



# ACADEMIC CATALOG

2024-2025

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

**Main Phone: 334.699.2266 • Security Phone: 334.944.4044**

**[www.acom.edu](http://www.acom.edu)**

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**COLLEGE INFORMATION****CONTACT INFORMATION****GENERAL INFORMATION**

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

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

**ADMISSIONS**

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

**STUDENT RECORDS**

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

**FINANCIAL AID**

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

**STUDENT ACCOUNTS**

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

**COMPLIANCE HOTLINE and MAXIENT REPORTING**

PHONE: (888) 893-9021  
MAXIENT WEBSITE: [www.acom.edu/report](http://www.acom.edu/report)

## HISTORY OF ACOM

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

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

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

ACOM received its Private School licensure in 2011, and subsequently its provisional accreditation with the ability to recruit students from the Commission on Osteopathic College Accreditation on July 1, 2012. ACOM was built as a free-standing facility in Dothan, Alabama. Construction of the 110,000-square-foot facility began in February 2012 and was completed in May 2013. The college was dedicated on July 29, 2013, at the historic Grand Opening and community open house. The inaugural class of 162 students began classes in August 2013. Upon graduation of its first class in 2017, ACOM was granted seven-year accreditation. The college continues to provide increased educational, clinical, and research opportunities through the development of Centers for Excellence in Research, Team-Based Learning, and Clinical Simulation. These centers enhance student and faculty endeavors for years to come. ACOM was granted a class size expansion in 2018 to accommodate up to 210 students per class. The college opened a rural primary care clinic a short distance from the campus to provide additional training opportunities for medical students and constructed a new, larger simulation center that opened in 2022. Additionally, an Open-Air Pavilion and Community Garden were completed in 2023 and construction began on the second ACOM Rural Clinic in Taylor, AL which will open in the Fall of 2024.

## ACCREDITATION AND LICENSURE

### ACCREDITATION

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

ACOM was granted full accreditation status as of April 24, 2017, by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). Enrolled or prospective students wishing to review the documents describing ACOM's accreditation should submit their requests in writing to the Vice President of Institutional Effectiveness. "The AOA Commission on Osteopathic College Accreditation (COCA) serves the public by establishing, maintaining, and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine (COMs) reflect the evolving practice of osteopathic medicine. The scope of the COCA encompasses the accreditation of the COMs." (Commission on Osteopathic College Accreditation Handbook (effective December 7, 2015), page 3.) The accreditation standards are available at <https://osteopathic.org/accreditation/standards/> or by using the following contact information:

Email: [predoc@osteopathic.org](mailto:predoc@osteopathic.org)  
Address: 142 East Ontario Street  
Chicago, IL 60611

### LICENSURE

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

## MISSION, VISION, AND CORE VALUES

### MISSION

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

### VISION

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

### CORE VALUES

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

Our core values which describe how we aspire to conduct ourselves in all matters related to and representing ACOM are:

#### **InSPIRED**

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

### PHILOSOPHY OF OSTEOPATHIC MEDICINE

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

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



## OSTEOPATHIC PLEDGE OF COMMITMENT

I pledge to:

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

## OSTEOPATHIC PHYSICIAN'S OATH

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, and not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

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

I will look with respect and esteem upon all those who have taught me my art. To my college, I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alerted to further the application of basic biological truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

## POLICY AND STATEMENT OF NON-DISCRIMINATION

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

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

## DIVERSITY, EQUITY, AND INCLUSION POLICY

The Alabama College of Osteopathic Medicine (ACOM) recognizes, values, and affirms that diversity of students, faculty, staff, and administration enriches the overall ACOM experience, enhances the quality of education, and substantially impacts the ACOM culture. As a reflection of its importance to the ACOM community, diversity is a core value, and it is our goal to embed this value in all ACOM activities. By embracing diversity and educating our community on its importance, it is our hope that ACOM-trained physicians will themselves render compassionate, inclusive care for all people and that, as physicians, they will be drivers of change who eliminate barriers within our healthcare system, so that all people may achieve health and wellness.

ACOM is committed to providing a safe, welcoming, and inclusive academic and employment environment in which everyone is welcome, where our differences are valued and celebrated for the richness that they contribute to the community, and where all people are invited to join together in the learning experience. As part of our social compact at ACOM, we expect that all people in the community will treat one another with courtesy, respect, and dignity.

We are committed to having a community that actively seeks to incorporate different perspectives, backgrounds, cultures, and life experiences into the unifying fabric of the ACOM experience. The richness of these backgrounds, perspectives, and experiences brings a unique lens through which to view not only future patients but the healthcare system as a whole. We celebrate the contributions to the community and the learning experiences that come from our diversity, and we honor and celebrate the individuals whose unique stories and perspectives add to the richness of this experience.

By continually investing in an educational environment that is welcoming and respectful of diverse ideas, cultures, and people, we hope to enhance the cultural competency of all, including the future physicians educated at ACOM and all of those touched by the ACOM community. Over time, we believe that these efforts will translate into improved quality of care for our most underserved and

vulnerable populations, as well as the elimination of barriers that prevent access to health and wellness. With these efforts, we hope to inspire, equip, and empower future generations of physicians to continually improve upon these efforts in order to make health and wellness available to all.

To achieve this goal, we have three primary pillars:

1. Infuse diversity of backgrounds, perspectives, and life experiences into the entire curriculum, so that all ACOM-trained physicians are well-versed in providing culturally sensitive, inclusive, patient-centered healthcare.
2. Recruit students, faculty, staff, and administrative team members whose individual experiences contribute to the richness of the fabric of the ACOM community and reflect the communities we aspire to serve; and
3. Actively work to retain and nurture the diversity within the ACOM community, including celebrating both our uniqueness and our inclusiveness.

These pillars represent the three-pronged approach to diversity at ACOM. Specific strategies and tactics for achieving our diversity pillars are set forth in the Diversity Strategic Plan.

## **Overall Diversity Initiatives and Priorities**

ACOM's Institutional Diversity Council is the key operational driver of diversity initiatives at ACOM. This Council, which is composed of faculty, staff, and students who are nominated by their peers, endeavors to support and enhance the ACOM academic community to create an environment where human differences are respected by valuing minority voices, championing awareness, and addressing disparities. This Council routinely advises the Dean's Cabinet on initiatives and priorities that assist ACOM in increasing diversity and inclusion within the community. Historically, these include initiatives related to expanded recruitment strategies, the development of pipeline programs, curricular recommendations and suggestions, and other overall programming recommendations. In these areas, the Council works collaboratively with Student Life, Admissions, Human Resources, and others in the community to create a framework for ACOM's overall diversity efforts. Community diversity and inclusion programming and other initiatives, designed to promote cultural awareness and competency of the ACOM community, are led primarily by the Council. This programming, centered on supporting our "One Table" initiative, focuses on celebrating the unique qualities, differences in cultures, and different experiences that our students, faculty, staff, and administration bring to ACOM—all the while emphasizing our unity of purpose. Finally, to ensure that our diversity initiatives have a demonstrable impact, the Institutional Effectiveness division coordinates the ongoing evaluation and assessment of these programs and other ACOM diversity initiatives to confirm that ACOM's commitment to diversity is measurable

and reflected in outcomes and progress toward institutional objectives and the ACOM Strategic Plan.

## **ACOM Students: Initiatives for Recruitment, Admissions, and Retention**

A less visible but equally important ACOM diversity initiative is ACOM's approach to the admission of students. In the admissions process, ACOM employs a standardized, data-driven process, designed to enhance diversity from underrepresented minorities, which include Blacks/ African Americans, Hispanic/ Latino, Native Indian/ Alaskan Native, and Native Hawaiian/ Pacific Islanders. With respect to Black and African Americans, which represent the largest underrepresented minority group in Alabama, ACOM undertakes additional efforts to recruit these students, including targeted recruitment efforts at HBCUs. Active efforts are also made to recruit students from varying geographic areas, sizes, and types of undergraduate institutions. However, because we believe that applicants are more than a sum of their numbers, ACOM applicants are evaluated holistically, with the Admissions Committee giving consideration to the experiences and potential contributions of the whole person to the ACOM community. Those unique qualities and diverse range of experiences all serve to enrich the academic environment and thus are considered in the selection process.

Retention activities directed towards retaining and supporting our student population include strong academic support programs and a series of early intervention initiatives, all designed to provide support for students who may not enter medical school with the academic habits necessary to be successful. These activities, coupled with a continued focus on developing the whole student, are complemented by career development activities and services intended to support those students in becoming physician professionals.

## **ACOM Faculty, Staff, and Administration: Initiatives in Recruitment and Retention**

Similarly, in recruitment and retention efforts, ACOM's Department of Human Resources prioritizes systematic training of search committees, provides oversight of all recruitments, and (together with Southeast Health) employs system-wide marketing and recruitment strategies to increase pools of diverse administrative, faculty, and staff applicants.

In the clinical arena, Clinical Resources and its Associate Dean actively work to recruit medical education directors, core sites, and preceptors from a wide variety of backgrounds, specialties, experiences, and patient populations so that ACOM students in their third and fourth years, through this exposure, can further hone their cultural competency skills in the clinical setting.

Back at ACOM, professional education activities directed toward increasing the cultural awareness and understanding of ACOM's faculty, staff, and administrative team members are primarily

coordinated by the Assistant Dean for Faculty Development. Topics and activities are selected in collaboration with Human Resources and the Institutional Diversity Council.

We believe that these collaborative strategies—starting with the admissions process but including recruitment, retention, clinical experiences, professional development, and continual attention to and assessment of diversity efforts across ACOM—will assist ACOM in achieving measurable, mission-appropriate diversity outcomes.

## DIVERSITY AND INCLUSION STATEMENT

At ACOM, we believe that embracing diversity enriches the fabric of our community and enhances the learning experience. We value and celebrate the unique perspectives, backgrounds, cultures, and life experiences that each member brings, fostering a unifying environment that respects and honors all individuals with courtesy and dignity.

The mission of the DEI (Diversity, Equity, and Inclusion) Office at ACOM is to support students, faculty, and staff, and the college's efforts to promote recruitment, retention, and success of its students, faculty, and staff throughout the osteopathic medical education program.

To learn more about Advancing Diversity, Equity, and Inclusion at ACOM, please visit our DEI Strategic Plan.

## STUDENT BODY DIVERSITY DATA

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

In accordance with the requirements of the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) 2023-2024 Data Collection Schedule, ACOM reported the college's enrollment statistics. The statistics shown below represent the College's total student enrollment by gender and race/ethnicity as of the date of submission of the IPEDS 2023 Fall Enrollment Survey.

The College did not offer programs at or below the baccalaureate level in 2023-2024. Therefore, no ACOM students received Federal Pell Grants, and no Federal Pell Grant recipients were reported in the College's IPEDS Student Financial Aid Survey.

The information collected by NCES is available to enrolled and prospective students on the NCES College Navigator website at

<https://nces.ed.gov/collegenavigator/?q=ALABAMA+COLLEGE+OF+OSTEOPATHIC&s=all&id=483975>.

## EQUAL OPPORTUNITY, CLAIMS OF ILLEGAL DISCRIMINATION

The purpose of this policy is to ensure that the Alabama College of Osteopathic Medicine (ACOM) is an equal-opportunity employer. Additionally, it is and shall continue to be ACOM's policy to provide promotion and advancement opportunities and conduct ACOM activities and operations in a non-discriminatory fashion.

This policy applies in the recruitment and admissions of ACOM students, employment of ACOM faculty, staff, and administration, and in the operation of all scholarship and loan programs. This policy also applies to the operation of all other programs, activities, and services of ACOM.

The Alabama College of Osteopathic Medicine (ACOM) does not discriminate on the basis of age, race, color, gender, gender identity, sex, sexual orientation, religion or creed, national or ethnic origin, or disability in its programs, activities, hiring, admission of students or equal educational opportunity as required by state and federal law.

ACOM subscribes to the principles and adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity, in accordance with the requirements of Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; and the Age Discrimination Act of 1975, as amended.

The Alabama College of Osteopathic Medicine is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination against any applicant or employee based on any legally recognized basis, including, but not limited to: race, color, religion, sex (including pregnancy, lactation, childbirth, or related medical conditions), sexual orientation, gender identity, age (40 and over), national origin or ancestry, citizenship status, physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed service member status or any other status protected by federal, state or local law. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination by any employee, including supervisors and co-workers.

In compliance with the provisions of all applicable state and federal civil rights laws, every effort will be made to admit student applicants whose qualifications best meet the admissions requirements of ACOM without regard to the above factors. Additionally, it is ACOM's policy to provide an equal education opportunity in a non-discriminatory fashion. Complaints and inquiries regarding sex discrimination should be directed to the ACOM Title IX coordinator. Specific Title IX Coordinator contact information will be published in all appropriate handbooks and catalogs, and on the ACOM website. The Title IX coordinator may also be contacted via the following email: [titleIXcoordinator@acom.edu](mailto:titleIXcoordinator@acom.edu)

Complaints and inquiries regarding compliance with the sex discrimination provisions of Title IX may also be directed to the Assistant Secretary for Civil Rights, Department of Education, Washington, D.C.

Evidence of practices inconsistent with other elements of this policy should be reported to the Associate Dean of Student Services.

## REPORTING CLAIMS OF DISCRIMINATION PROCEDURE

*Implements: Equal Opportunity, Claims of Illegal Discrimination*

For purposes of this procedure, a "complaint" is a formal written notification of the belief that prohibited discrimination has occurred. Prior to filing a formal complaint, an individual is strongly encouraged to resolve a discrimination allegation through an informal process.

Before filing a formal complaint of alleged discrimination, the relevant parties are encouraged to use informal means of resolution, such as mediation. If one chooses to proceed with a complaint, the complaint may be submitted in writing to one of the following as appropriate:

### Students

- Associate Dean of Student Services
- Title IX Coordinator (sex discrimination)

### Faculty and Staff

- Director of Human Resources

If a faculty member's discrimination grievance arises from a claim of an adverse action affecting his/her term of appointment, promotion, or conditions of employment and is (a) arbitrary and capricious; (b) discriminatory or otherwise in violation of the law; or (c) not in compliance with the Bylaws of the Faculty Handbook, the faculty member should refer to the policy "Due Process and Grievance Policy for Faculty" for the process and procedures of filing a grievance.

- a. To the extent possible, all complaints will be handled confidentially. All complaints will be addressed in accordance with ACOM policy. Complaints will be referred to the appropriate area for review, and investigations will be conducted in a timely manner. Also, any inquiries or complaints concerning the application of the Americans with Disabilities Act (ADA);

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Title VII of the Civil Rights Act of 1964; Executive Order 11246, as amended; Title IX of the Education Amendments of 1972, as amended; the Rehabilitation Act of 1973; or other legislation and its implementing regulations as they relate to ACOM should be directed to one of the officials listed above. The ACOM Human Resources department, together with the Student Services division, is responsible for the enforcement of this policy.

## DISCRIMINATION INCIDENT REPORTING SYSTEM AND RESOLUTION

Maxient is the primary incident reporting platform at ACOM. It is web-based and can be accessed 24/7, and reporting can be anonymous. Maxient's reporting is divided into four categories: sexual misconduct (Title IX) or discrimination; professionalism; safety and security; accreditation, DEI, and other concerns. All concerns reported under Title IX route directly to the Title IX coordinator for evaluation and investigation; DEI concerns route to the Compliance Officer for evaluation and identification of the appropriate party(ies) for investigation. For complaints against faculty/staff, the concern is forwarded directly to the Human Resources Department for the initial investigation and action, as needed. For student concerns, the investigator reports the results of fact-finding to the Compliance Officer and the DEI Officer, who make an assessment and recommendation to the Associate Dean of Student Services. That recommendation can include a formal referral to the Professionalism and Ethics Committee, informal counseling, or written admonishment.

In addition to Maxient, ACOM also maintains a compliance hotline that is available 24/7 and staffed by a third-party company. Reporting can also be anonymous. Any concerns of discrimination that are reported via the hotline will be investigated and resolved in the same manner as for discrimination concerns reported via Ma



**ACADEMIC PROGRAM – OSTEOPATHIC MEDICINE****PROGRAM DESCRIPTION**

In the Osteopathic Medicine Program, ACOM students receive a comprehensive medical education leading to the degree of Doctor of Osteopathic Medicine (D.O.). The program consists of 159 credit hours of instruction and is designed to be completed in four years. ACOM students spend their first two years studying an integrated curriculum that includes basic medical sciences, clinical sciences, osteopathic principles and practice, and primary clinical skills. ACOM students receive access to the latest technologies such as patient simulators and simulated patient encounters that incorporate didactic study in physical exam skills, communication skills, cultural competency, spirituality in medicine, medical law, and ethics.

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

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

**PROFESSIONAL LICENSURE DISCLOSURE STATEMENT**

The Alabama College of Osteopathic Medicine's (ACOM) Doctor of Osteopathic Medicine (D.O.) program is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (AOA-COCA). As such, ACOM's D.O. program meets the educational requirements for medical licensure in all fifty states.

Each state has additional medical licensure requirements. Students are responsible for determining any additional requirements for licensure in the state(s) in which they seek to be licensed and should refer to their state licensing board(s) as well as the Federation of State Medical Boards for more information. For licensing board contact information, please visit [www.fsmb.org/](http://www.fsmb.org/)

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**CURRICULUM OVERVIEW**

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

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

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

ACOM partners with its various clinical training sites, Medical Education Directors, and Supervising Physician Preceptors to train students for excellence in clinical practice. Under the leadership of ACOM, the preceptors and clinical training sites implement the curriculum to balance the student's learning needs and the educational resources available at the site. To enhance learning, preceptors and sites are encouraged to use a variety of teaching methods and innovations, including observation, monitored participation, video and audio recordings, technology, readings, individual discussions, and presentations by students, faculty, and others. Specific curricular expectations are outlined in the syllabus for each of the required clerkship rotations.

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The clinical curricula consist of clinic, hospital, and office-based training. All clinical faculty are approved by ACOM based on interest and dedication to teaching, as well as a credentialing process including evaluation of the Curriculum Vitae (CV), recommendation by the appropriate Medical Education Director, board certification or board eligibility, and medical license verifications. The pre-clinical and clinical curriculum reflects the mission of the college through planning and evaluation by the Course and Clerkship Directors, the Curriculum Committee, and the input and review of the Dean's Cabinet.

Entry into any OMS-III level course requires the successful completion of all OMS-II level courses and the COMLEX-USA Level 1 exam. The core experience within the in-network core sites will consist of the following CORE clerkship rotations: one month of Psychiatry, two months of Internal Medicine, one month of General Surgery, one month of Obstetrics/Gynecology, one month of Pediatrics, and one month of Family Medicine. One month in the ACOM Rural Health Clinic is also required as part of the OMS III curriculum. One of the Internal Medicine core clerkship rotations must be completed as an inpatient experience, in addition to combined inpatient and outpatient experiences in other core clerkship rotations. Additionally, one third-year core clerkship rotation must be embedded within a residency program, and a minimum of one core clerkship rotation must be completed under the supervision of an osteopathic physician. The remainder of the year is designated for electives. During rotation periods two through eleven, embedded in the required core and elective clerkship rotations, students will participate in Pathway to Residency didactic activities. The Core Site Coordinator will contact the student before core clerkship rotations begin regarding student expectations, housing, orientation activities, and other pertinent information. Students are encouraged, but not required, to complete most of their core clerkship rotations early in their OMS-III year.

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

## PROGRAM OUTCOMES

Graduates of the degree of Doctor of Osteopathic Medicine from the Alabama College of Osteopathic Medicine (ACOM) will achieve seven (7) program-level outcomes that describe the skills, competencies, and knowledge gained through completion of the program curriculum. These outcomes are aligned with the American Osteopathic Association (AOA)’s 7 core competencies.

### 1. Osteopathic Principles, Practice, and Manipulative Treatment

1.1	<b>Knowledge of Osteopathic Principles, Practice, and OMT</b> – Demonstrate an understanding of osteopathic principles and practice, including knowledge of the basic science, mechanisms of action, and physical findings of somatic dysfunction and basic application of OMT.
1.2	<b>Skills in Osteopathic Principles, Practice, and OMT</b> – Apply osteopathic principles, including the use of OMT, to an appropriate patient care plan.
1.3	<b>Integration of Osteopathic Principles, Practice, and OMT Into Care</b> – Demonstrate sufficient depth of knowledge and skills to recognize, diagnose, and treat patients who have somatic dysfunctions using OMT in the clinical setting.

### 2. Osteopathic Patient Care and Procedural Skills

2.1	<b>Data Gathering</b> – Gather accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including osteopathic structural examination), regardless of patient age or clinical setting.
2.2	<b>Differential Diagnosis</b> – Formulate a differential diagnosis based on the patient evaluation and epidemiologic data, prioritize diagnoses appropriately, and determine the nature of the concern or complaint in the context of the patient’s life cycle and in a variety of healthcare settings.
2.3	<b>Essential Clinical Procedures</b> – Perform basic clinical procedures essential for the generalist practice of osteopathic medicine.
2.4	<b>Patient Care Management</b> – Provide diagnostic information; develop a safe, evidence-based, cost-effective, equitable, patient-centered care plan; and use all ethical and appropriate options for the goal of relieving the patient’s physical and psychological distress. Within the context of evidence-based and cost-

	effective care, the osteopathic physician must assess the patient’s motivation, willingness, and ability to cooperate with the diagnostic and therapeutic plan.
2.5	<b>Patient Education</b> – Assess patients’ health literacy and understanding and counsel and educate patients accordingly.
<b>3. Application of Knowledge for Osteopathic Medical Practice</b>	
3.1	<b>Foundational Biomedical Sciences Knowledge Base</b> – Demonstrate the application of knowledge of clinically applicable foundational biomedical science concepts related to patient care and health, homeostasis, structure-function relationships, prevention, and disease, and do so in an integrated, patient-centered, osteopathic manner.
3.2	<b>Clinical Sciences Knowledge Base</b> – Demonstrate the application of knowledge of established and evolving clinical science concepts related to patient care and health, homeostasis, structure-function relationships, prevention, and disease and do so in an integrated, patient-centered, osteopathic manner.
3.3	<b>Continuous Knowledge-Base Development and Lifelong Learning</b> – Demonstrate that he/she acquires and sustains knowledge of applicable foundational biomedical and clinical science concepts appropriate for clinical practice for lifelong learning, including, as applicable, at the point of care.
<b>4. Practice-Based Learning and Improvement in Osteopathic Medical Practice</b>	
4.1	<b>Fundamental Epidemiologic Concepts</b> – Articulate and apply fundamental epidemiologic concepts to practice-based learning and improvement.
4.2	<b>Clinical Decision-Making Tools</b> – Interpret literature regarding research and clinical topics for use in understanding disease-oriented and patient-oriented evidence.
4.3	<b>Evidence-Based Medicine Principles and Practices</b> – Learn and apply evidence-based osteopathic medical principles and practices
4.4	<b>Clinical Significance of Research Evidence and Statistical Inferences</b> – Determine the clinical significance of research evidence.
4.5	<b>Translating Evidence into Practice and Continuous Learning</b> – Apply evidence to clinical practice.

4.6	<p><b>Continuous Evaluation, Feedback, and Reflection for the Improvement of Osteopathic Clinical Practice</b> – Identify, describe, and apply systematic methods relating to continuous evaluation of personal osteopathic clinical practice patterns, practice-based improvements, and the reduction of medical errors. The osteopathic physician must do so using information about individual patients, populations of patients, or communities to improve care. The osteopathic physician must incorporate regular feedback and reflection into practice, as well as set learning and improvement goals.</p>
<p><b>5. Interpersonal and Communication Skills in the Practice of Osteopathic Medicine</b></p>	
5.1	<p><b>Eliciting Information</b> – Communicate effectively with the patient, the patient’s family, and other caregivers in order to establish a diagnostic impression and to help ascertain the nature of the concern or complaint. The osteopathic physician must open patient interviews by encouraging the patient to fully express concerns and must further gather information in a manner that results in an effective exchange of information and collaboration with patients, their families, and other healthcare professionals.</p>
5.2	<p><b>Rapport Building</b> – Develop, maintain, and conclude the therapeutic relationship and demonstrate competence in the rapport-building functions of the medical interview.</p>
5.3	<p><b>Information Giving</b> – Effectively provide patient education and information, ensuring that the patient (or caregiver) understands their condition and the diagnostic and/or treatment options and recommendations. This includes achieving consensus between the patient (or caregiver) and the physician. It also includes facilitating the informed consent process and recommending mutually agreed-upon diagnostic and/or therapeutic steps, or health promotion and disease prevention strategies. Additionally, it includes enhancing patient coping mechanisms and encouraging appropriate lifestyle changes to avoid illness and to promote and maintain health.</p>
5.4	<p><b>Written and/or Electronic Documentation and Communication</b> – Demonstrate effective written and electronic communication in patient care and in working as a member of the interprofessional collaborative team.</p>
<p><b>6. Professionalism in the Practice of Osteopathic Medicine</b></p>	
6.1	<p><b>Knowledge of Ethics and Professionalism</b> – Demonstrate sufficient knowledge of the behavioral and social sciences that provide the foundation for professionalism competency, including medical ethics, social accountability, and responsibility.</p>

6.2	<b>Humanistic Behavior</b> – Demonstrate respect, altruism, compassion, integrity, honesty, and trustworthiness.
6.3	<b>Primacy of Patient Need</b> – Demonstrate responsiveness to the needs of patients and society that supersedes self-interest.
6.4	<b>Accountability and Duty in the Physician-Patient Relationship</b> – Establish, maintain, and conclude the physician-patient relationship in accordance with proper ethical and legal standards. The osteopathic physician must demonstrate accountability to patients, society, and the profession.
6.5	<b>Cultural Competency</b> – Demonstrate sensitivity, respect, and responsiveness to a diverse and heterogeneous patient population, including but not limited to diversity in culture, religion, age, gender, sexual orientation, socioeconomic circumstances, mental and physical disabilities, and military personnel and their families.
6.6	<b>Ethical Principles in Practice and Research</b> – Demonstrate knowledge of, and the ability to apply, ethical principles in the practice and research of osteopathic medicine, particularly in the areas of confidentiality of patient information, access to care, regulation of care, provision or withholding of care, and the conduct of research.
<b>7. Systems-Based Practice in Osteopathic Medicine</b>	
7.1	<b>Health Systems Awareness</b> – Understand health care delivery systems and their associated health care coverage and access, including but not limited to Medicare, Medicaid, managed care, the Veterans Health Administration, formularies, accountable care organizations, and patient-centered medical homes, all of which affect the practice of an osteopathic physician and the care of their patients and the community.
7.2	<b>Engage in an Interprofessional Health Care Team for Optimal Patient – and Population-Centered Care</b> – Understand the function of the interprofessional healthcare team and their role in the team and also optimize team performance across the healthcare system for safe, quality patient- and population-centered care.
7.3	<b>Incorporate Considerations of Cost Awareness and Risk-Benefit Analysis in Care</b> – Consider how to allocate resources (eg, evaluating value, quality, cost, risk-benefit analysis, potential wastes) in the health care delivery system and incorporate them into the care of patients.

7.4	<b>Advocate for All Patients within the Health Care System</b> – Advocate for all patients within the health care system.
7.5	<b>Improve Health Systems and Patient Safety</b> – Understand, advocate for, and apply methods for the evaluation and improvement of patient care systems, with the goal of improving patient safety and quality of care.



## STUDENT TRACKING AND PROMOTION

ACOM students must accomplish specified milestones to academically progress through the curriculum. The Registrar/Director of Student Tracking monitors and tracks the progress of each student at ACOM. See the table below for the minimum requirements to complete each level.

OMS LEVEL	REQUIREMENTS FOR COMPLETION
OMS-I	<ul style="list-style-type: none"> <li>Complete and Pass all required OMS-I coursework</li> <li>Complete all required OMS-I assessments and evaluations</li> </ul>
OMS-II	<ul style="list-style-type: none"> <li>Complete and Pass all required OMS-II coursework</li> <li>Complete all required OMS-II assessments and evaluations</li> <li>Complete and Pass COMLEX-USA Level 1 (maximum four attempts)</li> </ul>
OMS-III	<ul style="list-style-type: none"> <li>Complete and Pass all required OMS-III clerkship rotations</li> <li>Complete all required OMS-III assessments and evaluations</li> </ul>
OMS-IV	<ul style="list-style-type: none"> <li>Complete and Pass all required OMS-IV clerkship rotations</li> <li>Complete all required OMS-IV assessments and evaluations</li> <li>Complete and Pass COMLEX-USA Level 2-CE (maximum four attempts)</li> <li>Must complete the ACOM Clinical Assessment and Attestation</li> </ul>
ACOM Graduate	Each single-degree DO student must complete the DO degree within 150% of the standard time to achieve the degree (six years following matriculation).

## GRADUATION REQUIREMENTS

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

- Has complied with all the curricular, legal, and financial requirements of ACOM;
- Has successfully completed all coursework requirements in no more than six years with a minimum GPA of 2.0;
- Attends the ceremony in person;
- Takes the osteopathic oath;
- Has taken and passed COMLEX-USA Level 1 and Level 2-CE administered by the National Board of Osteopathic Medical Examiners (NBOME);

- Must complete the ACOM Clinical Assessment and Attestation;
- Has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.

Students whose graduation date is delayed will be allowed to participate in graduation ceremonies with their matriculating class as long as they are able to finish their clerkship rotations by the conclusion of that academic year. In addition, the student must have passed COMLEX-USA Level 1 and COMLEX-USA Level 2-CE.

## MAXIMUM LENGTH OF PROGRAM COMPLETION POLICY

ACOM shall provide a curriculum of instruction that encompasses four academic years (eight semesters) of continuous study. Candidates for the degree of Doctor of Osteopathic Medicine (D.O.) are required to meet all graduation requirements in a time frame not to exceed 150% of the standard time to achieve the degree (six years from the first date of matriculation) unless otherwise required by statute.

## DEGREE CONFERRAL POLICY AND PROCEDURE

The ACOM Board of Directors (the governing body) will confer the degree of Doctor of Osteopathic Medicine (D.O.) upon those students who have satisfactorily completed the requirements of graduation and have been recommended for graduation by the faculty.

## PROCEDURE

1. Nearing program completion, the Registrar shall complete a degree audit of students eligible for graduation. The Registrar confirms the accomplishment of all academic milestones and presents a list of those students eligible for graduation to the Faculty Assembly 30 days before graduation.
2. By vote of the faculty as convened by the Chair of the Faculty Assembly, or their designee, the roster of students recommended for graduation shall be confirmed to the Dean for transmittal to the ACOM Board of Directors for approval.
3. The ACOM Board of Directors will take formal action to approve the conferring of the degree of Doctor of Osteopathic Medicine to medical students from that class.
4. The Doctor of Osteopathic Medicine (D.O.) degree shall be awarded to all candidates duly certified by this procedure at a date and time to be determined by the Office of the President.

## DEGREE PLAN – 159 CREDIT HOURS

### OMS-I & OMS-II COURSE REQUIREMENTS

OMS-I – FALL		
Course #	Course Name	Credit Hours
701	Anatomical Sciences	7
711	Molecular Medicine	7
731	Osteopathic Principles & Practice I	2
741	Primary Clinical Skills I	2
785	Health Systems Science I	2
<b>Credit Hours Per Term</b>		<b>20</b>
OMS-I – SPRING		
Course #	Course Name	Credit Hours
720	Neuroanatomy/Behavioral Neuroscience	8
724	Musculoskeletal	4
751	Hematology/Lymph	4
768	Dermal	2
786	Health Systems Science II	1
732	Osteopathic Principles & Practice II	2
742	Primary Clinical Skills II	2
<b>Credit Hours Per Term</b>		<b>23</b>
OMS-II – FALL		
Course #	Course Name	Credit Hours
753	Cardiovascular	6
757	Respiratory	5
755	Renal	3
733	Osteopathic Principles & Practice III	2
743	Primary Clinical Skills III	2
787	Health Systems Science III	2
<b>Credit Hours Per Term</b>		<b>20</b>
OMS-II – SPRING		
Course #	Course Name	Credit Hours
761	Endocrine/Reproductive	7
764	Gastrointestinal	4
734	Osteopathic Principles & Practice IV	2
744	Primary Clinical Skills IV	2
788	Health Systems Science IV	1

791	Clinical Integration Capstone	4
<b>Credit Hours Per Term</b>		<b>20</b>
<b>Total Pre-Clinical Credit Hours</b>		<b>83</b>

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

OMS-III		
Course #	Clerkship Name	Credit Hours
DO CLIN 801	Core: Psychiatry	4
DO CLIN 802	Core: Internal Medicine I	4
DO CLIN 803	Core: Internal Medicine II	4
DO CLIN 804	Core: Obstetrics/Gynecology	4
DO CLIN 805	Core: General Surgery	4
DO CLIN 806	Core: Pediatrics	4
DO CLIN 807	Core: Family Medicine	4
DO CLIN 833	Required: ACOM Rural Health Clinic	4
DO CLIN 840-899	*Electives	8
<b>OMS-III Credit Hours</b>		<b>40</b>
OMS-IV		
Course #	Clerkship Name	Credit Hours
DO CLIN 903	Required: Emergency Medicine	4
DO CLIN 908	Required: Hospice & Palliative Care <ul style="list-style-type: none"> <li>• May be completed as an OMS-III or OMS-IV clerkship rotation</li> </ul>	4
DO CLIN 940-999	*Electives	28
<b>OMS-IV Credit Hours</b>		<b>36</b>
<b>Total Clinical Credit Hours</b>		<b>76</b>
<b>Total Program Credit Hours (Pre-Clinical and Clinical)</b>		<b>159</b>

## FELLOWS SCHOLARS TRACK 167 CREDIT HOURS

### Anatomy/OPP Fellows Scholars

The ACOM Anatomy/OPP Fellows Scholars Track is designed to expand the educational opportunities for selected students with guided learning experiences in the areas of medical education and research and to formally train the students to achieve experience and preparation to become excellent teachers and faculty. Fellows Scholars must complete all courses required in the Osteopathic Medicine Program. The Fellows Scholars Track adds eight (8) credit hours to the Osteopathic Medicine Program academic plan as described in the Table below.

### SIM Fellows Scholars

The ACOM Simulation (SIM) Fellows Scholars Track is designed to expand the educational opportunities for selected students with guided learning experiences in the areas of medical education and research and to formally train the students to achieve experience and preparation to become excellent teachers and faculty. Fellows Scholars must complete all courses required in the Osteopathic Medicine Program. The Fellows Scholars Track adds eight (8) credit hours to the Osteopathic Medicine Program academic plan as described in the Table below.

<b>FELLOWS SCHOLARS TRACK IN OPP/ANATOMY</b>		
<b>Course #</b>	<b>Clerkship Name</b>	<b>Credit Hours</b>
DO CLIN 897FEL	Fellowship in Clinical Anatomy and OPP I	4
DO CLIN 939FEL	Fellowship in Clinical Anatomy and OPP II	4
<b>Additional Credit Hours</b>		<b>8</b>
<b>FELLOWS SCHOLARS TRACK IN SIMULATION</b>		
<b>Course #</b>	<b>Clerkship Name</b>	<b>Credit Hours</b>
DO CLIN 886FEL	Fellowship in High-Fidelity Simulation through Patient Care I	4
DO CLIN 992FEL	Fellowship in High-Fidelity Simulation through Patient Care II	4
<b>Additional Credit Hours</b>		<b>8</b>
<b>Osteopathic Medicine Program Hours</b>		<b>159</b>
<b>Fellowship Hours</b>		<b>8</b>
<b>Total Fellows Scholars Track Program Credit Hours</b>		<b>167</b>

## CLASSIFICATION OF CLERKSHIP ROTATIONS

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

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

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

- b. Required Clerkship Rotations: Required clerkship rotations do not have to be completed at a core site but are required to be taken in the appropriate OMS year.

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

Students who choose to complete elective clerkship rotations at locations outside the ACOM network must follow the out-of-network application process.

## LIMITS ON CLERKSHIP ROTATIONS

- a. There is a 24-credit hour limit on the number of rotations students may complete in a single discipline without special permission from the Associate Dean of Clinical Sciences, with the exceptions noted below. Students should endeavor to make smart, strategic choices when planning their elective schedules. Students are encouraged to seek out and follow the guidance from ACOM Faculty and Medical Education Directors.
- b. Students may not complete more than eight credit hours of clerkship rotations, core, or elective, including research with the same supervising physician or at the same residency program in the same discipline over the combination of the clinical years without special permission from the Associate Dean of Clinical Sciences.

- c. Students may not complete more than four credit hours of off-cycle clerkship rotations without special permission from the Associate Dean of Clinical Sciences.
- d. Students may complete only four credit hours with a preceptor who is a member of the student's family. A clerkship rotation completed with a family member must be an elective clerkship rotation.
- e. There is an 8-credit hour limit on any combination of the following electives: Research, Wilderness Medicine, or International Medicine without special permission from the Associate Dean of Clinical Sciences.
- f. Students may not complete more than four credit hours of the Wilderness Medicine elective.
- g. There is an 8-credit hour limit on clerkship training in Hospice and Palliative Care; 4-credit hours for the requirement and 4-credit hours of elective, without special permission from the Associate Dean of Clinical Sciences.

## COURSE DESCRIPTIONS

### OMS-I COURSE DESCRIPTIONS

**DO SYS 701 Anatomical Sciences (7 credit hours)** - Anatomical Sciences covers the study of the body's structure and includes gross anatomy, histology (microanatomy), and embryology (development). Anatomy is the foundation of human medicine, especially osteopathy, and is central to not only surgical specialties and radiology but also diagnosis and treatment practiced by any physician. The course is organized by major body regions: back and extremities (upper and lower limbs); thorax, abdomen, and pelvis; and head and neck. The student is expected to learn proper terminology and apply this knowledge to cadaveric dissection, surface anatomy palpation, and radiographic image interpretation based on an understanding of body structure in three dimensions. Throughout the course, students will learn how to use anatomy, embryology, and histology to understand and diagnose patient clinical presentations.

**DO SYS 711 Molecular Medicine (7 credit hours)** - The basic sciences are the foundation on which evidence-based medical education and practice are built. This course provides a path for the student to gain an extensive knowledge base in biochemistry, immunology, and medical

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genetics, as well as an introduction to basic concepts of pharmacology, physiology, and pathology. The fully integrated curriculum addresses themes common to all these basic sciences, focusing on their impact on medical principles and practices.

**DO SYS 731 Osteopathic Principles & Practice I (2 credit hours)** - The Osteopathic Principles and Practice (OPP) I is an introductory course designed to provide the student with a fundamental understanding of the history, philosophy, principles, and practice of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles, and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from basic and clinical divisions. Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge and the structurally based examination utilizing clinical methods and modalities that will continually develop for the rest of their clinical careers. The OPP Course is cumulative over four semesters. All summative and formative evaluations of concepts and skills will reflect cumulative knowledge.

**DO SYS 741 Primary Clinical Skills I (2 credit hours)** - Primary Clinical Skills I is an introductory course to the history and physical examination that prepares students to effectively gather and organize clinical information in an accurate, thorough, professional, and compassionate manner. As the first course in a two-year continuum, Primary Clinical Skills I serves as the foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in skills labs and TBL settings, as well as through the use of standardized patients in a supervised setting.

**DO SYS 785 Health Systems Science I (2 credit hours)** - The Health Systems Science (HSS) curriculum is designed to provide osteopathic medical students with pillars of the health care system to teach how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. Health Systems Science I has a focus on the following HSS domains: (1) Leadership; (2) Teaming; (3) Patient, Family, and Community; and (4) Healthcare Structure and Process.

**DO SYS 720 Behavioral Neuroscience/Neuroanatomy (8 credit hours)** - The Behavioral Neuroscience course is an interdepartmental course that emphasizes the interdisciplinary study of



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the human nervous system as it applies to clinical medicine. This course consists of the integration of three components.

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

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

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

**DO SYS 724 Musculoskeletal (4 credit hours)** - The purpose of this course is to provide the student with an interdisciplinary understanding of the musculoskeletal system to facilitate evaluation, diagnosis, and treatment in a primary care setting. Students will review and enhance their knowledge of anatomy, biomechanics, physiology, biochemistry, immunology, pathology, and pharmacology, as well as Osteopathic Principles and Practice (OPP) to develop a comprehensive mastery of relevant clinical concepts and mechanisms. Familiarity with material from previous coursework will be assumed and expected. Clinical topics to be covered include orthopedic surgery, sports medicine, podiatry, radiology, infectious disease, rheumatology, and Osteopathic Manipulative Medicine. Methods of examining the musculoskeletal system will be introduced and taught concurrently in the PCS and OPP courses.

**DO SYS 751 Hematology & Lymph (4 credit hours)** - Hematology & Lymph is an integrated systems course that focuses on blood components, including cells, proteins, fluids, and other organs and tissues that play roles in oxygen delivery, immune reactions, and clotting. Consideration will be given to both normal processes and to disease states. In addition,

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oncological aspects will be discussed for WBC-related and other neoplasms. Finally, relevant microbiologic organisms/processes will be discussed, including HIV.

**DO SYS 768 Dermal (2 credit hours)** - The goal of this course is to provide students with fundamental medical knowledge of the dermal system. The course content will enable students to develop the knowledge and skills necessary for accurate description, effective diagnosis, and efficient treatment of dermatologic problems.

**DO SYS 732 Osteopathic Principles and Practice II (2 credit hours)** - Osteopathic Principles and Practice II is the second of four courses in the Osteopathic Principles and Practice series. This course complements and expands on the knowledge and skills acquired in the preceding course. The Osteopathic Principles and Practice (OPP) course is designed to provide the student with a fundamental understanding of the history, philosophy, principles, and practice of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles, and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from basic and clinical divisions. Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge and the structurally based examination utilizing clinical methods and modalities that will continually develop for the rest of their clinical careers. The OPP Course is cumulative over four semesters. All summative and formative evaluations of concepts and skills will reflect cumulative knowledge.

**DO SYS 742 Primary Clinical Skills II (2 credit hours)** - Primary Clinical Skills II is the second of four courses in the Primary Clinical Skills series. This course complements and expands on the knowledge and skills acquired in PCSI. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional, and compassionate manner. As the second course in a two-year continuum, Primary Clinical Skills II continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting, as well as through the use of standardized patients in a supervised setting.

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**DO SYS 786 Health Systems Science II (1 credit hour)** - The Health Systems Science (HSS) curriculum is designed to provide osteopathic medical students with pillars of the health care system to teach how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. Health Systems Science II is a continuation of Health Systems Science I and has a focus on the following HSS domains: (1) Population, Public and Social Determinants of Health; and (2) Clinical Informatics and Health Technology.

#### OMS-II COURSE DESCRIPTIONS

**DO SYS 753 Cardiovascular (6 credit hours)** - The Cardiovascular Systems course is an interdepartmental course that emphasizes the interdisciplinary study of the human cardiovascular system as it applies to clinical medicine. This course consists of the integration of multiple components. One component is cardiac structure and function, where the basic anatomic structures and development, normal function and control, and vascular supply into and out of the heart are addressed. Pathological states and related clinical outcomes emphasize the major cardiac disease processes a physician is likely to encounter, and EKG interpretation in health and disease is also a major emphasis. Evaluation of the patient and relevant differential diagnoses will be included. Another component is vascular structure and function, which builds on cardiac function and stresses the means by which delivery of oxygen, nutrients, waste products, hormones, and related materials are achieved. As with cardiac structure, this information is presented in the context of the clinical situation, and when feasible emphasizing major disease processes a physician is likely to encounter. Pharmacologic aspects of cardiovascular disease will be emphasized.

**DO SYS 755 Renal (3 credit hours)** - Identify the minimum essential knowledge of the renal system that every medical student trained as an undifferentiated osteopathic physician must have at the time of graduation from medical school. This course provides a clear path for the osteopathic student to gain knowledge in renal: anatomy, microbiology, physiology, pharmacology, pathology, and osteopathic principles with the goal of bridging molecular and clinical medicine.

**DO SYS 757 Respiratory (5 credit hours)** - The Respiratory System integrates foundational basic science information with common clinical pulmonary and ENT disease diagnosis and management principles for both the adult and pediatric populations.

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**DO SYS 787 Health Systems Science III (2 credit hours)** - The Health Systems Science (HSS) curriculum is designed to provide osteopathic medical students with pillars of the health care system to teach how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. Health Systems Science III is a continuation of Health Systems Science I/II and has a focus on the following HSS domains: (1) Healthcare Policy and Economics; (2) Change Agency, Management, and Advocacy; and (3) Health System Improvement.

**DO SYS 733 Osteopathic Principles & Practice III (2 credit hours)** - Osteopathic Principles and Practice III is the third of four courses in the Osteopathic Principles and Practice series. This course complements and expands on the knowledge and skills acquired in the preceding course. The Osteopathic Principles and Practice (OPP) course is designed to provide the student with a fundamental understanding of the history, philosophy, principles, and practice of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles, and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from basic and clinical divisions. Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge and the structurally based examination utilizing clinical methods and modalities that will continually develop for the rest of their clinical careers. The OPP course is cumulative over four semesters. All summative and formative evaluations of concepts and skills will reflect cumulative knowledge.

**DO SYS 743 Primary Clinical Skills III (2 credit hours)** - Primary Clinical Skills III is the third of four courses in the Primary Clinical Skills series. This course complements and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional, and compassionate manner. As the third course in a two-year continuum, Primary Clinical Skills III continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting, as well as through the use of standardized patients in a supervised setting.

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**DO SYS 761 Endocrine / Reproductive (7 credit hours)**

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

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

**DO SYS 764 Gastrointestinal (4 credit hours)** - Gastrointestinal integrates foundational basic science information with common clinical gastrointestinal and hepatic disease diagnosis and management principles for both the adult and pediatric populations.

**DO SYS 788 Health Systems Science IV (1 credit hour)** - The Health Systems Science (HSS) curriculum is designed to provide osteopathic medical students with pillars of the health care system to teach how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. Health Systems Science IV is a continuation of Health Systems Science I/II/III and has a focus on the following HSS domains: (1) Value in Healthcare; and (2) Ethics and Legal matters.

**DO SYS 734 Osteopathic Principles & Practice IV (2 credit hours)** - Osteopathic Principles and Practice IV is the fourth of four courses in the Osteopathic Principles and Practice series. This course complements and expands on the knowledge and skills acquired in the preceding course. The Osteopathic Principles and Practice (OPP) course is designed to provide the student with a fundamental understanding of the history, philosophy, principles, and practice of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles, and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from basic and clinical divisions. Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This

course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge and the structurally based examination utilizing clinical methods and modalities that will continually develop for the rest of their clinical careers. The OPP Course is cumulative over four semesters. All summative and formative evaluations of concepts and skills will reflect cumulative knowledge.

**DO SYS 744 Primary Clinical Skills IV (2 credit hours)** - Primary Clinical Skills IV is the fourth of four courses in the Primary Clinical Skills series. This course complements and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional, and compassionate manner. As the fourth course in a two-year continuum, Primary Clinical Skills IV continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting, as well as through the use of standardized patients in a supervised setting.

**DO SYS 791 Clinical Integration Capstone (4 credit hours)** – This course is a customized COMLEX-USA and USMLE review program designed to assist medical students in preparation for Boards and Clerkship training. The physiological application of medical knowledge to clinical medicine is essential in order to achieve a commanding understanding of Medicine. The course will integrate major system physiology, pathophysiology, clinical manifestations, and treatment. In addition, the basic sciences will be reviewed with emphasis on clinical presentations and abnormalities.

#### OMS-III CLERKSHIP DESCRIPTIONS

**DO CLIN 801 CORE Psychiatry (4 credit hours)** - Four weeks focusing on the evaluation, intervention, and management of the psychiatric patient. Emphasis is placed on the medical student learning the triage and community integration of treatment models, treating the patient in a setting close to home rather than the inpatient psychiatric hospital. This month will offer the integration of the psychiatric treatment model with the goal of community treatment and placement for mentally ill patients.

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**DO CLIN 802 CORE Internal Medicine I (4 credit hours)** - Four weeks of training in clinic and/or hospital settings leading to a foundational understanding of general medical problems in adult patients. This course is a prerequisite for Internal Medicine II.

**DO CLIN 803 CORE Internal Medicine II (4 credit hours)** - Four weeks of training with the same objectives as Internal Medicine I. Increases the consolidation of educational goals by providing continuity of environment and faculty found in Internal Medicine I.

**DO CLIN 804 CORE Obstetrics/Gynecology (4 credit hours)** - Four weeks of training in the inpatient or outpatient setting to obtain acceptable competency for a medical student in the care of medical and surgical issues related to the female genitourinary system. This will include the evaluation and care of the pregnant patient for prenatal, delivery, and post-natal period.

**DO CLIN 805 CORE General Surgery (4 credit hours)** - Four weeks of training in the hospital setting during which students will actively participate in the evaluation and management of patients with common surgical disorders. The overall objective is to bring the student the opportunity to gain expertise in ambulatory and hospital surgical care and to train a “generalist” physician in the surgical management of adult diseases.

**DO CLIN 806 CORE Pediatrics (4 credit hours)** - Four weeks of clinical training in the outpatient and/or inpatient setting. The student will learn to take an appropriate history for male and female patients from birth to adulthood. Emphasis will be placed on preventive health management for the evaluation of growth milestones, as well as immunization strategies. Identification of the acutely ill patient will be integrated into the experience.

**DO CLIN 807 CORE Family Medicine (4 credit hours)** - Four weeks of training with a family physician students will work with a family physician in order to gain a more complete perspective of the uniqueness of family medicine and further their learning of clinical knowledge and skill sets necessary to practice medicine in a variety of outpatient and inpatient settings.

**DO CLIN 833 REQUIRED ACOM Rural Health Clinic (4 credit hours)** – Four weeks of training providing a unique combination of OPP training in both a standardized and clinical setting as well as training in a family rural health clinic. Concurrent with this training, students will also serve in a near-peer teacher role to first- and second-year students in OPP lectures, OPP labs, and the clinic. Students are expected to learn and refine skills necessary to integrate OMT into daily clinical practice. They will also begin their role as both mentors and lifelong learners/teachers essential for lifelong success as a physician.

**800-level Electives (2 or 4 credit hours)** - Electives may be completed in any discipline, with any licensed practicing DO/MD physician approved by the Division of Clinical Sciences, and are not required to be completed with a member of the ACOM clinical faculty. For more information about electives with specialized didactics, please refer to the “Additional Options for Elective Clerkship Rotations” section.

DO CLIN 838 Maternal Fetal Medicine	DO CLIN 869 Urology
DO CLIN 839 Med/Peds	DO CLIN 870 Urogynecology
DO CLIN 840 General Internal Medicine	DO CLIN 871 Oncology Surgery
DO CLIN 841 Gastroenterology	DO CLIN 872 Plastic Surgery
DO CLIN 842 Cardiology	DO CLIN 873 Radiology
DO CLIN 843 Nephrology	DO CLIN 874 Dermatology
DO CLIN 844 Pulmonology	DO CLIN 875 Women’s Health
DO CLIN 845 Hematology/Oncology	DO CLIN 876 Behavioral Health
DO CLIN 846 Rheumatology	DO CLIN 877 Family Medicine
DO CLIN 847 Neurology	DO CLIN 878 OPP Elective
DO CLIN 848 Allergy/Immunology	DO CLIN 879 Geriatrics
DO CLIN 849 Critical Care Medicine	DO CLIN 880 PM&R
DO CLIN 850 Infectious Diseases	DO CLIN 881 Occupational Medicine
DO CLIN 851 Adolescent Medicine	DO CLIN 882 Global Health
DO CLIN 852 Emergency Medicine	DO CLIN 883 Addiction Medicine
DO CLIN 853 Endocrinology	DO CLIN 884 Pathology
DO CLIN 854 Pediatrics	DO CLIN 885 FQHC
DO CLIN 855 OB/GYN	DO CLIN 886FEL Fellowship in High-Fidelity Simulation through Patient Care I
DO CLIN 857 Sports Medicine	DO CLIN 887 Radiation Oncology
DO CLIN 858 Neonatology	DO CLIN 888 Preventive Medicine
DO CLIN 861 General Surgery	DO CLIN 889 Colorectal Surgery
DO CLIN 862 Neurosurgery	DO CLIN 890 Cardiothoracic Surgery
DO CLIN 863 Otolaryngology	DO CLIN 891 Gynecological Surgery
DO CLIN 864 Anesthesiology	DO CLIN 893 Clinical Integration
DO CLIN 865 Vascular Surgery	DO CLIN 894 Adv. Clinical Skills Training
DO CLIN 866 Orthopedics	DO CLIN 895 Hospice & Palliative Care
DO CLIN 868 Ophthalmology	DO CLIN 896 Research
	DO CLIN 897FEL Fellowship in Clinical Anatomy and OPP I
	DO CLIN 899FEL Fellowship in Clinical Anatomy and OPP II



**OMS-IV CLERKSHIP DESCRIPTIONS**

**DO CLIN 903 REQUIRED Emergency Medicine (4 credit hours)** - Four weeks of training with a prerequisite of successful completion of the entire third year of training prior to entry. Students will be educated in the initial evaluation and stabilization of the acutely ill or traumatized patient. Education of the triage process at the entry into the Emergency Department is included in the experience.

**DO CLIN 908 REQUIRED Hospice & Palliative Care (4 credit hours)** - Four weeks of training designed to provide students with a comprehensive experience in both “End-of-Life” Care and the most current modalities of symptom control/management. Students will experience being a part of a treatment team caring for individual patients and families, anticipating, and managing a spectrum of issues in anticipation of life’s end. This will include experience in dealing with social, psychological, and spiritual distress in terminally ill patients. The palliative care components will include the management of pain, anxiety, insomnia, nausea & vomiting, anorexia, constipation, pruritus, cough, dyspnea, and delirium. Students are also invited and encouraged to reflect upon end-of-life issues for themselves and their families and achieve increasing comfort in their discourse.

**900-level Electives (2 or 4 credit hours)** - Electives may be completed in any discipline, with any licensed practicing DO/MD physician approved by the Division of Clinical Sciences, and are not required to be completed with a member of the ACOM clinical faculty. For more information about electives with specialized didactics, please refer to the “Additional Options for Elective Clerkship Rotations” section.

DO CLIN 928 Maternal Fetal Medicine	DO CLIN 968 Ophthalmology
DO CLIN 930 Pediatric Neurology	DO CLIN 969 Urology
DO CLIN 933 Rural Health Clinic	DO CLIN 970 Urogynecology
DO CLIN 938FEL Fellowship in Clinical Anatomy and OPP I	DO CLIN 971 Oncology Surgery
DO CLIN 939FEL Fellowship in Clinical Anatomy and OPP II	DO CLIN 972 Plastic Surgery
DO CLIN 940 General Internal Medicine	DO CLIN 973 Radiology
DO CLIN 941 Gastroenterology	DO CLIN 974 Dermatology
DO CLIN 942 Cardiology	DO CLIN 975 Women’s Health
DO CLIN 943 Nephrology	DO CLIN 976 Behavioral Health

DO CLIN 944 Pulmonology	DO CLIN 977 Family Medicine
DO CLIN 945 Hematology/Oncology	DO CLIN 978 OPP
DO CLIN 946 Rheumatology	DO CLIN 979 Geriatrics
DO CLIN 947 Neurology	DO CLIN 980 PM&R
DO CLIN 948 Allergy/Immunology	DO CLIN 981 Occupational Medicine
DO CLIN 949 Critical Care Medicine	DO CLIN 982 Global Health
DO CLIN 950 Infectious Diseases	DO CLIN 983 Addiction Medicine
DO CLIN 951 Adolescent Medicine	DO CLIN 984 Pathology
DO CLIN 952 Emergency Medicine	DO CLIN 985 FQHC
DO CLIN 953 Endocrinology	DO CLIN 986 Trauma Surgery
DO CLIN 954 Pediatrics	DO CLIN 987 Radiation Oncology
DO CLIN 955 OB/GYN	DO CLIN 988 Preventive Medicine
DO CLIN 957 Sports Medicine	DO CLIN 989 Colorectal Surgery
DO CLIN 958 Neonatology	DO CLIN 990 Cardiothoracic Surgery
DO CLIN 961 General Surgery	DO CLIN 991 Gynecological Surgery
DO CLIN 962 Neurosurgery	DO CLIN 992FEL Fellowship in High-Fidelity Simulation through Patient Care II
DO CLIN 963 Otolaryngology	DO CLIN 993 Clinical Integration
DO CLIN 964 Anesthesiology	DO CLIN 994 Wilderness Medicine
DO CLIN 965 Vascular Surgery	DO CLIN 996 Research
DO CLIN 966 Orthopedics	DO CLIN 998 Hospice & Palliative Care
	DO CLIN 999 Adv. Clinical Skills Training

## ADDITIONAL OPTIONS FOR ELECTIVE CLERKSHIPS

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

**DO CLIN 896/996 Research Elective (2 or 4 credit hours)** - Students who are in good standing and have completed all OMS-III core clerkship rotations may complete up to two research electives with prior approval by the Research Elective Clerkship Director. The AOA recognizes that the advancement of scientific research plays a critical role in the mission to improve American healthcare through promoting osteopathic medicine. The Research Elective is an immersion experience in ongoing human or animal-based research, which may involve, but is not limited to, the following: clinical investigation, policy studies, or health services research and may be laboratory-based, practice-based, or both. The preceptor will be the Principal Investigator

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(PI) for the project and will be required to adhere to all regulations and procedures (IRB, IACUC, etc. as appropriate) and be approved by the Research Elective Clerkship Director. Students who choose to complete elective clerkship rotations at locations outside the ACOM network must follow the out-of-network application process.

**DO CLIN 994 Wilderness Medicine (4 credit hours)** - Students who are in good standing and have completed all OMS-III core clerkship rotations may complete one Wilderness Medicine elective. Wilderness Medicine is the practice of medicine in an austere environment. Improvisation of accepted medical therapies are required when standard medical facilities and equipment are unavailable. The practitioner must possess adequate outdoor skills to be completely self-sufficient in wilderness settings. Wilderness Medicine training prepares healthcare personnel to be useful in disaster and humanitarian settings. The goal of this wilderness medicine elective is to prepare participants to function as healthcare providers anywhere in the world, under any circumstances, with or without access to hospitals.

**DO CLIN 999 Advanced Clinical Skills Training (2 or 4 credit hours)** - The Advanced Clinical Skills Training Clerkship Rotation is designed to facilitate student improvement in clinical performance, including but not limited to: clinical skills, professionalism skills, time management, appropriate interaction with patients and healthcare teams, documentation skills, intraoperative skills, building confidence to participate respectfully within the healthcare team. To meet this goal, students will participate in independent learning and activities within the clinical setting, as determined by the needs of each individual student. Students will also meet regularly with clinical faculty to determine their specific learning needs. Student progress will be evaluated during all assigned activities to ensure sufficient improvement in their clinical performance. The length of this clerkship rotation is either two weeks or four weeks.

**DO CLIN 893/993 Clinical Integration (4 credit hours)** - Students will develop their critical thinking and professionalism skills to use in clinical scenarios - from gathering knowledge of the patient's history and risk factors to making an informed opinion of the patient's clinical status to developing a differential diagnosis, selecting diagnostic studies, and implementing a management plan. These critical thinking skills will also aid students in their preparation for COMLEX exams. Please note: students who score below a 70% on three (3) or more COMATs may be required to complete this elective prior to taking COMLEX Level 2-CE.

**DO CLIN 897FEL/938FEL Fellowship in Clinical Anatomy & OPP I (4 credit hours)** - During the Clinical Anatomy & OPP elective fellowship experience, students will work with ACOM OPP and Anatomy faculty in all venues of their teaching and practice (if applicable). Students will participate in clinical activities at the discretion of their faculty preceptor. Student

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fellows will interact with healthcare personnel during these experiences and learn from each of them about their specific responsibilities, including providing patient care as part of the healthcare team. Students will also observe, participate, and assist in teaching OMSI and OMSII at the discretion of the clerkship directors, which will include giving lectures and teaching during lab times. Specifically, they will receive foundational training in facilitating all aspects of curriculum delivery for Clinical Anatomy and OPP, develop a scholarly activity project, and participate in in-person patient care, both in OPP and general medicine.

**DO CLIN 899FEL/939FEL Fellowship in Clinical Anatomy & OPP II (4 credit hours) -**

During the Clinical Anatomy & OPP elective fellowship experience, students will work with ACOM OPP and Anatomy faculty in all venues of their teaching and practice (if applicable). Students will participate in clinical activities at the discretion of their faculty preceptor. Student fellows will interact with healthcare personnel during these experiences and learn from each of them about their specific responsibilities, including providing patient care as part of the healthcare team. Students will also observe, participate, and assist in teaching OMSI and OMSII at the discretion of the clerkship directors, which will include giving lectures and teaching during lab times. Specifically, they will build upon the foundational training received in the first semester and apply it by continuing to facilitate all aspects of curriculum delivery for OPP and Clinical Anatomy, compile data and prepare their final scholarly activity project for presentation, and participate in in-person patient care, both in OPP and general medicine.

**DO CLIN 886FEL Fellowship in High-Fidelity Simulation through Patient Care I (4 credit hours) -**

During the fellowship year, the student fellow will gain experience in various clinical venues. Student fellows will interact with healthcare personnel during these experiences and learn from each of them about their specific responsibilities, including providing patient care as part of the healthcare team. They will also get training in medical education, research, and clinical simulation, including participating in curricular events. Specifically, they will receive foundation training in facilitating all aspects of simulation, begin developing a simulation-based research proposal, and participate in both simulated and in-person patient care.

**DO CLIN 992FEL Fellowship in High-Fidelity Simulation through Patient Care II (4 credit hours) -**

During the fellowship year, the student fellow will gain experience in various clinical venues. Student fellows will interact with healthcare personnel during these experiences and learn from each of them about their specific responsibilities, including providing patient care as part of the healthcare team. They will also get training in medical education, research, and clinical simulation, including participating in curricular events. Specifically, they will build upon the foundation training received in the first semester and apply it by facilitating all aspects of simulation in a more autonomous fashion (while still under faculty supervision), compile data

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and prepare their final research project for presentation, and continue participating in both simulated and in-person patient care.

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

## ADMISSIONS REQUIREMENTS

### CITIZENSHIP

An applicant must be a U.S. citizen or permanent resident. Citizenship or permanent resident status must be maintained for the duration of enrollment.

### MEDICAL COLLEGE ADMISSIONS TEST (MCAT)

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

### PREREQUISITE COURSEWORK

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

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

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

\*Laboratory credits are required with science courses

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

**Recommended:** Advanced Coursework in the biological sciences is highly recommended in addition to the above prerequisite requirements. Students who, upon entering medical school, have a stronger biological sciences foundation have been shown to be more successful in their

transition to medical school studies. Suggested advanced coursework includes, but is not limited to biochemistry, cell biology, genetics, human anatomy, physiology, immunology, microbiology, neuroscience, and behavioral science.

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

**World Education Services**

P.O. Box 5087  
New York, NY 10274-5087 (212) 966-6311  
[www.wes.org](http://www.wes.org)

Courier Address:  
64 Beaver St., #146  
New York, NY 10004

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

**Josef Silny & Associates, Inc. International  
Educational Consultants**

7101 SW 102 Avenue  
Miami, FL 33173  
(305) 273-1616  
[www.jsilny.com](http://www.jsilny.com)

**International Education Research  
Foundation, Inc.**

P.O. Box 3665  
Culver City, CA 90231-3665 (310) 258-9451  
[www.ierf.org](http://www.ierf.org)

**Educational Credential Evaluators, Inc.**

P.O. Box 514070 Milwaukee, WI 53203-3470  
(414) 289-3400 [www.ece.org](http://www.ece.org)

**American Association of Collegiate  
Registrars and Admissions Officers  
(AACRAO)****Foreign Education Credential Services**

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

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

**TRANSFER POLICIES****TRANSFER REQUIREMENTS FOR ADMISSION**

ACOM accepts qualified transfer students based on the procedures outlined below. The Admissions Committee will evaluate transfer applications.

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

**NEW MATRICULATE TRANSFER OF DOCTORAL CREDIT POLICY**

Requests for transfer of credit for ACOM pre-clinical coursework will be considered on a case-by-case basis from student applicants with previous doctoral-level degree coursework who have been accepted to ACOM as new matriculates. The student must provide the college catalog, syllabus, and official transcripts from the college/university in which the course was originally



credited to provide ACOM faculty sufficient information to decide if the course in question is equivalent to that offered in the Doctor of Osteopathic Medicine curriculum at ACOM. The course descriptions, course content, grade, and course credit hour equivalency will be approved at the following sequential levels:

1. Course Director
2. Associate Dean of Appropriate Division
3. Curriculum Committee
4. Dean's Cabinet
5. Dean

For each course under consideration, a "Request for Transfer Credit" form must be completed, with the appropriate signatures, and filed with the Division of Student Services prior to the start of the class. The signed form becomes a part of the student's academic file at ACOM and serves as a record of completion of those course requirements. A letter grade will be assigned to the course under recommendation and approval at all levels and notated as a transfer credit on the transcript. The letter grade will be calculated into the GPA. If approved, the student will not be required to register for the course. Students will be encouraged to use their course time to increase their expertise in the subject matter or serve as assistants/tutors for their classmates.

## APPLICATION PROCEDURES

### AACOMAS APPLICATIONS

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

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

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

## APPLICATION STEPS

Complete and submit the primary (AACOMAS) application. Verified applications are screened for minimum academic requirements. Selected applicants will receive an email with a link to complete an online supplemental (secondary) application.

Complete the Supplemental Application and pay the \$50 nonrefundable Supplemental Application Fee. ACOM does recognize the AACOMAS fee waiver for approved applicants.

Submit the required letters of recommendation (evaluations). These letters can be submitted as part of the AACOMAS application process, uploaded into Interfolio, or emailed to the ACOM Office of Admissions. (Details on requirements for letters of recommendation are below.)

An application file is considered complete once all required documents/assessments have been received. Completed applications are reviewed using standards set by the Admissions Committee (see Application Review Process). This review process takes a few weeks. The Director of Admissions will send invitations to students who qualify for an on-campus or virtual interview based on these standards. Applicants selected for interviews receive an email invitation with instructions to schedule an interview.

## LETTERS OF RECOMMENDATION

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

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

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

All letters should be signed and on letterhead.

Science letters must be written by college science professors who have instructed the applicant in the required science courses or recommended upper-level science courses. These letters should be on letterhead with academic credentials in the signature line. Letters should also include the

course title in which the evaluator taught. Applicants should inform the faculty of these requirements when requesting letters. ACOM only accepts letters from instructors of biology, chemistry, or physics.

Letters from social science (e.g., psychology, sociology, etc.) or math professors will not count toward this requirement.

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

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

## IMPORTANT DATES

May 6	AACOMAS Application Portal Opens
May 6	AACOMAS Applications are Available to ACOM
August 1	ACOM Begins Applicant Interviews
December 14	First Deposit Deadline
March 1	AACOMAS Application Deadline
April 15	Supplemental Application and Supporting Documents Deadline

## SELECTION PROCESS

### APPLICATION REVIEW

The ACOM Admissions Committee will be responsible for reviewing and assessing the completed AACOMAS and supplemental applications with required support materials. The major criteria for rating applicants are academic and non-academic achievements. Academic assessments include the Medical College Admissions Test (MCAT) scores, grades, and grade point averages.

Personal characteristics include the applicant’s ability and desire to fulfill the college’s commitment to the primary care and underserved needs of Alabama and the region, personal experiences with physician shadowing, patient populations, community/volunteer service,

leadership positions, and honors received. Letters of recommendation play a significant role in the assessment of applicants.

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

## INTERVIEW PROCESS

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

Applicants are invited to visit the campus in person or virtually for a formal interview with qualified faculty or staff who have all completed online training in interview procedures, desired qualifications, and rubric scoring. After the interview, the Admissions Committee reviews the applicant's file along with the interviewer(s)' comments. The Committee recommendations are reviewed and approved by the Dean of the College. Applicants are notified of their admission status within a few weeks of their interview. Notification times may vary during the application cycle.

## MATRICULATION

Acceptance is conditional until all matriculation requirements have been met.

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

- Applicants accepted prior to November 15 have until December 14 to make their deposit.
- Applicants accepted between November 15 and January 14 have 30 days to pay their deposit.
- Applicants accepted between January 15 and April 30 have 14 days to pay their deposit.
- Applicants accepted after May 1 may be asked for an immediate deposit.

- After May 1 of the year of matriculation, ACOM has the right to implement specific procedures for accepted students who hold one or more seats at other medical colleges.

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

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

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

All students must adhere to the required drug screening, background checks, health insurance, immunizations, and Health and Technical Standards for the duration of enrollment at ACOM. Failure to adhere to these requirements may result in dismissal or suspension from the osteopathic program.

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

## DEFERMENT POLICY

Accepted students seeking deferment will be considered on a case-by-case basis. A deferment requires extenuating, unexpected personal circumstances. All deferment requests must be received in writing by May 1 prior to the beginning of orientation. Deferments are not available to applicants accepted from the Wait List.

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

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

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

Deferred Admissions are granted with certain conditions:

- Written confirmation of attendance by May 1 of the year of deferment.
- Ability to meet the Health and Technical Standards, drug screenings, background check, health insurance, residency status, and immunization will not have changed upon matriculation.
- All statements on your application and all other personal statements provided as part of the application process remain true and valid.
- You will have met all the requirements indicated on your application. All documents must be addressed to:

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

## GLOSSARY OF TERMS AND ACRONYMS

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

<b>AOA</b>	The <b>American Osteopathic Association</b> is the main representative organization for osteopathic physicians in the United States. <a href="http://www.osteopathic.org/">http://www.osteopathic.org/</a>
<b>Archival List</b>	The <b>archival list</b> of preceptors kept by the ACOM Clinical Resources department which tracks the status of all preceptors, whether active, inactive, or other.
<b>Audition Rotation</b>	<b>Audition rotations</b> are elective clerkship rotations during the third and fourth years at sites with residency programs in which a student is interested.
<b>BLS</b>	<b>Basic Life Support.</b>
<b>Clerkship Rotation</b>	A <b>clerkship rotation</b> is 2- or 4-week period of training in a clinical setting.
<b>CME</b>	<b>Continuing Medical Education.</b>
<b>CITI</b>	<b>Collaborative Institutional Training Initiative.</b> Students use this system to obtain additional training in OSHA, HIPAA, Universal Precautions, Sterile Technique, etc.
<b>COCA</b>	The <b>AOA Commission on Osteopathic College Accreditation</b> serves the public by establishing, maintaining, and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine (COMs) reflect the evolving practice of osteopathic medicine. The scope of the COCA encompasses the accreditation of COMs. <a href="http://www.osteopathic.org/inside-AOA/accreditation/predoctoral%20accreditation/Pages/default.aspx">http://www.osteopathic.org/inside-AOA/accreditation/predoctoral%20accreditation/Pages/default.aspx</a>
<b>COI</b>	Certificate of Insurance. Refers to professional liability insurance for healthcare professionals, including medical students.
<b>COMAT</b>	<b>Comprehensive Osteopathic Medical Achievement Test.</b> A series of examinations designed to assess osteopathic medical students' core knowledge and elements of osteopathic principles and practice essential for pre-doctoral training. This is equivalent to shelf exams provided in MD programs.
<b>COMLEX-USA</b>	The <b>Comprehensive Osteopathic Medical Licensing Examination</b> of the United States is a three-level, national standardized licensure examination designed to assess osteopathic medical knowledge, knowledge fluency, clinical skills, and other competencies essential for practice as an



	<p>osteopathic generalist physician. <a href="http://www.nbome.org/exams-assessments/comlex-usa/">http://www.nbome.org/exams-assessments/comlex-usa/</a></p> <p>Level 1 – Computer-based application of osteopathic medical knowledge concepts related to foundational sciences, patient presentations, and physician tasks.</p> <p>Level 2-CE – (Cognitive Examination) Computer-based application of osteopathic medical knowledge concepts related to clinical sciences, patient presentations, and physician tasks.</p> <p>Level 2-PE – (Performance Examination) Standardized patient-based assessment of fundamental clinical skills essential for osteopathic patient care.</p> <p>Level 3 – Two-day computer-based application of osteopathic medical knowledge concepts related to clinical sciences, patient safety, independent practice, foundational competency domains, and clinical presentations.</p>
<b>COMSAE</b>	<p><b>Comprehensive Osteopathic Medical Self-Assessment Examinations</b> are used by osteopathic students and residents to assess readiness for the COMLEX-USA cognitive examination. ACOM administers these exams several times before students take COMLEX-USA Level 1.</p>
<b>Core Clerkship Rotations</b>	<p>Four weeks of clinical training in specified disciplines, which must be completed at a <b>Core Site location</b>.</p>
<b>Core Site</b>	<p>A <b>core site</b> is a medical facility committed to providing sufficient resources to meet curriculum requirements for third- and fourth-year students.</p> <p>The <b>home</b> core site is the site to which students are assigned during the spring semester of their OMS-II year.</p> <p><b>Visiting</b> the core site refers to a different core site within ACOM’s network where a student completes a clerkship rotation.</p>
<b>Core Site Connections</b>	<p>Refers to initial meetings between MEDs, CSCs, and students assigned to their core sites. <b>Core Site Connections</b> meetings are held in the spring of the OMSII year.</p>
<b>CRNA</b>	<p><b>Certified Registered Nurse Anesthetist.</b></p>

<b>CRNP</b>	<b>Certified Registered Nurse Practitioner.</b>
<b>CSC</b>	<b>Core Site Coordinator</b> , who manages the day-to-day activities of students, such as preceptor assignments, evaluations, lectures, and COMAT exams.
<b>CSE</b>	<b>Clinical Skills Educator.</b>
<b>CV</b>	A <b>curriculum vitae</b> is like a resumé but also includes a detailed and comprehensive description of academic and professional history.
<b>Dean’s Letter</b>	See MSPE.
<b>Didactics</b>	<b>Didactics</b> are forms of systematic instruction. Examples include lectures, readings, assignments, self-directed learning, independent learning, discussion boards, video conferences, grand rounds, and journal clubs.
<b>Differential Diagnosis</b>	The process of weighing the probability of one condition versus that of others, possibly accounting for a patient’s situation. For example, the <b>differential diagnosis</b> of rhinitis (a runny nose) includes allergic rhinitis (hay fever), the abuse of nasal decongestants, and the common cold.
<b>DIO</b>	<b>Designated Institutional Officer.</b> The individual who oversees all Graduate Medical Education at an institution.
<b>DO</b>	<b>Doctor of Osteopathic Medicine.</b>
<b>Elective Clerkship Rotations</b>	<b>Elective clerkship rotations</b> are 2 or 4 weeks of clinical training in any specialty at an ACOM-approved medical facility.
<b>EMR (EHR)</b>	<b>Electronic Medical Records</b> or Electronic Health Records.
<b>ERAS</b>	The <b>Electronic Residency Application Service</b> is produced by AAMC to transmit residency applications, letters of recommendation, Dean’s Letters, transcripts, and other supporting documents to residency program directors via the Internet. <a href="https://www.aamc.org/services/eras/">https://www.aamc.org/services/eras/</a>
<b>eValue</b>	Software used to manage third- and fourth-year clerkship rotations. <b>E*Value</b> holds rotation evaluations, participation logs, and rotation registrations.
<b>FERPA</b>	The <b>Family Educational Rights and Privacy Act</b> of 1974. Defines the privacy rights of students in academic settings.
<b>FOSCE</b>	<b>Formative Objective Structured Clinical Examination.</b>

<b>FQHC</b>	<b>Federally Qualified Health Centers</b> are community-based health centers that provide primary and preventative care services in underserved areas regardless of ability to pay or health insurance
<b>FREIDA</b>	<b>Fellow and Residency Electronic Interactive Database.</b> FREIDA Online is a database with more than 7,800 graduate medical education programs accredited by ACGME as well as more than 200 combined specialty programs. <a href="http://www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page">http://www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page</a>
<b>GME</b>	<b>Graduate Medical Education.</b> Formal medical education that includes internship, residency, subspecialty, and fellowship programs accredited by ACGME.
<b>Grand Rounds</b>	A formal meeting at which physicians discuss the clinical case of one or more patients. <b>Grand rounds</b> originated as part of residency training wherein new information was taught and clinical reasoning skills were enhanced. Grand rounds today are an integral component of medical education. They present clinical problems in medicine by focusing on current or interesting cases. They are also sometimes utilized for the dissemination of new research information.
<b>H&amp;P</b>	Shorthand for <b>history and physical</b> , the initial clinical evaluation, and examination of the patient.
<b>HCHCA</b>	The <b>Houston County Health Care Authority</b> is the umbrella organization that owns ACOM and Southeast Health.
<b>HIPAA</b>	The <b>Health Insurance Portability and Accountability Act</b> of 1996 which defines the privacy rights of patients and health care information.
<b>ICD-10</b>	ICD-10 is the 10th revision of the <b>International Statistical Classification of Diseases and Related Health Problems (ICD)</b> , a medical classification list by the World Health Organization (WHO). It contains codes for diseases, signs and symptoms, abnormal findings, complaints, social circumstances, and external causes of injury or diseases.
<b>ILA</b>	<b>Independent learning activity.</b>
<b>IRB</b>	An <b>institutional review board</b> , also known as an independent ethics committee (IEC), ethical review board (ERB) or research ethics board (REB), is a committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans.

<b>IS</b>	<b>Integrated Session.</b> Presents defined material in an interactive format to demonstrate clinical significance.
<b>IT (IS)</b>	<b>Information Technology</b> (Information Systems).
<b>Journal Club</b>	A <b>journal club</b> is a form of education in which a group of physicians discuss, analyze, and review a limited number of articles from medical journals, often on a weekly or monthly basis.
<b>Learning Agreement</b>	A <b>learning agreement</b> is a document that the student and preceptor create together at the beginning of a clerkship rotation to define learning goals.
<b>Lecture</b>	A <b>lecture</b> is a didactic presentation given by a faculty member, medical education director, or preceptor.
<b>Letter of Good Standing (LoGS)</b>	Official document from the school that states that a student is in <b>good academic standing</b> and has no issues preventing the student from starting clerkship rotations.
<b>LoR</b>	<b>Letter of Recommendation</b>
<b>LMS</b>	<b>Learning Management System.</b> Software used by ACOM students to access curricular information.
<b>LRC</b>	<b>Learning Resource Center</b>
<b>The Match</b>	The <b>Match</b> process is a uniform system by which residency candidates and residency programs simultaneously “match” to fill first-year and second-year post-graduate training positions accredited by ACGME. NRMP instituted and maintains The Match system.
<b>Match Day</b>	The date when students find out if they have been matched to a residency program.
<b>MD</b>	<b>Doctor of Medicine.</b>
<b>MED</b>	<b>Medical Education Director</b> (formerly known as core site director). Manages a Core Site and its operation, as well as directing interaction with the college regarding student performance. The required minimum qualifications are MD/DO.
<b>MOA (MOU)</b>	A <b>Memorandum of Agreement</b> (Memorandum of Understanding) is an agreement between two or more parties outlining the terms and details of an understanding, including each party’s requirements and responsibilities.
<b>MSPE</b>	The <b>Medical Student Performance Evaluation</b> (formerly known as the Dean’s Letter) is a comprehensive assessment of medical school performance generally through the third year of medical school. Includes

	grade comparison graphs, class rank for top quartile students for years 1 and 2, and preceptor comments from clerkship rotations.
<b>NBME</b>	The <b>National Board of Medical Examiners</b> is an independent, not-for-profit organization that serves the public through its high-quality assessments of healthcare professionals. <a href="http://www.nbme.org/">http://www.nbme.org/</a>
<b>NBOME</b>	The <b>National Board of Osteopathic Medical Examiners</b> is the leading assessment organization for the osteopathic medical profession. Its mission is to protect the public by providing the means to assess competencies for osteopathic medicine and related healthcare professions. The NBOME COMLEX-USA examination series provides the pathway to licensure for osteopathic physicians in the United States. <a href="http://www.nbome.org">http://www.nbome.org</a>
<b>NRMP</b>	The <b>National Resident Matching Program</b> is a national process to match medical students and other applicants with programs to obtain internships and residencies. Applicants submit a confidential list to the NRMP ranking their desired place of residency. Participating hospitals also enter a confidential list of those most desired applicants. On a uniform date (mid-March), all the applicants and programs are informed of the results of the match. <a href="http://www.nrmp.org">http://www.nrmp.org</a>
<b>OMS</b>	<b>Osteopathic Medical Student (OMS-I, OMS-II, OMS-III, and OMS-IV)</b>
<b>OMM (OMT)</b>	<b>Osteopathic Manipulative Medicine (OMM)</b> , also known as Osteopathic Manipulative Treatment (OMT), is a core set of techniques of osteopathy and osteopathic medicine that distinguishes these fields from allopathic medicine.
<b>OON</b>	<b>Out of Network.</b> This refers to rotations that are done outside of ACOM's clinical network.
<b>OPP</b>	<b>Osteopathic Principles and Practices</b> is the title of the course where students learn OMM (OMT).
<b>OPCE</b>	<b>Observed Patient Clinical Encounter.</b>
<b>OPTI</b>	All OGME programs are part of an <b>Osteopathic Postdoctoral Training Institution</b> . Each OPTI is a community-based training consortium comprised of at least one college of osteopathic medicine and one hospital and may include additional hospitals and ambulatory training facilities. <a href="http://www.osteopathic.org/inside-aoa/Education/OGME-development-initiative/Pages/what-is-an-opti.aspx">http://www.osteopathic.org/inside-aoa/Education/OGME-development-initiative/Pages/what-is-an-opti.aspx</a>
<b>OSCE</b>	<b>Objective Structured Clinical Examination.</b>

<b>OSHA</b>	The <b>Occupational Safety and Health Administration</b> is an agency of the United States Department of Labor. OSHA’s mission is to “assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.” <a href="https://www.osha.gov/">https://www.osha.gov/</a>
<b>PA</b>	<b>Physician Assistant.</b>
<b>PALS</b>	<b>Pediatric Advanced Life Support.</b>
<b>Personal Statement</b>	The <b>personal statement</b> is created by the student and consists of information about the student’s professional background, academic and clinical qualifications, how the decision was made to pursue medicine, chosen specialty, and career goals.
<b>PCS</b>	<b>Primary Clinical Skills.</b> A set of courses students complete during each term of their OMS-I and OMS-II years.
<b>PGY</b>	<b>Post Graduate Year.</b>
<b>Preliminary Year</b>	A <b>preliminary year</b> is a one-year position in a given field (e.g., Internal Medicine or Surgery), usually preceding training in another specialty.
<b>Preceptor</b>	A practicing physician who provides excellent learning opportunities in clinical settings and delivers quality assessments of students throughout their clinical training.
<b>PRN</b>	Abbreviation for <b>pro re nata</b> , a Latin phrase meaning “as needed.”
<b>Program Director</b>	The individual who oversees graduate medical education in a specified discipline at a specific institution.
<b>RC</b>	<b>The Regional Coordinator</b> coordinates core site development and assists core site staff in managing students’ educational experiences within specified geographic regions.
<b>Required Clerkship Rotation</b>	Four weeks of clinical training in a specified OMS year that does not have to be completed at a core site.
<b>ROL</b>	<b>Rank Order List.</b>
<b>SARHA</b>	The <b>Southeast Alabama Rural Health Associates</b> is a private, non-profit corporation established in 1983 to ensure the availability of quality medical services to all residents of Southeast Alabama.

	SARHA currently provides primary and preventive health services to the residents of Barbour, Coffee, Crenshaw, Dale, Geneva, Henry, Houston, Pike, and surrounding counties. <a href="http://www.sarhaonline.com/">http://www.sarhaonline.com/</a>
<b>SDL</b>	<b>Self-directed learning.</b>
<b>Shelf Exam</b>	See COMAT or NBME.
<b>SIM Lab</b>	Interactive session with either <b>simulated</b> “patients” or standardized patients.
<b>Skills Lab</b>	<b>Skills labs</b> provide an opportunity for students to learn and practice patient interview skills, physical examination skills, and osteopathic manipulative treatment under faculty supervision and instruction.
<b>SOAP</b>	The <b>Supplemental Offer and Acceptance Program</b> is a process for unmatched students in the NRMP match to find residency programs. <a href="http://www.nrmp.org/residency/soap/">http://www.nrmp.org/residency/soap/</a>
<b>SOAP note</b>	The <b>SOAP (i.e., subjective, objective, assessment, and plan) note</b> is a method of documentation employed by health care providers to record notes in a patient’s chart.
<b>SPC</b>	<b>Student Progress Committee</b> (an Appeal Board).
<b>SP / SPE</b>	<b>Standardized Patient / Standardized Patient Educator.</b>
<b>TBL</b>	<b>Team-Based Learning.</b> Consists of sessions that must include the following components: advance preparation assignment, individual readiness assessment test (iRAT), group readiness assessment test (gRAT), application of course content, and peer evaluation (when applicable).
<b>Transitional Year</b>	One-year position with rotations through various disciplines (e.g., Internal Medicine, Surgery, etc.); also precedes training in other specialties.
<b>TruTouch</b>	Refers to the hardware with multiple functionalities to allow for teaching and collaboration between groups in different facilities, including an interactive multi-touch display that integrates smoothly with all major video/web conferencing solutions. This hardware replaced the VCU at many core site locations.
<b>USMLE</b>	The <b>United States Medical Licensing Examination</b> is a three-step examination for medical licensure in the U.S. The USMLE assesses a physician’s ability to apply knowledge, concepts, and principles and to demonstrate fundamental patient-centered skills that are important in health and disease and that constitute the basis of safe and effective patient care.

	Osteopathic students are encouraged and may be required to take the USMLE if they intend to apply for allopathic residency programs. <a href="http://www.usmle.org">http://www.usmle.org</a>
<b>USMLE Step 2 CK</b>	<b>Clinical Knowledge</b> Exam (MD Equivalent to CE Exam).
<b>USMLE Step 2 CS</b>	<b>Clinical Skills</b> Exam (MD Equivalent to PE Exam)
<b>VCU</b>	<b>Video Conferencing Unit</b> refers to the hardware that allows for a conference between two or more participants at different sites.
<b>Visiting Student</b>	A student who is “away” from their home core site while completing clerkship rotations.
<b>VSLO (formerly known as VSAS)</b>	<b>Visiting Student Learning Opportunities</b> is an AAMC application designed to streamline the application process for senior “away” electives. This service requires students to submit just one application for all institutions, effectively reducing paperwork, miscommunication, and time. All COCA-accredited AACOM member colleges with rising fourth-year classes are VSAS home schools. Students in accredited schools may use VSAS to submit applications. ACOM students will have access to VSAS beginning in March of their third year. <a href="http://www.aamc.org/students/medstudents/vsas/">http://www.aamc.org/students/medstudents/vsas/</a>