OHIO UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE

Catalog 2007-2009

OSTEOPATHIC PRINCIPLES

Each person is a unit of body, mind and spirit.

The body has an intrinsic capability of self-regulation, self-healing and health maintenance.

Structure and function are reciprocally interrelated.

Rational treatment of patients is based upon an understanding of these basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Mission

OF THE OHIO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

Innovative learning, focused research, and compassionate care for Ohio and beyond.

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Please note that Web site addresses are provided throughout the catalog. These sites are updated frequently. In all cases, a paper copy of the information published at any of these Web sites can be obtained by contacting the OU-COM Office of Student Affairs at the number listed below or by e-mailing **brieck@ohio.edu**. For a detailed listing of all student information Web addresses, log on to **www.oucom.ohiou.edu/saffairs/general_student_info.htm**. Web site addresses are subject to change.

Admissions: **800.345.1560** ■ Student Affairs: **800.444.2156** ■ **www.oucom.ohiou.edu**

This catalog, first published online in August 2007, will serve as the catalog of entry in effect for all matriculating OU-COM students until such time as a new catalog is published.

PROFILES

The College

Although Ohio University's medical school did not actually hold classes until the fall of 1976, its history is a little older than one might think. In 1823 the Ohio University Board of Trustees appointed a committee "to take into consideration the expediency of establishing a Medical School ... " and recommended that since, at the time, there was no medical school in Ohio, one might appropriately be located in Athens.

Accordingly, the trustees set aside a large tract of land west of the College Green for a medical college. The site is today commemorated by a plaque about 250 yards from Grosvenor Hall, the first medical college building.

Established by act of the Ohio General Assembly in 1975, the College of Osteopathic Medicine was created to help alleviate the state's growing shortage of family physicians and to train doctors for chronically underserved areas. The educational program has been tailored to meet this legislative mandate.

The most recent survey of alumni in practice shows quite dramatically the positive effect that OU-COM is having on Ohio's "grass roots" medical care. Nearly 40 percent of alumni are in family medicine—far and away the highest such figure for any Ohio medical school. When the category is broadened slightly to include general internal medicine and pediatrics, the resultant "primary care" figure is 54 percent. Nearly 40 percent of OU-COM graduates are practicing in communities of fewer than 50,000 residents. The college is clearly meeting its legislative mandate by training the kind of "front-line" doctors that Ohio needs most.

Most entering students are enrolled in the Clinical Presentation Continuum (CPC) curriculum, and about 20 percent of OU-COM students take part in the Patient-Centered Continuum (PCC) curriculum. Both the CPC and PCC curricula are effective educational models, depending on a student's personal learning style. Both curricula are designed to reaffirm the college's dedication to educating primary care physicians and feature early clinical exposure, clinical case studies, integration of basic sciences during clinical training, and a continuum of knowledge from year one of medical school through residency training.

OU-COM, a pioneer in early clinical contact, is a leader in delivering health care to underserved populations. First- and second-year students serve in rural clinics in Southeastern Ohio to help acquaint them with rural practice and, at the same time, provide needed health care to the underserved Appalachian part of the state in which Ohio University is located. The college also sponsors two mobile health units that take health-care to the people of Southeastern Ohio, providing childhood and adult immunizations, cancer screenings, diabetes testing, free clinics and a number of other services throughout the region.

In the third year of medical education, OU-COM students relocate to one of the Centers for Osteopathic Research and Education (CORE). The CORE, established by OU-COM in 1995, is one of the nation's largest, most advanced and best supported medical education consortiums. The consortium, which consists of 18 hospitals and OU-COM, provides third- and fourth-year students with a medical education structure that blends together the biomedical sciences, clinical training, medical ethics/humanities, leading-edge technologies, and osteopathic principles and practice. This process stretches from predoctoral to postdoctoral to lifelong learning, with many OU-COM graduates vying for spots in internship and residency programs at the CORE hospitals. Three other osteopathic colleges—located in Des Moines, Iowa; Kansas City, Mo.; and Kirksville, Mo.—are affiliated with the CORE system and send a select number of their students into the Ohio consortium for clinical training.

Although training the best osteopathic physicians is the college's first priority, research is also an essential part of medical education at OU-COM. College faculty and staff carry out a wide range of investigations funded by state, federal and private sources, primarily in the basic sciences and in clinical drug trials. However, research programs in health policy and services, manual medicine and other areas are also ongoing. In 2003 OU-COM established the Diabetes and Endocrine Center as part of the Appalachian Rural Health Institute, which offers clinical care and education to area residents; pursues diabetes research; trains medical residents; and educates students in medical, nursing and dietetics fields.

OU-COM and Ohio University are also proud of their multicultural programs, which strive to improve the health-care career learning opportunities for economically and educationally disadvantaged students of all races. Over the past years, these programmatic efforts have greatly improved the recruitment, retention and success of minority students at the college. With an eye to increasing cultural sensitivity and awareness, OU-COM also offers several international educational experiences.

An orientation toward family medicine, a commitment to supply medical care where such services are not otherwise available, a promising osteopathic research program and a commitment to diversity are key components of the Ohio University College of Osteopathic Medicine. An emphasis on these factors has enabled the college to become recognized as one of the nation's trend-setting medical education institutions.

The Ohio University College of Osteopathic Medicine receives accreditation from the American Osteopathic Association's Commission on Osteopathic College Accreditation (*see inside back cover for full accreditation information*).

The University

Founded one year after Ohio became a state in 1803, Ohio University sometimes uses the motto "Ohio's First University." This, however, does not adequately portray the university's place in history, since Ohio University is the oldest state-supported institution of higher education west of the Allegheny Mountains.

The university was founded in 1804 through a charter by the State Legislature. This action was the capstone to an earlier agreement in the 1780s between a group of land speculators and Revolutionary War veterans, known as the Ohio Company of Associates, and the Confederation Congress. Under the contract between the Company and the Congress, two townships in the center of the land the Company was purchasing were to be set aside for "An University." By virtue of this fact, Ohio University became the first institution of higher education to be specifically mandated by the federal government and to receive a land grant.

Today, the university remains dedicated to the ideals of its founders as expressed in the famous Ordinance of 1787, which is etched in stone on the campus gate: "Religion, Morality and Knowledge being necessary to good government and the happiness of mankind, schools, and the means of education shall forever be encouraged."

From humble beginnings as a small frontier college, Ohio University has grown until, today, it is a comprehensive institution

offering bachelor's, master's and doctoral degrees in a wide variety of fields. On the graduate level, in addition to the osteopathic medicine professional degree program, Ohio University offers master's degrees in 169 majors encompassing 59 programs of study, and doctoral degrees can be earned in 53 majors in 32 programs of study. The present all-campus graduate and professional school enrollment is about 3,150.

Total enrollment at Ohio University is more than 28,000. This figure includes students on the regional campuses in St. Clairsville, Chillicothe, Ironton, Lancaster and Zanesville. Athens campus enrollment is over 20,000—including about 17,000 undergraduate and 3,000 graduate and professional students. There are nearly 1,100 full-time faculty, and over 700 part-time faculty as well as nearly 1,500 graduate associates, graduate research associates and graduate teaching associates.

Ohio University has been cited for academic quality and value by such publications as *U.S. News and World Report*, *America's 100 Best College Buys*, *Princeton Review's Best Colleges*, and *Peterson's Guide to Competitive Colleges*. The John Templeton Foundation has also recognized Ohio University as one of the top character-building institutions in the country.

The university is designated a Research University (high research activity) under the 2005 Carnegie Foundation for the Advancement of Teaching Basic Classification. This is the same research classification as Auburn, Clemson, Loyola and Rutgers universities.

Ohio University is accredited by the North Central Association of Colleges and Secondary Schools and by the recognized professional accrediting associations identified with its major academic divisions.

The Profession

Men and women holding the doctor of osteopathic medicine, or D.O., degree can be found in such medical disciplines as neurosurgery, psychiatry, endocrinology and anesthesiology. The majority of D.O.s, though, are in family medicine and the other primary care disciplines of general pediatrics, general internal medicine and general obstetrics and gynecology. To understand why this is so, it may help to know a little about the profession's roots.

The osteopathic profession was begun in the late 19th century by Andrew Taylor Still. A man of strong passions, he was both a supporter of women's rights and an outspoken abolitionist. When the Civil War broke out, Still—not surprisingly—entered the Union Army to enlist in the fight to crush slavery. He served in several capacities, including that of regimental surgeon. After a series of medical tragedies in his own family, Still dedicated himself to the study of the physical and mechanical structure of the human body. In 1874 Still laid the cornerstone of osteopathic medicine by describing the principles and philosophy on which the profession was to be based. This philosophy viewed the human body as a single organism in which each part interacts with and influences every other part. D.O.s, therefore, are taught to treat each patient as a whole person, rather than focusing just on the area that is causing the immediate medical problem.

Osteopathic physicians are also specially trained to use a treatment technique called osteopathic manipulative medicine (OMM). This technique makes it possible for physicians—when appropriate—to use their hands to help diagnose illness and treat patients. By manually examining the patient, osteopathic doctors can detect changes in the body's joints, bones, muscles and nerves. By using direct or indirect pressure to move the muscles and bones, doctors often improve circulation and nerve response, helping the body heal itself. The effectiveness of OMM techniques has received increasing research support in recent years, including a study published in the prestigious *New England Journal of Medicine* in 1999.

What Still began was, in essence, a reform movement directed against the widespread abuses and inefficacies of the health care of his time. Since then, osteopathic principles and manipulative techniques have become recognized as valid medical concepts that are as exciting now as they were a hundred years ago. This is because the osteopathic approach leads to a personal, "people-oriented" style of practice that today's medical students find very rewarding. During his or her medical education, the D.O. student learns to treat the person as well as the disease and is taught that the physician's role is to "facilitate" the body's own natural recovery mechanisms. It's not surprising that with this focus, the majority of D.O.s become family doctors who provide the "grass roots" type of general health care so much in demand in the United States today.

FACILITIES

On Campus

The Ohio University College of Osteopathic Medicine classrooms, administrative offices and faculty labs and offices are housed primarily in three buildings on or near Ohio University's West Green, with some additional administrative offices in a fourth building, and a dynamic new learning and research facility soon to break ground. Grosvenor Hall and Grosvenor Hall West, house Admissions, Student Affairs, the Learning Resource Center and other administrative offices, including the Dean's Office. Updated gross anatomy facilities in Grosvenor have ten plasma screens connected to remote-controlled overhead teaching cameras that allow close-ups of specimens. Faculty also use this technology for Power-Point presentations they've developed for use in conjunction with the labs. OU-COM boasts its own plastination lab—one of only about 120 in the country—which allows the production of plastinated specimens used to enhance the learning experience.

OU-COM's OMM classroom, also recently updated, features a raised, central platform for the instructor, and three large plasma screens with six large projection screens that give all students an unobstructed view of OMM demonstrations. The lab also has a "media site live" station that captures all of the OMM presentations and lectures and makes them available over the network for review via a secured connection. Locker rooms are adjacent to the OMM lab for students' convenience.

Additionally, our microanatomy lab and the Clinical Presentation Continuum curriculum small group rooms on Grosvenor's fourth floor all feature high resolution video projectors and audio visual equipment designed to enhance the student learning experience.

Irvine Hall contains an auditorium with two lecture halls. New table-type seating will accommodate student laptops and other required materials. The new table arrangement will be outfitted with a push-to-talk microphone system that will increase interaction in the lectures and improve the quality of lecture recordings. Additionally, Irvine houses simulated patient suites, several small group meeting rooms outfitted with plasma screens connected to document cameras and computers, classrooms and some administrative and faculty offices and biomedical research laboratories. A recent addition to campus, the Life Science Center, also houses many of OU-COM's biomedical faculty offices and laboratories.

Additional administrative offices and videoconference rooms are located in the Technology and Enterprise Building on The Ridges, an area of campus separated from the main campus by the Hocking River.

Soon to break ground is an innovative integrated learning facility—one of a handful of such facilities in the country—that will foster collaboration between medical school faculty and students and researchers from other disciplines, including engineering, to advance research in fields such as bioengineering.

Off Campus

As OU-COM students enter the third year of medical education, they relocate to sites around the state for rotations with clinical faculty in ambulatory settings and in hospitals. Eighteen hospitals throughout the state are members of Ohio's Centers for Osteopathic Research and Education (CORE) consortium. Ohio's CORE is widely recognized as the pre-eminent Osteopathic Postdoctoral Training Institute in the country. CORE offices throughout the state are headed by an assistant dean with support staff to oversee and help coordinate clinical educational programs for students at one more hospitals in their area. CORE hospitals are accredited by the American Osteopathic Association for a variety of undergraduate and graduate medical education programs.

The CORE provides students with a wide range of clinical resources and diverse pre- and postdoctoral rotation opportunities. Computer and communication technologies are also used to link teaching hospitals and OU-COM through online information systems and an interactive videoconferencing network for seminars and other educational programs.

CORE hospitals are:

- Affinity Medical Center (Massillon)
- Akron City Hospital
- Cuyahoga Falls General Hospital
- Doctors Hospital (Columbus)
- Fairfield Medical Center (Lancaster)
- Firelands Regional Medical Center (Sandusky)
- Grandview Hospital and Medical Center (Dayton)
- Grant Medical Center (Columbus)
- MetroHealth Medical Center (Cleveland)
- Mount Carmel New Albany Surgical Hospital
- Mount Carmel West (Columbus)
- O'Bleness Memorial Hospital (Athens)
- St. Elizabeth Health Center (Youngstown)
- St. John West Shore Hospital (Westlake)
- St. Joseph Health Center (Warren)
- St. Vincent Mercy Medical Center (Toledo)
- South Pointe Hospital (Cleveland)
- Southern Ohio Medical Center (Portsmouth)

More information about the CORE is available at **www.ohiocoreonline.org**.

Electronic Resources

OU-COM students are required to have laptop computers capable of interfacing with OU-COM's and the university's wireless systems. Combination cards (a, b and g compliant) are recommended, as they will provide students with the highest level of flexibility on campus and in the community. Additionally, Ohio University and OU-COM have many computer labs that are available for student use.

The Ohio University College of Osteopathic Medicine offers COREnet as a communications technology network designed for students, interns, residents, faculty, staff and alumni of the Centers for Osteopathic Research and Education. COREnet allows real time distance learning through "face-to-face" video presentations and discussions over a national telecommunications network that supports two-way communication during basic science and clinical tutorials, case-study presentations, and live demonstrations of osteopathic manipulative treatment and other procedures. Students are able to talk with physician preceptors and basic science professors "face-to-face" even though miles apart.

High resolution document cameras which can be connected to a videoconference unit are available for classrooms. Both OU-COM curricula now use Blackboard for network access to instructional materials. MP3 audio recordings of lectures and all Power Point presentations are accessible via the network.

Videoconferencing can be scheduled and initiated from any CORE site to any other site(s). Any common video device (desktop or laptop computer, LCD projector, VCR, camcorder,

endoscope, sigmoidoscope, etc.) can be attached to the system and included in a videoconference or training exercise. A regular telephone call can be incorporated into the videoconference to include individuals who may not have access to a videoconference room.

Access to electronic mail, the World Wide Web and OhioLINK—a statewide library system that permits the user to search and borrow from more than five million titles—is available from any of the CORE sites via the OU-COM network. CORElnet also provides access to thousands of medical education and clinical resources from major universities and hospitals, and offers a means of completing online exams for third- and fourth-students. Each CORElnet computer is equipped with software that enables the student to create documents and Power Point presentations. CORElnet is a part of the OhiONE network, which is a partnership of health-care consortia utilizing high-speed interactive networks, videoconferences and telemedicine capabilities with gateways to the public switched network, effectively linking regional, national and international locations.

OU-COM Learning Resource Center

The Learning Resource Center (LRC) in Grosvenor Hall West is an attractive student facility and a hub of activity. The LRC includes a quiet study area, a concise collection of current textbooks and references, a variety of printing and photocopying equipment and several small group rooms. The small group rooms—equipped with plasma screens, DVD and video capabilities, x-ray view boxes, computers and whiteboards—are popular spots for study groups.

The LRC also houses a computer lab where students access course resources, use supplemental tutorials and perform a variety of general computing tasks. Students using laptops have excellent wireless access in all areas of the LRC.

The LRC's holdings are specific to OU-COM curricula, and LRC personnel stand ready to help students locate appropriate study materials and media for their curriculum and to provide technical support in the use of LRC equipment.

Ohio University Health Sciences Library

The main facility on the Athens campus—the Vernon Roger Alden Library—houses the Health Sciences Library and a staff of professional medical librarians. The university libraries' collection comprises more than 2.5 million bound volumes, over 25,000 periodical subscriptions and huge quantities of additional research materials—including microform units, maps, photographs, videotapes and disks.

ALICE, the Ohio University libraries' online catalog, can access library holdings on the main and regional campuses from any library terminal and from outside locations via a modem or network connection. Workstations provide access to numerous CD-ROM and internet-based databases as well as to statewide resources on OhioLINK, national and international resources on the Internet, and to the vast OCLC Union Catalog.

For more information about the Ohio University library system, visit **www.library.ohiou.edu**.

ADMISSION and FINANCIAL AID

Entrance Requirements

Admission requirements for the Ohio University College of Osteopathic Medicine include the successful completion of specified course work at a prescribed academic standard. Students who complete all required courses prior to application receive priority consideration. Additional courses in the basic sciences are strongly recommended. These include, but are not limited to, biochemistry, microanatomy, histology, anatomy and physiology.

In addition to scholarship, applications for admission are also evaluated on the student's motivation for osteopathic medicine, letters of recommendation, and dedication to the humane delivery of quality medical care. A state-assisted program, OU-COM accepts non-residents, but gives preference to Ohio residents. Detailed residency requirements are available by visiting **www.oucom.ohiou.edu/saffairs/fin_aid/fin_aid_ohio_residency.htm**. The annual entering class size is approximately 100 new students.

Health and Technical Standards for Admission and Graduation exist and are contained in Appendix A, or can be seen at **www.oucom.ohiou.edu/Admissions/health.htm**.

The following list describes the minimum qualifications required to be considered for admission. It should be noted that meeting these requirements does not ensure admission. Admission decisions are made on a competitive basis, relative to other applicants.

- A four-year baccalaureate degree from a regionally accredited college or university is strongly preferred. However, applicants with exceptional scholarly records may be considered after completion of 90 semester hours, or three full years of work, at a regionally accredited institution.
- Applicants must have U.S. citizenship or a permanent resident visa. International students who do not have a permanent resident visa at the time of application will not be considered for admission. Transfer applicants will be evaluated only if they are osteopathic medical students in good academic standing.
- A full academic year—two semesters or three quarters—with no grade lower than a C (2.0 on a 4.0 scale) is required in each of the following:
  - English—usually 6 semester or 9 quarter hours
  - Biology—usually 8 semester or 12 quarter hours
  - General chemistry—usually 8 semester or 12 quarter hours
  - Physics—usually 8 semester or 12 quarter hours
  - Organic chemistry—usually 8 semester or 12 quarter hours
  - Behavioral sciences (e.g., psychology, sociology or anthropology)—usually 6 semester or 9 quarter hours.

Additional course work in biochemistry, anatomy and histology is recommended but not required.

Academic standards of the American Osteopathic Association Bureau of Professional Education will, in every case, be the minimum requirements for applicant consideration. The application process is highly competitive.

The Medical College Admission Test (MCAT) must be taken by August of the year preceding matriculation. Applicants are encouraged to report their MCAT scores to the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), utilizing the MCAT THx reporting system to ensure that OU-COM receives scores in a timely fashion. The exam must have been taken within the past three years.

Laptop computers are required for all entering students.

The Ohio General Assembly requires the college to emphasize the training of family physicians for underserved areas. Opportunities do exist, though, for students who desire to go into other specialty or subspecialty areas. Non-resident applicants are required to sign a service contract. This contract requires students to practice for five years in Ohio upon the completion of their medical training. Credit will be awarded for postgraduate medical education completed in an AOA-approved residency program in an Ohio osteopathic hospital. Visit **www.oucom.ohiou.edu/saffairs/survival_manual** for an overview of the out-of-state contract and a link to detailed guidelines for receiving this credit toward the five-year practice obligation.

Admission Process

Ohio University's College of Osteopathic Medicine, along with a number of other osteopathic colleges, participates in a centralized application service called the American Association of Colleges of Osteopathic Medicine Application Services (AACOMAS). The service will collate materials, compute grades and transmit standardized information to the applicant and to colleges the applicant has designated. AACOMAS takes no part in the evaluation, selection or rejection of applicants.

All application materials, including detailed instructions, can be accessed through the AACOM Web site, **www.aacom.org**, for future entering classes. AACOMAS will continue to provide paper applications through an "on-request" delivery system. An individual wishing to complete a paper application can download the necessary documents from the AACOM Web site or request a paper application from AACOMAS by calling **301.968.4190**.

SUPPLEMENTARY REQUIREMENTS. After review of the AACOMAS application, the college will request supplemental information from those individuals who are chosen for further consideration. A non-refundable application fee of $30 is required at the time the supplemental application is submitted.

DEADLINES. The primary AACOMAS application must be submitted no later than February 1 of the academic year prior to that for which admission is sought. Admission to the class is determined from interviews held between October and April. As candidates are interviewed, seats are filled and candidates are notified. Interviews are granted only upon invitation and only after receipt of all requested materials. Applicants are encouraged to apply early to receive full consideration.

ACCEPTANCE FEE. Once an applicant is accepted for admission, he or she must pay a $100 acceptance fee to reserve a seat in the next fall's entering class. An additional $500 deposit is required by June 15. Both deposits are non-refundable but will be credited toward the first quarter's tuition when the student matriculates.

Prior to matriculation, admitted students are invited to apply for acceptance into the Patient-Centered Continuum curriculum track, if interested, which enrolls 20-25 students from each class. The majority of the class will participate in the Clinical Presentation Continuum curriculum track. These curricular tracks are more thoroughly described in the Academic Organization section of this catalog.

Information requests or specific correspondence should be addressed to: Office of Admissions, Ohio University College of Osteopathic Medicine, 102 Grosvenor Hall, Athens, Ohio 45701-2979. Phone calls to the Office of Admissions can be made by dialing **740.593.4313** or **800.345.1560**.

Tuition and Living Expenses

Attending the College of Osteopathic Medicine, although much less costly than a private medical school education, represents a major financial commitment. Ohio University tries to keep the cost of a medical education as low as possible, but changing economic factors affect both living expenses and tuition fees. Therefore, tuition is subject to change by action of the Board of Trustees prior to any academic term.

For the most up-to-date information on tuition and living expenses, visit the college's Web site at **www.oucom.ohiou.edu/saffairs/fin_aid/fin_aid_edu_budget.htm**.

Financial Aid

One of the primary purposes of OU-COM's Office of Student Affairs is to provide supplemental financial aid assistance to admitted students demonstrating need. The primary responsibility for meeting educational costs rests with the student and his or her family. The Office of Student Affairs will make every attempt to assist each student financially, but because funding levels are limited, every need cannot be met. Most students will have to secure outside loans.

Information regarding available financial aid, eligibility, application processes, rights and responsibilities, satisfactory academic progress requirements, and refund and repayment policies is detailed at the college's Web site at **www.oucom.ohiou.edu/saffairs/fin_aid**.

ACADEMIC ORGANIZATION

Curriculum Overview

The goal of instruction at the Ohio University College of Osteopathic Medicine is the development of medical school graduates with a holistic approach to practicing family-oriented medicine, with the realization that even medical specialists require a firm understanding of primary care.

Matriculating students must select one of two distinct curricular tracks—either the Clinical Presentation Continuum (CPC) curriculum, which began September 1999, or the Patient-Centered Continuum (PCC) curriculum, implemented in September 1994. All OU-COM medical students, regardless of curricular track, begin their medical education with a four-week-long course on form and function, which is comprised of anatomy instruction integrated with osteopathic manipulative medicine. Thereafter, both curricula feature learning activities that include small group case study discussions, problem-solving workshops, hands-on laboratory sessions, a limited number of lectures as well as independent study, with regular assessments varying in format, and opportunities for early clinical experiences beginning in the first year. The medical educational program at Ohio University College of Osteopathic Medicine is a four-year program, regardless of curricular track.

Honor Code

A primary goal of the Ohio University College of Osteopathic Medicine is to promote the development and maintenance of high standards of academic behavior and professionalism. To facilitate this, an Honor Code has been established as an intrinsic part of the medical education of OU-COM students. The main purposes of the Honor Code are to:

1. foster ethical and professional standards of conduct in all academic endeavors.
2. instill the habit of honesty and professional accountability.
3. ensure due process for any suspected Honor Code violation.

To that end, students are required to make the following pledge:

As a member of the medical profession, I will maintain the highest standards of academic and personal behavior. As a medical student I will not cheat or plagiarize or tolerate that behavior in others.

Complete text and related policies can be found at **www.oucom.ohiou.edu/saffairs/survival_manual/honor_code.htm**.

Years 1 and 2

Clinical Presentation Continuum Curriculum

The Clinical Presentation Continuum (CPC) is organized around clinical presentations that reflect common and/or important patient encounters in primary care medicine, with the clinical presentations grouped together around organ systems. Students are given an extensive list of specific faculty-identified learning objectives which provide explicit direction to guide student study. The CPC emphasizes learning in a clinical context and strives to encourage active, engaged and independent learning that prepares students for a career of lifelong learning. The CPC curriculum accommodates approximately 80% of the entering class.

The first two years of the CPC curriculum are divided into blocks of curricular content, two or more of which are presented during each academic quarter of each year. These blocks are further segmented into weekly modules identified by a theme or clinical presentation (see Curriculum Topics section). Clinical, biomedical and psychosocial content is presented in an integrated manner, with the learning objectives directly related to the clinical presentation.

Structured classroom experiences, typically restricted to one-half day, consist of lectures, labs, problem sets, physical exam sessions and simulated patient encounters. The classroom experiences facilitate student understanding of biomedical and psychosocial principles and provide training in patient interviewing, history taking, psychosocial interactions, physical examination and osteopathic manipulative medicine (OMM). These sessions are designed to provide opportunities for students to become actively engaged in the learning process as they address the faculty-constructed learning objectives identified for the module.

Four hours weekly are reserved for faculty-facilitated, case-based learning sessions. The patient cases explored in these small discussion groups (seven to nine students) illustrate the basic science and psychosocial underpinnings of medicine relevant to the clinical presentation that is the theme of the module. The small group learning environment helps students learn to work effectively as part of a collaborative learning team, taking responsibility for their own as well as others' academic progress and professional development. Approximately once weekly, the entire class assembles to discuss the cases of the week with a faculty panel of experts that includes representatives of the basic sciences, clinical medicine and social medicine. CPC students also spend three or four half-days per academic quarter accompanying a physician faculty member in a clinical practice setting (community health facility, hospital, clinic or emergency department).

Following the completion of years 1 and 2, medical students in the CPC and PCC participate identical educational experiences.

Patient-Centered Continuum Curriculum

The Patient-Centered Continuum (PCC) is based on active learning and problem-based learning principles and organizes medical topics into a continuous, integrated student learning process. Student-directed learning and the development of clinical reasoning skills are integral parts of the program. Formally scheduled class time is kept to a minimum, and students personally accept a significant amount of responsibility for achieving curricular goals. The PCC provides students with frequent clinical experiences early in the program, the presentation of biomedical science material in the context of clinical case studies, the integration and reinforcement of biomedical sciences during clinical training, and a logical progression of knowledge through the medical school and residency years. The PCC serves approximately 20% of the class; students may apply for enrollment in this program following formal acceptance to the college through the regular admission process.

The first two years of the PCC curriculum incorporate active and problem-based learning principles into a variety of instructional methodologies, including small group discussions, clinical case studies, computer-assisted instruction, simulated patient encounters, independent learning and distance learning technologies.

Students meet for three, two-hour sessions per week in small groups (6-8 students) with biomedical and clinical faculty content experts serving as facilitators of patient case discussions. Each case study encourages student-directed exploration of the basic science, psychosocial and clinical issues underlying the patient's condition. The small group learning environment helps students learn to work effectively as part of a collaborative learning team, taking responsibility for their own academic progress and professional development and recognizing the role they play in interacting with others. Resource hours are scheduled as needed with content experts in the basic, social and clinical sciences in order to support student-directed learning activities.

The course in clinical sciences provides training in patient interviewing, history taking, psychosocial interaction and physical examination, as well as osteopathic manipulative medicine. As part of the Introduction to Clinical Osteopathic Medicine course, PCC students also spend 9-10 half-days per academic quarter accompanying a physician faculty member in a clinical practice setting (community health facility, hospital, clinic or emergency department).

Following completion of years 1 and 2, medical students in the PCC and CPC participate in identical educational experiences.

Years 3 and 4

Students in both curricular tracks begin year three with a summer course directly after spring quarter of year two. The summer course is designed to prepare students for a transition from the classroom to the clinical learning environments they will experience at the Centers for Osteopathic Research and Education (CORE) sites. Examples of topics covered in the summer course include suturing practice, advanced cardiac life support and surgical preparation.

In fall quarter of the third year, students move to one of the CORE sites located throughout the state of Ohio. Students are assigned to their respective CORE sites during the CORE Hospital Assignment Process. Each student completes the structured ambulatory Clerkship in Family Medicine with an individually assigned preceptor. During this time, students also participate in weekly small group seminars with physician facilitators.

Following the family medicine clerkship, students enter the final one and one-half years of clinical training at affiliated CORE teaching hospitals, clinics and private practitioners' offices located throughout the state. Students meet curricular requirements in the combination of hospital-based and ambulatory rotations, which heavily emphasize primary care medicine and ambulatory medical care, to provide a broad, well-rounded clinical experience. In addition to their participation in required rotations, students have the opportunity to schedule elective rotations in medical disciplines to pursue their personal interests and/or meet unique clinical training needs. Rotations are designed to provide students with active, hands-on learning experiences in medical situations. Under the supervision of clinical faculty, students become involved in the case management of patients as they refine their problem-solving, diagnostic and therapeutic skills. Rotation schedules are constructed with assistance from CORE administrative personnel to ensure that curricular requirements are met. Each rotation is a separate learning experience, and each student's evaluation is based on an individual assessment by his or her preceptor during that rotation. Concurrent with these experiences, various didactic activities are incorporated into the curriculum to augment student learning, utilizing such instructional modalities as lectures, professional development seminars, clinical case conferences, tumor board meetings, case-based discussions, interactive computer assignments and the use of self-instructional audio-visual materials.

Dual Degree Programs

Students can apply for dual degrees by combining studies for the osteopathic medical degree with graduate programs offered throughout the Ohio University campus. For further details, contact the director of predoctoral education at the Ohio University College of Osteopathic Medicine at **740.593.0157**.

Academic Regulations

Academic Essentials, Students' Rights and Educational Records under the Family Education Rights and Privacy Act of 1974, Professionalism, Student Government, Educational Costs and building usage are published on the OU-COM Student Affairs Web page, which explains the policies and procedures of the college. Please direct special attention to the "Committee on Student Progress Guidelines." This online manual contains detailed information about what is expected of students and what resources the college and the university provide to help each student meet those expectations. The OU-COM *Student Survival Manual* can be accessed at **www.oucom.ohiou.edu/saffairs/survival_manual**. A paper copy will be provided upon request.

Academic Calendar

The OU-COM year 1 and 2 Academic Calendar, which lists important dates for OU-COM students, is at **www.oucom.ohiou.edu/AcademicAffairs/CalendarWebPage**.

Graduation Requirements

Effective with the class of 2008, OU-COM faculty will recommend the degree of Doctor of Osteopathic Medicine be granted to students who:

- are in good standing as determined by the Committee on Student Progress,
- have successfully completed all required coursework in either the Clinical Presentation Continuum (CPC) curriculum or the Patient-Centered Continuum (PCC) curriculum for years 1 and 2,
- have successfully completed all the assigned and elective clinical rotations listed in the Year 3 and 4 Student Manual at **www.oucom.ohiou.edu/AcademicAffairs/YR3-4Manual/2006-2008/index.htm**,
- have successfully completed the year 3 Objective Structured Clinical Exam,
- have passed the COMLEX Level 1 CE, 2 CE, and 2 PE of the National Board of Osteopathic Medical Examiners,
- have been enrolled for at least or a minimum of 14 ten-week quarters, and
- have satisfied all financial and legal obligations to their assigned CORE hospital, the College of Osteopathic Medicine and Ohio University.

Curriculum Topics/Themes

Clinical Presentation Continuum Curriculum

Years 1 & 2

Clinical Presentation Blocks (Medical Knowledge and Clinical Skills)

- Osteopathic Clinical Anatomy Orientation
- Musculoskeletal
- Infection and Immunity
- Blood and Vasculature
- Cardiovascular
- Respiratory
- Gastrointestinal
- Urogenital Tract
- Neurology
- Eye, Ear, Nose and Throat
- Psychiatric
- Endocrinology and Metabolism
- Reproductive
- Pediatrics
- Addiction, Pain and Palliative Care
- Geriatrics

Patient-Centered Continuum Curriculum

Years 1 & 2

Clinical Sciences:

- Patient Interviewing
- Physical Diagnosis
- Medical Informatics
- Medical Decision-Making
- Problem-Solving
- Differential Diagnosis

Biomedical Sciences:

- Osteopathic Clinical Anatomy Orientation
- Physiology
- Biochemistry
- Microanatomy
- Epidemiology
- Biostatistics
- Metabolism
- Pharmacology
- Pathology
- Immunology
- Microbiology
- Obstetrics and Gynecology
- Cardiovascular
- Neurology
- Evidence-Based Medicine

Combined Studies

Year 3 Summer Session

Curriculum currently under revision.
Possible topics include:
Full History and Physical Exams
Dermatology
Radiology Review
Surgical Preparation and Suturing
Orthopedic Skills: Casting and Splints
Advanced Cardiac Life Support
Emergency Medicine
Critical Care
Hospital Documentation
Pharmacology
Oral Case Presentations

Combined Studies

Years 3 and 4

Osteopathic Family Medicine
Internal Medicine
Internal Medicine Specialties
General Surgery
Surgical Specialties
Psychiatric Medicine
Women's Health
Emergency Medicine
Geriatric Medicine
Pediatrics
Health Care Management Clerkship
Clinical Electives
Medical Ethics
Medicine and Law
Evidence-Based Medicine
Cultural Competency
Patient Safety

COURSE DESCRIPTIONS

Years 1 and 2

Clinical Presentation Continuum Curriculum

The clinical presentation continuum (CPC) is dynamic and expressly designed to meet the rapidly-changing needs in the health-care environment. Because of this, the college reserves the right to change required and elective rotations in order to provide students with the tools they will need to practice medicine in the 21st Century.

The following descriptions of OU-COM courses are accurate as of the date of publication. Courses 651 through 669Z are open to first-year osteopathic medical students in the CPC learning track only, with the exception of 669K, which is required for students in both curricular tracks.

OCOM 669K – OSTEOPATHIC CLINICAL ANATOMY ORIENTATION

All entering OU-COM students begin their medical training with the four-week Osteopathic Clinical Anatomy Orientation course, in which students are immersed in the clinically-oriented study of human gross anatomy. Students participate in four, three-hour labs each week. These activities involve dissection of human cadavers, imaging studies and discussion of clinical anatomy in an interactive laboratory setting. Two hours each week are spent in the osteopathic manipulative medicine lab focusing on correlated osteopathic manipulative skills. The structure of the human body is presented in a clinically relevant manner, providing correlations of normal anatomy to common disease states. The goal is to enhance clinical reasoning in the context of human gross anatomy. Lectures provide background for the laboratory studies and evidence-based medicine.

OCOM 651 – CLINICAL SKILLS 1

Clinical Skills 1 is the first of a series of courses in which osteopathic medical students learn the fundamentals of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- clinical problem solving as an active member of a learning team addressing challenges commonly encountered in osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 652 – CLINICAL SKILLS 2

Clinical Skills 2 is the second of a series of courses in which osteopathic medical students expand on their mastery of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- clinical problem solving as an active member of a learning team addressing challenges commonly encountered in osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 653 – CLINICAL SKILLS 3

Clinical Skills 3 is the third in a series of courses in which osteopathic medical students expand on their mastery of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- clinical problem solving as an active member of a learning team addressing challenges commonly encountered in osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 669U – MEDICAL KNOWLEDGE: MUSCULOSKELETAL

This course is designed to facilitate the learning and clinical understanding of:

- the anatomy and development of the musculoskeletal system.
- the biochemical and genetic basis of musculoskeletal form and function.
- the biomechanics of gait, skeletal muscle and joint.
- the physiological basis of skeletal muscle contraction, skeletal muscle energy metabolism and the neuromechanics of skeletal muscle.
- basic pharmacological principles.
- the presentation and treatment of acute and chronic musculo-skeletal injuries.
- acute and chronic inflammation of the musculoskeletal system.
- back pain: etiology, diagnosis and treatment.
- joint pain: etiology, diagnosis and treatment.
- rheumatic disease: etiology, diagnosis and treatment.
- orthopedics of the upper and lower limbs.
- preventive health and musculoskeletal wellness.

OCOM 669V – MEDICAL KNOWLEDGE: INFECTION & IMMUNITY

This course is designed to facilitate the learning and the clinical understanding of:

- the basic mechanisms of bacterial, viral and fungal pathogenesis.
- characteristics and diagnosis of, and immunity to, infectious agents associated with sore throat, elevated temperature and skin lesions.
- components of the immune system.
- mechanisms of immune hypersensitivity reactions.
- physiological regulation of body temperature.
- histological features and functions of the skin.
- the pharmacological agents used to treat bacterial, viral and fungal infections.
- the influences of nutrition on immunity.
- epidemiological principles and the analysis of research data.
- preventive medicine and public health issues associated with causes of elevated temperature, sore throat and skin lesions.
- basic principles of ontogenesis and categorization of skin tumors.
- diagnostic characteristics of common skin lesions.

OCOM 669Y – MEDICAL KNOWLEDGE: BLOOD AND VASCULATURE

This course is designed to facilitate the learning and clinical understanding of:

- blood cell types, including the production and maturation process.
- clotting pathways.
- abnormalities associated with hematological disorders including leukemias and lymphomas.
- abnormalities of the clotting pathway.
- the physiology of the circulatory system in the limbs and pathophysiology of related diseases.

OCOM 669P – MEDICAL KNOWLEDGE: CARDIOVASCULAR

The goals of the cardiovascular course are:

- to enable students to be lifelong learners, self-motivated, and able to continue and advance their knowledge of cardiovascular medicine both as students and practicing physicians.
- to enable students to understand the fundamental biomedical concepts that are needed for effective diagnosis, treatment, and prevention of cardiovascular disease and disorders in a diverse patient population. These concepts will be derived from the study of the disciplines of physiology, pharmacology, anatomy, embryology, histology, pathology, infectious diseases, biochemistry, nutrition and social medicine.
- to expose students to these fundamental biomedical concepts and to the scientific basis for medical decision making through the context of several cardiovascular cases dealing with palpitations, hypertension, chest pain, shortness of breath and heart murmurs.
- to expose students to emerging scientific knowledge and technologies that will have a significant impact on medical thinking and their own clinical practices in the years to come.

OCOM 669Q – MEDICAL KNOWLEDGE: RESPIRATORY

The respiratory course introduces students to resources and a learning environment that enable them to:

- develop an understanding of the normal structure and function of the respiratory system.
- develop an understanding of the thorax and the interrelatedness of the cardiovascular and respiratory systems.
- explore the abnormalities and malfunctions of the respiratory system that result in the loss of homeostasis and health.
- develop a clinical reasoning strategy to approach the differential diagnosis of conditions that present clinically as cough and dyspnea.
- refine their clinical skills of patient interviewing and physical examination as they relate to patients who present with respiratory problems.
- expand their skills in developing clinical management plans for patients who present with respiratory problems.

OCOM 669R – MEDICAL KNOWLEDGE: GASTROINTESTINAL

The goals of the gastrointestinal course are:

- to introduce students to the fundamental biomedical concepts needed for diagnosis, treatment and prevention of gastrointestinal disease and disorders. These concepts will be derived from the study of the disciplines of clinical medicine, anatomy, microanatomy, embryology, physiology, pharmacology, microbiology, immunology, biochemistry, nutrition, pathology and public health/epidemiology as they relate to the gastrointestinal system.
- to engage students in the use of the fundamental biomedical concepts as a scientific basis for medical decision-making as they are exposed to a variety of gastrointestinal cases dealing with dysphasia, diarrhea and constipation, jaundice, gastrointestinal bleeding and abdominal mass.

OCOM 669Z – MEDICAL KNOWLEDGE: UROGENITAL TRACT

This course is designed to facilitate the learning and the clinical understanding of:

- renal function, electrolyte control and clearance.
- endocrinology of the renal system.
- hypertension.
- renal acid-base physiology.
- pharmacology and toxicology of the renal system.
- patient history and physical exam related to renal problems.
- urinalysis and other tests for renal performance.
- management of renal disease.
- renal failure.
- renal transplantation.
- structure, function and dysfunction of the urinary tract.
- benign and malignant neoplasms of the prostate, kidney and bladder.
- conditions giving rise to incontinence.
- infectious diseases of the urinary tract.
- sexually transmitted infections.

The following descriptions of OU-COM courses are accurate as of the date of publication. Courses 744 through 869P are open to second-year osteopathic medical students in the CPC learning track only.

OCOM 744 – CLINICAL SKILLS 4

Clinical Skills 4 is the fourth in a series of courses in which osteopathic medical students expand their mastery of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- clinical problem solving as an active member of a learning team addressing challenges commonly encountered in osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 745 – CLINICAL SKILLS 5

Clinical Skills 5 is the fifth in a series of courses in which osteopathic medical students expand on their mastery of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- active membership in a learning team solving clinical problems related to osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 746 – CLINICAL SKILLS 6

Clinical Skills 6 is the sixth in a series of courses in which osteopathic medical students learn the fundamentals of the following clinical skills:

- patient interviewing and history taking,
- physical examination, including osteopathic structural assessment and palpatory diagnosis, and
- active membership in a learning team solving clinical problems related to osteopathic medical practice.

The course provides students with opportunities to incorporate osteopathic manipulative techniques as well as apply medical knowledge and skills to patient care in a supervised clinical setting. Course activities are coordinated with content material addressed in the concurrent Medical Knowledge courses, and include clinical labs, manipulative medicine labs, supervised simulated and real-time patient encounters, and cased-based learning groups. Instructor expectations of students are specified by an extensive list of explicit learning objectives which constitute the basis for student assessment (exams).

OCOM 769S – MEDICAL KNOWLEDGE: NEUROLOGY

This neurology course offers students the resources and environment for learning the basic structure and function of the nervous system and the application of this knowledge to the clinical presentations of headache, altered consciousness, weakness, movement disorders and altered cognition. Mastery of clinically-relevant neuroanatomy is facilitated in lab sessions devoted to brain dissection.

OCOM 769U – MEDICAL KNOWLEDGE: EYES, EARS, NOSE & THROAT (EENT)

Students will be introduced to the medical disciplines of ophthalmology and otorhinolaryngology. The biomedical disciplines of anatomy, microanatomy, physiology and immunology as they pertain to the head and neck will be examined, thereby providing the foundation for pertinent clinical sciences. Students will also be introduced to the physical examination of the eyes, ears, nose and throat. On successful completion of this block, the student will be able to explain and understand the following core block concepts:

- functional anatomy of head and neck tissues
- normal development and embryopathies of the head and neck
- visual function
- auditory function
- vestibular function
- chemosensation
- mastication and deglutition
- diseases of the ear
- diseases of the nose and paranasal sinuses
- diseases of the oral cavity, pharynx and larynx
- diseases which cause red-eye, and
- diseases which lead to loss of vision.

OCOM 769V – MEDICAL KNOWLEDGE: PSYCHIATRIC

The psychiatric course is designed to acquaint the student with the major psychiatric disorders, including their neurochemical basis, diagnosis and treatment. Case studies and real patient interviews are utilized to assist student learning of DSM criteria and distinguishing features of these disorders. The course is divided into mood, anxiety and psychotic/personality disorders weekly modules. Emphasis is placed on an understanding of these disorders at the neurochemical level, and students are expected to do significant outside reading.

OCOM 769Y – MEDICAL KNOWLEDGE: ENDOCRINOLOGY & METABOLISM

The endocrinology and metabolism course presents an opportunity for second-year CPC students to delve into the major endocrine systems in the body, including the pituitary, thyroid, parathyroid, adrenal and pancreatic glands. Students explore the regulatory mechanisms of the hormones secreted by these glands and the metabolic effects elicited by these hormones. A major focus of the course is the clinical relevance of hormonal signaling on bone metabolism and growth, and on carbohydrate, lipid and amino acid metabolism. Hormonal control under normal physiological conditions is contrasted with disease states such as electrolyte imbalance, growth disorders, weight homeostasis and diabetes. By the end of this course, students will integrate and understand the underlying mechanisms by which these hormones act and how these signals are interpreted by tissues such as liver, bone, adipose and muscle to coordinate metabolic changes in the body.

OCOM 769Z – MEDICAL KNOWLEDGE: REPRODUCTIVE

This course is designed to introduce students to the clinical understanding of:

- the menstrual cycle, menstrual irregularities, and how culture affects menarche and menopause.
- the male reproductive system and male reproductive irregularities.
- variations in human sexuality.
- the etiology and psychosocial aspects of infertility.
- contraception.
- fundamentals of antenatal care.
- the prevention, diagnosis and treatment of complications during pregnancy.
- normal labor and delivery, complications associated with labor and delivery, and postpartum care.
- lactation physiology and aspects of breastfeeding management.
- breast cancer.

OCOM 869M – MEDICAL KNOWLEDGE: PEDIATRICS

The goal of the pediatric course is to introduce the student to primary care pediatrics and to focus on the considerable difference between an infant, child or adolescent and their adult and geriatric counterparts. Emphasis will be placed on identification, diagnosis and treatment of the pediatric patient.

OCOM 869N – MEDICAL KNOWLEDGE: ADDICTION, PAIN & PALLIATIVE CARE

The substance abuse module deals with the diagnosis and treatment of substance abuse and dependence disorders. These include the abuse or dependence on alcohol, prescription drugs and/or illicit drugs. This module covers the topics of pain, palliative care and hospice, presents a holistic approach to comprehensive pain and symptom management, and provides tools to help care for these patients from a primary care approach. Although much of the focus is on end-of-life care, the core symptom management knowledge and skills also apply to good chronic pain management.

OCOM 869P – MEDICAL KNOWLEDGE: GERIATRICS

The geriatrics course introduces students to key concepts essential to caring for older adults. The course begins by presenting the aging demographic imperative. Older adults often have three or more chronic medical conditions, take multiple medications and respond to treatments and medications differently than do younger patients. This course targets these often complicated, overlapping factors. An emphasis is placed on understanding the following:

- aging versus disease
- geriatric syndromes and atypical presentation of disease
- providing care across the continuum of locations—ambulatory, hospital, assisted living, nursing home, and home
- comprehensive geriatric assessment
- psychosocial and environmental considerations, and
- end-of-life care.

PATIENT-CENTERED CONTINUUM CURRICULUM

The patient-centered continuum curriculum (PCC) is dynamic and expressly designed to meet the rapidly-changing needs in the health-care environment. Because of this, the college reserves the right to change required and elective rotations in order to provide students with the tools they will need to practice medicine in the 21st Century.

The following descriptions of OU-COM courses are accurate as of the date of publication. Courses 640-648 are open to first-year osteopathic medical students in the PCC learning track only. OCOM 669K is required for all students in both curricular tracks.

OCOM 669K – OSTEOPATHIC CLINICAL ANATOMY ORIENTATION

All entering OU-COM students begin their medical training with the four-week Osteopathic Clinical Anatomy Orientation course, in which students are immersed in the clinically-oriented study of human gross anatomy. Students participate in four, three-hour labs each week. These activities involve dissection of human cadavers, imaging studies and discussion of clinical anatomy in an interactive laboratory setting. Two hours each week are spent in the osteopathic manipulative medicine lab focusing on correlated osteopathic manipulative skills. The structure of the human body is presented in a clinically relevant manner, providing correlations of normal anatomy to common disease states. The goal is to enhance clinical reasoning in the context of human gross anatomy. Lectures provide background for the laboratory studies and evidence-based medicine.

OCOM 640 – BIOMEDICAL SCIENCE 1

This course introduces fundamentals of human morphology, including gross anatomy and microanatomy. Extensive use is made of clinical case studies.

OCOM 641 – CLINICAL SCIENCE 1

This course introduces fundamentals of clinical practice, to include history and physical, psychosocial skills, preventive medicine and osteopathic manipulative therapy.

OCOM 642 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 1

This course introduces students to clinical experiences in a variety of medical environments.

OCOM 643 – BIOMEDICAL SCIENCE 2

This course introduces fundamentals of physiology, biochemistry, endocrinology and metabolism, and makes extensive use of clinical case studies.

OCOM 644 – CLINICAL SCIENCE 2

Students continue their study of the fundamentals of clinical practice, to include history and physical, psychosocial skills, preventive medicine and osteopathic manipulative therapy.

OCOM 645 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 2

Students continue clinical experiences in a variety of medical environments.

OCOM 646 – BIOMEDICAL SCIENCE 3

This course introduces the fundamentals of microbiology, virology and pathology, and makes extensive use of clinical case studies.

OCOM 647 – CLINICAL SCIENCE 3

Students continue their study of the fundamentals of clinical practice, to include history and physical, psychosocial skills, preventive medicine and osteopathic manipulative therapy.

OCOM 648 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 3
Students continue clinical experiences in a variety of medical environments.

Courses 731-739 are open to second-year osteopathic medical students in the PCC learning track only.

OCOM 731 – BIOMEDICAL SCIENCE 4
This course continues the case-based approach to medical education. The focus is systems-integration of basic science and clinical science information. This approach builds on the foundation students received in their year one Biomedical Science course.

OCOM 732 – CLINICAL SCIENCE 4
Students continue their training in the fundamentals of clinical skills, integrated with osteopathic philosophy. Students advance their skills in physical diagnosis and treatment of the patient.

OCOM 733 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 4
Students continue their training with preceptors. This course focuses on three areas for year two: community-based medicine, acute illness and chronic illness. These topics are integrated with instruction students receive in the Clinical Science course.

OCOM 734 – BIOMEDICAL SCIENCE 5
This course continues the cased-based approach to medical education. The focus is systems-integration of basic science and clinical science information. This approach builds on the foundation students received in their year one Biomedical Science course.

OCOM 735 – CLINICAL SCIENCE 5
Students continue their training in the fundamentals of clinical skills, integrated with osteopathic philosophy. Students advance their skills in physical diagnosis and treatment of the patient.

OCOM 736 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 5
Students continue their training with preceptors. This course focuses on three areas for year two: community-based medicine, acute illness and chronic illness. These topics are integrated with instruction students receive in the Clinical Science course.

OCOM 737 – BIOMEDICAL SCIENCE 6
This course continues the cased-based approach to medical education. The focus is systems-integration of basic science and clinical science information. This approach builds on the foundation students received in their year one Biomedical Science course.

OCOM 738 – CLINICAL SCIENCE 6
Students continue their training in the fundamentals of learning clinical skills, integrated with osteopathic philosophy. Students advance their skills in physical diagnosis and treatment of the patient.

OCOM 739 – INTRODUCTION TO CLINICAL OSTEOPATHIC MEDICINE 6
Students continue their training with preceptors. This course focuses on three areas for year two: community-based medicine, acute illness and chronic illness. These topics are integrated with instruction students receive in the Clinical Science course.

Years 3 and 4

The new 800-level Clinical Skills Transition course and courses 819 and 860-893 are open to all third- and fourth-year osteopathic medical students. Course 895 is open to fourth-year osteopathic medical students, only.

OCOM 800-LEVEL – CLINICAL SKILLS TRANSITION
After completing years 1 and 2 of either the CPC or PCC curriculum, all OU-COM students will enroll in and complete a course titled Clinical Skills Transition. The purpose of this course is to prepare students for the transition to hospital-based training. The focus of the course will be clinical skills and procedures. The details of this course are still in development.

OCOM 819 – OSTEOPATHIC FAMILY MEDICINE CLERKSHIP (6 WEEKS)
This ambulatory clerkship provides the student with experiences in an osteopathic family medicine setting to demonstrate the unique role of the osteopathic family physician and the principles and practice of family medicine. The clinical experiences are supervised by a preceptor in the office setting.

OCOM 860 – INTRODUCTION TO HOSPITAL CARE/ORIENTATION (1 WEEK)
This clinical course familiarizes the student with the organization of his or her CORE site and the established policies, procedures and protocols of the specific hospital that serves as the base for assigned service rotations. During this time, the student is also introduced to various clinical services available at the site and becomes familiar with the new hospital environment.

OCOM 861 – INTERNAL MEDICINE (12 WEEKS)
This clinical course is a predominantly in-hospital experience during which the student observes and participates in the assessment, diagnosis and medical management of patients in general internal medicine as well as areas traditionally identified as subspecialties of internal medicine.

OCOM 862 – GENERAL SURGERY AND SELECTIVE SURGERY (8 WEEKS)
This clinical course is designed to be a predominantly in-hospital rotation that prepares the student to recognize those diseases and conditions in which surgery may play a role in the patient's treatment and recovery, and prepares them to participate in the pre- and post-operative management of the surgical patient on an in-patient as well as an out-patient basis.

OCOM 863 – PEDIATRICS (4 WEEKS)
This clinical course is designed to be a combination of in-hospital and ambulatory experiences during which the student observes and participates in assessment, diagnosis and treatment of infants and children with either normal or pathological physiologic processes, while enhancing skills in the medical management of the pediatric patient.

OCOM 864 – WOMEN'S HEALTH (4 WEEKS)
This clinical course is a combination of in-hospital and ambulatory experiences during which the student observes and participates in the assessment, diagnosis and treatment of the female patient with either normal or pathological obstetric and gynecological processes, while enhancing skills in the medical management of the ob/gyn patient.

OCOM 865 – EMERGENCY MEDICINE (4 WEEKS)
This clinical course is an in-hospital rotation during which the student gains experience in the recognition, assessment, diagnosis, treatment and referral of medical, surgical or psychiatric problems with which patients present in the typical emergency department setting.

OCOM 867 – CORE ASSISTANT DEAN'S CLINICAL SELECTIVE (8 WEEKS)
This clinical course can be an in-hospital or ambulatory experience in one of the required specialty areas or other medical discipline designated by the CORE assistant dean. While allowing the student some flexibility in acquiring additional clinical experience in an area of interest or need, prior approval from the CORE assistant dean is required.

OCOM 868 – PSYCHIATRIC MEDICINE (4 WEEKS)
This clinical course is a combination of in-hospital and ambulatory experiences during which the student observes and participates in the diagnosis and treatment of patients with mental disorders in order to gain a familiarity with basic psychotherapeutic techniques.

OCOM 891 – CLINICAL ELECTIVE (20 WEEKS)
For this clinical course, the student has the opportunity to elect the medical disciplines and duration of rotations in teaching hospitals and clinics, or with physicians in private practice to acquire additional clinical experience and technical skills in medical areas of special interest including general/family practice, specialties and subspecialties.

OCOM 892 – FAMILY MEDICINE 2 (4 WEEKS)
During this "capstone" clinical experience, students refine their diagnostic and patient management skills in an ambulatory osteopathic family medicine environment.

OCOM 893 – GERIATRIC MEDICINE (2 WEEKS)
This clinical course is a combination of in-hospital and ambulatory experiences in which the student participates in the medical management of the well, the in-home frail, the nursing home resident and the hospitalized, elderly patient. Emphasis is on full assessment, diagnosis and treatment of common health problems of the geriatric patient as well as the identification and utilization of those community resources available to complement the interdisciplinary approach to geriatric medicine.

OCOM 895 – HEALTH CARE MANAGEMENT (2 WEEKS)
This two-week structured experience is designed to introduce students to managed care concepts and the practice of medicine within the managed care environment, to provide experiences in occupational medicine and workman's compensation, and to explore different aspects of managed care practice from the perspectives of physicians, legal affairs, managed care organizations, government agencies and hospital systems.

Extended Program Offerings

Courses 785-789 and 894 are available to all osteopathic medical students.

OCOM 785 – DIRECTED STUDIES IN OSTEOPATHIC MEDICINE
This course is available for the student who wants to participate under faculty supervision in specific educational activities related to, but beyond the scope of, the current osteopathic medical school curriculum.

OCOM 786 – PRIMARY CARE ASSOCIATESHIP IN OSTEOPATHIC MANIPULATIVE MEDICINE
This extended program offering (one year) is designed to provide the student with concentrated learning experiences in osteopathic principles and practice within the context of family medicine, educational methodologies relative to medical and patient education, and research design and development. The student is expected to participate in supervised clinical experiences and selected teaching activities within the college as well as produce a scholarly research paper. Teaching activities and research options are contracted with the instructor to accommodate
individual learning needs.

OCOM 787 – PRIMARY CARE ASSOCIATESHIP IN FAMILY MEDICINE
This extended program offering (one year) is designed to provide the student with concentrated learning experiences in family medicine, educational methodologies relative to medical and patient education, and research design and development. The student is expected to participate in supervised clinical experiences and selected teaching activities within the college as well as produce a scholarly research paper. Teaching activities and research options are contracted with the instructor of record to accommodate individual needs.

OCOM 788 – PRIMARY CARE ASSOCIATESHIP IN PREVENTIVE MEDICINE/ PUBLIC HEALTH
This extended program offering (one year) is designed to provide the student with a broader scope of knowledge and skills in preventive medicine and public health as it applies to primary care practice. The student is expected to participate in supervised field and clinical experiences in infectious disease and chronic disease prevention as well as produce a scholarly paper for presentation at a professional meeting or for publication.

OCOM 789 – RESEARCH IN OSTEOPATHIC MEDICINE
This course is available for the student who wants to design and participate in specially selected research addressing questions derived from osteopathic clinical practice and philosophy under the direction of basic science or clinical faculty.

STUDENT LIFE

Housing Options

Individual students must find housing solutions that suit their own needs. The basic options are:

- OU residence halls
- renting OU-owned apartments or houses
- renting privately-owned apartments, houses or mobile homes, or
- purchasing a condo, house or mobile home.

Veteran students are available to offer advice about housing based on their own experiences. The OU-COM Office of Student Affairs also maintains a list of available housing, including information about OU residence halls and apartments, on their Web page. The address is **www.oucom.ohiou.edu/saffairs/housing.htm**. Often landlords prefer medical students as tenants and will let the college know of upcoming vacancies. It is suggested that incoming students begin their search for housing early in the spring prior to matriculation.

Many rental properties are listed in local newspapers, which can be accessed online. *The Athens Messenger* can be found at **www.athensmessenger.com**, *The Athens News* Web site is located at **www.athensnews.com**, and the *OU Post* is at **www.thepost.ohiou.edu**.

Food Service

Four basic meal plans are offered to help meet a variety of needs. Students do not have to live on campus to participate in one of the meal plans, but may purchase any of the plans as an off-campus student. All university food service contracts are binding for the entire academic year for on-campus students. Off-campus students may purchase a quarterly meal plan contract. More in-depth information about Ohio University's food service is available at **www.facilities.ohiou.edu/food**.

Motor Vehicles

University policy and regulations state that no student shall drive, operate, park or otherwise use a motor vehicle on the land and property of the university without first registering the vehicle with the director of Campus Safety. This regulation includes student-owned vehicles as well as vehicles belonging to relatives, friends, rental agencies and dealers.

Upon registration of the vehicle, each quarter students receive a hang tag which must be displayed as described in the brochure that accompanies that tag. No two- or three-wheeled motor vehicles or motorized bicycles are permitted on university property except in areas specifically designated for the parking of those vehicles. Signs posted indicate streets closed to these vehicles.

For further information about OU's motor vehicle and parking policies, visit **www.ohiou.edu/police**.

Health Care

HEALTH INSURANCE

Students are required to maintain a health insurance plan if registered for seven or more credit hours. To assist with this requirement, the university offers a major medical insurance plan, designed to supplement the care provided by the Student Health Service. This plan is available to all students registered for seven or more hours and those taking fewer than six hours who are participating in an internship or co-op program or completing a master's thesis or doctoral dissertation.

The plan, subject to the benefits and exclusions of the policy, provides protection against major medical and surgical expenses for the insured student at home, at school or while traveling anywhere in the world. In addition to accident and sickness benefits, the policy includes repatriation, medical evacuation and accidental death benefits.

Married students or single parents may obtain a major medical-surgical insurance plan that includes other family members, available through the university comprehensive group medical insurance.

More information about the insurance coverage available to Ohio University students is accessible by calling Hudson Health Center at **740.593.1660** or visiting **www.ohio.edu/hudson/shs/billing/medical_insurance.cfm**.

STUDENT HEALTH SERVICE

The Student Health Service is located in Hudson Health Center. Enrolled students have access to medical care in the ambulatory care clinic on a walk-in basis Monday through Friday. Eligibility for services does not depend on purchasing student health insurance.

In the outpatient clinic are a pharmacy, a medical laboratory, X-ray facilities and a physical therapy department. The staff includes physicians, registered nurses, physical therapists, pharmacists and registered laboratory and x-ray technicians. A medical record is maintained. More information about Hudson is available at **www.ohiou.edu/hudson**.

International students must have a tuberculosis skin test upon first arriving in Athens or returning to the campus after an absence of two or more years. This test is given free of charge. The times and places for this test are listed in the OU-COM academic calendar at **www.oucom.ohiou.edu/AcademicAffairs/CalendarWebPage**.

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and psychological services are available to graduate and undergraduate students on an individual and group basis for educational, career and personal adjustment concerns. Confidential consultations are provided by counselors, psychology trainees and psychologists.

If a student is having academic difficulties, he or she can receive help in understanding and resolving concerns with the aim of improving performance.

If a student is facing personal problems of any kind (emotional, social, marital, substance abuse, stress, etc.), help is available in understanding and resolving those difficulties. Workshops on a variety of topics designed to support the educational, social and personal growth of students are frequently offered.

To make an appointment, contact the receptionist on the third floor of Hudson Health Center or call **740.593.1616** between 8 a.m. and noon or 1 p.m. and 4:30 p.m. Monday through Friday. Additional information about these services is provided at **www.ohio.edu/counseling/index.cfm**.

Recreation

There are many recreational opportunities at Ohio University, which include the Charles J. Ping Student Recreation Center, an aquatic center, an indoor ice skating rink, a golf course and driving

range, gymnasiums, tennis courts, athletic fields and areas for activities ranging from softball to horseshoe pitching. Additionally, Ohio University students have access to the Athens Skate Park. The park is an exciting addition to the area's recreation facilities for skateboarders, bicyclists, and in-line skaters locally and across the country. Another popular feature of Athens, used by students and the community, alike, is the Hockhocking Adena Bikeway, a 16-mile paved bicycle trail that runs from Athens to nearby Nelsonville. Though built for bicycling, the trail is very popular with walkers and joggers, as well.

For the sports-minded, more than 30 intramural activities that involve individual, dual and team competition are available for interested students. For more information about the recreational facilities and opportunities at Ohio University, please visit the university's Web site at **www.ohio.edu/recreation**.

Ohio University is in the National Collegiate Athletic Association's Division I-A and is a member of the Mid-American Conference. Ohio fields men's varsity teams in football, basketball, baseball, golf, wrestling and cross country, and women's varsity teams in basketball, softball, field hockey, indoor and outdoor track, swimming, cross country, volleyball and soccer. For more information about OU's intercollegiate sports activities, please access the Web site at **www.ohiobobcats.com**.

Many scenic areas are located near Athens and are used as weekend retreats by students. Among the most popular are Dow Lake, located just east of Athens in a 200-acre state park and used by the University for educational and research projects; Lake Hope, located in Zaleski State Forest about 25 miles from Athens; the caves and gorges of the Hocking Hills State Park area near Logan and Burr Oak Lake, Glouster. Athens County is also home to portions of the Wayne National Forest, which offers ample recreational opportunities for those who seek "the great outdoors" on the weekend. For additional information on local attractions, visit **www.athensohio.com**.

Cultural Events and Entertainment

OU-COM students have many opportunities to see theatrical productions performed by campus and community groups, first run movies, foreign films and art exhibits. There are also many opportunities to enjoy opera, recitals, musical and dance concerts, and distinguished lectures.

The Performing Arts Series on the OU Athens Campus is a well-established series of ten to 14 national and international programs that include symphony orchestras, Broadway theater, dance, recitalists, and choral and ethnic programs.

Southeastern Ohio's cultural heritage center, the Dairy Barn Inc., presents arts and crafts exhibitions and festivals. Notable among the Dairy Barn activities are the biennial Bead International, the annual Barn Raisin' arts and crafts festival, and the biennial Quilt National—the longest running contemporary quilt show in the U.S.

For a more in-depth look at the cultural events available at Ohio University, please visit the university's Web site at **www.ohio.edu/students/life.html**.

The university's Athens-based radio stations, WOUB-AM and -FM, and the public television station, WOUB-TV, provide entertaining and educational programming for the university and the community. To visit the WOUB Web site, go to **www.woub.org**.

UNIVERSITY LIFE

OU-COM Office of Student Affairs

The Office of Student Affairs at the Ohio University College of Osteopathic Medicine coordinates student records, government, programs, activities and financial aid; academic support services; and minority affairs. Staff members in this office also handle registration of OU-COM students, equipment information, enrollment rosters, academic tutoring and coordination of OU-COM student employment. In-depth information relating to all of the above is available on the OU-COM Web page at **www.oucom.ohiou.edu/saffairs**, or by contacting Ann Brieck, associate director of student affairs, at **800.444.2156** or via e-mail at **brieck@ohio.edu**. Policies and procedures for OU-COM students are published online in the *Student Survival Manual* by the Office of Student Affairs at **www.oucom.ohiou.edu/saffairs/survival_manual**.

Ohio University's Student Handbook

The Office of the Vice President for Student Affairs and the Dean of Students publishes a booklet entitled *Ohio University Student Handbook*, which among other things, contains a section describing "Community Expectations at Ohio University." This handbook and section detail a number of university policies and positions, including but not limited to, Ohio University's student conduct policy and procedure, the university's commitment to a just and diverse community, information on prevention of drug and alcohol abuse, a statement on sexual assault, and graduation and retention information. Information about the ombudsman, university events, information services and other topics of interest to Ohio University students is available in this book, as well. It is available from the Office of the Vice President for Student Affairs and the Dean of Students, 212 Cutler Hall, Ohio University, Athens, Ohio, 45701, or by calling **740.593.2580**. It is also possible to view this booklet online by visiting **www.ohiou.edu/studentaffairs/handbook/welcome.htm**, or to go directly to the section on community expectations at **www.ohio.edu/judiciaries**.

Student and Professional Organizations

Since the inaugural class was enrolled at OU-COM in 1976, several organizations have been established within the student body. The umbrella for these organizations is the OU-COM Student Government, which is charged with official representation of all predoctoral students. The college provides base financial support for student-organized activities through the council, which establishes a budget for disbursal of funds. A list of OU-COM student organizations is available at **www.oucom.ohiou.edu/StudentGov/organizations.htm**.

Crime Prevention and Statistics

A crime prevention and awareness document for the Athens campus is available by calling the Ohio University Police Department at **740.593.1911**. This information can also be accessed through the Web at **www.ohiou.edu/police/rtk/index.html**.

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CORE Clinical Faculty

The final two years of predoctoral medical education at OU-COM take place in affiliated teaching hospitals and private practitioners' offices throughout the state. To teach these advanced medical students, OU-COM relies on a well-developed network of CORE clinical faculty. These physicians—too numerous to list individually—represent such diverse specialties as:

Anesthesiology
Audiology
Cardiology
Cardiovascular Surgery
Community Medicine
Dermatology
Emergency Medicine
Endocrinology
Family Medicine
Gastroenterology
General Surgery
Hematology
Infectious Diseases
Internal Medicine
Neonatology
Nephrology
Neurological Surgery
Neuropsychiatry
Nuclear Medicine
Obstetrics and Gynecology
Oncology
Ophthalmology
Orofacial and Plastic Surgery
Orthopedic Surgery
Osteopathic Manipulative Medicine
Otorhinolaryngology
Pathology and Laboratory Medicine
Pediatric Ophthalmology
Pediatrics
Peripheral Vascular Surgery
Physical Medicine and Rehabilitation
Preventive Medicine and Public Health
Proctology
Psychiatry
Psychology
Pulmonary Medicine
Radiology
Rheumatology
Sleep Disorders
Sports Medicine
Thoracic Surgery
Urological Surgery
Vascular Surgery

APPENDIX A

Health and Technical Standards for Admission and Graduation

A candidate for the D.O. degree must have abilities and skills in five areas: observation; communication; motor and sensory; intellectual-conceptual; and behavioral and social as well as be able to comply with established patient safety measures. Physician and patient safety during clinical encounters throughout the continuum of medical education are of utmost importance. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means a candidate's judgment must be mediated by someone else's power of selection and observation.

A. Abilities and Skills

1. Observation. The candidate must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states, and reading of EKGs and radiographs. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations such as touch, pressure and temperature. It is enhanced by the functional use of the sense of smell.

2. Communication. A candidate shall be able to speak, hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes speaking, reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health-care team.

3. Motor and Sensory. Candidates shall have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. A candidate shall be able to do basic laboratory tests (urinalysis, CBC, etc.) and carry out diagnostic procedures such as proctoscopy, pap smears and arthrocentesis. A candidate shall be able to execute motor movements reasonably required to provide general care, osteopathic manipulation and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

In addition, a candidate should be able to execute these procedures within prescribed time limitations relative to the context of a practicing physician.

Osteopathic students and physicians, in particular, utilize the tool of touch as part of the osteopathic approach to diagnosis and treatment. As part of the learning process, candidates must be able to practice being touched, as well as touching others, in a sensitive, professional manner.

4. Intellectual. Candidates must possess conceptual, integrative and quantitative abilities. These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates shall be able to comprehend three-dimensional relationships in order to understand the spatial relationships of structures.

5. Behavior and Social Attributes. Candidates must have the mental health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and education process.

B. Patient Safety Measures

1. Infectious Diseases. Health-care providers in contact with patients are at risk for contracting and transmitting infectious diseases, especially those having compromised immune systems. All health-care providers must maintain immunization requirements that are established for their own protection and that of served populations against preventable communicable illness.

Tuberculosis (TB) screening is required of all incoming students even if Bacillus of Calmette and Guerin (BCG) has been given in the past. If a TB skin test has not been administered within the past 12 months, two skin tests will be administered during the first month of classes. If a TB skin test has been administered within the past twelve months, a single TB skin test will be administered in August. Please refer to the OU-COM policy for TB screening and follow-up for more information.

Documentation of immunizations against the following diseases must be received prior to matriculation: measles (rubeola), German measles (rubella), mumps, chicken pox (varicella), tetanus and hepatitis B. The OU-COM policy for medical student immunizations specifies:

- Measles, Mumps, Rubella (MMR): Two immunizations are required.
- Tetanus toxoid, reduced diphtheria toxoid and acellular pertussis vaccine (Tdap): One Tdap vaccine is required, prior to matriculation if last Tetanus/diphtheria (Td) was given 2 years or more ago. If the last Td was given within two years of matriculation, then the Tdap will be required at the end of the two-year period. Following administration of one Tdap, a Td will be required every 10 years. International students must provide documentation of receiving the primary DTP series as well as a current Tdap. Any student may be asked to provide complete documentation of the DTP/DT and polio primary series depending upon individual hospital requirements. This documentation, however, is not required for OU-COM matriculation.
- Hepatitis B: At least 2 of the 3 doses of the Hepatitis B series must be completed prior to the start of Clinical and Community Experiences. The third dose must be received prior to February 1 of year 1.

• Varicella: A positive personal history or 2 vaccines are required. A student who cannot verify through personal history or history obtained from parent/guardian that he/she has had chicken pox is required to receive the varicella vaccine. Students who are uncertain of chicken pox history may elect to first obtain a titer.

Serologic proof of immunity (antibody titers) against measles, mumps, rubella, varicella and hepatitis B is to be obtained at the time of matriculation on the OU campus. The Centers for Disease Control (CDC) Guidelines published by the Centers for Disease Control and Prevention will be referenced and taken into consideration for those candidates who test negative for serum antibodies (i.e. non-responders). For more information about serologic proof of immunity required of medical students, please see the policy on immunity.

Students who are accepted to OU-COM and students on the alternate list will receive a letter explaining immunization and serologic proof of immunity requirements and the Immunization Status Report form from Academic Affairs. If a student is unable to provide documentation, he/she is considered unvaccinated. Except for TB skin tests, students are expected to receive required immunizations prior to the first day of classes. Charges for immunizations and antibody titers are the responsibility of the student.

2. Criminal Background Check. Ohio Law mandates criminal records checks for all prospective employees in positions where the individual will be caring for older adults (Senate Bill 160) or children (Senate Bill 38). A standard criterion in affiliation agreements with clinical training sites, especially in pediatrics and geriatrics, is a requirement of a criminal record check for students. Review of an applicant's character and conduct as a citizen is important to his or her future licensure as a practicing physician. At the time of matriculation, candidates must request that the Bureau of Criminal Identification and Investigation (BCI & I) obtain information from the Federal Bureau of Investigation (FBI). The candidate must give permission to OU-COM to obtain a copy of any arrest or conviction record in the BCI & I files.

The Ohio University College of Osteopathic Medicine is committed to making its medical programs accessible to people with disabilities. In order to receive accommodations, the candidate or student must document the need and make a request through the college's Office of Student Affairs. For incoming, as well as enrolled students, the request should be submitted at least one quarter before the accommodations are needed. Reasonable accommodations can be made for some disabilities in certain of these technical areas. With reasonable accommodation, a candidate still must be able to perform in a reasonably independent manner, the essential functions and tasks required in the five ability and skill areas noted above under Section A.

Write to . . .

Office of Admissions
102 Grosvenor Hall
Ohio University College of Osteopathic Medicine
Athens, Ohio 45701-2979

E-mail . . .

admissions@oucom.ohiou.edu

Telephone . . .

Admissions: 740.593.4313
Toll free: 800.345.1560

To receive an application . . .

Contact AACOMAS
5550 Friendship Blvd., Suite 310
Chevy Chase, MD 20815-7231
Phone: 301.968.4190
www.aacom.org

ACCREDITATION

The Ohio University College of Osteopathic Medicine has received accreditation status from the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address and phone number of the accrediting agency are:

Secretary, COCA, American Osteopathic Association
142 East Ontario Street
Chicago, IL 60611
Telephone 312.202.8049
Fax: 312.202.8202

PROVISIONS

The provisions of this catalog do not constitute an irrevocable contract between the Ohio University College of Osteopathic Medicine and the student. The university reserves the right to change any provision or requirement at any time prior to awarding the student the D.O. degree. Further, the right is reserved to ask the student to withdraw for cause at any time.

INSTITUTIONAL EQUITY

Believing in the principle of fairness and the importance of community, the Ohio University College of Osteopathic Medicine affirms its commitment to equity and diversity in all of its programs and activities. Over and above this commitment to equitable treatment, the college pledges itself to continually enhance the climate in which we work and study in order to create the kind of learning environment that will produce culturally sensitive physicians well prepared to provide health care in an increasingly diverse society.

Consistent with Ohio University policy, there shall be no discrimination against any individual in the recruitment and selection of students or in educational or employment opportunities because of race, color, religion, national origin, gender, veteran status, disability or sexual orientation. Also, there shall be no discrimination because of age except in compliance with requirements of retirement plans or state and federal laws and guidelines. Furthermore, the university maintains a vigorous affirmative action program in order to promote equal employment opportunities and to ensure non-discrimination in all educational programs and activities.

The college is committed to expanding opportunities for populations that have been underrepresented in the medical profession and for individuals from disadvantaged backgrounds, both rural and urban. It is the goal of the university and the college to increase the representation of underrepresented faculty, students and staff in all of its educational programs and activities.

ACADEMIC FREEDOM

Ohio University subscribes fully to the 1940 Statement of Principles of the American Association of University Professors regarding academic freedom and regarding tenure except as altered in Section II.D.2.a.

Section II.D.2.a. is consistent with the statement adopted by the American Association of University Professors in June 1978.

This document can be read in its entirety by visiting Ohio University's Web site at: **www.ohiou.edu/facultysenate/handbook**.

Ohio University College of Osteopathic Medicine

2007-2009

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102 Grosvenor Hall
Ohio University
College of Osteopathic Medicine
Athens, Ohio 45701
800.345.1560
www.oucom.ohiou.edu

For a listing of OU-COM Web links that will provide detailed information about financial aid, academics, community expectations and much more, log on to:
www.oucom.ohiou.edu/saffairs/general_student_info.htm

If you have questions, comments or want a paper copy of this information, call **800.444.2156**.

OHIO UNIVERSITY
College of Osteopathic Medicine