



ACADEMIC CATALOG

2020-2021



**ALABAMA COLLEGE OF
OSTEOPATHIC MEDICINE**

Alabama College of Osteopathic Medicine

445 Health Sciences Blvd., Dothan, AL 36303

334-699-2266 ext.4140 • 334-944-4044

www.acom.edu

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COLLEGE INFORMATION

CONTACT INFORMATION

GENERAL INFORMATION

Alabama College of Osteopathic Medicine
445 Health Sciences Boulevard
Dothan, AL 36303

Toll Free: (855) 364-ACOM (2266)
Phone: (334) 699-2266
Fax: (334) 699-2268
Email: info@acom.edu
Website: <http://www.acom.edu>

ADMISSIONS

Director of Admissions
Phone: (334) 699-2266
Email: admissions@acom.edu

STUDENT RECORDS

Registrar & Director of Student Tracking
Phone: (334) 699-2266
Email: registrar@acom.edu

FINANCIAL AID

Director of Financial Aid
Phone: (334) 699-2266
Email: financialaid@acom.edu

STUDENT ACCOUNTS

Bursar
Phone: (334) 699-2266
Email: studentaccounts@acom.edu

COMPLIANCE HOTLINE

PHONE: (833) 490-0007
WEBSITE: www.lighthouse-services.com/acom

HISTORY OF ACOM

In the early 1990s, leaders in Alabama identified the need for more primary care physicians in the state, and in 2005, after years of coordinating activities to accomplish this goal, formed the Alabama Medical Education Consortium (AMEC), a 501(c) organization to help increase the production of these physicians across the state through the osteopathic medical education system. AMEC conducted a feasibility study which demonstrated that more than 60 percent of osteopathic medical students chose primary care careers as compared to 20 percent of allopathic medical students.

Over the next five years, AMEC built an extensive osteopathic teaching network in Alabama to provide third- and fourth-year training to medical students and created a physician pipeline to recruit Alabama students for enrollment in out-of-state osteopathic colleges. This required developing partnerships with 10 out-of-state colleges of osteopathic medicine, 26 state colleges and all state community colleges. In partnership with out-of-state colleges of osteopathic medicine, AMEC established an educational infrastructure that represented substantial clinical resources to provide clerkship rotations for Alabama students as well as students from other states enrolled in their programs.

After careful research and examination, AMEC and the Houston County Health Care Authority, the operator of Southeast Health, then Southeast Alabama Medical Center, determined that it would be feasible for the state to develop its own college of osteopathic medicine to address the shortage of primary care physicians in the state. Thus, the Alabama College of Osteopathic Medicine (ACOM), a non-profit, private institution, was established in May 2010.

ACOM received its Private School licensure from the Alabama Department of Postsecondary Education in December 2011 and provisional accreditation with the ability to recruit students from the Commission on Osteopathic College Accreditation on July 1, 2012. ACOM was built as a free-standing facility in Dothan, Alabama. Construction was completed in May 2013, and the College celebrated its historic grand opening on July 29, 2013. ACOM's inaugural class began classes on August 5, 2013 and graduated in May 2017.

ACCREDITATION AND LICENSURE

ACCREDITATION

The Alabama College of Osteopathic Medicine (ACOM) is incorporated under the laws of the state of Alabama as a nonprofit, 501(c)(3) corporation. The governing body is the Board of Directors, which holds title to the properties of the College and establishes bylaws for its operation. Responsibility for administration and day-to-day operations is delegated to the President and through the President to the Dean/Senior Vice President of ACOM as the Chief Academic Officer.

ACOM was granted full accreditation status as of April 24, 2017 by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). Enrolled or prospective students wishing to review the documents describing ACOM's accreditation should submit their requests in writing to the Associate Dean of Student Services.

"The AOA Commission on Osteopathic College Accreditation (COCA) serves the public by establishing, maintaining and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine (COMs) reflect the evolving practice of osteopathic medicine. The scope of the COCA encompasses the accreditation of the COMs." (Commission on Osteopathic College Accreditation Handbook (effective December 7, 2015), page 3.) The accreditation standards are available at <https://osteopathic.org/accreditation/standards/> or by using the following contact information:

Director, Division of Predoctoral Education Phone:	(800) 621-1773
American Osteopathic Association:	(312) 202-8097
Fax:	(312) 202 8397
Email:	predoc@osteopathic.org
Address:	142 East Ontario Street Chicago, IL 60611

LICENSURE

The Alabama College of Osteopathic Medicine (ACOM) is an incorporated, non-profit, private institution under the authority of the Houston County Health Care Authority and the Alabama Department of Postsecondary Education, the licensing agency for private, higher-education programs in the state. ACOM awards the Doctor of Osteopathic Medicine degree by virtue of satisfying accreditation requirements by the Commission on Osteopathic College Accreditation and licensure obligations by the State of Alabama to operate a private institution of higher education. Enrolled or prospective students wishing to review the documents describing ACOM's licensure should submit their requests in writing to the Associate Dean of Student Services.

MISSION, VISION AND CORE VALUES

MISSION

The Alabama College of Osteopathic Medicine will provide quality, learner-centered osteopathic education, research and service, while promoting graduate medical education, with emphasis on patient-centered, team-based primary care to serve the medically underserved areas of Alabama, the Tri-State area and the nation.

VISION

The Alabama College of Osteopathic Medicine will be regionally and nationally recognized for significantly impacting the physician workforce needs and access to quality medical services.

CORE VALUES

INSPIRED

Integrity, Service, Passion, Innovation, Respect, Excellence, Diversity

The Alabama College of Osteopathic Medicine expects all members of our academic community, including faculty, staff, students, and administrators, to reflect the core values of our College in carrying out our mission through teaching, learning, research, interacting with colleagues, and caring for patients. Our core values and their associated behaviors emerged from a collaborative effort by our academic community, and they apply to us all. The core values describe how we aspire to conduct ourselves in all matters related to and representing the ACOM.

Our core values are:

Integrity—We are committed to carrying ourselves in a professional manner with honesty, compassion, and trustworthiness with a dedication to self-improvement in all areas of our daily interactions.

Service—We exercise understanding and empathy toward our patients and colleagues. As faculty, staff, students and alumni, we care for our College, the community of Dothan, the communities of our clinical training sites, and all of the patients and families that members of the ACOM family impact now and in the future.

Passion—We are all colleagues in the process of teaching and learning. We adhere to the principle that everyone is continually learning and that we learn from each other. The utmost commitment to the highest standards of teaching and learning is at the forefront of our educational mission.

Innovation—We take pride in using the most up-to-date methodologies, strategies, resources, facilities, equipment, and technology through evidence-based practice in all areas of our mission.

Respect—We treat all people as we would expect them to treat us. We acknowledge the dignity, humanity, and sense of self of everyone.

Excellence—We understand that we project the image of the Alabama College of Osteopathic Medicine in all that we do as faculty, staff, students, administrators, and alumni. We are committed to our brand and our actions being synonymous with excellence.

Diversity—We understand that our colleagues, students, and patients come from varied cultural, social, and economic backgrounds. We strive to treat everyone with the same degree of acceptance and deference.

PHILOSOPHY OF OSTEOPATHIC MEDICINE

Osteopathic medicine stresses a comprehensive approach to the maintenance of health. The roots of osteopathic medical education lie in the emphasis it places on the musculoskeletal system. The interrelationship between this and other body systems is basic to health maintenance and the prevention of disease. Founded by Andrew Taylor Still, M.D. (1828-1917), osteopathic medicine utilizes four fundamental principles which enable the osteopathic physician to look at health and disease in a unique manner:

1. The body is a unit; the person is a unity of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based on the above three principles.

OSTEOPATHIC PLEDGE OF COMMITMENT

I pledge to:

1. Provide compassionate, quality care to my patients;
2. Partner with them to promote health;
3. Display integrity and professionalism throughout my career;
4. Advance the philosophy, practice, and science of osteopathic medicine;
5. Continue life-long learning;
6. Support my profession with loyalty in action, word and deed; and
7. Live each day as an example of what an osteopathic physician should be.

OSTEOPATHIC PHYSICIAN'S 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 drugs for deadly purposes to any person, 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 be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

POLICY AND STATEMENT OF NON-DISCRIMINATION

The Alabama College of Osteopathic Medicine does not discriminate on the basis of age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, national or ethnic origin, or disability in its programs, activities, hiring, or the admission of students.

This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also followed in the operation of all other programs, activities, and services of the College.

STATEMENT ON DIVERSITY

The Alabama College of Osteopathic Medicine recognizes, values, and affirms that diversity contributes richness to the College and enhances the quality of education. Students, faculty, staff, and administrators are valued for their diversity. ACOM is committed to providing an academic and employment environment in which students and employees are treated with courtesy, respect, and dignity. It is the policy of ACOM that no student or employee shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by ACOM.

STUDENT BODY DIVERSITY

ACOM is required by HEA Sec. 485 (a)(1)(Q) to publish information about student body diversity. Specifically, the College is required to publish the percentage of enrolled, full-time students for (1) male students; (2) female students; (3) self-identified members of a major racial or ethnic group, and (4) Federal Pell Grant recipients.

In accordance with the requirements of the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) 2019-2020 Data Collection Schedule, ACOM reported the college's enrollment statistics. The statistics shown below represent the College's total student enrollment by gender and race/ethnicity as of the date of submission of the IPEDS 2019 Fall Enrollment Survey.

The College did not offer programs at or below the baccalaureate level in 2019-2020. Therefore, no ACOM students received Federal Pell Grants, and no Federal Pell Grant recipients were reported in the College's IPEDS Student Financial Aid Survey.

The information collected by NCES is available to enrolled and prospective students on the NCES College Navigator website at <http://nces.ed.gov/collegenavigator/?s=AL&id=483975#enrolmt>.

ACADEMIC PROGRAM – OSTEOPATHIC MEDICINE

PROGRAM DESCRIPTION

In the **Osteopathic Medicine Program**, ACOM students receive a comprehensive medical education leading to the degree of **Doctor of Osteopathic Medicine (D.O.)**. The program consists of 169 credit hours of instruction and is designed to be completed in four years. ACOM students spend their first two years studying an integrated curriculum that includes basic medical sciences, clinical sciences, osteopathic principles and practice, and primary clinical skills. ACOM students receive access to the latest technologies such as patient simulators and simulated patient encounters that incorporate didactic study in physical exam skills, communication skills, cultural competency, spirituality in medicine, medical law, and ethics.

ACOM students will participate in third and fourth year clinical clerkships in one of several regions of the state of Alabama and surrounding states where clinical teaching sites have been established as core clerkship experiences in a variety of medical specialties. With an emphasis on primary care and underserved areas of medicine, ACOM students will gain invaluable experience in a diverse array of clinical settings.

ACOM students will compete nationally for prestigious residency programs in primary care areas, as well as specialties such as surgery, cardiology, psychiatry, emergency medicine, dermatology, and radiology. In addition, ACOM will participate in the establishment of ACGME accredited residency programs in Alabama and the surrounding regions.

CURRICULUM OVERVIEW

The Alabama College of Osteopathic Medicine curriculum is a hybrid model utilizing discipline- and system-based delivery. Initially, the curriculum will present core concept knowledge in the traditional discipline-based manner, which includes a full first semester of basic foundational sciences and anatomy with cadaver dissection. Additional pre-clinical instruction is delivered in a systems-based format concentrating on clinical integration with a patient-centered focus. This curriculum delivery model is complemented by longitudinal instruction in osteopathic principles and practice, high-fidelity patient simulation, primary clinical skills and early standardized patient encounters. This blended model continually reinforces the application of learned knowledge into a clinical framework for long-term retention. The clinical clerkship training will be delivered throughout the State of Alabama and surrounding region at community-based hospitals and clinics utilizing a network of physicians with more than 10 years of osteopathic clinical training experience.

The first and second years of osteopathic medical education will introduce the student to the fundamental scientific concepts as these apply to the study of medicine. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

An understanding of the etiology, pathophysiology, diagnosis, and treatments of disease is fundamental to the development of a complete osteopathic primary care physician. Therefore, the basic or preclinical as well as the clinical science components of the ACOM Course/Systems Curricula are organized into Integrated Basic Science Courses and Organ Systems. The Courses and Organ Systems are presented to and integrated for the student in classroom, TBL and/or small group instruction/discussion, and independent study.

ACOM entrusts its various clinical training sites, Medical Education Directors, and Supervising Physician Preceptors to train students for excellence in clinical practice. The preceptors and clinical training sites implement the curriculum in a manner that balances the learning needs of the students and the educational resources available at the site. To enhance learning, preceptors and sites are encouraged to use a variety of teaching techniques, including observation, monitored participation, video and audio recordings, computers, readings, individual discussions, and presentations by students, faculty, and others. Specific curricular expectations are outlined in the syllabus for each of the required clerkship rotations.

The clinical curricula consists of clinic, hospital, and office-based training. All faculty are approved by ACOM based on interest and dedication to teaching, as well as a credentialing process including evaluation of the Curricula Vitae (CV), recommendation by appropriate Medical Education Director, and medical license checks. The clinical curricula reflects the mission of the college through planning and evaluation in the Academic Planning and Evaluation Committee for Curriculum (APECC), the Curriculum Committee, and the input and review of the Dean's Cabinet.

Entry into any OMS-III level course requires the successful completion of all OMS-II level courses and COMLEX 1. The core experience within the site will consist of the following REQUIRED clerkship rotations: one month of Behavioral Medicine, two months of Internal Medicine, one month of General Surgery, one month of Obstetrics/Gynecology, one month of Pediatrics, one month of Family Medicine, and one month in the ACOM Rural Health Clinic. One third year clerkship rotation must be imbedded within a residency program. The remainder of the year is designated for electives. During the first ten rotation periods, concurrent with required core and elective clerkship rotations, students will participate in Pathway to Residency didactic activities. The Core Site Coordinator will contact the student before core clerkship rotations begin regarding student expectations, housing, orientation activities, and other pertinent information. Students must complete core clerkship rotations in Periods 1 and 2 of their OMS-III year. Students are encouraged, but not required, to complete most of their core clerkship rotations during the Fall Term of their OMS-III year.

The OMS-IV curriculum is intended to build on the foundational experience provided in the third year. The only required clerkship rotations are Emergency Medicine and Hospice & Palliative Care (which can be completed during third or fourth year). Fourth year experiences are in settings where more demands for independence can be expected of the senior medical student. Electives will allow students to travel to locations other than their core site for clerkship rotations in their chosen specialty in preparation for application to residency programs.

STUDENT TRACKING AND PROMOTION

ACOM students must accomplish specified milestones to academically progress through the curriculum. The Registrar/Director of Student Tracking monitors and tracks the progress of each student at ACOM. ACOM's Student Progress Committee (SPC) makes a recommendation to the Dean at the end of each academic year to promote each student to the next academic level. (See below table for the minimum requirements to complete each level.)

OMS Level	Requirements for Completion
OMS I	<ul style="list-style-type: none">• Complete and Pass all required OMS I coursework• Complete all required OMS I assessments and evaluations.
OMS II	<ul style="list-style-type: none">• Complete and Pass all required OMS II Coursework• Complete all required OMS II assessments and evaluations.• Complete and Pass COMLEX 1
OMS III	<ul style="list-style-type: none">• Complete and Pass all required OMS III clerkships• Complete all required OMS III assessments and evaluations.
OMS IV	<ul style="list-style-type: none">• Complete and Pass all required OMS IV clerkships• Complete all required OMS IV assessments and evaluations.• Complete and Pass COMLEX 2-CE• Complete and Pass COMLEX 2-PE
ACOM Graduate	<i>Complete the DO degree within 150% of the standard time to achieve the single degree (six years). (If a student is on formal leave and not paying tuition, the time is neutral and not counted toward the time to achieve the degree.)</i>

GRADUATION REQUIREMENTS

A medical student who has fulfilled all of the program requirements may be granted the Doctor of Osteopathic Medicine degree provided the medical student:

- Has complied with all the curricular, legal and financial requirements of ACOM;
- Has successfully completed all coursework requirements in no more than six years;
- Attends the ceremony in person;
- Takes the osteopathic oath;
- Has taken and passed COMLEX Level 1, Level 2-CE, and Level 2-PE administered by the National Board of Osteopathic Medical Examiners (NBOME);
- Has demonstrated the ethical, personal and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.

Students whose graduation date is delayed will be allowed to walk across the stage with their matriculating class as long as they will be able to finish their clerkships by the conclusion of that academic year. To walk across the stage they must have passed COMLEX Level 1 and both parts of COMLEX Level 2.

DEGREE PLAN – 169 CREDIT HOURS

OMS-I & OMS-II COURSE REQUIREMENTS

OMS I – FALL		
Course #	Course Name	Credit Hours
701	Anatomical Sciences	8
711	Molecular Medicine	7
731	Osteopathic Principles & Practice I	2
741	Primary Clinical Skills I	2
781	Foundations of Modern Healthcare I	2
Credit Hours Per Term		21
OMS I – SPRING		
Course #	Course Name	Credit Hours
720	Neuroanatomy/Behavioral Neuroscience	8
724	Musculoskeletal	4
751	Hematology/Lymph	4
768	Dermal	2
782	Foundations of Modern Healthcare II	1
732	Osteopathic Principles & Practice II	2
742	Primary Clinical Skills II	2
Credit Hours Per Term		23
OMS II – FALL		
Course #	Course Name	Credit Hours
753	Cardiovascular	6
757	Respiratory	5
755	Renal	3
733	Osteopathic Principles & Practice III	2
743	Primary Clinical Skills III	2
783	Foundations of Modern Healthcare III	2
Credit Hours Per Term		20
OMS II – SPRING		
Course #	Course Name	Credit Hours
761	Endocrine/Reproductive	8
764	Gastrointestinal	4
732	Osteopathic Principles & Practice IV	2
742	Primary Clinical Skills IV	2
784	Foundations of Modern Healthcare IV	1
732	Clinical Integration Capstone	4
Credit Hours Per Term		21
Total Pre-Clinical Credit Hours		85

OMS-III & OMS-IV COURSE (CLERKSHIP) REQUIREMENTS

OMS-III		
Course #	Clerkship Name	Credit Hours
DO CLIN 801	Core: Behavioral Medicine	4
DO CLIN 802	Core: Internal Medicine I	4
DO CLIN 803	Core: Internal Medicine II	4
DO CLIN 804	Core: Obstetrics/Gynecology	4
DO CLIN 805	Core: General Surgery	4
DO CLIN 806	Core: Pediatrics	4
DO CLIN 807	Core: Family Medicine	4
DO CLIN 833	Core: ACOM Rural Health Clinic	4
DO CLIN 840-899	*Electives	12
OMS-III Credit Hours		44
OMS-IV		
Course #	Clerkship Name	Credit Hours
DO CLIN 903	Required: Emergency Medicine	4
DO CLIN 908	Core: Hospice & Palliative Care	4
DO CLIN 940-999	*Electives	32
OMS-IV Credit Hours		40
Total Clinical Credit Hours		84

CLASSIFICATION OF CLERKSHIP ROTATIONS

Clerkship Rotations are classified as core, required, or elective:

- a. **Core Clerkship Rotations:** Core clerkship rotations must be completed at the assigned core site and are assigned by ACOM. The student cannot change them.

In the unusual situation that a student's core site is unable to provide a scheduled core clerkship rotation, then that student may be assigned by the appropriate Regional Coordinator to the nearest available core site, with approval by the Associate Dean of Clinical Sciences.

- b. **Required Clerkship Rotations:** Required clerkship rotations do not have to be completed at a core site, but are required to be taken in the appropriate OMS year.
- c. **Elective Clerkship Rotations:** Students have the opportunity to complete many elective clerkship rotations in the third and fourth years. Electives can be in any specialty and at any medical facility. Preceptors for elective clerkship rotations may be any licensed, practicing physician approved by ACOM; they are not required to be a member of the ACOM Clinical Faculty. Students are encouraged to schedule elective clerkship rotations in a variety of clinical practice areas for broad-based clinical exposure.

Students who choose to complete elective clerkship rotations at locations other than ACOM core sites must have those electives approved by the Division of Clinical Sciences sixty (60) days in advance.

LIMITS ON CLERKSHIP ROTATIONS

- a. There is no limit on the number of credit hours students may complete in a particular discipline; however, students should endeavor to make smart, strategic choices when planning their elective schedules. Students are encouraged to seek out and follow the guidance from ACOM Faculty and Medical Education Directors.
- b. Students may not complete more than eight credit hours of clerkship rotations, core or elective, with the same supervising physician over the combination of the clinical years without special permission from the Associate Dean of Clinical Sciences.
- c. Students may complete only one clerkship rotation with a preceptor who is a member of the student's family. A clerkship rotation completed with a family member must be an elective clerkship rotation.
- d. Students may not complete more than eight credit hours of Research electives or International Medicine electives over the combination of the clinical years without special permission from the Associate Dean of Clinical Sciences.
- e. Students may not complete more than four credit hours of the Wilderness Medicine elective
- f. Guidelines on student participation in clinical activities while on clerkship rotations are included in this document as Appendix C. They are meant to be recommendations for policies concerning student involvement in the clinical setting at all clerkship rotation venues.

COURSE DESCRIPTIONS

OMS-I COURSE DESCRIPTIONS

DO SYS 701 Anatomical Sciences - Medical Gross Anatomy is the study of the body's structure. The subject of anatomy is not only crucial for surgeons, but it is also important for a clinician who performs emergency procedures; carries out a physical examination; performs an invasive procedure; examines radiological imaging; refers a patient to another doctor; or explains a procedure to a patient. These undertakings are common to all disciplines of medicine. The course is organized by the four major body regions: back and upper limb; lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory prosections and dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological and surface (palpatory) anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams.

DO SYS 711 Molecular Medicine - The basic sciences are the foundation on which evidence-based medical education and practice are built. This course provides a path for the student to gain an extensive knowledge base in biochemistry, immunology, and medical genetics as well as an introduction to basic concepts of pharmacology, physiology, and pathology. The fully integrated curriculum addresses themes common to all these basic sciences, focusing on their impact on medical principles and practices.

DO SYS 731 Osteopathic Principles & Practice I - Osteopathic physicians are trained and responsible for conducting the diagnostic evaluation and providing rational treatment of somatic dysfunction found in a broad range of patients, across the entire spectrum of diseases. The practice of Osteopathic principles and manipulation will be utilized throughout your career as a physician and allow you the opportunity to not only manage your patient, but often provide lasting cure with a valuable tool that perfectly completes the practice of medicine. This course will offer students opportunities to develop personal philosophies and skills as an osteopathic physician. OPP I is organized with the expectation of immediate skill development allowing the ability to diagnose and treat a wide variety of ailments. Integration of didactic information from other clinical courses into a uniquely osteopathic framework will be included.

DO SYS 741 Primary Clinical Skills I - Primary Clinical Skills I is an introductory course to the history and physical examination that prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the first course in a two-year continuum, Primary Clinical Skills I serves as the foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

DO SYS 781 Foundations of Modern Healthcare I - The aim of the course is to explore the contemporary foundational elements of providing healthcare in the 21st century while preparing students to address the needs of the general and underserved population. The course presents an introduction to evidence-based medicine and topics related to the humanistic dimension of the medical profession and patient care.

The course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine placing an emphasis on professionalism, medical ethics, information mastery, clinical reasoning, self-care, wellness, patient engagement, interprofessional collaboration, mindfulness, emotional intelligence, career in medicine, healthcare systems, end-of-life care,, spiritual and cultural diversity, medical jurisprudence, copyright/plagiarism, and integrative medicine.

DO SYS 720 Behavioral Neuroscience/Neuroanatomy - The Behavioral Neuroscience course is an interdepartmental course that emphasizes the interdisciplinary study of the human nervous system as it applies to clinical medicine. This course consists of the integration of three components.

The first component is **Neuroanatomy** is the first component of the course, where the basic anatomical structures and relationships of the central nervous system are stressed. The course covers general principles of development, connectivity, vascular supply of brain and spinal cord, and the control over the peripheral nervous system. Review of selected degenerative or traumatic lesions emphasizes anatomical/clinical relevance of the material. Laboratory participation is an integral part of the learning environment.

The second component is **Medical Neuroscience**, which introduces the student to the form, function, and dysfunction of the nervous system. This information is presented in the context of the clinical situation, and when feasible emphasizing major disease processes a physician is likely to encounter. Pharmacologic aspects of neurologic disease will be emphasized. Correlation with current neuroradiology testing and Neuropathology is also included.

The third component is **Behavioral Neuroscience**, which is a broad-based examination of the biological, developmental, environmental and social/cultural aspects of cognition, emotions and behavior. Psychopathology is presented by learning about psychiatric assessment and interviewing and the classification of mental disorders. Additionally, the etiology, diagnosis, prognosis and treatment modalities (psychotropic medications and psychotherapies) of psychiatric conditions are reviewed.

DO SYS 724 Musculoskeletal - The purpose of this course is to provide the student with an interdisciplinary understanding of the musculoskeletal system to facilitate evaluation, diagnosis, and treatment in a primary care setting. Students will review and enhance their knowledge of anatomy, biomechanics, physiology, biochemistry, immunology, pathology, and pharmacology as well as Osteopathic Principles and Practice (OPP) to develop a comprehensive mastery of relevant clinical concepts and mechanisms. Familiarity with material from previous coursework will be assumed and expected. Clinical topics to be covered include orthopedic surgery, sports medicine, podiatry, radiology, infectious disease, rheumatology, and Osteopathic Manipulative Medicine. Methods of examining the musculoskeletal system will be introduced and taught concurrently in the PCS and OPP courses.

DO SYS 751 Hematology & Lymph - Hematology & Lymph is an integrated systems course that focuses on blood components including cells, proteins, fluids and other organs and tissues that play roles in oxygen delivery, immune reactions, and clotting. Consideration will be given to both normal processes and to disease states. In addition, oncological aspects will be discussed for WBC-related and other neoplasms. Finally, relevant microbiologic organisms/processes will be discussed including HIV.

DO SYS 768 Dermal - The goal of this course is to provide students with fundamental medical knowledge of the dermal system. The course content will enable students to develop the knowledge and skills necessary for accurate description, effective diagnosis, and efficient treatment of dermatologic problems.

DO SYS 732 Osteopathic Principles and Practice II - Osteopathic physicians are trained and responsible for conducting the diagnostic evaluation and providing rational treatment of somatic dysfunction found in a broad range of patients, across the entire spectrum of diseases. The practice of Osteopathic principles and manipulation will be utilized throughout your career as a physician and allow you the opportunity to not only manage your patient, but often provide lasting cure with a valuable tool that perfectly completes the practice of medicine. This course will offer students opportunities to develop personal philosophies and skills as an osteopathic physician. OPP II is organized with the expectation of immediate skill development allowing the ability to diagnose and treat a wide variety of ailments. Integration of didactic information from other clinical courses into a uniquely osteopathic framework will be included.

DO SYS 742 Primary Clinical Skills II - Primary Clinical Skills II is the second of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in PCSI. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the second course in a two-year continuum, Primary Clinical Skills II continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

DO SYS 782 Foundations of Modern Healthcare II - Foundations of Modern Healthcare II is the second of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. This course prepares students to effectively gather and organize clinical medical literature in an accurate, thorough, and professional manner. As the second course in a two-year continuum, Foundations of Modern Healthcare II continues to serve as a foundation by providing a systematic framework of professionalism, ethics, and careers in medicine. In this course, students will also provide foundation in epidemiology, biostatistics, informatics, research methods, and evidence-based medicine. Students will demonstrate mastery of material through a journal club and TBL sessions.

OMS-II COURSE DESCRIPTIONS

DO SYS 753 Cardiovascular - The Cardiovascular Systems course is an interdepartmental course that emphasizes the interdisciplinary study of the human cardiovascular system as it applies to clinical medicine. This course consists of the integration of multiple components. One component is cardiac structure and function, where the basic anatomic structures and development, normal function and control, and vascular supply into and out of the heart are addressed. Pathological states and related clinical outcomes emphasize the major cardiac disease processes a physician is likely to encounter, and EKG interpretation in health and disease is also a major emphasis. Evaluation of the patient and relevant differential diagnoses will be included. Another component is vascular structure and function, which builds on cardiac function and stresses the means by which delivery of oxygen, nutrients, waste products, hormones, and related materials are achieved. As with cardiac structure, this information is presented in the context of the clinical situation, and when feasible emphasizing major disease processes a physician is likely to encounter. Pharmacologic aspects of cardiovascular disease will be emphasized.

DO SYS 755 Renal - Identify the minimum essential knowledge of the renal system with which every medical student trained as an undifferentiated osteopathic physician must have at the time of graduation from medical school. This course provides a clear path for the osteopathic student to gain knowledge in renal: anatomy, microbiology, physiology, pharmacology, pathology and osteopathic principles with the goal of bridging molecular and clinical medicine.

DO SYS 757 Respiratory – The Respiratory System integrates foundational basic science information with common clinical pulmonary and ENT disease diagnosis and management principles for both the adult and pediatric populations.

DO SYS 783 Foundations of Modern Healthcare III - Foundations of Modern Healthcare III is the third of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. This course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine. This course will also provide students with knowledge regarding cognitive clinical reasoning, health care terminology, COMLEX preparation, Journal Club, healthcare systems, hospice, home health, and palliative care, complementary and alternative medicine, medical jurisprudence, health care disparity, child abuse and neglect, patient engagement, patient safety, medical licensure, physicians as leaders, the 6 Aims of Healthcare

Improvement, global health, population-based care, rural health, health promotion and disease prevention, occupational/environmental medicine, prescription writing, consultations, health care literacy, and health care disparity.

In doing so, the course objectives convey the respective core competencies outlined in the Institutional Learning Objectives and Graduate Characteristics.

DO SYS 733 Osteopathic Principles & Practice III - This course is a continuation of DO SYS 731 & 732, further expanding and developing the osteopathic philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

DO SYS 743 Primary Clinical Skills III - Primary Clinical Skills III is the third of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the third course in a two-year continuum, Primary Clinical Skills III continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

DO SYS 761 Endocrine / Reproductive

Endocrine: This course explores the anatomy of the hormone secreting glands, the biochemical description of a hormone, how hormones are studied and measured, and the physiology of homeostasis. Pathologies of the endocrine system and the pharmacology of endocrine drugs are presented. Clinical manifestations of endocrine disorders of various ages are presented, with emphasis on identification, diagnosis, and treatment. The course also considers the evaluation and management of endocrine emergencies.

Reproductive: The aim of this course is to familiarize the student with the development, function, and pathology of the male and female reproductive systems. The topics will cover areas of embryology, anatomy, physiology, biochemistry, pharmacology, histology, microbiology, endocrinology and pathology as they pertain to the reproductive system. Students will also be introduced to and gain an understanding of clinical obstetrics and gynecology through the presentation of clinically oriented cases using a multisystem approach.

DO SYS 764 Gastrointestinal - Gastrointestinal integrates foundational basic science information with common clinical gastrointestinal and hepatic disease diagnosis and management principles for both the adult and pediatric populations.

DO SYS 784 Foundations of Modern Healthcare IV - The aim of the course is to explore the contemporary foundational elements of providing healthcare in the 21st century while preparing students to address the needs of the general and underserved population. The course presents an introduction to evidence- based medicine and topics related to the humanistic dimension of the medical profession and patient care.

Foundations of Modern Healthcare IV is the fourth of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. The course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine. As the fourth course in a two-year continuum, Foundations of Modern Healthcare IV continues to serve as a foundation by providing a systematic framework on professionalism, ethics, and careers in medicine. This course will also provide students with knowledge regarding HIPAA training, Hospice experience, SIM experience, medical jurisprudence, COMLEX preparation, biostatistics, epidemiology, informatics, and Journal Club.

DO SYS 734 Osteopathic Principles & Practice IV - This course is a continuation of DO SYS 731 & 732 & 733, further expanding and developing the osteopathic philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

DO SYS 744 Primary Clinical Skills IV - Primary Clinical Skills IV is the fourth of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the fourth course in a two-year continuum, Primary Clinical Skills IV continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

DO SYS 791 Clinical Integration Capstone – This course is a customized COMLEX and USMLE review program designed to assist medical students in preparation for Boards and Clerkship training. The physiological application of medical knowledge to clinical medicine is essential in order to achieve a commanding understanding of Medicine. The course will integrate major system physiology, pathophysiology, clinical manifestations and treatment. In addition, the basic sciences will be reviewed with emphasis on clinical presentations and abnormalities.

OMS-III CLERKSHIP DESCRIPTIONS

DO CLIN 801 Behavioral Medicine - Four weeks focusing on the evaluation, intervention, and management of the psychiatric patient. Emphasis is placed on the medical student learning the triage and community integration of treatment models, treating the patient in the setting close to home rather than the inpatient psychiatric hospital. This month will offer the integration of the psychiatric treatment model with the goal of community treatment and placement for the mentally ill patient.

DO CLIN 802 Internal Medicine I - Four weeks of training in clinic and hospital settings leading to a foundational understanding of general medical problems in the adult male and female patients. This precedes and represents a requirement for Internal Medicine II.

DO CLIN 803 Internal Medicine II - Four weeks of training with the same objectives as IM I. Increases the consolidation of educational goals by providing continuity of environment and faculty found in IM I.

DO CLIN 804 Obstetrics/Gynecology - Four weeks of training in the inpatient or outpatient setting to obtain acceptable competency for a medical student in the care of medical and surgical issues related to the female genitourinary system. This will include the evaluation and care of the pregnant patient for prenatal, delivery and post-natal period.

DO CLIN 805 General Surgery - Four weeks of training in the hospital setting under the supervision of a hospital-based general surgeon(s). This will include the evaluation, surgical intervention, consultation, and follow-up of the adult male and female population.

DO CLIN 806 Pediatrics - Four weeks of clinical training in the outpatient and/or inpatient setting. The student will learn to take an appropriate history for male and female patients from birth to adulthood. Emphasis will be placed on preventive health management for evaluation of growth milestones, as well as immunization strategies. Identification of the acutely ill patient will be integrated into the experience.

DO CLIN 807 Family Medicine - Four weeks of training with a family physician students will work with a family physician in order to gain a more complete perspective of the uniqueness of family medicine and further their learning of clinical knowledge and skill sets necessary to practice medicine in a variety of outpatient and inpatient settings.

DO CLIN 833 ACOM Rural Health Clinic - Four weeks of training providing a unique combination of OPP training in both a standardized and clinical setting as well as training in a family rural health clinic. Concurrent with this training, students will also serve in a near- peer teacher role to first- and second-year students in OPP lectures, OPP labs, and the clinic. Students are expected to learn and refine skills necessary to integrate OMT into daily clinical practice. They will also begin their role as both mentor and lifelong learner/teacher essential for lifelong success as a physician.

DO CLIN 840-899 Electives - Electives may be completed in any discipline, with any licensed practicing physician approved by the Division of Clinical Sciences and are not required to be completed with a member of the ACOM clinical faculty. For more information about electives with specialized didactics, please refer to the "Additional Options for Elective Clerkships" section.

General Internal Medicine	DO CLIN 840	Rheumatology	DO CLIN 846
Gastroenterology	DO CLIN 841	Neurology	DO CLIN 847
Cardiology	DO CLIN 842	Allergy/Immunology	DO CLIN 848
Nephrology	DO CLIN 843	Critical Care Medicine	DO CLIN 849
Pulmonology	DO CLIN 844	Infectious Diseases	DO CLIN 850
Hematology/Oncology	DO CLIN 845	Adolescent Medicine	DO CLIN 851

Emergency Medicine	DO CLIN 852	Family Medicine	DO CLIN 877
Endocrinology	DO CLIN 853	OPP Elective	DO CLIN 878
Pediatrics	DO CLIN 854	Geriatrics	DO CLIN 879
OB/GYN	DO CLIN 855	PM&R	DO CLIN 880
Sports Medicine	DO CLIN 857	Occupational Medicine	DO CLIN 881
Neonatology	DO CLIN 858	International Medicine	DO CLIN 882
General Surgery	DO CLIN 861	Addiction Medicine	DO CLIN 883
Neurosurgery	DO CLIN 862	Pathology	DO CLIN 884
Otolaryngology	DO CLIN 863	Medical Spanish	DO CLIN 836
Anesthesiology	DO CLIN 864	Public Health	DO CLIN 837
Vascular Surgery	DO CLIN 865	Radiation Oncology	DO CLIN 887
Orthopedics	DO CLIN 866	Preventive Medicine	DO CLIN 888
Ophthalmology	DO CLIN 868	Colorectal Surgery	DO CLIN 889
Urology	DO CLIN 869	Cardiothoracic Surgery	DO CLIN 890
Urogynecology	DO CLIN 870	Gynecological Surgery	DO CLIN 891
Oncology Surgery	DO CLIN 871	Clinical Integration	DO CLIN 893
Plastic Surgery	DO CLIN 872	Adv. Clinical Skills Training	DO CLIN 894
Radiology	DO CLIN 873	Hospice & Palliative Care	DO CLIN 895
Dermatology	DO CLIN 874	Research	DO CLIN 896
Women's Health	DO CLIN 875	OPP Elective II	DO CLIN 897
Behavioral Health	DO CLIN 876	Clinical Skills Ed. I Elective	DO CLIN 886

OMS-IV CLERKSHIP DESCRIPTIONS

DO CLIN 903 Emergency Medicine - Four weeks of training with a prerequisite of successful completion of the entire third year of training prior to entry. Students will be educated in the initial evaluation and stabilization of the acutely ill or traumatized patient. Education of the triage process at the entry into the Emergency Department is included in the experience.

DO CLIN 908 Hospice & Palliative Care - Four weeks of training designed to provide students with a comprehensive experience in both “End-of-Life” Care and the most current modalities of symptom control / management. Students will experience being a part of a treatment team caring for individual patients and families anticipating and managing a spectrum of issues in anticipation of life’s end. This will include experience in dealing with social, psychological, and spiritual distress in terminally ill patients. The palliative care components will include: management of pain, anxiety, insomnia, nausea & vomiting, anorexia, constipation, pruritus, cough, dyspnea, and delirium. Students are also invited and encouraged to reflect upon end-of-life issues for themselves and their families and achieve increasing comfort in their discourse.

DO CLIN 940-999 Electives - Electives may be completed in any discipline, with any licensed practicing physician approved by the Division of Clinical Sciences and are not required to be completed with a member of the ACOM clinical faculty. For more information about electives with specialized didactics, please refer to the “Additional Options for Elective Clerkships” section.

Medical Spanish	DO CLIN 936	Urology	DO CLIN 969
Public Health	DO CLIN 937	Urogynecology	DO CLIN 970
OPP Elective III	DO CLIN 939	Oncology Surgery	DO CLIN 971
General Internal Medicine	DO CLIN 940	Plastic Surgery	DO CLIN 972
Gastroenterology	DO CLIN 941	Radiology	DO CLIN 973
Cardiology	DO CLIN 942	Dermatology	DO CLIN 974
Nephrology	DO CLIN 943	Women’s Health	DO CLIN 975
Pulmonology	DO CLIN 944	Behavioral Health	DO CLIN 976
Hematology/Oncology	DO CLIN 945	Family Medicine	DO CLIN 977
Rheumatology	DO CLIN 946	OPP	DO CLIN 978
Neurology	DO CLIN 947	Geriatrics	DO CLIN 979
Allergy/Immunology	DO CLIN 948	PM&R	DO CLIN 980
Critical Care Medicine	DO CLIN 949	Occupational Medicine	DO CLIN 981
Infectious Diseases	DO CLIN 950	International Medicine	DO CLIN 982
Adolescent Medicine	DO CLIN 951	Addiction Medicine	DO CLIN 983
Emergency Medicine	DO CLIN 952	Pathology	DO CLIN 984
Endocrinology	DO CLIN 953	FQHC	DO CLIN 985
Pediatrics	DO CLIN 954	Trauma Surgery	DO CLIN 986
OB/GYN	DO CLIN 955	Radiation Oncology	DO CLIN 987
Sports Medicine	DO CLIN 957	Preventive Medicine	DO CLIN 988
Neonatology	DO CLIN 958	Colorectal Surgery	DO CLIN 989
General Surgery	DO CLIN 961	Cardiothoracic Surgery	DO CLIN 990
Neurosurgery	DO CLIN 962	Gynecological Surgery	DO CLIN 991
Otolaryngology	DO CLIN 963	Clinical Integration	DO CLIN 993
Anesthesiology	DO CLIN 964	Research	DO CLIN 996
Vascular Surgery	DO CLIN 965	Hospice & Palliative Care	DO CLIN 998
Orthopedics	DO CLIN 966	Adv. Clinical Skills Training	DO CLIN 999
Ophthalmology	DO CLIN 968	Clinical Skills Ed. II Elective	DO CLIN 992

ADDITIONAL OPTIONS FOR ELECTIVE CLERKSHIPS

Students may also consider the following options when planning elective clerkship rotations:

International Medicine - Students who are in good standing and have completed all OMS-III core clerkship rotations may complete up to two international medicine electives involving direct patient care. The primary site supervisor for international clerkship rotations must be a licensed physician qualified to practice within the host country. Students will be responsible for obtaining the appropriate visa and immunizations or other prophylaxis requirements. International medicine electives must be approved at least 60 days in advance by the Division of Clinical Sciences. The guidelines/application for international clerkship rotation can be obtained from the Clerkship Chair.

Research Elective Students who are in good standing and have completed all OMS-III core clerkship rotations may complete up to two research electives with prior approval by the Research Elective Clerkship Chair and the Division of Clinical Sciences. The AOA recognizes that the advancement of scientific research plays a critical role in the mission to improve American healthcare through promoting osteopathic medicine. The Research Elective is an immersion experience in ongoing human or animal based research, which may involve, but is not limited to, the following: clinical investigation, policy studies, or health services research and may be laboratory-based, practice-based, or both. The preceptor will be the Principal Investigator (PI) for the project and will be required to adhere to all regulations and procedures (IRB, IACUC, etc. as appropriate) and be approved by the Research Elective Clerkship Chair. The student will be required to take appropriate on-line training in research through the ACOM Research Division before beginning the Research Elective. Research electives must be approved at least 60 days in advance by the Clerkship Chair and the Associate Dean of Clinical Sciences. Guidelines/Applications for the research elective can be found on eValue.

Wilderness Medicine Wilderness Medicine is the practice of medicine in an austere environment. Improvisation of accepted medical therapies are required when standard medical facilities and equipment are unavailable. The practitioner must possess adequate outdoor skills to be completely self-sufficient in wilderness settings. Wilderness Medicine training prepares health care personnel to be useful in disaster and humanitarian settings. The goal of this wilderness medicine elective is to prepare participants to function as health care providers anywhere in the world, under any circumstances, with or without access to hospitals.

Advanced Clinical Skills Training The Advanced Clinical Skills Training Clerkship Rotation is designed to facilitate student improvement on the COMLEX-USA Level 2 Performance Evaluation. In order to meet this goal, students will work with clinical faculty, clinical skills educators, and the Clinical Competency Center staff to improve their clinical skills in the context of standardized patient encounters. Students will complete a variety of standardized patient encounters followed by a self-assessment of their performance. Students will also meet regularly with clinical faculty to determine their specific learning needs. At the end of the rotation, the student's progress will be evaluated by a board style OSCE. The length of this clerkship rotation is either 2 weeks or 4 weeks.

Clinical Integration - Students will develop their nascent critical thinking skills to use in clinical scenarios - from gathering knowledge of the patient's history and risk factors to making an informed opinion of the patient's clinical status to developing a differential diagnosis, selecting diagnostic studies, and implementing a management plan.

Public Health - The purpose of this rotation is to provide the student with an overview of public health and COVID-19 pandemic health management issues. This course combines online learning with practical public health experiences, including case investigations. Students will receive a general introduction to COVID-19, pathogenesis, epidemiology, preparedness, messaging, testing/screening, handwashing/disinfection, personal protective equipment and quarantine. This rotation is not intended to transform the student into an expert, but rather to provide the student a survey of the discipline. *Currently offered only under distance learning accommodations.

Medical Spanish - The Medical Spanish clerkship rotation aims to introduce students to basic Spanish into common health encounters. Students will develop an understanding of the socio-cultural beliefs and practices and their impact on health and health care among Spanish-speaking populations. This course will also show students how language-concordant health care improves health outcomes. Using Canopy, an online medical Spanish training program, students will learn Spanish vocabulary and comprehension for patient encounters. Students will write patient education handouts in Spanish and will have assigned readings on Latino health and culture. *Currently offered only under distance learning accommodations.

Off-Cycle Clerkship Rotations - If an OMS-IV student is accepted for an elective clerkship rotation at a training site that has a clerkship rotation schedule different from ACOM, the student must first ask if that site will accept the ACOM clerkship rotation schedule. Sites will often accommodate varying student schedules in order to recruit applicants for their residency programs. If the training site will not accommodate the ACOM clerkship rotation schedule, the Division of Clinical Sciences will review the student's request for alternate scheduling on a case-by-case basis.

ADMISSIONS REQUIREMENTS

CITIZENSHIP

An applicant must be a U.S. citizen or permanent resident.

MEDICAL COLLEGE ADMISSIONS TEST (MCAT)

All candidates must submit their most recent Medical College Admission Test (MCAT) scores. Scores reported within four years of the application cycle start date are preferred. Older MCATs may be considered on an individual basis. The MCAT score will serve as one component of the overall assessment of the student.

PREREQUISITE COURSEWORK

Required: A high school diploma or its recognized equivalent and completion of a baccalaureate degree from a college or university accredited by an agency formally recognized by the United States Department of Education.*

* Students with 75% of coursework completed towards a baccalaureate degree may be considered under special circumstances and must be approved by the dean.

Specific Course Requirements	2 BIOLOGY courses w/ labs*	8 semester hours
	2 GENERAL/INORGANIC CHEMISTRY courses w/ labs*	8 semester hours
	2 ORGANIC CHEMISTRY courses w/ labs*	8 semester hours
	2 PHYSICS courses w/ labs*	8 semester hours
	2 ENGLISH courses	6 semester hours

*Laboratory credits are required with science courses

**Equivalent coursework may be considered for prerequisite courses through review and approval by the Dean of Student Services.

Recommended: Advanced Coursework in the biological sciences is highly recommended in addition to the above prerequisite requirements. Students who, upon entering medical school, have a stronger biological sciences foundation have been shown to be more successful in their transition to medical school studies. Suggested advanced coursework includes, but is not limited to: biochemistry, cell biology, genetics, human anatomy, physiology, immunology, microbiology, neuroscience and behavioral science.

Foreign Coursework: Coursework taken at foreign institutions must be evaluated for U.S. equivalence by one of the following evaluation services, and an official copy must be sent from the service directly to AACOMAS. You should also have a copy sent to you for completing the AACOMAS application. Request a course by-course evaluation and list the courses, subject codes, semester hours, and grades on the AACOMAS Academic Record or Professional School Academic Record as per the instructions. Your application will not be complete without an official evaluation. Transfer credits appearing on U.S. institutional transcripts, student copies of an evaluation, or other foreign evaluations will not be accepted. You should contact one of the following:

World Education Services

P.O. Box 5087
New York, NY 10274-5087
(212) 966-6311

www.wes.org

Courier Address:

64 Beaver St., #146
New York, NY 10004

Josef Silny & Associates, Inc.

International Educational Consultants

7101 SW 102 Avenue
Miami, FL 33173
(305) 273-1616

www.jsilny.com

Educational Credential Evaluators, Inc.

P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400

www.ece.org

Courier Address:

101 W. Pleasant St., Suite 200
Milwaukee, WI 53212-3963

International Education Research Foundation, Inc.

P.O. Box 3665
Culver City, CA 90231-3665
(310) 258-9451

www.ierf.org

**American Association of Collegiate Registrars and
Admissions Officers (AACRAO)**

Foreign Education Credential Services

One Dupont Circle, NW, Suite 520
Washington, DC 20036-1135
(202) 296-3359 |

[www.aacrao.org/resources/AACRAO-
International/about-edge](http://www.aacrao.org/resources/AACRAO-International/about-edge)

TRANSFER POLICIES

TRANSFER REQUIREMENTS FOR ADMISSION

ACOM accepts qualified transfer students based upon the procedures outlined below. Transfer applications will be evaluated by the Admissions Committee.

1. Transfer credits are approved only if the student is currently in good standing and is eligible for readmission to the previously attended COM or Liaison Committee on Medical Education (LCME) medical school.
2. Credits may be transferred only from medical schools and colleges accredited either by the AOA COCA or by the LCME.
3. Students requesting a transfer to ACOM from another COM must, at a minimum, complete the last two years at ACOM.
4. When students transfer from an LCME accredited medical school or college to a COM at least two years of instruction must be completed with the COM. In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation.
5. The curriculum of the school from which the student is transferring must be equivalent to ACOM curriculum. Decisions about curriculum equivalence between institutions will be decided by the ACOM Curriculum Committee regardless of individual student qualifications.
6. First year curriculums vary from school to school; thus, it is sometimes not feasible to transfer between the first and second year of medical school. In general, transferring into the third year of medical school is more feasible for the student. Students transferring into the third year must have passed COMLEX Level I.
7. Transfer credits are evaluated by the curriculum committee and appropriate course directors to determine equivalency in ACOM's curriculum. Course numbers will be entered corresponding to the previous institution on the ACOM transcript with the equivalent ACOM course title listed. Grades will be listed and included in ACOM's overall GPA calculation and class rank determination.

NEW MATRICULATE TRANSFER OF DOCTORAL CREDIT POLICY

Requests for transfer of credit for ACOM pre-clinical coursework will be considered on a case-by-case basis from student applicants with previous doctoral-level degree coursework who have been accepted to ACOM as new matriculates. The student must provide the college catalogue, syllabus, and official transcripts from the college/university in which the course was originally credited to provide ACOM faculty sufficient information to decide if the course in question is equivalent to that offered in the Doctor of Osteopathic Curriculum at ACOM. The course descriptions, course content, grade, and course credit hour equivalency will be approved at the following sequential levels:

1. Course Director
2. Associate Dean of appropriate Division
3. Academic Planning & Evaluation Curriculum Committee
4. Dean's Cabinet
5. Dean

For each course under consideration, a "Request for Transfer Credit" form must be completed, with the appropriate signatures, and filed with the Division of Student Services prior to the start of the class. The signed form becomes a part of your academic file at ACOM and serves as a record of your completion of those course requirements. A letter grade will be assigned to the course under recommendation and approval at all levels and notated as a transfer credit on the transcript. The letter grade will be calculated into the GPA. If approved, the

student will not be required to register for the course. Students will be encouraged to use their course time to increase their expertise in the subject matter or serve as assistants/tutors for their classmates.

APPLICATION PROCEDURES

AACOMAS APPLICATIONS

All applicants must apply online via the centralized application service administered by the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). AACOMAS verifies and distributes the primary application to the osteopathic colleges designated by the student. The AACOMAS application service is available in early May and applications are released to ACOM in mid-June.

Original transcripts should be sent directly to AACOMAS. Applicants must also release their MCAT scores (transmitted electronically) from AAMC to AACOMAS. Applicants can find the [application instructions](#) online and submit an application by going to aacomas.aacom.org.

Have questions? The AACOMAS Customer Service phone number is (617) 618-2889 and is available 9am – 5pm EST, Monday through Friday. The email address is aacominfo@liaisoncas.com.

APPLICATION STEPS

1. Complete and submit the primary (AACOMAS) application. Verified applications are screened for minimum academic requirements. Selected applicants will receive an email with a link to complete an online supplemental (secondary) application.
2. Complete the Supplemental Application and pay the \$50 nonrefundable Supplemental Application Fee. ACOM does recognize the AACOMAS fee waiver for approved applicants.
3. Submit the two (2) required essays as part of the Supplemental Application.
4. Submit the required letters of recommendation (evaluations). These letters can be submitted as part of the AACOMAS application process, uploaded into Interfolio, or emailed to the ACOM Office of Admissions. (Details on requirements for letters of recommendation are below.)
5. CASPer ONLINE ASSESSMENT (REQUIRED): Applicants who have received a request to complete the Supplemental Application must take the online CASPer assessment. CASPer is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process. You can visit takecasper.com to find out more information.
6. An application is considered complete once all of the required documents/assessments have been received. Completed applications are reviewed using standards set by the Admissions Committee (see Application Review Process for more details). This review process usually takes a few weeks. The Director of Admissions will send invitations to students who qualify for an on-campus interview based on these standards. Applicants selected for interviews receive an email invitation to schedule an interview.

LETTERS OF RECOMMENDATION

Applicants must submit specific letters of recommendation. Please follow the guidelines listed below to ensure timely processing.

Applicants must submit a letter of recommendation (LOR) from a physician (DO is preferred). Letters should provide details of the applicant's exposure to patients and their ability to perform in a medical setting. It can reflect shadowing, volunteering, or work experience.

Applicants must submit one (1) pre-med advisor or committee letter that includes the names and departments of the committee members. If an advisory or committee letter is not available, then two academic letters from science faculty must be submitted.

All letters should be signed and on letterhead.

Science letters must be written by college science professors who have instructed the applicant in the required science courses or recommended upper-level science courses. These letters should be on letterhead with academic credentials in the signature line. Letters should also include the course title in which the evaluator taught. Applicants should inform faculty of these requirements when requesting letters. ACOM only accepts letters from instructors of biology, chemistry, or physics.

Letters from social science (e.g., psychology, sociology, etc.) or math professors will not count toward this requirement. Letters from laboratory and research instructors will not meet the requirement.

Non-traditional students who have been out of college for more than 2 years and have not taken recent prerequisite or other classes must provide a letter from their immediate supervisor/employer and the required physician letter.

Letters that do not count toward completion of the admission file include: letters from relatives, spouses, family friends, coaches, personal trainers, veterinarians, dentists, your family physician or pediatrician (unless you have shadowed or worked with the physician).

IMPORTANT DATES

May 5	AACOMAS Application Portal Opens
June 15	AACOMAS Applications are Available to ACOM
August 1	ACOM Begins Applicant Interviews
December 14	First Deposit Deadline
March 1	AACOMAS Application Deadline
April 15	Supplemental Application and Supporting Documents Deadline

SELECTION PROCESS

APPLICATION REVIEW

The ACOM Admissions Committee will be responsible for reviewing and assessing the completed AACOMAS and supplemental applications with required support materials. The major criteria for rating applicants are academic and non-academic achievements.

Academic assessments include the Medical College Admissions Test (MCAT) scores, grades, and grade point averages.

Personal characteristics include the applicant's ability and desire to fulfill the college's commitment to the primary care and underserved needs of Alabama and the region, personal experiences with patient populations, physician shadowing, community/volunteer service, leadership positions, and honors received. Letters of recommendation play a major role in the assessment of applicants.

Applicants who are selected for an interview will receive an email invitation with login credentials to schedule their interview date.

ON-CAMPUS INTERVIEW

The on-campus, personal interview is a critical component in making decisions about who will be admitted to ACOM. The primary purpose of the interview is to assess an applicant's interpersonal skills and how they relate to others as well as more about their motivation for the profession. It also allows us to learn additional information about inters and experiences of applicants and perhaps to get a sense of the likelihood that they would accept a seat if offered. The Interview Day provides the student with an overview of ACOM, including a chance to meet faculty, staff, and students and to learn more about the academic programs, clinical rotations, student services, and student life.

Applicants are invited to visit the campus for a formal interview with two faculty. After the personal interview, the Admissions Committee reviews the applicant's file along with the interviewers' comments. The admission recommendations are reviewed and approved by the Dean of the College. Applicants are notified of their admission status within a few weeks of their interview. Notification times may vary during the application cycle.

MATRICULATION

Accepted applicants are required to pay a nonrefundable deposit of \$2,000. ACOM follows the suggested deposit guidelines established by AACOMAS.

- Applicants accepted prior to November 15 have until December 14 to make their deposit.
- Applicants accepted between November 15 and January 14 have 30 days to pay their deposit.
- Applicants accepted between January 15 and May 14 have 14 days to pay their deposit.
- Applicants accepted after May 15 may be asked for an immediate deposit.
- After May 15 of the year of matriculation, ACOM has the right to implement specific procedures for accepted students who hold one or more seats at other medical colleges.

Matriculation is conditional until all official transcripts are received from schools attended. ACOM can use final transcripts submitted with the AACOMAS application. All complete transcripts must be on file prior to matriculation. It is expected that all prerequisite courses, course work listed on the AACOMAS application, and baccalaureate degree requirements will be completed by July 1 of the matriculation year at ACOM.

Matriculation packets are emailed to deposited students usually around February 1 of each year. Packets include information on how to obtain the required drug screen and background check, ordering medical equipment, health insurance, and immunization records.

ACOM requires all students to adhere to ACOM's Health and Technical Standards and Osteopathic Principles and Practice (OPP) Mandatory Course Requirements.

Note: Discovery after admission or matriculation of intentional misrepresentation or omission of any information use in the application process or omission of information relative to scholastic records or test records will subject the student to dismissal. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and/or personal conduct between the time of their acceptance and their matriculation at the College. The College reserves the right to deny admission to any applicant for any reason it deems sufficient.

DEFERMENT POLICY

Accepted students seeking deferment will be considered on a case-by-case basis. A deferment requires extenuating, unexpected personal circumstances. All deferment requests must be received in writing no less than 60 days prior to beginning of orientation. Deferments are not available to applicants accepted from the Wait List.

To be considered, the student must write a letter to the Associate Dean of Student Services explaining the reasons for deferment. Only one request for a one-year deferment will be considered.

Deferment requests should not be made to delay a decision of which medical school to attend. Application to another medical school during the deferment will result in withdrawal of the initial offer of acceptance and loss of the position at the Alabama College of Osteopathic Medicine.

All requirements including the deposit and completion of all matriculation paperwork must be met for a deferment request to be considered.

Deferred Admissions are granted with certain conditions:

- Written confirmation of attendance by March 1 of the year of deferment.
- Ability to perform technical standards will not have changed upon matriculation.
- All statements on your application and all other personal statements provided as part of the application process remain true and valid.
- You will have met all the requirements indicated on your application.

All documents must be addressed to:

Philip Reynolds, PhD
Associate Dean of Student Services
445 Health Sciences Blvd. Dothan, Alabama 36303

READMISSION

READMISSION POLICY

Students who are dismissed or withdraw from ACOM, regardless of the reason, must apply for readmission. Applicants will be required to complete an ACOM readmission application and meet all rematriculation requirements.

All documents must be submitted at least 90 days in advance of the academic year during which the applicant wishes to re-enroll, unless otherwise notified. Students may be subject to the degree requirements in effect at the time of readmission.

VETERANS READMISSION POLICY

Under the Higher Education Opportunity Act of 2008 (HEOA), institutions are required to readmit an individual who left school or did not accept an offer of admission in order to perform military service with the U.S. Armed Forces. The following sections explain the eligibility and re-admission requirements of this policy.

ELIGIBILITY

This policy applies only to U.S. military veterans seeking readmission to the program which they previously attended; it does not apply to individuals seeking admission to a different program at ACOM.

You are eligible for readmission under this provision if, during your leave, you performed or will perform voluntary or involuntary active duty service in the U.S. Armed Forces, including active duty for training and National Guard or Reserve service under federal (not state) authority, and received a discharge other than dishonorable or bad conduct. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed 5 years.

NOTICE REQUIREMENT

If you are planning to take leave for military service, you must provide oral or written notice to the Dean of Students as far in advance as is reasonable under the circumstances. Alternatively, at the time of readmission, you may submit an attestation of military service that necessitated your absence from the school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

You must also provide to the Dean of Students oral or written notice of your intent to return to the school. The notice must be submitted no later than 3 years after the completion of the period of service. If you are recovering from a service-related injury or illness, you must notify the school no later than 2 years after your recovery.

A student who fails to apply for readmission within the designated time limits may not be eligible for readmission.

TUITION AND FEES

For the first academic year in which the student returns, he or she must be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year when the student left.

READMISSION REQUIREMENTS

The school must allow the student to re-enroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at ACOM. Students may be subject to the degree requirements in effect at the time of readmission. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where he or she left off, the school must make reasonable efforts at no extra cost to the student to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest, as long as they do not place an undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.

If the program to which the student was admitted is no longer offered, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program.

For more information, please contact the Division of Student Services.

GLOSSARY OF TERMS AND ACRONYMS

AA	An Affiliation Agreement is between an institution and another entity for purposes of providing an educational opportunity for students generally in a supervisory situation.
AACOM	The American Association of Colleges of Osteopathic Medicine is a non-profit organization that supports colleges of osteopathic medicine in the United States and serves as a unifying voice for osteopathic medical resources. http://www.aacom.org/
AAFP	The American Academy of Family Physicians is the national association of family doctors. http://www.aafp.org
AAMC	The Association of American Medical Colleges is a non-profit organization based in Washington, DC and established in 1876. It administers the Medical College Admission Test. The AAMC operates the American Medical College Application Service and the Electronic Residency Application Service which facilitate students applying to medical schools and residency programs, respectively. https://www.aamc.org/
ACGME	The Accreditation Council for Graduate Medical Education is responsible for the accreditation of post-MD medical training (residency) programs within the United States. http://www.acgme.org/acgmeweb/
ACLS	Advanced Cardiac Life Support.
ACOM	Alabama College of Osteopathic Medicine.
AHEC	Alabama Health Education Centers.
Allopathic Medicine	The system of medical practice that treats disease by the use of remedies which produce effects different from those produced by the disease under treatment. MDs practice allopathic medicine.
ALOMA	The Alabama Osteopathic Medical Association is a non-profit professional organization comprising osteopathic physicians, residents, interns, and medical students. http://aloma.org/
AMA	American Medical Association. http://www.ama-assn.org
AMEC	Alabama Medical Education Consortium. http://www.amecdo.com
AOA	The American Osteopathic Association is the main representative organization for osteopathic physicians in the United States. http://www.osteopathic.org/
Archival List	List of preceptors kept by the ACOM Clinical Resources department which tracks the status of all preceptors, whether active, inactive or other.

Audition Rotation	Elective clerkship rotations during the third and fourth years at sites with residency programs in which a student is interested.
BLS	Basic Life Support.
Clerkship Rotation	A 2- or 4-week period of training in clinical setting.
CME	Continuing Medical Education.
CITI	Collaborative Institutional Training Initiative. Students use this system to obtain additional training in OSHA, HIPAA, Universal Precautions, Sterile Technique, etc.
COCA	The AOA Commission on Osteopathic College Accreditation serves the public by establishing, maintaining, and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine (COMs) reflect the evolving practice of osteopathic medicine. The scope of the COCA encompasses the accreditation of COMs. http://www.osteopathic.org/inside-aoa/accreditation/predoctoral%20accreditation/Pages/default.aspx
COI	Certificate of Insurance. Refers to professional liability insurance for healthcare professionals, including medical students.
COMAT	Comprehensive Osteopathic Medical Achievement Test. A series of examinations designed to assess osteopathic medical students' core knowledge and elements of osteopathic principles and practice essential for pre-doctoral training. This is equivalent to shelf exams provided in MD programs.
COMLEX-USA	<p>The Comprehensive Osteopathic Medical Licensing Examination of the United States is a three-level, national standardized licensure examination designed to assess osteopathic medical knowledge, knowledge fluency, clinical skills, and other competencies essential for practice as an osteopathic generalist physician. http://www.nbome.org/exams-assessments/comlex-usa/</p> <p>Level 1 – Computer-based application of osteopathic medical knowledge concepts related to foundational sciences, patient presentations, and physician tasks.</p> <p>Level 2-CE – (Cognitive Examination) Computer-based application of osteopathic medical knowledge concepts related to clinical sciences, patient presentations, and physician tasks.</p> <p>Level 2-PE – (Performance Examination) Standardized patient-based assessment of fundamental clinical skills essential for osteopathic patient care.</p> <p>Level 3 – Two-day computer-based application of osteopathic medical knowledge concepts related to clinical sciences, patient safety and independent practice, foundational competency domains and clinical presentations.</p>

COMSAE	Comprehensive Osteopathic Medical Self-Assessment Examinations are used by osteopathic students and residents to assess readiness for the COMLEX-USA cognitive examination. ACOM administers these exams several times before students take COMLEX Level 1.
Core Clerkship Rotations	Four weeks of clinical training in specified disciplines, which must be completed at a Core Site.
Core Site	A medical facility committed to providing sufficient resources to meet curriculum requirements for the third- and fourth-year students.
Core Site Connections	Refers to initial meetings between MEDs, CSCs, and students assigned to their core sites.
CRNA	Certified Registered Nurse Anesthetist.
CRNP	Certified Registered Nurse Practitioner.
CSC	Core Site Coordinator, who manages the day-to-day activities of students, such as preceptor assignment, evaluations, lectures and COMAT exams.
CSE	Clinical Skills Educator.
CV	Similar to a resumé, but also includes detailed and comprehensive description of academic and professional history.
Dean's Letter	See MSPE.
Didactics	Systematic instruction. Examples include lectures, readings, assignments, discussion boards, video conferences, grand rounds, and journal clubs.
Differential Diagnosis	The process of weighing the probability of one condition versus that of others, possibly accounting for a patient's situation. For example, the differential diagnosis of rhinitis (a runny nose) includes allergic rhinitis (hay fever), the abuse of nasal decongestants, and the common cold.
DIO	Designated Institutional Officer. The individual who oversees all Graduate Medical Education at an institution.
DO	Doctor of Osteopathic Medicine.
DSA	Designated Student Assignment. Consists of an independent study module created by the faculty member responsible for the session. The student is expected to complete the DSA out of class. It will be assessed using questions on the exam, quizzes, integrated sessions, and/or TBLs.

Elective Clerkship Rotations	Two or 4 weeks of clinical training in any specialty at an ACOM- approved medical facility.
EMR (EHR)	Electronic Medical Records or Electronic Health Records.
ERAS	The Electronic Residency Application Service is produced by AAMC to transmit residency applications, letters of recommendation, Dean's Letters, transcripts, and other supporting documents to residency program directors via the Internet. https://www.aamc.org/services/eras/
E*Value	Software used to manage third- and fourth-year clerkship rotations.
FERPA	The Family Educational Rights and Privacy Act of 1974. Defines the privacy rights of students in academic settings.
FOSCE	Formative Objective Structured Clinical Examination.
FQHC	Federally Qualified Health Centers are community-based health centers that provide primary and preventative care services in underserved areas regardless of ability to pay or health insurance status.
FREIDA	Fellow and Residency Electronic Interactive Database. FREIDA Online is a database with more than 7,800 graduate medical education programs accredited by ACGME as well as more than 200 combined specialty programs. http://www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page?
GME	Graduate Medical Education. Formal medical education that includes internship, residency, subspecialty and fellowship programs accredited by ACGME.
Grand Rounds	A formal meeting at which physicians discuss the clinical case of one or more patients. Grand rounds originated as part of residency training wherein new information was taught and clinical reasoning skills were enhanced. Grand rounds today are an integral component of medical education. They present clinical problems in medicine by focusing on current or interesting cases. They are also sometimes utilized for dissemination of new research information.
H&P	Shorthand for history and physical, the initial clinical evaluation and examination of the patient.
HCHCA	The Houston County Health Care Authority is the umbrella organization which owns ACOM and Southeast Health.
HIPAA	The Health Insurance Portability and Accountability Act of 1996 which defines the privacy rights of patients and health care information.

ICD-10	ICD-10 is the 10th revision of the International Statistical Classification of Diseases and Related Health Problems (ICD), a medical classification list by the World Health Organization (WHO). It contains codes for diseases, signs and symptoms, abnormal findings, complaints, social circumstances, and external causes of injury or diseases.
IRB	An institutional review board, also known as an independent ethics committee (IEC), ethical review board (ERB) or research ethics board (REB), is a committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans.
IS	Integrated Session. Presents defined material in an interactive format to demonstrate clinical significance.
IT (IS)	Information Technology (Information Systems).
Journal Club	A form of education in which a group of physicians discuss, analyze, and review a limited number of articles from medical journals, often on a weekly or monthly basis.
Learning Agreement	A document that the student and preceptor create together at the beginning of a clerkship rotation to define learning goals.
Lecture	A didactic presentation given by a faculty member, medical education director, or preceptor.
Letter of Good Standing	Official document from the school that states that a student is in good academic standing and has no issues preventing the student from starting clerkship rotations.
LoR	Letter of Recommendation.
LRC	Learning Resource Center.
The Match	The Match process is a uniform system by which residency candidates and residency programs simultaneously “match” to fill first-year and second-year post-graduate training positions accredited by ACGME. NRMP instituted and maintains The Match system.
Match Day	The date when students find out if they have matched to a residency program.
MD	Doctor of Medicine.
MED	Medical Education Director (formerly known as core site director). Manages a Core Site and its operation, as well as directing interaction with the college regarding the student performance. The required minimum qualifications are MD/DO.
MOA (MOU)	A Memorandum of Agreement (Memorandum of Understanding) is an agreement between two or more parties outlining the terms and details of an understanding, including each party’s requirements and responsibilities.

MSPE	The Medical Student Performance Evaluation (formerly known as the Dean's Letter) is a comprehensive assessment of medical school performance generally through third year of medical school. Includes grade comparison graphs, class rank for top quartile students for years 1 and 2 and preceptor comments from clerkship rotations.
NBME	The National Board of Medical Examiners is an independent, not-for-profit organization that serves the public through its high-quality assessments of healthcare professionals. http://www.nbme.org/
NBOME	The National Board of Osteopathic Medical Examiners is the leading assessment organization for the osteopathic medical profession. Its mission is to protect the public by providing the means to assess competencies for osteopathic medicine and related health care professions. The NBOME COMLEX-USA examination series provides the pathway to licensure for osteopathic physicians in the United States. http://www.nbome.org
NRMP	The National Resident Matching Program which is a national process to match medical students and other applicants with programs to obtain internships and residencies. Applicants submit a confidential list to the NRMP ranking their desired place of residency. Participating hospitals also enter a confidential list of those most desired applicants. On a uniform date (mid-March), all of the applicants and programs are informed of the results of the match. http://www.nrmp.org
OMS	Osteopathic Medical Student (OMS-I, OMS-II, OMS-III, and OMS-IV)
OMM (OMT)	Osteopathic Manipulative Medicine (OMM), also known as Osteopathic Manipulative Treatment (OMT), is a core set of techniques of osteopathy and osteopathic medicine distinguishing these fields from allopathic medicine.
OON	Out of Network.
OPP	Osteopathic Principles and Practices is the title of the course where students learn OMM (OMT).
OPTI	All OGME programs are part of an Osteopathic Postdoctoral Training Institution. Each OPTI is a community-based training consortium comprised of at least one college of osteopathic medicine and one hospital and may include additional hospitals and ambulatory training facilities. http://www.osteopathic.org/inside-aoa/Education/OGME-development-initiative/Pages/what-is-an-opti.aspx
OSCE	Objective Structured Clinical Examination.
OSHA	The Occupational Safety and Health Administration is an agency of the United States Department of Labor. OSHA's mission is to "assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance." https://www.osha.gov/
PA	Physician Assistant.

PALS	Pediatric Advanced Life Support.
Personal Statement	Consists of information about the student's professional background, academic and clinical qualifications, how the decision was made to pursue medicine, chosen specialty, and career goals.
PCS	Primary Clinical Skills. A set of courses students complete during each term of their OMS-I and OMS-II years.
PGY	Post Graduate Year.
Preliminary Year	One-year position in a given field (e.g., Internal Medicine or Surgery), usually preceding training in another specialty.
Preceptor	A practicing physician who provides excellent learning opportunities in clinical settings and delivers quality assessments of students throughout their clinical training.
PRN	Abbreviation for <i>pro re nata</i> , a Latin phrase meaning "as needed."
Program Director	The individual who oversees graduate medical education in a specified discipline at a specific institution.
RC	Regional Coordinator coordinates core site development and assists core site staff in managing students' educational experiences within specified geographic regions.
Required Clerkship Rotation	Four weeks of clinical training in a specified OMS year that does not have to be completed at a core site.
ROL	Rank Order List.
SARHA	The Southeast Alabama Rural Health Associates is a private, non-profit corporation established in 1983 to ensure the availability of quality medical services to all residents of southeast Alabama. SARHA currently provides primary and preventive health services to the residents of Barbour, Coffee, Crenshaw, Dale, Geneva, Henry, Houston, Pike and surrounding counties. http://www.sarhaonline.com/
SEAMED	Software used by ACOM students to access curricular information.
Shelf Exam	See COMAT or USMLE.
SIM Lab	Interactive session with either simulated "patients" or standardized patients.

Skills Lab	Skills labs provide an opportunity for students to learn and practice patient interview skills, physical examination skills, and osteopathic manipulative treatment under faculty supervision and instruction.
SOAP	The Supplemental Offer and Acceptance Program is a process for unmatched students in the NRMP match to find residency programs. http://www.nrmp.org/residency/soap/
SOAP note	The SOAP (i.e., subjective, objective, assessment, and plan) note is a method of documentation employed by health care providers to record notes in a patient's chart.
SPC	Student Progress Committee.
SP / SPE	Standardized Patient / Standardized Patient Educator.
Student Tracker	Document students maintain and update which lists all their anticipated clerkship rotations, beginning with Period 7 of their OMS-III year.
TBL	Team-Based Learning. Consists of sessions that must include the following components: advance preparation assignment, individual readiness assessment test (iRAT), group readiness assessment test (gRAT), application of course content, and peer evaluation (when applicable).
Transitional Year	One-year position with rotations through various disciplines (e.g. Internal Medicine, Surgery, etc.); also precedes training in other specialties.
USMLE	The United States Medical Licensing Examination is a three-step examination for medical licensure in the U.S. The USMLE assesses a physician's ability to apply knowledge, concepts, and principles and to demonstrate fundamental patient-centered skills that are important in health and disease and that constitute the basis of safe and effective patient care. Osteopathic students are encouraged and may be required to take the USMLE if they intend to apply for allopathic residency programs. http://www.usmle.org
USMLE Step 2 CK	Clinical Knowledge Exam (MD Equivalent to CE Exam).
USMLE Step 2 CS	Clinical Skills Exam (MD Equivalent to PE Exam)
VCU	Video Conferencing Unit refers to the hardware that allows for a conference between two or more participants at different sites.

VMR	A Virtual Meeting Room is an online location that can be accessed by the VCU or web browser on a computer, tablet, or smartphone for a conference between two or more participants at different sites.
Visiting Student	A student who is “away” from their home core site while completing clerkship rotations.
VSAS	<p>The Visiting Student Application Service is an AAMC application designed to streamline the application process for senior “away” electives. This service requires students to submit just one application for all institutions, effectively reducing paperwork, miscommunication, and time. All COCA-accredited AACOM member colleges with rising fourth-year classes are VSAS home schools. Students in accredited schools may use VSAS to submit applications. ACOM students will have access to VSAS beginning in March of their third year.</p> <p>http://www.aamc.org/students/medstudents/vsas/</p>

Alabama College of Osteopathic Medicine

**445 Health Sciences Blvd., Dothan, AL 36303
334-699-2266 ext.4140 • 334-944-4044
www.acom.edu**

The Alabama College of Osteopathic Medicine is a tobacco-free campus.

