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2011 - 2013 NYCOM CATALOG

"Our students follow in the steps of the 85,000 NYIT alumni who have come before them — thousands of whom are pursuing successful careers in the health and medical fields. NYIT's obligation, which goes to the very core of our mission, is to help our students achieve global competency on a professional level, to better navigate borders and cultures."

Edward Guiliano, Ph.D.
 NYIT President



New York College of Osteopathic Medicine of New York Institute of Technology

■ Catalog 2011 - 2013

New York College of Osteopathic Medicine
New York Institute of Technology
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.3747

nyit.edu/nycom



This catalog governs the academic years 2011–2013. It supersedes all previous catalogs.

No person is authorized to make any representations or promises on behalf of the college other than those which are contained in this official catalog.

New York College of Osteopathic Medicine of New York Institute of Technology admits students of either gender and of any race, color, or national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate against students on the basis of gender, race, age, color, disability, sexual orientation, religion or national and ethnic origin in the administration of its educational policies, admission policies, scholarships and loan programs, and other college-administered programs.

New York College of Osteopathic Medicine of NYIT is an equal opportunity/affirmative action employer and shall not discriminate against any person because of race, color, religion, gender, age, marital status, sexual orientation, national origin, or disability, except as such conditions may constitute bona fide occupational or assignment qualification.

It is the policy of the New York College of Osteopathic Medicine of NYIT to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Contact Learning Specialist in the Office of Pre-Clinical Education


NYCOM reserves the right to delete any course described in this catalog for any reason and cannot guarantee enrollment into specific sections of desired courses. The college also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, or any other phase of school activity without notice.

INSTITUTIONAL PRIVILEGE

The institution reserves the right to dismiss, summarily and without recourse to any hearing or other procedure contained in the Student Handbook, Student Code of Conduct, or otherwise, a student who in its judgment has failed to exhibit the good ethical, moral and personal character necessary for the continued study and practice of osteopathic medicine, or whose continuation in the school is detrimental to the student or to fellow students. Any such decision, shall be made in writing by the Dean of NYCOM, with the authorization of the President of NYIT, and shall be final, binding, and unreviewable. The Student Handbook and Student Code of Conduct provide further information on policies and procedures that apply to academic and disciplinary matters not involving summary dismissal.

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Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility

to preserve the health and the life of my patients,

to retain their confidence and respect both as a physician and a friend

who will guard their secrets with scrupulous honor and fidelity,

to perform faithfully my professional duties,

to employ only those recognized methods of treatment

consistent with good judgment and with my skill and ability,

keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions,

not engaging in those practices which will in any way bring shame or discredit





upon myself or my profession.
I will give no deadly drugs to any,
though it be asked of me.
I will endeavor to work in accord
with my colleagues
in a spirit of progressive
cooperation
and never by word or by act cast
imputations upon them or their
rightful practices.
I will look with respect and esteem
upon all those who have taught
me my art.
To my college I will be loyal and
strive always for its best interests
and for the interests
of the students who will come
after me.
I will ever be alert to adhere to
and develop
the principles and practice of
osteopathic medicine and surgery
as taught in this college.
In the presence of this gathering I
bind myself to my oath.



INSTITUTIONAL INFORMATION

Osteopathic Medicine

Osteopathic medicine is a unique form of American medical care that was developed in 1874 by Andrew Taylor Still, M.D. Dr. Still founded a philosophy of medicine based on ideas that date back to Hippocrates, the father of medicine. The philosophy focuses on the unity of all body parts. He identified the musculoskeletal system as a key element of health. He recognized the body's ability to heal itself and stressed preventive medicine, eating properly, and keeping fit.

A Doctor of Osteopathic Medicine—a D.O.—is a complete physician, fully trained and licensed to prescribe medication, perform surgery and utilize manipulative treatment. The osteopathic philosophy of treating the whole person is applied to the prevention, diagnosis and treatment of illness, disease and injury.

Mission Statement

The New York College of Osteopathic Medicine (NYCOM) of New York Institute of Technology is committed to training osteopathic physicians for a lifetime of learning and practice, based upon the integration of evidenced-based knowledge, critical thinking, and the tenets of osteopathic principles and practice. The college is also committed to preparing osteopathic physicians for careers in primary care, including health care in the inner city and rural communities, as well as to the scholarly pursuit of new knowledge concerning health and disease. NYCOM provides a continuum of educational experiences to its students, extending through the clinical and post-graduate years of training. This continuum provides the future osteopathic physician with the foundation necessary to maintain competence and compassion, as well as the ability to better serve society through research, teaching, and leadership.

Accreditation

New York College of Osteopathic Medicine, established in 1977, is fully accredited by the New York State Board of Regents and the American Osteopathic Association Commission on Osteopathic College Accreditation, which is the national accrediting agency for colleges educating osteopathic medical student physicians. Any student who has a complaint related to the accreditation standards and procedures should file a written complaint and send it to the following two addresses:

1) American Osteopathic Association, 142 East Ontario Street, Chicago, IL 60611 and 2) Associate Dean of Academic Affairs, Office of Academic Affairs, Room 228, Serota Building, New York College of Osteopathic Medicine, Northern Boulevard, P.O. Box 8000, Old Westbury, NY 11568-8000.

New York Institute of Technology

NYIT is the college of choice for more than 15,000 students enrolled in more than 90 specialized courses of study leading to undergraduate, graduate, and professional degrees in academic areas such as architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; and osteopathic medicine. A private, nonprofit, independent institution of higher learning, NYIT embraces its mission of providing access to a of career-oriented professional education for all qualified students and supports applications-oriented research to benefit the greater global community. Students attend classes at NYIT's campuses in Manhattan and Long Island, at its five global campuses, and online. To date, 85,000 alumni have earned degrees at NYIT. For more information, visit nyit.edu.

NYIT is an independent college chartered by the New York State Board of Regents and accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, among other accrediting boards and agencies in higher education.

Photo Release

Each student agrees that, once admitted to New York Institute of Technology, NYIT has the student's permission to take photographs and videos of the student for publicity purposes during class, at class-related functions, on any of NYIT's campuses, and at all NYIT activities and events, and that NYIT shall be the exclusive owner and copyright holder of, and possess all right, title and interest to, all such photographs and videos.

Each member of the faculty, staff, or administration of New York Institute of Technology agrees that NYIT has permission to take photographs and videos of the employee for publicity purposes on any of NYIT's campuses, and at all NYIT activities and events, and that NYIT shall be the exclusive owner and copyright holder of, and possess all right, title and interest to, all such photographs and videos.





PHYSICAL FACILITIES

New York College of Osteopathic Medicine is located on the beautiful, wooded, suburban Old Westbury campus of New York Institute of Technology. The location on Long Island in Nassau County makes access to New York City easy while offering a less hectic lifestyle on a daily basis. World-class beaches, recreational fishing, boating, bicycling and equestrian facilities on Long Island make the free time available to our students very enjoyable. World-class research and clinical institutions on Long Island and, New York City enhance the educational experience and opportunities.

NYCOM facilities occupy most of a three-building complex in Old Westbury:

The **Nelson A. Rockefeller Academic Center** houses an auditorium, the dean's office, the medical library, several faculty offices, and research laboratories. The offices of the Vice President of Health Sciences and Medical Affairs, NYCOM Educational Consortium (NYCOMEC the postgraduate medical education arm of NYCOM), the Doctor Patient Continuum Curriculum classrooms, and the Academic Technologies and Media Services Groups are located in this building.

The **W. Kenneth Riland Academic Health Care Center** houses a large auditorium, a family health care center that serves both as a focus of clinical research and as an ambulatory health care delivery facility, the anatomy laboratories, several faculty research laboratories and offices, animal houses, student study areas, student lounges, a large cafeteria, and the Institute for Clinical Competence (ICC), which trains and assesses students from their first year to their graduation in a patient simulation learning and assessment center.

The **Hannah and Charles Serota Academic Center** is the newest of NYCOM facilities. Opened in 1999, this building houses two state-of-the-art auditoriums—the Mollie Rogers and William Rogers auditoriums. A modern osteopathic manipulation teaching laboratory is also located in this building. In addition, this facility houses faculty and administrative offices, the student government office, several conference rooms, student lockers, changing rooms and a small gym for students.

In addition, access is available to the playing fields and running track of New York Institute of Technology.

All NYCOM buildings are wired for Wi-Fi wireless network access.

The NYCOM medical library houses thousands of volumes of journals, textbooks, and other references, and subscribes to hundreds of online resources. Access and training is available to all NYCOM community members both in person and online. The library houses two photocopiers that require the use of copy cards instead of coins. Copy cards are available for purchase at the circulation desk. Students may borrow a laptop computer for a three-hour period of time. The library is open for extended hours and professional librarians are available to advise, assist, and train all patrons. In addition, the Wisser Library, the main library of New York Institute of Technology, provides access to thousands of non-medical books, research literature, and other general facilities.

A second ambulatory care clinical facility is operated by NYCOM in Central Islip.

The Clinical Education Program

A. General Objectives

The NYCOM Clinical Clerkship Program is designed to provide students with educational and clinical training in general areas of medicine. It is organized to permit the greatest degree of educational exposure in practical, clinical environments as a means to develop general knowledge in areas of patient diagnosis and management.

NYCOM is dedicated to training primary care physicians. The curriculum is designed to give students basic medical knowledge in diverse clinical areas. This "liberal arts" approach to medical education provides the necessary foundation to excel in all areas of medicine.

B. Regional Clinical Campus

Third-year clerkship education is restricted to NYCOM affiliated hospitals, most of which are members of the NYCOM Educational Consortium (NYCOMEC) for osteopathic post-doctoral education. These affiliations offer varied educational opportunities in large urban medical centers, suburban community hospitals, and rural health care facilities.

In order to strengthen the osteopathic identity at these sites, as well as promote the mutual commitment of the college, NYCOMEC and our hospital members to each other, the college has introduced the model of a "Regional Clinical Campus."

As a first step in implementing this model, the college has designated several full-service hospitals or a number of hospitals in a geographic region for assignment of students as a "block" for the entire (or majority of) third-year core rotations.

By serving at one site/region, student education is enhanced through continuity, better inter-departmental integration and involvement in extra clerkship activities such as ongoing hospital-based research, special seminars and designated mentor assignments. This will also foster the much-needed clinical education continuum within NYCOM and NYCOMEC.

C. Rural Clerkships

In support of the college's mission to promote rural primary care, rural clerkships are offered at selected affiliated hospitals located in various upstate New York areas.

D. Clinical Education Resources

The college's primary clinical educational facilities include hospitals, ambulatory health care centers and private preceptor offices throughout the region. In addition, military sites, public health centers and hospitals throughout the world are available for selected portions of the fourth-year curriculum. Several categories of hospital affiliations exist within the context of the NYCOM Educational Consortium: major clinical campuses, clinical campuses and specialty clinical campuses. The college has additional affiliated hospitals/ambulatory centers for designated clerkships.

The Careers in Medicine Program, designed by the Association of American Medical Colleges, is available for all medical students and staff at NYCOM for making career and life decisions. Its four-step program was designed to help students understand their options for choosing a specialty and it also provides guidance for applying to a residency program.

The program's interactive Web site consists of several self-assessment and decision-making exercises, a timeline that encourages students to keep up with career milestones, descriptions of 133 specialties/subspecialties, valuable links to conduct online research of specialty organizations and publications, and many other useful components.

Primary Care Ambulatory Centers

The New York College of Osteopathic Medicine operates primary care centers in Old Westbury and Central Islip. These centers are staffed by faculty from the Departments of Family Practice, Osteopathic Manipulative Medicine and various specialties. The on-campus facility in Old Westbury, known as the W. Kenneth Riland Academic Health Care Center, provides primary care services to the student body, faculty and administrative staff of both NYCOM and NYIT, in addition to their family members and local residents. This facility is especially equipped to treat injuries and illnesses related to occupational and sports medicine.

On Nov. 18, 1998, the Adele Smithers Parkinson's Disease Treatment Center was officially dedicated at NYCOM's W. Kenneth Riland Academic Health Care Center. This innovative treatment center provides patients with unprecedented levels of medical care, promotes community awareness and Parkinson's disease education, fosters scientific studies and medical research, and perhaps most importantly, helps individual patients achieve and maintain the best quality of life possible while coping with their disease. A new Family Health Care Center of Central Islip will be opening in 2011. It serves the health care needs of the student body, faculty, administration and community.

New York College
of Osteopathic Medicine
Academic Health Care Center
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.3700

Family Health Care Center
of Central Islip
267 Carleton Avenue
Central Islip, NY 11722
631.348.3254

Hospital Facilities

Institution	Beds	Inpatient Admissions/Year
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Major Clinical Campuses:

Good Samaritan Medical Center*437..... 27,937
 1000 Montauk Highway
 West Islip, NY 11795

Saint Barnabas Health Care System of New Jersey
 Newark Beth Israel Medical Center*671..... 23,940
 201 Lyons Ave.
 Newark, NJ 07112

Saint Barnabas Medical Center*680..... 44,823
 94 Old Short Hills Rd.
 Livingston, NJ 07039

St. Barnabas Hospital*461..... 25,507
 4422 Third Ave.
 Bronx, NY 10457

Clinical Campuses:

Benedictine Hospital222..... 7,299
 105 Mary's Ave.
 Kingston, NY 12401

Brookhaven Memorial Hospital Medical Center280.....16,577
 101 Hospital Road
 Patchogue, NY 11772



■ Physical Facilities

Hospital Facilities

Institution	Beds	Inpatient Admissions/Year
Clinical Campuses (continued):		
Brookdale University Hospital and Medical Center One Brookdale Plaza Brooklyn, NY 11212	525	25,544
Coney Island Hospital* 2601 Ocean Parkway Brooklyn, NY 11235	367	18,481
Ellis Hospital 624 McClellan St. Schenectady, NY 12304	276	7,483
Jamaica Hospital Medical Center 89th Avenue and Van Wyck Expressway Jamaica, NY 11418	387	20,730
Institute for Family Health* 396 Broadway Kingston, NY 12401	160	7,338
Jersey City Medical Center 355 Grand St. Jersey City, NJ 07302	356	16,259
Long Beach Medical Center 455 East Bay Dr. Long Beach, NY 11561	203	5,742
Lutheran Medical Center* 150 55th St. Brooklyn, NY 11220	393	27,163
Maimonides Medical Center* 4802 10th Ave. Brooklyn, NY 11219	705	32,091
Nassau University Medical Center* 2201 Hempstead Turnpike East Meadow, NY 11554	632	22,505

*Indicates participation as a Regional Clinical Campus for clerkship education.

Hospital Facilities

Institution	Beds	Inpatient Admissions/Year
Clinical Campuses (continued):		
North Shore University Hospital at Plainview..... 888 Old Country Rd. Plainview, NY 11803	263.....	15,602
Peconic Bay Medical Center..... 1300 Roanoke Ave. Riverhead, NY 11901	214.....	6,421
Peninsula Hospital Center..... 51-15 Beech Channel Dr. Far Rockaway, NY 11691	179.....	5,598
South Nassau Communities Hospital..... One Healthy Way Oceanside, NY 11572	435.....	18,520
Southampton Hospital..... 240 Meeting House Lane Southampton, NY 11968	125.....	6,500
Sisters of Charity Hospital..... 2157 Main St. Buffalo, NY 14214	413.....	15,368
Trinitas Regional Medical Center..... 225 Williamson St. Elizabeth, NJ 0720	531.....	16,429
Wilson Memorial Regional Medical Center*..... 33-57 Harrison St. Johnson City, NY 13790	493.....	20,570
Wyckoff Heights Medical Center..... 374 Stockholm St. Brooklyn, NY 11237	355.....	22,016

Specialty Clinical Campus:

Parker Jewish Institute for Health Care and Rehabilitation..... 271-11 76th Ave. New Hyde Park, NY 11040	527.....	2,199
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**Indicates participation as a Regional Clinical Campus for clerkship education.*

■ Physical Facilities

Hospital Facilities

Institution	Beds	Inpatient Admissions/Year
Specialty Clinical Campus (continued):		
The Center For Discovery 606 Old Route 17 Monticello, NY 12701	279	N/A

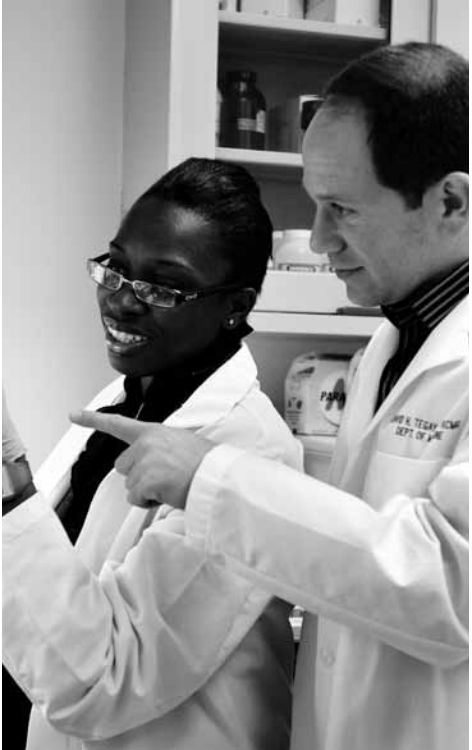
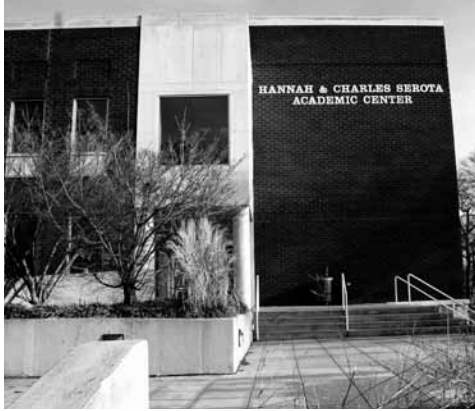
Affiliated Hospitals/Ambulatory Centers for Clinical Clerkships:

- Blue Mountain Health System (Lehigh, PA)
- Capital Health System (Trenton, NJ)
- Clara Maass Hospital (Beleville, NJ)
- Flushing Hospital (Flushing, NY)
- Frankford Health System (Philadelphia, PA)
- Griffin Hospital (Derby, CT)
- Holliswood Hospital (Holliswood, NY)
- Linden Family Medical, LLC (Linden, NJ)
- Long Island Jewish Medical Center (New Hyde Park, NY)
- Mountainside Hospital (Verona, NJ)
- Northern Dutchess Hospital (Rhinebeck, NY)
- North Shore University Hospital (Forest Hills, NY)
- North Shore University Hospital (Glen Cove, NY)
- North Shore University Hospital (Manhasset, NY)
- Queens Hospital Center (Jamaica, NY)
- St. Francis Hospital (Roslyn, NY)
- St. Luke's Hospital (Newburgh, NY)
- St. Mary's Hospital For Children (Bayside, NY)
- Zwanger-Pesiri Radiology (Long Island, NY)

**Indicates participation as a Regional Clinical Campus for clerkship education.*

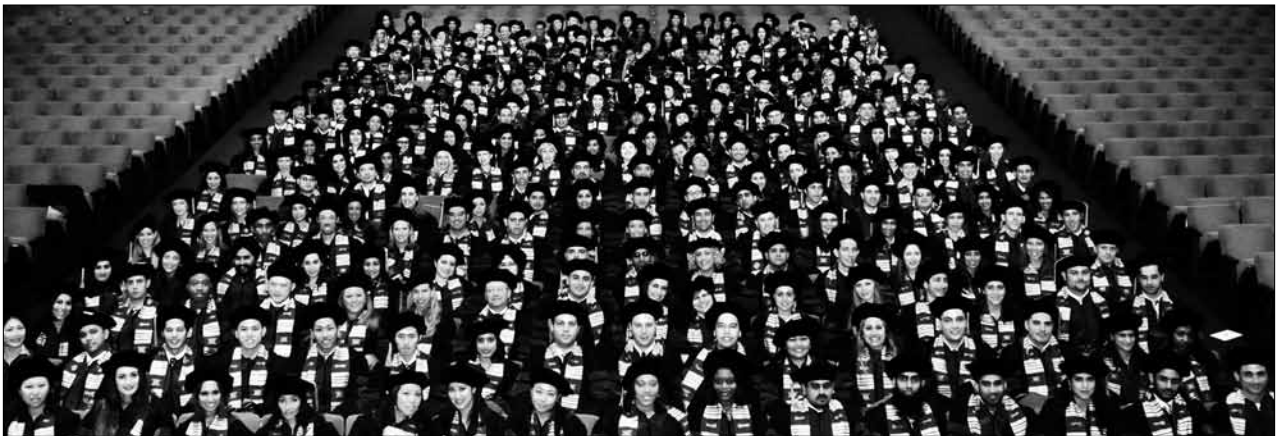


NYCOM NYIT



nyit.edu/nycom

SPECIAL PROGRAMS



SPECIAL PROGRAMS

Combined Baccalaureate/Doctor of Osteopathic Medicine Degree Program (B.S./D.O.):

New York Institute of Technology offers a combined baccalaureate/doctor of osteopathic medicine degree program to talented, highly motivated students. A select number of those who qualify will be admitted to the School of Arts and Sciences at NYIT. Upon successful completion of three undergraduate years plus the first year in New York College of Osteopathic Medicine, the student will receive a Bachelor of Science in life sciences (pre-professional option). Participants in the program will earn a Doctor of Osteopathic Medicine degree after an additional three years in the medical college. The combined program enables students to achieve B.S./D.O. degrees in seven years rather than the traditional eight. Specifically, in order for a student to be considered for acceptance to NYCOM and invited for a personal interview, the student must complete the NYCOM Admissions application and meet the following criteria:

1. GPA – maintain a 3.5 grade point average each semester; maintain a 3.5 grade point average for all science courses each semester resulting in a cumulative 3.5 grade point average.
2. MCAT score of the median MCAT score of the NYCOM class starting in the year before student starts NYIT.
3. Completion date of application package – February 1 preceding August start (must include MCAT score).

Other seven-year B.S./D.O. programs have been established with the State University of New York at Geneseo, New Paltz and Old Westbury and are available to applicants who meet the application criteria stated above. For further information, contact the Admissions Office of the specific college.

For further information on the NYIT program, contact:

Undergraduate Admissions
New York Institute of Technology
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.7520

Global Health Certificate

The Center for Global Health provides broader access and opportunity for medical and health professions students by expanding international programs, branch campuses, and exchanges of students and faculty. Utilizing NYIT's digital prowess and participation in collaborative programs, the center aims to expand existing NYCOM and NYIT programs and create new ones to further medical education with particular focus on disease prevention and treatment. NYCOM, with its emphasis on primary care medicine, is in an ideal position in health education and health promotion. Indeed, NYCOM has a "cultural treasure" to export in the form of osteopathic manipulative medicine (OMM) combined with the best scientific medicine.

Edward A. Gotfried, D.O., FACOS, Director, Center for Global Health, NYCOM
Osteopathic Manipulative Medicine
Clinical Sciences
egotfrie@nyit.edu, Phone: 516.686.1456
NYCOM III - Serota, Room: 129
Old Westbury

Émigré Physicians Program in Osteopathic Medicine (EPP)

Immigration policy of the United States provides for the annual entrance of highly skilled professionals. To help promote the true purpose of the immigration policy, NYCOM re-educates these physicians for continuation of their professional careers in the United States. To this end, NYCOM offers a four-year program to educate émigré physicians to become Doctors of Osteopathic Medicine. For more information, please write to the Office of Admissions at New York College of Osteopathic Medicine of New York Institute of Technology, Northern Boulevard, P.O. Box 8000, Old Westbury, NY 11568-8000 or call 516.686.3747.

Pre-Doctoral Academic Medicine Scholarship/Master of Science in Neuromusculoskeletal Sciences

The Pre-Doctoral Academic Medicine Scholarship Program is designed to prepare outstanding medical students to pursue careers in academic medicine including medical education, research, and clinical practice in an academic health care setting. This five-year program allows a NYCOM student to obtain two degrees—Doctor of Osteopathic Medicine and a Master's in Neuromusculoskeletal Sciences. The Master's Degree will meet a need for dually trained professionals in both Osteopathic Medicine and Neuromusculoskeletal Sciences who can bring both backgrounds to bear in the classroom and the research laboratory.

For additional information contact:

Office of Admissions:
New York College of Osteopathic Medicine
New York Institute of Technology
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000

Phone 516.686.3747
Fax 516.686.3831
nyit.edu/nycom

Concurrent Degree Programs

The New York Institute of Technology, through its School of Health Professions, School of Management, and New York College of Osteopathic Medicine, has developed unique programs that allow NYCOM students the opportunity to obtain two degrees within the usual structured four-year medical curriculum. Enrollment in the Concurrent Degree Programs is contingent upon NYCOM approval. Requests for approval should be directed to the Admission Office at NYCOM.

D.O./Master of Business Administration (M.B.A.)

The Master of Business Administration degree program enhances the graduate's efficiency and skills as a clinician by equipping him/her for the business side of medicine. The student learns to effectively manage resources including time, money, equipment and personnel, and to be prepared to cope with practice management, HMO's and the administration of academic health care centers, hospital and clinical departments.

Entrance Requirements

The applicant must be a matriculated student at NYCOM and have NYCOM approval to apply for the program. MCAT scores are accepted in lieu of GMAT scores. For specific details of the Master of Business Administration Program, please refer to the NYIT Graduate Catalog.

D.O./Master of Science in Clinical Nutrition (M.S.)

The Master of Science in Clinical Nutrition degree provides didactic knowledge of the interface of clinical medicine and nutrition and develops skills to utilize nutrition in the practice of preventative medicine, wellness and total body care. The M.S. program is a clinically focused program that integrates biomedical and nutrition sciences to develop a mechanistic understanding of medical nutrition therapy.

Entrance Requirements

Applicants must be matriculated students at NYCOM and have NYCOM approval to apply for the program. For specific details of the Master of Science in Clinical Nutrition, please refer to the NYIT Graduate Catalog.

Interested applicants for any concurrent degree programs should contact:

Office of Admissions:
New York College of Osteopathic Medicine
New York Institute of Technology
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000

Phone 516.686.3747
Fax 516.686.3831
nyit.edu/nycom

Academic Technologies Group

The NYCOM Academic Technologies Group, directed by the Chief Information Officer, provides leadership to all NYCOM faculty, staff and students in the appropriate use of current technologies in the NYCOM academic process. Some of the learning facilities supported by the Academic Technologies Group include:

1. Lapland: a laptop lab is located in the NYCOM library where students can check computers out for use.
2. NYCOM Network: The entire campus is covered by a modern wireless network. All NYCOM offices, classrooms and study rooms are connected to a fully switched Ethernet network.
3. Smart Auditoriums: all NYCOM auditoriums and labs are wired to function as smart classrooms with cutting edge presentation and recording equipment. All rooms are also equipped with Audience Response Systems.
4. The Noodle Academic Web site: functions as a coherent and complete repository of academic content. This site contains all the handouts, PowerPoint presentations and other such materials used in the NYCOM curricula. Currently, more than 90% of the first year and second year curriculum is available to NYCOM students for access anywhere, anytime over the web.
5. The Streaming Video Site: a streaming video server and a coherent process are in place such that any and all lectures delivered to a NYCOM class can be recorded to streaming video and made available to students as video on demand for review and reinforcement. Thousands of hours of archived lectures have made this site a very powerful and popular NYCOM academic resource.
6. Mailing Lists and other E-mail Communication: Students routinely seek academic help and clarifications through e-mail to faculty. Students regularly receive information through mailing lists.
7. Web Conferencing: NYCOM students and faculty use web-based conferencing as a major mode of interaction while on and off campus. In addition to its academic roles, web conferencing serves as a major community building tool.
8. The iPod Project: All NYCOM students are provided with iPod Touches for use as an organizing tool and as a reference tool in the class room and the clinics.
9. Evaluations: Course and Faculty Evaluations – effective and timely – are supported by extensive web based systems. Feedback from these evaluations is an essential component of course and curriculum management at NYCOM.
10. Access to External Resources: NYCOM students are heavy users of the big pipe campus network as they access web-based internal and external academic resources. Several subscription based online databases are available through the NYCOM library.
11. The NYCOM Videoconferencing Network: NYCOM now has an expanding private videoconferencing network connecting NYCOM and its major clinical campuses. The videoconferencing network complements the streaming video network.
12. The Academic Technologies Group also offers training to NYCOM students, faculty and staff in information access/control both formally and on demand.

Helpdesk support is available to students at specified hours, mainly to deal with software and configuration issues.

■ Special Programs

Students should make sure that their computer hardware is covered by manufacturer's warranties and use the manufacturer's support for hardware issues.

Computer Requirements:

All NYCOM students are required to obtain a Windows compatible laptop.

Minimum Standards:

I. Computer:

Windows compatible Laptop or tablet pc

At least a 2.0 GHz Processor

At least 2 GB Ram

At least a 100 GB Hard Drive

DVD / CD-ROM drive

Wireless Networking

II. Removable Storage:

1 GB USB drive

III. Software:

Windows 7

Microsoft Word

Microsoft PowerPoint

Windows Media Player

Flash

Internet explorer

Firefox Browser

Adobe Acrobat Reader

IV. Printer

Any Laser Printer or fast Inkjet Printer

V. Internet Access from Home

All students are expected to have broadband (cable modem or DSL) internet access from their residence.

VI. a. NYCOM students have access to 36 Laptops in the library. This is a secondary facility meant for backup use. The students' primary computer is the laptop owned by the student.

b. NYCOM students have access to printers in the library for limited use. This is a secondary facility meant for occasional use. The students' primary printer is the one owned by the student.

VII. Some of the services, in particular streaming video from past years are supported only on the Windows platform. Similarly, technical assistance with routine issues is most efficiently possible only with a laptop / tablet.

VIII. The NYCOM educational process makes extensive use of various technologies such as e-mail, internet access, web conferencing, streaming video, iPods etc. extensively. All students should be comfortable using these technologies.

It is expected that all NYCOM students will have basic information access competencies including (but not limited to):

- Secure use of computers
- Connecting to wireless networks
- Professional use of email and web resources
- Access and create Word, PowerPoint and pdf documents
- Access streaming video sources
- Perform Medline, Google Scholar and other medical information database searches
- Use mobile devices for organizational and information access / input

While training is available as needed after students arrive on campus, it is best if the students are familiar with and able to use these tools before they arrive on campus.

If there are any further questions, please email atghelp@nyit.edu.



ADMISSIONS

Technical Standards for Admission and Matriculation

Introduction

The New York College of Osteopathic Medicine is committed to the admission and matriculation of qualified students and does not discriminate on the basis of race, color, national origin, religion, gender, or disability. Regarding disabled (or physically challenged) individuals, the college will not discriminate against such individuals who are otherwise qualified, but the college will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what we have determined are reasonable expectations from osteopathic medical students and physicians in performing common and important functions, keeping in mind the safety and welfare of the patients.

Technical Standards

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately and consistently learn, integrate, analyze and synthesize data.

To facilitate the attainment of optimum care and safety, students at NYCOM must:

1. behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician;
2. demonstrate respect for individuals and groups with consideration to the diversity of age, gender, nationality, race, religion or disability;
3. meet minimal technical and ability standards; the practice of medicine in general, and osteopathic medicine in particular, requires the ability to learn, process and utilize a great deal of knowledge and experience. Students must have the ability to see, hear and touch independently to optimally assess the physical, mental and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently, and when necessary, in a team-like fashion with other health professionals in an unimpaired manner.

I. OBSERVATION

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and nearby.

It is essential to have adequate visual capabilities to assess structural asymmetries, range of motion, and tissue texture changes.

II. COMMUNICATION

Candidates and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe multiple patient characteristics, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients.

Communication includes the ability to read and write. One must be able to communicate both orally and in written form with other members of the health care team.

III. MOTOR

Candidates must have sufficient motor function to execute those movements required in the general and emergency care of patients. Osteopathic physicians are required to be able to perform cardiovascular resuscitation, insert catheters, open obstructed airways, perform obstetrical maneuvers and operate various diagnostic and therapeutic devices, as well as perform osteopathic manipulation, among other procedures.

All of these require both gross and fine muscular movements, equilibrium and use of touch and vision.

IV. SENSORY

Osteopathic students and physicians need enhanced tactile abilities and should a candidate have significant tactile, sensory or proprioceptive disabilities, he or she would have to be carefully evaluated prior to admission. Problems might be present in individuals who have had previous burns, loss of sensation, scar formation or malformations of the upper extremities.

V. STRENGTH AND MOBILITY

Osteopathic manipulative techniques often require upright posture with sufficient extremity and body strength. Individuals with limitations in these areas would be unlikely to succeed. Mobility is required when attending to emergency codes and performing CPR.

VI. BEHAVIOR AND SOCIAL ATTRIBUTES

Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities and the development of mature, sensitive and effective relationships with patients. Osteopathic education requires the ability to tolerate physically taxing workloads and adapt to changing environments. Candidates and students must display flexibility and a spirit of cooperation with faculty, classmates and colleagues.

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

Students must demonstrate the mental capacities of receptive and expressive language, which are necessary to the practice of osteopathic medicine, as well as the ability to fully process information in written and verbal forms. If disabilities in any of these components occur, the student must demonstrate appropriate and accurate adaptive coping skills to overcome any deficit. The practice of medicine infers the protection and safety of patients, not just the ability to pass preparatory examinations. Physicians are responsible for those who place themselves into their care and must demonstrate the ability to rapidly process information, make decisions and perform the appropriate interventions.

■ Admissions

Certain personal characteristics are expected of a physician. These include integrity, compassion, interpersonal skills and motivation.

VII. APPROPRIATE DRESS

The dress code is outlined in the *NYCOM Student Handbook*.

Requirements for Admission

Applicants for first-year class admission in the college must meet the following academic requirements prior to matriculation:

1. A baccalaureate degree from an accredited college or university is required.
2. Applicants must have completed an acceptable academic year sequence, with a grade of "C" or better, in the following pre-requisite courses:
 - English: 6 semester hours.
 - Biology, including a basic course in general biology or general zoology (lecture and laboratory): 8 semester hours
 - General Chemistry (lecture and laboratory): 8 semester hours
 - Organic Chemistry (lecture and laboratory): 8 semester hours
 - Physics (lecture and laboratory): 8 semester hours
3. Each applicant must submit Medical College Admission Test (MCAT) scores. Test scores must not be more than three years old. Scores should be reported directly to AACOMAS (Code 600).

The above are minimum requirements for admission to NYCOM. Students are encouraged to enroll in additional courses such as calculus, comparative anatomy, genetics, physical chemistry, biochemistry and behavioral sciences and neurosciences. The potential applicant should complete these courses as early as possible.

In assessing a candidate for admission, both cognitive and noncognitive factors are considered.

For further information, contact:

Office of Admissions
New York College of Osteopathic Medicine
New York Institute of Technology
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000

Phone 516.686.3747

Fax 516.686.3831

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Application Procedure

New York College of Osteopathic Medicine participates with other colleges of osteopathic medicine in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS).

AACOMAS does not participate in the selection process, nor does it offer any recommendations to applicants concerning the selection of a college.

NYCOM subscribes to the Admissions Guidelines and Applicant Protocol of the American Association of Colleges of Osteopathic Medicine, as published in the AACOM Osteopathic Medical College Information Book.

To submit an application to NYCOM, visit www.aacom.org. The Web-based application from AACOMAS allows you to submit your application to NYCOM through a secure Web server.

For further information contact:

AACOMAS

5550 Friendship Blvd.

Suite 310

Chevy Chase, MD 20815-7231

301.968.4190

Completed applications should be submitted along with the required fee, official transcripts and MCAT scores.

Selected applicants will be invited to NYCOM for a personal interview. An applicant must be interviewed prior to consideration by the Committee on Admissions for acceptance. A request for an interview should not be construed as an offer of acceptance.

Supplementary Materials:

1. Applicants are required to submit a Supplemental Application form and to remit the required \$60 non-refundable supplemental application fee.
2. Letters of recommendation from a pre-professional committee are required. Applicants may substitute letters of recommendation from three faculty members; two must be from science faculty, if their college lacks a pre-professional committee.
3. A letter of recommendation from an osteopathic physician, although not required, is strongly recommended.

Note: All supplemental materials must be received before the Committee on Admissions can make a final decision regarding interview selection and acceptance.

NYCOM accepts applicants on a rolling basis. Applicants may also be placed in a wait list category for future consideration, as openings become available after the class is filled. Upon acceptance, a **NON-REFUNDABLE \$1,500 Enrollment Confirmation Deposit** is required to confirm a place in the class.

Important Dates

- May 1: AACOMAS begins to process application materials
- February 1 Deadline for receipt of applications by AACOMAS

Please Note: All accepted applicants are required to submit to NYCOM, in addition to AACOMAS, an official transcript from each school attended and proof of immunization prior to orientation/registration in order to be officially matriculated.

Re-admission to NYCOM

A Pre-Clinical student who has withdrawn may apply for re-admission to start the first year after two academic years following the date of withdrawal. At that time, the student must complete and submit an Application for Re-admission to the Office of Admissions following the procedures and meeting the eligibility criteria as outlined in the NYCOM catalog effective at the time of re-application. MCAT scores may not be more than three years old.

A Clinical student who has withdrawn may apply for re-admission after one academic year following the date of withdrawal. At that time, the student must complete and submit an Application for Re-admission to the Office of Admissions

Transfer Student Application

Applications for transfer to NYCOM will be for entrance into the third year. Students must have successfully completed the equivalent of all NYCOM first and second year courses. All third and fourth year requirements must be completed at NYCOM. Transfer must occur from other medical schools which are accredited by the American Osteopathic Association.

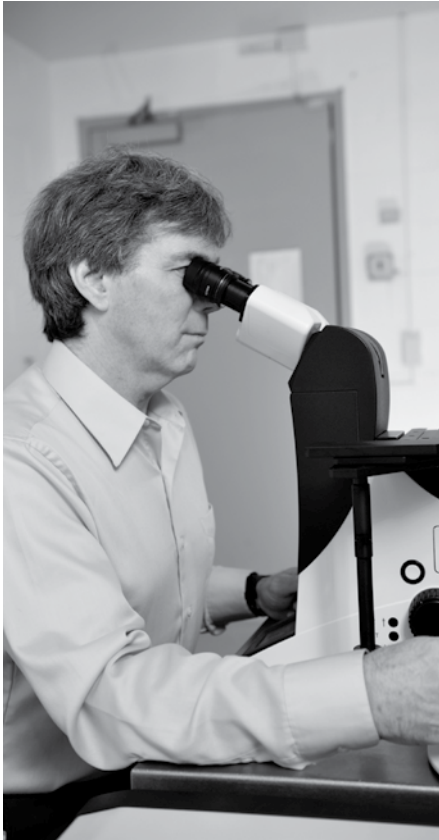
Please contact the Office of Admissions for application materials. The following is required:

1. A letter of intent to transfer describing the unique circumstances for the request.
2. Official transcripts from all colleges attended, including undergraduate, graduate and medical school
3. Record of MCAT results
4. The applicant must have taken and passed the COMLEX Level I exam
5. A letter from the College of Osteopathic Medicine Dean verifying that the student is good standing or explanation of leave of absence, withdrawal or dismissal
6. Personal interview

Please submit your application and all required documentation to the NYCOM Office of Admissions after February 1 but not later than March 15. Applications for transfer will be reviewed by the Admissions Committee including the Associate Dean for Clinical Education. Decisions will be made after all currently enrolled NYCOM students are registered for clinical rotations (typically the month of April).



NYCOM NYIT



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FINANCIAL INFORMATION

FINANCIAL INFORMATION

Tuition and Fees

The Board of Trustees has established the following annual schedule of tuition and fees for 2010-2011:

TUITION AND FEES[†]
ACADEMIC YEAR 2010-2011

	Class of 2013 First Year	Class of 2012 Second Year	Class of 2011 Third Year	Class of 2010 Fourth Year
Tuition	\$ 44,405	\$ 44,405	\$ 44,405	\$ 44,405
Student Activity Fee	250	250	250	250
Lab Fee	125	125	-0-	-0-
New Technology Fee	250	250	250	250
Simulated Patient Lab Fee	500	500	475	375
Health Care Fee*	100	100	100	100
Life/Disability Insurance (variable/annually)	105	126	126	126
Graduation Fee	-0-	-0-	-0-	400
Totals	\$ 45,735	\$ 45,756	\$ 45,606	\$ 45,906

There is a \$500 fee for all remediation programs.

M.S. in Neuromusculoskeletal Sciences: \$580 per credit for applicable cost bearing courses (Please contact the Office of Pre-Doctoral Academic Medicine Scholarship Program)

Global Health Program: tuition for this program is a flat rate of \$2700 (Please contact the Center for Global Health)

All NYCOM students are required to enroll in the Medical and Dental Insurance plans unless an acceptable Waiver is provided in a timely manner as stated in the Student Handbook. Costs for the insurance plans will be provided to the students prior to the onset of the academic year.

*Students who elect to be inoculated with Recombinax HB vaccine in preparation for clinical clerkships will be charged the appropriate fee.

Supplemental Application Fee (payable upon completion of supplemental application - NONREFUNDABLE).....\$60

Enrollment Confirmation Deposit (payable upon notification of NYCOM acceptance, applied to first year's tuition, NONREFUNDABLE) \$1,500

Note: Fees are neither refundable nor transferable.

Students whose tuition and/or fees are unpaid and who have not received an official deferment may be barred from classes until their accounts are cleared by the Bursar's Office. The college reserves the right to withhold all student records and transcripts until all financial obligations to the college have been satisfied.

[†]Tuition and fees to be paid by students are subject to change at any time, at the discretion of the NYIT Board of Trustees. Tuition and fees for the 2011 - 2012 and 2012 - 2013 Academic Years will be available in the 2011 - 2012 and 2012 - 2013 Student Handbooks.

Collection Agency Fees

The student shall be responsible for the payment to NYIT of the principal sums due plus all costs, including but not limited to 33 percent collection agency fees, 50 percent legal fees, interest on the outstanding balance at the maximum legal rate, and any and all court costs, filing fees, interest and judgment execution costs associated with the collection of delinquent amounts. All collection matters shall be governed by New York law and the courts of New York shall have jurisdiction in these matters.

SECTION I – Tuition Payment Schedule/Policy

Tuition and fees due dates for the first billing period:

First and second year students: August 1

Third and Fourth-year students: July 1

Students will be billed for the second half of tuition and the second half of medical insurance fee in November. All other college fees will be billed on the first billing period.

In the event that the balance is not paid in full in accordance with the above referenced due dates or officially deferred by the Office of NYCOM Financial Aid, student account will accrue interest. Interest charges will be assessed at the rate of 12 percent per annum based on the outstanding balance at the end of each month.

Interest will continue to be assessed on any outstanding balance until the account is paid in full, even if the student applies for financial aid and receives financial aid after the due dates referenced above. Interest charges will not be waived.

Payment plans are available at www.tuitionpayenroll.com.

We encourage students to apply for financial aid by April 1.

Students applying for financial aid must complete a FAFSA. You may complete the FAFSA online by visiting www.fafsa.ed.gov. Contact the NYCOM Office of Financial Aid at 516.686.7960, if further assistance is needed.

Questions regarding a balance due, should be directed to the Office of the Bursar at 516.686.7511 or via e-mail at bursarow@nyit.edu. Office hours are Monday-Friday, 9 a.m. – 5 p.m.

SECTION II – Tuition Refund Policy

A student who withdraws or is suspended or dismissed will be granted a refund or reduction of liability in accordance with the following schedule:

1. Withdrawal, suspension or dismissal at any time from the date of the student's registration to the day before the first scheduled day of the first half of the year: 100% refund on the tuition and fees for the billing period.
2. Withdrawal, suspension or dismissal at any time during the first week of the first half or second half of the year: 75% refund of tuition only for the billing period.
3. Withdrawal, suspension or dismissal at any time during the second week of the first half or second half of the year: 50% refund of tuition only for the billing period.

■ Financial Information

4. Withdrawal, suspension or dismissal at any time during the third week of the first half or second half of the year: 25% refund of tuition only for the billing period.
5. Withdrawal, suspension or dismissal at any time after the start of the fourth week of the first half or second half of the year: no refund.

Fees as outlined in catalog (including \$1500 Enrollment Confirmation Deposit) are not refundable and must be paid.

All requests for refunds will be based on the date on which the NYCOM Office of the Registrar receives notification of a request for withdrawal or the date of the suspension or dismissal letter.

SECTION III – Withdrawal Procedure

A student must submit a request in writing to the NYCOM's Office of the Registrar (Room 222) to be entitled to an official withdrawal. In the event that a student begins the withdrawal process, in person, the date the student begins the process is the date of withdrawal. In the event that a student sends written notification of intent to withdraw, the date NYCOM receives the written notice is the date of withdrawal or the date of the suspension or dismissal letter.

Depending upon the date of withdrawal, a student may be required to repay all or some of the financial aid received. If a recipient of federal Title IV financial aid withdraws within the first 60% of the financial aid payment period, a calculation will be performed to determine the amount of Title IV aid earned. Specific details the adjustment to Federal Title IV Financial Aid awards will be provided to the student following the withdrawal process. A financial aid exit interview is required for all students withdrawing.

Refund of Unearned Funds to Lender

In the event of a withdrawal, suspension or dismissal, the student may have not earned all of his/her Title IV funding. If the total amount of Title IV funding assistance that was earned by the student is less than the amount that was disbursed to the student as of the withdrawal or dismissal date, the difference between the two amounts will be returned within 30 days to the Title IV programs in the following order:

Federal Unsubsidized Stafford Loans

Federal Subsidized Stafford Loans

Federal Perkins Loan

Federal Grad Plus loan

Other assistance under Title IV for which a return of funds is required

Financial aid students who withdraw or are dismissed will enter their grace periods or repayment status depending upon provisions of the loan.

Financial Aid

Numerous opportunities for financial aid exist for students at NYCOM in the form of loans, scholarships, and grants.

The Financial Aid Office at NYCOM administers aid to students pursuing an osteopathic education. To be eligible for financial aid during any academic year, the student must meet four criteria:

1. be in good standing with the college;
2. maintain satisfactory academic progress;
3. demonstrate financial need;
4. be a U.S. citizen or permanent resident.

A student's need is calculated by subtracting all available resources reported from the college-determined student budget.

Institutional guidelines and federal regulations determine how the aid is administered. A student's cost of education is the annual amount required to pursue a course of study at NYCOM. This cost includes tuition, certain fees, books, supplies and equipment. However, other expenditures are also taken into account. These additional amounts relate to the cost of housing, food, transportation and personal expenses.

The responsibility of obtaining and maintaining financial aid rests with the student. The financial aid office assists in obtaining information and appropriate forms, and correctly filling out those forms. Unless otherwise specified by a scholarship or loan program, all forms of financial aid (TAP, educational loans, etc.) must be re-applied for each academic year using new applications.

Loans and Grants

FEDERAL DIRECT LOAN PROGRAMS

Federal Direct Subsidized Stafford Loan Program – This is a need-based loan that is determined by the federal needs analysis and your expected cost of attendance that is determined by the school. The federal government pays the interest on the student's behalf until six months after the student, graduates or drops below half time.

The maximum a student can borrow is up to \$8,500 per year. For a graduate professional student the aggregate lifetime limit, including undergraduate, is \$65,500. The current interest rate is a fixed rate at 6.8 percent.

Federal Direct Unsubsidized Stafford Loan Program – This is a non-need-based loan. Eligibility is determined based upon your class year and your expected cost of attendance. The student is responsible for the interest during school and the grace period. The maximum a student can borrow is \$47,167. However, based upon academic year, a student may only be eligible to borrow less.

For a graduate professional student, the aggregate lifetime limit is \$224,000, of which no more than \$65,500 can be subsidized. The current interest rate is a fixed rate at 6.8 percent.

Federal Direct Grad PLUS Loan Program – This is a loan based upon the student's credit with a fixed rate of 7.9 percent. The maximum a student may borrow is the cost of attendance minus other financial aid. Repayment of the loan begins 60 days after the student graduates or drops less than half time.

Federal Perkins Loan Program – This is a federally guaranteed, low-interest loan administered by NYIT. The student must demonstrate exceptional financial need. At the time of packaging, all students

■ Financial Information

will be considered for a Federal Perkins Loans.

The interest rate is 5 percent. Interest is deferred while you are in school. Repayment will begin nine months after graduation or withdrawal. You have up to 10 years to repay the entire balance plus interest.

Priority is given to students who complete the FAFSA and all other paperwork by April 1. In addition, the student must have a large remaining need, which is determined by the school. The maximum a student can receive depends on annual funding.

Primary Care Loans – This is a low-interest loan for students who plan on pursuing a career in primary care. NYCOM's policy is to limit Primary Care Loans to third- and fourth-year students. There is a service commitment from the student to practice in primary care until the loan is paid in full. Regardless of age, all students must submit their parents' base year's income.

The maximum a student can receive is based upon funding levels. The interest rate is 5 percent. No interest will accrue while you are in school. After residency, you are given a 12-month grace period. At that time you must start repayment of your loan. Due to the service commitment, this loan cannot be consolidated with any other loans. For more information, please contact the Financial Aid Office.

Loans for Disadvantaged Students – This is a low-interest loan for students who are considered disadvantaged. The maximum a student can receive is based upon funding levels. The interest rate is 5 percent. No interest will accrue while you are in school. Repayment begins 12 months after graduation. For more information, please contact the Financial Aid Office.

Privately Funded Loans – All private loans are based upon the student's credit. The maximum a student can borrow is based on the cost of attendance minus any other grants, loans and scholarships.

Grants and Scholarships

NYCOM Institutional Grants – These grants are need-based grants awarded to students that meet certain financial criteria based on their Free Application for Financial Aid (FAFSA). The criterion is set forth annually by the NYCOM Scholarship Committee. The award amount is based upon available funding.

Scholarships for Disadvantaged Students (SDS) – These programs provide financial assistance to disadvantaged health professionals. Awards are based upon funding level which is determined from the parents' prior 3 years of income and the student's prior year income. Therefore, regardless of age, all students applying for SDS must submit their parents' prior year tax return or proof of nontaxable income.

New York State Tuition Assistance Program (TAP) – These grants are awarded by the State of New York. You must be a New York State resident attending full-time. Applications are generated by completing the FAFSA.

Federal Work-Study – This need-based program allows students to work on-campus. For more information, please contact the Financial Aid Office.

National Health Service Corps Scholarships – These scholarships are open to medical students who are committed to practice primary care in an underserved health professional shortage area. The NHSC

will pay yearly, full tuition and fees and provide a monthly stipend. Applications can be obtained by contacting the Financial Aid Office.

Armed Forces Scholarships – The Army, Air Force and Navy offer scholarships. The scholarships provide a monthly stipend, tuition and fees, and fees for books. The scholarship recipient is obligated to one year of service for each year of support with a minimum two years of service. For additional information, contact your local recruitment office.

Please contact the Financial Aid Office or additional scholarship resources. NYCOM is committed to participate in any program that will enable the student to apply for additional grants or loans.

Satisfactory Academic Progress Standards for Financial Aid Eligibility (SAP)

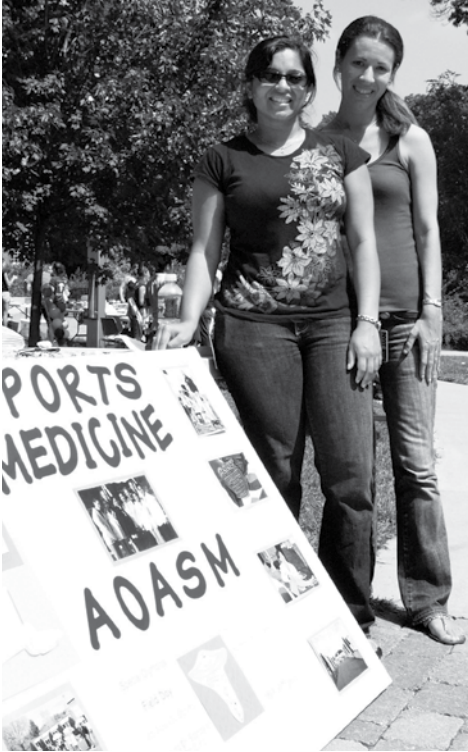
Federal regulations require that NYCOM/NYIT establish policies to monitor the academic progress of students who apply for and/or receive federal financial aid. To remain eligible for federal and other types of financial aid, recipients are required to demonstrate satisfactory academic progress toward a degree according to guidelines. Please refer to the Student Handbook for specific standards and the appeal process.

Note: The New York State Tuition Assistance Program has its own academic progress standards. Maintaining satisfactory progress means a student must fulfill certain minimum standards regarding academic progress and performance. These minimum standards are demonstrated in three areas: grade point average, completion of credits and completion of the student's degree objective. Please consult the NYCOM Financial Aid Office for specific information.





NYCOM NYIT



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ACADEMIC POLICIES

ACADEMIC POLICIES

Grading System

H – Honors (top 10% of each class)

P – Pass

F – Fail

I – Incomplete

S – Satisfactory

U – Unsatisfactory

WA – Withdrawn Administratively

W – Withdrew without penalty

WF – Withdrew Failing

TC – Transfer Credit

CR – Assessment Credit

The "I" and "U" grades are interim grades and must be resolved before the start of the next academic year. The interim grades of "I" and "U" shall change to a failing (F) grade if the student does not complete all work by the end of the allotted time.

Please note that the Honors grade (H) does not apply to the 800 level courses except for fellowship courses.

SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

In order for students to meet SAP standards, students must:

1. Successfully complete all their courses/clerkships/required seminars each year;
2. Complete their degree requirements within 6 years (150% of the standard 4 years) of the July 1st start of the academic year of initial enrollment (no later than June 30).

PROMOTION REQUIREMENTS

Promotion from one year to the next is contingent upon the following:

- a) Meeting Satisfactory Academic Progress Standards;
- b) Meeting all financial obligations to the college;
- c) Exhibiting professional conduct and excellent moral and ethical behavior;
- d) Meeting specific COMLEX requirements:

Beginning with the Class of 2012, students will have three opportunities to take and pass each COMLEX examination (COMLEX Level I, COMLEX Level 2CE, and COMLEX Level 2PE) or be subject to dismissal.

Beginning with the Class of 2012, students are required to take COMLEX Level I prior to the beginning of the 3rd year and pass COMLEX Level 1 prior to beginning third year clerkships.

Please note: Students must complete at least the third and fourth years of medical school at NYCOM and are required to complete the entire medical school program within 6 years (150% of the standard 4 years) of the July 1st start of the academic year of initial enrollment (no later than June 30).

REQUIREMENTS FOR GRADUATION

NYCOM's official graduation dates are the traditional May graduation, June 30, July 27, Sept. 30 and Dec. 31, with the commencement and hooding ceremonies taking place in May. Students graduating in June, September, and December will be invited to participate in the May commencement and hooding ceremonies.

In order to be eligible for the degree of Doctor of Osteopathic Medicine, each student shall:

1. Be at least twenty-one years of age.
2. Have exhibited professional conduct and excellent moral and ethical behavior.
3. Have satisfactorily passed prescribed examinations including all shelf tests.
4. Have satisfactorily completed the program of study required by the degree.
5. Have satisfactorily discharged all financial obligations to the College.
6. Have been in residence for at least the last two years at NYCOM.
7. Have passed COMLEX level I, COMLEX level II CE and PE of the National Board of Osteopathic Medical Examiners. (Please note: COMLEX II CE and PE scores must be received by NYCOM prior to the graduation date.)
8. Attend in person the NYCOM Hooding Ceremony, which includes the administration of the Osteopathic Oath and hooding with the osteopathic medical doctorate hood.

Background Checks

In order to acquire the information needed for scheduling clinical clerkships, NYCOM will request information on a student's criminal background through the following processes:

- 1) The AACOMAS application will request information on any convictions or pending charges prior to the student's completion of the application.
- 2) A student is required to annually report any charges or arrests for any felony, misdemeanor or violation that occur after the completion of the AACOMAS application to the Associate Dean of Student Affairs.
- 3) NYCOM will conduct a criminal background check through an outside agency prior to beginning the third year. Failure to authorize consent to the required background check will result in NYCOM's non-assignment of clerkships.

Please note: Any identified discrepancy between your responses on the AACOMAS application and the background check as well as a failure to report an incident while enrolled at NYCOM may be grounds for dismissal.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. NYCOM students will be notified of their FERPA rights annually by publication in the NYCOM Student Handbook and on the NYCOM Web site, Student Resources section.

ACADEMIC CALENDAR 2011-2012

Class of 2015 (1st year)

Orientation.....	Friday, August 12, 2011 and Monday, August 15, 2011
First Day of Classes	Tuesday, August 16, 2011
Labor Day (no classes).....	Monday, September 5, 2011
Convocation.....	TBA
Columbus Day (no classes).....	Monday, October 10, 2011
Thanksgiving Break (no classes)	Wednesday through Friday, November 23-25, 2011
Winter Recess (no classes).....	Monday, December 26, 2011 through Sunday, January 1, 2012
Martin Luther King, Jr. Day (no classes)	Monday, January 16, 2012
President's Day (no classes).....	Monday, February 20, 2012
Spring Recess (no classes).....	Saturday, March 31 through Sunday, April 8, 2012
Last Day of School.....	Friday, May 25, 2012

Class of 2014 (2nd year)

First Day of Classes	Monday, August 8, 2011
Labor Day (no classes).....	Monday, September 5, 2011
Columbus Day (no classes).....	Monday, October 10, 2011
Thanksgiving Break (no classes)	Wednesday through Friday, November 23-25, 2011
Winter Recess (no classes).....	Monday, December 26, 2011 through Sunday, January 1, 2012
Martin Luther King, Jr. Day (no classes)	Monday, January 16, 2012
President's Day (no classes).....	Monday, February 20, 2012
White Coat Ceremony.....	July 20, 2011
Spring Recess (no classes).....	Saturday, March 31 through Sunday, April 8, 2012
Last Day of Classes.....	Friday, May 11, 2012

Class of 2013 (3rd year)

First Day of 3rd year "Introduction to Clinical Medicine" course.....Tuesday, July 5, 2011
First Day of 3rd year Clerkships.....Monday, August 1, 2011
On Campus – Clinical Competency Exams.....Monday, October 10, 2011
On Campus – Clinical Education Retreat (4th year orientation) Friday, November 18, 2011
On Campus – Clinical Competency Exams.....Monday, December 19, 2011
Winter Recess (no clerkships) Tuesday, December 20, 2011 through Monday, January 2, 2012
On Campus – Clinical Competency Exams.....Monday, March 12, 2012
Last Day of Core ClerkshipsSunday, May 20, 2012
On Campus – Clinical Competency Exams.....Monday and Tuesday, May 21-22, 2012
Begin 3rd year Elective Clerkship Wednesday, May 23, 2012
End of 3rd year Elective Clerkship..... Sunday, June 17, 2012

Class of 2012 (4th year)

First Day of 4th Year Clerkships.....Tuesday, July 5, 2011
Last Day of Clerkships Sunday, May 6, 2012
NYIT/NYCOM Graduation, Class of 2012..... Sunday, May 20, 2012 (Tentative)
NYCOM Hooding Ceremony, Class of 2012.....Monday, May 21, 2012 (Tentative)

The academic calendar for 2012 - 2013 will be posted in the 2012 - 2013 Student Handbook.

CURRICULUM

New York College of Osteopathic Medicine's curricula are guided by its mission to educate primary care physicians in a continuum of medical education.

Curriculum development at NYCOM is a dynamic process that has resulted in allowing incoming students a choice of two curricular options:

- An innovative Lecture-Discussion Based (LDB) track that integrates the biomedical and clinical sciences along continuous didactic 'threads' delivered according to a systems based approach;
- A problem-based curriculum, the Doctor Patient Continuum (DPC), whose cornerstone is small-group, case-based learning.

Course content and pedagogy are examined on an ongoing basis with annual enhancements in all areas. A student-centered, patient-focused approach is utilized to correlate basic and clinical science subject matter in an integrated fashion during the first two years of the continuum. Computer-assisted instruction includes a state-of-the art patient simulation facility. Both curricular tracks, LDB and DPC, feature small group instruction in basic and clinical science labs, including practical components of the doctor-patient relationship and osteopathic manipulative medicine.

Clerkships in the third and fourth years of the continuum provide for a variety of clinical exposures and experiences, from one-on-one preceptorships in physicians' private practices, to serving as team members in tertiary care hospitals. Students are given increasing responsibility as their skills develop and are credentialed to perform designated medical procedures.

Integration of structural evaluations and osteopathic manipulative treatment is encouraged throughout all clerkships. Awareness of psychosocial factors, legal issues and ethical concerns is fostered throughout the educational continuum. The following is a listing of all course offerings. The individual departments work through divisional deans' offices to implement an integrated curriculum.





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FIRST AND SECOND YEAR COURSES

CURRICULAR TRACKS – Lecture-Discussion Based and Doctor Patient Continuum

New York College of Osteopathic Medicine offers incoming students a choice of two curricular options:

- An innovative Lecture-Discussion Based (LDB) track that integrates the biomedical and clinical sciences along continuous didactic 'threads' delivered according to a systems based approach;
- A problem-based curriculum, the Doctor Patient Continuum (DPC), whose cornerstone is small-group, case-based learning.

The two curricular tracks, described in greater detail below, differ significantly in that the LDB track emphasizes faculty-directed learning activities, whereas the DPC track empowers students to assume a greater role in directing their own learning. The pathways are similar in that during the first two years, certain subjects, notably Osteopathic Manipulative Medicine, Anatomy, Doctor Patient Relationship (DPR), and the Introduction to Osteopathic Medicine are shared by both LDB and DPC students. During years three and four, required and elective clinical rotations are the same for students in both tracks.

Lecture-Discussion Based (LDB) Track CURRICULAR OVERVIEW AND THREAD DESCRIPTIONS

Courses in the first half of this four-year curricular continuum are organized in a systems-based format. The systems are preceded by an introduction to osteopathic medicine course. Each course is composed of three components (threads). Those three threads are:

- 1) The Cellular and Molecular Basis of Medicine
- 2) The Structural and Functional Basis of Medicine
- 3) The Practice of Medicine

This innovative organ system approach allows for integration between the bio-psycho-social and clinical sciences in a student-centered/patient-focused curricular approach.

■ Course Descriptions

The Cellular and Molecular Basis of Medicine addresses the scientific principles specific to each organ system as it relates to the study of wellness and disease processes. The systems-specific content builds on general basic science foundations addressed in the Introduction to Osteopathic Medicine course. This thread is comprised of content material from the following disciplines: biochemistry, genetics, histology, microbiology, neuroscience, pathology, pharmacology, and physiology.

The Structural and Functional Basis of Medicine addresses the unique interrelationship between structure and function in wellness and disease, incorporating extensive didactic and laboratory experiences in applied anatomy and osteopathic principles and practices. This thread utilizes a systems-specific approach to the integrated study of human anatomy and osteopathic manipulative medicine, and builds on underlying foundations presented in the introductory course.

The Practice of Medicine is a systems-based introduction to the essentials of clinical medicine. It presents the principles and practices of patient-centered health care delivery, with an emphasis on primary care in the pediatric, adult, and geriatric patient populations. It includes didactic and practical experiences in the doctor-patient relationship, as well as simulated and virtual clinical exercises utilizing standardized patients and human patient simulators. These experiences allow for the acquisition of behavioral and social skills, as well as the development of clinical skills in osteopathic diagnosis and treatment, including physical examination, medical interviewing and record keeping.

YEAR ONE **CREDITS**

LDB 500	Introduction to Osteopathic Medicine	8.5
LDB 502	Hematological/Immunological System	7.0
LDB 503	Integumentary System	4.5
LDB 505	Musculoskeletal System	6.5
LDB 506	Nervous System and Behavior	15.0
BLS 501	Basic Life Support	0.0
CCC 500	Core Clinical Competencies Seminar I	0.0

YEAR TWO

LDB 601	Cardiovascular System	8.0
LDB 602	Respiratory System	8.0
LDB 603	Gastrointestinal System	7.5
LDB 604	Genitourinary System	5.0
LDB 605	Reproductive System	5.0
LDB 606	Endocrine System	5.0
SEM 601	Child Abuse Seminar	0.0
SEM 603	Infection Control Seminar	0.0
SEM 605	Health Insurance Portability and Accountability Act Seminar (HIPAA)	0.0
CCC 600	Core Clinical Competencies Seminar II	0.0

YEAR ONE COURSE DESCRIPTIONS

LDB 500

Introduction to Osteopathic Medicine

Credits: 8.5

Introduction to Osteopathic Medicine covers the foundations of osteopathic medical education organized along three threads: 1) Cellular and Molecular 2) Structure and Function, and 3) the Practice of Medicine. The course is designed to provide entering osteopathic medical students, coming from diverse backgrounds, a strong, common foundation for pursuit of further studies.

LDB 502

Hematological/Immunological System

Credits: 7.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Hematological/Immunological system.

LDB 503

Integumentary System

Credits: 4.5

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Integumentary system.

LDB 505

Musculoskeletal System

Credits: 6.5

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Musculoskeletal system.

LDB 506

Nervous System and Behavior

Credits: 15.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Nervous system.

BLS 501

Basic Life Support

Credits: 0.0

A nine-hour seminar, approved by the American Heart Association, in Basic Life Support, including one-two-man and infant cardiopulmonary resuscitation, adult and infant choking victims, and laboratory work mannequins. American Heart Association CPR card issued upon passing practical and written examination.

CCC 500 Core Clinical Competencies Seminar I

Credits: 0.0

This course will provide instruction and practice to develop those core competencies, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, and OMM/OMT through the Institute for Clinical Competence (ICC) patient simulation program. All students must successfully complete this course and pass the end of year Objective Structured Clinical Examination (OSCE) in order to be promoted to year two.

YEAR TWO COURSE DESCRIPTIONS

LDB 601

Cardiovascular System

Credits: 8.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Cardiovascular system.

LDB 602

Respiratory System

Credits: 8.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Respiratory system.

LDB 603

Gastrointestinal System

Credits: 7.5

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Gastrointestinal system.

LDB 604

Genitourinary System

Credits: 5.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Genitourinary system.

LDB 605

Reproductive System

Credits: 5.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Reproductive system.

LDB 606

Endocrine System

Credits: 5.0

This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Endocrine system.

SEM 601

Child Abuse Seminar

Credits: 0.0

This workshop focuses on the recognition of physical and psychological signs of child abuse as manifested in medical practice. Legal issues and reporting, mechanisms of suspected and/or identified child abuse are incorporated. This workshop satisfies the child abuse curriculum requirements for New York State medical licensure.

SEM 603

Infection Control Seminar

Credits: 0.0

This seminar acquaints students with necessary precautions to be taken in dealing with blood-borne pathogens and other infectious material in hospital and clinic settings. It satisfies the NYS and OSHA mandates for student education prior to enrollment in clinical clerkships.

SEM 605

Health Insurance Portability and Accountability Act Seminar (HIPAA)

Credits: 0.0

This seminar presents the essential elements of this legislation as it applies to the health providers and medical students in a clinical setting. It addresses both major components of HIPAA—insurance reform, and administrative simplification.

LANG 601

Medical Spanish

Credits: 1.0

The elective course consists of lectures and discussions dealing with Spanish in a medical setting. The student will learn the basic structure of the Spanish language and be able to utilize it in the patient interview and case management.

CCC 600 Core Clinical Competencies

Seminar II

Credits: 0.0

This course will prepare students and assess their readiness to begin their clinical rotations. Students will receive instruction and patient simulation practice in performing advanced clinical skills,

namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, OMM/OMT, note-writing and patient management through learning and assessment activities in the Institute for Clinical Competence (ICC). All students must successfully complete this course and pass the end-of-year Objective Structured Clinical Examination (OSCE) in order to be promoted to year three.

Doctor Patient Continuum (DPC) Track

[Note: Enrollment in the DPC curriculum is limited to approximately 40 students from each year's entering class. Following acceptance to NYCOM through the regular admissions process, students are afforded the opportunity to file a secondary application for admission to the DPC program.]

The Doctor Patient Continuum (DPC) is a hybrid problem-based curriculum founded on "continuum" education principles. Throughout the curriculum, learning activities are clustered within the context of clinical-case scenarios, serving as an interface between the patient and the physician, where the acquired knowledge, attitudes, and skills of the practicing clinician will later be applied. Curricular content is rooted in the scientific underpinnings of modern evidence-based medicine. The developing student-doctors are expected to explore aspects of health and disease pertinent to the clinical case at seven levels, including: molecular, cellular, tissue, organ, integrated organ system, whole person, and family, society and environment. At the same time, clinical relevance is stressed by highlighting the nexus between the "science" and its "application". The curriculum is designed and implemented so as to achieve consistency among curricular goals, content, learning activities, and student evaluation.

Beginning on the first day of medical school, and continuing throughout the four years of undergraduate medical education, learning activities are organized according to a continuous, iterative building process.

The goal is not only for each student to achieve his/her full potential as a well-trained, highly competent graduating osteopathic physician; but also to provide a framework for continuing education through postgraduate training and into clinical practice. The DPC curriculum is highly student-centered, featuring "student learners" vs. "faculty teachers", and promotes the development of critical thinking and clinical problem-solving skills.

■ Course Descriptions

Coursework in the DPC curriculum during years one and two includes:

- A 7-week Introduction to Osteopathic Medicine Course–Taken together with students in the LDB track. This course covers the foundations of osteopathic medical education organized along three threads:
 - 1) Cellular and Molecular
 - 2) Structure and Function
 - 3) the Practice of Medicine
- A series of courses in Biopsychosocial Sciences, including small-group case-based learning, anatomy/microanatomy, and large-group faculty directed 'problem sets' and resource hours;
- A series of courses in Clinical Sciences, including didactic and laboratory experiences in osteopathic manipulative medicine and in physical diagnosis. The fundamentals of the doctor-patient relationship are addressed through involvement with community-based physician mentors (Clinical Practicum), as well as experiences with standardized and simulated patients in the Institute for Clinical Competence.

DPC FIRST AND SECOND YEAR COURSEWORK

Doctor Patient Continuum Track

<u>YEAR ONE</u>		<u>CREDITS</u>
DPC 500	DPC Introduction to Osteopathic Medicine	8.5
DPC 502	Biopsychosocial Sciences I	12.0
DPC 503	Clinical Sciences I	4.0
DPC 504	Biopsychosocial Sciences II	12.0
DPC 505	Clinical Sciences II	4.0
BLS 501	Basic Life Support	0.0
SEM 603	Infection Control Seminar	0.0
SEM 605	Health Insurance Portability and Accountability Act Seminar (HIPAA)	0.0
CCC 500	Core Clinical Competencies Seminar I	0.0
<u>YEAR TWO</u>		
DPC 602	Biopsychosocial Sciences III	14.0
DPC 603	Clinical Sciences III	6.0
DPC 604	Biopsychosocial Sciences IV	14.0
DPC 605	Clinical Sciences IV	6.0
SEM 601	Child Abuse Seminar	0.0
LANG 601	Medical Spanish (Elective Course)	1.0
CCC 600	Core Clinical Competencies Seminar II	0.0

YEAR ONE COURSE DESCRIPTIONS

DPC 500

DPC Introduction to Osteopathic Medicine *Credit 8.5*

The DPC Introduction to Osteopathic Medicine Course presents, reviews, and reinforces common and basic concepts of biomedical, structural and clinical sciences essential for understanding and practicing Osteopathic medicine. The course is pedagogically organized into three intertwining threads: Cellular and Molecular Basis of Osteopathic Medicine covering essential basics in biochemistry, genetics, histology, microbiology, pharmacology and physiology; Structural and Functional Basis of Osteopathic Medicine offering an overview of how Anatomy and Osteopathic Manipulative Medicine are an organic foundation of Osteopathic Medicine and how their study should be approached; Practice of Osteopathic Medicine offering an analysis of the broad context in which medicine is practiced and initiating the training in clinical examination, communication and other skills. DPC students are introduced to, and participate in, the small-group case-based learning process during this course.

DPC 502

Biopsychosocial Sciences I *Credits: 12.0*

Biopsychosocial Sciences I, the first of a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial,

and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by lectures and laboratories in anatomy, and large-group faculty directed 'problem sets' and resource hours.

DPC 503

Clinical Sciences I *Credits: 4.0*

Clinical Sciences I, the first of a series of courses, provide training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by 'paper patients' as well as simulated - and robotic-patients (Institute for Clinical Competency - ICC). Hands-on practice is an essential component of this course.

DPC 504

Biopsychosocial Sciences II *Credits: 12.0*

Biopsychosocial Sciences II, the second of a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group



case-based learning, supplemented by lectures and laboratories in anatomy, and large-group faculty directed 'problem sets' and resource hours.

DPC 505 **Clinical Sciences II** **Credits: 4.0**

Clinical Sciences II, the second of a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by 'paper patients' as well as simulated and robotic patients (Institute for Clinical Competency - ICC) and actual patients (clinical practicum).

BLS 501 **Basic Life Support** **Credits: 0.0**

A nine-hour seminar, approved by the American Heart Association, in Basic Life Support, including one-two-man and infant cardiopulmonary resuscitation, adult and infant choking victims, and laboratory work mannequins. American Heart Association CPR card issued upon passing practical and written examination.

SEM 603 **Infection Control Seminar** **Credits: 0.0**

This seminar acquaints students with necessary precautions to be taken in dealing with blood-borne pathogens and other infectious material in hospital and clinic settings. It satisfies the NYS and OSHA mandates for student education prior to enrollment in clinical clerkships.

SEM 605 **Health Insurance Portability and Accountability Act Seminar (HIPAA)** **Credits: 0.0**

This seminar presents the essential elements of this legislation as it applies to the health providers and medical students in a clinical setting. It addresses both major components of HIPAA- insurance reform, and administrative simplification.

CCC 500 **Core Clinical Competencies Seminar I** **Credits: 0.0**

This course will provide instruction and practice to develop those core competencies, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, and OMM/OMT through the Institute for Clinical Competence (ICC) patient simulation program. All students must successfully complete this course and pass the end of year Objective Structured Clinical Examination (OSCE) in order to be promoted to year two.

YEAR TWO COURSE DESCRIPTIONS

DPC 602 **Biopsychosocial Sciences III** **Credits: 14.0**

Biopsychosocial Sciences III, the third in a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by lectures and laboratories in anatomy, and large-group faculty directed 'problem sets' and resource hours.

DPC 603 **Clinical Sciences III** **Credits: 6.0**

Clinical Sciences III, the third in a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and

history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by 'paper patients' as well as simulated- and robotic-patients, (Institute for Clinical Competency - ICC) and actual-patients (clinical practicum). Hands-on practice is an essential component of this course.

DPC 604
Biopsychosocial Sciences IV
Credits: 14.0

Biopsychosocial Sciences IV, the fourth and final in a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by lectures and laboratories in anatomy, and large-group faculty directed 'problem sets' and resource hours.

DPC 605
Clinical Sciences IV
Credits: 6.0

Clinical Sciences IV, the fourth and last in a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by 'paper patients' as well as simulated and robotic-patients (Institute for Clinical Competency - ICC).

LANG 601
Medical Spanish
Credits: 1.0

The elective course consists of lectures and discussions dealing with Spanish in a medical setting. The student will learn the basic structure of

the Spanish language and be able to utilize it in the patient interview and case management.

CCC 600
Core Clinical Competencies Seminar II
Credits: 0.0

This course will prepare students and assess their readiness to begin their clinical rotations. Students will receive instruction and patient simulation practice in performing advanced clinical skills, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, OMM/OMT, note-writing and patient management through learning and assessment activities in the Institute for Clinical Competence (ICC). All students must successfully complete this course and pass the end-of-year Objective Structured Clinical Examination (OSCE) in order to be promoted to year three.

SEM 601
Child Abuse Seminar
Credits: 0.0

This workshop focuses on the recognition of physical and psychological signs of child abuse as manifested in medical practice. Legal issues and reporting, mechanisms of suspected and/or identified child abuse are incorporated. This workshop satisfies the child abuse curriculum requirements for New York State medical licensure.

YEAR THREE AND YEAR FOUR
COURSE DESCRIPTIONS

ACLS 601
Advanced Cardiac Life Support
Credits: 0.0

By agreement with the American Heart Association, we offer ACLS geared towards the medical student. The course consists of a combination of didactic sessions, combined with hands on training, application, and testing via the Institute for Clinical Competence.

MTCM 701
Introduction to Clinical Medicine
Credits: 4.0

This four-week course provides students with an introduction to the disciplines of 3rd year Core Clerkships-Family Medicine, Internal Medicine, OB/GYN, Pediatrics, Psychiatry, and Surgery, as well as a didactic introduction to Emergency Medicine and Medical Imaging. Emphasis will be placed on the Seven Osteopathic Medicine Competencies, Interviewing and Relationship Building Skills, History and Physical (H&P) Skills, Professionalism, Cultural Competence and Clinical Reasoning and Problem Solving. Additional topics will include Confidentiality, Documentation of Records, Careers in Medicine, Global Health, and Medical Informatics. Methods of instruction will include lecture, discussion, demonstrations, and skill development utilizing standardized patients and robotic simulation.

CCC 700
Core Clinical Competencies Seminar III
Credits: 0.0

Students will receive instruction and patient stimulation practice in performing skills, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, OMM/OMT, note-writing and patient management through learning and assessment activities in the Institute for Clinical Competence (CCC). All students must successfully complete this course and pass the end-of-year Objective Structured Clinical

Examination (OSCE) in order to be promoted to year four.

■ **EMERGENCY MEDICINE**

MTEM 710
Essentials of Emergency Medicine
Credits: 1.0

This is a didactic introduction to the required 4th year emergency medicine clerkship. It covers wound management, toxicologic emergencies, airway emergencies, acute coronary syndromes, pediatric emergencies and altered mental status.

■ **FAMILY MEDICINE**

MTFP 701
Clinical Clerkship:
Family Practice/Outreach
Credits: 5.0

This five-week clerkship provides students with broad-based experience in the provision of primary health care in a NYCOM-operated ambulatory center or a family practice center at a NYCOM affiliated hospital. Focus is on "continuity of care" to panels of individuals/families through active student participation in initial assessments, treatment, and follow-up. Opportunities are provided to screen, diagnose and manage common problems of diverse populations (pediatric, adolescent, adult and geriatric) presented in outpatient settings. The





practice of preventive health and promotion of wellness through behavioral and lifestyle changes is incorporated. Emphasis is also placed on the acquisition of skills in osteopathic structural evaluation, osteopathic manipulative medicine, medical interviewing, psychosocial and cultural sensitivity, note writing and case presentation.

■ **MEDICINE**

MTIM 701
Clinical Clerkship: Medicine I
Credits: 10.0

This 10-week clerkship engages students in patient care under direct supervision of attending physicians. Emphasis is on the acquisition of basic skills necessary for the evaluation and management of patients with general medical problems. These include history taking, physical examination and interpretation of laboratory and other findings. Experience is provided in recording data and logical case presentation (oral and written). Teaching is also conducted through clinical rounds, conferences and didactic lectures. Students gain experience with diverse patient populations manifesting pathologies in the following major areas: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, alcoholism/substance abuse, rheumatologic/immune, neurological and renal.

■ **OBSTETRICS AND GYNECOLOGY**

MTOB 710
Clinical Clerkship: OB/GYN I
Credits: 5.0

This five-week clerkship provides students with clinical experiences to develop skills for conducting gynecological exams, managing normal and high-risk pregnancy, participating in labor/delivery, and providing postpartum care. Unique opportunities are available for student involvement in gynecologic surgery, outpatient management of sexually transmitted diseases, and gaining an appreciation of legal aspects of OB/GYN.

■ **OSTEOPATHIC MANIPULATIVE MEDICINE**

MTOM 712
An Osteopathic Approach to Care of Patients
Credits: 1.0

During the third year, students are on various hospital and office-based rotations. Many of these situations have ample number of patients who could benefit from osteopathic manipulative medicine. However, students do not often have the ability to apply the concepts and techniques that have been taught during the previous two years. Students return to campus several times during the academic year and take further instruction in

■ Course Descriptions

utilizing their previous knowledge as well as learning new applications. Specific skills are taught within the general topics of the musculoskeletal, gastrointestinal, cardiovascular, pulmonary, obstetrics/gynecology and neurological systems. The course concludes with written and practical examinations.

■ PEDIATRICS

MTPE 710

Clinical Clerkship: Pediatrics

Credits: 5.0

This five-week clerkship allows students to gain clinical experience in evaluating children (both sick and well) through history taking, physical examination and laboratory data. The following hospital-based settings are utilized: inpatient services, newborn nursery, and ambulatory clinic/emergency department. Special emphasis is placed on growth and development, nutrition, fluid and electrolyte balance, common infections and preventive pediatrics (immunizations; accidents; poisoning).

■ PSYCHIATRY & BEHAVIORAL MEDICINE

MTPS 710

Clinical Clerkship: Psychiatry

Credits: 5.0

This five-week clerkship provides students with opportunities to evaluate psychiatric patients through diagnostic interviewing and conduct of mental status exams. Emphasis is on the role of psychiatry in primary care: i.e., the identification of psychiatric problems in general medical practice. Students gain experience in the indications for major psychopharmacological agents, psychological interventions, DSM-IV classifications and substance abuse management—all within a broad biopsychosocial framework.

■ SURGERY

MTSU 710

Clinical Clerkship: Surgery

Credits: 10.0

This 10-week clerkship provides students with opportunities to acquire basic skills necessary for the evaluation of surgical patients. Students participate in the management of surgical patients including pre-operative preparation, surgical assistance and postoperative care. Emphasis is on gaining an understanding of indications for specific surgical interventions, proper operating room procedures, surgical complications, follow-up care and interactions between different medical and surgical specialists. Students gain experience with diverse patients in the areas of general surgery, and subspecialties may be integrated into the clerkship, as follows: a) six-weeks of general surgery and b) four-weeks of subspecialties.

■ EMERGENCY MEDICINE

MTEM 801

Clinical Clerkship: Emergency Medicine I

Credits: 4.0

This four-week clerkship provides students with an opportunity to examine and treat patients with a wide variety of medical and surgical emergencies at an approved teaching hospital. Students gain experience in splinting, IV starting, arterial blood gas sampling, participation in trauma resuscitations and participation in medical resuscitations.

MTEM 802

Clinical Clerkship: Toxicology I

Credits: 4.0

This four-week clerkship allows students an opportunity to examine and treat patients with toxicologic emergencies. Appropriate sites for this elective rotation range from designated emergency departments in general hospitals to regional poison control centers.

MTEM 803

**Clinical Clerkship:
Psychiatric Emergency Medicine**
Credits: 4.0

This four-week clerkship provides students with an opportunity to work in the psychiatric emergency room. Emphasis is on evaluation and management of common psychiatric emergencies such as psychosis, organic brain syndrome and various substance abuse problems.

MTEM 805

Clinical Clerkship: Ultrasound in Emergency Medicine
Credits: 4.0

This elective four-week clerkship provides students with an opportunity to gain extensive experience in the uses of ultrasound diagnostic procedures in the emergency departments of general hospitals.

MTEM 831,861, 891

**Clinical Clerkship:
Emergency Medicine II, III and IV**
Credits: 4.0

These four-week clerkships allow students an opportunity to extend their exposure to the broad-based field of emergency medicine by taking another clinical rotation at a hospital with an organized teaching program.

■ **FAMILY MEDICINE**

MTEP 801,831,861

Clinical Clerkship: Family Practice I, II, III
Credits: 4.0

These four-week clerkships allow students opportunities to enroll in various elective rotations focusing on outpatient and/or inpatient primary care under the direction of family physicians. Emphasis is placed on examining and treating patients with general medical conditions.

MTEP 802

**Clinical Clerkship:
Ambulatory Family Practice I**
Credits 4.0

This four-week clerkship provides students with experience in family practice at a hospital-affiliated ambulatory clinic or public health service. Emphasis is placed on the screening, diagnosis and management of common problems presented to primary care physicians in outpatient settings. Preventive health, psychosocial interventions and patient/family education are incorporated.

MTEP 803

Clinical Clerkship: Nutrition
Credits: 4.0

This four-week clerkship acquaints students with the role of nutritional therapies for diverse problems presented to primary care physicians. Nutritional counseling for health promotion and prevention is likewise incorporated. The role of nutrition in diagnosing and treating major diseases presented to primary care physicians is considered.

MTEP 804

Clinical Clerkship: Occupational Medicine
Credits: 4.0

This four-week rotation provides students with an opportunity to work alongside occupational physicians in office or other community settings. Focus is on medical problems unique to the work setting, including injuries, toxic exposure and various repetitive stress-related disorders.

MTEP 805, 835

Clinical Clerkship: Sports Medicine I, II
Credits: 4.0

These four-week clerkships provide students with opportunities to diagnose illnesses and treat common sports injuries and exercise-related illness and disorders within a primary care office setting. The role of the sports physician in working with athletic teams is incorporated. Emphasis is likewise placed on teaching the principles of fitness testing, exercise prescription and sports injury prevention.

MTFP 806

Clinical Clerkship: Wholistic Medicine

Credits: 4.0

This four-week clerkship allows students the opportunity to participate in an office-based practice emphasizing alternative and complementary medicine.

MTFP 807, 837

Clinical Clerkship:

Aerospace Primary Care I, II

Credits: 4.0

These four-week clerkships allow students opportunities to enroll in various elective rotations focusing on primary care aerospace medicine. Approved military or civilian sites may be used.

MTFP 810

Clinical Clerkship: Family Practice Sub-Internship

Credits: 4.0

This four-week clerkship provides students with an opportunity to serve as a sub-intern in the inpatient family practice service of a general hospital. Students are generally responsible for approximately half the patient load of an intern. This rotation facilitates the transition between the role of student and intern, and is limited to hospitals with an approved family practice residency program.

MTFP 825, 855, 885

Clinical Clerkship: Office Preceptorship I, II, III

Credits: 4.0

These four-week clerkships provide students with experience in family practice, utilizing approved osteopathic family physicians as office preceptors. Emphasis is placed on common primary care health problems presented in a private office setting. Exposure to the management of contemporary office practice is incorporated.

■ **MEDICINE**

MTIM 801, 831

Clinical Clerkship:

Allergy and Immunology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to work with specialists in the field of allergy/immunology. Students acquire skills in allergy history-taking, diagnosis and management of allergy problems (such as seasonal rhinitis and chronic urticaria), asthma and a variety of immunodeficiency diseases.

MTIM 802, 832

Clinical Clerkship: Ambulatory Internal Medicine I, II

Credits: 4.0

These four-week clerkships provide students with experiences in primary care internal medicine, utilizing hospital-affiliated ambulatory clinics. Emphasis is placed on the screening, diagnosis and management of common adult primary health care problems presented in outpatient settings. Preventive health behavioral medicine and patient education are incorporated.

MTIM 803, 833

Clinical Clerkship: Cardiology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to develop skills in the comprehensive evaluation of patients with cardiac disorders, including the interpretation of laboratory, procedural and diagnostic data. Students will gain experience in the management of acute and chronic cardiac problems. Exposure to invasive and non-invasive cardiovascular units is incorporated.

MTIM 804

Clinical Clerkship: Critical Care

Credits: 4.0

This four-week clerkship provides students with an opportunity to work in medical critical care units. Students gain experience in the evaluation, management and performance of procedures

common to the critical care unit. Emphasis is on exposure to intense hemodynamic, fluid and electrolyte, and respiratory monitoring.

MTIM 852, 853, 865, 866

Clinical Clerkship: Dermatology I, II, III, IV

Credits: 4.0

These four-week clerkships provide students with an opportunity to work with dermatologists in an approved hospital or office setting. Students gain experience in the comprehensive management of patients in the ambulatory and inpatient setting. Emphasis is on the cutaneous manifestations of systemic disease as well as simple surgical techniques in dermatology.

MTIM 806, 836

Clinical Clerkship: Endocrinology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to work with endocrinologists in a hospital setting. They will gain experience in the diagnosis and treatment of patients with metabolic and endocrine diseases.

MTIM 807, 837

Clinical Clerkship: Gastroenterology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to work with gastroenterologists in

a hospital setting. Emphasis is on the comprehensive evaluation of patients with GI disorders, including the interpretation of laboratory, procedural and diagnostic data. Students gain experience in the management of acute and chronic GI problems.

MTIM 808, 838

Clinical Clerkship: Geriatric Medicine I, II

Credits: 4.0

These four-week clerkships allow students to gain experience with geriatric patients in ambulatory and inpatient settings. Emphasis is on primary care geriatrics including sensitivity to psychosocial issues and systems issues in the health care delivery of services to the frail elderly.

MTIM 809, 839

**Clinical Clerkship:
Hematology/Oncology I, II**

Credits: 4.0

These four-week clerkships provide students with an opportunity to work on the hematology/oncology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with hematologic and malignant disorders, including performance of procedures, as well as blood smear and bone marrow analysis.



MTIM 810, 840

Clinical Clerkship: Hematology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to work on the hematology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with hematologic disorders.

MTIM 811

Clinical Clerkship: Hepatology

Credits: 4.0

This four-week elective clerkship allows students the opportunity to gain experience in the specialized field of liver disorders on the service of an approved teaching hospital.

MTIM 812, 842

Clinical Clerkship: ICU/CCU I, II

Credits: 4.0

These four-week clerkships allow students the opportunity to work in the intensive care unit or critical care unit of an approved teaching hospital.

MTIM 813, 843

Clinical Clerkship: Infectious Disease I, II

Credits: 4.0

These four-week clerkships allow students to gain experience in the diagnosis and management of infectious diseases encountered in major teaching hospitals. Emphasis is on culture techniques, identification of bacterial pathogens and testing of sensitivity to antibiotics.

MTIM 814, 844, 874

**Clinical Clerkship:
Medicine II (Sub-Internship), III, IV**

Credits: 4.0

These four-week clerkships provide students with an opportunity to serve as a sub-intern in a general medicine service of an approved teaching hospital. Students are generally responsible for approximately half the patient load of an intern. Students are exposed to the inpatient management of diverse

medical problems to facilitate the transition between the role of intern and student.

MTIM 815, 845

Clinical Clerkship: Nephrology I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common renal problems. These include acute and chronic renal failure, fluid and electrolyte abnormalities, hypertension, hemodialysis and transplantation.

MTIM 816, 846, 876, 896

Clinical Clerkship: Neurology I, II, III, IV

Credits: 4.0

These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common neurological problems. Students will gain familiarity with electromyography, electroencephalography, magnetic resonance imaging and CT scanning.

MTIM 817, 847

Clinical Clerkship: Oncology I, II

Credits: 4.0

These four-week clerkships allow students the opportunity to work on the oncology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with diverse malignant disorders.

MTIM 818, 848

Clinical Clerkship: Pulmonary I, II

Credits: 4.0

These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common pulmonary diseases. Students will develop skills in performing and interpreting arterial blood gas and pulmonary function testing, and may participate in such procedures as Swan-Ganz catheterization, chest tube insertion, central line insertion and endotracheal intubation.

MTIM 819, 849

**Clinical Clerkship: Radiation Oncology
I & II**

Credits: 4.0

These four-week elective clerkships provide students with an opportunity to gain experience in the radiation oncology service of a community or tertiary hospital.

MTIM 820, 850, 880, 881

**Clinical Clerkship: Rehabilitation Medicine
I, II, III, IV**

Credits: 4.0

These four-week clerkships provide students with an opportunity to work on a physical medicine and rehabilitation service of an approved teaching hospital. They will gain experience with the functional evaluation of the disabled and the planning of an appropriate rehabilitation program. Students will become familiar with the interpretation of EMG, ENG, Evoked Potentials, EEG and MRI.

MTIM 821, 851

Clinical Clerkship: Rheumatology I, II

Credits: 4.0

These four-week clerkships allow students an opportunity to work on a rheumatology service of an approved teaching hospital. Students gain experience in the evaluation and management of new consults, as well as chronic patients in both hospital and ambulatory settings.

MTIM 822

**Clinical Clerkship:
Sleep Disorders Medicine**

Credits: 4.0

This four-week clerkship allows students to gain experience with the diagnosis and management of patients with sleep disorders. Students are assigned to multidisciplinary teams working in "sleep disorder centers" at an approved teaching hospital

MTIM 823

Clinical Clerkship: Hypertension

Credits: 4.0

This four-week elective rotation allows students the opportunity to work with hypertensive patients. Emphasis is on the diagnosis and management of hypertension in ambulatory and hospital settings.

MTIM 824

Clinical Clerkship: Ambulatory HIV

Credits: 4.0

This elective four-week clerkship allows students additional opportunities to extend their exposure to primary care internal medicine, with emphasis on screening, diagnosis, and management of HIV patients in a hospital based ambulatory clinic.

MTIM 825, 855, 885

**Clinical Clerkship: Office
Preceptorship I, II, III**

Credits: 4.0

These four-week clerkships provide students with experiences in primary care internal medicine, utilizing approved osteopathic internists as office preceptors. Emphasis is placed on the management of common adult problems presented in a private office setting. Exposure to the management of contemporary office practice is incorporated.

MTIM 841

Clinical Clerkship: Palliative Care

Credits: 4.0

This four-week clerkship provides students with learning opportunities in settings which have a formal palliative care service. Focus is on improving the quality of life for patients and their families facing problems associated with a life-threatening illness. This may include prevention, relief of suffering, and treatment of pain and other problems.

■ OBSTETRICS AND GYNECOLOGY

MTOB 801

Clinical Clerkship: GYN Oncology

Credits: 4.0

This four-week clerkship provides students with an opportunity to gain clinical experience with diverse gynecologic malignancies. Emphasis is on early detection and diagnosis.

MTOB 802

Clinical Clerkship: Maternal/Fetal Medicine

Credits: 4.0

This four-week clerkship provides students with an opportunity to care for high risk obstetric patients in the ambulatory setting, the antepartum testing unit, and on the inpatient unit. Students will participate in the medical and surgical management of assigned patients.

MTOB 803, 833, 873

Clinical Clerkship:

OB/GYN II (Sub-Internship), III, IV

Credits: 4.0

These four-week clerkships provide students with the opportunity to serve as an intern on a general

OB/GYN service of an approved teaching hospital. Students participate in the management of patients from admission to discharge. The major purpose of the rotation is to facilitate the transition from student clerk to intern.

MTOB 804

Clinical Clerkship: Perinatology

Credits: 4.0

This four-week clerkship allows students to work on a perinatology service. Students will acquire knowledge of the principles of high risk obstetrics and gain skills in the management of medical and surgical complications of pregnancy. Opportunities are provided for following patients on labor and delivery, and assisting in deliveries. Experience in ultrasound, amniocentesis and fetal blood sampling is incorporated.

MTOB 805

Clinical Clerkship: Reproductive Endocrinology/Infertility

Credits: 4.0

This four-week clerkship allows students the opportunity to work in the specialized field of infertility at an approved teaching hospital. Latest diagnostic procedures and medical interventions are





the focus of this clerkship. Students will increase their sensitivity to the unique ethical issues inherent in this field.

MTOB 806
Clinical Clerkship: Urogynecology
Credits: 4.0

This four-week elective clerkship provides students with the opportunity to work with urogynecologists at an approved teaching hospital. Emphasis is on diagnosis as well as medical and surgical management of common urogynecological problems.

MTOB 807
Clinical Clerkship: Genetics
Credits: 4.0

This four-week clerkship allows students to gain experience in genetic counseling, amniocentesis, chromosomal studies and fetal anomalies.

■ **OSTEOPATHIC MANIPULATIVE
MEDICINE**

MTOM 810, 840, 870
Clinical Clerkship: OMM I, II, III
Credits: 4.0

These four-week clerkships provide students with practical experiences in office, clinic or hospital based osteopathic manipulative medicine. Emphasis is placed on the development of advanced skills

in managing common problems presented to practitioners of OMM in various settings.

MTOM 825
Clinical Clerkship: Office Preceptorship
Credits: 4.0

This four-week clerkship provides students with experiences in the office-based practice of osteopathic manipulative medicine. Emphasis is placed on the diagnosis and management of common problems presented in office settings.

■ **PATHOLOGY**

MTPA 801, 831, 861
Clinical Clerkship: Pathology I, II, III
Credits: 4.0

These four-week clerkships provide students with an opportunity to work with anatomic and clinical pathologists in an approved teaching hospital. Students will gain an understanding of principles and patterns of histopathology used in evaluating patient specimens; develop microscopy skills in the areas of cytology, hematology and urinalysis; assist with autopsies; and interpret clinical laboratory studies for chemistry, immunopathology and hematology/blood bank. Clerks will obtain a greater appreciation of pathophysiology as relevant to clinical medicine.

MTPA 803
Clinical Clerkship: Forensic Pathology
Credits: 4.0

This four-week elective clerkship allows students the opportunity to work in a regional medical examiner's office. Focus is on procurement and analysis of evidence to be utilized by the criminal justice system.

■ **PEDIATRICS**

MTPE 801, 831
Clinical Clerkship: Adolescent
Medicine I & II
Credits: 4.0

These four-week clerkships provide students with experience in primary care adolescent medicine. Emphasis is on screening, diagnosis and management of common problems presented by adolescent patients in ambulatory and inpatient settings. Behavioral health, prevention and patient/family education are incorporated.

MTPE 802, 832
Clinical Clerkship: Ambulatory
Pediatrics I, II
Credits: 4.0

These four-week clerkships provide students with experiences in primary care pediatrics, utilizing hospital affiliated ambulatory clinics. Emphasis is placed on the screening, diagnosis and management of common pediatric and adolescent problems presented in outpatient settings. Preventive health, behavioral pediatrics and patient/family education are incorporated.

MTPE 803
Clinical Clerkship: Behavioral Pediatrics
Credits: 4.0

This four-week elective clerkship provides students with exposure to the behavioral problems common to the pediatric and adolescent populations. Emphasis is on primary and secondary prevention as well as patient/family education.

MTPE 804, 834
Clinical Clerkship: Neonatology I, II
Credits: 4.0

These four-week clerkships provide students with opportunities to work with subspecialists in neonatology. Students will become familiar with the needs of normal infants, as well as problems of high-risk and sick full-term and premature newborns. Clinical learning takes place in the neonatal ICU, nursery and delivery room.

MTPE 805
Clinical Clerkship: Pediatric
Allergy/Immunology
Credits: 4.0

This four-week clerkship allows students to work with specialists in the field of allergy/immunology. Students acquire skills in allergy history-taking, diagnosis and management of allergy problems in the pediatric and adolescent populations, such as seasonal rhinitis, chronic urticaria, asthma, and a variety of immunodeficiency diseases.

MTPE 806, 836
Clinical Clerkship: Pediatric
Cardiology I & II
Credits: 4.0

These four-week clerkships provide students with opportunities to work with specialists in pediatric cardiology. Students gain experience in diagnosing and managing major cardiac problems encountered in inpatient setting, and hospital-based subspecialty clinics.

MTPE 807, 837
Clinical Clerkship: Pediatric
Endocrinology I, II
Credits: 4.0

These four-week clerkships provide students with opportunities to diagnose and manage common endocrine problems in hospital and clinic settings. Students participate in consultation services provided to the newborn, pediatric, and adolescent services.

MTPE 808

**Clinical Clerkship:
Pediatric Emergency Medicine**
Credits: 4.0

This four-week clerkship provides students with opportunities to diagnose and manage common problems presented in pediatric emergency rooms. Students gain experience in conducting emergency medical and surgical procedures, as well as appropriate referral to hospital and community resources.

MTPE 809

**Clinical Clerkship:
Pediatric Gastroenterology**
Credits: 4.0

This four-week clerkship provides students with opportunities to work with subspecialists in pediatric GI. Students gain experience in diagnosing and managing major GI problems encountered in inpatient settings and hospital-based subspecialty clinics.

MTPE 810

**Clinical Clerkship:
Pediatric Hematology-Oncology**
Credits: 4.0

This four-week clerkship provides students with opportunities to work with pediatric hematologists/oncologists. Students gain experience in diagnosing and managing major hematologic and oncologic abnormalities among pediatric inpatients or hospital-based clinics. Sensitivity to the psychosocial aspects of childhood cancer is emphasized.

MTPE 811

Clinical Clerkship: Pediatric ICU
Credits: 4.0

This four-week clerkship provides students with opportunities to work in a pediatric critical care unit. Students gain experience in the evaluation, management and performance of procedures common to the pediatric intensive care unit. Emphasis is on exposure to intense hemodynamic, fluid and electrolyte and respiratory monitoring.

MTPE 812

Clinical Clerkship: Pediatric Infectious Disease
Credits: 4.0

This four-week clerkship allows students to gain experience in the diagnosis and management of infectious diseases among pediatric and adolescent populations. Emphasis is on culture techniques, identification of bacterial pathogens and testing of sensitivity to antibiotics.

MTPE 813

Clinical Clerkship: Pediatric Nephrology
Credits: 4.0

This four-week clerkship provides students with opportunities to work with specialists in pediatric nephrology. Students gain experience in the diagnosis and management of common renal problems among pediatric and adolescent populations.

MTPE 814, 844

Clinical Clerkship: Pediatric Neurology I, II
Credits: 4.0

These four-week clerkships provide students with opportunities to work with subspecialists in pediatric neurology and developmental disabilities. Students gain experience in performing comprehensive pediatric neurological examinations and participate in the management of such problems as cerebral palsy, epilepsy, mental retardation, muscular dystrophy, attention deficit disorders and learning disabilities.

MTPE 815

Clinical Clerkship: Pediatric Oncology
Credits: 4.0

This four-week clerkship allows students to work with specialists in the field of pediatric oncology. Emphasis is on the evaluation and treatment of diverse malignant disorders among pediatric and adolescent populations. Psychosocial issues in the management of these patients are incorporated.

MTPE 816

Clinical Clerkship: Pediatric Surgery

Credits: 4.0

This four-week clerkship provides students with opportunities to participate in the surgical management of pediatric patients. This includes pre-operative preparation, surgical assistance, and post-operative care. Emphasis is on gaining an understanding of indications for specific surgical interventions, proper operating room procedures, surgical complications, follow-up care, and interactions between various pediatric and surgical specialists.

MTPE 817

Clinical Clerkship: Pediatric ENT

Credits: 4.0

This four-week elective clerkship provides students with opportunities to work in the sub-specialty field of pediatric otolaryngology. Focus is on evaluating problems of the head, ears, nose and throat as presented in the pediatric and adolescent populations. Students will assist in surgery and provide follow-up care in the hospital and office/clinic setting.

MTPE 818

Clinical Clerkship: Pediatric Pulmonology

Credits: 4.0

This four-week clerkship provides students with opportunities to work in the sub-specialty field of pediatric pulmonology. Emphasis is on the evaluation

and management of common pulmonary diseases in the pediatric and adolescent populations and performance of appropriate clinical procedures.

MTPE 819

Clinical Clerkship: Pediatric Radiology

Credits: 4.0

This four-week clerkship provides students with opportunities to work in the sub specialty field of pediatric radiology. Students acquire skills in diagnostic imaging procedures and interpretation.

MTPE 820, 850, 880

Clinical Clerkship:

Pediatrics II (Sub-Internship), III, IV

Credits: 4.0

These four-week clerkships provide students with the opportunity to serve as a sub-intern on a general pediatrics service of an approved teaching hospital. Students are generally responsible for approximately half the patient load of an intern. Students are exposed to the inpatient management of diverse pediatric diseases to facilitate the transition between the role of student clerk and intern.

MTPE 821

Clinical Clerkship: Developmental Pediatrics

Credits: 4.0

This four-week elective clerkship allows students the opportunity to work in a developmental disorders center. Emphasis is on the role of the pediatrician in the diagnosis and management of health problems





manifested in pediatric and adolescent populations with major developmental disorders.

MTPE 822
Clinical Clerkship: Pediatric Rheumatology
Credits: 4.0

This four-week clerkship allows students the opportunity to work with specialists in the field of pediatric rheumatology. Emphasis is on the evaluation and management of common rheumatoid diseases as manifested in the pediatric and adolescent populations.

MTPE 825, 855
Clinical Clerkship: Office Preceptorship I, II
Credits: 4.0

These four-week clerkships provide students with experiences in primary care pediatrics, utilizing approved osteopathic pediatricians as office preceptors. Emphasis is placed on well-baby care and the management of common pediatric/ adolescent problems presented in a private office setting. Exposure to the management of contemporary office practice is incorporated.

■ **PSYCHIATRY AND BEHAVIORAL MEDICINE**

MTPS 801
Clinical Clerkship: Adolescent Psychiatry
Credits: 4.0

This four-week clerkship provides students with an opportunity to work on an adolescent psychiatry service of an approved teaching hospital. Emphasis is on conducting comprehensive evaluations of new

patients, formulating differential diagnoses and conducting combined pharmacologic and psychotherapeutic management of patients in ambulatory and inpatient settings.

MTPS 802
Clinical Clerkship: Child Psychiatry
Credits: 4.0

This four-week elective clerkship provides students with an opportunity to work on a child psychiatry service of an approved teaching hospital. Emphasis is on evaluating new patients, formulating differential diagnoses and conducting combined pharmacologic and psychotherapeutic interventions in the ambulatory and inpatient settings.

MTPS 803, 833, 863
Clinical Clerkship :
Psychiatry II (Sub-Internship), III, IV
Credits: 4.0

These four-week clerkships allow students an opportunity to serve as a sub-intern on a general psychiatry service of an approved teaching hospital. Students participate in the management of diverse psychiatric problems from admission to discharge. Psychiatric and behavioral medicine consultation to medical and surgical services is incorporated. The major purpose of the rotation is to facilitate the transition from student clerk to intern.

MTPS 805

Clinical Clerkship: Behavioral Pain Management

Credits: 4.0

This four-week elective clerkship allows students to work with psychiatric specialists in the field of pain management. Emphasis is on evaluation and multidisciplinary management of chronic pain conditions through behavioral interventions (such as biofeedback, hypnosis, relaxation therapies).

MTPS 807

Clinical Clerkship: Neuropsychiatry

Credits: 4.0

This four-week elective clerkship allows students the opportunity to work in the neuropsychiatry service of a teaching hospital. Emphasis is on the interface of psychiatry and neurology, with an integration of biochemical and psychosocial support for major problems in ambulatory and inpatient settings.

MTPS 808

Clinical Clerkship: Detoxification I

Credits: 4.0

This four-week clerkship allows students to gain experience in an addiction medicine service of an approved teaching hospital. Emphasis is on the comprehensive management of patients undergoing detoxification of drugs and alcohol—from admission through discharge. Multidisciplinary team treatment and referral to community resources is incorporated.

■ **PUBLIC HEALTH**

MTPU 801, 831, 861

Clinical Clerkship: Community Medicine I, II, III

Credits: 4.0

These four-week clerkships allow students to acquire clinical experience in community health settings. Emphasis is on gaining an appreciation of community resources, patient education and preventive health. The role of psychological,

economic, cultural, ethnic, environmental/ecological and political factors influencing the incidence and treatment of specific diseases encountered by students in the community is incorporated.

MTPU 802

Clinical Clerkship: Quality Assurance

Credits: 4.0

This four-week clerkship allows students the opportunity to work in a hospital or community based quality assurance office. Students gain experience in monitoring the provision of quality health care from the institutional perspective, including utilization reviews and managed care policies.

MTPU 805

Clinical Clerkship: Alternative Medicine

Credits: 4.0

This four-week elective clerkship allows students the opportunity to work alongside physicians practicing in the emerging field of alternative and complementary medicine. Emphasis is on gaining experience in evaluation and management of diverse problems from "alternative" perspectives.

MTPU 807

Clinical Clerkship: Preventive Medicine

Credits: 4.0

This four-week elective clerkship provides students with the opportunity to participate in the delivery of preventive health services in public health or other community based settings. Emphasis is on primary and secondary prevention in targeted populations or at-risk groups.

MTPU 808

Clinical Clerkship: Managed Care

Credits: 4.0

This four-week elective clerkship in a managed care setting is designed to give selected students an introduction to managed care and administrative medicine. The student will attend daily instruction and interaction at the managed care company's home office. The student will learn how managed



care operates, the business aspects of medicine and insight into the medical coverage decision-making process.

MTPU 809

Clinical Clerkship: Medicine and Law

Credits: 4.0

This elective four-week clerkship allows students to participate in the field of medical jurisprudence. Assignment to the medical unit of a legal firm gives students exposure to the process of medical litigation as well as experience in general areas of health care law.

**MTPU 810 Clinical Clerkship:
Complementary Medicine**

Credits: 4.0

This four-week elective clerkship allows students the opportunity to work alongside physicians practicing in the emerging field of complementary medicine. Emphasis is on gaining experience in evaluation and management of diverse problems from "alternative" perspectives.

MTPU 811

Clinical Clerkship: Rural Health

Credits: 4.0

This four-week elective clerkship allows students to experience the provision of primary medical care in rural settings. Emphasis is on ambulatory and hospital continuity of care at designated rural sites.

MTPU 833

Clinical Clerkship: Occupational Medicine

Credits: 4.0

This four-week clerkship provides students with an opportunity to work with specialists in occupational medicine. Approved settings may include industrial/corporate health centers or preceptors specializing in occupational health problems.

■ **MEDICAL IMAGING**

MTRA 802, 832, 862, 892

Clinical Clerkship: Radiology I, II, III, IV

Credits: 4.0

These four-week clerkships assign students to an approved radiology service of a teaching hospital for a structured curriculum, emphasizing primary care radiology. Students acquire skills in diagnostic imaging procedures and interpretation. Emphasis is on indications, contraindications, limitations and complications of various imaging studies.

■ **SURGERY**

MTSU 803, 833, 863, 893

Clinical Clerkship: Anesthesiology I, II, III, IV

Credits: 4.0

These four-week clerkships acquaint students with the specialty of anesthesiology. Emphasis is on pre-operative and post-operative methods of assessment and management of patients undergoing anesthesia prior to surgery. Students will develop advanced skills in airway management. Risks and complications associated with general and local anesthesia are incorporated.

MTSU 804

Clinical Clerkship: Colorectal Surgery

Credits: 4.0

This four-week clerkship allows students to work with colorectal surgeons. Students will develop the skills necessary to perform pre-operative patient evaluations, assist in surgical procedures and provide post-operative care in the inpatient and clinic/office setting for patients presenting with colorectal problems.

MTSU 807, 837

**Clinical Clerkship:
Gynecologic Surgery I, II**

Credits: 4.0

These four-week clerkships allow students to work

with subspecialists in GYN surgery. Students will assist in surgical procedures and maintain follow-up throughout the course of the patient's hospital stay.

MTSU 809, 839, 869, 899

Clinical Clerkship: Neurosurgery I, II, III, IV
Credits: 4.0

These four-week clerkships provide students with an opportunity to work with hospital-based neurosurgeons. Students will gain increased understanding of clinical neuroanatomy and the pathophysiology of brain injury. Emphasis is on pre-operative evaluation, surgical evaluation and post-operative patient management.

MTSU 810, 840, 870

Clinical Clerkship: Ophthalmology, I, II, III
Credits: 4.0

These four-week clerkships provide students with an opportunity to work with ophthalmologic surgeons. Students will develop the skills necessary to evaluate patients presenting with vision problems, assist in surgical procedures and provide follow-up care in the inpatient and clinic setting.

MTSU 811, 841, 871, 891

Clinical Clerkship: Orthopedic Surgery, I, II, III, IV
Credits: 4.0

These four-week clerkships provide students with an opportunity to work with orthopedic surgeons. Students will develop skills necessary to perform pre-operative patient evaluations, assist in surgical procedures and provide post-operative care in the inpatient and clinic setting. A wide variety of general and subspecialty orthopedics is available.

MTSU 812, 842, 872

Clinical Clerkship: Otolaryngology I, II, III
Credits: 4.0

These four-week clerkships allow students to work with otolaryngologic surgeons. Students will develop skills necessary to evaluate patients presenting with

problems of the head, ears, nose, neck and throat. Students will assist in surgeries and provide follow-up care in the hospital and clinic setting.

MTSU 813, 843

Clinical Clerkship: Plastic Surgery I, II
Credits: 4.0

These four-week clerkships acquaint students with the broad scope of plastic and reconstructive surgery. Students will be exposed to the surgical management of major types of congenital and acquired deformities as well as elective cosmetic procedures. Students participate in pre-operative evaluation and post-operative care.

MTSU 814, 834

Clinical Clerkship: Surgical ICU I, II
Credits: 4.0

These four-week clerkships provide students with the opportunity to work in surgical intensive care units.

MTSU 815, 845

Clinical Clerkship: Surgical Oncology I, II
Credits: 4.0

These four-week clerkships provide students with the opportunity to work with hospital-based oncologic surgeons. Emphasis is on developing skills in evaluating patients presenting with malignant disorders, assisting in surgeries and providing post-operative care.

MTSU 816, 846, 876, 896

Clinical Clerkship: Surgery II (Sub-Internship), III, IV, V
Credits: 4.0

These four-week clerkships provide students with the opportunity to serve as a sub-intern on a general surgery service of an approved teaching hospital. Students participate in the management of diverse surgical patients, from admission to discharge. The major purpose of the rotation is to facilitate the transition from student clerk to intern.

MTSU 817, 847

**Clinical Clerkship:
Thoracic/Vascular Surgery I, II
Credits: 4.0**

These four-week clerkships provide students with an opportunity for exposure to the broad range of cardiac surgery. Students will gain increased understanding of the physiology of the cardiopulmonary system and its clinical application. Students participate in the pre-operative evaluation and postoperative management of patients undergoing open heart surgery as well as thoracic and peripheral vascular surgery. Invasive and noninvasive vascular testing of arterial and venous problems are incorporated.

MTSU 818, 848

**Clinical Clerkship: Trauma Surgery I, II
Credits: 4.0**

These four-week clerkships provide students with broadbased exposure to the management of trauma patients. Students will gain increased understanding of the pathophysiology of acute injury, surgical stress, shock, infection, and complications common to patients sustaining acute injury or trauma. Preoperative evaluation and post-operative management is emphasized, as well as the utilization of the Advanced Trauma Life Support (ATLS) approach.

MTSU 819, 849, 879

**Clinical Clerkship: Urologic Surgery
Credits: 4.0**

These four-week clerkships provide students with an opportunity to work with urologic surgeons. Students will develop skills in patient evaluation, including the use of the intravenous pyelogram, renal scan and cystoscopy. Students will become familiar with renal failure, cancerous and tumorous conditions, impotence, sexually transmitted diseases, and urologic emergencies. Emphasis is on surgical evaluation and provision of follow-up care.

MTSU 820

**Clinical Clerkship: Pain Management
Credits: 4.0**

This four-week clerkship allows students to work with anesthesiologists specializing in pain management. Emphasis is on patient evaluations, participation in procedures and gaining experience in managing pain from a multidisciplinary perspective.

MTSU 822

**Clinical Clerkship: Spine Surgery
Credits: 4.0**

This four-week clerkship provides students with the opportunity to work with various surgical specialists



in evaluating and managing patients presenting with disorders of the spine. Students assist in surgical procedures and in the provision of post-operative care.

MTSU 823
Clinical Clerkship: Transplant Surgery
Credits: 4.0

This four-week clerkship in a tertiary care hospital allows students to gain exposure to the latest developments in various organ transplant procedures. In addition to assisting in surgeries and provision of post-operative care, special attention is given to the ethical and psychosocial issues inherent in this field.

MTSU 824
Clinical Clerkship: Pediatric Ophthalmology
Credits: 4.0

This four-week clerkship allows students the opportunity to work with pediatric ophthalmologic surgeons. Students will evaluate pediatric and

adolescent patients presenting with visual problems, assist in surgical procedures, and provide follow-up care in the inpatient and clinic/office setting.

MTSU 825
Clinical Clerkship: Urological Oncology
Credits: 4.0

This four-week clerkship provides students with the opportunity to work with urologic surgeons specializing in treating malignant disorders of the genitourinary system. Emphasis is on surgical evaluation, assisting in procedures and providing follow-up care





GRADUATE COURSE DESCRIPTIONS

■ M.S. DEGREE IN NEUROMUSCULOSKELETAL SCIENCES

MMPU 820, 822, 824 Anatomy Laboratory Trainer I

MMOM 820, 822, 824 OMM Laboratory Trainer I, II

MMPA 820, 822, 824 Neuroscience Laboratory Trainer I

Credits: 3 for each course

Students will utilize knowledge gained in MMPU 725 (Educational & Research Methods) to be laboratory trainers for pre-clinical students. Students are supervised by NYCOM faculty during the laboratory training sessions.

MMPU 826, 828

Supervised Research I, II

Credits: 3 for each course

Tutorial on the development of effective research design and techniques for the development of theory, testing, and application of individual student's research project in Neuromusculoskeletal Science. The student will receive individualized mentoring during the research project.

MMNM 826, 828

Supervised Lecture I, II

Credits: 3 for each course

Students will utilize knowledge gained in MMPU 725 (Educational & Research Methods) to prepare lesson plans, present lectures, and be available to help pre-clinical students. This field practicum provides candidates with direct experience as an instructor in the classroom setting. Students will be supervised by NYCOM faculty during the planning and teaching sessions.

MMPU 710

Biostatistics & Epidemiology

Credits: 3

At the end of this course, the student will be able to calculate standard statistical indices related to

medical research, interpret these statistics, and present them in a format suitable for publication. This course will combine statistical reasoning and a standard statistical computing program.

MMPU 725

Educational & Research Methods

Credits: 3

At the completion of this course, students will have developed the research and teaching skills that they can use throughout their professional careers to: 1)critically interpret research studies in scientific journals, 2)assist learners in adopting successful learner-centered teaching methods, 3)help learners master the skills necessary to document teaching/ learning activities as part of their scholarly work, 4)contribute to improving the quality of teaching and learning in the health professions, and 5)build a framework that will recognize teaching excellence as a positive factor in faculty careers.

MMNM 710

Advanced Concepts of Neuromusculoskeletal Sciences

Credits: 3

At the completion of this course, the student will have developed an advanced understanding of the biomechanical principles as applied to clinical musculoskeletal practice, including joint motion aberrations, postural changes, reflex-muscular patterns, and various pain syndromes.

MMNM 830

Doctor-Patient Lab Training

Credits: 3

This semester course provides lab training in how to supervise and instruct medical students in the doctor-patient relations. Enrolled students in this course will learn how to teach the format of the medical interview, identify the techniques of verbal and non-verbal communication, how to teach the principles of empathic interviewing, instruct how to take a complete history of the patient, instruct how to perform a thorough examination with proper documentation, formulate a differential diagnosis and how to present the patient.

HEALTH POLICY GRADUATE FELLOWSHIP PROGRAMS

Health Policy Fellowship (HLPF)

The Health Policy Fellowship (HPF) is designed for individuals preparing for leadership roles in the profession and for positions of influence in health policy. The program consists of four courses totaling 10 semester hours of credit.

COURSEWORK

HLPF 921

Department of Medicine
Research Methods in Health Policy
Credits: 3.0

The objective of this course is to prepare physicians and other professionals interested in health policy to conduct and analyze research. Topics include computer skills instruction/enhancement, internet research instruction, understanding quantitative and qualitative analysis, research design, preparing a PowerPoint presentation, and review and refinement of health care research projects.

HLPF 922

Department of Medicine
Current Issues in Health Policy
Credits: 3.0

The objectives of this lecture/seminar series are to prepare individuals to explore current issues in health policy and to provide an intensive overview in specific policy areas including: health economics and the role of state and federal legislatures, rural health, vulnerable populations, the role of politics, multicultural medicine, managed care and health care workforce. Reading assignments, case studies, discussions and/or presentations will facilitate the learning process. The sessions are designed for physicians and other professionals who have an interest in health policy and health delivery systems and who have completed training in their profession.

HLPF 923

Department of Medicine
Health Policy Brief
Credits: 2.0

The objective of this research practicum is for individuals to successfully complete and present a paper on a relevant health policy topic selected in consultation with the program coordinator. The scope and quality of the paper should be in a format suitable for peer-review publication.

HPF 924

Department of Medicine
Health Policy Advocacy Processes
Credits: 2.0

The objective of this lecture/seminar series is to provide individuals with background and detailed information regarding the development and implementation of health policy. Individuals are informed about the role of advocacy in health policy, and the lectures prepare them to utilize advocacy tools to influence the policy process. Topics include an overview of:

- The history of health policy in the United States
- The language of health policy
- The economics of health policy
- The role of the state in health policy
- The role of the executive branch in health policy
- The role of the federal legislature in health policy

Seminars may also be provided by organizations such as the American Osteopathic Association (AOA) and the American Association of Colleges of Osteopathic Medicine (AACOM) government relations staff. Assignments may include developing and discussing a health policy agenda with appropriate local, state or federal legislators.

Training in Policy Studies (TIPS)

The Training in Policy Studies (TIPS) fellowship is a yearlong program designed for osteopathic physicians in training (residents) to become familiar with health care issues as they relate to federal and state policies and to equip them with the skills to participate in policy discussions and committee work. The program consists of three courses totaling six semester hours of credit.

COURSEWORK

TIPS 911

Department of Medicine
Current Issues in Health Policy
Credits: 3.0

The objectives of this lecture seminar series are to prepare physicians-in-training to explore current issues in health policy and to provide an intensive overview in specific policy areas including: an introduction to health economics and policy, access to care, vulnerable populations, the role of politics, multicultural medicine, managed care and health care workforce. Reading assignments, discussions, and/or presentations will facilitate the learning process. These sessions are designed for physicians in training who have an interest in health policy and health delivery systems.

TIPS 912

Department of Medicine
Health Policy Brief
Credits: 1.0

The purpose of this research practicum is for individuals to research and present a paper on a health policy topic assigned in consultation with the program director.

TIPS 913

Department of Medicine
Health Policy Advocacy Processes
Credits: 2.0

The objective of this lecture seminar series is to provide individuals with background and detailed

information regarding the development and implementation of health policy. Individuals are informed about the role of advocacy in health policy and the lectures prepare them to utilize advocacy tools to influence the policy process. Topics include an overview of:

- The history of health policy in the United States
- The language of health policy
- The economics of health policy
- The role of the state in health policy
- The role of the executive branch in health policy
- The role of the federal legislature in healthpolicy

NOTE: Seminars may also be provided by organizations such as the American Osteopathic Association (AOA) and the American Association of Colleges of Osteopathic Medicine (AACOM) government relations staff. Assignments may include developing and discussing a health policy agenda with appropriate local, state or federal legislators.





POSTDOCTORAL EDUCATION

New York College of Osteopathic Medicine Educational Consortium - NYCOMEC

NYCOM's commitment to education and its students does not end at graduation. In January of 1995, the college formed an educational consortium, NYCOMEC, with its affiliated institutions for the purpose of ensuring quality osteopathic postdoctoral education. Osteopathic postdoctoral education consists of rotating internships, specialty residencies and subspecialty fellowships. With an emphasis on primary care, NYCOM sponsors programs approved by the American Osteopathic Association, throughout New York and New Jersey.

The New York College of Osteopathic Medicine Educational Consortium (NYCOMEC) is a collaborative relationship between NYCOM and its clinical campuses for the purpose of enhancing the quality of graduate medical education programs. NYCOMEC provides a framework for the development of a system of osteopathic graduate medical education that is both efficient and responsive to societal needs, emphasizing primary care and education in medically underserved areas. NYCOMEC is accredited by the American Osteopathic Association as an Osteopathic Postdoctoral Training Institution (OPTI). The OPTI model is structured to provide both high quality and cost effective internship and residency programs. The New York State Department of Health has also approved NYCOMEC as a Graduate Medical Education Consortium.

In addition to accreditation oversight from the AOA, NYCOMEC conducts its own internal quality reviews. Interns and residents in NYCOMEC programs are invited to participate in special consortium-wide educational activities and receive diplomas acknowledging NYCOM, NYCOMEC and their individual hospitals.

As one of the largest graduate medical education consortiums in the osteopathic profession, NYCOMEC is committed to providing quality osteopathic postdoctoral education.

Postdoctoral Programs

**Graduate Medical Education Programs
Rotating Internships:**

Brookdale University Hospital and Medical Center
Coney Island Hospital
Ellis Hospital
Good Samaritan Hospital Medical Center
Long Beach Medical Center
Maimonides Medical Center
Nassau University Medical Center
Newark Beth Israel Medical Center
Peninsula Hospital Center
Plainview Hospital
Saint Barnabas Medical Center
Sisters of Charity Hospital
Southampton Hospital
St. Barnabas Hospital
Wilson Memorial Regional Medical Center
Wyckoff Heights Medical Center

Critical Care Fellowship:

St. Barnabas Hospital

Dermatology Residency:

St. Barnabas Hospital

Emergency Medicine Residencies:

Good Samaritan Medical Center
Newark Beth Israel Medical Center
St. Barnabas Hospital

**Emergency Medicine/Family Practice
Residency:**

St. Barnabas Hospital

**Emergency Medicine/Internal Medicine
Residency:**

St. Barnabas Hospital

Endocrine Fellowship:

Wilson Memorial Regional Medical Center

Family Practice Residencies:

Ellis Hospital
Good Samaritan Hospital Medical Center
Jamaica Hospital Medical Center
Long Beach Medical Center
Lutheran Medical Center
Peninsula Hospital Center
Plainview Hospital
Sisters of Charity Hospital
Southampton Hospital
South Nassau Communities Hospital





St. Barnabas Hospital
The Institute for Family Health
Wilson Memorial Regional Medical Center
Wyckoff Heights Medical Center

General Surgery Residencies:

Lutheran Medical Center
Peninsula Hospital Center
St. Barnabas Hospital
Wyckoff Heights Medical Center

Hospitalist Medicine Fellowship:

Peninsula Hospital Center

Internal Medicine Residencies:

Nassau University Medical Center
Newark Beth Israel Medical Center
Sisters of Charity Hospital
Southampton Hospital
St. Barnabas Hospital
Wilson Memorial Regional Medical Center

Neuromusculoskeletal Medicine Residency:

Southampton Hospital
St. Barnabas Hospital

Neuromusculoskeletal Medicine Plus One Residency:

St. Barnabas Hospital

Neurosurgery Residencies:

North Shore Long Island Jewish Health System
Saint Barnabas Medical Center

Obstetrics/Gynecology Residencies:

Good Samaritan Hospital Medical Center
Sisters of Charity Hospital
Wyckoff Heights Medical Center

Orthopedic Surgery Residency:

Peninsula Hospital Center

Otolaryngology/Facial Plastic Surgery Residency:

Saint Barnabas Medical Center

Palliative Medicine Fellowships:

Jamaica Hospital Medical Center
Parker Jewish Institute for Health Care and
Rehabilitation

Pediatrics Residencies:

Good Samaritan Hospital Medical Center
Maimonides Medical Center
Newark Beth Israel Medical Center

Physical Medicine and Rehabilitation

Residencies:

Long Beach Medical Center
Nassau University Medical Center

Plastics and Reconstructive Surgery

Residency Fellowship:

St. Barnabas Hospital

Radiology Residency:

St. Barnabas Hospital

Urology Residency:

Maimonides Medical Center





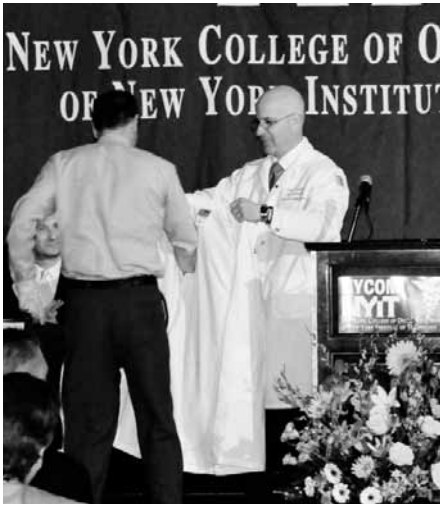
CONTINUING MEDICAL EDUCATION

New York College of Osteopathic Medicine of New York Institute of Technology conducts postdoctoral courses and seminars for the purpose of focusing upon the maintenance of clinical knowledge and development of clinical skills for practicing osteopathic physicians.

In order to maintain and expand the current knowledge and skills of practicing osteopathic physicians, NYCOM offers continuing medical education programs throughout the year. Most are designed to be eligible for the American Osteopathic Association's Category 1-A continuing medical education credits. Frequently, postgraduate programs are sponsored jointly by affiliated educational organizations.

Participants other than osteopathic physicians may, upon application, be granted permission to attend these postdoctoral educational courses and/or seminars.

Acceptance into any course and/or seminar may be limited on the basis of available places. Registration and tuition fees, when stipulated, are payable at the time of pre-registration or registration, and are not refundable for nonattendance. However, should the college find it necessary to cancel any program, registration fees or tuition will be refunded.



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Campus Directions

NYIT's Old Westbury Campus is located on Northern Boulevard, east of Glen Cove Road and west of Route 107. Following are directions via car, train, bus, and from local airports.

BY CAR TO OLD WESTBURY CAMPUS:

- **From New York City and points west via the Long Island Expressway (I-495):** Take the LIE (I-495) east to Exit 39, Glen Cove Road. From the exit ramp, turn left onto Glen Cove Road and travel north for two miles. Turn right on Northern Boulevard (Route 25A) and go one point two miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map.
- **From New York City and points west via the Northern State Parkway:** Take the Northern State Parkway to Exit 31, Glen Cove Road. From the exit ramp, turn left onto Glen Cove Road and travel north for approximately four miles. Turn right on Northern Boulevard (Route 25A) and go one point two miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map.
- **From southern Queens or Brooklyn:** From southern Queens and Brooklyn, take the Cross-Island Parkway, the Clearview Expressway, or the Brooklyn-Queens Expressway north to the Long Island Expressway (I-495) east. Follow the directions for EAST from New York City and points west via the Long Island Expressway.
- **From Suffolk County via the Long Island Expressway (I-495):** Take the LIE (I-495) west to Exit 41N, Route 106/107 North. From the exit ramp, turn right onto Route 106/107. After approximately one half-mile, bear left on Route 107. Travel north on Route 107 for 3 miles. Turn left onto Northern Boulevard (Route 25A). The Old Westbury campus entrance is on the left at the fourth traffic light. Upon entering the campus, take the first right to view a large-scale campus map.
- **From Suffolk County via the Northern State Parkway:** Take the Northern State Parkway west to Exit 35N, Route 106/107 North. From the exit ramp, turn right onto Route 106/107, heading north. After approximately three-quarters of a mile, bear left on Route 107. Travel north on Route 107 for 3 miles. Turn left at Northern Boulevard (Route 25A). The Old Westbury campus entrance is on the left at the fourth traffic light. Upon entering the campus, take the first right to view a large-scale campus map.
- **From southern Nassau or Suffolk Counties:** Take the Meadowbrook Parkway or Wantagh Parkway north to the Northern State Parkway. Take the Northern State Parkway west to Exit 31, Glen Cove Road. At the traffic light, turn left, heading north. Travel north on Glen Cove Road for approximately four miles. Turn right on Northern Boulevard (Route 25A) and travel one point two miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map. Or: Take the Wantagh Parkway or the Seaford-Oyster Bay Expressway (Route 135) north to the Long Island Expressway (I-495). Then follow the directions for WEST from Suffolk County via the Long Island Expressway.
- **From the Bronx, Westchester, and points north:** Take the Throgs Neck Bridge to the Cross-Island Expressway south. Exit to eastbound Long Island Expressway (I-495). Then follow the directions for EAST from New York City and points west via the Long Island Expressway.

BY TRAIN

The Long Island Rail Road operates out of Pennsylvania Station in Manhattan, Flatbush Avenue Station in Brooklyn, and Jamaica Station in Queens. Visitors traveling to Old Westbury can take a train to the Greenvale Station (Oyster Bay branch) and take a taxi to campus; or to Great Neck (Port Washington branch) or Hicksville (Port Jefferson and Ronkonkoma branches) and take Long Island Bus N20 to campus (weekdays only). From other Long Island train stations, transfer at

Jamaica or Mineola to reach Greenvale. For more information, call 718.217.5477 or visit the LIRR Web site at www.mta.info/lirr for a complete system map, fares, and schedules.

Amtrak trains arrive/depart from Pennsylvania Station (see above). For more information, call 800.USA.RAIL or visit www.amtrak.com.

BY BUS

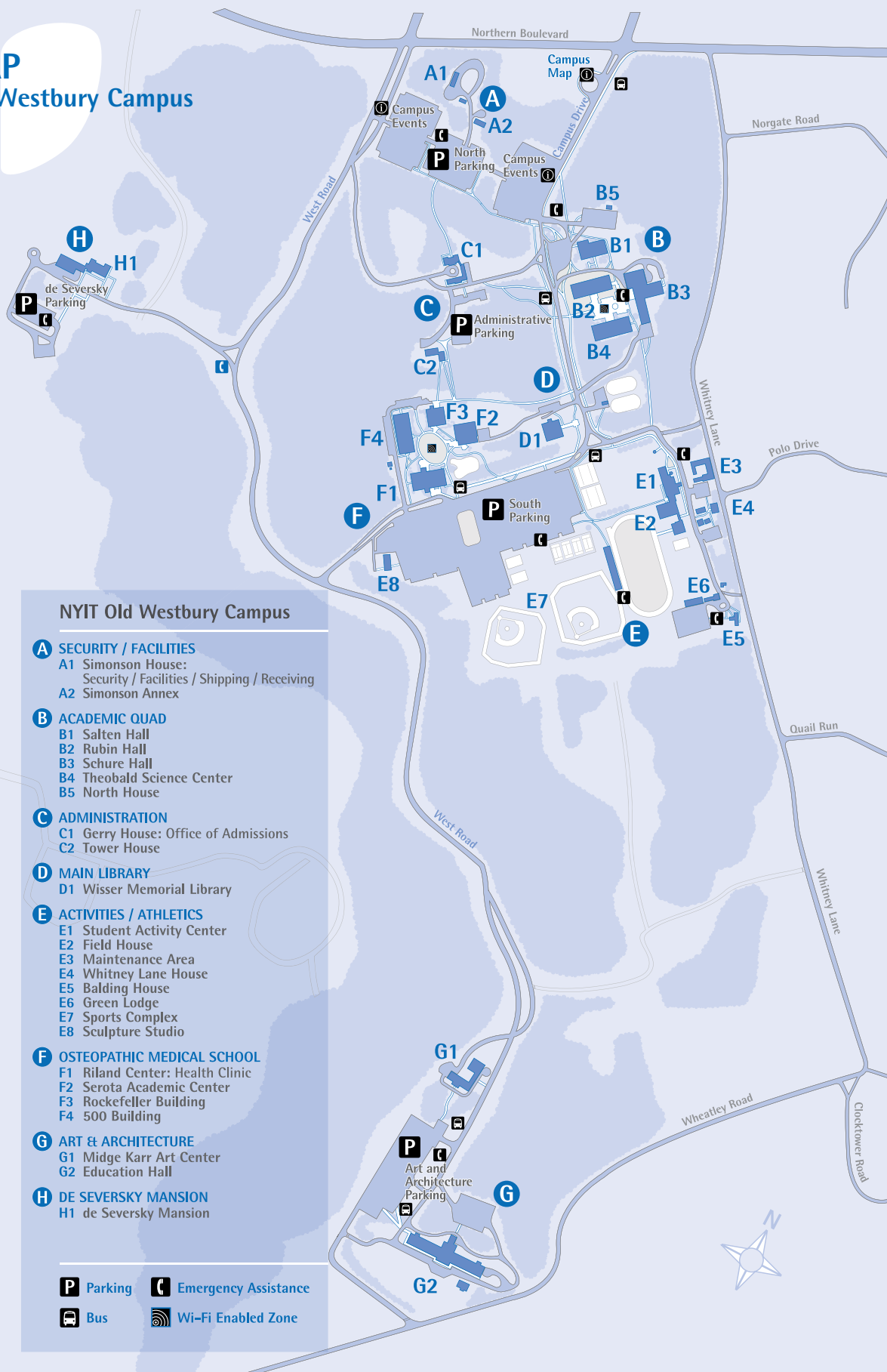
The N20 bus travels via Northern Boulevard from Main Street in Flushing, Queens, to Route 107 in Greenvale, then via 107 to the Long Island Rail Road station in Hicksville, Nassau County. The bus stops at the Old Westbury campus at regularly scheduled intervals on weekdays only. Call 516.228.4000 or visit the Long Island Bus Web site at www.mta.info/libus for fare and schedule information.

FROM LOCAL AIRPORTS

- From JFK International Airport, take the Belt Parkway east to the Cross Island Parkway north. From there, follow the driving directions from southern Queens and Brooklyn.
- From LaGuardia Airport, take the Grand Central Parkway east, which becomes the Northern State Parkway in Nassau County. Follow the directions from New York City and points west via the Northern State Parkway.
- From Long Island MacArthur Airport, take the Southern State Parkway west to the Seaford-Oyster Bay Expressway (Route 135) north. From there, follow the directions from Suffolk County via the Long Island Expressway.

MAP

Old Westbury Campus



NYIT Old Westbury Campus

- A SECURITY / FACILITIES**
 - A1 Simonson House: Security / Facilities / Shipping / Receiving
 - A2 Simonson Annex
- B ACADEMIC QUAD**
 - B1 Salten Hall
 - B2 Rubin Hall
 - B3 Schure Hall
 - B4 Theobald Science Center
 - B5 North House
- C ADMINISTRATION**
 - C1 Gerry House: Office of Admissions
 - C2 Tower House
- D MAIN LIBRARY**
 - D1 Wisser Memorial Library
- E ACTIVITIES / ATHLETICS**
 - E1 Student Activity Center
 - E2 Field House
 - E3 Maintenance Area
 - E4 Whitney Lane House
 - E5 Balding House
 - E6 Green Lodge
 - E7 Sports Complex
 - E8 Sculpture Studio
- F OSTEOPATHIC MEDICAL SCHOOL**
 - F1 Riland Center: Health Clinic
 - F2 Serota Academic Center
 - F3 Rockefeller Building
 - F4 500 Building
- G ART & ARCHITECTURE**
 - G1 Midge Karr Art Center
 - G2 Education Hall
- H DE SEVERSKY MANSION**
 - H1 de Seversky Mansion

- P** Parking
- E** Emergency Assistance
- B** Bus
- W** Wi-Fi Enabled Zone