

# OSTEOPATHIC MEDICINE (DO)

## DO 100 – Cellular and Biochemical Foundations of Medicine

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

6 credits  
In-Person

## DO 101 – Infection and Immunity

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

6 credits  
In-Person

## DO 104 – Foundations of Cardiovascular and Pulmonary Medicine

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

3.5 credits  
In-Person

## DO 105 – Foundations of Renal, Endocrine, and Gastrointestinal Medicine

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

3.5 credits  
In-Person

## DO 106 – Foundations of Research

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

1 credits  
In-Person

## DO 107 – Foundations of Reproductive and Genitourinary Medicine

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

2 credits  
In-Person

## DO 108 – Head, Eyes, Ears, Nose, and Throat and Neuroscience

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

4 credits  
In-Person

## DO 109 – Introduction to Human Disease and Therapeutics

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

5.5 credits  
In-Person

## DO 112 – Foundations of Physiology and the Musculoskeletal System

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

4 credits  
In-Person

**DO 114A – Medical Humanities and Wellness I**

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

.5 credits

In-Person

**DO 114B – Medical Humanities and Wellness II**

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

.5 credits

In-Person

**DO 114C – Medical Humanities and Wellness III**

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

.5 credits

In-Person

**DO 139A – Osteopathic Principles and Practice I**

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

2 credits

In-Person

**DO 139B – Osteopathic Principles and Practice II**

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

1.5 credits

In-Person

**DO 139C – Osteopathic Principles and Practice III**

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

1.5 credits

In-Person

**DO 140A – Primary Care Skills I**

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

1 credits

In-Person

**DO 140B – Primary Care Skills II**

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

1 credits

In-Person

**DO 140C – Primary Care Skills III**

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

1 credits

In-Person

**DO 144A – Clinical Reasoning in Basic Science IA**

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

1 credits

In-Person

**DO 144B – Clinical Reasoning in Basic Science IB**

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

1 credits

In-Person

**DO 144C – Clinical Reasoning in Basic Science IC**

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

1 credits

In-Person

**DO 146A – Comprehensive Basic Science Review and Synthesis IA**

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

1.5 credits

Hybrid

**DO 146B – Comprehensive Basic Science Review and Synthesis IB**

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

1.5 credits

Hybrid

**DO 146C – Comprehensive Basic Science Review and Synthesis IC**

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

1.5 credits

Hybrid

**DO 190E – Culinary Medicine**

.5-1 credits

In-Person

**DO 208 – Intermediate Medical Spanish**

1 credits

In-Person

**DO 215 – Clinical Approach to Psychiatry**

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

2.5 credits

In-Person

**DO 217 – Addiction Medicine**

1 credits

In-Person

**DO 218 – Clinical Approach to Gastroenterology**

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

3.5 credits

In-Person

**DO 226 – Clinical Approach to Hematology and Oncology**

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

2 credits

In-Person

**DO 228 – Clinical Approach to Cardiovascular and Renal Medicine**

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

5.5 credits

In-Person

**DO 229 – Clinical Approach to Pulmonary Medicine**

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

3.5 credits

In-Person

**DO 230 – Clinical Approach to Neuroscience and Neurology**

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

5 credits

In-Person

**DO 239A – Osteopathic Principles and Practice IV**

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

1.5 credits

In-Person

**DO 239B – Osteopathic Principles and Practice V**

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

1 credits

In-Person

**DO 239C – Osteopathic Principles and Practice VI**

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

1.5 credits

In-Person

**DO 240A – Primary Care Skills IV**

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

1 credits

In-Person

**DO 240B – Primary Care Skills V**

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

1 credits

In-Person

**DO 240C – Primary Care Skills VI**

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

1.5 credits

In-Person

**DO 246 – Medical Ethics**

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

1 credits

Hybrid

**DO 247 – Research Practicum in Medicine**

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

1 credits

Hybrid

**DO 248 – Clinical Approach to Endocrinology and Disorders of Metabolism**

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

3 credits

In-Person

**DO 250 – Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine**

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

5.5 credits

In-Person

**DO 259 – Clinical Approach to Musculoskeletal Medicine and Dermatology**

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

3 credits

In-Person

**DO 261 – Preventive Medicine and Public Health**

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

1 credits

Hybrid

**DO 309 – CAMR-I: Cognitive Approach to Medical Reasoning**

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

17 credits

OnLine

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

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

17 credits

OnLine

**DO 310 – Family Medicine Rotation**

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

.02-17 credits

**DO 310G – Family Medicine Rotation**

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

.02-17 credits

**DO 312 – OMM Family Medicine**

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

.02-17 credits

**DO 312A – OMM Family Medicine Selective**

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

.02-17 credits

**DO 312B – OMM Family Medicine CC Away**

0 credits

**DO 312C – Family Medicine Presentation OSCE**

0 credits

OnLine

**DO 312G – OMM Family Medicine**

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

.02-17 credits

**DO 313 – General Internal Medicine Rotation**

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

.02-17 credits

**DO 313G – General Internal Medicine Rotation**

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

.02-17 credits

**DO 314 – Internal Medicine Cardiology Rotation**

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

.02-17 credits

**DO 314AG – IM Ambulatory**

.02-17 credits

**DO 314G – IM Cardiology Rotation**

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

.02-17 credits

**DO 315 – Obstetrics and Gynecology Rotation**

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

.02-25.5 credits

**DO 315G – Obstetrics and Gynecology Rotation**

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

.02-17 credits

**DO 316 – Pediatric Rotation**

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

.02-17 credits

**DO 316G – Pediatric Rotation**

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

.02-17 credits

**DO 317 – Psychiatry Rotation**

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

.02-17 credits

**DO 317G – Psychiatry Rotation**

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

.02-17 credits

**DO 319 – General Surgery Rotation**

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

.02-17 credits

**DO 319G – General Surgery Rotation**

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

.02-17 credits

**DO 320 – Surgery Subspecialty Rotation**

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

.02-17 credits

**DO 320G – Surgery Subspecialty Rotation**

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

.02-17 credits

**DO 321 – Internal Medicine Subspecialty Rotation**

The Core Clinical clerkship in Internal Medicine Subspecialty provides the student with clinical exposure, observation and training to further their understanding of internal medicine and internal medicine specialties. Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of internal medicine. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of subspecialty conditions. A full list of permitted subspecialties can be found in the Clerkship Manual.

.02-17 credits

**DO 321G – Internal Medicine Subspecialty Rotation**

The Core Clinical clerkship in Internal Medicine Subspecialty provides the student with clinical exposure, observation and training to further their understanding of internal medicine and internal medicine specialties. Students focus on the basic care, treatment and diagnosis in a specific area to better understand the breadth and depth of the field of internal medicine. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of subspecialty conditions. A full list of permitted subspecialties can be found in the Clerkship Manual.

.02-17 credits

**DO 322 – Advanced Clinical Skills Radiology Rotation**

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

.02-17 credits

**DO 375 – Fundamental Concepts in Board Preparation**

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

3-17 credits

**DO 375G – Fundamental Concepts in Board Preparation**

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

3-17 credits

**DO 391 – Critical Reasoning in Basic Science IV**

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

8.5, 17 credits

OnLine

**DO 391G – Critical Reasoning in Basic Science IV**

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

8.5, 17 credits

**DO 392 – Clerkship Elective**

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

.02-17 credits

OnLine

**DO 392G – Clerkship Elective**

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

.02-17 credits

OnLine

**DO 392R – Research Elective**

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

3-17 credits

**DO 392RG – Elective Research**

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

.02-17 credits

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

3 credits

OnLine

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

3 credits

OnLine

**DO 410 – Critical Complex Care Inpatient Clerkship**

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

.02-17 credits

In-Person

**DO 410G – Critical Complex Care Inpatient Clerkship**

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

.02-17 credits

In-Person

**DO 412 – Osteopathic Primary Care Subspecialty I**

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

.02-17 credits

**DO 412G – Osteopathic Primary Care Subspecialty I**

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

.02-17 credits

**DO 413 – Ambulatory Primary Care Subspecialty I**

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

.02-17 credits

**DO 413G – Ambulatory Primary Care Subspecialty I**

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

.02-17 credits

**DO 415 – Emergency Medicine Rotation**

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

.02-17 credits

**DO 415G – Emergency Medicine Rotation**

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

.02-17 credits

**DO 416 – Medical Subspecialty Internship**

8.5, 17 credits

**DO 480 – Research Fellowship**

1-17 credits

**DO 481G – OMM Fellowship**

17 credits

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

3 credits

OnLine

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

3 credits

OnLine

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

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

3 credits

OnLine

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

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

3 credits

OnLine

**DO 990 – Lehigh Valley Clerkship**

0-17 credits

**DO 997 – Winter Break****DO 997G – Winter Break**

0 credits

**DO 998 – Preparation Required to Excel and Perform**

0 credits

OnLine

**DO 999G – Clerkship Scheduled Off**

.02-17 credits