

University of New England

COLLEGE OF OSTEOPATHIC MEDICINE

**1999 - 2000
CATALOG**

Notice

Print date on this document is December 15, 1999. Subject to change - see page 7, **Accreditation, Memberships, and Other Notices**. To be made available in hard copy format to all first-time matriculated students entering in the academic year 1999-2000; -or- available electronically through the University of New England's Web Page*

**Hills Beach Road
Biddeford, Maine
04005-9599**

207-283-0171

****Visit our Internet Web Site: <http://www.une.edu/>***

The Osteopathic Oath

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

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

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

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

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

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

I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathy which were first enunciated by Andrew Taylor Still.

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

Rules and regulations in this catalog and other relevant university and college documents apply to all students of the College of Osteopathic Medicine. It should be noted that the courses, requirements, policies, and procedures described in this catalog are being continually reviewed by the faculty and administration, and are subject to change without notice.

The College may refuse further registration to any student whom the faculty or staff deems incompetent or unfit to continue in the course of study. Students accepted for admission pledge themselves to observe and abide by the existing regulations and standards of conduct of the College put forth in this catalog.

The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to Michael Miles, Director of Affirmative Action.

Contents

The Osteopathic Oath	2
Information Directory	4
About the University of New England	6
About the College of Osteopathic Medicine	8
Administrative Services and Policies	13
Curriculum and Clinical Clerkships	31
Administration and Faculty	46
Academic Calendar 1999-2000.....	53
Index	54

Information Directory

Inquiries concerning the University are cordially invited. Prospective students and their parents are welcome to visit the campus and may make arrangements for individual conferences to discuss admissions, programs of study, financial aid, or other matters of interest.

These numbers connect all departments:

(207) 283-0171 (UC - University Campus Switchboard, Biddeford)
(207) 797-7261 (WCC - Westbrook College Campus Switchboard, Portland)

College, office, or area:	For information on:	Ask for extension:
College of Osteopathic Medicine	Academic policies, procedures, program, general curriculum	2340
College of Arts and Sciences (CAS)	Academic policies, procedures, program, general curriculum	2271
CAS Department Chairs	Education	2144
	Master of Science in Education	4381
	Humanities	2144
	Learning Assistance and Independent Learning	2443
	Life Sciences	2388
	Management	(UC) 2498; (WCC) 4243
	Mathematical and Computer Sciences	2371
	Social and Behavioral Sciences	2231
	Occupational Therapy	2258
	Physical Therapy	2374
College of Health Professions (CHP)	Academic policies, procedures, program, general curriculum	2256
CHP Departments//Programs/Schools	Certificate Programs	4264
	Dental Hygiene	4277
	Nurse Anesthesia (Master of Science)	2493
	Nursing	(UC) 2341; (WCC) 4272
	Physician Assistant (Master of Science)	2607
	School of Social Work (Master of Social Work)	2513
Office of Continuing Education	General information	4406
	Noncredit programs and Elderhostel	2151
	Conferences/Rentals	2122
	Continuing Medical/Health Professions Education	2125
Admissions	Admissions, general program, initial contact	2297
Alumni Development and Public Relations	Alumni and public relations	4377
Athletics	Athletic programs	2376
Business and Finance	Financial	2338
Campus Center (UC)	Activities, events, programs	2307
Counseling & Career Center	Student counseling, career development	2549
Financial Aid	Student grants, loans, and other financial aid	2342
Financial Payment	Student accounts	(UC) 2357; (WCC) 4219
Finley Recreation Center (WCC)	Gymnasium	4349
Learning Assistance	Tutoring and individual learning programs	2443
Library & Information Services	Library and information services	2361
Housing and Residence Life	Student housing, residence issues	(UC) 2272; (WCC) 4263
Office for Students with Disabilities (OSD)	Students with disabilities assistance	2815
Registration and Records	Student records, transcripts, registration, Veterans Administration	(UC) 2473; (WCC) 4200
Student Activities/Orientation	Student activities and orientation	(UC) 2595; (WCC) 4269
Student Administrative Services Center (WCC)	Student records, transcripts, registration, Veterans Administration	(UC) 2473; (WCC) 4200
Student Affairs, Graduate	Graduate student issues, policies, procedures, and services	(UC) 2329

**ABOUT THE UNIVERSITY and
THE COLLEGE OF OSTEOPATHIC MEDICINE**



About the University of New England

The University of New England

The University of New England is an independent, coeducational university on the southern coast of Maine, with degree programs focused on the health and life sciences, osteopathic medicine, human services, education, and management. Founded in 1978 by the combination of the New England College of Osteopathic Medicine with St. Francis College, the University places emphasis on the quality of instruction, respect for the individual, and on the practical application of academic material.

In August of 1996, the University merged with Westbrook College in Portland, Maine, and is now a university of two distinct campuses. The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine, while the Westbrook College Campus is a suburban New England campus distinguished as a national historic site. The University now recognizes Westbrook College's 1831 Charter as the institution's founding date. Blending a long, rich educational history with youthful energy and enthusiasm has further raised the reputation afforded the University of New England as an institution of outstanding undergraduate and graduate degree programs. With its presence both on the Saco River and in Maine's largest city, UNE's future burns brighter than ever.

University Mission Statement

The University of New England is an independent coeducational institution committed to academic excellence, a core foundation in the liberal arts, and the enhancement of the quality of life for the people, organizations, and communities it serves. The purpose of the University is to prepare students through a broad based education in an atmosphere rich in scholarship and service for meaningful and rewarding careers in the health sciences, osteopathic medicine, life sciences, human services, education, and management.

The College of Osteopathic Medicine

The medical college of the University, known as the University of New England College of Osteopathic Medicine (UNECOM), prepares students to become osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the Doctor of Osteopathy (D.O.) degree.

The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of Bachelor of Arts, Bachelor of Science, and an Associate in Applied Science. CAS also offers Master of Science degrees in Education, Occupational Therapy and Physical Therapy. CAS offers programs of study at both the University Campus and Westbrook College Campus. For more information consult the Undergraduate and Graduate Programs catalogs.

The College of Health Professions

The College of Health Professions prepares graduates to assume entry and advanced professional positions in the ever changing health arena. The College of Health Professions (CHP) offers Associate and Bachelor Degrees through the Dental Hygiene and Nursing programs, Master Degrees through the Nursing, Nurse Anesthesia, Physician Assistant, and Social Work programs, and graduate certification in Gerontology, Marriage and Family Therapy and Substance Abuse Counseling. The College of Health Professions offers programs of study at both the University Campus and the Westbrook College Campus. For more information please consult the Undergraduate and Graduate Programs catalog.

Office of Continuing Education

The Office of Continuing Education arranges courses and services for individuals seeking to meet their educational goals on a part-time basis. University courses and programs are designed and offered in a variety of flexible formats to accommodate students seeking to balance work, family, and other responsibilities.

Accreditation, Memberships, and Other Notices

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators. The education program leading to elementary certification is approved by the State of Maine Department of Education. The Physical Therapy educational program is accredited by the American Physical Therapy Association. The Occupational Therapy educational program is accredited by the American Occupational Therapy Association. The Associate Degree Nursing program is accredited by the National League of Nursing. The College of Osteopathic Medicine is accredited by the American Osteopathic Association. The Social Work program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education.

Most programs offered at the University of New England have been approved for the training of veterans under the auspices of the Veterans Administration, and graduates of the University meet the educational requirements for officer candidacy in all branches of the armed forces.

The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of

College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.

The financial requirements of the University, changing costs and other matters may require an adjustment of charges and expenses listed herein. The University reserves the right to make such adjustments to charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees, up to the date of registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the cognizant departments or programs, approved by the appropriate academic dean, the academic council, and the faculty. While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to Michael Miles, Director of Affirmative Action.

About the College of Osteopathic Medicine

College Mission Statement

The mission of the University of New England College of Osteopathic Medicine is to provide for the education of Osteopathic Physicians and other health professionals. The college is dedicated to the improvement of life through education, research, and service, emphasizing health, healing, and primary care for the people of New England and the nation.

History and Philosophy of the Osteopathic Profession

Osteopathic medicine was conceived by a frontier American doctor, Andrew Taylor Still, who recognized the limitations in the medical care of his day and approached the treatment of the patient from an aspect of complete unity. That is, man is the unified whole of all his components which interrelate inseparably in physical and psychological functions. He articulated a set of principles that have continued to guide the profession into its second century. These are:

1. The body is an integral unit, a whole. The structure of the body and its functions work together interdependently.
2. The body systems have built-in repair processes that are self-regulating and self-healing in the face of disease.
3. The circulatory system with its distributive channels throughout the body, along with the nervous system, provide the integrating functions for the rest of the body.
4. The contribution of the musculoskeletal system to a person's health is much more than providing framework and support. The musculoskeletal system and disorders of the musculoskeletal system may affect the functioning of other body systems.
5. While disease may be manifested in specific parts of the body, other body parts may contribute to restoration or correction of the disease.

The first school of osteopathic medicine was founded by Dr. Still in 1892 in Kirksville, Missouri (now the Kirksville College of Osteopathic Medicine). There are currently nineteen colleges of osteopathic medicine, and graduates are privileged and credentialed in hospitals throughout the country.

The degree of Doctor of Osteopathy, or Doctor of Osteopathic Medicine (D.O.) is granted to graduates of osteopathic medical schools to indicate to the public that these physicians have received an education that is distinctive from allopathic (M.D.) physicians.

Consistent with the philosophy and training programs of the osteopathic profession, the majority of osteopathic physicians practice primary care medicine. Their interest in holistic medicine, one of the basic tenets of their osteopathic heritage, encourages them to provide both preventive and curative services to their patients on a comprehensive and continuing basis.

In order to serve the total needs of osteopathic family physicians and their patients, the profession has developed training programs and certifying boards in the various established specialties. Osteopathic specialists adhere to the same basic philosophy of medicine as their family practice colleagues. Osteopathic specialists are required to follow the same educational program, which includes a twelve-month rotating internship, as the basis for entry into post-doctoral specialty training. Today, licensed osteopathic physicians practice all branches of medicine and surgery in all fifty states.

In 1972, a group of New England osteopathic physicians met informally to discuss their concern about the aging population of D.O.s in the New England area and the difficulty of New England students in securing admission to osteopathic colleges. Osteopathic physicians comprised the majority of physicians available in numerous rural and urban areas. Failure to replace them would cause not only a marked loss to the profession but, more important, to the patients who had come to depend on osteopathic medical care. The group discussed ways of dealing with this problem and moved to establish an osteopathic college in New England.

The New England Foundation for Osteopathic Medicine (NEFOM) was incorporated in 1973 in the Commonwealth of Massachusetts. Since its inception, the purpose of this nonprofit tax-exempt organization was "to operate and maintain a foundation for the promotion of osteopathic medical education, osteopathic medi-

cal research, and the improvement of health care in osteopathic medical hospitals and related institutions.” These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM as well as the planning for the creation of a college of osteopathic medicine was based on regionalism: the development of one osteopathic medical school to serve the six New England states was looked upon as an efficient and economical use of the region’s resources.

The University of New England College of Osteopathic Medicine opened its doors in the Fall of 1978 with an entering class of 36 students. This momentous achievement was largely due to the financial support and hard work of individual osteopathic physicians, their state societies, the region’s osteopathic hospitals, and grateful patients. Following four years of continued effort and financial support from the profession and its friends, the College graduated its first class in June of 1982.

The purposes of this College are consistent with those established for all accredited colleges of osteopathic medicine by the Committee on Colleges of the American Osteopathic Association. According to these guidelines, the primary purpose of all accredited colleges of osteopathic medicine is to educate competent osteopathic physicians. In addition, the colleges should contribute to the advancement of knowledge and the development of the osteopathic contribution to medicine through research. The colleges are also responsible for the creation of opportunities for continued study for teachers, investigators, and physicians. In the area of public service, the colleges are expected to provide quality osteopathic health care to their respective communities.

As the only college of osteopathic medicine in New England, the following are UNECOM’s distinctive purposes:

1. To develop physicians who understand in depth and will utilize the premises of osteopathic medicine and the holistic approach to health care, thus providing New England with health care that is distinctly osteopathic in philosophy and orientation.
2. To develop osteopathic physicians who realistically perceive their potentials and limitations as physicians and human beings, and whose primary focus is people and health rather than disease.

3. To educate physicians who are well qualified to practice family medicine and thereby increase the number of qualified primary care physicians in the New England region.
4. To develop physicians who will practice medicine in the underserved rural and urban areas of New England.
5. To provide health care training at an overall lower cost to society than alternate models.
6. To continue New England’s tradition of leadership in the development of new health care concepts and techniques.

As these goals indicate, the educational program is oriented toward the training of osteopathic primary care physicians. This is not an empty set of words reflecting the current interest of the federal government and society on holistic health care and family medicine. Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic family practice.

What is an osteopathic family practitioner? The family practice physician assumes responsibility for comprehensive and continuous health care for families and patients of all ages, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the family practice physician makes the referral and then acts as the coordinator of the team providing specialized health services while still preserving the continuity of care. In short, the osteopathic family practitioner provides and coordinates comprehensive health care for a group of patients of all ages over an extended period of time.

While the College has chosen family practice as the focus of its educational program, it does not expect all of its graduates to enter family practice. However, regardless of a student’s eventual field of practice, the orientation to family practice provides a good foundation upon which to build: the knowledge and skills of family practice medicine are fundamental to all medical practices and the philosophy of comprehensive care can prevent some of the negative effects of overspecialization that can result from early specialty training. For graduates who elect to enter a specialty, the profession has specialty residency training programs.

Clinical Affiliations

Consistent with the college’s emphasis on primary care, its clinical training programs include community hospitals and health centers. Such community hospitals are similar to the facilities where many of the college’s

graduates will eventually practice. While community hospitals form the core of the clinical clerkships, affiliations have been arranged to provide a variety and range of clinical experiences. Students are required to complete core clerkships in the assigned disciplines at sites selected by the college during the third year, and selective and elective training at approved programs during the fourth year. It is frequently necessary for the student to leave the New England area for part or all of the core clerkship training period.

The college has formulated the concept of community based Clerkship Training Centers (CTCs) which it began to phase into the academic schedule in 1997. The CTC is a community-based education site of one or more training institutions within geographic proximity that allow a coordinated delivery of the third-year Core academic training experience. These coordinated sites will provide the patient base, the didactic and experiential opportunities, the supervisory infrastructure and the longitudinal evaluation necessary for the accomplishment of the educational goals of the core clerkships. Core predoctoral clinical clerkship affiliates are listed on page 43.

The UNECOM enjoys an educational affiliation with a number of postgraduate internship and residency programs. Serving as a sponsor for these independent programs, the college provides liaison services to the American Osteopathic Association for the purpose of assuring AOA approval for the training programs. Graduates can apply to these and other postgraduate programs for internship and residency for postdoctoral training. The college believes these affiliations exemplify the breadth and depth that these collaborative arrangements offer our graduates for postgraduate training. Postgraduate affiliates are listed on page 44.

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers. In addition, the College operates University Health Care which has established model primary care facilities. Through rotations at the centers, the College is able to demonstrate the type of medicine it would like its students to practice.

UNECOM Accreditation

The University of New England College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association, which is the accrediting agency recognized by the U.S. Department of Education for the approval of colleges preparing osteopathic physicians and surgeons.

Some Campus Features

The Harold Alfond Center for Health Sciences

The Harold Alfond Center for Health Sciences provides a significant focus for the University. Located at the center of campus, this three story building houses numerous laboratories and lecture halls, many used by the College of Osteopathic Medicine. This Center brings the University to the national forefront of health and life sciences education.

Stella Maris Hall

Stella Maris Hall houses faculty research laboratories and classrooms, as well as faculty and administrative offices and conference rooms.

Sanford F. Petts University Health Center

The Sanford F. Petts University Health Center is the base clinical facility for University Health Care. At that location clinical faculty and staff provide expanded health and preventive care services to the University's students, faculty, staff, and their dependents, as well as the community at large. It is a focal point for collaboration among the different health care disciplines on campus including: osteopathic medicine, nursing, social work, occupational therapy, physical therapy, and the physician assistant program.

University of New England Libraries

The combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition,

videos, compact discs, and audio cassettes are available. Over 50 Web-interface databases are accessible from the UNE Libraries Homepage.

All students, faculty and staff have access to library services on both campuses including:

- online public access catalog
- print and computerized bibliographic databases
- World Wide Web Access
- reference and research assistance
- individual and course-related library research instruction
- online literature searches
- circulation, interlibrary loan and reserve reading privileges
- photocopiers and microfilm reader/printers
- group and individual study space.

Students, faculty, and staff with a valid UNE ID card may borrow materials at either library. Through membership in cooperative library networks, the UNE Libraries provide access to information and library resources nationwide. Researchers who are not affiliated with the University may use materials within the libraries. Librarians are available to assist with general questions or in-depth research.

The libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medicine, and has a special collection of Historical Osteopathic Literature. The Josephine S. Abplanalp '45 Library on the Westbrook College campus houses the Westbrook College History collection. The Maine Women Writers Collection is located in a special wing of the Josephine S. Abplanalp '45 Library. This collection consists of literary, cultural and social history sources representing more than 500 Maine women writers.

Information Technology Services

UNE's Information Technology Services serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services (ITS) continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and

scholarship. The University computer network ranges through classrooms, offices, and computer labs on the University Campus in Biddeford and is being extended to encompass the Westbrook College Campus as well. At the same time, ITS is implementing an integrated University-wide information system to handle all administrative functions (registration, financial aid, etc.).

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. On the University Campus, Decary Hall houses a state-of-the-art classroom and labs of Windows (IBM) and Macintosh computers; on the Westbrook College Campus, a new IBM-compatible classroom and lab are in Proctor Hall. In lab settings, a student staff provides assistance to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computer area; there is no per-page charge.

The UNE Computer Store, located in Decary Hall on the University Campus, offers computers and software to students and employees at a substantial educational discount.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include connecting residence halls to the University network, augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

Media Services Department

UNE's Media Services Department Staff, located on the University campus, advise and assist UNE faculty, students, and staff in the development and presentation of media projects. Media Services Staff teach photography and videography courses for undergraduate students, direct independent studies, and provide internships for local secondary school students. The Department supports both linear and digital editing systems. The University has two video conferencing units, one on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

Campus Center

The Campus Center houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 weight machines, free

weights, exercise bikes, rowing machines, stair masters and Nordic tracks, two racquetball courts, and 12,000 square feet of gymnasium space with a tenth of a mile indoor track. The Campus Bookstore, Snack Bar and Multipurpose Rooms are located in the Campus Center as well. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the Bodywise Center for Health and Fitness program are available to students.

Other Campus Buildings

There are other academic buildings on the UNE campus as well. Marcil Hall is a three story building primarily for class and conference rooms. Decary Hall, which houses the College of Arts and Sciences and the College of Professional and Continuing Studies, and classrooms, labs, faculty /administrative offices, facilities maintenance shops, and the cafeteria. Five undergraduate residence halls, a security building, some portable classroom and office space, and the graduate housing park are also on campus. The University's admissions office is located across Highway 9 in its own building.

Westbrook College Campus

The Westbrook College Campus, designated a national historic district, is quintessential New England: a central green surrounded by classic brick buildings set on 40 acres in a quiet residential setting in Portland.

The Maine Women Writers Collection in the Westbrook College Campus Abplanalp Library is a pre-

eminent special collection of literary, cultural and social history sources by and about women authors, either natives or residents of Maine. It was recently selected as a national literary landmark.

The Westbrook College Gallery houses a permanent collection of paintings, sculptures, drawings and photography by nationally and internationally famous artists. The Gallery also serves as a venue for the exhibition of works by outstanding regional artists.

The University Campus Community

Biddeford is a small city with a population of just under twenty thousand. In the center of town are mills, industrial parks, and small businesses. The section of town where the University is located is known as Hills Beach. This area is commercially undeveloped and is primarily a summer resort area.

Neighboring towns include Saco, Old Orchard Beach, Kennebunk, Kennebunkport, and Wells. Portland, the largest city in Maine, is a 25 minute drive from Biddeford. This growing metropolis is justifiably proud of its fine symphony orchestra, active theater groups, and numerous quality restaurants and shops. Portsmouth, New Hampshire, a 35 minute drive from campus, affords the curious an opportunity for exposure to a seaport steeped in North American history. In addition, the historical and cultural riches of Boston are a 90 minute drive from the campus. Located off exit 4 of the Maine Turnpike (Route I-95), Biddeford is within easy reach of most major Eastern cities.

ADMINISTRATIVE SERVICES and POLICIES



Student Services

Housing

The Office of Residence Life is responsible for rental and maintenance of twenty-four (24) apartment-style housing units on the University campus. These house both graduate and undergraduate students and are leased on an academic-year basis. The units are furnished with a bed, dresser, table, chair, and bookshelves. All units include an efficiency kitchen as well. The housing fee paid to the University includes all utilities with the exception of telephone and TV cable.

Listings of off-campus housing are also available through the Office of Housing and Residence Life. Students are encouraged to begin their search for housing in the spring, prior to their fall enrollment.

Dining Services

Graduate students may choose to participate in the University of New England dining service program. The University dining service provides three meals per day, Monday through Friday, with brunch and dinner on weekends. A variety of entrees are offered with a deli bar at lunch and a complete salad bar at both lunch and dinner. Holiday meals and specialty nights are offered periodically.

In addition to the cafeteria, the “Hang,” located in the Campus Center, and the Alford Cafe, located in the Alford Center for Health Sciences, offer a varied menu for students, faculty, staff, and visitors to the University.

University Health Care

The Sanford Petts Health Center provides high quality health care services to the public and to the entire UNE community, students, faculty, staff, and their dependents. This facility is located across from Marcil Hall, between Hills Beach Road and Pool Road (Route 9). A second facility available to students is the Beach Street Health Center, located at 53 Beach Street in Saco, Maine (telephone number: 283-1407). Additional specialty facilities are located in Portland, South Portland, Falmouth, and the student clinic at the University’s Westbrook College site.

Under the direction of osteopathic physicians, the health centers provide care in a model ambulatory care setting and provide an integrated approach to the following services: family practice, prenatal care, workers’ compensation injuries, osteopathic manipulative medicine, eating disorders program, acute emergency care, X-ray/EKGs, geriatrics, gynecology, pediatrics, internal medicine/gastroenterology, physical therapy, counseling, sports medicine, orthopedics, minor surgery, and industrial medicine. Many UNE students have the opportunity to broaden their training in health care delivery through preceptorships in the health centers and through a month-long rotation during their third and fourth years. The Health Center staff are committed to playing an active role in the maintenance of individual and community health. They have established these goals:

- A) to promote health through campus-wide programs,
- B) to encourage individual participation in health care decisions, and
- C) to provide prompt and effective attention to all health care needs.

Physicians are on call 24 hours per day and office hours are available Monday through Wednesday (8 am to 8 pm), Thursday and Friday (8 am to 5 pm), and Saturday (8 am to noon). The direct telephone number for the Health Center is 207-282-1516, or through the University at 207-283-0171, ext. 2358. Appointments are preferred for routine office visits and non-emergency procedures. Urgent problems are evaluated and treated based on their severity. University Health Care Physicians provide in-hospital care at Southern Maine Medical Center in Biddeford, at Mercy Hospital in Portland, or Maine Medical Center in Portland.

Counseling Center

The Counseling Center at the University provides a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. The staff consists of professionals trained in counseling and psychology. Individual and group counseling are available to all matriculated full-time students. In keeping with UNE’s focus on health promotion and

maintenance, services such as workshops, special issues groups, informational sessions, developmental programming and consultation are designed to address the on-going needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with a counselor can be released to anyone without written consent. Homicide, suicide and child abuse are exceptions to confidentiality and will be reported to the appropriate persons.

The Peer Health Education Program is comprised of a volunteer group of students (Peer Health Educators) dedicated to increasing student awareness in personal and interpersonal health-related areas. These students make presentations to their peers and in the community regarding health-related topics. Students have spoken, written and facilitated discussions on topics such as: relationship violence, cultural diversity, eating disorders, safer sex, stress management, accessing services on campus, and substance abuse. Training for Peer Health Educators is offered through the Counseling Center.

The Counseling Center location: University Campus, Decary 109 (ext. 2549). Westbrook College Campus, Proctor Hall 320 (ext. 4233).

Career Services

The Career Services office is designed to help students with career and life planning. Career advising and assessment are available for those who need assistance with identifying skills and interests, defining career goals, changing careers and developing job search strategies, which includes creating/ revising a curriculum vita. The resource library contains information about careers, doctoral programs, job seeking and potential employers, as well as access to a variety of computerized resources.

The Career Services location: University Campus, Decary 102 (ext. 2817).

Student Activities

The Student Government Association (SGA) is the official voice of the COM student body. Senate members are elected by a general ballot with the exception

of the vice-presidents of each class who serve as ex-officio senate members.

The goals of this SGA are to represent the student body in all matters affecting students, determine appropriation of monies to other student organizations, and communicate and maintain a working relationship with faculty, administration, board of trustees, alumni, and national associations. Some of the club activities which are supported by the SGA include the Sports Medicine Club, the Undergraduate American Academy of Osteopathy, the local chapters of the Student Osteopathic Medical Association (SOMA) and the American Medical Student Association (AMSA), Synapse (COM yearbook), and various other clubs and organizations. Sigma Sigma Phi, a national osteopathic honor society, has chartered a chapter on campus. In addition, partners are involved with the school by participation in the Student Auxiliary Association (SAA).

All students are invited to participate in the lecture series, movies, concerts, intramurals, and other events sponsored by the University's Cultural Affairs Committee, Athletic Office, and Student Activities Office.

Department of Learning Assistance and Individual Learning

The Department of Learning Assistance and Individual Learning (LAC/ILP) provides a comprehensive array of academic support services, including courses, workshops, group and individual tutoring, and advising. The LAC's goal is to assist students to become more independent and efficient learners so that they are able to meet the university's academic standards and attain their personal educational goals. While many of the LAC's services are oriented towards undergraduates, the following services are used frequently by medical students: individual learning consultations concerning learning styles and course-specific study strategies, test-taking skill development, professional tutoring in writing, and professional tutoring in oral and/or written English for ESL students. By faculty arrangement, the LAC can provide presentations in the classroom concerning learning styles, learning strategies, taking tests, or writing in the discipline.

Office for Students with Disabilities (OSD)

As part of its mission, the University of New England (UNE) seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Toward this end, and in conjunction with federal laws, the University both accepts and provides reasonable accommodations for students with disabilities. Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail himself or herself of all services and modifications.

The Office for Students with Disabilities (OSD) at UNE exists to provide qualified students with disabilities equivalent access to, and equal opportunity in, the educational environment. A major goal of the OSD is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

Applicants and students who would like more information about the OSD, including registration information, can read UNE's Student and Faculty Guide to Accommodating Students with Disabilities and are encouraged to contact the OSD.

The OSD location: University Campus, Decary 109 (ext. 2815). Westbrook College Campus, Proctor Hall 318 (ext. 4418).

Add/Drop and Registration Policies for Students with Disabilities

Federal laws, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, state law, and the Maine Human Rights Act prohibit postsecondary institutions from discriminating against individuals with a disability. These laws require that postsecondary institutions provide reasonable academic accommodations to qualified individuals in order to ensure equal educational opportunity and access. Dependent on individual need, reasonable accommodations may include a modification to or a waiver of an institutional policy, procedure or service. This includes rules and procedures associated with clearance, course registration and add/drop regulations.

All accommodations to registration and add/drop policies will be granted on a case-by-case basis after the student has been registered with and granted such accommodations by the Office for Students with Disabilities. The University will make a concerted effort to accommodate the student's request within reasonable means upon timely notice by the student to the Registrar's Office. The University cannot guarantee that the courses, times and locations will be equal to the student's request.

Admissions

Admission Procedures

The college participates with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The service collates materials, computes grades and transmits standardized information to the applicant and to the colleges that the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants. Application request cards may be obtained from UNECOM or from AACOMAS, 6110 Executive Blvd., Suite 405, Rockville, MD 20852.

Once the processed application is received, the College will forward to all applicants meeting the minimum requirements supplementary materials that must be returned directly to the College with a \$55.00 application fee. The College reviews and interviews students on a "rolling admissions" basis beginning in the fall. Applicants are urged to complete their applications as early as possible in order to receive early consideration for an interview. The College reserves the right to close applications at any time that it deems necessary.

The following information is required by the College:

1. To be sent to AACOMAS:
 - a. A fully completed AACOMAS application including the AACOMAS processing fee.
 - b. Complete official transcripts of scholastic records from all colleges and universities attended (required courses must be completed before matriculation).
 - c. The New Medical College Admissions Test (MCAT) scores sent directly from the testing service. AACOMAS' number is 600.
2. To be sent to this College by the applicant after the supplementary material has been received:
 - a. Completed supplemental application with a \$55.00 application fee.
 - b. Recommendations from two (2) faculty members (preferably in the sciences) familiar with the applicant's undergraduate or graduate work OR one (1) letter from the applicants premedical committee or advisor.
 - c. Recommendation from another professional person acquainted with the applicant's background.
 - d. Although optional, it is strongly suggested that the applicant provide one or more recommendations from an osteopathic physician.
3. To be sent to this College prior to matriculation:

- a. Official transcripts.
- b. Submission of health and immunization records as required by UNECOM policy.

Inquiries specific to the college may be directed to:

Admissions Office
University of New England
College of Osteopathic Medicine
11 Hills Beach Road
Biddeford, ME 04005-9599

1-800-477-4UNE

or

207-283-0171 extension 2297

or

email: <http://www.une.edu/index.html>

Criteria For Admission

Applicants are judged on their demonstration of scholastic abilities, motivation to practice osteopathic medicine in New England, and the emotional stability necessary to study and practice osteopathic medicine. Admission will be denied to applicants who fail to maintain a good scholastic record and personal conduct during the period between their acceptance and matriculation.

The minimum scholastic requirements for admission are:

- 1) A minimum of 90 semester hours or 75% credit toward a baccalaureate degree from a college or university accredited by a regional accrediting agency.
- 2) A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.
- 3) Satisfactory completion of the following courses, including laboratory:

a. English composition and literature	1 year
b. General chemistry	8 sem. hrs.
c. Organic chemistry	8 sem. hrs.
d. Physics	8 sem. hrs.
e. Biology	8 sem. hrs.
- 4) Satisfactory completion of the New Medical College Admissions Test (MCAT), preferably taken within two (2) years of application.

Students are encouraged to enroll in some additional courses to broaden their science background in subjects such as: calculus, anatomy, physiology, biochemistry, genetics, microbiology, and physical and quantitative or analytical chemistry. However, it is not advisable to

elect science courses exclusively; the Admissions Committee believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Admissions Committee also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

The average GPA and MCAT scores for the class entering in the fall of 1999: average GPA = 3.40; average MCAT = 9.

For the purpose of eventual licensure to practice, applicants are also encouraged to study the detailed requirements of the laws governing preprofessional educational requirements in the states in which they are contemplating practice.

On-campus interviews are given to qualified applicants upon invitation so that the Committee can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

Advanced Standing

Individuals with extraordinary credentials in the basic science disciplines may apply for credit for a particular course or courses. All applicants, regardless of their intent, must apply as if seeking first year enrollment, and must meet all of the minimum entrance requirements. Applicants who, subsequent to their interview, are offered acceptance may then complete the application for advanced standing. All advanced standing applications for first-year courses must be completed prior to matriculation. Criteria by which advanced standing is determined is established by each Department Chairperson/Course Instructor.

Advanced Standing Policy

First-Year Courses

Advanced standing in one or more of the first-year courses will be considered for all applicants who are offered an admission into the first-year class. **All advanced standing applications must be completed prior to matriculation.**

Applicants: All applicants who are offered an admission will be sent the Advanced Standing policy after they have made an initial tuition deposit. Those who wish to pursue advanced standing can request an application from the Admissions Office. Upon receipt of the completed advanced standing application, copies will be sent to appropriate UNECOM Department Chairpersons/Instructors for review and action.

Course work for which advanced standing might be granted must:

1. Have been completed within five (5) years of matriculation date.
2. Have been completed with a grade of B (or >80) or better.
3. Be similar in structure and rigor to that which would be required in the UNECOM curriculum (e.g., similar laboratory components).
4. Be judged to be equivalent by the appropriate UNECOM Department Chairperson/Instructor, who may require additional evidence of competency via an examination.

Provision, in a timely matter, of all documentation necessary to demonstrate these criteria, will be the responsibility of the applicant.

Notification: Applicants for advanced standing in the first-year courses will be notified prior to initiation of the course in question by the appropriate Department Chairperson/Instructor.

Second-Year Courses

Matriculating first-year students who wish to apply for advanced standing in second year courses should apply through the UNECOM Curriculum Office prior to completion of their first year. The Curriculum Office will process the application and forward the requests to the appropriate course director/system manager, who will apply the same criteria as described above, and to the Dean's Office. Applicants will be notified of the decision in writing prior to entrance into the second year.

Transfer Students

Students in good standing at other colleges of osteopathic medicine may apply for admission as transfer students. The student must provide:

1. Official transcripts from all colleges and universities attended.
2. New Medical College Admission Test scores.

3. Letter from the Dean of the osteopathic college in which the student is enrolled, stating that the student is in satisfactory standing.
4. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.
5. A fully completed application, accompanied by a nonrefundable application fee of \$55.

Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Such requests are to be sent directly to the UNECOM Academic Dean, not to AACOMAS.

The Three-Plus-Four Programs

1. The College of Arts and Sciences of the University of New England (UNECAS) provides students the opportunity to prepare for careers in health professions such as allopathic, osteopathic, dental or podiatric medicine, pharmacy, medical technology, nursing, occupational and physical therapy.
Qualified students at UNECAS who wish to become a Doctor of Osteopathic Medicine may apply for early admission to the College of Osteopathic Medicine at the University of New England following their junior year at UNECAS. The program which allows them to do this is known as the "3-4 Program." The 3-4 Program allows mature, qualified students of the UNECAS to complete an undergraduate degree and Doctor of Osteopathy (D.O.) degree in seven years. The 3-4 Program is for students admitted to the UNECAS and is open to any major.
2. The University of Maine, Orono, and the UNECOM have established an articulation agreement enabling qualified University of Maine students to complete an undergraduate degree and D.O. degree in seven years. University of Maine students interested in the 3 + 4 program should contact the University of Maine Pre-Med advisor at Orono: Harold Dowse or Angela Cole at 207-581-2587.
3. The Utica College of Syracuse University, Utica, NY, and UNECOM have established an articulation agreement enabling qualified Utica College students to complete an undergraduate degree and D.O. degree in seven years. Utica College students interested in the 3 + 4 program should contact the Pre-Med advisor at Utica College: Dr. Judith McIntyre, 315-792-3088.

Tuition & Fees

	Fall 1999	Spr 2000
Tuition	\$12,485	\$12,485
Microscope Rental (First Year Only)	\$ 125	
General Services Fee	\$ 265	
Technology Fee	\$ 75	

Deposits and Fees

First-Year Admission Deposit: This \$500 nonrefundable deposit is due upon acceptance and is credited against tuition.

First-Year Tuition Installment: This \$1,000 deposit is due within sixty days of acceptance or July 1st, whichever date comes first, and is credited against tuition. It is refundable subject to withdrawal policies.

Special Student Tuition: UNE undergraduate students are permitted to enroll in UNECOM courses as non-matriculating students on a space available basis. Tuition will be \$475 per credit hour. Students who later become UNECOM matriculated students will pay the full-time rate.

General Services Fee

This mandatory fee is billed to all medical students and provides the following services:

1. Graduation activities including cost of receptions, speakers, diplomas.
2. Student Government activities including support for clubs, programs, cultural events, etc.
3. Campus Center featuring a gymnasium, running track, fitness center with racquetball courts, snack bar, and bookstore.
4. Athletic events including intramural programs and all intercollegiate home games.

Student Technology Fee

A mandatory fee of \$75 is billed to all matriculating students to partially fund the UNE on-campus technology infrastructure. This infrastructure includes: campus wiring, public access computers, public access Internet stations, and the wiring of residence halls and academic buildings for plug-in access.

Health Insurance

Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. The program cost for twelve months of coverage is \$300. Refer to our insurance brochure for additional instructions.

Students are expected to maintain health insurance coverage throughout their tenure at UNECOM. Students electing to enroll in comparable plans should be careful to ascertain their coverage for hazards inherent to physicians, such as hazards associated with needle sticks or blood-borne pathogens.

Parking Fees

Each student parking a vehicle on campus for extended periods of time must purchase a parking permit from the Student Accounts Office at a cost of \$30. Failure to register a vehicle will result in a \$25 fine.

Transcript

A \$3 fee must accompany a request for an official transcript. Registrar will only release transcripts for students whose accounts are paid in full.

Dean's Letter of Recommendation

Institutional letters of recommendation for prospective postgraduate programs, such as internships, residencies, and fellowships are provided to graduating students. The first ten requests for letters shall be free of charge. All additional requests shall be assessed a \$3 fee.

Special Examination Fee

Beginning with students entering UNECOM in Fall 1997, all students are required to take Parts I and II of the Comprehensive Medical Licensing Exam (COMLEX). All fees are determined by the National Board of Osteopathic Medical Examiners and are paid directly to the Board.

Payment Schedule

Fall tuition and fees are due on September 1, 1999; the Spring tuition is due on January 15, 2000.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the due date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month.

Delinquent Accounts

A 1.00% per month (12.00% per annum) late charge will be assessed on any overdue balance. The Dean may deny the privilege of taking examinations to any student who is delinquent. Promotion and/or graduation may also be denied to any student with an unpaid bill at the end of the academic year.

Refund Policies

Overpayments - Students may request a refund of a credit balance, or tuition credit, on their account resulting from an overpayment from a withdrawal. Students will be advised of the scheduled refund date when the request for refund is received.

Note: It is customary for medical students to borrow from several sources or to sign agreements with third-party payers such as the Armed Forces, state or federal governments to cover their educational costs as well as living expenses. The University realizes that payments are not always received in a timely fashion because of delays at the bank or governmental agencies. In the event that a student's Stafford Student Loan check is received prior to the HEAL loan proceeds or government checks as partial payment for semester charges and the student finds that he/she will not have adequate resources for living expenses, a petition for exception to our refund policy can be submitted. This petition will need to be evaluated by the Office of Financial Aid, and must clearly demonstrate financial hardship. The University will refund up to one month of living expenses, as determined by the Financial Aid Office, in anticipation of student loan and/or government checks.

Withdrawal Tuition Refund Policy

A student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the UNECOM Academic Dean (COM) to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the Dean after receipt of withdrawal forms will be used by the Business Office to compute any refund due the student.

Refunds will not be permitted for withdrawals during summer remedial courses.

Fall Tuition Refund*

July 1 to orientation	90%
During the first and second week of classes	50%
During the third and fourth week of classes	25%
After fourth week of classes through Christmas Break	None

*First year only - Refund calculated after deducting admission deposit.

Spring Tuition Refund

During the first four weeks of classes after Christmas Break	25%
After fourth week of classes after Christmas Break	None

Refunds will not be made in the case of absence, suspension or dismissal.

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a refund under the federal refund policy. The federal refund policy allows students a refund based on the percentage of time they were in attendance up to the 50% point within the semester. Details are available in the Financial Aid Office.

Leave of Absence Tuition Credit Policy

In the event a student desires to apply for a leave of absence, a Leave Form must be submitted to the Academic Dean. The form will include the reason for leaving, as well as the expected date of return. An approved leave of absence during the on-campus portion of the curriculum will result in credit towards the student's tuition upon resumption of attendance. Failure to return on the date agreed will result in a withdrawal and the leave of absence credits will be subject to the refund policy for withdrawals. No penalty is assessed for a leave of absence during the Clerkship Training Curriculum. Leave of absence credits are as follows:

Fall Tuition Credit

July 1 to start of classes	90%
During the first and second week of classes	50%
During the third and fourth week of classes	25%
After fourth week of classes through Christmas Break	10%

Spring Tuition Credit

During the first four weeks of classes after Christmas Break	25%
After fourth week of classes after Christmas Break	10%

Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Trustees, however, reserve the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. The University recommends that students open a checking account with People's Heritage Bank, who has installed a full-service ATM machine on campus. Checks may also be cashed daily at the Student Accounts Office and Bookstore (\$75 maximum).
4. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
5. Textbooks usually cost about \$450 per semester. Students are expected to pay for those books at the beginning of the semester. Books, supplies, and other items available at the University Bookstore may be paid for with cash, check, Mastercard, VISA, and Discover credit cards. NOTE: First-year textbook costs are considerably higher.
6. Student Malpractice Insurance: A group insurance policy is purchased and provided by UNE to insure its medical students and staff in the amount of \$1,000,000/\$3,000,000.

Financial Aid Programs

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. Each year the Financial Aid Office publishes a Financial Aid Handbook for College of Osteopathic Medicine students. This handbook describes the aid application process, the types of financial assistance available, and other important information. The following pages provide a brief overview of the different types of aid available. Students looking for more detailed information should obtain a UNECOM Financial Aid Handbook, available from the Financial Aid Office, or visit the Financial Aid Office on the world wide web at <http://www.une.edu/finaid/home.html>.

The material described below represents the most up to date information available at the time that this catalog went to print. Due to the nature of federal, state, institutional and private program guidelines, this information is subject to change without notice.

Scholarship Programs

College of Osteopathic Medicine Scholarship

This scholarship is awarded to students demonstrating exceptional financial need. Applicants should have all of their financial aid application materials complete by May 1st in order to be considered for this scholarship.

Sewall Osteopathic Foundation Scholarship

Two third year UNECOM students are chosen to receive \$10,000 each during their fourth year. Applicants must be committed to primary care practice in rural areas. Applicants cannot have a conflicting service obligation (National Health Service Corps, Armed Forces, Indian Health Service). Applicants must be in good academic standing. Eligibility is not based on financial need. Applicants must complete an application essay and an interview with the scholarship selection panel.

Founders' Scholarship Fund

This scholarship will be awarded to a deserving senior UNECOM student from New England who is judged to be in financial need and who exemplifies high ethical standards toward the Osteopathic profession.

Other University Scholarships

These scholarships are available to students demonstrating exceptional financial need. Funding comes from the University and private donors.

National Health Service Corps Scholarship

These competitive scholarships will pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend (\$935 for the 1999/00 academic year). For each year of scholarship support (2 year service minimum) recipients owe 1 year of full-time professional practice at mainly rural sites in high-priority health professions shortage areas of the U.S. at facilities approved by the Public Health Service. Awards are not based on financial need. Application packets usually are available in early January, and can be requested by calling 1-800-638-0824.

Armed Forces Health Professions Students Scholarships

In exchange for a later active duty service obligation, these scholarship programs will pay full tuition, fees, the cost of required textbooks and equipment, and a monthly stipend. The Financial Aid Office has a listing of the Armed Forces Recruiters local to the University who can provide additional information regarding these programs.

Maine Osteopathic Association Scholarships

Maine residents enrolled in the College of Osteopathic Medicine should contact the Maine Osteopathic Association for scholarship applications. The application deadline is May 1st. Contact: Executive Director, Maine Osteopathic Association, RR2 Box 1920, Manchester, ME 04351. Tel: (207) 623-1101.

Russel C. McCaughan Education Fund Scholarship

The American Osteopathic Foundation awards each college of osteopathic medicine a \$400 scholarship to a second-year student. The Dean of the College of Osteopathic Medicine selects the recipient on the basis of academic performance, extracurricular activities, and promise as an osteopathic physician during the student's first year. Selection is made in April of each year.

Loan Programs

Federal Perkins Loan

This is a low-interest loan program available to students with high financial need. The Financial Aid Office makes funding decisions based upon the availability of funding and the total number of eligible applicants. Students whose application materials are complete by May 1st will automatically be considered for this program.

Primary Care Loan

This loan program is designed to assist students intending to practice in primary care. Applicants must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's age or independent status. Funding decisions are based upon the availability of funding and the total number of eligible applicants. Students must have their application materials complete by May 1st in order to be considered for this program.

UNECOM Direct Tuition Credit Loan

This program is available to New England residents. The loan is interest free during the borrower's UNECOM matriculation and remains interest free if the borrower establishes practice in New England for five years following the completion of an internship / residency program.

Federal Subsidized Stafford Loan

This federally-guaranteed loan is available to students demonstrating financial need. The maximum amount per financial aid year is \$8,500. The student does not pay principal or interest until six months after the completion of internship or residency training.

Federal Unsubsidized Stafford Loan

This federally guaranteed loan is similar to the Subsidized Stafford Loan, except that interest begins to accrue from the time the loan is disbursed through repayment. Students can pay the interest while in school or elect to have all the unpaid interest added into the

loan principal at the start of repayment. The maximum amount per financial aid year is \$30,000.

Gilbert Loan

Applicants must be graduates of the University of Maine System. Loan amounts generally range from \$3,000 to \$5,000 annually. Contact: Mila Tappan, Assistant Director of Student Financial Aid, University of Maine, Orono, Maine 04469. (207) 581-1324.

Maine Health Professions Loan

Available to Maine residents who demonstrate financial need. Applicants must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's age or independent status. Loan amounts range from \$5,000 to \$15,000 annually. Contact: Tom Pattneade, c/o MEAD - FAME, State House Station #119, Augusta, Maine 04333. In Maine: (800) 228-3734, Outside Maine: (207) 626-8200. The deadline is October 1st of each academic year.

American Osteopathic Foundation Loans

Returning UNECOM students may borrow up to \$5,000 depending upon the availability of funding. Application forms are available from the Financial Aid Office.

New England Osteopathic Association Loan

This loan is available to students who have successfully completed their first year at UNECOM, have New England origins and demonstrate financial need. The loan carries a low interest rate (4%) if the recipient maintains a practice in New England; the interest rate is 12% (compounded annually) if conditions for the loan are not met. Application forms are available from the Financial Aid Office.

Alternative Loans

There are currently several private lenders who offer osteopathic students funding under alternative loans. These credit-based loans are designed to make up the difference between the student's recognized cost of attendance and the amount of financial aid the student

receives. The UNECOM Financial Aid Handbook has a description of some of the most advantageous alternative loan programs. Contact the Financial Aid Office for additional information.

Short-Term Loan Funds

Alice Cahill Memorial Loan Fund

Established by John Cahill, D.O. of Worcester, MA, in memory of his mother, the fund is administered by the Students Accounts Office. Loans of up to \$500 are available on a short-term (30 day) basis.

Dr. Roswell P. and Virginia Bates Memorial Loan Fund

Dr. Bates served as Executive Secretary of the Maine Osteopathic Association for 35 years and was the first president of the New England Foundation for Osteopathic Medicine Corporation. The family, patients, friends, and colleagues of Dr. and Mrs. Bates created

the fund. The fund is administered by the Student Accounts Office and makes short-term loans of up to \$500.

W.E. Wyatt, D.O., Student Loan Fund

An anonymous donor who benefited from services rendered by William E. Wyatt, D.O, created this fund. Since its inception, several people, who also wished to assist students of osteopathic principles and practice, have augmented this fund. Administered by the Student Accounts Office, this fund makes available short-term loans of up to \$500.

Contacting the Financial Aid Office

The Financial Aid Office is located in Room 121 in Decary Hall. Office hours are 9 a.m. to 4 p.m. Mondays through Fridays. Students wishing to make an appointment with a financial aid counselor should call (207) 283-0171, extension 2342. We can be reached via fax at (207) 282-6379. General correspondence can be sent via the Internet to finaid@mailbox.une.edu.

Scholastic Regulations

All students enrolled in the University are encouraged to acquaint themselves with the scholastic regulations, the general and specific requirements of the academic program, and the operational policies that govern the program of study. Additional information may be found in the Student Handbook.

Student Rights and Responsibilities

As part of its review, the Admissions Committee evaluates each applicant in the areas of personal and academic integrity and personal values. An invitation to join the COM community indicates that the institution feels that the applicant has a well-developed set of values and a high level of integrity. The faculty and administration are committed to fostering this sense of integrity and helping students develop an increasing awareness of the multifaceted demands of professionalism: as student physicians who are ultimately responsible for their own learning, as people who need constantly to reappraise themselves, and as future physicians who must learn to cope with a new set of demands.

Student physicians are expected to behave with respect and integrity, to face new situations and people with open minds, to maintain their intellectual and personal curiosity, and to meet their obligations. These expectations form the basis of student responsibilities.

On the other hand, student rights are based on the premise of reciprocity. That is, students should be met with the same sense of integrity, respect, and openness.

Standards for Professional Behavior and Conduct

In order to evaluate acceptable demonstration of professional behavior and conduct for graduation, the following standards were adopted by the UNECOM faculty:

1. Behaves in a responsible, reliable and dependable manner. e.g. Manages time well, is on time for assignments, meetings, and appointments; plans ahead; follows through with commitments; cooperates with person(s) in charge of programs; and takes responsibility for absences or missed assignments.
2. Demonstrates personal integrity, honesty, and self-discipline. e.g. Is consistent and truthful, shows appropriate personal control, takes on tasks that he/she can manage; honest in reports and self-evaluations.
3. Projects a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the medical profession's accepted contemporary community standards. e.g. Maintains awareness of personal hygiene, wears white coat and name tag if expected, notifies preceptor or other leader in case of emergency absence or calls to apologize if unable to notify in advance; is respectful of other students and patients when doing physical diagnosis or treatment.
4. Recognizes his/her personal limitations and biases, whether they are intellectual, physical or emotional; strives to correct them. e.g. Overcomes negative behaviors such as procrastination, learns to be a team member, and adapts to new situations; avoids discriminatory conduct or speech.
5. Demonstrates the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities, seeking professional help if necessary. e.g. Meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning assistance professionals and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities.
6. Demonstrates the ability to exercise sound judgement and to function under pressure. e.g. Requests help when needed and does not endanger others, respects the difference between student doctor and doctor, and remains focused on the task at hand; remembers that as student doctor he/she represents UNECOM to the community.
7. Demonstrates ability to learn from mistakes and failures, heeds admonitions and warnings from officers of UNECOM and of clinical supervisors. e.g. Is responsive to feedback and constructive criticism regarding professional behavior and attitude, understands the seriousness of academic and disciplinary warnings.
8. Demonstrates compassion and respect toward others. e.g. Works cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status, and respects the privacy and individual choice of others.
9. Consistently demonstrates respect for administrators, faculty, staff, and fellow students of the University.

Failure to abide by these standards may result in academic warning, probation, or dismissal.

Registration

The University conducts an annual registration for first and second year students during the initial days of the new academic year. During this process, students are expected to finalize payment of tuition and related fees, as delineated in the section, entitled “Tuition & Fees”, including filing appropriate documents with the Offices of the Registrar, Financial Aid, Business Affairs, and Student Affairs. In addition, all new, incoming students are required to undergo a complete physical examination, meet UNECOM immunization requirements, and complete the medical questionnaire provided by the University as a prerequisite to enrollment.

Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student’s cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights.

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

- (3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including “directory information.” One exception to this policy is the result of a federal law known as the “Solomon Amendment” which requires the University to release directory information to military recruiters upon request. For this purpose, directory information is defined as: name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and educational institution in which a student most recently was enrolled. Information not required or permitted by the Solomon Amendment and not considered directory information under FERPA will not be released without written permission of the student.

Active students who wish to have directory information withheld from release must do so in writing on a “per-academic-year” basis. Request forms are available in the Office of the Registrar (University Campus), Student Administrative Services Center (Westbrook College Campus) or Student Affairs Offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a “withhold” status.

Please remember: active students must renew a request for non-disclosure *each year* to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; *however*, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

Response Time and End-of-Term Processing

Due to production demands in registration services (both campuses), requests for student records services cannot be processed on demand. Students are advised to plan on a three-to-five day turn around on requests.

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This “end-of-term” processing is not finished for a minimum of two weeks from

the last final exam given. After end-of-term processing is finished, grade mailers are sent automatically to each student. Grades cannot be provided to students until end-of-term processing is completed.

For students graduating at the end of spring semester: degree verification, posting, and diploma printing/ mailing must be done *after* end-of-term grades are processed. Diplomas are not normally mailed for a minimum of four weeks after the last final exam. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

Transcripts

The following are the policies and regulations concerning transcripts:

1. Transcripts cost \$3.00 each.
2. No official transcript will be issued until all financial obligations have been met.
3. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.
4. Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped “Issued to Student.”

Attendance

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence.

Grading

Upon completion of a unit of study, the faculty member in charge of that unit submits the number of hours taught and a grade for each student to the Academic Dean. Grades are based on a High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

Academic Standing

The Student Affairs Committee is responsible for evaluating performance and making recommendations to the Academic Dean on student disciplinary and academic matters, performance, and on action(s) to be taken. Yearly, the Committee makes recommendations to the Academic Dean on the promotion of students to the next class. At any time the Committee deems necessary, it may inform the appropriate faculty and administrative personnel of students experiencing academic difficulties so that corrective or remedial action may be taken. Also, each year the Committee recommends to the faculty, through the Academic Dean, the awarding of the Degree of Doctor of Osteopathic Medicine to those students who have satisfied the requirements.

The status of a student may be reviewed by the Student Affairs Committee when the student's performance is found to be unsatisfactory in the accumulation of knowledge and/or personal growth. For example, the student may be reviewed for any of the following reasons:

1. unexcused absence(s) from class, laboratory, or clinical experience;
2. failure to obtain a satisfactory grade in every unit of study such as a course, preceptorship, or clerkship;
3. failure to abide by the Standards for Professional Behavior and Conduct (p. 26) or to exhibit the behavior, ethics, or professional manner deemed necessary for the continued study and later practice of osteopathic medicine in the judgment of the Student Affairs Committee;
4. personal or medical reasons; in assessing personal growth, such factors as morals, emotional stability, integrity, general conduct, reliability, judgment, and rapport with patients is considered.

After discussion, the Student Affairs Committee may decide by majority vote to make one of the following recommendations to the Academic Dean:

1. No significant deficiency exists, and the student is promoted, with such oral or written caution to the student as may be recommended.
2. A significant deficiency exists and one or several of the following actions is to be taken according to severity of

the deficiency, the student's overall achievement and circumstances surrounding the deficiency (illness, family emergency, etc.):

- a. student is to take remedial examination(s) after an appropriate interval recommended by the department chairpersons or system coordinator most involved and approved by a majority vote of the Student Affairs Committee;
- b. student is to undertake special projects or studies required in the deficient area(s);
- c. student is placed on academic or disciplinary probation for a stated period of time;
- d. student is required to repeat the course(s), preceptorship(s), or clerkship(s) in which there is a deficiency;
- e. student is required to repeat the academic year;
- f. student is suspended from the College;
- g. student is dismissed from the College.

Withdrawal/Dismissal

A student who is dismissed from the College may appeal this decision to the Academic Dean. The Dean will convene a five-member Appeals Committee for a review of the decision and recommendation. If the appeal body upholds the dismissal decision, the student is dismissed from the College. If the Appeals Committee and Student Affairs Committee do not agree on dismissal, the Academic Dean will make a final determination.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student is not eligible to participate as an official representative of the College nor as an elected official in student government. In addition, a student on academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Student Affairs Committee, which will make such recommendations to the Academic Dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the Academic Dean. The Academic Dean may grant a leave of absence due to financial difficulties or to personal, medical, or family problems.

National Board of Osteopathic Medical Examiners

The Comprehensive Medical Licensing Examinations (COMLEX) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. They are written examinations. Levels I and II are given during the college years and Level III is given to qualified graduates during their internship year. Students must pass COMLEX Level I in order to continue into the third-year clinical rotations. Prior to graduation, students must take the Level II examination.

Note: Applications must be in the Office of the National Board of Medical Examiners one (1) month before the date scheduled for the exams. The College will not be responsible for late applications.

Laptop Computer Requirement

The College has instituted a mandatory laptop computer requirement. Specifics regarding the minimum configuration will be available on a yearly basis.

Graduation

The Board of Trustees of the University of New England confers the degree Doctor of Osteopathic Medicine (D.O.) upon those students who have satisfactorily completed the requirements for graduation and who have been recommended for graduation by the faculty of the College.

Every candidate for the degree of Doctor of Osteopathic Medicine must:

1. Be of good moral character.
2. Be at least twenty-one years of age.
3. Have fulfilled the requirements of study for the degree as determined by the Faculty.
4. Have met the academic requirements of the College for the awarding of the degree and have been in residence at this College for at least two years.
5. Be free of indebtedness to this College, the University, and their affiliates.
6. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
7. Have been recommended by the faculty for graduation.
8. Be present at the commencement ceremony of his/her class at the time the degree is conferred.

CURRICULUM and CLINICAL CLERKSHIPS



UNECOM 2 + 2 Curriculum

Effective for entering first-year medical students, Fall term 1999

Fall

Gross Anatomy
Histology
Human Function
Immunology
Embryology

Winter

Human Function
Virology
Nutrition
Parasitology
Bacteriology
Prin. of Population Health*
Pharmacology

Spring

Human Function
Pathology
Pharmacology
Medical Jurisprudence
Public Health*
Dermatology System

Year I

Integrated Clinical Medicine I; Osteopathic Principles & Practice I

Year II

Neuroanatomy
Nervous System
Psychiatry System
Respiratory System
Musculoskeletal System

Hematology System
Cardiovascular System
Renal System

Gastrointestinal System
Reproductive System
Emergency Medicine
Endocrine System
Complex Level I Exam
Clinical Decision Making

Integrated Clinical Medicine II; Osteopathic Principles & Practice II

*Under Review

The Curriculum

For Students Beginning Fall 1999

The curriculum outlined in this section is designed for students entering their first year at UNECOM as members of the class of 2003 and who will begin their studies in the Fall term, 1999. This curriculum reflects changes in sequencing and requirements as compared to students from prior years. These changes are designed to improve and lengthen the clinical experiences of our graduates. Students who are intending to graduate in 2000, 2001, and 2002 should refer to the catalog applicable to their entrance year for curricular requirements.

Curriculum Objectives

The curriculum is designed to produce osteopathic primary care physicians who are skilled both in health promotion and illness prevention and in the delivery of illness care.

In order to educate this type of physician, the basic and clinical science foundations of the curriculum are augmented by a strong program in human behavior and community medicine in the Integrated Clinical Medicine (ICM) course.

After an initial program in the principles of human behavior, the student has the opportunity to see those principles in action during ICM I. In the office of a practicing physician, for example, the student can clearly see the complexities of the patient/physician relationship, the need for effective communication, and the importance of motivational skills.

Throughout the ICM curriculum, the student learns how to work as an integral part of the health care team. The student also becomes familiar with the wide range of community health needs and the corresponding services offered by various community health agencies.

The ICM experience progresses gradually to the point where students test their ability to integrate cognitive skills when confronted with an actual clinical situation. The student is called upon to make a clinical judgement and, under the supervision of a physician, to act upon the judgement by deciding on a health plan with the patient.

Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

Curriculum Outline

The curriculum of the Medical College is under the guidance of the Academic Affairs Committee, composed of representatives from Basic Science and Clinical faculty. The curriculum is divided into three sections: On-campus Basic and Clinical Sciences Curriculum, Preceptor Training Curriculum, and Clerkship Training Curriculum.

On-campus Basic and Clinical Sciences Curriculum

Phase I of the medical curriculum (first year) contains a variety of basic science courses, an introduction to clinical medicine, and the beginning of the organ systems courses with Dermatology. The first year courses include: Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Microbiology, Pharmacology, Public Health, Medical Jurisprudence, Embryology, and Histology.

During the first and second years, the Integrated Clinical Medicine course, presented by the Department of Family Practice, presents a learning sequence designed to integrate the knowledge, attitudes and skills necessary to conduct oneself as a primary care oriented osteopathic practitioner. The sequence is intended to meld the psychosocial aspects of care, medical humanities, psychomotor skills and clinical experiences into a cohesive whole in preparation for further practice and skill acquisition of the lifelong learner.

In addition to the ongoing ICM sequence, the second year is organized into a series of ten (10) additional systems representing related organ-groupings of the body; namely, Nervous, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine and Reproductive Systems. All systems are presented from a multi-disciplinary approach integrating lectures on basic science, internal medicine, pathology, surgery, radiology, pediatrics and family medicine. Near

the completion of the second year, students encounter Emergency Medicine and a clinical decision making course designed to prepare students for the transition into the following two years of clinical training experiences.

The knowledge to conduct a good history and physical exam is perhaps the most important information acquired in the four (4) years of medical training. At UNECOM, this skill is developed during the ICM sequence, and encompasses:

**Socio-psychological aspect of the patient interview;
Motor Skills;
History and Physical (H&P) Format; and
Initial Differential Diagnosis.**

The precepts and concepts learned in these courses are applied in the clinical clerkships of the third and fourth year. Interwoven throughout all three didactic phases of the curriculum are courses on the osteopathic principles and practice, behavioral medicine, and medical humanities. An attempt is made, where possible, to integrate the material in these courses with that of the ongoing system of Phase II.

As the curriculum unfolds, the basic science knowledge is necessary for the student to understand clinical science; the clinical science taught is necessary to understand the practice relevant osteopathic family medicine. The courses and systems taught each year are as follows.

Medical Curriculum for Pre-Clinical Phase

First-Year Curriculum Outline

August to December

No.	Title	Credit Hrs
501	Medical Gross Anatomy	10
503	Medical Histology	5
505	Medical Embryology	2
523	Medical Immunology	2
511	Human Function: Biochemistry and Cell Biology	5
587	Integrated Clinical Medicine Part I	5
591	Osteopathic Principles & Practice	5

January to March

"Ctd." represents a continuation of course work from a prior term.

No.	Title	Credit Hrs
512	Human Function: Biochem & Cell Biology (5)	<i>Ctd.</i>
524	Medical Virology	2
530	Medical Parasitology	1
532	Human Function: Cellular & Organ System Physiology	5
586	Basic Life Support - Health Care Provider	0
587	Integrated Clinical Medicine Part I (5)	<i>Ctd.</i>
591	Osteopathic Principles & Practice I (5)	<i>Ctd.</i>

April to June

"Ctd." represents a continuation of course work from a prior term.

No.	Title	Credit Hrs
514	Nutrition	1
526	Medical Bacteriology	3
532	Human Function: Cellular & Organ System Physiology (5)	<i>Ctd.</i>
542	Medical Pharmacology	2
552	Introduction to Pathology	3
558	Dermatological System	1
568	Medical Jurisprudence	1
576	Public Health	2
587	Integrated Clinical Medicine Part I (5)	<i>Ctd.</i>
591	Osteopathic Principles & Practice I (5)	<i>Ctd.</i>
598	Principles of Population Health	1

Course Descriptions--First Year

#501 Medical Gross Anatomy 10 Hrs.

Human Gross Anatomy is the study of the body's structure. The course is divided into four major sections: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory dissection is emphasized throughout the entire course, with supplemental lectures and tutorials offered where necessary. Computer aided instruction is available as well, to assist students learning anatomy. The student is expected to learn anatomical terminology, three dimensional anatomy, and begin studying clinical correlations. The latter continues to become a more integral part of the anatomy curriculum. Students are evaluated by a series of four written examinations and four laboratory practicals, one of each per major section.

#503 Medical Histology 5 Hrs.

The cells, tissues and organs of the body are studied using the light microscope. In addition, students are expected to recognize certain structures as they appear in the electron microscope. The relationship of the structures observed to their function in the body is heavily emphasized. The course begins with a study of the structure/function of normal cells and tissues. This information is then used to study the microscopic structure/function of all the organ systems which form the body. Wherever possible, the microscopic structure of the organ system being studied is related to the study of the same organ system in other anatomy courses, as well as to the other basic science disciplines and the profession of Osteopathic medicine. Students are evaluated by three written (lecture) examinations and three (laboratory) examinations.

#505 Medical Embryology 2 Hrs.

This course is designed to provide an overview of human development and, subsequently, deal with the development of major organ systems. Clinical applications, such as discussion of several of the more common congenital abnormalities of each system, will be presented. It is also intended that this course supplement the human gross anatomy course by providing the student with an understanding of the developmental processes involved in establishing adult structures.

**#511 Human Function:
Biochemistry and Cell Biology 5 Hrs.**

This course examines the fundamentals of general biochemistry. Topics covered include the nature and control of metabolic pathways in carbohydrate, lipid, and protein metabolism, membrane structure, nucleic acid metabolism and control of cell division. Weekly, small group exercises, in which students examine problems or case histories related to biochemical principles, are an integral part of the course. The primary objective of the course is to prepare the student for subsequent courses in the basic medical sciences and for the more medically-related biochemistry included in the Systems in the second year of the UNECOM curriculum.

#514 Nutrition 1 Hr.

This course familiarizes students with the fundamentals of normal nutrition through a combination of self-study and discussion-oriented lectures. Students will be expected to record, examine and analyze their diet with a computer-based diet analysis program, as well as develop techniques to evaluate and advise patients on controversial nutritional issues. This knowledge will form a basis for clinical nutrition to be covered in the systems.

#523 Medical Immunology 2 Hrs.

Medical Immunology presents the field of immunology to medical students from the prospective of the host's interaction with the environment. The course focuses on the adaptive immune response and the interactions of cells, tissues, and molecules of the immune system. The course presents how the immune system recognizes and discriminates between self and non-self and how the body eliminates pathogens from the body. Allergy and autoimmune mechanisms are presented to show roles where the immune system causes disease. The manipulation and control of the immune response, and innate immune mechanisms are discussed. A brief introduction to laboratory methodology is presented.

#524 Medical Virology 2 Hrs.

The Medical Virology course presents a survey of the field of virology in which the properties of viral agents and their specific cellular and systemic replication cycles are discussed. The roles susceptibilities, infection and disease within the human host is presented in an organ-system method. Medically important viral diseases of the central nervous system, gastrointestinal tract, respiratory tract, and dermatological system are presented with specific emphasis on the biological history of the agent, its transmission and incubation cycles, the signs and symptoms of disease, and prevention, control, and identification procedures are presented.

#526 Medical Bacteriology 3 Hrs.

Medical Bacteriology presents lectures which introduce clinically relevant bacteria and fungi and their associated diseases. The laboratory component of this course teaches practical techniques which will assist a physician in identifying microbial pathogens.

#530 Medical Parasitology 1 Hr.

Current status of important protozoan and helminthic diseases of humans with emphasis on prevalence, transmission, pathology, diagnosis, control, prevention and treatment.

**#532 Human Function:
Cellular and Organ System Physiology 5 Hrs.**

The course examines physiological aspects of cellular function and applies these concepts to understanding the contribution of various organ systems to homeostasis. Topics covered include membrane transport, membrane receptors and second messenger systems, properties of excitable cells, mechanisms of hormone action, autonomic nervous system function, physiological control mechanisms, the integrated function of the cardiovascular, respiratory, gastrointestinal, and renal systems, and hydrogen ion balance. Weekly, small group exercises, in which students examine problems or case histories related to physiological principles, are an integral part of the course.

#542 Medical Pharmacology 2 Hrs.

This course will provide the student with a basic understanding of the relationships among biochemistry, physiology, pharmacology, and other basic medical sciences. The course will include the following topics: pharmacokinetics, pharmacodynamics, toxicology, drugs affecting the autonomic nervous system, antibiotics, and drugs used in the treatment of dermatological diseases.

#552 Introduction to Pathology 3 Hrs.

In this course, students develop an understanding of how basic science principles apply to pathophysiologic processes and how these processes affect gross and microscopic changes that are manifestations of disease.

#558 Dermatological System 1 Hr.

In this course, students should learn the normal states of the skin, diseases affecting the skin and dermal manifestations of internal disease states. By the end of the course, students should be able to diagnose diseases frequently encountered in general practice, recommend appropriate therapy, or determine when referral to a specialist is appropriate.

#568 Medical Jurisprudence 1 Hr.

This course introduces students to principles of the American Jurisprudence system as it applies to the practice of medicine. Regulatory agencies, litigation, licensing, contracting, workers compensation and malpractice topics are included in this overview.

#576 Public Health 2 Hrs.

This course introduces students to principles of occupational and public health; building on the student's knowledge of disease process and elements of preventive medicine. (This course is under review).

#586 Basic Life Support-Health Care Provider 0 Hr.

This course is offered to prepare students to provide assistance to patients in cases of cardiac arrest and/or pulmonary obstruction for adults and children in accord with the American Heart Association (AHA). Attendance is MANDATORY at class and demonstration labs.

#587 Integrated Clinical Medicine I 5 Hrs.

Presented in the first year, this course provides the basis and framework for the approach to the patient. Building on the attitudes and skills of history-taking, teamwork, health promotion and development, the focus is on the patient and the development of skills respective of patient values and history. Conducted as a blend of lecture, experiential observation and small group synthesis and reflection exercises, the learner explores a variety of topic points from the view of osteopathic principles and practices.

#591 Osteopathic Principles and Practice I 5 Hrs.

The objectives of OP&P I are as follows: To teach osteopathic history and philosophy; to teach the student to think in an osteopathic fashion; to develop palpatory diagnostic skills; and to apply visual and palpatory skills to basic structural diagnosis and manipulation.

#598 Principles of Population Health 1 Hr.

The goals of this course are to: introduce the context in which epidemiologic thinking and research occurs; introduce, define, and give examples of applications of key epidemiologic concepts and principles; and apply selected concepts and principles in a clinically relevant context. (This course is under review).

Second-Year Curriculum Outline

August to December

No.	Title	Credit Hrs.
601	Nervous System	5
603	Medical Neuroanatomy	2
605	Psychiatry System	2
660	Endocrine System	1
611	Musculoskeletal System	4
621	Differential Diagnosis	1
623	Respiratory System	3
673	Integrated Clinical Medicine Part II	5
687	Pharmacology and Therapeutics	2
691	Osteopathic Principles & Practice II	5

January to March

"Ctd." represents a continuation of course work from a prior term.

No.	Title	Credit Hrs.
621	Differential Diagnosis (1)	Ctd.
632	Hematology System	3
642	Cardiovascular System	5
652	Renal System	3
662	Gastrointestinal System	3
673	Integrated Clinical Medicine Part II (5)	Ctd.
688	Pharmacology and Therapeutics	2
691	Osteopathic Principles & Practice II (5)	Ctd.

March to June

"Ctd." represents a continuation of course work from a prior term.

No.	Title	Credit Hrs.
621	Differential Diagnosis (1)	Ctd.
673	Integrated Clinical Medicine Part II (5)	Ctd.
688	Pharmacology and Therapeutics (2)	Ctd.
691	Osteopathic Principles & Practice II (5)	Ctd.
693	Clinical Decision Making	2
664	Reproductive System	5
670	Emergency Medicine	1
668	Advanced Cardiac Life Support (ACLS)	1

Course Descriptions - Second Year

#601 Nervous System 5 Hrs.

The Nervous System is a six-week, integrated, multidisciplinary course on the normal and abnormal structure and function of the human nervous system. The course is divided into two broad areas; peripheral/sensory followed by central neurological mechanisms. A majority of the system is delivered in a lecture format. However, there are a variety of activities for integration and practice: case analysis in small groups; review

of the neurological exam; case presentations. The goal of the course is to provide the student with a solid foundation of knowledge and skills concerning the nervous system as a background to other organ systems courses to follow, and as background for the clinical clerkships.

#603 Medical Neuroanatomy 2 Hrs.

This course parallels the beginning weeks of the Nervous System. It is a laboratory course which provides a structural and functional background for interpreting neurological signs and symptoms. The topics are approached using a case study format. Gross brains, glass slide preparations and CNS images are used as study material.

#605 Psychiatry System 2 Hrs.

The Psychiatry System is a two-week, interdisciplinary course that introduces second-year medical students to the anatomical, physiological and clinical aspects of disorders of higher central nervous system function that affect motivation, mood, consciousness and cognition. The focus is on such mental disorders as depression, anxiety, somatization, personality disorders and sleep disorders.

#611 Musculoskeletal System 4 Hrs.

The Musculoskeletal System is a four-week, integrated, multidisciplinary course on the normal and abnormal function of the human musculoskeletal system. The system presents normal and abnormal function, as well as diagnosis and therapy. Within the system, normal function precedes clinical disciplines. Specifically, the disciplines included in the musculoskeletal system are: the biochemistry of muscle, connective tissue and bone, and pharmacological treatments for gout, inflammation and arthritides. The manifestations and diagnosis of musculoskeletal disorders are covered in pathology and internal medicine. Topics in orthopedics and otorhinolaryngology are covered. Case presentations using actual patients are used throughout the system in rheumatology. Diagnosis and therapy of sports injuries are covered in family medicine. Finally, there is a discussion of the biological basis of osteopathic manipulative medicine. The goal of the musculoskeletal system is to provide the students with a solid foundation of knowledge as a background to other organ system courses to follow, as well as a background for the clinical clerkships in general practice, medicine, surgery and relevant electives.

#621 Differential Diagnosis 1 Hr.

Differential Diagnosis bridges the clinical and basic sciences. The students are challenged to develop and present a differential diagnosis based on case formats. They must then defend their diagnosis utilizing a combination of basic and clinical sciences. Critical thinking and problem-solving skills will be utilized.

#623 Respiratory System 3 Hrs.

The Respiratory System begins with a review of the anatomy, biochemistry and physiology of the lungs and respiratory passageways. Subsequent topics include radiology, pathology, pharmacology, surgery and the management of respiratory disorders by the general practitioner using various treatment regimens in conjunction with Osteopathic techniques. Anesthesiology and inhalation therapy are also included.

#632 Hematology System 3 Hrs.

This system is designed to teach the students the principles of normal and abnormal differentiation and maturation of red blood cells, white blood cells (including lymphocytes) and platelets and how these principles apply to the diagnosis and treatment of diseases resulting from these abnormalities.

#642 Cardiovascular System 5 Hrs.

The Cardiovascular System provides an overall approach to cardiovascular medicine. Basic science and clinical presentations are interwoven throughout the first portion of the course. Initial emphasis is placed on the understanding of basic mechanisms including electrophysiology, electrocardiograms, arrhythmias and cardiac metabolism. Integrated control of the cardiovascular system is addressed on several levels and a detailed understanding of autonomic nervous system dynamics is essential. Clinical and basic science disciplines provide detailed information regarding identification and treatment of myocardial ischemia, myocardial infarction, congestive heart failure and hypertension in addition to other cardiovascular problems that are often seen by the primary care physician. Clinical conferences provide direct experience with patients and provide students with a chance to actively participate in discussions relevant to the integration of clinical approaches with basic science. Additional approaches to cardiovascular health include discussions of nutrition and behavior, as well as ethical issues.

#652 Renal System 3 Hrs.

This System is designed to provide the students with a strong background in the principles of renal physiology, as well as a basic understanding of the etiology and diagnosis of the most common renal disorders. Radiologic techniques and pathology of the renal system are also considered.

#660 Endocrine System 1 Hr.

The Endocrine System will consider the five major endocrine glands plus carbohydrate and ionic homeostasis. The endocrines of the reproductive system will not be considered in this unit of study. Outline: Using an outline of objectives, these subjects will be approached from the position of excess (hyper) function, deficient (hypo) function and anatomical abnormalities (neoplasms). Each clinical situation will be examined using a series of five questions: (1) What is the clinical presentation? (2) What diagnostic tests can confirm your hypothesis? (3) How is this differentiated from closely related diseases? (4) What is the etiology, pathophysiology and prognosis if left untreated of this disease? (5) How is this disease treated? (6) How is this disease monitored and managed over time? Students, working either individually or in groups, are advised to develop responses for each of the objectives. The examinations will come from the objectives.

#662 Gastrointestinal System 3 Hrs.

The Gastrointestinal System begins with a review of the basic structure and function of human alimentary canal and accessory organs of digestion. This provides a basis for a discussion of the pathological, pathophysiological and clinical consequences of various gastrointestinal disorders including: disorders of motility, peptic ulcers, gastrointestinal bleeding, malabsorption, diseases of the pancreas, gallbladder, and liver, inflammatory diseases of the bowel, neoplastic disease and infectious diseases of the gastrointestinal tract. In addition, methods for assessing the nutritional status of a patient and methods of nutritional support will be discussed.

#664 Reproductive System 5 Hrs.

This System introduces the student to the basic physiology and pathophysiology of the male and female reproductive systems. Emphasis will be on correlations between histopathology, clinical obstetrics and gynecology. The student should become familiar with clinical principles consistent with the needs of a general practi-

tioner. Attention will be directed towards those areas where specialty knowledge is essential.

#668 ACLS 1 Hr.

The Advanced Cardiac Life Support is a certification program to develop the student's proficiency in advanced cardiac life support techniques. It is presented for the second-year medical students prior to their leaving the campus for hospital rotations and conforms to the standards of the American Heart Association. Students are required to be certified in ACLS prior to graduation. A prerequisite is a current basic life support certificate (CPR) through the American Heart Association.

#670 Emergency Medicine 1 Hr.

This course emphasizes the approach to the patient, differential considerations, stabilization and immediate treatment issues.

#673 Integrated Clinical Medicine II 5 Hrs.

This course continues the precepts established in Integrated Clinical Medicine I with an emphasis on communication and physical examination skills. Utilizing laboratory and practice sessions for the psychomotor skills development, the learner is simultaneously involved in exploring communication skills in the context of health care. Sessions are conducted in large and small groups and related to experiential activities during reflective and synthesis exercises.

#687 Pharmacology and Therapeutics 2 Hrs.

After completion of this course, the student should have an understanding of the drugs used in the treatment of common diseases of the Nervous System, the Psychiatry System, the Endocrine System, the Musculoskeletal System and the Respiratory System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs.

#688 Pharmacology and Therapeutics 2 Hrs.

After completion of this course, the student should have an understanding of the drugs used in the treatment of

common diseases of the Hematological System, the Cardiovascular System, the Renal System, the Gastrointestinal System and the Reproductive System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs.

#691 Osteopathic Principles & Practice II 5 Hrs.

This is a continuation of the OP&P I course. Additional skills will be developed, as well as exposure to a wider variety of manipulative approaches such as myofascial release and cranial concepts. Integration into course systems will begin.

#693 Clinical Decision Making 2 Hrs.

The Clinical Decision Making course is the capstone of the second year at UNECOM. The course is an exercise in the application of clinical, decision-making skills. Eight to ten students are assigned to a physician facilitator. Over three weeks, the students work on longitudinal patient management, differential diagnosis and case presentation. The students are evaluated on their ability to integrate and prioritize information and to present it in an efficient and professional manner.

Clinical Clerkship Phase

Core Rotations — Third Year

Title	No. of Rotations
Internal Medicine	2
Surgery	1
Family General Practice	1
Pediatrics	1
Obstetrics and Gynecology	1
Psychiatry	1

Selective Rotations — Fourth Year

Title	No. of Rotations
Ambulatory General Practice (AHEC)	1
Emergency Medicine	1
Internal Medicine	1
Surgery	1
OMM	1

Elective Rotations — Fourth Year

Elective Rotations	5
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Curriculum Review

The UNECOM has undertaken a curriculum review aimed at improving its educational experience. The goal of that review is to make changes reflecting the needs of osteopathic physicians for the 21st century. This is reflected in the following list of competencies adopted by the UNECOM faculty for use as guiding principles in the review process:

UNECOM Graduate Competencies for the Twenty-First Century

Graduates will have the knowledge, skills, and professional perspective to:

1. Integrate Osteopathic philosophy in all aspects of their professional activities, including:
 - using Osteopathic principles to guide health care delivery
 - using Osteopathic manipulative medicine in therapeutic management
2. Understand health and illness in the context of the interrelationships of the structure and function of the mind and body, by:
 - mastering a core of basic and clinical sciences
 - understanding the etiology, natural history, and prevention of core diseases
 - using this knowledge in the provision of health care
3. Prevent illness; diagnose and manage acute and chronic illness; and maintain health.
4. Gather and interpret patient information, including history and physical examinations and diagnostic testing.
5. Incorporate the practice of health promotion and disease prevention in the care of patients, families and communities.
6. Use the principles of scientific inquiry in:
 - understanding the design and conduct of clinical research
 - interpreting and critically evaluating research literature
 - evaluating practice guidelines
7. Use scientific, economic, and ethical principles in managing cost-effective and quality care to patients, families and populations — including the use and evidence-based selection of:
 - diagnostic testing
 - treatment modalities
 - preventive techniques
8. Understand the influence of the physical and social environment on the health of individuals, families, and communities.
9. Effectively teach patients, students, colleagues, and others.
10. Apply the principles of patient-centered care, including:
 - understanding the patient's experience of health and illness
 - communicating effectively — listening, informing and educating
 - enhancing patient self-care competence
 - honoring individual and community values, beliefs, ability and preferences
11. Critically appraise non-traditional healing modalities and provide guidance to patients in their use.
12. Recognize and discuss with patients, families and colleagues the ethical and legal issues involved in clinical and preventive care.
13. Pursue continuous professional development and competency through study, consultation, and personal reflection.
14. Use information technology to search out, organize and analyze information to guide clinical decision-making and quality care management.
15. Function in an integrated health care system, either as an independent practitioner or as a member of a multidisciplinary team.
16. Recognize the economic and political environment in which health care occurs and its effect on the organization and business climate in which health care is provided.

Curricular changes and modifications should be expected as part of the UNECOM's ongoing process of continuing curricular review and improvement.

Clinical Clerkship Program Descriptions

The UNECOM student rotates through the clinical clerkships during the final phase of his/her predoctoral education. The clinical clerkship experience has a broad and specific goal to provide a module of osteopathic medical education preparing the student to enter a general rotating internship. Students are trained to effectively render service and to benefit from the clinical experience available in the internship setting. The clerkship is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for general practice as a primary care physician. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for internship. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

A part of this goal is the expectation that the future physician will consistently adhere to the osteopathic philosophy and concept in the practical management of persons for maintenance of health and for the treatment of disease, acute and chronic. Further, the student will develop the ethical character expected of future physicians as a caring person skilled in problem solving, therapeutic management and interpersonal relations and with a social sense of fiscal accountability and responsibility toward health management.

During those months, clinical services are arranged to meet core and elective requirements of the clinical practicum. Utilizing the clerkship training centers, affiliate hospitals, ambulatory care sites, and other clinical settings, students gain exposure to a scope and variety of clinical experiences appropriate to the preparation of the general practitioner. Students travel to a number of sites along the Eastern seaboard and to the Midwest, experiencing health care delivery from the rural private practitioner to the inner city, tertiary care facility. Students may be required to travel or relocate to affiliate regions to complete this segment of training.

Core rotations, as determined by the Academic Affairs Committee, are assigned by the Office of Clinical Affairs from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecol-

ogy, Pediatrics, Family Practice and Psychiatry. Required Selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Rural Health Care (AHEC). With a possible exception of OMM, the student selects the sites, subject to Clinical Affairs Office approval, at which these clerkships will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Affairs.

Documentation of immunization and/or a criminal background check may be required by specific affiliates or elective sites.

To graduate, the student must successfully complete all required core, selective and elective clerkship assignments as specified in the clerkship manual and syllabi. Integral to this success is the maintenance of the highest levels of academic and professional behavior standards.

Family Practice

The Core Family Practice clerkship is a hospital and/or ambulatory care experience where the student will apply basic concepts and skills presented during the preclinical years. By basing the experience in a community setting, the student is exposed to clinical resources united in a continuum of care, thus developing within the student an awareness of the physician's role in the total health care team. Emphasis is on the patient's reaction to illness, the physician to patient relationship, family dynamics in illness and health, and the careful and economical use of medical therapeutics, technology consultations, clinical laboratory investigation and hospitalization. Special attention is given to the patient interview, directed physical examination and patient education in the therapeutic use of the physician. In addition to training in the hospital setting, the student is likely to spend time in various clinics and the offices of individual physicians. Students may schedule additional family practice experiences during their elective months with the approval of the Office of Clinical Affairs.

Internal Medicine

Internal Medicine clerkships are conducted as dominantly hospital-based experiences. The core clerkships are completed at a clerkship training center or other affiliate site. An additional medicine service is selected

by the student in a field of interest. The clerkships are intended to provide practical clinical exposure and learning designed for the application of concepts and principles presented during the preclinical years. Additional knowledge and practical experience are emphasized to identify the range of normal functioning, to identify, diagnose and manage patients with pathologic functioning and to predict the natural course of health and disease.

Students may schedule additional general or subspecialty internal medicine experiences during their elective months with the approval of the Office of Clinical Affairs.

Surgery

Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. Successful completion of two services is required for graduation. For the core rotation, students will be assigned to a clerkship training center or other affiliate site for general and/or specialty surgical services. The second rotation may be scheduled at a site chosen by the student, with the approval of the Office of Clinical Affairs. The major goal of these clerkships is to provide an appreciation of the principles of surgical practice by expanding on the precepts of the classroom in a practical experience in clinical medicine. It is intended that emphasis be placed on the totality of care from the presurgical visit through the surgical encounter and the postoperative recovery.

Students may elect additional surgical clerkship time during their elective months with the approval of the Office of Clinical Affairs.

Obstetrics/Gynecology

Students are required to complete one core clerkship in Obstetrics and Gynecology. This clerkship is intended to provide practical clinical exposure in the diagnosis and management of the female patient with normal and pathologic obstetric and gynecologic processes. Gynecologic surgery, labor and delivery, preoperative evaluations and postoperative care are emphasized. Students are encouraged to participate in ambulatory care where appropriate.

Students may schedule additional obstetrical and/or gynecologic clerkships during their elective months with the approval of the Office of Clinical Affairs.

Psychiatry

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the mental status examination providing a basis of differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development.

Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

Pediatrics

A clerkship in Pediatrics in the hospital, clinic and/or office setting is a core requirement which allows the student to apply the concepts and principles presented during the preclinical years. Students gain practical clinical experience in the diagnosis and management of the primary care pediatric patient with normal or pathologic functioning as well as concepts of the natural course of disease and normal growth and development. Student exposure to intensive care and pediatric subspecialties may occur but the emphasis is on primary care of the newborn to the adolescent.

Students may schedule additional general or subspecialty clerkships in pediatrics during their elective months with the approval of the Office of Clinical Affairs.

AHEC

The Area Health Education Center was developed at UNECOM through funding by the federal government to: 1) provide educational experiences in rural Maine; 2) recruit qualified students from rural Maine; and 3) provide educational support for health professionals in rural Maine.

As part of this program, students from UNECOM are required to perform a selective rural health clerkship as part of their clinical requirements. Emphasizing, but not limited to, primary ambulatory care, students are assigned to a preceptor location in rural Maine to apply basic concepts and principles of medical care. The service is designed to develop an appreciation for the philosophy and style of rural practice by involvement with the community, physician and patient. Involvement in patient

diagnosis protocols, health screening, preventive medicine and patient education are utilized.

Successful completion of one service is required for graduation. Assignment is conducted by the AHEC Office, in coordination with the Office of Clinical Affairs.

Emergency Medicine

An Emergency Medicine clerkship is a required selective hospital experience where the UNECOM student will apply the concepts of diagnosis and management of patient problems presented during the preclinical years. Students are expected to be ACLS (American Cardiac Life Support) certified prior to this service. ACLS is offered during the second-year curriculum. The practical experience of recognition, differential diagnosis and therapeutic management of the patient with surgical, medical or psychiatric problems requiring urgent care is emphasized in this requirement. The student will apply psychomotor skills in musculoskeletal injuries, vascular access, wound management and cardiovascular resuscitation while demonstrating concepts of patient evaluation and management.

Students may schedule additional emergency medicine services during their elective time with the approval of the Office of Clinical Affairs.

Osteopathic Manipulative Medicine

An Ommselective clerkship is under development for the class of 2003.

Electives

Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Affairs, students may pursue areas of special interest to complement the required core and selective services. Students are encouraged to explore a wide range of options with an emphasis on the broad preparation of the general practice physician. Students are urged to pursue a course which will not narrow their career path but provide for a wider appreciation of the diversity of medicine. Specific specialty tracking during clerkships is not in keeping with the mission of UNECOM. This general preparation will provide a firm foundation for entry to internship and residency level training.

Objective Structured Clinical Evaluation (OSCE)

This program uses trained actors/evaluators as surrogate patients to test students' assessment skills and to provide feedback for students' future benefit. Each student sees several "patients" in established scenarios. Specific tasks are assigned for each scenario and may include interview, patient communication, physical assessment, ethical issue, interpretation of lab results, EKG or X-ray or any combination. Upon concluding the task, the student completes whatever paperwork is appropriate, e.g., listing of differential diagnosis, providing answers to multiple choice questions or writing a progress note. Student is evaluated by surrogate patients on the basis of a Master Interview Rating Scale, a copy of which is provided to the student prior to participation in the OSCE.

Affiliate Hospitals

The following are major affiliate hospitals of the College. They play a significant role in the clinical experience of our students. We appreciate the dedication of those physicians who provide their time and expertise for the education of those osteopathic physicians who follow them. In addition, they are staffed by dedicated physicians who provide their time and expertise to educate a new generation of osteopathic physicians.

Core Predoctoral Educational Affiliates

UNECOM/Lehigh Area Clinical Training Center

**St. Luke's Hospital —
Allentown & Bethlehem Campuses**
Allentown & Bethlehem, Pennsylvania

Warren Hospital
Phillipsburg, New Jersey

UNECOM/Newark Clinical Training Center

St. Michael's Medical Center
Edison, New Jersey

JFK Memorial Hospital
Newark, New Jersey

St. Joseph's Hospital & Medical Center
Paterson, New Jersey

UNECOM/Ohio Clinical Training Center

DOCTORS Hospital,
Columbus, Ohio

Grandview Hospital & Medical Center

Dayton, Ohio

St. Vincent Mercy Medical Center

Toledo, Ohio

UNECOM/Bassett Clinical Training Center

Bassett Health Care

Cooperstown, New York

St. Elizabeth Hospital

Utica, New York

UNECOM/Keystone Clinical Training Center

Community Hospital of Lancaster

Lancaster, Pennsylvania

St. Joseph Medical Center

Reading, Pennsylvania

Wv

UNECOM/Maine Clinical Training Center

Central Maine Medical Center

Lewiston, Maine

Eastern Maine Medical Center

Bangor, Maine

Maine-Dartmouth FP

Augusta, Maine

Maine Medical Center

Portland, Maine

Mercy Hospital

Portland, Maine

Mercy Primary Care

Maine

Southern Maine Medical Center

Biddeford, Maine

Spring Harbor Hospital

South Portland, Maine

Postgraduate Educational Affiliations

St. Mary's Regional Medical Center

Lewiston, Maine

Togus Veterans Administration Hospital

Togus, Maine

University Health Care

Biddeford, Maine

Other Core Affiliates

UMDNJ/SOM Affiliate Hospitals

Stratford, New Jersey

AOA Internship in a Family Practice Residency

Eastern Maine Medical Center

Bangor, Maine

Central Maine Medical Center

Lewiston, Maine

Maine/Dartmouth

Augusta, Maine

UMASS/Fitchburg

Fitchburg, Massachusetts

Albany Medical Center

Albany, New York

St. Clare's Hospital

Schenectady, New York

St. Elizabeth's Hospital

Utica, New York

**AOA Internship in an Internal
Medicine Residency**

UMASS/Memorial Health Care

Worcester, Massachusetts

UMASS/St. Vincent's Hospital

Worcester, Massachusetts

University of Connecticut

Farmington, Connecticut

St. Michael's Medical Center

Newark, New Jersey

**AOA Internship and
AOA Internal Medicine Residency**

UMASS/Berkshire Medical Center

Pittsfield, Massachusetts

St. Luke's Hospital

Bethlehem, Pennsylvania

AOA Internship and AOA FP Residency

Warren/Coventry FP Residency

Phillipsburg, New Jersey

St. Luke's Hospital

Bethlehem, Pennsylvania

**Osteopathic Manipulative Medicine Residency
and AOA Approved Family Practice Residency**

University of New England

Biddeford, Maine

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Audrey Okun-Langlais, D.O.
Assistant Professor

Geraldine Ollila, D.O.

Clinical Instructor

Jon Oxman, J.D.

Clinical Instructor

Charlotte Paolini, D.O.

Clinical Instructor

Frank Paul, D.O.

Clinical Instructor

Mark Pentilescu

Clinical Lecturer

Joseph Py, D.O.

Clinical Assistant Professor

J. Chase Rand, D.O.

Clinical Professor

Martyn Richardson, D.O.

Clinical Professor

Cynthia Robertson, M.D.

Clinical Instructor

Maile J. Roper, D.O.

Clinical Associate Professor

Elizabeth Rudenberg, D.O.

Clinical Instructor

Craig Ryan, D.O.

Clinical Assistant Professor

Ira Shapiro, M.D.

Clinical Instructor

Maurice Schmier, M.D., Ph.D.

Clinical Instructor

Bruce R. Schober, D.O.

Clinical Instructor

Carl Schuler, D.O.

Clinical Associate Professor

Stephen Shannon, D.O., M.P.H.

Professor

The Rev. Richard Sheesley, M. DIV.

Clinical Instructor

Mary Smith, D.O.

Clinical Instructor

Sarah Sprafka, Ph.D.

Associate Professor

Donald Stanley, D.O.

Clinical Instructor

Ira W. Stockwell, D.O.

Clinical Professor

Richard Stockwell, D.O.

Assistant Professor

Anne Summer, P.A.-C.

Instructor

Chester C. Suske, D.O.

Clinical Associate Professor

Charles Sweet, M.D., M.P.H.

Clinical Instructor

Victoria Thieme, D.O.

Clinical Assistant Professor

James Timoney, D.O.

Clinical Instructor

Susan Upham, M.D., M.P.H.

Clinical Instructor

Craig R. Wallingford, D.O.

Associate Professor

Pamela J. Wansker, D.O.

Clinical Associate Professor

Alan Weiner, D.O.

Clinical Associate Professor

Steve Wilkinson, D.O.

Clinical Instructor

Amy Wyatt, D.O.

Clinical Associate Professor

Internal Medicine

John Thompson, D.O., Dept. Chair

Assistant Professor

Paul Cass, D.O.

Clinical Associate Professor

Kurt Ebrahim, D.O.

Clinical Instructor

David Friedenber, D.O.

Clinical Instructor

W. Steven Gefvert, D.O.

Clinical Associate Professor

Howard Glass, D.O.

Clinical Professor

Peter Guzzetti, D.O.

Clinical Instructor

James Hogin, D.O.

Clinical Assistant Professor

Christopher Martino, D.O.

Clinician Associate Professor

Robert McArdle, D.O.

Clinical Assistant Professor

Owen Pickus, D.O.

Clinical Professor

Charles Radis, D.O.

Clinical Professor

Edward Reardon, D.O.

Clinical Assistant Professor

Jeffrey Rosenblatt, M.D.

Clinical Instructor

Mitchell Ross, M.D.

Clinical Instructor

Ronald Rovner, M.D.

Clinical Instructor

David Stein, D.O.

Clinical Instructor

Obstetrics and Gynecology

Jacquelyn Blackstone, D.O., Chair

Clinical Assistant Professor

Ann Babbitt, M.D.

Clinical Instructor

Donna Carr, D.O.

Clinical Associate Professor

Sharon Dorman, D.O.

Clinical Instructor

Peter Konchak, D.O.

Clinical Instructor

James Pringle, M.D.

Clinical Instructor

Anthony Sciscione, D.O.

Clinical Instructor

Osteopathic Manipulative Medicine

Jane Carreiro, D.O., Interim Dept. Chair

Assistant Professor

Boyd R. Buser, D.O.

Professor

Anthony Chila, D.O.

Clinical Instructor

Guy DeFeo, D.O.

Clinical Assistant Professor

Lorane Dick, D.O.

Clinical Instructor

Peter File, D.O.

Clinical Instructor

Jane Carreiro, D.O.

Assistant Professor

Edna Lay, D.O.

Clinical Instructor

George Pasquarello, D.O.

Assistant Professor

John Pelletier, D.O.

Clinical Instructor

Ralph Thieme, D.O.

Assistant Professor

William Wyatt, D.O.

Clinical Professor

Pathology

Robert Cawley, D.O., Dept. Chair

Clinical Assistant Professor

Berte Baker, D.O.

Clinical Professor

Robert Christman, M.D.

Clinical Instructor

Douglas Dressel, M.D.

Clinical Instructor

David Friedenberg, D.O.

Clinical Instructor

Timothy Hayes, M.D.

Clinical Instructor

Michael Jones, M.D.

Clinical Instructor

Anthony Mattia, M.D.

Clinical Instructor

Ronald Nishiyama, M.D.

Clinical Instructor

Allen Pusch, M.D.

Clinical Instructor

Arthur J. VanDerburgh, D.O.

Clinical Professor

Pediatrics

Lisa Gouldsbrough, D.O. , Dept. Chair

Clinical Asst. Professor

Paul Berkner, D.O.

Clinical Associate Professor

John Blocksom, D.O.

Clinical Associate Professor

Hal Cohen, D.O.

Clinical Instructor

Matthew Hand, D.O.

Clinical Instructor

Philip Hommes, D.O.

Clinical Professor

Christopher Pezzulo, D.O.

Clinical Instructor

Leslie Shur, D.O.

Clinical Instructor

Radiology

Brian Brock, D.O., Dept. Chair

Clinical Professor

Charles O'Brien, D.O.

Clinical Associate Professor

Surgery

Benjamin Russell, D.O., Dept. Chair

Clinical Associate Professor

Michael Bedecs, D.O.

Clinical Associate Professor

John Blocksom, D.O.

Clinical Professor

David Clark, M.D.

Clinical Instructor

Martha Friberg, D.O.

Clinical Associate Professor

David Hurst, M.D.

Clinical Instructor

Francis Kleeman, M.D.

Clinical Assistant Professor

Harry Payton, D.O.

Clinical Professor

Rodney Routsong, D.O.

Clinical Assistant Professor

Ronald Rovner, M.D.

Clinical Instructor

J.P. Smith, D.O.

Clinical Associate Professor

Adjunct Faculty — Off Campus

The University is fortunate to have a large off campus faculty who participate in the education of its students in preceptorships, clerkships, and assistantships. This faculty is too numerous to list individually.

Academic Calendar 1999-2000

Required new student orientation/clearance sessions precede start dates of each semester. Required registration confirmation extends to end of add/drop period each semester.

	Begins week of:	Area/Function:	Ends:		
Summer 1999	May 10, 1999	CE - Summer Session I (<i>See Summer Session II, Below</i>) A D N (First Year) Gerontology MSW Organizational Leadership Program—Segment A	June 25 July 1 June 24 June 29 June 19		
	May 30	Israel College at Westbrook College Campus	July 8		
	June 1	MSEd (Summer Term)	August 30		
	June 14	MSPA - 1 st Semester	August 27		
	June 26	Organizational Leadership Program—Segment B	July 31		
	July 5	CE - Summer Session II (<i>See Summer Session I, Above</i>) MSNA - 1 st Semester MSED (on campus seminar)	August 20 August 27 August 13		
	Fall Semester 1999	August 2, 1999	COM MSI & MSII classes begin	December 17	
		September 4	Organizational Leadership Program—Segment A	October 2	
		September 6	Labor Day (No Classes); <i>Registration Confirmation start, 1 p.m.</i>	September 6	
		September 7	CAS/CHP/ Classes Begin; <i>Registration Confirm ctd thru 9/14</i>	December 15	
September 27		MSEd (2 nd Term)	January 30, 2000		
October 8		Fall Long Weekend, Begins After Last Class	October 12 (<i>resume</i>)		
November 16		CAS/CHP- <i>Registration Deadline for Spring 2000 Semester</i>	November 16		
November 24		CAS/CHP/COM-Thanksgiving Holiday <i>Begins After Last Class</i>	November 29 (<i>resume</i>)		
December 16		CAS/CHP- Final Exams (through weekend)	December 20, 5:30 pm		
Fall Program Deadlines— Last Day To:		Add/Drop Class	File for P/F Grade	Withdraw w/o Acad Penalty	
CAS/CHP		September 14	September 28	November 9	
MSEd Add/Drop period ends the first day of each term: May 31, September 30					
Spring Semester 2000	January 3, 2000	COM (1 st Year) COM (2 nd Year) MSNA MSPA A D N(2 nd year) Organizational Leadership Program—Segment A	May 26 June 30 April 6 May 19 April 28 February 5		
	January 10	CAS/CHP/CE Classes Begin; <i>Registration Confirmation thru 1/19</i>	April 28		
	January 17	Martin Luther King Holiday - No classes	January 17		
	January 31	MSEd (3 rd Term)	May 29		
	March 10	CAS/CHP-Spring Break Begins After Last Class	March 20		
	March 17	COM - Spring Break Begins After Last Class	March 27		
	April 7	CAS/CHP - <i>Registration Deadline for Fall 2000 Semester</i>	April 7		
	May 1	CAS/CHP - Final Exams	May 5, 5:30 pm		
	May 6	CAS/CHP - Commencement Exercises	May 6		
	May 29	CHP/COM - Memorial Day Holiday - No Classes	May 29		
	June 3	COM - Commencement Exercises	June 3		
	Spring Program Deadlines: Last Day To:		Add/Drop Class	File for P/F Grade	Withdraw w/o Acad Penalty
	CAS/CHP		January 19	February 2	March 24
	MSEd Add/Drop period ends the first day of term: January 31				

For both fall and spring semesters, all programs not listed with specific deadlines calculate dates using formulas below:

Last Day to Add/Drop Class:	5 Business days after start of classes
Last Day to File for P/F Grade:	15 Business days after start of classes
Last Day to Withdraw w/o Academic Penalty:	During the first two-thirds of the semester/term

Codes: ADN=Associate Degree Nursing; CAS=College of Arts and Sciences; CE=Continuing Education; CHP=College of Health Professions; COM=College of Osteopathic Medicine; MSEd=Master of Science—Education; MSNA=Master of Science—Nurse Anesthesia; MSPA=Master of Science—Physician Assistant; MSW=Master of Social Work; PT=Physical Therapy.

Index

A

About the College of Osteopathic Medicine 7
About the University of New England 6
Academic Calendar 53
Academic Records 27
Academic Standing 29
Accreditation, Memberships, and Other Notices 7
Administration and Faculty 46
Admissions 17
Advanced Standing 18
Affiliate Hospitals 43
AHEC 42
Attendance 28

B

Board of Trustees 46

C

Campus Center 11
Campus Features 10
Career Services 15
Clerkship Program Descriptions 41
Counseling Center 14
Course Descriptions - Second Year 37
Course Descriptions--First Year 34
Curriculum 32

D

Dining Services 14

E

Educational Affiliates 43
Emergency Medicine 43

F

Faculty 46
Family Practice 41
Financial Aid Programs 23
First-Year Curriculum 34

G

Graduate Competencies 40

H

Health Care 14
Health Center 10
Housing 14

I

Information Directory 4
Internal Medicine 41

L

Laptop Computer Requirement 30
Learning Assistance 15
Leave of Absence 22
Libraries 10

O

Obstetrics/Gynecology 42
Office for Students with Disabilities 16

P

Pediatrics 42
Professional Behavior and Conduct 26
Psychiatry 42

R

Refund Policies 21
Registration 27

S

Scholastic Regulations 26
Second-Year Curriculum 37
Student Activities 15
Student Services 14
Surgery 42

T

The College of Arts and Sciences 6
The College of Health Professions 6
The Osteopathic Oath 2
Three-Plus-Four Programs 19
Transcripts 28
Tuition & Fees 20

U

UNECOM Graduate Competencies 40
University Mission Statement 6

W

Westbrook College Campus 12
Withdrawal/Dismissal 29