, and build teams employing the following elements: 1) Demonstrate understanding of how to build core inclusion skills critical for building relationships and effective teams to create an environment where all parties feel respected and able to work up to individual potential; 2) Model organizational principles and values to leverage them for creativity, risk taking, decision making, and enhanced organizational performance; 3) Create action steps to identify and build skills that increase the effectiveness of team interactions and overall organizational performance; and 4) Analyze organization culture and see the connection between leadership behavior and the impact on teams and organizational goals.

ODL 526 – Managing Self and Emotional Systems in the Workplace
3 credits
This course is an exploration of development from three viewpoints – personal, interpersonal and organization. Students will examine their own preferences, strengths and motivations as well as the role these play in their relationships and leadership style for managing change. Students discover their own patterns of reactivity and identify how they can diffuse a toxic situation by changing their own behavior.

ODL 527 – Managing Strategic Change: Diagnosis and Intervention
3 credits
This course gives students an awareness, understanding, and practice of how to diagnose organizational effectiveness and then plan and implement complex change. Students will explore a range of diagnostic models for evaluating the performance and effectiveness of the organization at the individual, group and system levels. Students will learn tools and approaches for implementing change initiatives that range from developmental to transformational in scope, and will understand what is needed from various constituencies

(leaders, change agents, and other stakeholders) for effective realization of results. Students will also learn the importance of: use of self as an instrument for organizational diagnosis and change; engaging the whole system to promote system-wide understanding of the issues; and assessing system change readiness.

ODL 528 – Diversity, Equity and Inclusion Leadership Lab: Building Bridges to Cocreate Brave Spaces
3 credits
This in-depth leadership learning lab experience will cover the theory and practice of diversity, equity and inclusion. As a learning community, we will explore and experience system of dynamics at the interpersonal, inter-group and whole system levels. In addition, we will explore the use of power, the construction of social identities and how different identities on multiple dimensions of diversity interact in cultural dominance and subordination, including equity practice.

ODL 529 – Power and Influence: Social Network Perspective and Practice
3 credits
In this course, leaders will gain a greater understanding of how relationships and the network-based opportunities inherent in the interactions we have with everyone we meet is an important part of leading organizations. Leaders will learn that recognizing transactional possibilities in a variety of settings is a competency that can tremendously enrich a leader's capacity to be successful.

ODL 530 – Special Topics in ODL
3 credits
The field of organization development, change and leadership continues to evolve and grow through a spirit of action research inquiry yielding new discovery by global scholar practitioners. This course explores emergent theory and practice in the field of organization development, change and leadership and the implications for improving individual and organizational performance and results. Actual topics will be chosen by the professor(s) and may vary from term to term.

ODL532 – Women in Leadership Lab
3 credits TBA

ODL 533 – The Adaptive Leader's Toolkit: A Lab for Collaborative Action
3 credits
Adaptive challenges differ from technical challenges. They are characterized by complexity, ambiguity and require a sustained effort over time. They require shifts in relationships and shifts in mindsets. Leaders need to be equipped with frameworks and practical tools to utilize the thinking, skills, and experiences of others. They need to be able to do this by shaping a culture that fosters learning, self-awareness, and creativity. This lab provides a practice field for cultivating these capabilities. (Given that our own growth and development as leaders is an "adaptive challenge", this course can also serve as an integrating experience for this leg of your journey). It is an opportunity to tap into

ODL 534 – Leadership and Consulting: A Gestalt Approach
3 credits TBA

Organizational Development and Leadership Certificates – PCOM Georgia

Certificate of Advanced Graduate Studies (CAGS) –
four courses (12 credits) or
Certificate of Graduate Studies (CGS) –
six courses (18 credits)

Under advisement with Program Director
ODL 501G: Foundations and Systems of Organization Development (Required) ODL 505G: Team Dynamics ODL 506G: Social Factors and Cultural Diversity ODL 508G: Leadership for Practitioners
ODL 517G: Communication Skills for Leaders
ODL 520G: Appreciative Inquiry: Leading Positive Change ODL 522G: Leader as Meeting Designer and Facilitator
ODL 527G: Managing Strategic Change ODL 530G: Special Topics in ODL

COURSE DESCRIPTIONS

Organizational Development and Leadership (Certificate) – Georgia Campus

ODL 501G – Foundations and Systems of Organizational Development
3 credits
This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

ODL 505G – Team Dynamics
3 credits
This course provides a broad overview of different types of teams in the workplace; discusses the necessary elements of successful teamwork and how to develop these elements; explores various team roles with a particular focus on team leadership; exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

ODL 506G – Social Factors and Cultural Diversity
3 credits
Culture is the set of shared attitudes, values, goals and practices that characterizes a community. These communities exist around gender, race, color, age, differently-abled, sexual orientation, class, religion, ethnicity and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations. The dynamics of social factors and cultural diversity in organizations will be examined through both theoretical literature and pragmatic experience. The course will culminate in the development of strategies for engaging people of various cultures more successfully.

ODL 508G – Leadership for Practitioners
3 credits
This course provides an overview of leadership and organization development practitioner models that effectively lead organizations through the change process. A key focus of the course is to: enhance the reflective practice of the adult learners by integrating organization diagnostic models presented in class; design aligned interventions that enhance individual, relational and organizational health; and coaching learners to achieve higher practice performance within their respective organizations.

ODL 517G – Communication Skills for Leaders
3 credits
This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings. Students will learn how to effectively communicate from organizational and individual settings, including creating an organizational communication plan.

ODL 520G – Appreciative Inquiry
3 credits
Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images,leading to the construction of positive possibilities. AI seeks out the very best of "what is" to help ignite the imagination of "what could be." The aim is to generate knowledge in such a way as to surface important values, expand the "realm of the possible," help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their own growth and development as leaders of change.

ODL 522G – Leader as Meeting Designer and Facilitator
3 credits
This course introduces the idea that effective group decision-making doesn't just happen but takes careful planning and delivery by a skilled facilitator. The purpose of this course is for students to understand the values and dynamics of collaborative decision-making,to develop an awareness of the qualities and skills of an effective facilitator, to learn three specific methods for participatory decision- making and to practice the design of collaborative decision-making sessions.

ODL 526G – Managing Self and Emotional Systems in the Workplace
3 credits
This course is an exploration of development from three viewpoints – personal, interpersonal and organization. Students will examine their own preferences, strengths and motivations as well as the role these play in their relationships and leadership style for managing change. Students discover their own patterns of reactivity and identify how they can diffuse a toxic situation by changing their own behavior.

ODL 527G – Managing Strategic Change: Diagnosis and Intervention
3 credits
This course gives students an awareness, understanding, and practice of how to diagnose organizational effectiveness and then plan

and implement complex change. Students will explore a range of diagnostic models for evaluating the performance and effectiveness of the organization at the individual, group and system levels. Students will learn tools and approaches for implementing change initiatives that range from developmental to transformational in scope, and will understand what is needed from various constituencies (leaders, change agents, and other stakeholders) for effective realization of results. Students will also learn the importance of use of self as an instrument for organizational diagnosis and change; engaging the whole system to promote system wide understanding of the issues; and assessing system change readiness.

ODL530G – Special Topics in ODL
3 credits
The field of organization development, change and leadership continues to evolve and grow through a spirit of action research inquiry yielding new discovery by global scholar practitioners. This course explores emergent theory and practice in the field of organization development, change and leadership and the implications for improving individual and organizational performance and results. Actual topics will be chosen by the professor(s) and may vary from term to term.

PROGRAM OF STUDY

Public Health Management and Administration (MS) and Certificate of Graduate Studies and Certificate of Advanced Graduate Studies – Philadelphia Center City Site

Program Offered at Center City Site – 1500 Market Street, Philadelphia, PA

The purpose of the Master of Science (MS) and Certificates in Public Health Management and Administration (PHMA) programs is to provide leaders and high potential individuals with competency-based master degree level coursework that prepares participants to more effectively lead organizations in the evolving landscape of public health and its expanding portfolio of practice. Included in the curriculum is a better understanding of how to successfully manage change in order to support organizations as they continue to change and grow. The program's action learning orientation develops leaders who: have an understanding of public health management systems and ideology; embrace collaboration to achieve desired results; have the ability to lead organizational change; and, engage in reflective practice to continually develop and enhance their performance as practitioner-scholars.

Philosophy and Practice

The philosophy and practice of the PHMA program is to teach learners to take a "whole systems" approach to public health management and administration, including applied principles of innovation and styles of inquiry, data collection and utilization, and evidence-based practice to inform decision making. The program leverages action learning in a unique combination of organizational theory and individual self-discovery that lend to a perspective that points to essential principles of public health management and administration. Intentionally designed as a cohort-based learning experience for the working professional, the program prepares learners to better understand organizations as dynamic systems. The integration of "theory-in- practice" supports intentional inquiry, discovery and intervention design processes necessary to support the development and sustainability of the organization at individual, program and system levels.

The Master of Science is a 36 credit program and the certificates require 12 – 18 credits.

COURSE SEQUENCE

Public Health Management and Administration (MS) – Philadelphia Center City Site

11 Required Courses

Course No	Course Title	Credits
PHMA 501	Intro to Public Health Systems	3
PHMA 502	Foundations in Design: Organization Behavior and Change	3
PHMA 503	Managing and Leading Public Health Organizations Part One: Elements of Nonprofit Organizations	3
PHMA 504	Collaboration in Complex Systems	3
PHMA 505	Managing and Leading Public Health Organizations Part Two: Financial: Planning and Complex Budgets in Public Health	3
PHMA 506	Public Policy, Law and Innovation	3
PHMA 507	Cultural Diversity in Population and Partners	3
PHMA 508	Manager's Use of Data: Evidence-Based Practice to Inform Decision Making	3
PHMA 509	Strategic and Professional Communication Skills for Successful Leaders	3
PHMA 510	Leader as Process Designer and Facilitator	3
PHMA 511	Capstone/Practicum: Action Research Project	3
	Total Core Curriculum Credits	**33**

Elective Choose one from the following:

Course No	Course Title	Credits
PHMA 512	Innovative Technology Principles in Public Health Leadership	3
PHMA 513	Leveraging Relationships to Advance Your Mission	3
PHMA 520	Appreciative Inquiry (PCOM Site)	3
PHMA 524	Coaching Skills (PCOM Site)	3
	Total Elective Credits	**3**
	Total credits required for ODL Concentration completion	21

COURSE SEQUENCE

Certificate of Graduate Studies Public Health Management and Administration – Philadelphia Center City Site

18 Required Credits

Course No	Course Title	Credits
PHMA 502	Foundations in Design: Organization Behavior and Change	3
PHMA 503	Managing and Leading Public Health Organizations Part One: Elements of Nonprofit Organizations	3
PHMA 504	Collaboration in Complex Systems	3
PHMA 505	Managing and Leading Public Health Organizations Part Two: Financial Planning and Complex Budgets in Public Health	3
PHMA 506	Public Policy, Law and Innovation	3
	Total Required Credits	**15**
	Elective choose any other PHMA course	3
	Total Credits for Certificate Graduate Studies PHMA	18

COURSE SEQUENCE

Certificate of Graduate Studies Public Health Management and Administration – Philadelphia Center City Site

12 Required Credits

Course No	Course Title	Credits
PHMA 503	Managing and Leading Public Health Organizations Part One: Elements of Nonprofit Organizations	3
PHMA 505	Managing and Leading Public Health Organizations Part Two: Financial Planning and Complex Budgets in Public Health	3
PHMA 506	Public Policy, Law and Innovation	3
	Total Required Credits	**9**

Elective Choose one of the following courses

Course No	Course Title	Credits
PHMA 502	Foundations in Design: Organization Behavior and Change	3
or		
PHMA 504	Collaboration in Complex Systems	3
	Total Credits for Certificate of Advanced Graduate Studies	**12**

COURSE DESCRIPTIONS

Public Health Management and Administration (MS) – Philadelphia Center City Site

PHMA 501 – Intro to Public Health Systems
3 credits
This course will provide an overview of core disciplines and theories in public health learning and practice, including behavioral and community assessment, program development evaluation, policy and advocacy, and environmental and occupational health. Learners will also begin to understand the management and administration principles that define this degree, with a particular focus on business and sustainability.

PHMA 502 – Foundations in Design: Org Behavior and Change
3 credits
This course is an introduction to the dynamics of organization behavior, organization development, and the creation of intentional physical space design elements to foster collaboration and high performance. Adult learners learn and understand the importance of using themselves as an intentional instrument of change as a foundation for their leadership practice. The course introduces a consulting model and several models of organizational change that can be practiced inside the class laboratory and applied immediately to the adult learner's work settings.

PHMA 503 – Managing and Leading Public Health Orgs – Part One: Elements of Nonprofit Orgs
3 credits
Part One of the Managing and Leading Public Health Orgs course is designed to address business structures and processes in the not-for- profit environment, grant development processes, ethical and social responsibility, and risk management.

PHMA 504 – Collaboration in Complex Systems (Winter Term)
3 credits
This course focuses on helping adult learners see the systemic conditions in which they live and work. An important purpose of the course is to provide an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. During the first day of the course, students will be immersed in a "living case study" of organizational life as related to complex systems. This experience and the related frameworks will provide the basis for exploring issues of empowerment, partnership and collaboration.

PHMA 505 – Managing and Leading Public Health Orgs – Part Two: Financial Planning and Complex Budgets in Public Health
3 credits
Part Two of the Managing and Leading Public Health Orgs course is designed to address financial concepts and strategies that can support and sustain public health organizations in today's environment. Accounting and budgeting practices will be covered in addition to a more macro perspective on cash and fundability.

PHMA 506 – Public Policy, Law and Innovation
3 credits
This course helps leaders to think with a whole system approach as they develop and implement innovative policies that facilitate change and identify strategies and processes to successfully implement the policies. Students in this course will understand that the innovation process includes the importance of working collaboratively with all stakeholders: policy decision-makers within all levels of government; funders; and, providers with a variety of constituent viewpoints and interests. As leaders, students will be introduced to and learn the legal rights and responsibilities of stakeholders in public health systems. In addition, students will learn to analyze different aspects of the evolving landscape of judicial rulings, including legislative and administrative regulations that impact public health systems.

PHMA 507 – Cultural Diversity in Population and Partners
3 credits
This course identifies culture as the set of shared attitudes, values, goals, and practices that characterizes a community. These communities exist around gender, race, color, age, different- ability, sexual orientation, class, religion, ethnic, and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations to fulfill the mission of the organization by delivering services to their diverse partner and population groups. This course will culminate in the development of strategies for engaging people of various cultures more successfully to deliver optimal services to/ for internal and external populations.

PHMA 508 – Manager's Use of Data: Evidence-Based Practice to Inform Decision Making
3 credits
This course is intended as preparation and support for the final Capstone project. It reinforces action research as a critical tenet of public health, organization development, leadership and change. The learning experiences will focus on enhancing action research practice and data collection skills to facilitate deeper-level inquiry, reflection, critical thinking and assessment into the issues that are impacting performance and results. Adult learners will learn how to appropriately design the data collection methodologies and interventions with the identified organizational issue(s)/problem(s). As a definitive outcome, adult learners will align strategies to improve performance based on evidence based practice to inform their decision making at these levels: individually, group, system/ organization and community.

PHMA 509 – Strategic and Professional Communication Skills for Successful Leaders
3 credits
This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings—including media applications. Students will learn how to effectively communicate from organizational and individual settings, including creating a strategic organizational communication plan.

PHMA 510 – Leader as Process Designer and Facilitator
3 credits
Meetings are where collaboration happens. Well planned, designed and facilitated meetings tap a variety of different perspectives, expand everyone's understanding of the situation and increase the likelihood of good decisions that benefit the system – the common good. The purpose of this course is to become familiar with basic concepts, to practice the skills and methods, and to develop the habits of mind essential to designing and facilitating task-focused, collaborative meetings while delivering optimal results in projects they are managing.

PHMA 511 – Capstone/Practicum: Details TBD
3 credits
The Capstone/Practicum course is taken in the last year of the adult earner's master's degree work.
Working with the program director or other faculty as her/his advisor, the learner demonstrates her/his competence in public health management and administration, data collection strategies, designing for improvement and understanding organizational change dynamics that inform decision making at all levels of practice. As an outcome, adult learners will write an action research paper from a real-life practice perspective describing how they would engage in data collection and organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organizational diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results.
Electives (one weekend "turbo" format at PCOM or PHMC – connected to Capstone/Practicum)

PHMA 512 – Innovative Technology Principles in Public Health Leadership (PHMC or PCOM site)
3 credits TBA

PHMA 513 – Leveraging Relationships to Advance Your Mission (PHMC or PCOM site)
3 credits
In this course, leaders will gain a greater understanding of how relationships and the network-based opportunities inherent in the interactions we have with everyone we meet is an important part of leading organizations. Leaders will learn that recognizing transactional possibilities in a variety of settings is a competency that can tremendously enrich a leader's capacity to be successful.

PHMA 520 – Appreciative Inquiry
3 credits
Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images,leading to the construction of positive possibilities. AI seeks out the very best of "what is" to help ignite the imagination of "what could be." The aim is to generate knowledge in such a way as to surface important values, expand the "realm of the possible," help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their growth and development as leaders of change.

PHMA 524 – Coaching Skills for Leaders
3 credits
This course provides an introduction to coaching for leaders. We will explore the definition and framework for leadership coaching, learn coaching approaches and provide opportunities to practice, utilizing workplace situations. We will emphasize learning how to be fully present when coaching and how to focus attention to maximize the coaching interaction. Course objectives include direct competency development in the following areas: 10 Learn and practice coaching techniques that will improve reflective practice and deliver key learnings to enhance the impact of leaders in their diverse organizational cultures; 2) Developed an in-depth awareness and understanding of managing polarities that surface in an organization's culture that will enable the leader to effectively develop and collaboratively engage others in the process of change; 3) Learn and practice data collection processes through the intentional use of self as a participant/observer to enhance individual and organizational results; and 4) Enhance communication skills by learning and applying non-verbal movement- based approaches as a holistic framework for data collection and intervention design for leaders. No movement or dance experience is necessary.

PROGRAM OF STUDY

SCHOOL OF HEALTH SCIENCES

Doctor of Physical Therapy (DPT) – Georgia Campus

Introduction to Physical Therapy

The mission of the physical therapy program at PCOM Georgia is to prepare individuals who demonstrate excellence in the practice of physical therapy, emphasize a "whole person" approach to patient management, commit to the advancement of knowledge and intellectual growth, and engage in the wellbeing of the community.

The PCOM Department of Physical Therapy will be recognized for its:

– Commitment to cultivating an inclusive learning environment that is diverse, inquisitive, dignified, and respectful and that will inspire caring graduates who advocate for all individuals in our changing healthcare environment.
– State-of-the-art learning environment that offers the opportunity for students to learn "whole person" patient management through inter-professional collaboration, development and intellectual growth, as well as hands-on experiences.
– Educational advancement for faculty, students and clinicians to promote development of exceptional healthcare professionals who are committed to life- long learning and engagement in the profession of physical therapy.

Physical Therapy Philosophy

The International Classification of Functioning, Disability, and Health (ICF) provides the basic framework for organizing the curriculum. This framework was chosen because of its emphasis on the individual client as the focus of health care and its consistency with osteopathic philosophy, which emphasizes management of the "whole person" and recognizes the unity of body systems. This is consistent with the program's belief that physical therapists are experts in movement and use their skills to restore, maintain, and promote optimal movement and function. As such, physical therapists function interdependently in a variety of settings and use theory and established scientific evidence as the foundation upon which they address the needs of the "whole person" (physical, psychological, spiritual, and socio-economic). The curriculum is also founded on the belief that optimal physical therapy is provided in a client-focused environment in which the therapist assumes various roles, including educator, consultant, and advocate. The organization of the curriculum is based on the assumption that understanding and responding to the effects of health conditions begins with knowledge of good health. The implication is that practitioners need a firm foundation in "normal" in order to recognize and assist clients in managing impairments and deficits in activities and participation. The model is "wrapped" in an envelope made up of four themes that will be emphasized throughout the curriculum: Critical Thinking, Evidence-Based Practice, Professional Engagement,and Lifespan Development.

The curriculum model is best described as hybrid, incorporating elements of traditional and systems- based curricula. In the early stages, the instruction focuses on normal body structure and function and includes content from both the Basic/Foundational sciences and the Clinical/Physical Therapy sciences. As the student develops an understanding of "normal" and how to assess it, the emphasis begins to shift to health conditions commonly seen in physical therapy, focusing on addressing impairments and activity and participation limitations/restrictions. All components of the patient/client management model are addressed in courses that are systems-based. Throughout the curriculum students will encounter each of the four themes noted above; sometimes in one of the systems-based courses or in courses whose primary function is to address those themes.

Each course is assigned to one of five content areas: Basic/Foundational Sciences, Clinical/Physical Therapy Sciences, Evidence-Based Practice, Professional Engagement, and Clinical Experiences. The following provides course information on the sequencing of courses and course descriptions as related to assigned content areas.

Educational Goals

1. Provide a professional education that will prepare individuals for entry into the practice of physical therapy.
2. Promote the development of professional core values and behaviors.
3. Promote participation in and appreciation for scholarship that will contribute to the evidence supporting physical therapy practice.
4. Promote participation in activities designed to advocate for the profession, community, and individuals.
5. Engage in service to the college, community, and profession.
6. Provide opportunities for post-professional education and professional development.

COURSE SEQUENCE

Doctor of Physical Therapy (DPT) – Georgia Campus

First Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PT 601G	Clinical Anatomy for Physical Therapists	7
PT 621AG	Principles of Evidence-Based Practice	3
PT 631AG	Professional Engagement I: Introduction	2
	Total Credits	**12**

TERM 2 (FALL)

Course No	Course Title	Credits
PT 602AG	Clinical Kinesiology I	3
PT 603G	Clinical Pathophysiology	4
PT 604AG	Clinical Neuroscience I	3
PT 611AG	Physical Therapy Examination I	4
	Total Credits	**14**

TERM 3 (WINTER)

Course No	Course Title	Credits
PT 602BG	Clinical Kinesiology II	3
PT 605G	Clinical Exercise Science & Wellness	4
PT 611BG	Physical Therapy Examination II	3
PT 621BG	Components of Evidence-Based Practice: Design	3
PT 632G	Teaching & Learning	2
	Total Credits	**15**

TERM 4 (SPRING)

Course No	Course Title	Credits
PT 612G	Cardiovascular & Pulmonary Management	3
PT 613G	Integumentary Management	1
PT 614G	Pharmacology & Diagnostics: CVP & Integumentary	3
PT 631BG	Professional Engagement II: Health Systems & IP Collaboration	2
PT 615G	Clinical Interventions I	3
	Total Credits	**12**

COURSE SEQUENCE

Doctor of Physical Therapy (DPT) – Georgia Campus

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PT 741G	Clinical Experience I (8 weeks)	8
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PT 711AG	Musculoskeletal I Management	4
PT 712AG	Pharmacology & Diagnostics: Musculoskeletal	2
PT 713G	Assistive Technology: P&O	2
PT 714AG	Clinical Interventions II	2
	Total Credits	**10**

TERM 3 (WINTER)

Course No	Course Title	Credits
PT 722G	Components of Evidence-Based Practice: Statistics	3
PT 711BG	Musculoskeletal II Management	4
PT 604BG	Clinical Neuroscience II	3
PT 731G	Psychosocial Aspects of Health Management	3
	Total Credits	**13**

TERM 4 (SPRING)

Course No	Course Title	Credits
PT 723G	Evaluating the Evidence: Diagnostic Tests	2
PT 715AG	Neuromuscular I Management	4
PT 712BG	Pharmacology & Diagnostics: Neuromuscular	2
PT 714BG	Clinical Interventions III	2
	Total Credits	**10**

COURSE SEQUENCE

Doctor of Physical Therapy (DPT) – Georgia Campus

Third Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PT 742G	Clinical Experience II (8 weeks)	8
	Total Credits	**8**

TERM 2 (FALL)

Course No	Course Title	Credits
PT 724G	Evaluating the Evidence: Interventions	2
PT 732G	Professional Engagement III: Practice Manage, Policy & Ethics	2
PT 715BG	Neuromuscular II Management	4
PT 716G	Complex Multi-System Disorders	4
PT 714CG	Clinical Interventions IV	1
	Total Credits	**13**

TERM 3 (WINTER)

Course No	Course Title	Credits
PT 981/982	Electives	4
PT 743AG	Clinical Experience III (8 weeks)	8
	Total Credits	**12**

TERM 4 (SPRING)

Course No	Course Title	Credits
PT 733G	Professional Engagement IV: Lifelong Commitment	1
PT 743BG	Clinical Education III (12 weeks)	12
	Total Credits	**13**

Total Credits required for degree completion 140 credits

*All courses are subject to change as revised by the PCOM DPT curriculum committee

COURSE DESCRIPTION

Basic/Foundational Sciences
The seven courses in this area provide the foundation for an understanding of "normal" structure and function. Although they are foundational in nature, each course stresses clinical application of knowledge and concepts. The key question used to identify appropriate content in these courses is: "How will this knowledge or these concepts equip students for physical therapist practice?"

PT 601G – Clinical Anatomy for Physical Therapists (3-8)
7 credits
This course constitutes a comprehensive consideration of human anatomy using a regional approach to the human body that is designed for the training of clinicians. The course will cover gross anatomy of all systems in the human body, including musculoskeletal, neuronal, aponeurotic, vascular, lymphatic, respiratory, cardiac, digestive, urinary, reproductive, and the special senses. The emphasis is on function, topographic, radiographic correlations, and clinical applications. Surface anatomy, introduction of dry needling application, and palpation skills are emphasized, as well as more in- depth analysis of the peripheral nervous system and musculoskeletal system as they relate to clinical skills utilized by physical therapists.

PT 602AG – Clinical Kinesiology I (1-4)
3 credits
This is the first course in a two-course series that addresses the study of human movement with an emphasis on functional anatomy, biomechanics, mechanisms of injury, and the relationship of these concepts to examination of the musculoskeletal system. This course focuses on the upper and lower extremities and includes detailed information related to osteokinematics, arthrokinematics, and accessory joint movements.

PT 602BG – Clinical Kinesiology II (1-4)
3 credits
This is the second course in a two-course series that addresses the study of human movement with an emphasis on functional anatomy, biomechanics, mechanisms of injury, and the relationship of these concepts to examination of the musculoskeletal system. This course focuses on the spine and includes detailed information related to osteokinematics, arthrokinematics, and accessory joint movements. Examination of gait and posture are addressed, and students will integrate spinal function with static and dynamic posture, as well as during walking.

PT 603G – Clinical Pathophysiology (4-0)
4 credits
This course lays the foundation for an understanding of pathological conditions and their impact on physical therapy management. It begins with an exploration of the physiological function of cells as related to homeostasis in body systems and healing of body tissues. The course is primarily system- based and emphasizes the signs and symptoms of select disorders/diseases, the impact of pathology on physiological and physical function, and implications for physical therapy management. The course will also include an introduction in basic principles of pharmacology for physical therapists in preparation for systems-based pharmacology and diagnostic courses.

PT 604AG – Clinical Neuroscience I (2-2)
3 credits
This course, the first in a series of two courses, sets the stage for understanding human movement, motor control, and motor learning theory by exploring the structure and function of the motor and somatosensory components of the nervous system. Exploration begins with consideration of how information is transferred within the nervous system (e.g., synaptic transmission) through discovery of motor and somatosensory pathways and how the pathways interact to produce movement. Consideration is also given to mechanisms of pain transmission and modulation. Muscle tone, reflexes and reactions in relation to normal and pathological nervous system function and dysfunction will be considered. Directed laboratory experiences using cadaveric tissue, images of sectioned tissue and models will be included. Structure and function are addressed across the life span.

PT 604BG – Clinical Neuroscience II (2-2)
3 credits
This course, the second in the neuroscience series, builds on the concepts and principles addressed in the first course by exploring the impact of vision, hearing, and vestibular function on human movement. The course also addresses "higher" level functions, which include language and communication, memory and learning, and emotions. Neuroplasticity is considered in relation to learning, development of the CNS, and the ability of the CNS to recover after injury. Students explore neuroplasticity, motor learning, and motor control related to common physical therapy interventions based on current evidence. A variety of clinical disorders in the neuromuscular system will be introduced.

PT 605G – Clinical Exercise Science & Wellness (3-2)
4 credits
The concepts and principles addressed in this course provide the foundation on which physical therapy students can create individualized exercise programs for healthy individuals and those with acute or chronic pathology. Key concepts include: the role of nutrition in providing energy for physical activity and exercise, the structure and function of physiological systems within the body and how they interact to promote movement, and physiological responses to different types of exercise and training. The physiology

of obesity and weight-management strategies, physical fitness across the life span, the impact of gender, culture and race/ethnicity on fitness, and the behavioral aspects of participation in exercise and fitness will be explored. The course will also address the role of physical therapy in relation to the U.S. Health and Human Services Healthy People agenda, which emphasizes prevention and wellness.

Clinical/Physical Therapy Sciences

The 17 courses in this content area emphasize medical and physical therapy identification of health conditions and deviations from "normal" structure and function. Students will learn to identify and manage impairments as well as limitations in activity and participation. These courses, for the most part, are systems-based. Management of patients in these courses will include consideration of the impact of contextual factors and medical diagnosis and treatment. Each of the system-based courses will address all aspects of the patient-client model (e.g., examination, evaluation, diagnosis, prognosis, intervention, and outcomes). Evidence related to tests and measures, prediction models, and interventions will be explored. The courses are structured to promote critical thinking and to explore interprofessional management of patients/clients while considering ethical and legal issues. Management of patients/clients across the life span will be addressed.

PT 611AG – Physical Therapy Examination I (2-4)
4 credits

This course focuses on developing basic examination knowledge and skills that physical therapists use to gather data and make decisions about diagnoses and prognoses (evaluation) for developing a plan of care. Students learn to obtain a medical history and conduct systems review for dysfunction in various body systems (integumentary, cardiovascular & pulmonary, musculoskeletal, neuromuscular, and cognitive). Specific tests and measures addressed include vital sign testing, tone/motor control and coordination, sensory integrity and peripheral reflexes, muscle strength (manual muscle testing), range of motion and muscle length. Throughout the course, students enhance their skills in palpation and practice techniques of basic patient management, such as positioning and draping. Basic principles of documentation are emphasized, and students learn to document examination findings.

PT 611BG – Physical Therapy Examination II (1-4)
3 credits

This course continues examination and evaluation with emphasis on functional ability and performance for patients in hospital, skilled nursing and home settings. Students will be introduced to medical monitoring devices, aseptic technique, and the use of universal precautions required for safe clinical practice in all settings. Relevant health status and contributing medical conditions will be explored in relation to functional mobility and locomotion. The primary emphasis of examination will include assessment of: balance and postural control for basic ADL and function, bed mobility, wheelchair mobility, transfers and gait. Implementation and general progression of functional training in these aspects of mobility will be introduced. Students will continue to practice documentation for patients in these hospital settings.

PT 612G – Cardiovascular & Pulmonary Management (2-2)
3 credits

This course focuses on management of patients with cardiovascular and pulmonary dysfunction. The major emphasis is on comprehensive examination, evaluation and therapeutic interventions for cardiovascular/pulmonary of these patients, including those with integumentary, musculoskeletal and neuromuscular disorders. Physical therapy management for patients who are acutely ill with cardiac, pulmonary, or vascular disease and their progression through the continuum of care is also addressed. Pathologies presented are dealt with from the perspective of medical, surgical and rehabilitative interventions.

PT 613G – Integumentary Management (0-2)
1 credit

The physical therapy management of patients with integumentary system disorders, wounds and burns, is the focus of this course. The pathophysiology of integumentary disorders is addressed in addition to the comprehensive physical therapy management of patients with related acute and sub- acute diseases that require skilled and intermediate levels of medical care.

PT 614G – Pharmacology & Diagnostics: Cardiopulmonary & Integumentary (3-0)
3 credits

This course addresses clinical pharmacology and medical diagnostic tests for patients with CVP & Integumentary dysfunction. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to cardiac, vascular and pulmonary function, as well as tests for assessing wound status (e.g., infection). The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

PT 615G – Clinical Interventions I (1-4)
3 credits

This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care. The primary focus is on functional training, (gait training, bed mobility, etc.) and therapeutic exercise pertinent for individuals with advanced integumentary disorders, cardiovascular, and pulmonary dysfunction. Principles of biophysical and electrical agent will also be presented and emphasis will be on application of these modalities for individuals w/ integumentary and cardiopulmonary disorders.

PT 711AG – Musculoskeletal I Management (1-6)
4 credits
This course is the first of a two-course sequence addressing the management of patients with problems of the musculoskeletal system. This course emphasizes the pathological, medical and surgical considerations, and physical therapy examination and intervention associated with the upper half in relation to trauma, degenerative changes, and overuse syndromes in daily activity, recreation, sports, and industry.

PT 711BG – Musculoskeletal II Management (1-6)
4 credits
This is the second course in a two-course sequence dealing with the musculoskeletal system from the perspective of pathological, medical, and surgical considerations and physical therapy examination and intervention. This course will focus on dysfunction of the lower half in relation to trauma, degenerative changes, and overuse syndromes in daily or work activity, recreation, sports, and industry.

PT 712AG – Pharmacology & Diagnostics: Musculoskeletal (2-0)
2 credits
This course addresses clinical pharmacology and medical diagnostic tests for patients with musculoskeletal disorders. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to the medical diagnosis of musculoskeletal dysfunction. The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

PT 712BG – Pharmacology & Diagnostics: Neuromuscular (2-0)
2 credits
This course addresses clinical pharmacology and medical diagnostic tests for patients with neuromuscular dysfunction. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to the diagnosis of neurological disorders. The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

PT 713G – Assistive Technology (0-4)
2 credits
This course focuses on the design and function of assistive technology to include 'specialty' wheelchairs, orthotics, and prosthetics. Students will explore the various types of adaptive devices available and relate biomechanical principles and research evidence to recommend and effectively use assistive technology. The relationship between normal and pathologic gait in individuals who use orthotic and prosthetic devices will also be addressed. Comprehensive physical therapy management, which includes all elements of the patient/client management model will be emphasized for patients with amputation/lower limb loss.

PT 714AG – Clinical Interventions II (1-2)
2 credits
This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care. Students will learn to implement functional activities progression, therapeutic exercise and proprioceptive neuromuscular facilitation, theory and application of dry needling, soft tissue mobilization, and the use of biophysical and electrical agents pertinent for patients with musculoskeletal disorders.

PT 714BG – Clinical Interventions III (1-2)
2 credits
This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care for patients with neurological health conditions. Students will learn to implement functional activities progression, therapeutic exercise and proprioceptive neuromuscular facilitation, body-weight support, constraint-induced therapy, and the use of biophysical/electrical agents including functional electrical stimulation pertinent for patients with neurologic disorders.

PT 714CG – Clinical Interventions IV (0-2)
1 credit
This course focuses on therapeutic interventions for special populations. Emphasis will be placed on implementing effective functional training and therapeutic exercise programs for athletes [sports rehabilitation & adaptive sports], older adults, women's health, patients with oncology conditions, and for those with complex chronic medical conditions. Aquatic therapy will be introduced. The course will focus on methods to modify and adapt interventions learned in previous Clinical Intervention courses for safe implementation in these populations.

PT 715AG – Neuromuscular I Management (1-6)
4 credits
This course is the first of a two-course sequence addressing the management of patients with neuromuscular disorders with primary emphasis on birth to adolescence. This course focuses on the pathological, medical and surgical considerations, and physical therapy

management for patients with congenital and developmental abnormalities, and acquired neuromuscular disorders.

PT 715BG – Neuromuscular II Management (1-6)
4 credits
This course is the second of a two-course sequence addressing the management of patients with neuromuscular disorders. This course focuses on the pathological, medical and surgical considerations, and physical therapy management for patients with neurological disorders after adolescence throughout adulthood. Contemporary concepts of motor control, as well as more traditional neurodevelopmental approaches, are explored.

PT 716G – Complex Multi-Systems Disorders (3-2)
4 credits
This course offers students' opportunity to integrate knowledge and skills learned throughout the curriculum with application to physical therapy management of patients with complex pathologies [affecting more than one body system]. Clinical manifestations of disease will be correlated with pathology and pathophysiology, and students will be required to explore the medical management, including diagnostic & pharmacological management of problems, Course and prognosis for pathologies addressed, and the consequences of system involvement on function and participation in life.

Evidence-Based Practice
The five courses in this area are intended to develop the skills and knowledge needed for students to become efficient and effective users of evidence. Students will also develop an appreciation for the need to balance the evidence with their experience and the patients' preferences. Tools will be identified and skills developed that will promote life-long learning and the ability to remain current in the practice of physical therapy. Knowledge and skills necessary to add to the evidence through research will also be stressed. It is expected that the knowledge and skills gained in these courses will be applied to critical analysis of tests and measures and interventions addressed in the Clinical/Physical Therapy science courses.

PT 621AG – Principles of Evidence-Based Practice (3-0)
3 credits
This is the first in series of courses dealing with evidence-based practice (EBP). The emphasis in this course is on laying the foundation for understanding the importance and nature of EBP. The major focus is on the first two of the five steps of EBP: Ask and Acquire. Students will begin to develop strategies for asking clinical questions and for searching for evidence to find answers.

PT 621BG – Components of Evidence-Based Practice: Design (3-0)
3 credits
This course, the second in a series of five courses, begins to lay the foundation for the third step of EBP (Appraise) by exploring various research designs used in rehabilitation research. The focus is on determining if the researcher(s) used the most appropriate design to answer the research question and how well the design minimized the introduction of bias. Principles of subject selection, including determination of appropriate sample size, and internal and external validity are addressed in relation to each of the designs explored in the course. Students will critically appraise a research study to determine the appropriateness of the design for answering the proposed research question. Each design will be discussed in terms of its placement on the hierarchy of evidence.

PT 722G – Components of Evidence-Based Practice: Applied Statistics (3-0)
3 credits
This course continues to build the foundation for the third step of EBP (Appraise) by addressing analysis of research results based on statistical description and inference. Common tests for significance will be explored in terms of how the tests are performed and interpreted, as well as the appropriateness of specific tests based on the research question and design utilized. Students will perform and interpret basic statistical tests using SPSS. Students will continue the critical appraisal begun in the course on design by assessing the appropriateness of the statistics utilized and the conclusions drawn from the results of the tests.

PT 723G – Evaluating the Evidence: Diagnostic Tests (2-0)
2 credits
Building on content from previous EBP courses, students critically appraise studies related to diagnostic tests, clinical measures, prognoses, clinical prediction rules, & outcomes. The emphasis is on assessing study credibility and the importance of results to clinical practice. Students will review two studies related to one of the areas and present their analyses in a formal presentation.

PT 724G – Evaluating the Evidence: Interventions & Clinical Practice Guidelines (2-0)
2 credits
The emphasis in this course is on assessing studies related to physical therapy interventions with emphasis on study credibility and results, as well as the importance of results to clinical practice. Students will review of two studies on specific PT intervention and present their appraisals formally.

Professional Engagement
An understanding of the context in which health care occurs is critical for effective patient/client management. Each of the six courses in this area are designed to help students understand this context by addressing the role of government and professional organizations in health care, the importance of collaborating with others on the health care team in order to promote more efficient and effective use of limited resources, cultural and psychosocial issues that impact patient/client management, approaches to teaching as an intervention utilized heavily in physical therapy practice, and how to manage health care services in a variety of different settings. The

final course guides the students in evaluating their own professional engagement and planning for future professional development as they enter practice as licensed physical therapists.

PT 631AG – Professional Engagement I: Introduction to Professionalism (2-0)
2 credits
This is the first in a four-course sequence in which the knowledge, skills, and values in the physical therapy profession is explored. Students will explore the history and future of the profession, while being introduced to the scope of physical therapy practice, standards of care, core values, jurisprudence and code of ethics. The APTA Code of Ethics and Core Values documents related to the delivery of culturally competent physical therapy services, legal and ethical standards of practice will serve as the foundation for expectation of professional behaviors in communication and practice documentation within various patient care settings. Governance of the recognized professional organization, the American Physical Therapy Association, will also be explored and discussed in detail.

PT 631BG – Professional Engagement II: Health Care Systems & Interprofessional Collaboration (2-0)
2 credits
This course is designed to expose students to the tenets of the United States healthcare system, current physical therapy practice settings, and other key components of various healthcare delivery models, such as patient-centered medical homes and accountable care organizations. Students will investigate issues related to health disparities that exist as a consequence of race/ethnicity, age, or socioeconomic status and will be prepared to recognize the need for interprofessional collaboration and patient-centered practice to improve the effectiveness of healthcare and quality of life and health for those in need of social services. Through active interdisciplinary seminar discussion, students will address methods for implementing culturally competent care, improving health literacy, and addressing issues related to access to health systems.

PT 632G – Teaching and Learning (2-0)
2 credits
Basic educational principles of teaching and learning as applied to physical therapy practice and with respect to learning styles across diverse populations are explored in this course. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, and other health professionals. Implementation of current technology for effective education will be introduced.

PT 731G – Psychosocial Aspects of Health Management (2-2)
3 credits
Psychosocial aspects of health management essential for recognizing and responding to reactions of patients, family, and therapists to behavioral and mental illness, cognitive and physical disorders, and catastrophic illness are the focus of this course. Students will explore constructs of 'identity [self]' related to 'healthy' human development and wellness across the lifespan. Values, moral and ethical belief systems of various groups of people--across age, race, culture, sexual orientation, and socioeconomic status – will be examined with respect to influences on physical, psychosocial, and cultural aspects of an individual's growth and development. The role and responsibilities of physical therapists, health care team members, and advocacy groups in facilitating adjustment to illness and disability are discussed.

PT732G – Professional Engagement III: Practice Management,Policy, & Ethics (2-0)
2 credits
The third course in this series is designed to advance student's knowledge of policy, legal and ethical aspects of physical therapy practice management including: marketing/ budgeting, supervision of staff, personnel development, quality improvement and federal guidelines concerning the Americans with Disabilities Act within the scope of practice of physical therapy. The business aspects of healthcare, application and documentation of processes for reimbursement (RBRVS, CPT coding, G Codes, CCI edits, case mix groupings, DRGs, and MDS) will be investigated. Social responsibility and advocacy for legislative change to state and federal regulations related to the provision of health care services will be discussed.

PT 733G – Professional Engagement IV: Life-Long Commitment (1-0)
1 credit
In this final course in the series, students will formulate a 'professional development plan for continued professional engagement in physical therapy and other health care organizations. Students will assess their professional growth since entry into the program and will complete program outcomes surveys and other requirements for graduation. Mechanisms for seeking out community resources, mentors, networking in professional organizations and ways to foster the student's future role of becoming a clinical instructor will be emphasized. Developing skills needed to successfully secure licensure as a PT and preparation for National Physical Therapy Examination will be completed.

Clinical Experiences
The clinical experience series is designed to provide students with the opportunity to apply the knowledge, skills and behaviors required for safe and effective physical therapy practice. Students will be exposed to a variety of physical therapy practice settings and to a wide-range of patient populations across the lifespan by the completion of the clinical experience component (Clinical Experiences I-IV).

PT 741G – Clinical Experience I (0-40)
8 credits
This 8-week clinical experience is the first in a four-part clinical practice series and follows successful completion of all prior course

work. The clinical placement is designed to provide students with an opportunity to apply foundational knowledge and skills learned in the first year of the program. The experience will take place in a variety of settings reflective of current physical therapy practice. Students will practice under the direct supervision of a licensed practicing clinician and are expected to achieve 'beginner' to 'intermediate level' on the APTA Clinical Performance Instrument by conclusion of this experience.

PT 742G – Clinical Experience II (0-40)
8 credits
This 8-week clinical experience is the second in a four-part clinical practice series and follows successful completion of all prior course work. The clinical placement is designed to provide students with an opportunity to advance their clinical application of knowledge and skills learned in the first two years of the program. The experience will take place in a variety of settings where the student will practice under the direct supervision of a licensed practicing clinician and are expected to achieve 'advanced beginner' to 'advanced intermediate level' on the APTA Clinical Performance Instrument by conclusion of this experience.

PT 743AG – Clinical Experience III (0-40)
8 credits
This 8-week clinical internship follows successful completion of all prior coursework and is designed to provide the student with opportunity to advance physical therapy practice management and clinical problem solving skills learned from all previous courses. The experience will take place in a variety of settings reflective of current physical therapy practice. Students will practice under the direct supervision of a licensed practicing clinician and are expected to achieve 'advanced intermediate to 'entry-level' on the APTA Clinical Performance Instrument by conclusion of this experience.

PT 743BG – Clinical Experience IV (0-40)
12 credits
This 12-week clinical internship is sequential to Clinical Internship III where placement will continue either within the same or in a new setting for adequate exposure to a variety of physical therapy clinical and community practice settings. This internship is designed for students to gain greater proficiency and synthesis of clinical skills and clinical reasoning learned across all years of the DPT program. Under the direct supervision by qualified physical therapists, students will demonstrate the ability to make sound clinical decisions for management of patient problems in a moderately paced environment and are expected to achieve 'entry–level' or 'beyond-entry level' performance on the APTA Clinical Performance Instrument by conclusion of this experience.

PT Electives
Students are required to complete a minimum of 4-credit hours of elective coursework for matriculation in the program. Students may take more than one elective course with approval of the faculty instructor and faculty advisor. The variety of elective courses are designed to provide students with the opportunity to enhance knowledge, critical thinking, and professional development in areas of interest.

PT 981EG – Advanced Prosthetic Rehabilitation and Training
2 credits
This elective course is designed to enhance knowledge of prosthetic design and to discover a broad scope of exercises to promote optimal gait function for adults living with lower limb amputation. Implementation of appropriate outcome measures for quality of life and functional ability will be discussed. Current and clinically useful approaches for prosthetic design/fit, and advances in rehabilitation management, using a holistic philosophy for optimizing health and wellness, will be emphasized. Intervention strategies focusing on improved balance, prosthetic gait, fall risk/fall recovery, and running will be taught through hands on interaction with individuals with lower limb amputation.

PT 982EG – Independent Study in Research
2 credits
This elective course is designed for students to focus on preparing a completed research study (or component of) for poster, platform, or publication under guidance of a faculty advisor.

PT 983EG – Integrative Dry Needling
3 credits
The purpose of this elective course is to advance student knowledge and skills in the application of dry needling in physical therapy practice. Preliminary research will be explored, which supports use of dry needling to improve pain control, reduce muscle tension/ increase range of motion, and normalize dysfunction of the motor units – i.e. nerve impules that are transmitted to muscles. Information will be developed and integrated across the curriculum. The course is intended to meet state standards for dry needling and students will receive a certificate upon completion.

PT 984EG – Professional Service in Physical Therapy
2 credits
This course is designed for students to explore and participate in physical therapy professional leadership roles. Students will fulfill potential through effective leadership skills training in areas such as team building, strategic planning, and decision-making. The primary focus will be on development, implementation, and oversight of a student-led leadership project.

PT 985EG – Community Service: Social Responsibility and Advocacy
2 credits

This elective course is designed for students to explore and participate in community service opportunities, and/or conferences for individuals w/ health conditions (i.e. Camps for children w/ disability; Special Olympics, Triathlons, Amputees Coalition National Conference, Challenged Athlete Foundation, Adaptive Sport opportunities, provision of physical therapy services to patients at the Clarkston Community Health Center, etc. Volunteer opportunities, provision of physical therapy services at the Clarkston Community Health Center, etc. Volunteer opportunities may also occur through Church/Religious Mission or Medical Mission trips, Habitat for Humanity, Meals on Wheels, etc.

PROGRAM OF STUDY

Physician Assistant Studies – Master of Science (MS) – Philadelphia and Georgia Campuses

PCOM offers a full-time 26-month graduate-level program in physician assistant studies.

The program provides a comprehensive didactic and laboratory year followed by a year of clinical preceptorships in a variety of clinical disciplines. All students complete a research practicum as part of the program.

The PCOM Physician Assistant Program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum which, by necessity, is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth.

Graduation Requirements
Each candidate for the degree of Master of Science must achieve a GPA of 3.0 to graduate from the program and satisfactorily complete all degree requirements.

COURSE SEQUENCE

Physician Assistant Studies – Master of Science (MS) – Philadelphia and Georgia Campuses

First Year

TERM 1 (SUMMER)

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

TERM 2 (FALL)

Course No	Course Title	Credits
INDP 100/100G	Interprof Approach Caring for Community	0
PHYA 501/ 501G	Pharmacologic Concepts and Pharmacotherapeutics	2
PHYA 503/ 503G	History Taking and Physical Examination	10
PHYA 514/514G	Professional Practice Issues and Health Policy	2
PHYA 531/ 531G	Community Health Service	2
PHYA 534/534G	Introduction to Pathogenesis and Clinical Genetics	
PHYA 542/542G	Research Methods	1
	Total Credits	**18**

TERM 3 (WINTER)

Course No	Course Title	Credits
INDP 100/100G	Interprof Approach Caring for Community	0
PHYA 510 /510G	Clinical Medicine I	10
PHYA 515 /515G	Medicine, Law and Health Care Ethics	1
PHYA 520 /520G	Pharmacology I	2
PHYA 535 /535G	Pathology I	2
PHYA 543 /543G	Evidence-Based Medicine	2
	Total Credits	**17**

TERM 4 (SPRING)

Course No	Course Title	Credits
INDP 100/100G	Interprof Approach Caring for Community	1
PHYA 511 /511G	Clinical Medicine II	10
PHYA 521 /521G	Pharmacology II	2
PHYA 536 /536G	Pathology II	2
PHYA 549 /549G	Radiology for the Physician Assistant	2
	Total Credits	**17**

COURSE SEQUENCE

Physician Assistant Studies – Master of Science (MS) – Philadelphia and Georgia Campuses

Second Year

TERM 1 (SUMMER)

Course No	Course Title	Credits
PHYA 512 /512G. . . .	Clinical Medicine III	10
PHYA 522 /522G. . . .	Pharmacology III	1
PHYA 530 /530G. . . .	Behavioral Medicine and Psychiatry	1
PHYA 537 /537G. . . .	Pathology III	1
	Total Credits	**13**

All first and second year courses must be completed prior to beginning clinical preceptorships. TERM 2 THROUGH TERM 4 (FALL,

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

Course No	Course Title	Credits
PHYA 550 /550G. . . .	Family Medicine Preceptorship	10
PHYA 551 /551G. . . .	Internal Medicine Preceptorship	10
PHYA 553 /553G. . . .	Emergency Medicine Preceptorship	10
PHYA 554 /554G. . . .	General Surgery Preceptorship	10
PHYA 556 /556G. . . .	Behavioral Medicine Preceptorship	10
PHYA 557 /557G. . . .	Pediatrics Preceptorship	10
	Total Credits	**70**

Third Year

TERM 1 (SUMMER: MAY THROUGH END OF JULY)

Course No	Course Title	Credits
PHYA 558 /558G. . . .	Elective Preceptorship	6
PHYA 560 /560G. . . .	Research Practicum	2
PHYA 562 /562G. . . .	Comprehensive Review	3
	Total Credits	**11**
	Total Credits Required for Degree Completion	156

COURSE DESCRIPTIONS

Physician Assistant Studies – Master of Science (MS) – Philadelphia and Georgia Campuses

INDP 100/100G – Interprofessional Approach to Caring for the Community 0 credits Fall and Winter with 1 credit Spring term

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

PHYA 501/501G – Pharmacologic Concepts and Pharmacotherapeutics
2 credits

This course is the first in a series of four that provide the physician assistant student with a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacological therapy. Instruction also focuses on general pharmacological principles and infectious diseases.

PHYA 502/502G – Human Gross Anatomy
6 credits

This course constitutes a comprehensive consideration of human anatomy using a regional approach to the human body. The lecture component of the course consists of a detailed explanation and clarification of the relevant anatomy including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. The laboratory component of the course consists of examination of dissected or prosected cadavers, special dissections by small groups of students on cadavers, examination of plastinated specimens, models, X-rays, cross sections, bones and appropriate videos of human dissection and clinical procedures.

PHYA 503/503G – History Taking and Physical Examination
10 credits

This course is designed to provide students with the fundamental cognitive knowledge of interviewing, patient communication skills and general physical examination procedures that are necessary to conduct an appropriate and thorough medical interview and comprehensive physical examination for patients of all ages. Students will develop these patient interview and communication skills and general physical examination procedures through classroom work and structured clinical experiences with standardized patients under simulated conditions. Digital recording capabilities will allow students to review their clinical performance with faculty. Students are certified in Basic Life Support.

PHYA510/510G– Clinical Medicine I
10 credits

This course is the first of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include infectious diseases, dermatology, endocrinology, otorhinolaryngology, gastroenterology, hematology, oncology, introduction to ophthalmology and pulmonology.

PHYA 511/511G – Clinical Medicine II
10 credits

This course is the second of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include cardiology, urology, neurology, nephrology, orthopedics and rheumatology. Students are certified in Advanced Cardiac Life Support.

PHYA 512/512G – Clinical Medicine III
10 credits
This course is the third of a sequence of three courses that is designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This sequence of courses provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice, general surgery, general pediatrics and the emergency room. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body systems covered include obstetrics and gynecology, geriatrics, surgery, emergency medicine and pediatrics.

PHYA 514/514G – Professional Practice Issues and Health Policy
2 credits
This course will expose students to many of the principles and practices of health policy. It will include consideration of theimpact of socioeconomic issues affecting health care, an overview of selected aspects of the various health care systems, and financial and productivity issues relevant to the PA profession. Quality assurance, risk management, managed care environments, coding and billing, patient referrals, and other issues pertinent to current health care practice will be discussed. Students will learn about cultural issues and their impact on health policy. Also covered in this course are the history, development and current status of the physician assistant profession in the U.S. medical system in the 21st century as well as the political and legal issues related to PA practice. This course presents overviews of working in interprofessional patient-centered teams, PA professional organizations and PA program accreditation, as well as certification and recertification of PAs. The interrelated issues of licensure, credentialing and professional liability are also covered.

PHYA 515/515G– Medicine, Law and Health Care Ethics
1 credit
This course is presented to provide physician assistant students with an understanding of basic medical law, public health policy and medical ethics. Lectures in medical ethics and law/medical jurisprudence are presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider, both personally and professionally. This course also presents the fundamentals of health policy, death/dying decisions, commitment to patient welfare, respect for self and others, impact of genetic technology. This course also covers topics of consent to treat, privacy and confidentiality issues, organ donation, and hospice and palliative care. In addition, impaired provider identification and referral resources are discussed.

PHYA 519/519G – Human Physiology
4 credits
This course is designed to provide a comprehensive review of normal human physiology using a regional approach to the human body. The lecture component of this course will consist of a detailed explanation and clarification of the relevant physiology, including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. An introductory self- study medical terminology section will also bepresented.

PHYA 520/520G – Pharmacology I
2 credits
This course is the second in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: infectious diseases, gastroenterology, endocrinology, hematology and pulmonology.

PHYA 521/521G – Pharmacology II
2 credits
This course is the third in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: neurology, urology, nephrology, oncology, cardiology and rheumatology.

PHYA 522/522G – Pharmacology III
1 credit
This course is the fourth of a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice,

focusing on the following specialty areas: psychiatry, ophthalmology and otorhinolaryngology.

PHYA 530/530G – Behavioral Medicine and Psychiatry
1 credit
The primary goal of this course is to provide the physician assistant student with the necessary skills, knowledge and sensitivity to deal effectively with various psychiatric, emotional and behavioral issues common to patients in primary care settings. Students will be able to outline skills in coping with illness, injury and stress. Students will gain skills in the evaluation and management of patients with a variety of psychiatric problems as well as an appreciation for the health care team as it applies to the mental health patient.

PHYA 531/531G – Community Health Service
2 credits
This course provides students an opportunity to interface with community-based agencies and become familiar with diverse communities, both their challenges and their resources. In addition, this course allows students to develop a better understanding of how social, environmental and cultural factors can impact their patients' attitudes about health. Throughout this course, students learn the importance of collaboration when developing relevant and effective health care interventions.

PHYA 534/534G – Introduction to Pathogenesis and Clinical Genetics
1 credit
This course will lay a foundation in the pathogenesis of disease, which is the foundation of critical thinking in clinical practice. Topics to be covered include cellular injury, death and repair, inflammation, immunodeficiencies, and neoplastic growth. Additionally, the PA student will be introduced to concepts of genetics/genomics, including genetics terminology, patterns of inheritance, utility of genetic family history in practice, recognizing genetic contribution to disease, genetic screening, presymptomatic testing, diagnostic testing and pharmacogenetics. The course will also cover some of the ethical, legal and social implications related to the provision of genetics services.

PHYA 535/535G– Pathology I
2 credits
This course is the first of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: respiratory, gastroenterologic, hematologic, dermatologic, endocrinologic, gastroenterologic and otorhinolaryngologic.

PHYA 536/536G – Pathology II
2 credits
This course is the second of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: renal, urologic, cardiologic, neurologic, rheumatologic and orthopedic.

PHYA 537/537G – Pathology III
1 credit
This course is the third of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on forensic medicine and include topics such as cause and manner of death, child abuse, postmortem changes, asphyxiation, trauma and drug abuse.

PHYA 542/542G – Research Methods
1 credit
This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine as they relate to key areas of disease prevention, health promotion and therapy are discussed. Community based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine (EBM). This course is cross-listed with BIOM690.

PHYA 543/543G – Evidence-Based Medicine
2 credits
This course begins with the importance of evidence-based medicine as it relates to treatment strategies of disorders commonly treated by PAs. Key concepts on how to search, read and decipher various levels of scientific medical literature are covered. The sessions are interactive and prepare students to critically evaluate the clinically relevant issues in a broad range of physician assistant practice areas. Students develop an EBM style clinical question that will serve as the basis for the Research Practicum completed during the clinical phase of the program.

PHYA 549/549G – Radiology for the Physician Assistant
2 credits
This course is an introduction to the field of radiology designed to provide the physician assistant student with basic knowledge of the use and interpretation of a variety of radiographic studies. Through interactive technology, lectures and case-based problems, students will learn to interpret a variety of diagnostic modalities and understand their use in daily clinical practice.

PHYA 550/550G – Family Medicine Preceptorship
10 credits
This six-week preceptorship is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common family medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of family medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 551/551G – Internal Medicine Preceptorship
10 credits
This is a six-week preceptorship that is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common internal medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of internal medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant, including participating in teaching rounds where diagnostic and therapeutic plans for acutely ill patients are discussed, performing and observing various clinical procedures and preparing written and oral communication about patients. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 553/553G – Emergency Medicine Preceptorship
10 credits
This is a six-week preceptorship that allows the students to augment and strengthen their skills in developing a comprehensive database and a systematic approach to common emergency medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students will gain skills that include those necessary for appropriate triage, stabilization of patients with traumatic injuries and illnesses, the management of the less life-threatening problems that present to the emergency room, working with the pre-hospital emergency medical service team and making appropriate secondary referrals. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 554/554G – Gynecology/Prenatal Preceptorship
10 credits
This is a six-week preceptorship that is intended to augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems seen in prenatal and gynecology practice. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship teaches the student the indications, limitations and methodology of prenatal and gynecologic procedures and therapeutic strategies. Students will also receive the experience in managing common outpatient gynecology problems, gynecologic diagnostic techniques and therapy, family planning, assisting at gynecologic surgery and techniques for the early detection of gynecologic cancer. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 555/555G – General Surgery Preceptorship
10 credits
This six-week surgical preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in general surgery. Students perform appropriate clinical evaluation including comprehensive surgical history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students assist in surgical procedures in the operating room, the diagnostic evaluation of surgical patients and with preoperative and postoperative care with the ambulatory care of surgical patients. Proficiency is to be developed in suturing, incision and drainage, excision and the biopsy of simple wounds and lesions. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 556/556G – Behavioral Medicine
10 credits
This six-week behavioral medicine preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in behavioral medicine. It involves experiences, primarily in outpatient settings, that allow students to develop skills in the evaluation and management of patients with a variety of psychiatric and addiction problems. Through these experiences, students gain an appreciation for the role of the psychiatrist, psychologist, nurse and social worker in the care of the mentally ill, and become better able to make appropriate psychiatric referrals from primary care. The use of psychoactive pharmaceuticals and the role of psychotherapy in psychiatry are explored. Where possible, students participate in grand rounds, conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 557/557G – Pediatrics Preceptorship
10 credits
This is a six-week preceptorship for clinical-phase PA students that provides inpatient and/or outpatient exposure to a patient population ranging from neonates to late adolescents. This preceptorship will augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems in pediatrics. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including comprehensive history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. The student will have an intense exposure to primary care pediatric problems with the objective of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn. These experiences are obtained in the outpatient and inpatient setting. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

PHYA 558/558G – Elective Preceptorship
6 credits
This is a four-week preceptorship that offers students an opportunity to complete an elective of their choice. During the didactic portion of the professional phase, PA program students consider their own clinical practice interests and needs for skill development. Students select a clinical area for their elective with the approval of their faculty advisor. Students develop an individualized learning contract that includes objectives for their elective rotation and a method to demonstrate achievement of these objectives at the conclusion of their preceptorship. Students are responsible for an oral presentation regarding a specific health care topic at the end of their elective preceptorship.

PHYA 560/560G– Research Practicum
2 credits
Senior PA students, using the knowledge acquired in prior related courses, are required to ask a clinically relevant question in a clinical discipline seen in PA practice. A subsequent search and interpretation of the literature results in the culmination of a year-long project conducting, writing and presenting a selective EBM review on chosen topics of interest.

PHYA 562/562G – Comprehensive Review
3 credits
This course is intended to review and assess the student's knowledge of core competencies. On Senior Days, students engage in focused activities designed to prepare them for the preceptorship they are about to begin. It also includes an extensive board review style lecture series, directed standardized patient encounters with oral case presentations to a faculty member, a written comprehensive examination and clinical skills testing.

COURSE DESCRIPTIONS

Department of Forensic Medicine and Pathology – Master of Science (MS) – Forensic Medicine – Philadelphia Campus

The Master's Degree in Forensic Medicine program is intended for professionals who desire advanced knowledge, skills and credentialing in this specialized health area. Law enforcement professionals, nurse practitioners, paramedics and other mid-level health professionals seeking a graduate degree can benefit from this program, which is scheduled on the weekends sessions to accommodate the working professional. The forensic medicine program focuses on the emerging demand for medico- legal investigations by medical examiner staff and provides a foundation in forensic investigations and autopsy skills.

Forensic Medicine Pathway Program

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

COURSE SEQUENCE

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

First Year

*Students that do not have specific a biology requirement will be required to complete FMED 499 Human Biology in Summer. This course is four credits and is a pass/fail class. This requirement needs to be successfully completed to continue to the Fall term.
All first year courses are on-campus courses.

TERM 1 (FALL)

Course No	Course Title	Credits
FMED 50.	Pathology for Forensic Medicine	4
	Total Credits	**4**

TERM 2 (WINTER)

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

TERM 3 (SPRING)

Course No	Course Title	Credits
FMED 502.	Principles of Forensic Medicine II	6
	Total Credits First Year	**6**

COURSE SEQUENCE

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

Second Year

All second year courses are online courses.

TERM 1 (SUMMER)

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

TERM 2 (FALL)

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

TERM 3 (WINTER)

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

TERM 4 (SPRING)

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

TERM 5 (SUMMER)

Course No	Course Title	Credits
FMED 508	Capstone Integrated Experience	8
	Total Credits First Year	**8**
	Total credits required for degree completion	

COURSE DESCRIPTIONS

FMED 499 – Basic Human Biology in Forensic Medicine (Pathway Program Only)
3 credits (online)
This course is for students enrolled in the Pathway program that matriculates into the MS Forensic Medicine degree. The course is designed for nonbiomedical bachelor degree students as a preparatory course preceding the forensic medicine curriculum. Part one of this course is an overview of general biology that is pertinent to forensic medicine, and part two is human anatomy and physiology. Basic medical histology will be incorporated into the later part of this course. This course is graded on a pass/fail basis.

FMED 500 – Pathology for Forensic Medicine
4 credits (classroom)
The course provides a systematic approach to the pathological basis of the principles of forensic medicine. The course begins with an overview of cell injury, death, adaptation, repair and regeneration. It continues with a survey of the dermatological, skeletal, neurological, endocrine, immunological, cardiorespiratory, vascular, gastrointestinal, renal, urological and reproductive systems. Special emphasis is given to conditions of the cardiovascular, cardiorespiratory and central nervous systems that cause death.

FMED 501 – Principles of Forensic Medicine I
6 credits (classroom)
This course begins with an overview of the field of forensic medicine. This includes discussion of the history of forensic science and medicine and the roles of medical examiners, coroners and non-physician medico-legal death investigators. General principles of crime scene investigation are introduced. Instruction then moves to the science behind forensic medicine. Topics in this section include postmortem changes, sudden natural death, blunt force injury, sharp-force injury, ballistics and gunshot wounds. Also taught here are asphyxiation, drowning, thermal injuries, electrical injuries and lightning injuries.
Prerequisite: FMED 500.

FMED 502 – Principles of Forensic Medicine II
6 credits (classroom)
This course continues the overview of the field of forensic medicine. Topics covered in this course include forensic study of toxicology, anthropology, odontology, entomology and neuropathology. Students also learn about forensic medicine aspects of motor vehicle accidents, explosions and bombs, bioterrorism and mass fatalities. This course covers use of fingerprinting, trace evidence analysis and DNA analysis in conducting medico-legal investigations. Students will be given an outline of criminal law and considerations in preparing and delivering court testimony. Investigation of special crimes including child abuse, sexual assault, arson and deaths of persons in custody is discussed as well as techniques for providing grief assistance.
Prerequisite: FMED 500

FMED 504 – Research Design and Methodology
4 credits (online)
This course provides a foundation in research design, concepts and methodology with an emphasis on epidemiology. Students will evaluate the relationship of research design frameworks and research outcomes. The application of biostatistics and epidemiology concepts to the interpretation of the medical literature is also discussed.

FMED 505 – Bioethics in Professional Practice
4 credits (online)
This course introduces students to the field of biomedical ethics and related medico-legal concepts. Material is presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider. Topics include research involving human participants and animals, medical and health care ethics, and the implications of applied genetics and biotechnology.

FMED 506 – Evidence-Based Forensic Medicine
4 credits (online)
This course introduces students to the emerging field of evidence-based medicine.
It begins with a history of the field. Students learn how to ask a clinical question so that it may be answered and how to use that question to formulate an effective literature search to find the best answer to the question. In the next phase, students learn how to evaluate the importance and validity of the evidence. Finally, students learn how to use the evidence-supported answer in a manner that matches the values and views of the students' patients.

FMED 508 – Capstone Integrated Experience (Online and Field Experience)
8 credits
The Capstone Integrated Experience project is a research project that will involve field experience and/or research in the area of forensic medicine. The objective affords students the opportunity to apply the knowledge and the skills acquired through academic coursework in a real-life setting in an area of personal interest within the scope of forensic medicine. This project will culminate with a final paper at the conclusion of the experience.

FMED 513 – Law and Evidentiary Procedure
4 credits (online)
This interactive online course focuses on the role of the forensic medicine professional in the legal system, starting with an overview of the American legal system and continuing with an in-depth study of evidentiary issues, rules and procedures.

PROGRAM OF STUDY

Department of Biomedical Sciences (MS) – Philadelphia and Georgia Campuses

Biomedical Sciences – Master of Science (MS)
The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or professional study. All students enter the program as candidates for the two year master of science degree. The first year of the program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications of the material, followed by a concentration in the second year.

Degree completion concentrations are offered in biomedical research (thesis), organizational leadership in the biosciences, public health, and forensic biology. A nonthesis master of science in advanced topics in biomedicine, a two year thesis research option and the organizational leadership in the biosciences concentration are also available at PCOM's Georgia Campus. All first year courses are required. Students must declare the concentration by the end of their first year. Concentrations offered at:

PHILADELPHIA AND GEORGIA
Biomedical Sciences – Research/Thesis concentration Students will have the opportunity to work one-on-one with a faculty mentor on a cutting-edge research project that will advances scientific understanding.
Biomedical Sciences – Organizational Leadership in the Biosciences concentration
Students will develop vital skills in the areas of: conflict resolution, facilitation, effective communications, consensus-building, project leadership, meeting design and collaboration.

PHILADELPHIA
Biomedical Sciences – Forensic Biology concentration
Students will have the opportunity to train in the field of forensic medicine.
Biomedical Sciences – Neuroscience concentration Students will gain additional knowledge into the field of neuroscience. Biomedical Sciences - Population Health concentration Students will be exposed to the fields public health and psychology
*Students wishing to pursue concentrations in Forensic Biology, Population Health and Neuroscience must transfer to the Philadelphia Campus for the second year.
Biomedical Sciences– Medical Simulation concentration
Students will be instructed on how to develop Medical simulation training programs for all levels of healthcare. During this course students will earn their National EMT certificate learn to manage, run, develop, simulation center using high fidelity mannequins, actors, virtual reality, and task trainers.

GEORGIA
Biomedical Sciences– General Studies Capstone concentration
Students will be exposed to diverse, relevant, cutting-edge topical areas in biomedical sciences including genetics, stem cell research, pharmacology and nutritional biochemistry.

Biomedical Sciences– Medical Simulation Concentration
Students will be instructed on how to develop Medical simulation training programs for all levels of healthcare. During this course students will earn their National EMT certificate learn to manage, run, develop, simulation center using high fidelity mannequins, actors, virtual reality, and task trainers.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus

First Year

TERM 1 (FALL)

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

TERM 2 (WINTER)

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

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
	Total Credits First Year	**29**

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus

Second Year

TERM 1 (SUMMER)*

Course No	Course Title	Credits
BIOM 681	Research Proposal	1
BIOM 691	Biomedical Sciences Research I	2
	Total Credits	**3**

TERM 2 (FALL)

Course No	Course Title	Credits
BIOM 690	Research Methods	1
BIOM 691	Biomedical Sciences Research I	5
	Total Credits	**6**

TERM 3 (WINTER)

Course No	Course Title	Credits
BIOM 682	Journal Club	1
BIOM 692	Biomedical Sciences Research II	5
	Total Credits First Year	**6**

TERM 4 (SPRING)

Course No	Course Title	Credits
BIOM 683	Manuscript Development	1
BIOM 693	Biomedical Sciences Research III	5
	Total Credits First Year	**6**

TERM 5 (SUMMER)

Course No	Course Title	Credits
BIOM 685	Thesis Defense	2
BIOM 687	Thesis Status	1
	Total Credits First Year	**3**
	Total credits required beyond foundations year for degree completion	24

*Several alternative schedules are possible, such as starting in the Fall of the second year, or in the Spring of the first year of the program. See the course descriptions or consult the Registrar or Program Director for course prerequisites and additional details.

Should a student need additional time to complete their research, an extension for completion must be submitted to the program chair and approved.

For Degree to be conferred the student must defend their thesis and have their thesis bound and submitted to the library.

The paper should be completed one semester beyond defense. Should a student need additional term to complete, they must submit a request to the program chair for an extension. Once approved the students will be required to register for one credit.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus – Forensic Biology Concentration

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

Second Year

TERM 1 (FALL)

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

TERM 2 (WINTER)

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

TERM 3 (SPRING)

Course No	Course Title	Credits
FMED 502.	Principles of Forensic Medicine II	6
	Total Credits First Year	**6**

TERM 4 (SUMMER)

Course No	Course Title	Credits
FMED 508.	Capstone Integrated Experience	8
	Total Credits	**8**
	Total credits required beyond foundations year for degree completion	24

Forensic Biology Concentration courses start in the Fall.

Biomedical Science Organizational leadership Concentration – Philadelphia and Georgia Campuses

This program provides students who entered in the first year as a Biomedical Science student to pursue a concentration in Organizational Development and Leadership in their second year of their program.

This concentration is a total of 24 credits beyond the first year of their Biomedical Science. Requirements for this Concentration can be found under biomedical Science section.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus – Organizational Leadership Concentration

Five courses are required

Course No	Course Title	Credits
ODL 501	Foundations and Systems of Organizational Development	3
ODL 508	Leadership for Practitioners	3
ODL 510	Capstone: Action Research Project	3
ODL 516	Developing Systems Literacy: Organization Workshop (T)	3
ODL 517	Communication Skills for Leaders	3
	Total Credits	**15**

Electives (choose three from list below)

Course No	Course Title	Credits
ODL 504	Personal and Professional Development	3
ODL 505	Team Dynamics (T)	3
ODL 506	Social Factors and Cultural Diversity	3
ODL 514	Managing Emotional Systems in the Workplace	3
ODL 520	Appreciative Inquiry (T)	3
ODL 523	Adventure Leadership: Building Teams the natural Way	3
	Total Elective Credits	**6**
	Total credits beyond foundations year for degree completion	24

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus

NEUROSCIENCE CONCENTRATION –

This program of study will provide interdisciplinary exposure to the application of neuroscience and the relationships between the brain and behavior. Upon completion of a Neurobehavioral Concentration, the student will be able to:

- Demonstrate interdisciplinary knowledge of therapeutic and behavioral interventions
- Demonstrate an understanding of scientific method, data analysis, and empirical inquiry
- Demonstrate advanced knowledge of the neurological aspects of behavior and the contribution of neuroscience to interventions
- Apply advanced skills to access, synthesize and interpret relevant literature
- Apply their knowledge toward the successful implementation of a capstone project focused on the application of neuroscience to a topic of interest
- Show proficiency in written and oral communication of the application of neuroscience

Will require 21 credits beyond the foundation year for the degree

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 679	Neurobehavioral Capstone	1
BIOM 682	Scientific Communication skills	1
BIOM 690	Research Methods and Statistics	1
PSY501	Theories of Counseling Or	
PSY508	Lifespan Development	3
	Total Credits	**6**

TERM 2 (Winter)

Course No	Course Title	Credits
BIOM 601	Clinical Neuroscience	5
BIOM 679	Neurobehavioral Capstone	1
BIOM 69	Research Methods and Statistics	1
	Total Credits	**7**

TERM 3 (Spring)

Course No	Course Title	Credits
BIOM 679	Neurobehavioral Capstone	2
Elective		3
Elective		3
	Total Credits	**8**

Electives:
ODL 501 Foundations and Systems of Organization Development
ODL 505 Team Dynamics
ODL 535 Leading with Emotional Intelligence

COURSE SEQUENCE

BIOM 601 – Clinical Neuroscience
5 credits
This course will provide exposure to clinical neuroscience with an emphasis on the relationships between brain and behavior. Lectures will focus on the neuroscience of mental health conditions, psychopharmacology, and development and aging. . Students will also gain a patient perspective on living with a neurological illness across the lifespan while interfacing with a medical system. Students will be assessed with exam, discussion posts, as well as a final paper, which will further demonstrate their knowledge. Knowledge of basic brain structure and function are required.

BIOM 679 – Neurobehavioral Capstone
4 credits
This course will integrate action research with the students acquired knowledge of neuroscience in order to develop an objective perspective of neurological aspects of behavior and the contribution of neuroscience to interventions. Additionally, the student will demonstrate proficiency in written and oral communication skills.

BIOM 682 – Scientific Communication Skills
2 credits
In this discussion/presentation-focused seminar course, students will develop skills in critical review and in communicating science. The course will focus on giving and critiquing multimedia presentations that include appropriate background, methodology, results, interpretations, and conclusions of original studies drawn from peer-reviewed literature.

BIOM 690 – Research Methods and Statistics
2 credits
This course has three major goals. The first goal is to teach students the fundamentals of research methods. The second major goal is to teach students advanced principles and essential concepts in planning, selecting, conducting, and interpreting statistical analyses of empirical research studies. The third major goal is to help students develop basic proficiency in the use of SPSS as a tool for creating, cleaning and analyzing data sets.

ODL 501 – Foundations and Systems of Organization Development
3 credits
This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

ODL 505 – Team Dynamics
3 credits
This course provides a broad overview of different types of teams in the workplace; discusses the necessary elements of successful teamwork and how to develop these elements; explores various team roles with a particular focus on team leadership; and exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

ODL 535 – Leading with Emotional Intelligence
3 credits
The purpose of this course is to provide an overview of Emotional Intelligence. You will have the opportunity to learn the neuroscience of emotions that drives your behavior under pressure. As a result of participating in this class, your self-awareness around the four components of Emotional Intelligence and the impact of EQ on leading, influencing and engaging with others will be enhanced. You will learn practical strategies to help you respond more skillfully as pressure, tension and complexity increase as a leader and/or consultant and/or clinician.

PSY 501 – Theories of Counseling
3 credits
This course surveys the various theories of personality and the models of counseling that stem from them. The interaction and effects of forces that influence personality development will be explored.

PSY 508 – Lifespan Development
3 credits
This course consists of a comprehensive survey of the theory and research concerning the physical, cognitive, emotional, behavioral and social aspects of development. It covers the study of the psychology of the growing person from conception through the elder years.

Biomedical Sciences – Master of Science (MS) – Public Health Concentration – Philadelphia Campus

This program is a comprehensive approach that provides an understanding of public health practices. Upon completion of a Public Health Concentration, the student will be able to:

- Demonstrate knowledge of public health topics
- Demonstrate an understanding of scientific method, data analysis, and empirical inquiry
- Apply advanced skills to access, synthesize and interpret relevant literature
- Apply their knowledge toward the successful implementation of a capstone project focused on public health
- Show proficiency in written and oral communication of the application of public health topics

Sequence (total 23 credits)
Public Health Foundation at Jefferson University - 6 credits required

Summer

Course No	Course Title	Credits
PCOM: HSL 501	Intro to Health and Human Services Leadership	3
PCOM: HSL 502	Ethical Effectiveness in Health and Human Services Leadership	3

Fall

Course No	Course Title	Credits
Jefferson: PUBH 501 .	Introduction to Public Health	3
BIOM 682	Scientific Communication Skills	1
BIOM 690	Research Methods and Statistics	1

Winter

Course No	Course Title	Credits
BIOM 690	Research Methods and Statistic	1
BIOM 650	Public Health Capstone	1
Elective:		3

Spring

Course No	Course Title	Credits
BIOM 650	Public Health Capstone	1
Elective:		3
Elective:		3

ELECTIVES: (choose 1 Jefferson elective &1 PCOM elective) (each 3 credits)
Jefferson: PBH 500 Foundations US Healthcare System (Term 2 or 3)
Jefferson: PBH 502 Society, Behavioral & the Environment (Term 2)
Jefferson: PBH 506 Fundamentals of Epidemiology (Term 2)
Jefferson: PBH 507 Fundamentals of Environmental Health (Term 2 or 3)
Jefferson: PBH 509 Public Health Policy and Advocacy (Term 2 or 3)

PCOM HSL Managed Care in Health and Social Services Leadership:
Navigating Complex Payer Systems (Term 3)
PCOM ODL 505: Team Dynamics (Term 3)
PCOM ODL 528: Diversity, Equity and Inclusion Leadership Lab (Term 2)
PCOM ODL 535: Leading with Emotional Intelligence (Term 3)

Jefferson Public Health Courses:
Term 1 Fall (Sept-Dec)
Term 2 Spring (Jan-April)
Term 3 Summer (April-June)

PCOM Terms Dates for 2019-2020

Term 1-Fall	Aug 12th to Nov 8th
Term 2-Winter	Nov 18th to Feb 28nd
Term 3-Spring	March 9th to May 5st

COURSE DESCRIPTIONS

PCOM: HSL 501 Intro to Health and Human Services Leadership (3 credit)

PCOM: HSL 502 Ethical Effectiveness in Health and Human Services Leadership (3 credit)

PCOM: ODL 505 Team Dynamics
3 credit
This course provides a broad overview of different types of teams in the workplace; discusses the necessary elements of successful teamwork and how to develop these elements; explores various team roles with a particular focus on team leadership; and exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

PCOM: ODL 535 – Leading with Emotional Intelligence
3 credits
The purpose of this course is to provide an overview of Emotional Intelligence. You will have the opportunity to learn the neuroscience of emotions that drives your behavior under pressure. As a result of participating in this class, your self-awareness around the four components of Emotional Intelligence and the impact of EQ on leading, influencing and engaging with others will be enhanced. You will learn practical strategies to help you respond more skillfully as pressure, tension and complexity increase as a leader and/or consultant and/or clinician.

PCOM: ODL 528 – Diversity, Equity and Inclusion Leadership Lab
3 credits

PCOM: HSL – Managed Care in Health and Social Services Leadership: Navigating Complex Payer Systems
3 credits

PCOM: HSL – Integrative Health Policy, Advocacy and Innovation
3 credits

Jefferson: PBH 501 – Introduction to Public Health
3 credits
Introduces history and basic principles of public health and their application to the health status of populations. Presents public health resourcesused to monitor the health status of the community and to evaluate public health interventions. Focuses on the basis of public health, settings and tools for public health practice, provision of public health services and the future of public health practice.

Jefferson: PBH 502 – Social & Behavioral Foundations of Public Health
3 credits
Addresses behavioral, social and cultural factors related to individual and population health and health disparities over the life span. Examines research and practice that contribute to the development, administration and evaluation of public health programs and policies that promote and sustain healthy lives and environments for individuals and populations.

Jefferson: PBH 506 – Fundamentals of Epidemiology
3 credits
Introduces epidemiology and its application in public health. Addresses basic epidemiologic terminology and definitions. Presents public health problems in terms of magnitude, person, time, place, and disease frequency. Examines correlation measures between risk factors and disease outcomes; strengths and weaknesses of standard epidemiologic study designs; and ethical and legal issues related to epidemiologic data. Students calculate basic epidemiology measures, draw inferences from epidemiologic reports, and use information technology to access, evaluate, and interpret public health data.

Jefferson: PBH 507 – Fundamentals of Environmental Health
3 credits
Introduces environmental health sciences. Addresses social, political and economic factors that influence environmental health, including identification of major pollutants, their sources and adverse health effects. Examines general mechanisms of toxicity following environmental exposures, including the impact of such exposures on children's health. Studies risk assessment of environmental hazards and surveys government regulations and their significance in protecting human health. Specific topics include solid, liquid, and hazardous waste, food safety, water and air pollution, and climate change.

Jefferson PBH 509 – Public Health Policy & Advocacy
3 credits
Introduction to public health policy. Surveys legal structure that supports health and public health policy. Addresses process by which policy is developed and implemented and explores role of advocacy in this process. Focuses on key public and private stakeholders and examines public health policy initiatives that originate at federal, state, local, and institutional levels. Students analyze policies related to maternal and child health, obesity, tobacco control, environmental health, climate change preparedness, and delivery of primary care. Emphasizes role of public health advocacy planning and implementation.
Prerequisites: PBH 501, PBH 502

Biomedical Sciences – Master of Science (MS) – Philadelphia Campus

BIOM 501 – Molecular Basis of Medicine
7 credits
The course presents fundamental information regarding biochemistry, molecular biology and medical genetics in a way that is highly practical in today's clinical and/or research setting. This overview course includes discussions of molecular biology and genetics, metabolism and the body's production and use of energy, and blood-related issues such as blood proteins, lipoproteins and hemostasis.

BIOM 502 – The Infectious Process
3 credits
This course introduces graduate students to fundamental principles of immunology and microbiology. This overview includes discussions of the interplay between the microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal and parasite) are discussed. After the introductory lectures, the focus will be on current topics of interest in infectious disease and public health, including vaccines, cancers with an infectious etiology, and eradication of disease.

BIOM 503 – Human Anatomy
6 credits
This course provides a comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. Course objectives include the demonstration of anatomical structural knowledge of all systems in the human body, including musculoskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary and reproductive. Emphasis is placed on structural relationships and functional correlations. Learning is facilitated through lecture and group study of anatomical dissections.

BIOM 504 – Histology
4 credits
Students receive fundamental information regarding the structure and function of cells, how cells are organized into tissues and how tissues are organized into organs. In the histology laboratory, students learn to identify cells, tissues and organs through a microscope.

BIOM 505 – Neurosciences
3 credits
This course provides a broad introduction to the basic and clinical neurosciences, including motor function, cerebrovascular blood supply, sensory receptors, higher cortical functions, the limbic system, neurometabolism, and nervous system structure and function.

BIOM 506 – Medical Pharmacology
3 credits
This course presents an introduction to the basic concepts and principles of pharmacology. Specific lectures are presented in the areas of pharmacokinetics, autonomic pharmacology, cardiovascular pharmacology, CNS pharmacology and the control of pain.

BIOM 507 – Physiology
3 credits
This introductory course focused on medical physiology correlates the principles of basic functional mechanisms to practical methods for clinical assessment. Students receive hands-on instruction in methods to evaluate physiological mechanisms in a laboratory setting. Classroom and laboratory instruction are correlated to enhance understanding of cardiac, skeletal, and smooth muscle physiology, gastrointestinal, respiratory, cardiovascular, and renal physiology.

BIOM 681 – Research Proposal
1 credit
This course introduces the student to literature review, hypothesis generation, and research design. The student will form a partnership with a research mentor and thesis committee. Working with the mentor, the student develops a written research plan which must be approved by the committee and program director. If the project requires clearance by any regulatory board (IRB, IACUC, etc.), this course is considered "in progress," and no grade is issued until such authorization is secured.

BIOM 682 – Journal Club
1 credit
The student gives a multimedia presentation that includes appropriate background, methodology, results, interpretations and conclusions of an original study drawn from the recent peer-reviewed literature. Emphasis is placed on developing skills in critical review and in communicating scientific studies in seminar format.

BIOM 683 – Manuscript Development
1 credit
The student demonstrates mastery of his or her area of research by writing a viable draft of the thesis manuscript comprising abstract, introduction, background, materials and methods, results, discussion and literature cited. The draft is submitted to and approved by the thesis committee, who schedules the thesis defense in conjunction with the program director. Prerequisites/Corequisites: BIOM 681, BIOM 682, BIOM 693.

BIOM 685 – Thesis Defense
2 credits
The candidate demonstrates mastery of his or her area of research, and biomedical research in general, by delivering a public, seminar-format presentation before the faculty and College community. The audience may question the candidate on matters pertaining to the project and related studies. After the public session, the defense continues with the thesis committee discussing both with the candidate and in private matters that may need to be resolved before the final thesis can be submitted.
Prerequisites/Corequisites: BIOM 683, BIOM 693.

BIOM 687 – Thesis Status
1 credit
The candidate revises the written thesis as required by the thesis committee and library guidelines, secures committee approval, and submits the thesis in its final form to the program director, who will then recommend the candidate for degree conferral. This course is considered "in progress" and no grade issued until the final thesis is submitted.

At the end of each term that the thesis is not submitted, the candidate must develop an action plan in consultation with the thesis committee and program director; additional fees may be incurred. Thesis status cannot be registered after thesis has been defended.
Prerequisite/Corequisite: BIOM 685.

BIOM 690 – Research Methods
1 credit
This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine are discussed as they relate to key areas of disease prevention, health promotion and therapy discussed. Community-based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine.
This course is cross-listed with PHYA 542.

BIOM 691 – Biomedical Sciences Research I
2–5 credits
The student undertakes mentored research leading to the degree of Master of Science in Biomedical Sciences. Students learn lab techniques and review the relevant literature with the goal of understanding not only the "how" but the "why" of their project. If the project has met all regulatory requirements, data collection may commence. This course may be taken in one or more terms for up to seven total credits, and includes at minimum one meeting of the full thesis committee per term.

BIOM 692 – Biomedical Sciences Research II
5 credits
The student continues mentored research leading to the degree of Master of Science in Biomedical Sciences. This course may be taken in one or more terms for up to nine total credits, and includes at minimum one meeting of the full thesis committee per term.
Prerequisites: BIOM 501, 502, 503, 504, 505, 506, 507, 681, 690, 691.

BIOM 693 – Biomedical Sciences Research III
5 credits
Mentored research that brings the project to a conclusion as approved by the thesis committee, such that it may be presented in written and oral form. This course may be taken in one or more terms for up to nine credits per term, and includes at minimum one meeting of the full thesis committee per term.
Prerequisite: BIOM 692.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 549G	Scientific Communication	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts in Biomedical Modeling	2
BIOM 559G	Biostatistics	2
BIOM 562G	Homeostasis and Organ Systems I	5
	Total Credits	**11**

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 550G	Research Survey Seminar	0
BIOM 558G	Biochemistry, Cellular and Molecular Biology	5
BIOM 563G	Homeostasis and Organ Systems II	5
	Total Credits	**10**

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 554G	Neuroscience	4
BIOM 557G or 567G	Microscopic Anatomy and Embryology	4
	Total Credits First Year	**8**
	Total credits required for completion of first year	29

Biomedical Sciences – Master of Science (MS) 2 year Research Thesis Option – Georgia Campus

With prior approval of the program, a very limited number of students can be enrolled in the 2 Year Research Thesis Option. This option allows for qualified first year students to pursue a thesis concentration project during their first year in the program. Each student participating in this option are registered in a combination of first year courses (and with approval second year courses) and research credits equal to the first and second year term credit hour totals for Research Concentration students. The total number of credit hours for program completion is 53 credit hours, and completion of all the academic requirements for the Research Concentration is required. Students may apply for this option by request during the regular application cycle or upon registering for first term courses. Application in writing is made to the Program Director. Acceptance to this option is made on the basis of review of the student's academic credentials, availability and selection of mentors, and program availability. For further information contact the Georgia Campus Program director.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus – General Studies Capstone Concentration

Second Year

TERM 1 (FALL)

Course No	Course Title	Credits
Choose one of the follow groups: Group 1 or Group 2		
Group 1:		
BIOM 610G	Medical Immunology	3
BIOM 611G	Medical Microbiology	3
BIOM 619G	Medical Microbiology Methods Practicum	1
or Group 2		
BIOM 612G	The Historical Development of Current Themes in Biomedical Sciences Research*	2
BIOM 622G	Advanced Cardiovascular, Pulmonary and Renal Physiology	4
And one of the following courses:**		
BIOM 607G	Independent Study/Scientific Composition	1
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	1
Total credits for the term will depend on which Group option is chosen.		
Group 1	Total credits for the term	8
Group 2	Total credits for the term	7

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus – General Studies Capstone Concentration

Second Year

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 618G	Epidemiology***	1

***All students are required to take Epidemiology

Choose Two of the following electives****

BIOM 603G.	Concepts in Pharmacology and Toxicology	4
BIOM 604G.	Nutritional Biochemistry	4
BIOM 614G.	Developmental Neuroscience	4
BIOM 615G.	Vascular Control Mechanisms	4
BIOM 624G.	Embryological Basis of Disease	4
BIOM 625G.	Current Challenges in Infectious Diseases: Emergence and Control	4
BIOM 626G.	Neurobiology of Diseases	4
BIOM 621G.	Computational Neuroscience	4
BIOM 622G.	Advanced Cardiovascular, Pulmonary, and Renal Physiology	4

****Not all electives are offered every year.

And one of the following courses:

BIOM 607G	Independent Study/Scientific Composition	1
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	1
	Total Credits	**10**

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 618G	Epidemiology	1
BIOM 606G	Analytical Reading – Molecular Mechanisms	2

And one of the following courses:

BIOM 607G	Independent Study/Scientific Composition	4
or		
BIOM 650G	Special Topics in Biomedical Sciences Research and Methods	4
	Total credits required for completion of Year 2	**24**
	Total credits for MS degree completion	53

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus – Medical Simulation Concentration

Due to the need to offer all courses virtually until at least the end of Term 2, courses for Term 2 and Term 3 for the Biomedical Sciences Program with a concentration in Medical Simulation at the Georgia Campus will be as outlined below.

N.B. ODL 508 Leadership for Practitioners is removed as a concentration requirement and will not be offered in Spring 2021.

TERM 1 (Summer)

Course No	Course Title	Credits
BMMS 501G	Introduction to Medical Simulation	3
BMMS 502G	Task Trainers and Surgical Simulation	3
	Total Credits	**6**

TERM 2 (WINTER)

Course No	Course Title	Credits
BMMS 503G	Mannequin Based Simulation and EMT	3
BMMS 504G	Standardized Patient Simulation	3
HSL 503	Integrative Health Policy, Advocacy and Innovation	3
SHL 504	Integrative Health Policy, Advocacy and Innovation	3
	Total Credits	**6**

TERM 3 (WINTER)

Course No	Course Title	Credits
BMMS 505	Medical Simulation Business	3
One of the Following:		
ODL 516	Developing Systems Literacy: The Organization Workshop	3
HSL 503	Integrative Health Policy, Advocacy and Innovation	3
HSL 504	Manager's Use of Data: Evidence-Based Practice to Inform Decision Making	3
	Total Credits	**3**

TERM 4 (SPRING)

Course No	Course Title	Credits
BIOM 618G	Epidemiology	1
BMMS 506	Medical Simulation for Pre-Clinical Training	3
BMMS 507	Medical Simulation for Advance Clinical Training	3
	Total Credits	**7**

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus – Thesis Concentration

Second Year

TERM 1 (SUMMER)*

Course No	Course Title	Credits
BIOM 690G	Research Methods Practicum in Biomedical Sciences*	4*
BIOM 691G	Biomedical Research/Elective Courses**	2
	Total Credits	**6**

TERM 2 (FALL)

Course No	Course Title	Credits
BIOM 600G	Journal Club	0
BIOM 682G	Research Proposal	1
BIOM 691G-693G	Biomedical Research/Elective Courses**	5
	Total Credits	**6**

TERM 3 (WINTER)

Course No	Course Title	Credits
BIOM 600G	Journal Club	0
BIOM 691G-693G	Biomedical Research/Elective**	5
	Total Credits	**6**

TERM 4 (SPRING)

Course No	Course Title	Credits
BIOM 600G	Journal Club	0
BIOM 618G	Epidemiology	1
BIOM 683G	Manuscript Development	1
BIOM 691G-693G	Biomedical Research/Elective Courses**	5
	Total Credits	**7**
	Total credits required for completion of Year 2	24
	Total credits for MS degree completion	53

All students enrolled in the Research Thesis Concentration work under the supervision of a mentor who, in collaboration with the Program Director and thesis committee, ensure and validate completion of all concentration and degree requirements. Prior to their start in the concentration, all students are required to select a program approved mentor and develop with their approved mentor a schedule for completion of the concentration that includes the following components: selection of appropriate thesis topic, thesis committee selection, development and defense (to the thesis committee) of a thesis research proposal with any necessary institutional and program approvals, participation in a journal club or a regularly attended laboratory meeting experience, creation of a schedule for the thesis manuscript development and completion. Students will be required to start in Summer following their foundation year with BIOM 690G* and BIOM 691G.

*Students may be given a waiver of BIOM 690G and delay the start of research until Fall term. This waiver requires an approval from the Program Director and will be based on prior progress toward required research approvals, committee selection and development of the thesis proposal. However, the student will still be required to prove competencies to both mentor and Program Director that would normally have been certified by passing BIOM 690G.

If approved, the student will still be required to complete 24 credits toward their MS degree. As stated above, students are required to complete practicum BIOM 690G and epidemiology BIOM 618G or another approved statistics course. A minimum of three credit hours of thesis research will be required each term with the exception of credits taken at the end for the purpose of thesis completion, thesis submission and thesis defense.

** Elective courses must be approved by mentor and course director. Elective courses can be substituted for Research credits provided students complete enough research credits to complete their project based on time frames approved by joint agreement of mentor, thesis committee and program director. Electives can also be added as extra courses (in addition to the 53 credits required for graduation) However the student will be enrolled in these courses as out of degree and will be personally responsible for tuition payments for this course work. The only exception would be for courses that the student needs to retake or replace in order to meet the GPA requirement for the degree.

Should a student need additional time to complete their research, an extension for completion must be submitted to the program chair and approved.

For Degree to be conferred the student must defend their thesis and have their thesis submitted to the library for binding.

The thesis paper should be completed one semester beyond defense. Should a student need additional term to complete, they must submit a request to the program chair for an extension. Once approved the students will be required to register for one credit.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Organizational Leadership Concentration – Georgia Campus

Five Required Courses:

Course No	Course Title	Credits
ODL 501G	Foundations and Systems of Organizational Development	3
ODL 505G	Team Dynamics (T)	3
or		
ODL 517G	Communication Skills for Leaders (B)	3
ODL 508G	Leadership for Practitioners (*B)	3
ODL 526G	Managing Self and Emotional Systems in the Workplace	3
ODL 527G	Managing Strategic Chance: Diagnosis and Intervention (B)	3
	Total Year	**15**

ELECTIVE COURSES – Choose four courses from list below:

Course No	Course Title	Credits
ODL 505G	Team Dynamics (T)	3
ODL 506G	Social Factors and Cultural Diversity (B)	3
ODL 520G	Appreciative Inquiry (T)	3
ODL 522G	Leader as Meeting Designer and Facilitator (T)	3
ODL 530G	Special Topics in ODL	3
	Total Credits to Complete Electives	**12**
	Total credits required for ODL Concentration completion	24

(T) Turbo class held in an accelerated weekend format.
(B) Blended class with two or more weekend days plus evening
** Note: Information regarding Forensic Biology Concentration can be found under Biomedical Science-Philadelphia Campus

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – South Georgia Campus

First Year

TERM 1 (FALL)

Course No	Course Title	Credits
BIOM 501M	Medical Cell and Molecular Biology	2
BIOM 502M	Medical Nutrition and Biochemistry	3
BIOM 503M	Medical Microbiology and Immunology	4
BIOM 504M	Ethics and Professionalism	1
	Total Credits	**10**

TERM 2 (WINTER)

Course No	Course Title	Credits
BIOM 505M.	Medical Anatomy I*	5
BIOM 506M.	Medical Physiology*	4
BIOM 507M.	Medical Terminology	1
	Total Credits	**10**

TERM 3 (SPRING)

Course No	Course Title	Credits
BIOM 508M.	Biomedical anatomy Lab	2
BIOM 509M.	Biostatistics	3
BIOM 510M.	Neurophysiology	3
BIOM 511M.	Journal Club	1
BIOM 512M.	Medical Anatomy II	1
	Total Credits First Year	**31**

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – Georgia Campus – Medical Simulation Concentration

Second Year

Course No	Course Title	Credits
BIOM 618G	Epidemiology***	1

***All students are required to take Epidemiology

Seven courses from this list****

BMMS 501M	Introduction to Medical Simulation	3
BMMS 502M.	Fundamentals to Operations	3
BMMS 503M.	Basic Medical Foundation	3
BIOM 504M.	Standardized Patients Simulation	3
BMMS 505M.	Medical Simulation Business	3
BMMS 506M.	Medical Simulations for Pre-Clinical Training	3
BMMS 507M.	Medical Simulation for Adv. Clinical Training	3
ODL 508M.	Leadership for Practitioners	3

Total Credits 25

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – South Georgia Campus – Forensic Biology Concentration

All courses are on the Philadelphia Campus

Course No	Course Title	Credits
FMED 500	Pathology for Forensic Medicine	4
FMED 501	Principles of Forensic Medicine I	6
FMED 502	Principles of Forensic Medicine II	6
FMED 508	Capstone Integrated Experience	8
	Total Credits	**24**

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – South Georgia Campus – Research (Thesis) Concentration

Course No	Course Title	Credits
BIOM 609M	Research Methods Pract. In Biomedical Sciences	4
BIOM 691M	Biomedical Research/Elective Courses **	2
BIOM 600M	Journal Club	0
BIOM 682	Research Proposal	1
BIOM 691M-693M	Biomedical Research/Elective Courses**	15
BIOM 618M	Epidemiology	1
BIOM 683	Manuscript Development	1
	Total Credits	**24**

All students enrolled in the Research Thesis Concentration work under the supervision of a mentor who, in collaboration with the Program Director and thesis committee, ensure and validate completion of all concentration and degree requirements. Prior to their start in the concentration, all students are required to select a program approved mentor and develop with their approved mentor a schedule for completion of the concentration that includes the following components: selection of appropriate thesis topic, thesis committee selection, development and defense (to the thesis committee) of a thesis research proposal with any necessary institutional and program approvals, participation in a journal club or a regularly attended laboratory meeting experience, creation of a schedule for the thesis manuscript development and completion. Students will be required to start in Summer following their foundation year with BIOM 690M* and BIOM 691M.

*Students may be given a waiver of BIOM 690M and delay the start of research until Fall term. This waiver requires an approval from the Program Director and will be based on prior progress toward required research approvals, committee selection and development of the thesis proposal. However, the student will still be required to prove competencies to both mentor and Program Director that would normally have been certified by passing BIOM 690M. If approved, the student will still be required to complete 24 credits toward their MS degree. As stated above, students are required to complete practicum BIOM 690M and epidemiology BIOM 618M or another approved statistics course. A minimum of three credit hours of thesis research will be required each term with the exception of credits taken at the end for the purpose of thesis completion, thesis submission and thesis defense.

** Elective courses must be approved by mentor and course director. Elective courses can be substituted for Research credits provided students complete enough research credits to complete their project based on time frames approved by joint agreement of mentor, thesis committee and program director. Electives can also be added as extra courses (in addition to the 53 credits required for graduation) However the student will be enrolled in these courses as out of degree and will be personally responsible for tuition payments for this course work. The only exception would be for courses that the student needs to retake or replace in order to meet the GPA requirement for the degree.

Should a student need additional time to complete their research, an extension for completion must be submitted to the program chair and approved. For Degree to be conferred the student must defend their thesis and have their thesis submitted to the library for binding. The thesis paper should be completed one semester beyond defense. Should a student need additional term to complete, they must submit a request to the program chair for an extension. Once approved the students will be required to register for one credit.

COURSE SEQUENCE

Biomedical Sciences – Master of Science (MS) – South Georgia Campus – Research (Thesis) Concentration

Second Year
TERM 1 (FALL)
Choose one of the following two groups

Course No	Course Title	Credits
Group One		
BIOM 610M	Medical Immunology	3
BIOM 611M	Medical Microbiology	3
BIOM 619M	Medical Microbiology Methods Practicum	1
Group Two		
BIOM 612M	The Historical Development of Current Themes in Biomedical Sciences Research	2
BIOM 622M	Advanced Cardiovascular, Pulmonary and Renal Physiology	4
Both Groups, one of the following courses		
BIOM 607M	Independent Study/Scientific Composition	1
or		
BIOM 650M	Special Topics in Biomedical Sciences Research and Methods	1
	Group One Total Credits	**8**
	Group Two Total Credits	**7**

Second Year
TERM 2 (WINTER)

Course No	Course Title	Credits
Both Groups		
BIOM 618M	Epidemiology	1
Both Groups, Choose Two of the Following Electives* **		
BIOM 603M	Concepts in Pharmacology and Toxicology	4
BIOM 604M	Nutritional Biochemistry	4
BIOM 614M	Developmental Neuroscience	4
BIOM 615M	Vascular Control Mechanisms	4
BIOM 624M	Embryological Basis of Disease	4
BIOM 625M	Current Challenges in Infectious Diseases: Emergence and Control	4
BIOM 626M	Neurobiology of Diseases	4
***Not all electives are offered every year*		
Both Groups, Choose One of the Following Electives		
BIOM 607M	Independent Study/Scientific Composition	1
or		
BIOM 650M	Special Topics in Biomedical Sciences Research and Methods	1
	Total Credits	**10**

Second Year
TERM 3 (SPRING)

Course No	Course Title	Credits
Group One		
BIOM 606M	Analytical Reading – Molecular Mechanisms	2
Group Two		
BIOM 621M	Computational Neuroscience	3
And one of the following courses:		
BIOM 607M	Independent Study/Scientific Composition	4
Or		
BIOM 650M	Special Topics in Biomedical Sciences Research and Methods	4
	Group One Total	**6**
	Group Two Total	**7**
	Total for Second Year	**24**
	Total for Degree Completion	**53**

COURSE DESCRIPTION

Biomedical Sciences – Master of Science (MS) – Georgia Campus

BIOM 549G – Scientific Communication
2 credits
This course is designed to teach basic scientific communications skills that are crucial to the success of graduate students in the biomedical sciences. Various communication topics and strategies will be addressed in class. Students will be trained to read, interpret and use various formats to communicate scientific information from primary scientific literature. Practice opportunities and critiques will be provided.

BIOM 550G – Research Survey Seminar
0 credit
The goal of this course is for the student to gain a view into cutting-edge research by surveying current research from the perspectives of basic scientific thinking, hypothesis development and testing, and interpretation of data. Students are trained in research approaches to relevant problems and consider which experiments might best address the question. This includes how to find and utilize appropriate research sources using library materials and online databases. The student will also learn how to develop a research project, including: how a hypothesis is developed from existing data, how experiments are chosen to address specific hypotheses, and how the data are interpreted. These course topics will be integrated with other ongoing courses including Scientific Method, Biochemistry, Cellular and Molecular Biology, and Basic Concepts in Biomedical Modeling.

BIOM 553G – Basic Concepts in Biomedical Modeling
2 credits
This course is designed to assist the student with developing a functional understanding of basic biochemical, cellular and systems physiologic processes through application of basic physical and chemical principles. The course builds on principles with which students are familiar from prerequisite coursework. Students examine and analyze how these principles have been modified to model cellular and human physiologic systems. Practical examples are used to both explain and test student competency. Students are expected to apply literature and database search techniques to identify specific research examples and to develop an appropriate project proposal. Additionally, public presentation, written assignments and testing are used to assess student academic performance.

BIOM 554G – Neuroscience
4 credits
This course introduces the student to the field of medical neurosciences including cognition, the senses and the neuromuscular junctions. Emphasis is placed on structural organization and design of the nervous system, supported by the lecture and laboratory approach employed in the Human Gross Anatomy course that precedes this neuroscience experience. Understanding of basic physiologic principles and nervous system design is tested using timed exams that require students to apply their basic knowledge to an analysis of a variety of medically based scenarios.

BIOM 557G – Microscopic Anatomy and Embryology
4 credits
The histology component of this course covers basic structure and function of eukaryotic cells, how these cells are organized into four tissue types, and how tissues are organized into organs to support the various systems of the body. The embryology component focuses on game to genesis through fetal development and explores embryogenesis for each organ system.

BIOM 558G – Biochemistry, Cellular and Molecular Biology
5 credits
This course provides the basis for understanding concepts of molecular medicine relevant in subsequent coursework in the biomedical sciences. Areas of concentration include biochemistry cell and molecular biology and genetics. Topics include studies of cellular organization; signaling and replication; gene expression and regulation; carbohydrate, lipid, protein and nucleic acid metabolism; enzymes; and mechanisms of inheritance and genetic engineering.

BIOM 559G – Biostatistics
2 credits
This course introduces the student to basic principles of statistical methods as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple research data analysis and to interpret data reported in the current scientific research literature. This course in sequence with the new second year course Epidemiology replaces the 3 credit course BIOM 609G – Biostatistics and Epidemiology (formerly BIOM 552G).

BIOM 562G – Homeostasis and Organ System I
5 credits
This is a five credit course that studies the integration of the Anatomy and Physiology of human organ systems. The factual and conceptual aspects of morphology and physiology are learned as a unified narrative. The study of human anatomy and physiology is guided by clinical specialties and the essential knowledge base required for understanding functional organ systems and their interactions. Major challenges to homeostasis will be identified for each specialty.

The textbooks are Moore's Essentials of Clinical Anatomy and Guyton and Hall's Textbook of Medical Physiology. Laboratory exercises are incorporated as demonstrations and interactive observations in the anatomy lab and the physiology lab. The organ systems or specialties covered include: Dermatology, Neurology (introductory / basic peripheral nervous system), Myology / Osteology, Cardiology, Pulmonology & Otolaryngology. Study of each specialty will incorporate at least two case studies that illustrate the most common diseases or challenges to homeostasis for that system. Also, a case study that may be uncommon but has great educational value for understanding the pathophysiology of that system will be presented.

BIOM 563G – Homeostasis and Organ Systems II (HOS II)
5 credits
This is a five credit course that continues the study of the integration of the Anatomy and Physiology of human organ systems. The factual and conceptual aspects of morphology and physiology are learned as a unified narrative. The study of human anatomy and physiology is guided by clinical specialties and the essential knowledge base required for understanding functional organ systems and their interactions. Major challenges to homeostasis will be identified for each specialty. The textbooks are Moore's Essentials of Clinical Anatomy and Guyton and Hall's Textbook of Medical Physiology. Laboratory exercises are incorporated as demonstrations and interactive observations in the anatomy lab and the physiology lab. The organ systems or specialties covered include: Urology / Renal, Gastroenterology, Endocrinology, Immunology, Gynecology and Male Reproductive System. Study of each specialty will incorporate at least two case studies that illustrate the most common diseases or challenges to homeostasis for that system. Also, a case study that may be uncommon but has great educational value for understanding the pathophysiology of that system will be presented.

BIOM 567G – Honors Microscopic Anatomy and Embryology
4 credits
This course is a comprehensive presentation of human development and histology of human tissues at a level that prepares students for success in health related postgraduate programs (such as medical and physician assistant). This course builds on concepts and analytical skills introduced in prior coursework and requires weekly discussion of foundational biomedical research publications. Successful completion of Biochemistry, Cellular and Molecular Biology (BIOM 558G) is a prerequisite. Enrollment is limited to 20 students and requires approval of the course director.

BIOM 600G – Critical Analysis of Research
0 credits
This course is designed to enhance and promote critical analysis and communication of scientific findings. Students enrolled in the thesis track will meet weekly for one hour. In the first part of the year, students will present and carefully analyze the results of a scientific article. In the later part of the year, students will present the results from their individual research projects. All students are expected to attend and participate in presentations and discussions of research findings. The purpose of this experience is to augment the student's skills and competencies specific to the successful completion and presentation of their thesis research requirement for completion of the MS Degree.

BIOM 603G – Concepts in Pharmacology and Toxicology
4 credits
This course introduces the student to major concepts used in the study of pharmacology and toxicology. It focuses on drugs used in autonomic and cardiovascular pharmacology and toxicology. The course utilizes a lecture format and several laboratory sessions, one of which involves the use of the patient simulator in the clinical learning laboratory.

BIOM 604G – Nutritional Biochemistry
4 credits
This course introduces the student to the foundation of nutrition as it impacts biochemical pathways within the body. This course applies a competency- based approach in which an emphasis is placed on student presentation and active participation in the classroom. Final course evaluation is based on the effectiveness of the student's classroom participation, prior preparation based on classroom outcomes and a final project that requires the student to design an experimental investigation of a topic of his or her own interest and then to apply his/her knowledge base by developing and generating an appropriate NIH-style grant proposal.

BIOM 605G – Special Topics
1–5 credits
This course number is maintained for use when a one-time need is perceived.

BIOM 606G – Analytical Reading – Molecular Mechanisms
2 credits
The focus of this course is on the elaboration of molecular mechanisms in the current literature. This course requires directed readings and presentations of the current literature, exposing students to high-impact areas of the biomedical sciences and enhancing critical reading and public speaking skills.

BIOM 607G – Independent Study/Scientific Composition
1–4 credits a term
This course is a graded three term sequence that is a guided independent study in which the student explores the biomedical science basis for health/medical conditions and syndromes that present in the clinic. Under the supervision of a graduate faculty member, the student is required to read and compile current scientific literature on the clinical condition chosen and write a major review article. Students will be required to present their topic in a formal presentation to the program faculty and their class peers. In addition to

the presentation, the student must complete a written manuscript that adheres to scientific publication standards. Enrollment in this course requires approval of the program director and identification of a faculty mentor. Course may be substituted for BIOM 650G.

BIOM 610G – Medical Immunology
3 credits
The course is designed to provide the student with an understanding of the cellular and molecular basis of the immune response, and the role of the immune system in health and disease. Additional topics will cover immune- mediated pathological processes, tumor immunology and autoimmunity.

BIOM 611G – Medical Microbiology
3 credits
This course is designed to provide the student with the basic principles of medical microbiology and infectious disease. Emphasis will be placed on the identification, recognition and pathogenesis of the major medically relevant microorganisms including bacteria, viruses, fungi and parasites. Additional topics will include physiological and epidemiological factors contributing to human infectious disease and an introduction to antimicrobial agents.
Note: Medical Immunology and Medical Microbiology as a sequence replace the former second year first term course Immunity and Infection BIOM 602G.

BIOM 612G – The Historical Development of Current Themes in Biomedical Sciences Research
2 credits
The focus of this course is the historical development of current and important research trends through the tracking of an idea or concept from its origins in the original scientific literature to the current applications in cutting edge research. The purpose is for the student to gain an appreciation of how the development of ideas and concepts is essential to the investigation and better understanding across different areas of science. This course requires directed readings and presentations of the current literature, exposing students to high impact areas of the biomedical sciences and enhancing critical reading and interpretation of scientific literature as well as public speaking skills.

BIOM 613G – Molecular Genetics
3 credits
The goal of this course is for the student to develop a deeper understanding of the molecular biology techniques introduced in earlier courses. The material will focus on understanding the molecular genetic tools that are having a tremendous impact on medicine. Specific topics will include various types of cloning, gene transfer, methods to study gene expression at the mRNA and protein levels, microRNAs and other recent developments.
Prerequisite: BIOM 558G

BIOM 614G – Developmental Neuroscience
4 credits
This course has the goal of providing students with a solid foundation in developmental neuroscience. The student is required to integrate findings from anatomical, cellular, molecular and genetic approaches. Topics covered will include neural induction, regionalization of the neural plate and neural tube, neurogenesis, gliogenesis, cellular determination and differentiation, migration, growth cones and axon pathfinding,dendrite formation, programmed cell death, synapse formation and elimination, critical periods and developmental plasticity. Students are required to have a basic knowledge of cell biology and neuroscience before attempting this course.

BIOM 615G – Vascular Control Mechanisms
4 credits
This course guides the student through an advanced study of vascular control mechanisms. The course is designed so that the student examines new advances and current understanding of various aspects of vascular control and is heavily based in current literature. Independent literature research and class participation, in addition to 3 exams, are a significant component of the final grade.

BIOM 616G – Experimental Design and Data Analysis in Biomedical Research
2 credits
This course is intended to provide basic training to students about how to start a biological research study with a reason a bleexperimental design and to apply best practices in data analysis at the end. This course will use examples from molecular biology, electrophysiology and imaging studies to explain how to adopt most currently accepted methods in experimental design and data analysis. Students enrolled in this course are required to have a prerequisite understanding of basic statistics.

BIOM 617G –Human Virology Biology
3 credits
This course is a discussion- and debate-based review of current topics in stem cell biology and the uses of stem cells in medicine and biotechnology. Topics include review and discussion of cell biology, developmental biology, molecular biology and genetics; stem cell characteristics and preparation; clinical applications and therapeutic uses of stem cells and tissue engineering; and regulatory and ethical issues. Current peer-reviewed literature provides up-to- date information for classroom discussion.

BIOM 618G – Epidemiology
1 credits

This course introduces the student to basic principles of epidemiology as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple epidemiologic analysis and to interpret studies reported in the current scientific research literature. The students are required to identify measures of disease frequency and excess risk and apply these in the context of epidemiologic questions and problems. Students are also asked to interpret and apply the calculation and application of screening test utilities. Students are expected to master conceptsincluding, but not limited to, morbidity and mortality measures, incidence, prevalence, attack rate, relative risk, odds ratio, positive and negative predictive value, sensitivity and specificity. This course, in sequence with the new first year course Biostatistics (BIOM 559G), replaces the 3 credit course BIOM 609G – Biostatistics and Epidemiology (formerly BIOM 552G)

BIOM 619G – Medical Microbiology Methods Practicum
1 credit
This course covers basic concepts of microbiology with emphasis on sterile techniques,staining, antibiotic susceptibility testing, isolation and identification of pathogenic microorganisms. As a final learning outcome, students are required to apply his/her acquired knowledge and skills to successfully identify a mixture of two unknowns. This course is the competency-based section of BIOM 611G Microbiology and BIOM 610G Medical Immunology course sequence, and students are registered in conjunction with BIOM 611G. Registration for this course as a separate component or registration for BIOM 611G without this competency-based component requires the approval of the program director.

BIOM 620G – Human Viruses, Vaccines and Infectious Diseases
3 credits
This course is designed to build upon basic molecular genetics principles in order to familiarize the students with the related principles of virology, including structure, biology, replication, pathogenesis and host-cell interactions. The mechanisms of viral adaptation will be utilized as real- time applications of mutation to see how these can be exploited to predict the severity of viral outbreaks and the development of drug resistance. Students will gain an appreciation for the population genetics of infectious diseases, while the control and prevention of infection is a theme that will be discussed throughout the course. Finally, the development of the host innate immune system and viral counter strategies will be examined.

This course is designed to complement the fundamental concepts introduced in Molecular Genetics (BIOM 613G) and Epidemiology (BIOM 618G). Students should successfully both BIOM 613 G and BIOM 618 G before enrolling in this course. Student who have not completed Molecular Genetics and Epidemiology can only register for BIOM 620 G with the prior approval on the course director and program director.

BIOM 621G – Computational Neuroscience
3 credits
This course is designed to provide advanced training to students in the study of neuroscience and electrophysiology using a computational approach. Computational neuroscience is an important method in understanding the information content of neural signals by modeling the nervous system at many different levels. This course will review systemic and cellular neurobiology, basic concepts in biophysics, computer languages. Students will be required to perform electrophysiological recordings, construct biological realistic single neuron or network models using popular simulators, and present their models in both writing and speech. Completion of the course requirements will augment important professional skill sets and competencies for students completing the MS Degree and seeking to continue in many areas of scientific research and diagnostics. Basic knowledge in physics and neurobiology is prerequisite.

BIOM 622G – Advanced Cardiovascular, Pulmonary and Renal Physiology
4 credits
This course provides advanced training to students in the study cardiac, cardiovascular, pulmonary and renal physiology elaborating on the ideas of how neural/hormonal feedback mechanisms and local control balance the parameters of pressure volume and cardiac output to adequate insure local and systemic blood flow for the purpose of nutrient delivery and waste removal. Students will explore the complexities of this balance through the examination of physical performance and pathophysiologic scenarios as well as analysis of laboratory research data and evidence base medicine cases. Students will be required to present and explain their analyses using both classic physiologic illustration tools and literature graphics.

BIOM 624G – Embryological Basis of Disease
4 credits
This course is designed to provide advanced comprehension of the underlying embryological mechanisms in human development. Students will examine the genetic, cellular, molecular, and environmental mechanisms that contribute to medically relevant malformations, anomalies, defects, and syndrome of major anatomical systems that occur during embryological/fetal life which impact the cardiovascular, neurological, gastrointestinal, urogenital, and head/neck formation. Students will be assigned specific developmental disorders/diseases/malformations and be responsible for discussing and presenting their findings on the assigned topics as individuals and in groups. Over the term, the topics assigned will progress through the major anatomical systems and increase in complexity. The course assumes students have acquired basic knowledge of cell biology and human embryology. Successful completion of Human Embryology is a prerequisite. Enrollment limited to 12 students.

BIOM 625G – Current Challenges in Infectious Disease: Emergence and Control
4 credits
In today's increasingly intertwined world, the epidemiology of infectious diseases is dynamic and challenging. This course will

introduce students to the theory of identifying and controlling infectious diseases through a study of various pathogens such as Ebola, HIV, Avian Influenza, SARS, MERS, Zika and COVID-19 (among others). Using examples, students will develop an appreciation of disease transmission, epidemiology, the importance of surveillance and outbreak investigation in prevention and control, along with a range of disease control strategies implementable at the individual, local and national levels. Topics of particular note will be those diseases of pandemic potential and an analysis of the factors and activities necessary to reduce their occurrence. A student who has not completed BIOM 618G Epidemiology can only register for this course with prior approval of both the course and program directors.

BIOM 626G – Neurobiology of Diseases
4 credits a term
This 4 credit course will provide a comprehensive understanding of pathology and pathophysiology of neuropsychiatric disorders. The course will prepare students for intensive collaborations along the basic-translational-clinical continuum. Topics covered will include but not limited to Alzheimer's, Parkinson's, Schizophrenia, Multiple Sclerosis, and Epilepsy, in which modern neuroscience has advanced mechanistic explanations for clinical conditions. The lectures will discuss clinical presentation and pathological features, epidemiology, treatment, status of clinical research, animal models, and postulated cellular/molecular bases highlighting recent genetic, molecular, electrophysiological, and imaging experiments in parsing disease mechanisms. Students should have successfully completed BIOM 544G before enrolling in this course.

BIOM 650G – Special Topics in Biomedical Sciences Research and Methods
1–4 credits a term
This course is a graded three term sequence that is a guided independent study in which the student explores an area of interest in either Biomedical Sciences Research or Methods. The course requires a topic selection to be approved by a mentor/instructor. Students are expected to complete a thesis- style paper of twenty-five pages or more which can be a review, project proposal, grant application, etc. (any proposals require paperwork for appropriate regulatory committees); minimum of 75 citations/references, graded presentation, scheduled weekly meetings with faculty mentor; and competency-based testing and assignment completion. Students may enroll in this course only through the approval of the Program Director. Course may be substituted for BIOM 607G.

BIOM 681G – Research Proposal
1 credit
This course introduces the student to literature review, hypothesis generation, and research design. The student will form a partnership with a research mentor and thesis committee. Working with the mentor, the student develops a written research plan which must be approved by the committee and program director. If the project requires clearance by any regulatory board (IRB, IACUC, etc.), this course is considered "in progress," and no grade is issued until such authorization is secured.

BIOM 683G – Manuscript Development
1 credit
The student demonstrates mastery of his or her area of research by writing a viable draft of the thesis manuscript comprising abstract, introduction, background, materials and methods, results, discussion and literature cited. The draft is submitted to and approved by the thesis committee, who schedules the thesis defense in conjunction with the program director.
Prerequisites/Corequisites: BIOM 681, BIOM 682, BIOM 693.

BIOM 690G – Research Methods Practicum in Biomedical Sciences
4 credits
This course is intended to provide students with a basic understanding and practical experience in research and experimental principles and methods. Students are given the opportunity to conduct experiments related to cell and molecular biology and keep a written record of all research experiments performed. Experiments complement the existing curriculum taught in cell and molecular biology and as such, should help the student gain additional understanding of the material and the techniques used to address questions in basic science research. Complementary to their laboratory-based assignments, students are provided with the requisite background information they will need in order to understand the purpose of each experiment.

BIOM 691G, 692G, 693G – Biomedical Research/Elective 5–
21 credits
Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

BIOM 694G – Independent Study
1–6 credits
This option allows for a student to be enrolled in a topic specific independent study which can be a unique elective topical study or a Biomedical Science course specific course offering in an independent study format. Biomedical Sciences Graduate course letter grading scales are applied and the instructor and student agree to a written set of grading criteria before course begins. Offering of this course is based on instructor and program resource availability and requires the approval of the program director.

BIOM 699G – Thesis Continuation
1 credit
This course is designed to allow students who have not completed their thesis during the normally allotted time to register and complete their thesis.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) Medical Simulation Concentration – Georgia Campus

BMMS 501G – Introduction to Medical Simulation
3 credits
Introduction to Medical Simulation, is designed to give the student an overview of how simulation is used in the medical education world. Throughout the course the student will learn the history of simulation, educational learning theories, proper debriefing techniques, along with different types of medical simulations.

BMMS 502G – Fundamentals to Operations, Mannequins, and Medical Simulation
3 credits
High-fidelity mannequins, Task trainers and surgical simulations have become a hallmark of training within the medical field. During this class, students will learn how to use of all types of task trainers, Mannequins, and Standardized patients to enhance medical training. Along with the course students will learn how to setup, repair, and tricks for using simulations to train students. Students will get the opportunity to set-up, run, participate, and learn skills such as suturing, lumbar puncher, intubation, chest tubes, pelvic exams, IV, IO, and many more. During this course, students will have the opportunity to assist in running over 30 simulations, while gaining incite on running simulations. All students are certified in Basic Life Support (CPR) through American Heart Association and receive extensive knowledge of ACLS (Advanced Cardiac Life Support)

BMMS 503G – Basic Medical Foundation
3 credits
This course introduces students to the advantages and challenges of mannequin-based simulation. The course will focus on the case development, programing, and capabilities of the top three manufactures of mannequins. (Leardal, CAE, Gaumard) During this class, students will learn how simulations is used to teach a course while they complete a National Registry Emergency Medicine Technician Basic EMT course. (EMT-B). Student will complete ride time with Gwinnett Fire Department, Area Hospital ER's, and at a local pediatric clinic. Students have the option to test and become a National Registered EMT- Basic. Final project consist of a full day of Simulations known as Trauma Day (IPE). Trauma Day consist of the students developing and running cases in a mocked up ER. Local paramedics pick up patients and bring them to an ER where our medical students and local nursing students work to save lives.

BMMS 504G – Standardized Patients Simulation
3 credits
This course introduces students to the advantages and challenges of using Standardized Patient (SP) within medical simulation. Students will focus on how to hire, manage, train patients, along with strategies for the use of simulated patients. Key focus of this course is for the graduates to have a full understanding of how to design and run a SP program within and outside of medical schools. Students get to play the part of a SP, student, and instructor through-out the course.

BMMS 505G – Medical Simulation Business
3 credits
This course focuses on the business side of running a medical simulation lab. During this class, students develop their own simulation center from design, to purchasing equipment, hiring simulations staff, manage personnel, and developing strategies on how they will maintain funding. Final project consist of a "Shark Tank" presentation of individual simulations related projects to a panel made up of Deans, Associate Deans, college Financial Officers, Directors, and when available the College President. The focus is for students to understand the day-to-day operations of a Simulations Manager or Director.

BMMS 506G – Medical Simulation for Pre-Clinical Training
3 credits
During this course student, will focuses on building simulation for student based training. Using there simulation knowledge student will work all phases of simulation development for paramedic programs, nursing programs, medical school programs and resident programs. Students will are required to design, develop, and run 5 to 10 simulations each while assisting and help fellow students.

BMMS 507G – Medical Simulation for Advance Clinical Training
3 credits
Students are tasked to work with area hospitals and medical centers to build their knowledge of hospital based simulation programs. This class will teach the students how to interact and prep simulation for crisis resource management, patient safety, team based training, and multidiscipline simulations. Final project is a full student ran Trauma Day. For this Trauma day, the instructors step back and the students take over. During the course, students are required to develop, run, and debrief over 10 simulation. By the end of this course, students will have had the opportunity to participate in over 2000 simulations throughout the course of 1 year.

ODL 508G – Leadership for Practitioners
3 credits
This course provides an overview of leadership and organization development practitioner Models that effectively lead organizations through the change process. A key focus of the Course is to enhance the reflective practice of the adult learners by integrating organization Diagnostic models presented in class; design aligned interventions that enhance Individual, relational and organizational health; and coach learners to achieve higher Practice performance within their respective organizations

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

BIOM 501M – Medical Cell and Molecular Biology
3 credits
Students receive fundamental information regarding the structure and function of cells, how cells are organized into tissues and how molecular mechanisms within the cell drive its replication and function.

BIOM 502M – Medical Nutrition and Biochemistry
3 credits
Students receive fundamental information regarding the nutrients and biochemical pathways within cells that drive metabolism, energy usage and generation in cellular and homeostatic processes with humans.

BIOM 503M – Medical Microbiology and Immunology
4 credits
This course introduces graduate students to fundamental principles of immunology and microbiology. This overview includes discussions of the interplay between microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal, and parasite) are discussed.

BIOM 504M – Ethics and Professionalism
1 credits
The student interacts with faculty in discussions and presentations regarding scientific/medical ethics, professional development and career advancement.

BIOM 505M – Medical Anatomy I
5 credits
This course provides a comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. Course objectives include the demonstration of anatomical structural knowledge of all systems in the human body, including muscoloskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary, and reproductive. Emphasis is placed on structural relationships and functional correlations.

BIOM 506M – Medical Physiology
3 credits
The Medical Physiology course introduces students to the foundational physiological mechanisms underlying the normal function of the human body and thus provides the basis for understanding disease processes. The course covers concepts in normal physiology, as well as selected diseases in the following body systems: Neural, Muscular, Cardiovascular, Respiratory, Renal, Gastrointestinal, Endocrine and Reproductive. The goal of the course is to provide the student with an understanding of the fundamental mechanisms of human physiology.

BIOM 507M – Medical Terminology
1 credit
Students are taught the meaning of Latin and Greek word roots, suffixes, and prefixes. With the knowledge of these elements, a student is able to interpret and understand a multitude of complex medical terms.

BIOM 508M – Biomedical Anatomy Laboratory
2 credits
This course provides a hands on consideration of the human anatomy as it relates to function. Course objectives include the demonstration of systems in the human body in a laboratory setting. Learning is facilitated through group study of anatomical dissections.

BIOM 509M – Biostatistics
3 credits
Students will learn, review and demonstrate knowledge of statistical concepts through the use of numerous real-life data sets and case studies. Students will have opportunities to practice through in-class discussions, homework exercises, and class projects.

BIOM 510M – Neurophysiology
3 credits
Students will learn a range of neuroscience related information including development, cell structure, function and signaling, and associated sensory and motor functions. Emphasis will be placed on broad concepts of structure and physiologic function

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3 credits
Students will learn a range of neuroscience related information including development, cell structure, function and signaling, and associated sensory and motor functions. Emphasis will be placed on broad concepts of structure and physiologic function.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

BIOM 511M – Journal Club
1 credit
The student gives a multimedia presentation that includes appropriate background, methodology, results, and interpretations and conclusions of an original study drawn from the recent peer-reviewed literature. Emphasis is placed on developing skills in critical review and in communicating scientific studies in seminar format.

BIOM 512M – Medical Anatomy II
1 credit
This course provides a consideration of the human skull, face, head and basic anatomy. Course objectives include the demonstration of anatomical structural knowledge. Emphasis is placed on structural relationships and functional correlations.

BIOM 600M – Critical Analysis of Research
0 credits
This course is designed to enhance and promote critical analysis and communication of scientific findings. Students enrolled in the thesis track will meet weekly for one hour. In the first part of the year, students will present and carefully analyze the results of a scientific article. In the later part of the year, students will present the results from their individual research projects. All students are expected to attend and participate in presentations and discussions of research findings. The purpose of this experience is to augment the student's skills and competencies specific to the successful completion and presentation of their thesis research requirement for completion of the MS Degree.

BIOM 603M – Concepts in Pharmacology and Toxicology
4 credits
This course introduces the student to major concepts used in the study of pharmacology and toxicology. It focuses on drugs used in autonomic and cardiovascular pharmacology and toxicology. The course utilizes a lecture format and several laboratory sessions, one of which involves the use of the patient simulator in the clinical learning laboratory.

BIOM 604M – Nutritional Biochemistry
4 credits
This course introduces the student to the foundation of nutrition as it impacts biochemical pathways within the body. This course applies a competency- based approach in which an emphasis is placed on student presentation and active participation in the classroom. Final course evaluation is based on the effectiveness of the student's classroom participation, prior preparation based on classroom outcomes and a final project that requires the student to design an experimental investigation of a topic of his or her own interest and then to apply his/her knowledge base by developing and generating an appropriate NIH-style grant proposal.

BIOM 606M – Analytical Reading – Molecular Mechanisms
2 credits
The focus of this course is on the elaboration of molecular mechanisms in the current literature. This course requires directed readings and presentations of the current literature, exposing students to high-impact areas of the biomedical sciences and enhancing critical reading and public speaking skills.

BIOM 607M – Independent Study/Scientific Composition
1–4 credits a term
This course is a graded three term sequence that is a guided independent study in which the student explores the biomedical science basis for health/medical conditions and syndromes that present in the clinic. Under the supervision of a graduate faculty member, the student is required to read and compile current scientific literature on the clinical condition chosen and write a major review article. Students will be required to present their topic in a formal presentation to the program faculty and their class peers. In addition to the presentation, the student must complete a written manuscript that adheres to scientific publication standards. Enrollment in this course requires approval of the program director and identification of a faculty mentor. Course may be substituted for BIOM 650G.

BIOM 614M – Developmental Neuroscience
4 credits
This course has the goal of providing students with a solid foundation in developmental neuroscience. The student is required to integrate findings from anatomical, cellular, molecular and genetic approaches. Topics covered will include neural induction, regionalization of the neural plate and neural tube, neurogenesis, gliogenesis, cellular determination and differentiation, migration, growth cones and axon pathfinding,dendrite formation, programmed cell death, synapse formation and elimination, critical periods and developmental plasticity. Students are required to have a basic knowledge of cell biology and neuroscience before attempting this course.

BIOM 615M – Vascular Control Mechanisms
4 credits
This course guides the student through an advanced study of vascular control mechanisms. The course is designed so that the student examines new advances and current understanding of various aspects of vascular control and is heavily based in current literature. Independent literature research and class participation, in addition to 3 exams, are a significant component of the final grade.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

BIOM 610M – Medical Immunology
3 credits
The course is designed to provide the student with an understanding of the cellular and molecular basis of the immune response, and the role of the immune system in health and disease. Additional topics will cover immune- mediated pathological processes, tumor immunology and autoimmunity.

BIOM 611M – Medical Microbiology
3 credits
This course is designed to provide the student with the basic principles of medical microbiology and infectious disease. Emphasis will be placed on the identification, recognition and pathogenesis of the major medically relevant microorganisms including bacteria, viruses, fungi and parasites. Additional topics will include physiological and epidemiological factors contributing to human infectious disease and an introduction to antimicrobial agents.
Note: Medical Immunology and Medical Microbiology as a sequence replace the former second year first term course Immunity and Infection BIOM 602G.

BIOM 612M – The Historical Development of Current Themes in Biomedical Sciences Research
2 credits
The focus of this course is the historical development of current and important research trends through the tracking of an idea or concept from its origins in the original scientific literature to the current applications in cutting edge research. The purpose is for the student to gain an appreciation of how the development of ideas and concepts is essential to the investigation and better understanding across different areas of science. This course requires directed readings and presentations of the current literature, exposing students to high impact areas of the biomedical sciences and enhancing critical reading and interpretation of scientific literature as well as public speaking skills.

BIOM 618M – Epidemiology
1 credits
This course introduces the student to basic principles of epidemiology as applied to biomedical research, design and critical reading analysis and to interpret studies reported in the current scientific research literature. The students are required to identify measures of disease frequency and excess risk and apply these in the context of epidemiologic questions and problems. Students are also asked to interpret and apply the calculation and application of screening test utilities. Students are expected to master concepts including, but not limited to, morbidity and mortality measures, incidence, prevalence, attack rate, relative risk, odds ratio, positive and negative predictive value, sensitivity and specificity. This course, in sequence with the new first year course Biostatistics (BIOM 559G), replaces the 3 credit course BIOM 609G – Biostatistics and Epidemiology (formerly BIOM 552G)

BIOM 619M – Medical Microbiology Methods Practicum
1 credit
This course covers basic concepts of microbiology with emphasis on sterile techniques,staining, antibiotic susceptibility testing, isolation and identification of pathogenic microorganisms. As a final learning outcome, students are required to apply his/her acquired knowledge and skills to successfully identify a mixture of two unknowns. This course is the competency-based section of BIOM 611G Microbiology and BIOM 610G Medical Immunology course sequence, and students are registered in conjunction with BIOM 611G. Registration for this course as a separate component or registration for BIOM 611G without this competency-based component requires the approval of the program director.

BIOM 622M – Advanced Cardiovascular, Pulmonary and Renal Physiology
4 credits
This course provides advanced training to students in the study cardiac, cardiovascular, pulmonary and renal physiology elaborating on the ideas of how neural/hormonal feedback mechanisms and local control balance the parameters of pressure volume and cardiac output to adequate insure local and systemic blood flow for the purpose of nutrient delivery and waste removal. Students will explore the complexities of this balance through the examination of physical performance and pathophysiologic scenarios as well as analysis of laboratory research data and evidence base medicine cases. Students will be required to present and explain their analyses using both classic physiologic illustration tools and literature graphics.

BIOM 624M – Embryological Basis of Disease
4 credits
This course is designed to provide advanced comprehension of the underlying embryological mechanisms in human development. Students will examine the genetic, cellular, molecular, and environmental mechanisms that contribute to medically relevant malformations, anomalies, defects, and syndrome of major anatomical systems that occur during embryological/fetal life which impact the cardiovascular, neurological, gastrointestinal, urogenital, and head/neck formation. Students will be assigned specific developmental disorders/diseases/malformations and be responsible for discussing and presenting their findings on the assigned topics as individuals and in groups. Over the term, the topics assigned will progress through the major anatomical systems and increase in complexity. The course assumes students have acquired basic knowledge of cell biology and human embryology. Successful completion of Human Embryology is a prerequisite. Enrollment limited to 12 students.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

BIOM 625M – Current Challenges in Infectious Disease: Emergence and Control
4 credits
In today's increasingly intertwined world, the epidemiology of infectious diseases is dynamic and challenging. This course will introduce students to the theory of identifying and controlling infectious diseases through a study of various pathogens such as Ebola, HIV, Avian Influenza, SARS, MERS, Zika and COVID-19 (among others). Using examples, students will develop an appreciation of disease transmission, epidemiology, the importance of surveillance and outbreak investigation in prevention and control, along with a range of disease control strategies implementable at the individual, local and national levels. Topics of particular note will be those diseases of pandemic potential and an analysis of the factors and activities necessary to reduce their occurrence. A student who has not completed BIOM 618G Epidemiology can only register for this course with prior approval of both the course and program directors.

BIOM 626M – Neurobiology of Diseases
4 credits a term
This 4 credit course will provide a comprehensive understanding of pathology and pathophysiology of neuropsychiatric disorders. The course will prepare students for intensive collaborations along the basic-translational-clinical continuum. Topics covered will include but not limited to Alzheimer's, Parkinson's, Schizophrenia, Multiple Sclerosis, and Epilepsy, in which modern neuroscience has advanced mechanistic explanations for clinical conditions. The lectures will discuss clinical presentation and pathological features, epidemiology, treatment, status of clinical research, animal models, and postulated cellular/molecular bases highlighting recent genetic, molecular, electrophysiological, and imaging experiments in parsing disease mechanisms. Students should have successfully completed BIOM 544G before enrolling in this course.

BIOM 650M – Special Topics in Biomedical Sciences Research and Methods
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This course is a graded three term sequence that is a guided independent study in which the student explores an area of interest in either Biomedical Sciences Research or Methods. The course requires a topic selection to be approved by a mentor/instructor. Students are expected to complete a thesis- style paper of twenty-five pages or more which can be a review, project proposal, grant application, etc. (any proposals require paperwork for appropriate regulatory committees); minimum of 75 citations/references, graded presentation, scheduled weekly meetings with faculty mentor; and competency-based testing and assignment completion. Students may enroll in this course only through the approval of the Program Director. Course may be substituted for BIOM 607G.

BIOM 683M – Manuscript Development
1 credit
The student demonstrates mastery of his or her area of research by writing a viable draft of the thesis manuscript comprising abstract, introduction, background, materials and methods, results, discussion and literature cited. The draft is submitted to and approved by the thesis committee, who schedules the thesis defense in conjunction with the program director.
Prerequisites/Corequisites: BIOM 681, BIOM 682, BIOM 693.

BIOM 690M – Research Methods Practicum in Biomedical Sciences
4 credits
This course is intended to provide students with a basic understanding and practical experience in research and experimental principles and methods. Students are given the opportunity to conduct experiments related to cell and molecular biology and keep a written record of all research experiments performed. Experiments complement the existing curriculum taught in cell and molecular biology and as such, should help the student gain additional understanding of the material and the techniques used to address questions in basic science research. Complementary to their laboratory-based assignments, students are provided with the requisite background information they will need in order to understand the purpose of each experiment.

BIOM 691M, 692M, 693M – Biomedical Research/Elective
5–21 credits
Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

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3 credits
Introduction to Medical Simulation, is designed to give the student an overview of how simulation is used in the medical education world. Throughout the course the student will learn the history of simulation, educational learning theories, proper debriefing techniques, along with different types of medical simulations.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

BMMS 502M – Fundamentals to Operations, Mannequins, and Medical Simulation
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High-fidelity mannequins, Task trainers and surgical simulations have become a hallmark of training within the medical field. During this class, students will learn how to use of all types of task trainers, Mannequins, and Standardized patients to enhance medical training. Along with the course students will learn how to setup, repair, and tricks for using simulations to train students. Students will get the opportunity to set-up, run, participate, and learn skills such as suturing, lumbar puncher, intubation, chest tubes, pelvic exams, IV, IO, and many more. During this course, students will have the opportunity to assist in running over 30 simulations, while gaining incite on running simulations.

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3 credits
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During this course student, will focuses on building simulation for student based training. Using there simulation knowledge student will work all phases of simulation development for paramedic programs, nursing programs, medical school programs and resident programs. Students will are required to design, develop, and run 5 to 10 simulations each while assisting and help fellow students.

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FMED 500 – Pathology for Forensic Medicine
4 credits (classroom)
The course provides a systematic approach to the pathological basis of the principles of forensic medicine. The course begins with an overview of cell injury, death, adaptation, repair and regeneration. It continues with a survey of the dermatological, skeletal, neurological, endocrine, immunological, cardiorespiratory, vascular, gastrointestinal, renal, urological and reproductive systems. Special emphasis is given to conditions of the cardiovascular, cardiorespiratory and central nervous systems that cause death.

FMED 501 – Principles of Forensic Medicine I
6 credits (classroom)
This course begins with an overview of the field of forensic medicine. This includes discussion of the history of forensic science and medicine and the roles of medical examiners, coroners and non-physician medico-legal death investigators. General principles of crime scene investigation are introduced. Instruction then moves to the science behind forensic medicine. Topics in this section include postmortem changes, sudden natural death, blunt force injury, sharp-force injury, ballistics and gunshot wounds. Also taught here are asphyxiation, drowning, thermal injuries, electrical injuries and lightning injuries.
Prerequisite: FMED 500.

COURSE DESCRIPTIONS

Master of Science – Biomedical Sciences (MS) – South Georgia Campus

FMED 502 – Principles of Forensic Medicine II
6 credits (classroom)
This course continues the overview of the field of forensic medicine. Topics covered in this course include forensic study of toxicology, anthropology, odontology, entomology and neuropathology. Students also learn about forensic medicine aspects of motor vehicle accidents, explosions and bombs, bioterrorism and mass fatalities. This course covers use of fingerprinting, trace evidence analysis and DNA analysis in conducting medico-legal investigations. Students will be given an outline of criminal law and considerations in preparing and delivering court testimony. Investigation of special crimes including child abuse, sexual assault, arson and deaths of persons in custody is discussed as well as techniques for providing grief assistance.
Prerequisite: FMED 500

FMED 508 – Capstone Integrated Experience (Online and Field Experience)
8 credits
The Capstone Integrated Experience project is a research project that will involve field experience and/or research in the area of forensic medicine. The objective affords students the opportunity to apply the knowledge and the skills acquired through academic coursework in a real-life setting in an area of personal interest within the scope of forensic medicine. This project will culminate with a final paper at the conclusion of the experience.

ODL 508M – Leadership for Practitioners
3 credits
This course provides an overview of leadership and organization development practitioner Models that effectively lead organizations through the change process. A key focus of the Course is to enhance the reflective practice of the adult learners by integrating organization Diagnostic models presented in class; design aligned interventions that enhance Individual, relational and organizational health; and coach learners to achieve higher Practice performance within their respective organizations

ACADEMIC DEPARTMENTS AND FACULTY

THE FACULTY OF PCOM – Teaching in Philadelphia

A highly qualified faculty of physicians, psychologists, physician assistants, educators,scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine and the health professions. The academic programs are served by many faculty across the country that provide clinical instruction at various affiliated sites as volunteer faculty. In a real sense, education at PCOM is carried out by this larger PCOM family. Faculty concentration and dedication show in the teaching students receive. Faculty appointments are listed under the College departments in which they serve.

Bio-Medical Sciences Professor and Chair Brian Balin, PhD

Professors Emeriti

Walter Ceglowski, PhD (Microbiology & Immunology)
Charlotte Greene, PhD (Neuroscience, Physiology & Pharmacology)
Henry W. Hitner, PhD (Neuroscience, Physiology & Pharmacology)
Justice James, DO (Microbiology & Immunology)
Tage N. Kvist, PhD (Anatomy)
Robert J. Niewenhuis, PhD (Anatomy)
Richard M. Kriebel, PhD (Neuroscience, Physiology & Pharmacology)
Ruth Thornton, PhD (Biochemistry & Molecular Biology)

Professors

Christopher S. Adams, PhD (Anatomy)
Denah M. Appelt, PhD (Neuroscience, Physiology & Pharmacology)
Brian J. Balin, PhD (Microbiology & Immunology)
Robert J. Barsotti, PhD (Neuroscience, Physiology & Pharmacology)
Marcus G. Bell, PhD (Neuroscience, Physiology & Pharmacology)
Ruth Carter Borghaei, PhD (Biochemistry & Molecular Biology)
Farzaneh Daghigh, PhD (Biochemistry & Molecular Biology)
Marina D'Angelo, PhD (Anatomy)
Kerin L. Fresa, PhD (Microbiology & Immunology)
Frederick J. Goldstein, PhD (Neuroscience, Physiology & Pharmacology)
Susan Hingley, PhD (Microbiology & Immunology)
Michael P. McGuinness, PhD (Anatomy)
Lindon H. Young, PhD (Microbiology & Immunology)
Dianzheng Zhang, PhD (Biochemistry & Molecular Biology)

Associate Professors

Arturo Bravo-Nuevo, PhD (Neuroscience, Physiology & Pharmacology)
Kerin M. Claeson, PhD (Anatomy)
Cathy J. Hatcher, PhD (Neuroscience, Physiology & Pharmacology)
Christopher S. Little, PhD (Microbiology & Immunology)
Bohdan Minczak, PhD, MD (Neuroscience, Physiology & Pharmacology)
Heather J. Montie, PhD (Biochemistry & Molecular Biology)
Philip Reno, PhD (Anatomy)

Assistant Professors

Qian Chen, PhD (Microbiology & Immunology)
Jocelyn J. Lippman-Bell, PhD (Neuroscience, Physiology & Pharmacology)
Eleonora Savio-Galimberti, PhD
Mei Xu, MD, PhD (Anatomy)

Instructors

David M. Cavanaugh, BS (Anatomy)
Katherine Winkle, MS (Anatomy)

Emergency Medicine

Professor and Chair

John W. Becher, DO

Professor

John W. Becher, DO

Family Medicine

Professor and Chair
Harry J. Morris, DO, MPH

Professors Emeriti
Oliver Bullock, DO
Harold Schreiber, DO

Professors
Michael Becker, DO
Larry Finkelstein, DO
Harry J. Morris, DO, MPH
Kenneth J. Veit, DO, MBA

Associate Professors
David Kuo, DO
Barbara T. Williams-Page, DO

Clinical Associate Professors
Margaret Wilkins, DO

Assistant Professors
Kristen Berry, DO
Peter F. Bidey, DO
Joan M. Grzybowski, DO
George Spyropoulos, DO

Instructors
Indhu Prabhakaran, DO

Forensic Medicine and Pathology

Professor and Chair
Gregory McDonald, DO

Clinical AssistantProfessors
Joel S. Garblik, DDS, MS
James McCans, MS

Clinical Instructor
David McDonald

Geriatric-Medicine

Professor and Chair
Katherine E. Galluzzi, DO

Professors
Katherine E. Galluzzi, DO

Associate Professor
Nicol Joseph, DO
Michael Srulevich, DO, MPH

Internal Medicine

Professor and Chair
Daniel J. Parenti, DO

Professors
Jeffrey S. Freeman, DO
Bruce Kornberg, DO
Pat Anthony Lannutti, DO
Joseph S. Lubeck, DO
Daniel J. Parenti, DO
Stephen M. Purcell, DO
Michael A. Venditto, DO

Divisional Chairs
Jean M. Koka, DO (Hematology and Oncology)
Neil H. Feldman, DO (Adult Allergy & Immunology)
Steven Lichtenstein, DO (Gastroenterology)
Bruce Kornberg, DO (Cardiology)
Pat A. Lannutti, DO (Preventive and General Medicine)
Michael Levin, DO (Nephrology)
Brett Gilbert, DO (Infectious Disease)
Joseph S. Lubeck, DO (Neurology)
Stephen M. Purcell, DO (Dermatology)
Michael A. Venditto, DO (Pulmonary & Critical Care Medicine)
Open (Rheumatology)

Professors Emeritis
James F. Conroy, DO
Marvin L. Rosner, DO
John Simelaro, DO

Clinical Professors
Steven Lichtenstein, DO

Clinical Associate Professors
Wayne V. Arnold, DO
Michael A. Levin, DO

Assistant Professors
Erik Polan, DO

Clinical Assistant Professors
Neil H. Feldman, DO
Brett Gilbert, DO
Jason E. Kaplan, DO
Jean M. Koka, DO

Instructors
Brian L. Penza, DO

Library and Information Services
Assistant Professor and Chief Library Services Officer
Stephanie B. Ferretti, MLS

Assistant Professor
Stephanei B. Ferreti., MLIS

Instructor
Persko Grier, Jr., MLIS

Medical Humanities and Education
Professor and Chair
Kenneth J. Veit, DO, MBA

Professors
Kenneth J. Veit, DO, MBA

Associate Professors
Matthew D. Weinberg, MB

Obstetrics and Gynecology
Clinical Associate Professor and Chair
Joanne M. Kakaty-Monzo, DO

Professors Emeriti
Daniel H. Belsky, DO
Saul Jeck, DO

Professor
Joseph Kaczmarczyk, DO, MPH

Clinical Associate Professors
Joanne Kataky-Monzo, DO

Clinical Assistant Professors
Jason D. Meade, DO

Osteopathic Manipulative Medicine

Professor and Chair
Alexander S. Nicholas, DO

Professor
David Fuller, DO
Alexander S. Nicholas, DO

Associate Professors
Donald Allison, DO
Evan A. Nicholas, DO
Lauren Noto-Bell, DO

Assistant Professors
Andrew Levin, DO
Meghna Shah, DO, MPH

Clinical Assistant Professors
Michelle B. Hobson, DO

Otorhinolaryngology – Facial Plastic Surgery and Head/Neck Surgery

Professors Emeriti
Theodore Mauer, DO
Martin S. Neifield, DO
Lynn Sumerson, DO

Pediatrics

Associate Professor and Chair
Rosemary E. Vickers, DO

Professors Emeriti
Joseph A. Dieterle, DO
James Powell, DO

Professor
Erik Langenau, DO

Associate Professor
Rosemary E. Vickers, DO

Assistant Professor
Izola David, DO

Clinical Assistant Professors
John Bishara, DO
Larissa C. Fernando-Dominy, DO

Physician Assistant Studies

Professor and Chair
Laura A. Levy, DHSc, PA-C

Professor
Laura A. Levy, DHSc, PA-C

Associate Professor
Jill Cunningham, MHS
Sean Guinane, DHSc

Paul V. Krajewski, MS, PA-C

Assistant Professors
Jolene Bohensky, MS
Nicole Daher, MS
Melissa Eiseman, PA-C
Ludmilla Furman, PA-C
Kimberly Henry, PA-C

Psychiatric Medicine

Professor Emeritus
Cecil Harris, DO

Clinical Assistant Professors
Matthew Geromi, DO

Psychology

Professor and Dean, School of Professional & Applied Psychology
Robert A. DiTomasso, PhD

Professors
Robert A. DiTomasso, PhD
Stephanie H. Felgoise, PhD
David S. Festinger, PhD
Barbara A. Golden, PsyD
Elizabeth A. Gosch, PsyD
George M. McCloskey, PhD
Bruce S. Zahn, EdD

Associate Professors
Jessica Glass-Kendorski, PhD
Michelle Lent, PhD
Susan Mindel, PhD
Stephen Poteau, PhD
Brad Rosenfield, PsyD
Virginia Salzer, PhD
Katy Tresco, PhD
Meredith Weber, PhD, NCSP

Clinical Associate Professors
Theresa A. Erbacher, PhD
Scott Glassman, PsyD
Donald P. Masey, PsyD
Beverly A. White, PsyD

Assistant Professors
Richard G. Allen, PsyD, NCSP, BCBA-D
Jeffrey M. Branch, EdD
Lisa Corbin, LPC
Sofia Pham, PhD
Marcella Rolle, M.Ed

Clinical Assistant Professors
Nancy Aronson, PhD
Mary M. Austin, MSN, RN

Radiological Sciences

Clinical Assistant Professors
Madelyn Sine-Karasick, DO

Rehabilitation Medicine

Clinical Professor and Chair
Gerald E. Dworkin, DO

Surgery

Professor and Chair

Arthur J. Sesso, DO

Divisional Chairs
Open - Ophthalmology
Laurence H. Belkoff, DO Urologic Surgery
Sherman N. Leis, DO Plastic and Reconstructive Surgery
John J. McPhilemy, DO Orthopedic Surgery
Scott E. Rosenthal, DO Anesthesiology
Arthur J. Sesso, DO General Surgery

Professors Emeriti
Leonard H. Finkelstein, DO
Isadore Lieberman, DO
Frederick Meoli, DO
Anthony a. Minissale, DO
Thomas L. Moy, DO
Donald H. Thome, DO

Professors
Laurence H. Belkoff, DO
Joseph Guagliardo, DO
Sherman N. Leis, DO
John J. McPhilemy, DO
Arthur J. Sesso, DO

Clinical Professors
John W. McGrath, DO
Steven S. Yocum, DO

Clinical Associate Professors
Thomas A. Geng, Jr., DO
Benjamin Lam, MD

Clinical Assistant Professors
Catherine Cahill, DO
Kenneth Heist, DO
Joseph M. Rosenblatt, DO
Scott E. Rosenthal, DO

*Volunteer Faculty list are available upon request.

ACADEMIC DEPARTMENTS AND FACULTY

THE FACULTY OF PCOM – Teaching in Georgia

A highly-qualified faculty of physicians, pharmacists, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine, pharmacy and the health professions. In a real sense, education at PCOM Georgia is carried out by this larger PCOM Georgia family. Faculty concentration and dedication show in the teaching students receive.

Bio-Medical Sciences

Professors

Bonnie A. Buxton, PhD (Pathology, Microbiology and Immunology)
Harold L. Komiskey Jr., PhD (Neuroscience, Physiology & Pharmacology)
Huo Lu, PhD (Anatomy)
Brian M. Matayoshi, PhD (Neuroscience, Physiology & Pharmacology)
Dennis Peffley, PhD, JD (Physiology & Pharmacology)
Diane Peterson, PhD (Anatomy)
Lori Redmond,PhD (Anatomy)
Vlad Stanescu, MD, MSc (Anatomy)
Richard E. White, PhD (Neuroscience, Physiology & Pharmacology)

Professor Emeritus

Mary Owen, JD, PhD

Clinical Professors

Charles Daniels, MD, PhD

Associate Professors

Adwoa D. Aduonum, PhD (Neuroscience, Physiology & Pharmacology)
Mircea Anghelescu, MD(Pathophysiology)
Kimberly Baker, PhD (Biochemistry)
Valerie Cadet, PhD (Microbiology)
Shafik Habal, MD (Pathology, Microbiology and Immunology)
Francis E. Jenney Jr., PhD (Biochemistry)
Karim Z. Zaman, DO (Pathology)
Shu Zhu, MD, PhD (Physiology)

Assistant Professors

Robert McAfee, PhD (Anatomy)

Emergency Medicine

Clinical Professors

Donald Penney, MD

Assistant Professors

Marla Golden, DO

Family Medicine

Associate Professors

Michael Sampson, DO

Assistant Professor

Lauren Ball, DO, MPH

Clinical Assistant Professor

Jeffrey D. Trawick, DO

Internal Medicine

Clinical Associate Professors

Collette Bullock, DO

Medical Humanities

Professor

Ali Moradi, MD, MPH

Obstetrics/Gynecology

Professor, Interim Dean and Chief Academic Officer of the Osteopathic Program
Joseph Kaczmarcyzk, DO, MPH, MBA

Osteopathic Manipulative Medicine

Professor
Murray Berkowitz, DO, MA, MS, MPH
Walter C. Ehrenfeuchter, DO
James Lipton, DO

Associate Professor
William Delp, DO

Clinical Assistant Professor
Shawne Murray, DO

Pediatrics

Clinical Professor
Gary F. Freed, DO

Clinical Assistant Professors
Jana R. Himmelbaum, DO

Pharmacy

Professor, Dean and Chief Academic Officer of the School ofPharmacy
Shawn Spencer, PhD

Professors
Naushad Khan Ghilzai, PhD
Avadhesh C. Sharma, PharmD, RPh, PhD
Shawn Spencer, PhD, RPH

Associate Professors
Shari Allen, PharmD
Kimberly Barefield, PharmD, MHA
Yue-Qiao Huang, PhD
Samuel John, PharmD
Michael J. Lee, PhD
Dusty Lisi, PharmD
Vicky Mody, PharmD
Kumar Mukherjee, PhD
Srujana Rayalam, BVSc, mvsC, PhD
Sara Wilson Reece, PharmD
Brent Rollins, PhD
Rangaiah Shashidharamurthy, PhD
Sonia Thomas, PharmD
John Tovar, PharmD
Xinyu (Eric) Wang, PhD
Desuo Wang, PhD, MD
Julie Wickman, PharmD
Zhiqian Wu, PhD

Assistant Professors
Drew W.Cates, PharmD
Caroline Champion, PharmD
Christopher S. Holaway, PharmD
Irandokht Khaki-Najafabadi, PharmD
Jiehyun Lee, PharmD
Hua Ling, PharmD
Shirin Madzhidova, PharmD
Edo-Abasi U. McGee, PharmD
Candis M. McGraw-Senat, PharmD
Essie Samuel, PharmD

Psychiatry

Clinical Assistant Professors
Ryan Smith, DO

Physical Therapy

Professor and Chair
Phillip Palmer, PT, PhD

Professors
Robert Friberg, PT, PhD, MEd, CFMT, LPC
Ruth Maher, PhD, DPT
Carol A. Miller, PT, PhD, GCS
Phillip B. Palmer, PT, PhD
Jeanne Welch, PT, DPT

Associate Professors
Philip A. Fabrizio, PT, DPT, MS, CEAS, CIDN
Jennifer Wiley, PT, DPT

Assistant Professors
Teresa Pierce, PT, DPT
Shelley Smith DiCecco, PT, PhD
Melissa Smith, PT, DPT

Physician Assistant Studies

Assistant Professors
James Becker, MS
Lindsey Brown, MS
James Garrett, PA-C
Carrie E. Nold, MPA, PA-C
Rebekah E. Thomas, PharmD, PA

Psychology

Clinical Instructor
Elizabeth Levine

Surgery

Clinical Professors
Frank Jones, MD, MPh

ACADEMIC DEPARTMENTS AND FACULTY

THE FACULTY OF PCOM – Teaching in South Georgia

Bio-Medical Sciences

A highly-qualified faculty of physicians, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine. Faculty concentration and dedication show in the teaching students receive.

Professors
Orhan Arslan, PhD (Anatomy)

Associate Professors
Savita Arya, MD (Pathology, Microbiology and Immunology)
Shiv Dhiman, MBBS (Anatomy)
Nikita Mirajkar, PhD (Neuroscience, Physiology & Pharmacology)
Jennifer Shaw, PhD (Neuroscience, Physiology & Pharmacology)
Edward Shaw, PhD (Pathology, Microbiology and Immunology)
Sandeep Vansal, PhD (Neuroscience, Physiology & Pharmacology)
Robert Walker, PhD (Neuroscience, Physiology & Pharmacology)

Assistant Professors
Stacie Fairley, PhD (Microbiology and Infectious Disease)
Leslie Pryor-McIntosh, PhD (Anatomy)
Brandy Sreenilayam, PhD (Biochemistry)

Instructor
Sebastian Egberts, MS (Anatomy)

Emergency Medicine

Assistant Professor
Marla Golden, DO

Family Medicine

Professor
George Fredrick, MD

Internal Medicine

Clinical Assistant Professor
Daryl Crenshaw, MD

Osteopathic Manipulative Medicine

Assistant Professor
Kristie Petree, DO

Pediatrics

Associate Professor
Winston Price, MD

Radiology

Clinical Assistant Professor
Randall Lee McGill, MD

Surgery

William Craver, DO

Associate Professor
Robery Lloyd, DO

ALUMNI ASSOCIATION

The Alumni Association of PCOM was formed on September 8, 1902, two years after the first physician graduated from Philadelphia College and Infirmary of Osteopathy. The purpose of the Alumni Association is to act as a liaison between the College and its more than 14,996 alumni who practice throughout the United States, in six foreign countries and in every branch of the military service. In addition, the Association promotes PCOM to prospective students and provides financial support for excellence in osteopathic and healthcare education. Effective July 1, 2016, the Alumni Association was integrated as a department of the College after many years of operating as a separate organization. The business of the PCOM Alumni Association is managed by the Executive Council. In addition, the Association Board is composed of three other councils: the DO Council, the Professional Careers Council and the Trainee Council. Meetings are held twice a year in January and June. All alumni of Philadelphia College of Osteopathic Medicine are members of the Alumni Association. Throughout the year, the Alumni Association sponsors programs that benefit its members and current students. An active interest is taken in student life.

Contributions to the Alumni Association support critical student programs, services and activities. Special endowed funds include: Alumni Association Endowed Activities Fund, the Albert D'Alonzo DO Endowed Memorial Fund, the International Fellowship Endowed Award, the Alumni Association Endowed Commencement Award, the Alumni Association Endowed Scholarship and the Alumni Association Endowed Student Travel Fund.

For more information, please contact:

Institutional Advancement
Philadelphia College of Osteopathic Medicine
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Philadelphia, PA 19131
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