CD-ROM for Windows/Mac
Insert the CD into the CD-ROM drive.
Double-click the "ReadMe.txt" file.
Check the requirements then follow the instructions.

Old Westbury Campus
New York Institute of Technology
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.1000
This catalog governs the academic years 2013-2015. It supersedes all previous catalogs.

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

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

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

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

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

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

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- 1,311 lbs. solid waste not generated
- 81 lbs. waterborne waste not created
- 2,581 lbs. not greenhouse gases prevented
- 11,847 gal. wastewater flow saved
- 19,754,000 BTUs energy not consumed

Estimates were made using the Multifactor Environmental Calculator.

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Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery. I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit.
upon myself or my profession.

I will give no deadly drugs to any,
though it be asked of me.

I will endeavor to work in accord
with my colleagues
in a spirit of progressive
cooperation
and never by word or by act cast
imputations upon them or their
rightful practices.

I will look with respect and esteem
upon all those who have taught
me my art.

To my college I will be loyal and
strive always for its best interests
and for the interests
of the students who will come
after me.

I will ever be alert to adhere to
and develop
the principles and practice of
osteopathic medicine and surgery
as taught in this college.

In the presence of this gathering I
bind myself to my oath.
INSTITUTIONAL INFORMATION

Osteopathic Medicine

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

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

Mission Statement

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

Accreditation

New York Institute of Technology College of Osteopathic Medicine, established in 1977, is fully accredited by the New York State Board of Regents and the American Osteopathic Association Commission on Osteopathic College Accreditation, which is the national accrediting agency for colleges educating osteopathic medical student physicians. Any student who has a complaint related to the accreditation standards and procedures should file a written complaint and send it to the following two addresses: 1) American Osteopathic Association, 142 East Ontario Street, Chicago, IL 60611 and 2) Associate
New York Institute of Technology

New York Institute of Technology (NYIT) offers 90 degree programs, including undergraduate, graduate, and professional degrees, in more than 50 fields of study, including architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; and osteopathic medicine. A non-profit independent, private institution of higher education, NYIT has 14,000 students attending campuses on Long Island and Manhattan, online, and at its global campuses. NYIT is guided by its mission to provide career-oriented professional education, offer access to opportunity to all qualified students, and support applications-oriented research that benefits the larger world. To date, nearly 100,000 graduates have received degrees from NYIT.

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

For more information, visit nyit.edu.

Photo Release

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

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

College of Osteopathic Medicine facilities occupy most of a three-building complex in Old Westbury:

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

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

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

In addition, access is available to the playing fields, and running track of New York Institute of Technology’s Old Westbury campus.

All College of Osteopathic Medicine buildings are wired for Wi-Fi wireless network access.

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

A second ambulatory care clinical facility is operated by College of Osteopathic Medicine in Central Islip, N.Y.
The Clinical Education Program

A. General Objectives

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

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

B. Regional Clinical Campus

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

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

Several full-service hospitals or a number of hospitals in a geographic region were designated for assignment of students as a “block” for the entire (or majority of) third-year core rotations.

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

C. Rural Clerkships

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

D. Clinical Education Resources

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

1. The Partnership for the Advancement of Clinical Training (PACT): The purpose of the Partnership for the Advancement of Clinical Training (PACT) is to collaborate in the development of an educational infrastructure to promote quality clerkship education at our affiliated hospitals. The PACT encompasses the allocation of college resources for “Technology Mediated Clinical Education,” the delivery of
Physical Facilities

a consistent core clinical curriculum across all sites, electronic evaluation systems, and faculty
development of designated clerkship directors.

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

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

Primary Care Ambulatory Centers
The New York Institute of Technology College of Osteopathic Medicine operates primary care centers
in Old Westbury and Central Islip, N.Y. These centers are staffed by faculty from the Departments of
Family Practice, Osteopathic Manipulative Medicine, and various specialties. The on-campus facility in
Old Westbury, known as the W. Kenneth Riland Academic Health Care Center, provides primary care
services to the student body, faculty, staff and, family members of the NYIT community. In addition,
services are also available to local residents. This facility is specially equipped to treat injuries and
illnesses related to occupational and sports medicine.

On Nov. 18, 1998, the Adele Smithers Parkinson’s Disease Treatment Center was officially dedicated at
the College of Osteopathic Medicine's W. Kenneth Riland Academic Health Care Center. This innovative
treatment center provides patients with unprecedented levels of medical care, promotes community
awareness and Parkinson's disease education, fosters scientific studies and medical research, and
perhaps most importantly, helps patients achieve and maintain the best quality of life possible while
coping with their disease. The Family Health Care Center of Central Islip was relocated to a new
location off campus at 267 Carleton Avenue in May 2011. It serves the health care needs of the
student body, faculty, staff, and community.

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

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

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<tr>
<th>Institution</th>
<th>Beds</th>
<th>Inpatient Admissions/Year</th>
</tr>
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<tbody>
<tr>
<td><strong>Major Clinical Campuses:</strong></td>
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<tr>
<td>Barnabas Health</td>
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<tr>
<td>Newark Beth Israel Medical Center*</td>
<td>670</td>
<td>25,000</td>
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<tr>
<td>201 Lyons Ave.</td>
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<tr>
<td>Newark, NJ 07112</td>
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</tr>
<tr>
<td>Saint Barnabas Medical Center*</td>
<td>597</td>
<td>33,224</td>
</tr>
<tr>
<td>94 Old Short Hills Rd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livingston, NJ 07039</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Samaritan Medical Center*</td>
<td>437</td>
<td>29,682</td>
</tr>
<tr>
<td>1000 Montauk Highway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Islip, NY 11795</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nassau University Medical Center*</td>
<td>530</td>
<td>22,505</td>
</tr>
<tr>
<td>2201 Hempstead Turnpike</td>
<td></td>
<td></td>
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<tr>
<td>East Meadow, NY 11554</td>
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<tr>
<td>St. Barnabas Hospital*</td>
<td>461</td>
<td>25,507</td>
</tr>
<tr>
<td>4422 Third Ave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronx, NY 10457</td>
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<tr>
<td><strong>Clinical Campuses:</strong></td>
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<tr>
<td>Benedictine Hospital*</td>
<td>150</td>
<td>7,142</td>
</tr>
<tr>
<td>105 Mary's Ave.</td>
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<td></td>
</tr>
<tr>
<td>Kingston, NY 12401</td>
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## Physical Facilities

### Hospital Facilities

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<tr>
<th>Institution</th>
<th>Beds</th>
<th>Inpatient Admissions/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven Memorial Hospital Medical Center</td>
<td>321</td>
<td>16,577</td>
</tr>
<tr>
<td>101 Hospital Road Patchogue, NY 11772</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brodkdale University Hospital and Medical Center</td>
<td>530</td>
<td>20,378</td>
</tr>
<tr>
<td>One Brokdale Plaza Brooklyn, NY 11212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clara Maass Medical Center*</td>
<td>469</td>
<td>20,000</td>
</tr>
<tr>
<td>1 Clara Maass Drive Belleville, NJ 07109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coney Island Hospital*</td>
<td>371</td>
<td>18,000</td>
</tr>
<tr>
<td>2601 Ocean Parkway Brooklyn, NY 11235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellis Medicine</td>
<td>455</td>
<td>12,000</td>
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<tr>
<td>624 McClellan St. Schenectady, NY 12304</td>
<td></td>
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</tr>
<tr>
<td>Eastern Long Island Hospital*</td>
<td>90</td>
<td>2,865</td>
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<tr>
<td>201 Manor Place Greenport, NY 11944</td>
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<tr>
<td>Flushing Hospital Medical Center</td>
<td>293</td>
<td>18,614</td>
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<tr>
<td>4500 Parsons Blvd. Flushing, NY 11335</td>
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<tr>
<td>Institute for Family Health/Kingston Hospital*</td>
<td>150</td>
<td>10,272</td>
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<tr>
<td>396 Broadway Kingston, NY 12401</td>
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<tr>
<td>Jamaica Hospital Medical Center</td>
<td>427</td>
<td>20,730</td>
</tr>
<tr>
<td>89th Avenue and Van Wyck Expressway Jamaica, NY 11418</td>
<td></td>
<td></td>
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<tr>
<td>Jersey City Medical Center</td>
<td>326</td>
<td>18,764</td>
</tr>
<tr>
<td>355 Grand St. Jersey City, NJ 07302</td>
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</table>

*Indicates participation in the Regional Clinical Clerkship Program.
## Hospital Facilities

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<tr>
<th>Institution</th>
<th>Beds</th>
<th>Inpatient Admissions/Year</th>
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</thead>
<tbody>
<tr>
<td>Long Beach Medical Center</td>
<td>362 5,742</td>
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<tr>
<td>455 East Bay Dr.</td>
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<td></td>
</tr>
<tr>
<td>Long Beach, NY 11561</td>
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<tr>
<td>Lutheran Medical Center*</td>
<td>450 27,594</td>
<td></td>
</tr>
<tr>
<td>150 55th St.</td>
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</tr>
<tr>
<td>Brooklyn, NY 11220</td>
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<tr>
<td>Maimonides Medical Center*</td>
<td>711 32,091</td>
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<tr>
<td>4802 10th Ave.</td>
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</tr>
<tr>
<td>Brooklyn, NY 11219</td>
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<tr>
<td>North Shore University Hospital at Plainview</td>
<td>263 13,845</td>
<td></td>
</tr>
<tr>
<td>888 Old Country Rd.</td>
<td></td>
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<tr>
<td>Plainview, NY 11803</td>
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<tr>
<td>Peconic Bay Medical Center</td>
<td>182 7,600</td>
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<tr>
<td>1300 Roanoke Ave.</td>
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<tr>
<td>Riverhead, NY 11901</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sisters of Charity Hospital</td>
<td>290 12,060</td>
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</tr>
<tr>
<td>2157 Main St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buffalo, NY 14214</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Nassau Communities Hospital</td>
<td>435 21,711</td>
<td></td>
</tr>
<tr>
<td>One Healthy Way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceanside, NY 11572</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southampton Hospital*</td>
<td>125 6,845</td>
<td></td>
</tr>
<tr>
<td>240 Meeting House Lane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southampton, NY 11968</td>
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</tr>
<tr>
<td>Trinitas Regional Medical Center</td>
<td>447 17,712</td>
<td></td>
</tr>
<tr>
<td>225 Williamson St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth, NJ 0720</td>
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</tr>
<tr>
<td>Wyckoff Heights Medical Center</td>
<td>350 22,016</td>
<td></td>
</tr>
<tr>
<td>374 Stockholm St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn, NY 11237</td>
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Physical Facilities

Hospital Facilities

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<tr>
<th>Institution</th>
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<th>Inpatient Admissions/Year</th>
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<tr>
<td>Specialty Clinical Campus:</td>
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<tr>
<td>Ackerman Academy of Dermatopathology</td>
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</tr>
<tr>
<td>145 E. 32nd Street</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>New York, NY 10016</td>
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<td></td>
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</tbody>
</table>

| Parker Jewish Institute for Health Care and Rehabilitation | 527 | 2,199 |
| 271-11 76th Ave.                                         |     |      |
| New Hyde Park, NY 11040                                 |     |      |

| The Center For Discovery                                | 304 | 304  |
| 606 Old Route 17                                        |     |      |
| Monticello, NY 12701                                    |     |      |

<table>
<thead>
<tr>
<th>Affiliated Hospitals/Ambulatory Centers for Clinical Clerkships:</th>
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<tbody>
<tr>
<td>Aria Health System (Philadelphia, PA)</td>
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<tr>
<td>Capital Health System (Trenton, NJ)</td>
</tr>
<tr>
<td>Griffin Hospital (Derby, CT)</td>
</tr>
<tr>
<td>Holliswood Hospital (Holliswood, NY)</td>
</tr>
<tr>
<td>Linden Family Medical, LLC (Linden, NJ)*</td>
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<tr>
<td>Long Island Jewish Medical Center (New Hyde Park, NY)</td>
</tr>
<tr>
<td>Mountainside Hospital (Verona, NJ)</td>
</tr>
<tr>
<td>North Shore University Hospital (Forest Hills, NY)</td>
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<tr>
<td>North Shore University Hospital (Glen Cove, NY)</td>
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<tr>
<td>North Shore University Hospital (Manhasset, NY)</td>
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<tr>
<td>Queens Hospital Center (Jamaica, NY)</td>
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<tr>
<td>St. Francis Hospital (Roslyn, NY)</td>
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<tr>
<td>St. Luke's Cornwall Hospital (Newburgh, NY)</td>
</tr>
<tr>
<td>St. Mary's Hospital For Children (Bayside, NY)</td>
</tr>
<tr>
<td>Zwanger-Pesiri Radiology (Long Island, NY)</td>
</tr>
</tbody>
</table>

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

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

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

**Bachelor of Science/Doctor of Osteopathic Medicine**

For information on the NYIT program, contact:
Undergraduate Admissions
New York Institute of Technology
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.7520

nyit.edu
Global Health Certificate

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

Edward A. Gotfried, D.O., FACOS, Director, Center for Global Health, College of Osteopathic Medicine
Osteopathic Manipulative Medicine/Clinical Sciences
Serota Hall, Room 129
Old Westbury, NY 11568-8000
egotfrie@nyit.edu
Phone: 516.686.1456

Accelerated D.O./Family Medicine Residency Continuum

The Accelerated D.O./Family Medicine Residency Continuum aims at meeting the need for family medicine physicians in the community. By completing all requirements for graduation from the osteopathic medical school in three years instead of the traditional four years, the future physician will be available to meet the needs of the community more rapidly than in the traditional model. In addition, the participants incur less personal debt. Finally, the quality of education is enhanced by the addition of value-added coursework throughout the second and third years of medical school.

Émigré Physicians Program (EPP) in Osteopathic Medicine

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

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

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

For additional information contact:
Office of Admissions:
New York Institute of Technology College of Osteopathic Medicine
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
Phone: 516.686.3747
Fax: 516.686.3831

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

D.O./Master of Business Administration (M.B.A.)
The Master of Business Administration degree program enhances the graduate’s efficiency and skills as a clinician by equipping him/her for the business side of medicine. The student learns to effectively manage resources including time, money, equipment and personnel, and becomes prepared to cope with practice management, HMOs, and the administration of academic health care centers, hospitals, and clinical departments.

Entrance Requirements
The applicant must be a matriculated student at the College of Osteopathic Medicine and have the College of Osteopathic Medicine's approval to apply for the program. MCAT scores are accepted in lieu of GMAT scores. For specific details of the Master of Business Administration Program, please refer to the NYIT Graduate Catalog (nyit.edu/catalogs).

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

Applicants must be matriculated students at the College of Osteopathic Medicine and have the College of Osteopathic Medicine's approval to apply for the program. For specific details of the Master of Science in Clinical Nutrition, please refer to the NYIT Graduate Catalog (nyit.edu/catalogs).

Interested applicants for any concurrent degree programs should contact:

Office of Admissions:
New York Institute of Technology College of Osteopathic Medicine
Hannah and Charles Serota Academic Center, Room 203
Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
Phone: 516.686.3747
Fax: 516.686.3831
nyit.edu/medicine
Academic Technologies Group

The NYIT College of Osteopathic Medicine Academic Technologies Group, directed by the Chief Information Officer, provides leadership to all NYIT College of Osteopathic Medicine faculty, staff, and students in the appropriate use of current technologies in the NYIT College of Osteopathic Medicine academic process.

I. The NYIT College of Osteopathic Medicine educational process makes extensive use of various technologies such as eTextbooks, email, internet access, web conferencing, streaming video, etc., extensively. All students should be comfortable using these technologies. It is expected that all NYIT College of Osteopathic Medicine students will have basic information access competencies including (but not limited to):

- Secure use of computers
- Connecting to wireless networks
- Professional use of email and web resources
- Access and create Word, PowerPoint and PDF documents
- Access streaming video sources
- Use computers for taking computer-based exams
- Use mobile devices for organizational and information access/input
- Use computers for accessing textbooks and other medical information databases
- Perform Medline, Google Scholar, and other medical information searches

All students are expected to possess basic competency in these tools before they arrive on campus.

II. Some of the learning facilities supported by the Academic Technologies Group include:

A. The NYIT College of Osteopathic Medicine Network: a modern wireless network that covers the entire campus. All NYIT College of Osteopathic Medicine offices, classrooms, and study rooms are connected to a fully switched Ethernet network.

B. Smart Auditoriums: All NYIT College of Osteopathic Medicine auditoriums and labs are wired to function as smart classrooms with up-to-date presentation and recording equipment. Audience response systems such as lecture tools are integrated into the smart classrooms.

C. Instructional resources:

- The Academic website: Functions as a repository of academic content. This Moodle site contains materials used in the NYIT College of Osteopathic Medicine curricula. Most of the first-year and second-year curriculum is available to NYIT College of Osteopathic Medicine students for access anywhere, anytime over the web. Third- and fourth-year students are able to access clinical resources and administrative information provided on the web site.

- E-textbooks and mobile platforms such as Inkling include many interactive features. Students may search the text, share notes, highlight, annotate, watch video, complete self-assessment activities, and join study communities with anywhere-anytime availability.

- Secure exam software such as Examsoft provides computerized testing, feedback, and assessment.

- Interactive web forums such as Piazza serve as academic gathering places for faculty and students to discuss academic questions.
Several subscription-based online medical databases are available through the NYIT College of Osteopathic Medicine Medical Library.

Faculty-produced videos/learning modules introduce, supplement, and enhance the classroom experience.

NYIT College of Osteopathic Medicine classes are recorded to streaming video and made available to students as video-on-demand for review and reinforcement. Thousands of hours of archived lectures have made this site a very powerful and popular NYIT College of Osteopathic Medicine academic resource.

Course and Faculty Evaluations - effective and timely - are supported by web-based systems. Feedback from these evaluations is an essential component of course and curriculum management at NYIT College of Osteopathic Medicine.

Mailing Lists and other Email Communication: Students, faculty, staff and administration routinely communicate through email. Students regularly receive information through mailing lists.

The NYIT College of Osteopathic Medicine Videoconferencing Network: NYIT College of Osteopathic Medicine now has an expanding private videoconferencing network connecting NYIT College of Osteopathic Medicine and its major clinical campuses. The videoconferencing network complements the streaming video network.

III. A. NYIT College of Osteopathic Medicine students have access to laptops in the library. This is a secondary facility meant for occasional use. The students’ primary computer is the laptop owned by the student.

B. NYIT College of Osteopathic Medicine students have access to printers in the library for limited use. Printing is controlled through the Pharos system. This is a secondary facility meant for occasional use. The students’ primary printer is the one owned by the student.

IV. Helpdesk support is available to students at specified hours through NYIT’s Service Central, accessible at nyit.edu/service_central, servicecentral@nyit.edu, or via campus phone: 516.686.1400.

Hardware support should be obtained from vendors.
ADMISSIONS

Technical Standards for Admission and Matriculation

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

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

To facilitate the attainment of optimum care and safety, students at the College of Osteopathic Medicine must:

1. behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician;

2. demonstrate respect for individuals and groups with consideration to the diversity of age, gender, nationality, race, religion, or disability;

3. meet minimal technical and ability standards; the practice of medicine in general, and osteopathic medicine in particular, requires the ability to learn, process, and utilize a great deal of knowledge and experience. Students must have the ability to see, hear, and touch independently to optimally assess the physical, mental, and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently, and when necessary, in a team-like fashion with other health professionals in an unimpaired manner.

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

It is essential to have adequate visual capabilities to assess structural asymmetries, range of motion, and tissue texture changes.
II. COMMUNICATION
Candidates and students should be able to speak, hear, and observe patients in order to elicit information, examine patients, describe multiple patient characteristics, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients.

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

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

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

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

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

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

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

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

**VII. APPROPRIATE DRESS**
The dress code is outlined in the *College of Osteopathic Medicine Student Handbook.*

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

1. A baccalaureate degree from an accredited college or university is required.

2. Applicants must have completed an acceptable academic year sequence, with a grade of "C" or better, in the following prerequisite courses:
   - English: 6 semester hours
   - Biology, including a basic course in general biology or general zoology (lecture and laboratory): 8 semester hours
   - General Chemistry (lecture and laboratory): 8 semester hours
   - Organic Chemistry (lecture and laboratory): 8 semester hours
   - Physics (lecture and laboratory): 8 semester hours

3. Each applicant must submit Medical College Admission Test (MCAT) scores. Test scores must not be more than three years old. Scores should be reported directly to AACOMAS (Code 600).

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

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

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

Phone: 516.686.3747
Fax: 516.686.3831
nyit.edu/medicine
Application Procedure

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

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

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

To submit an application to College of Osteopathic Medicine, visit aacom.org. The web-based application allows you to submit your application to College of Osteopathic Medicine through a secure Web server.

For further information contact:
AACOMAS
5550 Friendship Blvd.
Suite 310
Chevy Chase, MD 20815-7231
Phone: 301.968.4190

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

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

Supplementary Materials:
1. Applicants are required to submit a Supplemental Application form and to remit the required $60 non-refundable supplemental application fee.

2. Letters of recommendation from a pre-professional committee are required. Applicants may substitute letters of recommendation from three faculty members; two must be from science faculty, if their college lacks a pre-professional committee.

3. A letter of recommendation from an osteopathic physician, although not required, is strongly recommended.

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

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

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

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

Re-admission to the NYIT College of Osteopathic Medicine

A student who has withdrawn may apply for re-admission if the re-admission application date is more than one year after the date of withdrawal. At that time, the student must complete and submit an Application for Re-admission to begin at the time of the new academic year to the Office of Admissions following the procedures and meeting the eligibility criteria as outlined in the NYIT College of Osteopathic Medicine catalog effective at the time of re-application.

Transfer Student Application

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

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

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

Please submit your application and all required documentation to the College of Osteopathic Medicine Office of Admissions after Feb. 1 but not later than March 15. Applications for transfer will be reviewed by the Admissions Committee including the associate dean for clinical education. Decisions will be made after all currently enrolled College of Osteopathic Medicine students are registered for clinical rotations (typically in April).
FINANCIAL INFORMATION
FINANCIAL INFORMATION

Tuition and Fees

The NYIT Board of Trustees has established the following annual schedule of tuition and fees for 2012-2013:

TUITION AND FEES†
ACADEMIC YEAR 2012-2013

<table>
<thead>
<tr>
<th>Class of 2016 First Year</th>
<th>Class of 2015 Second Year</th>
<th>Class of 2014 Third Year</th>
<th>Class of 2013 Fourth Year</th>
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<td>Tuition</td>
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<td>Life/Disability Insurance (variable/annually)</td>
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<td>126</td>
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<tr>
<td>Graduation Fee</td>
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<td>-0-</td>
<td>-0-</td>
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Totals $ 49,820 $ 49,841 $ 49,691 $ 49,991

There is a $500 fee for all remediation programs.

M.S. in Neuromusculoskeletal Sciences: $545 per credit for applicable cost-bearing courses (Please contact the Office of Pre-Doctoral Academic Medicine Scholarship Program)

Global Health Certificate: for tuition information, please contact the Office of Global Health or the Bursar.

All NYIT College of Osteopathic Medicine students are required to enroll in the Medical and Dental Insurance plans unless an acceptable waiver is provided in a timely manner as stated in the student handbook. Costs for insurance plans will be provided to students prior to the onset of the academic year.

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

Supplemental Application Fee (payable upon completion of supplemental application – NONREFUNDABLE): $60

Enrollment Confirmation Deposit (payable upon notification of NYIT College of Osteopathic Medicine acceptance, applied to first year’s tuition, NONREFUNDABLE): $1,500

Note: Fees are neither refundable nor transferable.

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

†Tuition and fees to be paid by students are subject to change at any time, at the discretion of the NYIT Board of Trustees. Tuition and fees for the 2013 - 2014 and 2014 - 2015 academic years will be available in the 2013 - 2014 and 2014 - 2015 student handbooks.
Collection Agency Fees

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

SECTION I – Tuition Payment Schedule/Policy

Tuition and fees due dates for the first billing period:

First- and second-year students: Aug. 1

Third- and Fourth-year students: July 1

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

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

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

Payment plans are available at tuitionpayenroll.com.

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

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

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

SECTION II – Tuition Refund Policy

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

1. Withdrawal, suspension, or dismissal at any time from the date of the student’s registration to the day before the first scheduled day of the first half of the year: 100% refund on the tuition and fees for the billing period.

2. Withdrawal, suspension, or dismissal at any time during the first week of the first half or second half of the year: 75% refund of tuition only for the billing period.
3. Withdrawal, suspension, or dismissal at any time during the second week of the first half or second half of the year: 50% refund of tuition only for the billing period.

4. Withdrawal, suspension, or dismissal at any time during the third week of the first half or second half of the year: 25% refund of tuition only for the billing period.

5. Withdrawal, suspension, or dismissal at any time after the start of the fourth week of the first half or second half of the year: no refund.

Fees as outlined in catalog (including $1,500 Enrollment Confirmation Deposit) are not refundable and must be paid.

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

SECTION III – Withdrawal Procedure

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

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

Refund of Unearned Funds to Lender

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

- Federal Unsubsidized Stafford Loans
- Federal Perkins Loan
- Federal Grad Plus loan
- Other assistance under Title IV for which a return of funds is required

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

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

The financial aid office at the College of Osteopathic Medicine administers aid to students pursuing an osteopathic education. To be eligible for financial aid during any academic year, the student must meet four criteria:

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

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

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

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

Loans and Grants

FEDERAL DIRECT LOAN PROGRAMS

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

For a graduate professional student, the aggregate lifetime limit is $224,000. The current interest rate is a fixed rate at 6.8 percent.

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

Federal Perkins Loan Program – This is a federally guaranteed, low-interest loan administered by NYIT. The student must demonstrate exceptional financial need. At the time of packaging, all students will be considered for a Federal Perkins Loans.
The interest rate is 5 percent. Interest is deferred while you are in school. Repayment will begin nine months after graduation or withdrawal. You have up to 10 years to repay the entire balance plus interest.

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

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

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

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

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

**Grants and Scholarships**

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

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

**Federal Work-Study** – This need-based program allows students to work on-campus. For more information, please contact the financial aid office.

**National Health Service Corps Scholarships** – These scholarships are open to medical students who are committed to practice primary care in an underserved health professional shortage area. The NHSC will pay yearly, full tuition and fees and provide a monthly stipend. Applications can be obtained by contacting the financial aid office.
Armed Forces Scholarships – The Army, Air Force, and Navy offer scholarships. That provide a monthly stipend, tuition and fees, and fees for books. The scholarship recipient is obligated to one year of service for each year of support, with a minimum two years of service. For additional information, contact your local recruitment office.

Please contact the financial aid office or additional scholarship resources. The NYIT College of Osteopathic Medicine is committed to participating in any program that will enable students to apply for additional grants or loans.

Satisfactory Academic Progress Standards for Financial Aid Eligibility (SAP)
Federal regulations require that the College of Osteopathic Medicine establish policies to monitor the academic progress of students who apply for and/or receive federal financial aid. To remain eligible for federal and other types of financial aid, recipients are required to demonstrate satisfactory academic progress toward a degree according to guidelines. Please refer to the student handbook for specific standards and the appeal process.
ACADEMIC POLICIES

Grading System

H – Honors (top 10% of each class)
P – Pass
F – Fail
I – Incomplete
S – Satisfactory
U – Unsatisfactory
WA – Withdrawn Administratively
W – Withdrew without Penalty
WF – Withdrew Failing
TC – Transfer Credit
CR – Assessment Credit

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

In order to meet SAP standards, students must:

1. successfully complete all their courses/clerkships/required seminars each year;
2. complete their degree requirements within six years (150 percent of the standard four years) of the July 1 start of the academic year of initial enrollment (no later than June 30).

PROMOTION REQUIREMENTS

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

a) meeting Satisfactory Academic Progress Standards;
b) meeting all financial obligations to the college;
c) exhibiting professional conduct and excellent moral and ethical behavior;
d) meeting specific COMLEX requirements: Students are required to take COMLEX Level I prior to the beginning of the third year and pass COMLEX Level I prior to beginning third-year clerkships. Students will have a maximum of three opportunities to take this exam or be subject to dismissal with no right to petition for reinstatement/readmission.

Please note: Students must complete at least the third and fourth years of medical school at NYIT College of Osteopathic Medicine and are required to complete the entire medical school program within six years (150 percent of the standard four years) of the July 1 start of the academic year of initial enrollment (no later than June 30).

REQUIREMENTS FOR GRADUATION

NYIT College of Osteopathic Medicine's official graduation dates are the traditional May graduation, as well as June 30, July 31, Sept. 30 and Dec. 31, with the commencement and hooding ceremonies taking place in May. Students graduating in May, June, July, September, and December will be invited to participate in the commencement and hooding ceremonies. The Student Progress Committee will serve as the faculty/administrative board charged with recommending students for graduation.
In order to be eligible for the degree of Doctor of Osteopathic Medicine, each student shall:

1. be at least 21-one years of age.
2. have exhibited professional conduct and excellent moral and ethical behavior.
3. have satisfactorily passed prescribed examinations.
4. have satisfactorily completed the program of study required by the degree.
5. meet the graduation requirements for their program as listed in the catalog of entry and/or any subsequent or additional program requirements. In the event of an extension beyond the initial scheduled graduation date, the student must meet the graduation requirements for the class with whom the student graduates.
6. have satisfactorily discharged all financial obligations to the college.
7. have been in residence at an AOA or LCME accredited college of medicine, the last two years of which must have been at the NYIT College of Osteopathic Medicine.
8. have passed the COMLEX Level I, COMLEX Level II CE and PE of the National Board of Osteopathic Medical Examiners. (Please note: COMLEX II CE and PE scores must be received by the College of Osteopathic Medicine prior to the graduation date.)
9. attend in person the College of Osteopathic Medicine Hooding Ceremony, which includes the administration of the Osteopathic Oath and hooding with the osteopathic medical doctorate hood.

CRIMINAL BACKGROUND CHECKS

In order to acquire the information needed for scheduling clinical clerkships, College of Osteopathic Medicine will request information on a student’s criminal background through the following processes:

1) The AACOMAS Application and the College of Osteopathic Medicine Supplemental Application will request information on any charges, arrests or convictions for any felony, misdemeanor, or violation prior to the student’s completion of the applications.

2) An enrolled student is required to annually report any charges, arrests, or convictions for any felony, misdemeanor or violation on the College of Osteopathic Medicine Registration Form.

NYIT College of Osteopathic Medicine will conduct a criminal background check through an outside agency prior to beginning the third year. Failure to authorize consent to the required background check will result in the College of Osteopathic Medicine’s non-assignment of clerkships.

IMPORTANT: Any identified discrepancy between the criminal background check and the responses on the AACOMAS application; the College of Osteopathic Medicine Supplemental Application and/or annual registration forms will constitute a violation of the College of Osteopathic Medicine Code of Conduct and may be grounds for dismissal.

FERPA

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

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. College of Osteopathic Medicine students will be notified of their FERPA rights annually by publication in the College of Osteopathic Medicine Student Handbook and on the College of Osteopathic Medicine website, student resources section.
ACADEMIC CALENDAR 2013-2014

Class of 2017 (first year)
Orientation ............................................. Friday, August 16, 2013 - Monday, August 19, 2013
First Day of Class .......................................................... Tuesday, August 20, 2013
Labor Day (no classes) ........................................ Monday, September 2, 2013
Convocation ................................................................. TBA
Columbus Day (no classes) ......................................... Monday, October 14, 2013
Thanksgiving Break (no classes) .......................... Wednesday, November 27 - Friday, November 29, 2013
Winter Recess (no classes) ....................................... Monday, December 23, 2013 - Wednesday, January 1, 2014
Martin Luther King Jr. Day (no classes) ................. Monday, January 20, 2014
President's Day (no classes) ........................................ Monday, February 17, 2014
Spring Recess (no classes) ......................................... Saturday, April 12, 2014 - Sunday, April 20, 2014
Last Day of Classes ................................................. Friday, May 30, 2014

Class of 2016 (second year)
First Day of Class ........................................................ Monday, August 12, 2013
Labor Day (no classes) ........................................ Monday, September 2, 2013
Columbus Day (no classes) ......................................... Monday, October 14, 2013
Thanksgiving Break (no classes) .......................... Wednesday, November 27 - Friday, November 29, 2013
Winter Recess (no classes) ....................................... Monday, December 23, 2013 - Wednesday, January 1, 2014
Martin Luther King Jr. Day (no classes) ................. Monday, January 20, 2014
President's Day (no classes) ........................................ Monday, February 17, 2014
White Coat Ceremony .................................................. TBA
Spring Recess (no classes) ......................................... Saturday, April 12, 2014 - Sunday, April 20, 2014
Last Day of Classes ................................................. Thursday, May 15, 2014
COMLEX Level I – computerized; must be passed prior to beginning clerkships

Class of 2015 (third year)
First Day of third-year “Introduction to Clinical Medicine” Course ............................ Monday, July 1, 2013
First Day of third-year Clerkships ............................................. Monday, August 5, 2013
On Campus – Comprehensive Osteopathic Medical
Achievement Tests (COMAT) ........................................... Friday, September 6, 2013
On Campus – COMAT .................................................. Friday, October 11, 2013
On Campus – COMAT .................................................. Friday, November 15, 2013
On Campus – Clinical Education Retreat (fourth-year orientation) ........ Friday, November 22, 2013
On Campus – COMAT .................................................. Friday, December 20, 2013
Academic Calendar

Winter Recess (no clerkships) ......................... Monday, December 23, 2013 - Sunday, January 5, 2014

On Campus – COMAT .................................. Friday, February 7, 2014

On Campus – COMAT .................................. Friday, March 14, 2014

On Campus – COMAT .................................. Monday, April 21, 2014

On Campus – COMAT .................................. Friday, May 9, 2014

On Campus – COMAT .................................. Friday, May 23, 2014

Last Day of Core Clerkships .......................... Sunday, May 25, 2014

Memorial Day (no clerkships) ......................... Monday, May 26, 2014

Begin third-year Selective Clerkship ..................... Tuesday, May 27, 2014

On Campus – COMAT (Make-up) ......................... Friday, June 20, 2014

End of third-year Selective Clerkship ................. Sunday, June 22, 2014


Students are required to pass:
- COMLEX Level I prior to beginning third-year Clinical Clerkships (August 5, 2013)
- COMLEX Level II, CE and PE, as a requirement for graduation

Class of 2015

Three (3) year Accelerated Program

First Day of Class ................................................... Monday, June 3, 2013

Class of 2014 (fourth year)

First Day of fourth-year Clerkships ......................... Monday, July 1, 2013

Last Day of Clerkships ........................................ Sunday, May 4, 2014

NYIT College of Osteopathic Medicine Graduation, Class of 2014 .......... Sunday, May 18, 2014

NYIT College of Osteopathic Medicine Hooding Ceremony, Class of 2014 ...... Monday, May 19, 2014

Students are required to pass:
- COMLEX Level 2, CE and PE, as a requirement for graduation

Class of 2014

Three (3) year Accelerated Program

First Day of Clerkships ........................................... Monday, June 3, 2013

Last Day of Clerkships ........................................... May 4, 2014

The academic calendar for 2014 – 2015 will be posted in the 2014 – 2015 student handbook.
CURRICULUM

The New York Institute of Technology College of Osteopathic Medicine is guided by its mission to train outstanding physicians in a continuum of medical education that encompasses pre-clinical education, clinical clerkships, and graduate medical education.

Due to our ongoing efforts at curricular development, we proudly offer students a choice of two curricular options:

- An innovative Lecture-Discussion Based (LDB) track that integrates the biomedical and clinical sciences along continuous didactic ‘threads’ delivered according to a systems based approach.

- A problem-based curriculum, the Doctor Patient Continuum (DPC), whose cornerstone is small-group, case-based learning.

Our curriculum developers examine course content and pedagogy on an ongoing basis and make enhancements each year. We broadly encourage and solicit student feedback on course content and delivery. Through our innovative Course-Faculty Assessment (CFA) program, student voices are heard, and student suggestions have led to significant improvements in courses. A student-centered, patient-focused approach is utilized to correlate basic and clinical science subject matter in an integrated fashion during the first two years of the continuum. Computer-assisted instruction includes a state-of-the art patient simulation facility. Both curricular tracks, LDB and DPC, feature small group instruction in basic and clinical science labs, including practical components of the doctor-patient relationship and osteopathic manipulative medicine.

Clerkships in the third and fourth years of the continuum provide for a variety of clinical exposures and experiences, from one-on-one preceptorships in physicians’ private practices, to serving as members of interprofessional teams in tertiary care hospitals. As their skills develop, our students take on increasing responsibility and take part in advanced medical procedures.

Throughout the educational continuum, we encourage the integration of structural evaluations, osteopathic manipulative treatment, and a deep awareness of psychosocial factors, legal issues, and ethical concerns.
COURSE DESCRIPTIONS

PRE-CLINICAL CURRICULUM: TWO TRACKS .................................................................................................. 41

LECTURE-DISCUSSION BASED (LDB) TRACK .......................................................................................... 41

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NYIT College of Osteopathic Medicine offers incoming students a choice of two curricular options: (1) an innovative Lecture-Discussion Based (LDB) track that integrates the biomedical and clinical sciences along continuous didactic ‘threads’ delivered according to a systems-based approach, and (2) a problem-based curriculum, the Doctor Patient Continuum (DPC), whose cornerstone is small-group, case-based learning.

The two curricular tracks share several key features that are critical to preparing students for a career in osteopathic medicine. During the first two years, all students in both tracks take a foundational course – Introduction to Osteopathic Medicine—that addresses the fundamentals of a variety of basic science and medical topics. All students also participate in laboratory sessions in osteopathic manipulative medicine, anatomy, and neuroanatomy. Sessions to develop the social and professional aspects of the Doctor-Patient Relationship (DPR) are required. In the third and fourth years, required and elective clinical rotations are the same for students in both tracks.

The major difference between the two curricular tracks lies in how (and by whom) learning objectives are defined. In the LDB track, faculty direct the learning activities, which include scheduled, large-group, in-class sessions, as well as out-of-class assignments and virtual learning sessions. Courses are structured according to a defined syllabus, which includes a list of faculty-defined objectives. In the DPC track, students study individual case presentations in small groups and identify their own learning issues as new information comes to light in the case.

**Lecture-Discussion Based (LDB) Track**

**CURRICULAR OVERVIEW AND THREAD DESCRIPTIONS**

Courses in the first half of this four-year curricular continuum are organized in a systems-based format. The systems are preceded by the foundational course Introduction to Osteopathic Medicine. Each subsequent course addresses a single body system, including the Musculoskeletal, Integumentary, Nervous, Immunological, Respiratory, Cardiovascular, Endocrine, Gastrointestinal, Genitourinary, and Reproductive systems. Each course is composed of three “threads” that transcend the individual systems, and provide a longitudinal perspective on three major divisions of medical knowledge:

1) The Cellular and Molecular Basis of Medicine, covering essential basics in biochemistry, genetics, histology, microbiology, pathology, pharmacology and physiology

2) The Structural and Functional Basis of Medicine, offering an overview of how Anatomy and Osteopathic Manipulative Medicine are an organic foundation of Osteopathic Medicine and how their study should be approached

3) The Practice of Medicine, offering an analysis of the broad context in which medicine is practiced and initiating the training in clinical examination, communication and other skills

Our innovative approach addresses traditional organ systems and utilizes conceptual threads, allowing for integration between the bio-psycho-social and clinical sciences in a student-centered and patient-focused curriculum.
This innovative organ system approach allows for integration between the bio-psycho-social and clinical sciences in a student-centered/patient-focused curricular approach.

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

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

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

### YEAR ONE

<table>
<thead>
<tr>
<th>Course/Seminar</th>
<th># of Credits</th>
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<tbody>
<tr>
<td>LDB 500 Introduction to Osteopathic Medicine</td>
<td>8.5</td>
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<tr>
<td>LDB 502 Hematological/Immunological System</td>
<td>7.0</td>
</tr>
<tr>
<td>LDB 503 Integumentary System</td>
<td>4.5</td>
</tr>
<tr>
<td>LDB 505 Musculoskeletal System</td>
<td>6.5</td>
</tr>
<tr>
<td>LDB 506 Nervous System and Behavior</td>
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<tr>
<td>BLS 501 Basic Life Support Seminar</td>
<td>0.0</td>
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<tr>
<td>CCC 500 Core Clinical Competencies Seminar I</td>
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### YEAR TWO

<table>
<thead>
<tr>
<th>Course/Seminar</th>
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<tbody>
<tr>
<td>LDB 601 Cardiovascular System</td>
<td>8.0</td>
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<tr>
<td>LDB 602 Respiratory System</td>
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<tr>
<td>LDB 603 Gastrointestinal System</td>
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<tr>
<td>LDB 604 Genitourinary System</td>
<td>5.0</td>
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<tr>
<td>LDB 605 Reproductive System</td>
<td>5.0</td>
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<tr>
<td>LDB 606 Endocrine System</td>
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<td>SEM 601 Child Abuse Seminar</td>
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<tr>
<td>SEM 603 Infection Control Seminar</td>
<td>0.0</td>
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<tr>
<td>SEM 605 Health Insurance Portability and Accountability Act Seminar (HIPAA)</td>
<td>0.0</td>
</tr>
<tr>
<td>CCC 600 Core Clinical Competencies Seminar II</td>
<td>0.0</td>
</tr>
</tbody>
</table>
YEAR ONE COURSE AND SEMINAR DESCRIPTIONS

LDB 500
Introduction to Osteopathic Medicine
Credits: 8.5
Introduction to Osteopathic Medicine covers the foundations of osteopathic medical education organized along three threads: 1) Cellular and Molecular 2) Structure and Function, and 3) the Practice of Medicine. The course is designed to provide entering osteopathic medical students from diverse backgrounds a strong, common foundation for pursuit of further studies.

LDB 502
Hematological/Immunological System
Credits: 7.0
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Hematological/Immunological system.

LDB 503
Integumentary System
Credits: 4.5
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Integumentary system.

LDB 505
Musculoskeletal System
Credits: 6.5
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Musculoskeletal system.

LDB 506
Nervous System and Behavior
Credits: 15.0
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Nervous system.

BLS 501
Basic Life Support Seminar
Credits: 0.0
A nine-hour seminar, approved by the American Heart Association, in Basic Life Support, including one-two-man and infant cardiopulmonary resuscitation, and adult and infant choking victims, and laboratory work mannequins. An American Heart Association CPR card issued upon passing practical and written examination.

CCC 500 Core Clinical Competencies Seminar I
Credits: 0.0
This seminar will provide instruction and practice to develop those core competencies, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, and OMM/OMT through the Institute for Clinical Competence (ICC) patient simulation program. All students must successfully complete this course and pass the end of year Objective Structured Clinical Examination (OSCE) in order to be promoted to year two.
YEAR TWO COURSE AND SEMINAR DESCRIPTIONS

**LDB 601**
**Cardiovascular System**
**Credits: 8.0**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Cardiovascular system.

**LDB 602**
**Respiratory System**
**Credits: 8.0**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Respiratory system.

**LDB 603**
**Gastrointestinal System**
**Credits: 7.5**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Gastrointestinal system.

**LDB 604**
**Genitourinary System**
**Credits: 5.0**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Genitourinary system.

**LDB 605**
**Reproductive System**
**Credits: 5.0**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Reproductive system.

**LDB 606**
**Endocrine System**
**Credits: 5.0**
This course includes basic science (cellular and molecular) principles, as applied and relevant to the physiology, pathophysiology, and clinical presentations of the Endocrine system.

**SEM 601**
**Child Abuse Seminar**
**Credits: 0.0**
This workshop focuses on the recognition of physical and psychological signs of child abuse as manifested in medical practice. Legal issues and reporting, mechanisms of suspected, and/or identified child abuse are incorporated. This workshop satisfies the child abuse curriculum requirements for New York State medical licensure.

**SEM 603**
**Infection Control Seminar**
**Credits: 0.0**
This seminar acquaints students with necessary precautions to be taken in dealing with blood-borne pathogens and other infectious material in hospital and clinic settings. It satisfies the NYS and OSHA mandates for student education prior to enrollment in clinical clerkships.

**SEM 605**
**Health Insurance Portability and Accountability Act Seminar (HIPAA)**
**Credits: 0.0**
This seminar presents the essential elements of this legislation as it applies to the health providers and medical students in a clinical setting. It addresses both major components of HIPAA-insurance reform and administrative simplification.
**Doctor Patient Continuum (DPC) Track**

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

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

Beginning on the first day of medical school, and continuing throughout the four years of undergraduate medical education, learning activities are organized according to a continuous, iterative building process. The goal is not only for each student to achieve his/her full potential as a well-trained, highly competent graduating osteopathic physician; but also to provide a framework for continuing education through postgraduate training and into clinical practice. The DPC curriculum is highly student-centered, featuring "student learners" vs. "faculty teachers," and promotes the development of critical thinking and clinical problem-solving skills.

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**LANG 601 Medical Spanish**

*Credits: 1.0*

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

**CCC 600 Core Clinical Competencies Seminar II**

*Credits: 0.0*

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

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

Courses in the first half of this four-year curricular continuum are preceded by the foundational course Introduction to Osteopathic Medicine. During this foundational course, students enrolled in the DPC curriculum are introduced to the small-group case-based learning process.

Subsequent courses for the DPC curriculum include:

- A series of courses in Biopsychosocial Sciences, including small-group case-based learning, anatomy/microanatomy, and large-group faculty directed ‘problem sets’ and resource hours;
- A series of courses in Clinical Sciences, including didactic and laboratory experiences in osteopathic manipulative medicine and in physical diagnosis. The fundamentals of the doctor-patient relationship are addressed through involvement with community-based physician mentors (Clinical Practicum), as well as experiences with standardized and simulated patients in the Institute for Clinical Competence.

DPC FIRST AND SECOND YEAR COURSEWORK

Doctor Patient Continuum Track

YEAR ONE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DPC 500</td>
<td>DPC Introduction to Osteopathic Medicine</td>
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<td>DPC 502</td>
<td>Biopsychosocial Sciences I</td>
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<td>DPC 503</td>
<td>Clinical Sciences I</td>
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<td>DPC 504</td>
<td>Biopsychosocial Sciences II</td>
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<td>DPC 505</td>
<td>Clinical Sciences II</td>
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<tr>
<td>BLS 501</td>
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YEAR TWO

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<th>Course/Seminar</th>
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<tr>
<td>DPC 602</td>
<td>Biopsychosocial Sciences III</td>
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<tr>
<td>DPC 603</td>
<td>Clinical Sciences III</td>
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<tr>
<td>DPC 604</td>
<td>Biopsychosocial Sciences IV</td>
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<tr>
<td>DPC 605</td>
<td>Clinical Sciences IV</td>
</tr>
<tr>
<td>SEM 601</td>
<td>Child Abuse Seminar</td>
</tr>
<tr>
<td>LANG 601</td>
<td>Medical Spanish (Elective Course)</td>
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<tr>
<td>CCC 600</td>
<td>Core Clinical Competencies Seminar II</td>
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</table>
YEAR ONE COURSE DESCRIPTIONS

DPC 500
DPC Introduction to Osteopathic Medicine
Credit 8.5
The DPC Introduction to Osteopathic Medicine Course presents, reviews, and reinforces common and basic concepts of biomedical, structural and clinical sciences essential for understanding and practicing Osteopathic Medicine. The course is pedagogically organized into three intertwining threads: Cellular and Molecular Basis of Osteopathic Medicine covering essential basics in biochemistry, genetics, histology, microbiology, pharmacology and physiology; Structural and Functional Basis of Osteopathic Medicine offering an overview of how Anatomy and Osteopathic Manipulative Medicine are an organic foundation of Osteopathic Medicine and how their study should be approached; Practice of Osteopathic Medicine offering an analysis of the broad context in which medicine is practiced and initiating the training in clinical examination, communication and other skills. DPC students are introduced to, and participate in, the small-group case-based learning process during this course.

DPC 502
Biopsychosocial Sciences I
Credits: 12.0
Biopsychosocial Sciences I, the first of a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by lectures and laboratories in anatomy, and large-group faculty directed “problem sets” and resource hours.

DPC 503
Clinical Sciences I
Credits: 4.0
Clinical Sciences I, the first of a series of courses, provides training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by "paper patients” as well as simulated - and robotic-patients (Institute for Clinical Competency - ICC). Hands-on practice is an essential component of this course.

DPC 504
Biopsychosocial Sciences II
Credits: 12.0
Biopsychosocial Sciences II, the second of a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by
laboratories in Neuroanatomy, KBIT (Knowledge-Based Inference Tool), a web-based program to help increase differential diagnosis capabilities, and large-group faculty directed "problem sets" and resource hours.

DPC 505
Clinical Sciences II
Credits: 4.0
Clinical Sciences II, the second of a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by "paper patients" as well as simulated and robotic patients (Institute for Clinical Competency - ICC) and actual patients (clinical practicum).

BLS 501
Basic Life Support
Credits: 0.0
A nine-hour seminar, approved by the American Heart Association, in Basic Life Support, including one- and two-man and infant cardiopulmonary resuscitation, adult and infant choking victims, and laboratory work mannequins. American Heart Association CPR card issued upon passing practical and written examination.

SEM 603
Infection Control Seminar
Credits: 0.0
This seminar acquaints students with necessary precautions to be taken in dealing with blood-borne pathogens and other infectious material in hospital and clinic settings. It satisfies the NYS and OSHA mandates for student education prior to enrollment in clinical clerkships.

SEM 605
Health Insurance Portability and Accountability Act Seminar (HIPAA)
Credits: 0.0
This seminar presents the essential elements of this legislation as it applies to the health providers and medical students in a clinical setting. It addresses both major components of HIPAA - insurance reform, and administrative simplification.

CCC 500
Core Clinical Competencies Seminar I
Credits: 0.0
This seminar will provide instruction and practice to develop those core competencies, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, and OMM/OMT through the Institute for Clinical Competence (ICC) patient simulation program. All students must successfully complete this course and pass the end -of-year Objective Structured Clinical Examination (OSCE) in order to be promoted to year two.

YEAR TWO COURSE DESCRIPTIONS

DPC 602
Biopsychosocial Sciences III
Credits: 14.0
Biopsychosocial Sciences III, the third in a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by KBIT (Knowledge-Based Inference Tool), a web-based program to help increase differential diagnosis capabilities, and large-group faculty directed "problem sets" and resource hours.

DPC 603
Clinical Sciences III
Credits: 6.0
Clinical Sciences III, the third in a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and
history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by "paper patients" as well as simulated- and robotic-patients, (Institute for Clinical Competency - ICC) and actual patients (clinical practicum). Hands-on practice is an essential component of this course.

DPC 604
Biopsychosocial Sciences IV
Credits: 14.0
Biopsychosocial Sciences IV, the fourth and final in a series of courses, is designed to introduce osteopathic medical students to the biomedical, psychosocial, and clinical aspects of health and disease. Structured learning activities include the extensive use of small-group case-based learning, supplemented by KBIT (Knowledge-Based Inference Tool), a web-based program to help increase differential diagnosis capabilities, and large-group faculty directed "problem sets" and resource hours.

DPC 605
Clinical Sciences IV
Credits: 6.0
Clinical Sciences IV, the fourth and last in a series of courses, expands and enhances training (lecture/laboratory) in the clinical skills of patient interviewing and history taking, psychosocial interaction, physical diagnosis, osteopathic manipulative medicine (OMM), and osteopathic principles and practice (OPP). Structured learning activities include clinical case scenarios represented by "paper patients" as well as simulated and robotic-patients (Institute for Clinical Competency - ICC).

LANG 601
Medical Spanish
Credits: 1.0
The elective course consists of lectures and discussions dealing with Spanish in a medical setting. The student will learn the basic structure of the Spanish language and be able to utilize it in the patient interview and case management.

CCC 600
Core Clinical Competencies Seminar II
Credits: 0.0
This seminar will prepare students and assess their readiness to begin their clinical rotations. Students will receive instruction and patient simulation practice in performing advanced clinical skills, namely data-gathering (history-taking, physical examination), doctor-patient interpersonal skills, OMM/OMT, note-writing, and patient management through learning and assessment activities in the Institute for Clinical Competence (ICC). All students must successfully complete this course and pass the end-of-year Objective Structured Clinical Examination (OSCE) in order to be promoted to year three.

SEM 601
Child Abuse Seminar
Credits: 0.0
This workshop focuses on the recognition of physical and psychological signs of child abuse as manifested in medical practice. Legal issues and reporting, mechanisms of suspected and/or identified child abuse are incorporated. This workshop satisfies the child abuse curriculum requirements for New York State medical licensure.

ACCELERATED D.O./FAMILY MEDICINE RESIDENCY CONTINUUM COURSES

MTFP 625
Introduction to Family Medicine
Credits: 10.0
Family Medicine is the foundation of a family's health care and wellness. The family physician provides comprehensive, continuous primary health care to all members of the family throughout the course of their lives. Family physicians care for patients of all ages, from newborns to the elderly, men and women, and all medical problems. The specialty integrates biological, clinical, and behavioral sciences. This course aims to develop a strong foundation to a career as a family physician by understanding the scope and role that the physician plays in the community.
MTFP 635
Longitudinal Problem-Based Family Medicine Seminar
Credits: 4.0
The family medicine physician must have diagnostic skills that are able to span the breadth for primary care. To that extent, the physician must know how to request appropriate information and tests to make a diagnosis. In this course, students will be assigned to a group of 5 students and each group will have a faculty mentor. The faculty mentor will be provided with all details of an actual patient case and the students will participate in discussion, only provided with information when asked in an appropriate setting. The students will become familiar with challenges faced in an outpatient setting. Over the course of each case study, the students will be challenged with receiving results for tests or outcomes in a simulated time scenario as well.

MTFP 645
Longitudinal Family Medicine Office Practicum
Credits: 4.0
Family Medicine is the foundation of a family's health care and wellness. A cornerstone of family medicine is the continuity of care in an outpatient office or clinic setting. Students will be paired with a faculty mentor for a weekly clinical preceptorship in the office setting. In this setting, the student will develop a longitudinal relationship to both patients and their mentor. In addition, the students will meet as a group to share their experiences and present an encounter with a patient.

MTFP 701A
Family Medicine
Credits: 4.0
This 48-week longitudinal clerkship provides students with broad-based experience in the provision of primary health care in a College of Osteopathic Medicine-operated ambulatory center or a family practice center at a College of Osteopathic Medicine affiliated hospital. Focus is on "continuity of care" to panels of individuals/families through active student participation in initial assessments, treatment, and follow-up. Opportunities are provided to screen, diagnose, and manage common problems of diverse populations (pediatric, adolescent, adult and geriatric) presented in outpatient settings. The practice of preventive health and promotion of wellness through behavioral and lifestyle changes is incorporated. Emphasis is also placed on the acquisition of skills in osteopathic structural evaluation, osteopathic manipulative medicine, medical interviewing, psychosocial and cultural sensitivity, note writing and case presentation.
MTIM 701A
Medicine
Credits: 8.0
This eight-week clerkship engages students in patient care under the direct supervision of attending physicians. Emphasis is on the acquisition of basic skills necessary for the evaluation and management of patients with general medical problems. These include history taking, physical examination and interpretation of laboratory and other findings. Experience is provided in recording data and logical case presentation (oral and written). Teaching is also conducted through clinical rounds, conferences and didactic lectures. Students gain experience with diverse patient populations manifesting pathologies in the following major areas: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, alcoholism/substance abuse, rheumatologic/immune, neurological, and renal.

MTOB 710A
Obstetrics/Gynecology
Credits: 4.0
This four-week rotation provides students with clinical experiences to develop skills for conducting gynecological exams, managing normal and high risk pregnancy, participating in labor/delivery, and providing postpartum care. Unique opportunities are available for student involvement in gynecologic surgery, outpatient management of sexually-transmitted diseases, and gaining an appreciation of legal aspects of OB/GYN.

MTPE 710A
Pediatrics
Credits: 4.0
This four-week clerkship allows students to gain clinical experience in evaluating children (both sick and well) through history taking, physical examinations, and laboratory data. The following hospital-based settings are utilized: inpatient services; newborn nursery; and ambulatory clinic/emergency department. Special emphasis is placed on: growth and development; nutrition; fluid and electrolyte balance; common infections; and preventive pediatrics (accidents, immunizations, poisoning).

MTPS 710A
Psychiatry
Credits: 4.0
This four-week clerkship provides students with opportunities to evaluate psychiatric patients through diagnostic interviewing and conduct of mental status exams. Although primarily hospital based, emphasis is also placed on the role of psychiatry in primary care: i.e., the identification of psychiatric problems in general medical. Students gain experience in the indications for major psychopharmacological agents, psychological interventions, DSM-IV classifications, and
substance abuse management—all within a broad biopsychosocial framework. Students also gain understanding of psychiatry as a medical specialty that diagnosis and treats disorders of the brain and mind.

MTSU 710A  
**Surgery**  
*Credits: 8.0*

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

MTOM 810A  
**OMM I**  
*Credits: 4.0*

This 48-week longitudinal clerkship provides students with practical experiences in office, clinic or hospital based osteopathic manipulative medicine. Emphasis is placed on the development of advanced skills in managing common problems presented to practitioners of OMM in various settings.

YEAR THREE AND YEAR FOUR  
**COURSE DESCRIPTIONS**

ACLS 601  
**Advanced Cardiac Life Support**  
*Credits: 0.0*

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

MTCM 701  
**Introduction to Clinical Medicine**  
*Credits: 4.0*

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

CCC 700  
**Core Clinical Competencies Seminar III**  
*Credits: 0.0*

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

FAMILY MEDICINE

MTFP 701  
**Clinical Clerkship:**  
*Family Practice/Outreach*  
*Credits: 5.0*
This five-week clerkship provides students with broad-based experience in the provision of primary health care in a College of Osteopathic Medicine-operated ambulatory center or a family practice center at a College of Osteopathic Medicine affiliated hospital. Focus is on “continuity of care” to panels of individuals/families through active student participation in initial assessments, treatment, and follow-up. Opportunities are provided to screen, diagnose and manage common problems of diverse populations (pediatric, adolescent, adult and geriatric) presented in outpatient settings. The practice of preventive health and promotion of wellness through behavioral and lifestyle changes is incorporated. Emphasis is also placed on the acquisition of skills in osteopathic structural evaluation, osteopathic manipulative medicine, medical interviewing, psychosocial and cultural sensitivity, note writing, and case presentation.

**MEDICINE**

**MTIM 701**  
**Clinical Clerkship: Medicine I**  
**Credits: 10.0**
This 10-week clerkship engages students in patient care under direct supervision of attending physicians. Emphasis is on the acquisition of basic skills necessary for the evaluation and management of patients with general medical problems. These include history taking, physical examination and interpretation of laboratory and other findings. Experience is provided in recording data and logical case presentation (oral and written). Teaching is also conducted through clinical rounds, conferences and didactic lectures. Students gain experience with diverse patient populations manifesting pathologies in the following major areas: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, alcoholism/substance abuse, rheumatologic/immune, neurological, and renal.

**OBSTETRICS AND GYNECOLOGY**

**MTOB 710**  
**Clinical Clerkship: OB/GYN I**  
**Credits: 5.0**
This five-week clerkship provides students with clinical experiences to develop skills for conducting gynecological exams, managing normal and high-risk pregnancy, participating in labor/delivery, and providing postpartum care. Unique opportunities are available for student involvement in gynecologic surgery, outpatient management of sexually transmitted diseases, and gaining an appreciation of legal aspects of OB/GYN.

**OSTEOPATHIC MANIPULATIVE MEDICINE**

**MTOM 712**  
**An Osteopathic Approach to Care of Patients**  
**Credits: 1.0**
During the third year, students are on various hospital and office-based rotations. Many of these situations have ample number of patients who could benefit from osteopathic manipulative medicine. However, students do not often have the ability to apply the concepts and techniques that have been taught during the previous two years. Students return to campus several times during the academic year and take further instruction in utilizing their previous knowledge as well as learning new applications. Specific skills are taught within the general topics of the musculoskeletal, gastrointestinal, cardiovascular, pulmonary, obstetrics/gynecology, and neurological systems. The course concludes with written and practical examinations.
## PEDIATRICS

**MTP 710**  
**Clinical Clerkship: Pediatrics**  
**Credits: 5.0**

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

## PSYCHIATRY & BEHAVIORAL MEDICINE

**MTPS 710**  
**Clinical Clerkship: Psychiatry**  
**Credits: 5.0**

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

## SURGERY

**MTSU 710**  
**Clinical Clerkship: Surgery**  
**Credits: 10.0**

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

## EMERGENCY MEDICINE

**MTEM 801**  
**Clinical Clerkship: Emergency Medicine I**  
**Credits: 4.0**

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

**MTEM 802**  
**Clinical Clerkship: Toxicology I**  
**Credits: 4.0**

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

**MTEM 803**  
**Clinical Clerkship: Psychiatric Emergency Medicine**  
**Credits: 4.0**

This four-week clerkship provides students with an opportunity to work in the psychiatric emergency room. Emphasis is on evaluation and management of common psychiatric emergencies such as psychosis, organic brain syndrome and various substance abuse problems.
MTEM 805
Clinical Clerkship: Ultrasound in Emergency Medicine
Credits: 4.0
This elective four-week clerkship provides students with an opportunity to gain extensive experience in the uses of ultrasound diagnostic procedures in the emergency departments of general hospitals.

MTEM 831, 861, 891
Clinical Clerkship: Emergency Medicine II, III and IV
Credits: 4.0
These four-week clerkships allow students an opportunity to extend their exposure to the broad-based field of emergency medicine by taking another clinical rotation at a hospital with an organized teaching program.

FAMILY MEDICINE

MTFP 801, 831, 861
Clinical Clerkship: Family Practice I, II, III
Credits: 4.0
These four-week clerkships allow students opportunities to enroll in various elective rotations focusing on outpatient and/or inpatient primary care under the direction of family physicians. Emphasis is placed on examining and treating patients with general medical conditions.

MTFP 802, 832
Clinical Clerkship: Ambulatory Family Practice I, II
Credits 4.0
This four-week clerkship provides students with experience in family practice at a hospital-affiliated ambulatory clinic or public health service. Emphasis is placed on the screening, diagnosis and management of common problems presented to primary care physicians in outpatient settings. Preventive health, psychosocial interventions, and patient/family education are incorporated.

MTFP 803
Clinical Clerkship: Nutrition
Credits: 4.0
This four-week clerkship acquaints students with the role of nutritional therapies for diverse problems presented to primary care physicians. Nutritional counseling for health promotion and prevention is likewise incorporated. The role of nutrition in diagnosing and treating major diseases presented to primary care physicians is considered.

MTFP 804
Clinical Clerkship: Occupational Medicine
Credits: 4.0
This four-week rotation provides students with an opportunity to work alongside occupational physicians in office or other community settings. Focus is on medical problems unique to the work
setting, including injuries, toxic exposure and various repetitive stress-related disorders.

**MTFP 805, 835**
Clinical Clerkship: Sports Medicine I, II  
*Credits: 4.0*
These four-week clerkships provide students with opportunities to diagnose illnesses and treat common sports injuries and exercise-related illness and disorders within a primary care office setting. The role of the sports physician in working with athletic teams is incorporated. Emphasis is likewise placed on teaching the principles of fitness testing, exercise prescription, and sports injury prevention.

**MTFP 806**
Clinical Clerkship: Wholistic Medicine  
*Credits: 4.0*
This four-week clerkship allows students the opportunity to participate in an office-based practice emphasizing alternative and complementary medicine.

**MTFP 807, 837**
Clinical Clerkship:  
Aerospace Primary Care I, II  
*Credits: 4.0*
These four-week clerkships allow students opportunities to enroll in various elective rotations focusing on primary care aerospace medicine. Approved military or civilian sites may be used.

**MTFP 810**
Clinical Clerkship: Family Practice Sub-Internship  
*Credits: 4.0*
This four-week clerkship provides students with an opportunity to serve as a sub-intern in the inpatient family practice service of a general hospital. Students are generally responsible for approximately half the patient load of an intern. This rotation facilitates the transition between the role of student and intern, and is limited to hospitals with an approved family practice residency program.

**MTFP 825, 855, 885**  
Clinical Clerkship: Office Preceptorship I, II, III  
*Credits: 4.0*
These four-week clerkships provide students with experience in family practice, utilizing approved osteopathic family physicians as office preceptors. Emphasis is placed on common primary care health problems presented in a private office setting. Exposure to the management of contemporary office practice is incorporated.

**MEDICAL IMAGING**

**MTRA 802, 832, 862, 892**  
Clinical Clerkship: Radiology I, II, III, IV  
*Credits: 4.0*
These four-week clerkships assign students to an approved radiology service of a teaching hospital for a structured curriculum, emphasizing primary care radiology. Students acquire skills in diagnostic imaging procedures and interpretation. Emphasis is on indications, contraindications, limitations, and complications of various imaging studies.

**MEDICINE**

**MTIM 801, 831**  
Clinical Clerkship: Allergy and Immunology I, II  
*Credits: 4.0*
These four-week clerkships provide students with an opportunity to work with specialists in the field of allergy/immunology. Students acquire skills in allergy history-taking, diagnosis and management of allergy problems (such as seasonal rhinitis and chronic urticaria), asthma, and a variety of immunodeficiency diseases.

**MTIM 802, 832**  
Clinical Clerkship: Ambulatory Internal Medicine I, II  
*Credits: 4.0*
These four-week clerkships provide students with
experiences in primary care internal medicine, utilizing hospital-affiliated ambulatory clinics. Emphasis is placed on the screening, diagnosis and management of common adult primary health care problems presented in outpatient settings. Preventive health behavioral medicine and patient education are incorporated.

**MTIM 803, 833**  
**Clinical Clerkship: Cardiology I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to develop skills in the comprehensive evaluation of patients with cardiac disorders, including the interpretation of laboratory, procedural, and diagnostic data. Students will gain experience in the management of acute and chronic cardiac problems. Exposure to invasive and non-invasive cardiovascular units is incorporated.

**MTIM 804**  
**Clinical Clerkship: Critical Care**  
**Credits: 4.0**  
This four-week clerkship provides students with an opportunity to work in medical critical care units. Students gain experience in the evaluation, management and performance of procedures common to the critical care unit. Emphasis is on exposure to intense hemodynamic, fluid and electrolyte, and respiratory monitoring.

**MTIM 852, 853, 865, 866**  
**Clinical Clerkship: Dermatology I, II, III, IV**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with dermatologists in an approved hospital or office setting. Students gain experience in the comprehensive management of patients in the ambulatory and inpatient setting. Emphasis is on the cutaneous manifestations of systemic disease as well as simple surgical techniques in dermatology.

**MTIM 806, 836**  
**Clinical Clerkship: Endocrinology I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with endocrinologists in a hospital setting. They will gain experience in the diagnosis and treatment of patients with metabolic and endocrine diseases.

**MTIM 807, 837**  
**Clinical Clerkship: Gastroenterology I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with gastroenterologists in a hospital setting. Emphasis is on the comprehensive evaluation of patients with GI disorders, including the interpretation of laboratory, procedural, and diagnostic data. Students gain experience in the management of acute and chronic GI problems.

**MTIM 808, 838**  
**Clinical Clerkship: Geriatric Medicine I, II**  
**Credits: 4.0**  
These four-week clerkships allow students to gain experience with geriatric patients in ambulatory and inpatient settings. Emphasis is on primary care geriatrics including sensitivity to psychosocial issues and systems issues in the health care delivery of services to the frail elderly.

**MTIM 809, 839**  
**Clinical Clerkship: Hematology/Oncology I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work on the hematology/oncology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with hematologic and malignant disorders, including performance of procedures, as well as blood smear and bone marrow analysis.

**MTIM 810, 840**  
**Clinical Clerkship: Hematology I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work on the hematology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with hematologic disorders.
MTIM 811  
Clinical Clerkship: Hepatology  
Credits: 4.0  
This four-week elective clerkship allows students the opportunity to gain experience in the specialized field of liver disorders on the service of an approved teaching hospital.

MTIM 812, 842  
Clinical Clerkship: ICU/CCU I, II  
Credits: 4.0  
These four-week clerkships allow students the opportunity to work in the intensive care unit or critical care unit of an approved teaching hospital.

MTIM 813, 843  
Clinical Clerkship: Infectious Disease I, II  
Credits: 4.0  
These four-week clerkships allow students to gain experience in the diagnosis and management of infectious diseases encountered in major teaching hospitals. Emphasis is on culture techniques, identification of bacterial pathogens, and testing of sensitivity to antibiotics.

MTIM 814, 844, 874  
Clinical Clerkship: Medicine II (Sub-Internship), III, IV  
Credits: 4.0  
These four-week clerkships provide students with an opportunity to serve as a sub-intern in a general medicine service of an approved teaching hospital. Students are generally responsible for approximately half the patient load of an intern. Students are exposed to the inpatient management of diverse medical problems to facilitate the transition between the role of intern and student.

MTIM 815, 845  
Clinical Clerkship: Nephrology I, II  
Credits: 4.0  
These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common renal problems. These include acute and chronic renal failure, fluid and electrolyte abnormalities, hypertension, hemodialysis, and transplantation.
MTIM 816, 846, 876, 896  
Clinical Clerkship: Neurology I, II, III, IV  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common neurological problems. Students will gain familiarity with electromyography, electroencephalography, magnetic resonance imaging, and CT scanning.

MTIM 817, 847  
Clinical Clerkship: Oncology I, II  
**Credits: 4.0**  
These four-week clerkships allow students the opportunity to work on the oncology service of an approved teaching hospital. Emphasis is on the evaluation and management of patients with diverse malignant disorders.

MTIM 818, 848  
Clinical Clerkship: Pulmonary I, II  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to gain experience in the evaluation and management of patients with common pulmonary diseases. Students will develop skills in performing and interpreting arterial blood gas and pulmonary function testing, and may participate in such procedures as Swan-Ganz catheterization, chest tube insertion, central line insertion, and endotracheal intubation.

MTIM 819, 849  
Clinical Clerkship: Radiation Oncology I & II  
**Credits: 4.0**  
These four-week elective clerkships provide students with an opportunity to gain experience in the radiation oncology service of a community or tertiary hospital.

MTIM 820, 850, 880, 881  
Clinical Clerkship: Rehabilitation Medicine I, II, III, IV  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work on a physical medicine and rehabilitation service of an approved teaching hospital. They will gain experience with the functional evaluation of the disabled and the planning of an appropriate rehabilitation program. Students will become familiar with the interpretation of EMG, ENG, Evoked Potentials, EEG, and MRI.

MTIM 821, 851  
Clinical Clerkship: Rheumatology I, II  
**Credits: 4.0**  
These four-week clerkships allow students an opportunity to work on a rheumatology service of an approved teaching hospital. Students gain experience in the evaluation and management of new consults, as well as chronic patients in both hospital and ambulatory settings.
MTIM 822  
Clinical Clerkship:  
Sleep Disorders Medicine  
Credits: 4.0  
This four-week clerkship allows students to gain experience with the diagnosis and management of patients with sleep disorders. Students are assigned to multidisciplinary teams working in “sleep disorder centers” at an approved teaching hospital.

MTIM 823  
Clinical Clerkship: Hypertension  
Credits: 4.0  
This four-week elective rotation allows students the opportunity to work with hypertensive patients. Emphasis is on the diagnosis and management of hypertension in ambulatory and hospital settings.

MTIM 824  
Clinical Clerkship: Ambulatory HIV  
Credits: 4.0  
This elective four-week clerkship allows students additional opportunities to extend their exposure to primary care internal medicine, with emphasis on screening, diagnosis, and management of HIV patients in a hospital-based ambulatory clinic.

MTIM 825, 855, 885  
Clinical Clerkship: Office Preceptorship I, II, III  
Credits: 4.0  
These four-week clerkships provide students with experiences in primary care internal medicine, utilizing approved osteopathic internists as office preceptors. Emphasis is placed on the management of common adult problems presented in a private office setting. Exposure to the management of contemporary office practice is incorporated.

MTIM 841  
Clinical Clerkship: Palliative Care  
Credits: 4.0  
This four-week clerkship provides students with learning opportunities in settings which have a formal palliative care service. Focus is on improving the quality of life for patients and their families facing problems associated with a life-threatening illness. This may include prevention, relief of suffering, and treatment of pain and other problems.

MTIM 893  
Clinical Clerkship: Advanced Heart Failure  
Credits: 4.0  
This four-week clerkship is intended to provide students with an opportunity to develop skills in the comprehensive evaluation of patients with congestive heart failure including the interpretation of laboratory and procedural diagnostic data. Students will gain experience in the inpatient and outpatient management of patients with heart failure, with emphasis on the hemodynamic evaluation of patients with acute decompensated heart failure and clinical assessment for advance cardiac therapies including mechanical circulatory support devices, such as left ventricular assist devices, as well as cardiac transplantation.

OBSTETRICS AND GYNECOLOGY

MTOB 801  
Clinical Clerkship: GYN Oncology  
Credits: 4.0  
This four-week clerkship provides students with an opportunity to gain clinical experience with diverse gynecologic malignancies. Emphasis is on early detection and diagnosis.

MTOB 802  
Clinical Clerkship: Maternal/Fetal Medicine  
Credits: 4.0  
This four-week clerkship provides students with an opportunity to care for high risk obstetric patients in the ambulatory setting, the antepartum testing unit, and on the inpatient unit. Students will participate in the medical and surgical management of assigned patients.
MTOB 803, 833, 873
Clinical Clerkship:
OB/GYN II (Sub-Internship), III, IV
Credits: 4.0
These four-week clerkships provide students with the opportunity to serve as an intern on a general OB/GYN service of an approved teaching hospital. Students participate in the management of patients from admission to discharge. The major purpose of the rotation is to facilitate the transition from student clerk to intern.

MTOB 804
Clinical Clerkship: Perinatology
Credits: 4.0
This four-week clerkship allows students to work on a perinatology service. Students will acquire knowledge of the principles of high risk obstetrics and gain skills in the management of medical and surgical complications of pregnancy. Opportunities are provided for following patients on labor and delivery, and assisting in deliveries. Experience in ultrasound, amnioncentesis, and fetal blood sampling is incorporated.

MTOB 805
Clinical Clerkship: Reproductive Endocrinology/Infertility
Credits: 4.0
This four-week clerkship allows students the opportunity to work in the specialized field of infertility at an approved teaching hospital. Latest diagnostic procedures and medical interventions are the focus of this clerkship. Students will increase their sensitivity to the unique ethical issues in inherent in this field.

MTOB 806
Clinical Clerkship: Urogynecology
Credits: 4.0
This four-week elective clerkship provides students with the opportunity to work with urogynecologists at an approved teaching hospital. Emphasis is on diagnosis as well as medical and surgical management of common urogynecological problems.

MTOB 807
Clinical Clerkship: Genetics
Credits: 4.0
This four-week clerkship allows students to gain experience in genetic counseling, amniocentesis, chromosomal studies, and fetal anomalies.

OSTEOPATHIC MANIPULATIVE MEDICINE

MTOM 810, 840, 870
Clinical Clerkship: OMM I, II, III
Credits: 4.0
These four-week clerkships provide students with practical experiences in office-, clinic- or hospital-based osteopathic manipulative medicine. Emphasis is placed on the development of advanced skills in managing common problems presented to practitioners of OMM in various settings.

MTOM 825
Clinical Clerkship: Office Preceptorship
Credits: 4.0
This four-week clerkship provides students with experiences in the office-based practice of osteopathic manipulative medicine. Emphasis is placed on the diagnosis and management of common problems presented in office settings.

PATHOLOGY

MTPA 801, 831, 861
Clinical Clerkship: Pathology I, II, III
Credits: 4.0
These four-week clerkships provide students with an opportunity to work with anatomic and clinical pathologists in an approved teaching hospital. Students will gain an understanding of principles and patterns of histopathology used in evaluating patient specimens; develop microscopy skills in the areas of cytology, hematology and urinalysis; assist with autopsies; and interpret clinical laboratory studies for chemistry, immunopathology and hematology/blood bank. Clerks will obtain a greater appreciation of pathophysiology as relevant to clinical medicine.
MTPA 802  
**CLINICAL CLERKSHIP: Dermatopathology**  
*Credits: 4.0*  
This four-week clerkship provides students an in-depth, specialized knowledge and experience in diagnosing, treating, and researching diseases of the skin. Students will learn microbiologic aspects of dermatopathology involving primary and secondary infections by bacteria, fungi, or viruses, and how to diagnose skin tumors such as basal-cell carcinoma, melanoma, and squamous cell carcinoma. Appropriate application of specialized stains for recognition of infectious agents is also taught. Experience in entomology is provided by examples of insect bites, including those of mosquitoes, ticks (some of which are vehicles for Lyme Disease), bedbugs, and spiders. Students will be exposed to the entire range of cutaneous expressions of infections by HIV, e.g., bacillary angiomatosis, eosinophilic pustular folliculitis, and Kaposi's sarcoma.

MTPA 803  
**Clinical Clerkship: Forensic Pathology**  
*Credits: 4.0*  
This four-week elective clerkship allows students the opportunity to work in a regional medical examiner's office. Focus is on procurement and analysis of evidence to be utilized by the criminal justice system.

PEDIATRICS

MTPE 801, 831  
**Clinical Clerkship: Adolescent Medicine I & II**  
*Credits: 4.0*  
These four-week clerkships provide students with experience in primary care adolescent medicine. Emphasis is on screening, diagnosis and management of common problems presented by adolescent patients in ambulatory and inpatient settings. Behavioral health, prevention, and patient/family education are incorporated.

MTPE 802, 832  
**Clinical Clerkship: Ambulatory Pediatrics I, II**  
*Credits: 4.0*  
These four-week clerkships provide students with experiences in primary care pediatrics, utilizing hospital affiliated ambulatory clinics. Emphasis is placed on the screening, diagnosis, and management of common pediatric and adolescent problems presented in outpatient settings. Preventive health, behavioral pediatrics, and patient/family education are incorporated.

MTPE 803  
**Clinical Clerkship: Behavioral Pediatrics**  
*Credits: 4.0*  
This four-week elective clerkship provides students with exposure to the behavioral problems common to
the pediatric and adolescent populations. Emphasis is on primary and secondary prevention as well as patient/family education.

**MTPE 804, 834**  
Clinical Clerkship: Neonatology I, II  
*Credits: 4.0*  
These four-week clerkships provide students with opportunities to work with subspecialists in neonatology. Students will become familiar with the needs of normal infants, as well as problems of high-risk and sick full-term and premature newborns. Clinical learning takes place in the neonatal ICU, nursery and delivery room.

**MTPE 805**  
Clinical Clerkship: Pediatric Allergy/Immunology  
*Credits: 4.0*  
This four-week clerkship allows students to work with specialists in the field of allergy/immunology. Students acquire skills in allergy history-taking, diagnosis and management of allergy problems in the pediatric and adolescent populations, such as seasonal rhinitis, chronic urticaria, asthma, and a variety of immunodeficiency diseases.

**MTPE 806, 836**  
Clinical Clerkship: Pediatric Cardiology I & II  
*Credits: 4.0*  
These four-week clerkships provide students with opportunities to work with specialists in pediatric cardiology. Students gain experience in diagnosing and managing major cardiac problems encountered in inpatient setting, and hospital-based subspecialty clinics.

**MTPE 807, 837**  
Clinical Clerkship: Pediatric Endocrinology I, II  
*Credits: 4.0*  
These four-week clerkships provide students with opportunities to diagnose and manage common endocrine problems in hospital and clinic settings. Students participate in consultation services provided to the newborn, pediatric, and adolescent services.

**MTPE 808**  
Clinical Clerkship: Pediatric Emergency Medicine  
*Credits: 4.0*  
This four-week clerkship provides students with opportunities to diagnose and manage common problems presented in pediatric emergency rooms. Students gain experience in conducting emergency medical and surgical procedures, as well as appropriate referral to hospital and community resources.

**MTPE 809**  
Clinical Clerkship: Pediatric Gastroenterology  
*Credits: 4.0*  
This four-week clerkship provides students with opportunities to work with subspecialists in pediatric GI. Students gain experience in diagnosing and managing major GI problems encountered in inpatient settings and hospital-based subspecialty clinics.

**MTPE 810**  
Clinical Clerkship: Pediatric Hematology-Oncology  
*Credits: 4.0*  
This four-week clerkship provides students with opportunities to work with pediatric hematologists/oncologists. Students gain experience in diagnosing and managing major hematologic and oncologic abnormalities among pediatric inpatients or hospital-based clinics. Sensitivity to the psychosocial aspects of childhood cancer is emphasized.

**MTPE 811**  
Clinical Clerkship: Pediatric ICU  
*Credits: 4.0*  
This four-week clerkship provides students with opportunities to work in a pediatric critical care
unit. Students gain experience in the evaluation, management and performance of procedures common to the pediatric intensive care unit. Emphasis is on exposure to intense hemodynamic, fluid and electrolyte and respiratory monitoring.

MTPE 812
Clinical Clerkship: Pediatric Infectious Disease
Credits: 4.0
This four-week clerkship allows students to gain experience in the diagnosis and management of infectious diseases among pediatric and adolescent populations. Emphasis is on culture techniques, identification of bacterial pathogens and testing of sensitivity to antibiotics.

MTPE 813
Clinical Clerkship: Pediatric Nephrology
Credits: 4.0
This four-week clerkship provides students with opportunities to work with specialists in pediatric nephrology. Students gain experience in the diagnosis and management of common renal problems among pediatric and adolescent populations.

MTPE 814, 844
Clinical Clerkship: Pediatric Neurology I, II
Credits: 4.0
These four-week clerkships provide students with opportunities to work with subspecialists in pediatric neurology and developmental disabilities. Students gain experience in performing comprehensive pediatric neurological examinations and participate in the management of such problems as cerebral palsy, epilepsy, mental retardation, muscular dystrophy, attention deficit disorders, and learning disabilities.

MTPE 815
Clinical Clerkship: Pediatric Oncology
Credits: 4.0
This four-week clerkship allows students to work with specialists in the field of pediatric oncology. Emphasis is on the evaluation and treatment of diverse malignant disorders among pediatric and adolescent populations. Psychosocial issues in the management of these patients are incorporated.

MTPE 816
Clinical Clerkship: Pediatric Surgery
Credits: 4.0
This four-week clerkship provides students with opportunities to participate in the surgical management of pediatric patients. This includes pre-operative preparation, surgical assistance, and post-operative care. Emphasis is on gaining an understanding of indications for specific surgical interventions, proper operating room procedures, surgical complications, follow-up care, and interactions between various pediatric and surgical specialists.

MTPE 817
Clinical Clerkship: Pediatric ENT
Credits: 4.0
This four-week elective clerkship provides students with opportunities to work in the sub-specialty field of pediatric otolaryngology. Focus is on evaluating problems of the head, ears, nose and throat as presented in the pediatric and adolescent populations. Students will assist in surgery and provide follow-up care in the hospital and office/clinic setting.

MTPE 818
Clinical Clerkship: Pediatric Pulmonology
Credits: 4.0
This four-week clerkship provides students with opportunities to work in the sub-specialty field of pediatric pulmonology. Emphasis is on the evaluation and management of common pulmonary diseases in the pediatric and adolescent populations and performance of appropriate clinical procedures.

MTPE 819
Clinical Clerkship: Pediatric Radiology
Credits: 4.0
This four-week clerkship provides students with opportunities to work in the sub-specialty field
of pediatric radiology. Students acquire skills in diagnostic imaging procedures and interpretation.

**MTPE 820, 850, 880**  
**Clinical Clerkship:**  
**Pediatrics II (Sub-Internship), III, IV**  
**Credits: 4.0**  
These four-week clerkships provide students with the opportunity to serve as a sub-intern on a general pediatrics service of an approved teaching hospital. Students are generally responsible for approximately half the patient load of an intern. Students are exposed to the inpatient management of diverse pediatric diseases to facilitate the transition between the role of student clerk and intern.

**MTPE 821**  
**Clinical Clerkship: Developmental Pediatrics**  
**Credits: 4.0**  
This four-week elective clerkship allows students the opportunity to work in a developmental disorders center. Emphasis is on the role of the pediatrician in the diagnosis and management of health problems manifested in pediatric and adolescent populations with major developmental disorders.

**MTPE 822**  
**Clinical Clerkship: Pediatric Rheumatology**  
**Credits: 4.0**  
This four-week clerkship allows students the opportunity to work with specialists in the field of pediatric rheumatology. Emphasis is on the evaluation and management of common rheumatoid diseases as manifested in the pediatric and adolescent populations.

**MTPE 825, 855**  
**Clinical Clerkship: Office Preceptorship I, II**  
**Credits: 4.0**  
These four-week clerkships provide students with experiences in primary care pediatrics, utilizing approved osteopathic pediatricians as office preceptors. Emphasis is placed on well-baby care and the management of common pediatric/adolescent problems presented in a private office setting.

Exposure to the management of contemporary office practice is incorporated.

**PSYCHIATRY AND BEHAVIORAL MEDICINE**

**MTPS 801**  
**Clinical Clerkship: Adolescent Psychiatry**  
**Credits: 4.0**  
This four-week clerkship provides students with an opportunity to work on an adolescent psychiatry service of an approved teaching hospital. Emphasis is on conducting comprehensive evaluations of new patients, formulating differential diagnoses and conducting combined pharmacologic and psychotherapeutic management of patients in ambulatory and inpatient settings.

**MTPS 802**  
**Clinical Clerkship: Child Psychiatry**  
**Credits: 4.0**  
This four-week elective clerkship provides students with an opportunity to work on a child psychiatry service of an approved teaching hospital. Emphasis is on evaluating new patients, formulating differential diagnoses and conducting combined pharmacologic and psychotherapeutic interventions in the ambulatory and inpatient settings.

**MTPS 803, 833, 863**  
**Clinical Clerkship: Psychiatry II (Sub-Internship), III, IV**  
**Credits: 4.0**  
These four-week clerkships allow students an opportunity to serve as a sub-intern on a general psychiatry service of an approved teaching hospital. Students participate in the management of diverse psychiatric problems from admission to discharge. Psychiatric and behavioral medicine consultation to medical and surgical services is incorporated. The major purpose of the rotation is to facilitate the transition from student clerk to intern.
MTPS 805  
Clinical Clerkship: Behavioral Pain Management  
**Credits: 4.0**  
This four-week elective clerkship allows students to work with psychiatric specialists in the field of pain management. Emphasis is on evaluation and multidisciplinary management of chronic pain conditions through behavioral interventions (such as biofeedback, hypnosis, relaxation therapies).

MTPS 807  
Clinical Clerkship: Neuropsychiatry  
**Credits: 4.0**  
This four-week elective clerkship allows students the opportunity to work in the neuropsychiatry service of a teaching hospital. Emphasis is on the interface of psychiatry and neurology, with an integration of biochemical and psychosocial support for major problems in ambulatory and inpatient settings.

MTPS 808  
Clinical Clerkship: Detoxification I  
**Credits: 4.0**  
This four-week clerkship allows students to gain experience in an addiction medicine service of an approved teaching hospital. Emphasis is on the comprehensive management of patients undergoing detoxification of drugs and alcohol—from admission through discharge. Multidisciplinary team treatment and referral to community resources is incorporated.

PUBLIC HEALTH

MTPU 801, 831, 861  
Clinical Clerkship: Community Medicine I, II, III  
**Credits: 4.0**  
These four-week clerkships allow students to acquire clinical experience in community health settings. Emphasis is on gaining an appreciation of community resources, patient education and preventive health. The role of psychological, economic, cultural, ethnic, environmental/ecological, and political factors influencing the incidence and treatment of specific diseases encountered by students in the community is incorporated.

MTPU 802  
Clinical Clerkship: Quality Assurance  
**Credits: 4.0**  
This four-week clerkship allows students the opportunity to work in a hospital or community based quality assurance office. Students gain experience in monitoring the provision of quality health care from the institutional perspective, including utilization reviews and managed care policies.

MTPU 805  
Clinical Clerkship: Alternative Medicine  
**Credits: 4.0**  
This four-week elective clerkship allows students the opportunity to work alongside physicians practicing in the emerging field of alternative and complementary medicine. Emphasis is on gaining experience in evaluation and management of diverse problems from “alternative” perspectives.

MTPU 807  
Clinical Clerkship: Preventive Medicine  
**Credits: 4.0**  
This four-week elective clerkship provides students with the opportunity to participate in the delivery of preventive health services in public health or other community based settings. Emphasis is on primary and secondary prevention in targeted populations or at-risk groups.

MTPU 808  
Clinical Clerkship: Managed Care  
**Credits: 4.0**  
This four-week elective clerkship in a managed care setting is designed to give selected students an introduction to managed care and administrative medicine. The student will attend daily instruction and interaction at the managed care company’s home office. The student will learn how managed
care operates, the business aspects of medicine and insight into the medical coverage decision-making process.

**MTPU 809**  
**Clinical Clerkship: Medicine and Law**  
**Credits: 4.0**  
This elective four-week clerkship allows students to participate in the field of medical jurisprudence. Assignment to the medical unit of a legal firm gives students exposure to the process of medical litigation as well as experience in general areas of health care law.

**MTPU 810 Clinical Clerkship:**  
**Complementary Medicine**  
**Credits: 4.0**  
This four-week elective clerkship allows students the opportunity to work alongside physicians practicing in the emerging field of complementary medicine. Emphasis is on gaining experience in evaluation and management of diverse problems from "alternative" perspectives.

**MTPU 811**  
**Clinical Clerkship: Rural Health**  
**Credits: 4.0**  
This four-week elective clerkship allows students to experience the provision of primary medical care in rural settings. Emphasis is on ambulatory and hospital continuity of care at designated rural sites.

**MTPU 812**  
**Clinical Clerkship: Ambulatory Women’s Health**  
**Credits: 4.0**  
This four-week clerkship provides students with an opportunity to focus on the care of the female patient. The student will work side by side with a multidisciplinary team of physicians and medical professionals in an ambulatory care setting. Particular emphasis will be made in the issues unique to the female patient, breast health, and comprehensive approach to care. Prevention, screening, and treatment with exposure to community outreach, patient education, and supportive services will be highlighted.

**MTPU 833**  
**Clinical Clerkship: Occupational Medicine**  
**Credits: 4.0**  
This four-week clerkship provides students with an opportunity to work with specialists in occupational medicine. Approved settings may include industrial/corporate health centers or preceptors specializing in occupational health problems.

**SURGERY**

**MTSU 803, 833, 863, 893**  
**Clinical Clerkship: Anesthesiology I, II, III, IV**  
**Credits: 4.0**  
These four-week clerkships acquaint students with the specialty of anesthesiology. Emphasis is on pre-operative and post-operative methods of assessment and management of patients undergoing anesthesia prior to surgery. Students will develop advanced skills in airway management. Risks and complications associated with general and local anesthesia are incorporated.

**MTSU 804**  
**Clinical Clerkship: Colorectal Surgery**  
**Credits: 4.0**  
This four-week clerkship allows students to work with colorectal surgeons. Students will develop the skills necessary to perform pre-operative patient evaluations, assist in surgical procedures and provide post-operative care in the inpatient and clinic/office setting for patients presenting with colorectal problems.

**MTSU 807, 837**  
**Clinical Clerkship:**  
**Gynecologic Surgery I, II**  
**Credits: 4.0**  
These four-week clerkships allow students to work
with subspecialists in GYN surgery. Students will assist in surgical procedures and maintain follow-up throughout the course of the patient’s hospital stay.

**MTSU 809, 839, 869, 899**  
Clinical Clerkship: Neurosurgery I, II, III, IV  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with hospital-based neurosurgeons. Students will gain increased understanding of clinical neuroanatomy and the pathophysiology of brain injury. Emphasis is on pre-operative evaluation, surgical evaluation, and post-operative patient management.

**MTSU 810, 840, 870**  
Clinical Clerkship: Ophthalmology, I, II, III  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with ophthalmologic surgeons. Students will develop the skills necessary to evaluate patients presenting with vision problems, assist in surgical procedures and provide follow-up care in the inpatient and clinic setting.

**MTSU 811, 841, 871, 891**  
Clinical Clerkship: Orthopedic Surgery, I, II, III, IV  
**Credits: 4.0**  
These four-week clerkships provide students with an opportunity to work with orthopedic surgeons. Students will develop skills necessary to perform pre-operative patient evaluations, assist in surgical procedures and provide post-operative care in the inpatient and clinic setting. A wide variety of general and subspecialty orthopedics is available.

**MTSU 812, 842, 872**  
Clinical Clerkship: Otolaryngology I, II, III  
**Credits: 4.0**  
These four-week clerkships allow students to work with otolaryngologic surgeons. Students will develop skills necessary to evaluate patients presenting with problems of the head, ears, nose, neck and throat. Students will assist in surgeries and provide follow-up care in the hospital and clinic setting.

**MTSU 813, 843**  
Clinical Clerkship: Plastic Surgery I, II  
**Credits: 4.0**  
These four-week clerkships acquaint students with the broad scope of plastic and reconstructive surgery. Students will be exposed to the surgical management of major types of congenital and acquired deformities as well as elective cosmetic procedures. Students participate in pre-operative evaluation and post-operative care.

**MTSU 814, 834**  
Clinical Clerkship: Surgical ICU I, II  
**Credits: 4.0**  
These four-week clerkships provide students with the opportunity to work in surgical intensive care units.

**MTSU 815, 845**  
Clinical Clerkship: Surgical Oncology I, II  
**Credits: 4.0**  
These four-week clerkships provide students with the opportunity to work with hospital-based oncologic surgeons. Emphasis is on developing skills in evaluating patients presenting with malignant disorders, assisting in surgeries, and providing post-operative care.

**MTSU 816, 846, 876, 896**  
Clinical Clerkship: Surgery II (Sub-Internship), III, IV, V  
**Credits: 4.0**  
These four-week clerkships provide students with the opportunity to serve as a sub-intern on a general surgery service of an approved teaching hospital. Students participate in the management of diverse surgical patients, from admission to discharge. The major purpose of the rotation is to facilitate the transition from student clerk to intern.
MTSU 817, 847
Clinical Clerkship: Thoracic/Vascular Surgery I, II
Credits: 4.0
These four-week clerkships provide students with an opportunity for exposure to the broad range of cardiac surgery. Students will gain increased understanding of the physiology of the cardiopulmonary system and its clinical application. Students participate in the pre-operative evaluation and postoperative management of patients undergoing open heart surgery as well as thoracic and peripheral vascular surgery. Invasive and noninvasive vascular testing of arterial and venous problems are incorporated.

MTSU 818, 848
Clinical Clerkship: Trauma Surgery I, II
Credits: 4.0
These four-week clerkships provide students with broadbased exposure to the management of trauma patients. Students will gain increased understanding of the pathophysiology of acute injury, surgical stress, shock, infection, and complications common to patients sustaining acute injury or trauma. Preoperative evaluation and postoperative management is emphasized, as well as the utilization of the Advanced Trauma Life Support (ATLS) approach.

MTSU 819, 849, 879
Clinical Clerkship: Urologic Surgery
Credits: 4.0
These four-week clerkships provide students with an opportunity to work with urologic surgeons. Students will develop skills in patient evaluation, including the use of the intravenous pyelogram, renal scan and cystoscopy. Students will become familiar with renal failure, cancerous and tumorous conditions, impotence, sexually transmitted diseases, and urologic emergencies. Emphasis is on surgical evaluation and provision of follow-up care.

MTSU 820
Clinical Clerkship: Pain Management
Credits: 4.0
This four-week clerkship allows students to work with anesthesiologists specializing in pain management. Emphasis is on patient evaluations, participation in procedures and gaining experience in managing pain from a multidisciplinary perspective.

MTSU 822
Clinical Clerkship: Spine Surgery
Credits: 4.0
This four-week clerkship provides students with the opportunity to work with various surgical specialists in evaluating and managing patients presenting
with disorders of the spine. Students assist in surgical procedures and in the provision of post-operative care.

MTSU 823
Clinical Clerkship: Transplant Surgery
Credits: 4.0
This four-week clerkship in a tertiary care hospital allows students to gain exposure to the latest developments in various organ transplant procedures. In addition to assisting in surgeries and provision of post-operative care, special attention is given to the ethical and psychosocial issues inherent in this field.

MTSU 824
Clinical Clerkship: Pediatric Ophthalmology
Credits: 4.0
This four-week clerkship allows students the opportunity to work with pediatric ophthalmologic surgeons. Students will evaluate pediatric and adolescent patients presenting with visual problems, assist in surgical procedures, and provide follow-up care in the inpatient and clinic/office setting.

MTSU 825
Clinical Clerkship: Urological Oncology
Credits: 4.0
This four-week clerkship provides students with the opportunity to work with urologic surgeons specializing in treating malignant disorders of the genitourinary system. Emphasis is on surgical evaluation, assisting in procedures and providing follow-up care.

GRADUATE COURSE DESCRIPTIONS

I M.S. DEGREE IN
NEUROMUSCULOSKELETAL SCIENCES

MTPU 820 Anatomy Laboratory Trainer I
MMOM 820, 822, OMM Laboratory Trainer I, II
MMPA 820 Neuroscience Laboratory Trainer I
Credits: 3.0 for each course
Students will serve as laboratory trainers for pre-clinical students. Students are supervised by College of Osteopathic Medicine faculty during the laboratory training sessions.

MTPU 826, 828
Supervised Research I, II
Credits: 3.0 for each course
Tutorial on the development of effective research design and techniques for the development of theory, testing, and application of individual student’s research project in Neuromusculoskeletal Science. The student will receive individualized mentoring during the research project.

MMNM 826, 828
Supervised Lecture I, II
Credits: 3.0 for each course
Students will utilize knowledge gained in MMPU 725 (Educational & Research Methods) to prepare lesson plans, present lectures, and be available to help pre-clinical students. This field practicum provides candidates with direct experience as an instructor in the classroom setting. Students will be supervised by College of Osteopathic Medicine faculty during the planning and teaching sessions.

MMPU 710
Biostatistics & Epidemiology
Credits: 3.0
At the end of this course, the student will be able to calculate standard statistical indices related to medical research, interpret these statistics, and present them in a format suitable for publication.
This course will combine statistical reasoning and a standard statistical computing program.

**MMPU 725**  
**Educational & Research Methods**  
**Credits: 3.0**  
At the completion of this course, students will have developed the research and teaching skills that they can use throughout their professional careers to: 1) critically interpret research studies in scientific journals, 2) assist learners in adopting successful learner-centered teaching methods, 3) help learners master the skills necessary to document teaching/learning activities as part of their scholarly work, 4) contribute to improving the quality of teaching and learning in the health professions, and 5) build a framework that will recognize teaching excellence as a positive factor in faculty careers.

**MMNM 710**  
**Advanced Concepts of Neuromusculoskeletal Sciences**  
**Credits: 3.0**  
At the completion of this course, the student will have developed an advanced understanding of the biomechanical principles as applied to clinical musculoskeletal practice, including joint motion aberrations, postural changes, reflex-muscular patterns, and various pain syndromes.

**MMNM 830**  
**Doctor-Patient Lab Training**  
**Credits: 3.0**  
This semester course provides lab training in how to supervise and instruct medical students in the doctor-patient relations. Enrolled students in this course will learn how to teach the format of the medical interview, identify the techniques of verbal and non-verbal communication, how to teach the principles of empathic interviewing, instruct how to take a complete history of the patient, instruct how to perform a thorough examination with proper documentation, formulate a differential diagnosis and how to present the patient.

**MASTER OF SCIENCE IN MEDICAL/HEALTH CARE SIMULATION**

The Master of Science in Medical/Health Care Simulation program prepares professionals for careers in the growing field of human patient simulation. Patient simulation educators use Standardized Patients, mannequin-based simulations, and computer-based simulations to ensure patient safety in clinical settings, teach and assess professional skills at medical and nursing schools, hospitals, and medical licensing boards, and manage patient simulation programs.

For further information, contact:  
Graduate Admissions  
New York Institute of Technology  
Northern Boulevard  
Gerry House  
Old Westbury, NY 11568-8000  
Phone: 800.345.NYIT  
Email: admissions@nyit.edu

**COURSEWORK**

**MSME 651**  
**Health Care Simulation and Adult Learning**  
**Credits: 3.0**  
This course will focus on the principles and practices of health care simulation and adult learning theory as they apply to teaching and learning in three (3) patient simulation modalities—Standardized Patients (SP), mannequin-based simulations, and hybrid simulations. Students will read and critique the literature on adult learning theory, core clinical competencies and health care simulations. Students will devise a clinical skills assessment program utilizing one of the three patient simulation modalities for health care learners, e.g. medical and nursing students.

**MSME 652**  
**Teaching and Assessing Interpersonal and Communication Skills**  
**Credits: 3.0**  
This course will focus on how interpersonal and communication skills are taught and assessed.
through Standardized Patient and mannequin-based simulation educational programs. It will review interpersonal communication and team assessment rubrics and debriefing and feedback strategies. The course will also review how to prepare Standardized Patients and facilitators to assess communication and debrief learners. Students will practice interpersonal and team assessment through video review of Standardized Patient and mannequin simulations.

**MSME 653**  
Standardized Patient Education  
*Credits: 3.0*  
This course will review two aspects of Standardized Patient (SP) education: 1) how SPs are used in health clinical education and medical licensure in the United States and Canada, and 2) best practices in selecting and preparing SPs for health care simulation education and skills assessment. Students will learn the SP core competencies and best practices in SP recruitment and screening, core competency training and quality assurance practices.

**MSME 654**  
Educational Measurement  
*Credits: 3.0*  
This course provides students with an overview of the principles of educational measurement, including the development of relevant assessment objectives, basic statistics, formative and summative assessment methods, scale construction, reliability estimation and validity issues.

**MSME 655**  
Mannequin-Based Patient Simulators and Simulation Education  
*Credits: 3.0*  
This course will examine the principles and practices of teaching with part-task trainers, mannequins and hybrid simulators. It will review the history of the use of simulations (learning strategies) and simulators (devices) to train and evaluate performance, from the invention of Resusie Annie (the first modern patient simulator) to the present. It will demonstrate present simulator usage through video recordings, showing how part-task trainers (e.g. intubation heads, central line trainers, etc.), mannequins and hybrid simulators are used to teach and assess skills in health care educational programs. Students will become familiar with all current manufacturers of simulators, their products and their capabilities. Students will then design a mannequin-based training module, from curriculum design to implementation.

**MSME 656**  
Methodological Issues and Strategies in Simulation Research  
*Credits: 3.0*  
This course provides students with an overview of research methods applicable to simulation-based evaluation and assessment. The students should have a basic understanding of educational measurement before attempting this course. In addition, students should be familiar various simulation modalities, including computer-based case simulations, standardized patients, part-task trainers, and mannequins.

**MSME 657**  
Patient Safety and Simulation-Based Education  
*Credits: 3.0*  
Patient safety is one of the nation's most pressing health care challenges. This course will familiarize students with the issues of patient safety in the health care system. It will examine the most common causes of medical errors, from the clinician-caused errors to systemic (e.g. hospital-based) errors. It will also familiarize students with national organizations dedicated to improving patient safety and quality care, i.e. the Joint Commission on Accreditation of Health Care Organizations and the Agency For Health Care Research and Quality. It will also review the role patient simulations have played in creating a climate of patient safety.

**MSME 658**  
Thesis Advisement I  
*Credits: 2.0*  
This course is Part 1 of a tutorial on the development of effective research design of a thesis in Health Care Simulation. Each student will work directly with a
faculty advisor on an independent research project, review appropriate literature and develop research questions toward a thesis project in Standardized Patient and/or Patient Simulation education.

**MSME 751**  
*Standardized Patient Case Development and Learner Assessment Workshop Course*  
*Credits: 3.0*  
Building on MSME 653 – Standardized Patient Education this workshop (residential course, held at the NYIT College of Osteopathic Medicine, including advanced preparation) will provide students a practice experience in standardized patient case and assessment rubric development. It will review how to develop standardized patient (SP)M"cases" (i.e. case portrayal training documents) and clinical skills assessment rubrics. It will also review traditional and innovative methods of preparing Standardized Patients for case portrayal and skills assessment. The workshop will culminate with students participating in a SP case development workshop in which they will be tasked with creating two standardized patient cases and appropriate assessment documentation. During this workshop standardized patients will be available for students to train for the cases they have developed.

**MSME 752**  
*Leadership and Management*  
*Credits: 3.0*  
This course provides students with 1) a theoretical understanding of leadership and its management applications, 2) an assessment of their personal leadership style through the Myers-Briggs Type Indicator, a questionnaire that provides a measure of psychological preferences in how people perceive the world and make decisions, and 3) skills and practice opportunities for simulation center team operation and academic leadership, and 4) tools for developing a simulation center budget and business plan.

**MSME 757**  
*Mannequin Patient Simulator Workshop Course*  
*Credits: 3.0*  
Building on MSME 644 – Mannequin-Based Simulators and Simulation Education, this workshop (residential course, held at the NYIT College of Osteopathic Medicine, including advanced preparation) will teach basic maintenance procedures of mannequin simulators and prepare students to educate and assess skills with mannequin-based patient simulators, specifically part-task trainers and full body mannequins. It will review how patient simulators are used in health care education, how to develop patient simulator scenarios, and provide basic maintenance of patient simulators. The workshop will also cover how to create "hybrid simulations" that combine confederates (actors) with mannequin simulators. The workshop will culminate with students creating two patient simulator scenarios and carrying out those scenarios.

**MSME 758**  
*Thesis Advisement II*  
*Credits: 2.0*  
This course is Part 2 of a tutorial on the development of effective research to be applied toward a thesis in Health Care Simulation. Each student will work directly with a faculty advisor on an independent research project. Working with a faculty member, the student will develop a thesis project in standardized patient and/or patient simulation education. The student, after having developed appropriate research questions (Thesis Advisement I), will develop a systematic research plan to address these questions, and then execute this plan themselves. The plan will include identification of research subjects, and data collection and analysis methods. Through the use of individual meetings (on-line and or in person), the student is assisted in the process as necessary.

**MSME 760**  
*Practicum with Project Implementation & Defense of Thesis*  
*Credits: 10.0*  
Working with faculty members, the student will execute a research project in standardized patient and/or patient simulation education and will be a culmination of Thesis Advisement I and II. The student will also defend the validity of the project to the Thesis Committee. Much of the work for
the thesis will be conducted independently by each student and will occur outside the context of structured class meetings. However, students will meet periodically (online and/or in-person) with faculty to provide guidance through the various steps in the research process, to cover specific material that is relevant to all student projects, to conduct regular student presentations of their progress, and to allow for discussion and feedback from student peers.

HEALTH POLICY GRADUATE FELLOWSHIP PROGRAMS

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

COURSEWORK

HLPF 921
Department of Medicine
Research Methods in Health Policy
Credits: 3.0
The objective of this course is to prepare physicians and other professionals interested in health policy to conduct and analyze research. Topics include computer skills instruction/enhancement, internet research instruction, understanding quantitative and qualitative analysis, research design, preparing a PowerPoint presentation, and review and refinement of health care research projects.

HLPF 922
Department of Medicine
Current Issues in Health Policy
Credits: 3.0
The objectives of this lecture/seminar series are to prepare individuals to explore current issues in health policy and to provide an intensive overview in specific policy areas including: health economics and the role of state and federal legislatures, rural health, vulnerable populations, the role of politics, multicultural medicine, managed care and health care workforce. Reading assignments, case studies, discussions and/or presentations will facilitate the learning process. The sessions are designed for physicians and other professionals who have an interest in health policy and health delivery systems and who have completed training in their profession.

HLPF 923
Department of Medicine
Health Policy Brief
Credits: 2.0
The objective of this research practicum is for individuals to successfully complete and present a paper on a relevant health policy topic selected in consultation with the program coordinator. The scope and quality of the paper should be in a format suitable for peer-review publication.

HLPF 924
Department of Medicine
Health Policy Advocacy Processes
Credits: 2.0
The objective of this lecture/seminar series is to provide individuals with background and detailed information regarding the development and implementation of health policy. Individuals are informed about the role of advocacy in health policy, and the lectures prepare them to utilize advocacy tools to influence the policy process. Topics include an overview of:

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

Seminars may also be provided by organizations such as the American Osteopathic Association (AOA) and the American Association of Colleges of Osteopathic Medicine (AACOM) government relations staff. Assignments may include developing and discussing a health policy agenda with appropriate local, state or federal legislators.
Training in Policy Studies (TIPS)
The Training in Policy Studies (TIPS) fellowship is a yearlong program designed for osteopathic physicians in training (residents) to become familiar with health care issues as they relate to federal and state policies and to equip them with the skills to participate in policy discussions and committee work. The program consists of three courses totaling six semester hours of credit.

COURSEWORK
TIPS 911
Department of Medicine
Current Issues in Health Policy
Credits: 3.0
The objectives of this lecture seminar series are to prepare physicians-in-training to explore current issues in health policy and to provide an intensive overview in specific policy areas including: an introduction to health economics and policy, access to care, vulnerable populations, the role of politics, multicultural medicine, managed care and health care workforce. Reading assignments, discussions, and/or presentations will facilitate the learning process. These sessions are designed for physicians in training who have an interest in health policy and health delivery systems.

TIPS 912
Department of Medicine
Health Policy Brief
Credits: 1.0
The purpose of this research practicum is for individuals to research and present a paper on a health policy topic assigned in consultation with the program director.

TIPS 913
Department of Medicine
Health Policy Advocacy Processes
Credits: 2.0
The objective of this lecture seminar series is to provide individuals with background and detailed information regarding the development and implementation of health policy. Individuals are informed about the role of advocacy in health policy and the lectures prepare them to utilize advocacy tools to influence the policy process. Topics include an overview of:

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

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

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

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

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

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

Postdoctoral Programs

Graduate Medical Education Programs
Rotating Internships:
Brookhaven Memorial Hospital Medical Center
Coney Island Hospital
Good Samaritan Hospital Medical Center
Long Beach Medical Center
Maimonides Medical Center
Nassau University Medical Center
Newark Beth Israel Medical Center
Peconic Bay Medical Center
Plainview Hospital
Sisters of Charity Hospital
Southampton Hospital
St. Barnabas Hospital
Wyckoff Heights Medical Center
Dermatology Residency:
St. Barnabas Hospital

Dermatopathology Fellowship:
Ackerman Academy of Dermatopathology

Developmental Medicine Fellowship:
The Center for Discovery

Emergency Medicine Residencies:
Good Samaritan Hospital Medical Center
Newark Beth Israel Medical Center
St. Barnabas Hospital

Emergency Medicine/Family Medicine Residency:
St. Barnabas Hospital

Emergency Medicine/Internal Medicine Residency:
St. Barnabas Hospital

Family Medicine Residencies:
Brookhaven Memorial Hospital Medical Center
Ellis Hospital
Good Samaritan Hospital Medical Center
Jamaica Hospital Medical Center
Long Beach Medical Center
Lutheran Medical Center
Nassau University Medical Center
Peconic Bay Medical Center
Plainview Hospital
Sisters of Charity Hospital
Southampton Hospital
South Nassau Communities Hospital
St. Barnabas Hospital
The Institute for Family Health
Wyckoff Heights Medical Center

General Surgery Residencies:
East End Health Alliance
Flushing Hospital Medical Center
Lutheran Medical Center
St. Barnabas Hospital
Wyckoff Heights Medical Center

Geriatrics Fellowship:
Long Beach Medical Center

Hematology/Oncology Fellowship:
Nassau University Medical Center

Hospice and Palliative Care Fellowships:
Jamaica Hospital Medical Center
Parker Jewish Institute for Health Care and Rehabilitation

Hospitalist Medicine Fellowship:
Peconic Bay Medical Center

Integrated Family Medicine / Neuromusculoskeletal Medicine:
Southampton Hospital

Internal Medicine Residencies:
Coney Island Hospital
Jersey City Medical Center
Nassau University Medical Center
Newark Beth Israel Medical Center
Sisters of Charity Hospital
Southampton Hospital
St. Barnabas Hospital
Trinitas Regional Medical Center

Neuromusculoskeletal Medicine Residencies:
Southampton Hospital
St. Barnabas Hospital

Neuromusculoskeletal Medicine Plus One Residencies:
Southampton Hospital
St. Barnabas Hospital

Neurosurgery Residencies:
North Shore Long Island Jewish Health System
Saint Barnabas Medical Center

Obstetrics/Gynecology Residencies:
Good Samaritan Hospital Medical Center
Sisters of Charity Hospital
Wyckoff Heights Medical Center

Orthopedic Surgery Residencies:
Plainview Hospital

Otolaryngology/Facial Plastic Surgery Residency:
Saint Barnabas Medical Center

Palliative Medicine Fellowships:
Jamaica Hospital Medical Center
Parker Jewish Institute for Health Care and Rehabilitation

Pediatrics Residencies:
Good Samaritan Hospital Medical Center
Maimonides Medical Center
Newark Beth Israel Medical Center

Physical Medicine and Rehabilitation Residencies:
Long Beach Medical Center
Nassau University Medical Center
CONTINUING MEDICAL EDUCATION

The NYIT College of Osteopathic Medicine conducts postdoctoral courses and seminars to focus on helping practicing osteopathic physicians maintain clinical knowledge and develop clinical skills.

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

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

Acceptance into any course and/or seminar may be limited on the basis of available places. Registration and tuition fees, when stipulated, are payable at the time of pre-registration or registration, and are not refundable for nonattendance. However, should the college find it necessary to cancel any program, registration fees or tuition will be refunded.
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<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<td>Psychiatry &amp; Behavioral Medicine</td>
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Goff, Bradford M., M.D.
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<td>Klie, Thomas E., D.O.</td>
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<td>Koeher, Sharon, D.O.</td>
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<td>MEDICINE (SURGERY)</td>
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<td>Kohut, Kathleen G., D.O.</td>
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<td>OB/GYN</td>
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<td>Kolodny, Andrew J., M.D.</td>
<td>Clinical Assistant Professor</td>
<td>PSYCHIATRY &amp; BEHAVIORAL MEDICINE</td>
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<td>Kontonotas-Willis, Diana, D.O.</td>
<td>Clinical Instructor</td>
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<td>Kooyman, Patricia, D.O.</td>
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<td>OMM</td>
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<td>Kopel, Samuel, M.D.</td>
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<td>Korrol, Charles, D.O.</td>
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<td>Koscia, Karen Lynn, D.O.</td>
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<td>Koshy, Binny, M.D.</td>
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<td>Kosieracki, Eileen K., D.O.</td>
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<td>Kosinski, Slawomir, M.D., Ph.D.</td>
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<td>Kotelskiy, Oleg, D.O.</td>
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<td>Koumas, Mary M., D.O.</td>
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<td>Koziol, Joseph M., M.D.</td>
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<td>Kramer, Maxim, Ph.D.</td>
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<td>Kramer, Milton, M.D.</td>
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<td>Kramskiy, Tamara, D.O.</td>
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<td>Kremer, Stephen D., M.D.</td>
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<td>Krishnamachari, Bhuma, Ph.D.</td>
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<td>Clinical Assistant Professor</td>
<td>MEDICINE</td>
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<td>Lederman, Steven J., M.D.</td>
<td>Clinical Assistant Professor</td>
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<td>Lee, Michael S., M.D.</td>
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<td>Lee, Robert C., D.O.</td>
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<td>PEDIATRICS</td>
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<td>Lee, Robert Paul, D.O.</td>
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<td>OB/GYN</td>
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<td>Lee, Yi Chun, M.D.</td>
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<td>Leheste, Joerg, Ph.D.</td>
<td>Assistant Professor</td>
<td>BIOMEDICAL SCIENCES</td>
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<td>MEDICAL IMAGING</td>
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<td>OB/GYN</td>
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<td>SURGERY</td>
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<td>Lew, Po Long, D.O.</td>
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Rifkin, Matthew D., M.D.  
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MEDICAL IMAGING

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Shen, Jen-Fong, M.D.  
Clinical Assistant Professor  
MEDICAL IMAGING
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<td>Simmons, Bonnie, D.O.</td>
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<td>Singh, Anoop, M.D.</td>
<td>Clinical Assistant Professor</td>
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<td>Singh, Bhupinder B., M.D.</td>
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<td>Singh, Jatinder, M.D.</td>
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<td>EMERGENCY MEDICINE</td>
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<td>Singh, Kamal K., M.D.</td>
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<td>Sisselman, Jill, D.O.</td>
<td>Adjunct Clinical Assistant Professor</td>
<td>FAMILY MEDICINE</td>
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<td>Sisselman, Stephen, D.O.</td>
<td>Adjunct Clinical Assistant Professor</td>
<td>FAMILY MEDICINE &amp; MEDICINE</td>
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<td>Sjolund, Paula, D.O.</td>
<td>Adjunct Clinical Assistant Professor</td>
<td>MEDICINE</td>
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<td>Sklarek, Howard M., M.D.</td>
<td>Clinical Assistant Professor</td>
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<td>Skrokov, Robert A., M.D.</td>
<td>Clinical Assistant Professor</td>
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<td>Slattery, Michael J., M.D.</td>
<td>Clinical Assistant Professor</td>
<td>MEDICAL IMAGING</td>
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<td>Slotkin, Jay P., M.D.</td>
<td>Clinical Associate Professor</td>
<td>MEDICINE</td>
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<td>Slough, James A., M.D.</td>
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<td>SURGERY</td>
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<td>Smestad, Craig L., M.D.</td>
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<td>Smith, Aimee L., D.O.</td>
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<td>FAMILY MEDICINE</td>
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<td>Smith, Emily L., M.S.</td>
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<td>MEDICINE</td>
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<tr>
<td>Smith, Martha L., M.D.</td>
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<td>PEDIATRICS</td>
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<td>Smith, Richard F., D.O.</td>
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<td>Sobolevsky, Sergei A., M.D.</td>
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<td>Sohal, Ajendra S., M.D.</td>
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<td>Sokal, Myron M., M.D.</td>
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<td>PEDIATRICS</td>
</tr>
</tbody>
</table>
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<table>
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<tr>
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<td>Tarapore, Farokh E., M.D.</td>
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<td>Tarkovsky, Regina, M.D.</td>
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<td>Topkis, Robert Lane, D.O.</td>
<td>Adjunct Clinical Assistant Professor</td>
<td>FAMILY MEDICINE</td>
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<tr>
<td>Toprover, Leonid, M.D.</td>
<td>Clinical Instructor</td>
<td>MEDICINE</td>
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<td>Torres, German, Ph.D.</td>
<td>Associate Professor</td>
<td>BIOMEDICAL SCIENCES</td>
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<td>Tota-Thurn, Catherine, D.O.</td>
<td>Clinical Assistant Professor</td>
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<td>Tow, Tony W. Y., M.D.</td>
<td>Clinical Assistant Professor</td>
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<td>Trachtenberg, David A., M.D.</td>
<td>Clinical Assistant Professor</td>
<td>PSYCHIATRY &amp; BEHAVIORAL MEDICINE</td>
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<td>Trazzera, Salvatore, M.D.</td>
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<td>Trivedi, Kiran, D.O.</td>
<td>Clinical Assistant Professor</td>
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<td>Clinical Assistant Professor</td>
<td>EMERGENCY MEDICINE</td>
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<td>Tsang, Vaiman Shirley, M.D.</td>
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<td>MEDICAL IMAGING</td>
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<td>PEDIATRICS</td>
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<td>Name</td>
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<td>PSYCHIATRY &amp; BEHAVIORAL MEDICINE</td>
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<td>EMERGENCY MEDICINE &amp; MEDICINE</td>
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<td>Usen, Joshua M., D.O.</td>
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<td>PSYCHIATRY &amp; BEHAVIORAL MEDICINE</td>
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<td>Weinberger, George T., D.O.</td>
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<td>FAMILY MEDICINE</td>
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Weinberger, Joel M., D.O.
Adjunct Clinical Assistant Professor
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Weiner, Jerome R., M.D.
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MEDICINE

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Zammut, Joseph A., D.O.
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Zamora, William, D.O.
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Zimmerman, Steven J., M.D.
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Zimmerman, Thomas, D.O.
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Zitwer, Seth D., D.O.
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Zonouzi-Zadeh, Farideh, M.D.
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Zornitzer, Michael R., M.D.
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Zuhoski, Alexander I., M.D.
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MEDICINE

Zuretti, Alejandro R., M.D.
Clinical Associate Professor
PATHOLOGY

Zwanger-Mendelsohn, Susan, M.D.
Adjunct Clinical Associate Professor
MEDICAL IMAGING
Campus Directions

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

BY CAR TO OLD WESTBURY CAMPUS:

• From New York City and points west via the Long Island Expressway (I–495): Take the LIE (I–495) east to Exit 39, Glen Cove Road. From the exit ramp, turn left onto Glen Cove Road and travel north for two miles. Turn right on Northern Boulevard (Route 25A) and go 1.2 miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map.

• From New York City and points west via the Northern State Parkway: Take the Northern State Parkway to Exit 31, Glen Cove Road. From the exit ramp, turn left onto Glen Cove Road and travel north for approximately four miles. Turn right on Northern Boulevard (Route 25A) and go 1.2 miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map.

• From southern Queens or Brooklyn: From southern Queens and Brooklyn, take the Cross-Island Parkway, the Clearview Expressway, or the Brooklyn–Queens Expressway north to the Long Island Expressway (I–495) east. Follow the directions for EAST from New York City and points west via the Long Island Expressway.

• From Suffolk County via the Long Island Expressway (I–495): Take the LIE (I–495) west to Exit 41N, Route 106/107 North. From the exit ramp, turn right onto Route 106/107. After approximately one half-mile, bear left on Route 107. Travel north on Route 107 for 3 miles. Turn left onto Northern Boulevard (Route 25A). The Old Westbury campus entrance is on the left at the fourth traffic light. Upon entering the campus, take the first right to view a large-scale campus map.

• From Suffolk County via the Northern State Parkway: Take the Northern State Parkway west to Exit 35N, Route 106/107 North. From the exit ramp, turn right onto Route 106/107, heading north. After approximately three-quarters of a mile, bear left on Route 107. Travel north on Route 107 for 3 miles. Turn left at Northern Boulevard (Route 25A). The Old Westbury campus entrance is on the left at the fourth traffic light. Upon entering the campus, take the first right to view a large-scale campus map.

• From southern Nassau or Suffolk Counties: Take the Meadowbrook Parkway or Wantagh Parkway north to the Northern State Parkway. Take the Northern State Parkway west to Exit 31, Glen Cove Road. At the traffic light, turn left, heading north. Travel north on Glen Cove Road for approximately four miles. Turn right on Northern Boulevard (Route 25A) and travel 1.2 miles to the Old Westbury campus entrance, on the right at the third traffic light. Upon entering the campus, take the first right to view a large-scale campus map. Or: Take the Wantagh Parkway or the Seafood–Oyster Bay Expressway (Route 135) north to the Long Island Expressway (I–495). Then follow the directions for WEST from Suffolk County via the Long Island Expressway.

• From the Bronx, Westchester, and points north: Take the Throgs Neck Bridge to the Cross-Island Expressway south. Exit to eastbound Long Island Expressway (I–495). Then follow the directions for EAST from New York City and points west via the Long Island Expressway.
**BY TRAIN**

The Long Island Rail Road operates out of Pennsylvania Station in Manhattan, Flatbush Avenue Station in Brooklyn, and Jamaica Station in Queens. Visitors traveling to Old Westbury can take a train to the Greenvale Station (Oyster Bay branch) and take a taxi to campus; or to Great Neck (Port Washington branch) or Hicksville (Port Jefferson and Ronkonkoma branches) and take Long Island Bus No. 20 to campus (weekdays only). From other Long Island train stations, transfer at Jamaica or Mineola to reach Greenvale. For more information, call 718.217.5477 or visit the LIRR website at www.mta.info/lirr for a complete system map, fares, and schedules.

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

**BY BUS**

The No. 20 bus travels via Northern Boulevard from Main Street in Flushing, Queens, to Route 107 in Greenvale, then via 107 to the Long Island Rail Road station in Hicksville, Nassau County. The bus stops at the Old Westbury campus at regularly scheduled intervals on weekdays only. Call 516.228.4000 or visit the Long Island Bus website at nicebus.com for fare and schedule information.

**FROM LOCAL AIRPORTS**

- From JFK International Airport, take the Belt Parkway east to the Cross Island Parkway north. From there, follow the driving directions from southern Queens and Brooklyn.

- From LaGuardia Airport, take the Grand Central Parkway east, which becomes the Northern State Parkway in Nassau County. Follow the directions from New York City and points west via the Northern State Parkway.

- From Long Island MacArthur Airport, take the Southern State Parkway west to the Seafood-Oyster Bay Expressway (Route 135) north. From there, follow the directions from Suffolk County via the Long Island Expressway.