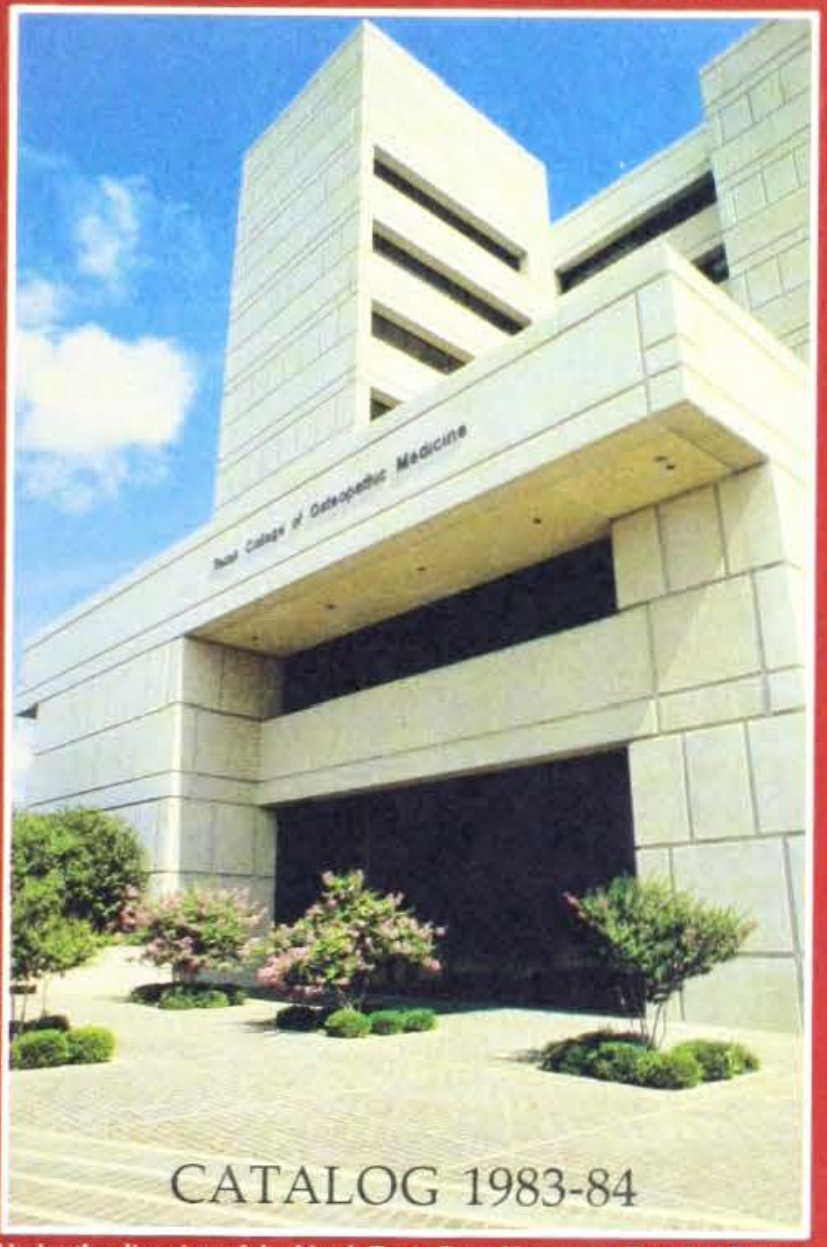
# TEXAS COLLEGE OF OSTEOPATHIC MEDICINE




## CATALOG 1983-84

Under the direction of the North Texas State University Board of Regents

**Accreditation**

*Texas College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians and surgeons. TCOM is approved by the Coordinating Board, Texas College and University System and by the Texas State Board of Medical Examiners. TCOM maintains membership in the American Association of Colleges of Osteopathic Medicine.*

Texas College of Osteopathic Medicine does not discriminate on the basis of sex, race, color, religion, age, national origin or handicap in its educational programs, activities, admissions or employment policies.

## 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 treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

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

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

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will ever be alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine as taught by my profession.

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

**TEXAS COLLEGE OF OSTEOPATHIC MEDICINE**

*Under the direction of the North Texas State University Board of Regents*

**Catalog 1983-84**

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## ADMINISTRATION

**North Texas State University**
**Board of Regents**
*Winfree L. Brown,* Chairman (1985),* Midland
*Harrell E. Chiles,* Vice Chairman (1985), Fort Worth
*William W. Jamar Jr.* (1983), Brownwood
*Walter Scott Light* (1987), San Antonio
*William C. Meier* (1987), Euless
*Lucille G. Murchison* (1987), Dallas
*E. Bruce Street Sr.* (1983), Graham
*E. E. Stuessy* (1985), Austin
*A. M. Willis Jr.* (1983), Longview

**Term expires*

**North Texas State University**
**Texas College of Osteopathic Medicine**
*Alfred F. Hurley,* Ph.D., Chancellor

**Texas College of Osteopathic Medicine**
*Ralph L. Willard,* D.O., F.A.C.O.S., President and Dean of the College
*David M. Richards,* D.O., F.A.C.G.P., Dean for Academic Affairs
*J. Warren Anderson,* Ed.D., Associate Dean for Medical Education
*M.L. Budd,* Ph.D., Associate Dean for Student Affairs
*Richard B. Baldwin,* D.O., Associate Dean for Clinical Affairs
*Edward E. Elko,* Ph.D., Associate Dean for Basic Sciences
*L.L. LaRue,* Chief Fiscal Officer
*Carlos Puente,* Assistant to the President
*Ken Coffelt,* Assistant to the President and Equal Opportunity Officer
*Betty Belton,* Registrar

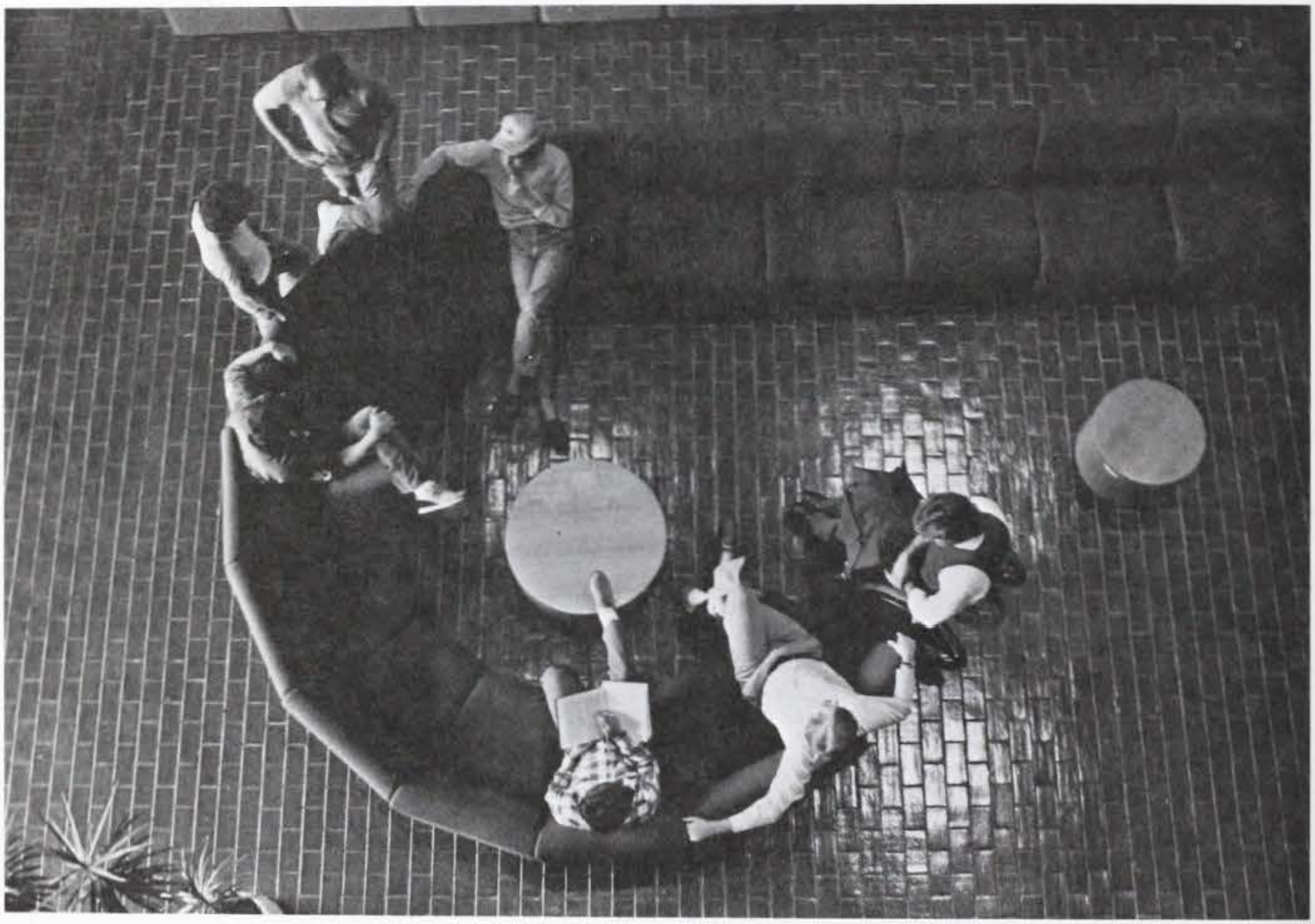
*Texas College of Osteopathic Medicine is under the direction of the North Texas State University Board of Regents.*

**Administrative staff**

*Patricia Allison*, Director of the Medical Services, Research and Development Plan
*Don Beeson*, Police Chief
*Bobby R. Carter*, Director of Library Services
*Pat Casey*, Budget Director
*Ken Coffelt*, Director of Biomedical Communications
*Donald Cregg*, Internal Auditor
*John H. Deagle*, D.O., Director of Continuing Medical Education
*Virginia Ellis*, D.O., Director of Community Services
*Michael C. Ford*, Ph.D., Director of Development
*Charles D. Holley*, Ph.D., Director of Evaluation Services
*Thomas S. King*, Director of Administrative Services
*Marvin Macicek*, Director of Personnel Services
*Mary McAnally*, Director of Purchasing
*Earlene McElroy*, Director of Admissions
*Janice Odom*, Director of News and Information Services
*Steve Russell*, Business Manager
*C.G. Skinner*, Ph.D., Coordinator of Research
*Judy Slagle*, Director of Financial Aid
*Earl Tice*, Director of the Physical Plant
*Stanley Weiss*, D.O., Director of the Institute for Human Fitness

**TCOM Advisory Council**

*Jay E. Sandelin*, Chairman, Fort Worth
*Mark A. Baker*, D.O., Groves
*Larry Burrows*, D.O., Fort Worth
*Carla B. Devenport*, D.O., Fort Worth
*Carl E. Everett*, D.O., Fort Worth
*Roy B. Fisher*, D.O., Fort Worth
*W. Russell Jenkins*, D.O., Fort Worth
*Royce Keilers*, D.O., LaGrange
*George J. Luibel*, D.O., Fort Worth
*Robert G. Maul*, D.O., Lubbock
*Claude G. Rainey*, Fort Worth
*Lewis T. (Pat) Patterson*, Kansas City, Missouri
*Wayne O. Stockseth*, Corpus Christi
*Hugh Wolfe*, Stephenville

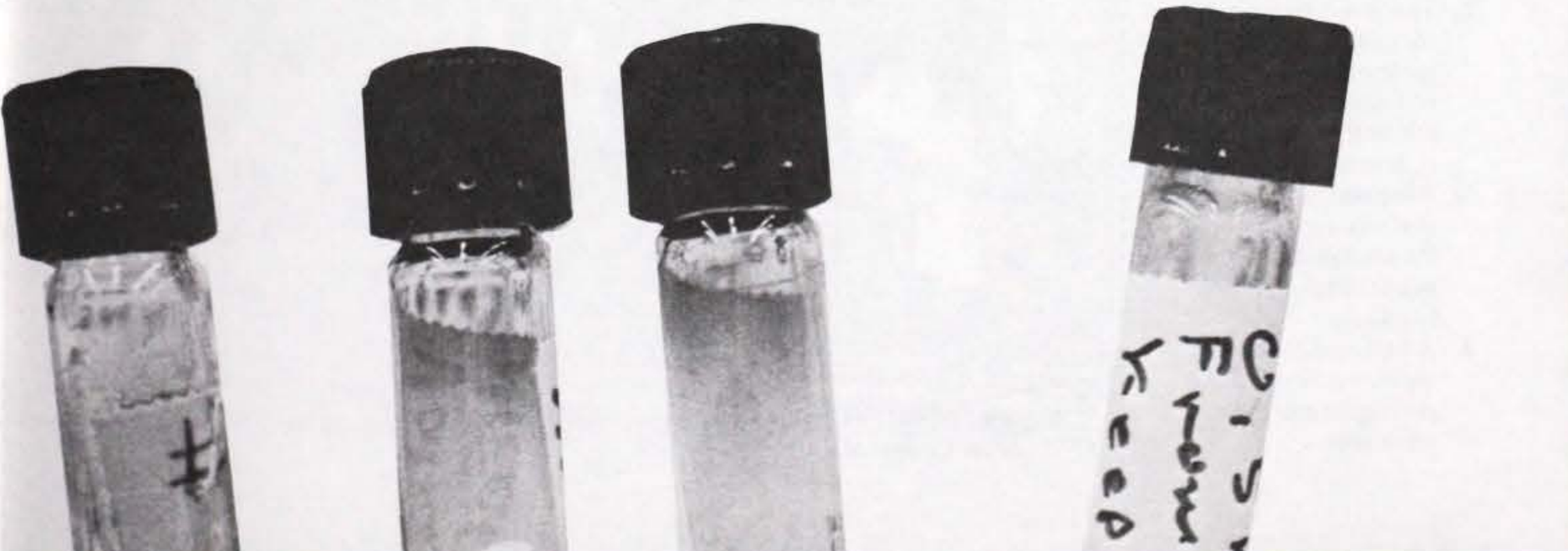


**Fall Semester 1983**

| | |
|---|---|
| **July 29** | *Registration for Year III students* |
| **August 1** | *First day of classes for Year III students* |
| **August 8-11** | *Orientation for Year I students* |
| **August 12** | *Registration for Year I and Year II students* |
| **August 15** | *First day of classes for Year I and Year II students* |
| **September 5** | *Labor Day holiday* |
| **September 9** | *Last day to withdraw with partial refund of tuition* |
| **October 27-28** | *Administration of Parts I and II, National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.* |
| **November 24-25** | *Thanksgiving holiday* |
| **December 16** | *Last day of classes for Year I, II and III students* |
| **December 20** | *Fall semester grade reports for Year I, II and III students due in Office of Registrar* |
| **December 26** | *Clinical clerkship rotations begin for Year III students* |

**Spring Semester 1984**

| | |
|---|---|
| **January 2** | *Classes begin for Year I and Year II students* |
| **February 17** | *Grade reports for Year I and Year II students due in Office of Registrar* |
| **March 12-16** | *Spring break for Year I and Year II students* |
| **March 15-16** | *Administration of Part II, National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.* |
| **May 18** | *Last day of classes for Year IV students* |
| **May 18** | *Senior Banquet* |
| **May 19** | *Commencement* |
| **May 25** | *Last day of classes for Year I and Year II students* |
| **June 1** | *Spring semester grade reports for Year I and Year II students due in Office of Registrar* |
| **June 14-15** | *Administration of Part I, National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.* |



## THE OSTEOPATHIC CONCEPT*

*Osteopathic medicine is a philosophy of health care and a distinctive art, supported by expanding scientific knowledge. Its philosophy embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology). Its art is the application of the philosophy in the practice of medicine and surgery in all its branches and specialties. Its science includes the behavioral, chemical, physical and biological knowledge, related to the establishment and maintenance of health as well as the prevention and alleviation of disease.*

*Osteopathic concepts emphasize the following principles:*

1. *The human body is a unit in which structure (anatomy) and function (physiology) are mutually and reciprocally interdependent.*
2. *The body, through a complex equilibrial system, tends to be self-regulatory and self-healing in the face of disease processes.*
3. *Adequate function of body systems depends upon the unimpeded circulatory mechanisms and nerve impulses.*
4. *A rational treatment regimen is based on this philosophy and these principles.*

**Statement adopted by Department of Osteopathic Philosophy, Principles and Practice, February 1978, Texas College of Osteopathic Medicine.*

**The College**

*Purpose*
*History*
*Location*
*Facilities and services*

## PURPOSE

*Texas College of Osteopathic Medicine is committed to a curriculum built around the promotion of health. In 1980, the college adopted a statement of educational goals outlining a plan for changing the emphasis in education of future physicians from "defensive" treatment of disease to "offensive" promotion of health. While recognizing its obligation to train student/doctors to attack already existing disease in the traditional manner, the college concentrates equally on preparing future physicians to promote health and wellness among their patients.*

*By its nature, such an educational program allows the college to serve the health needs of several populations within its reach, while advancing traditional medical knowledge and exploring new directions in health care.*

## HISTORY

Texas College of Osteopathic Medicine, now in its 13th year, was first conceived in 1961 in the minds of a group of Texas D.O.s who saw a need in the state for a college of medicine which emphasized primary health care. In 1966 a charter was granted to Texas College of Osteopathic Medicine, and in 1970 the first 20 students began their studies in temporary quarters at Fort Worth Osteopathic Hospital. In August 1971 the college expanded and moved to larger, but still temporary, quarters. As the college grew, TCOM contracted with North Texas State University in Denton for the teaching of the basic sciences and in 1975, by legislative act, became a state institution under the direction of the NTSU Board of Regents.

In 1978, the first step in the campus master plan was completed when the college opened the eight-story Medical Education Building 1, designed as a clinical science facility. The second major new building on the campus, Medical Education Building 2, opened in the fall of 1982. The five-story, $15.5-million structure houses the basic science departments as well as laboratories and classrooms. With the addition of Med Ed 2, TCOM will be able to expand to its maximum projected enrollment of 400 students, 100 students per class.

## LOCATION

The TCOM campus in Fort Worth is west of downtown, adjacent to the city's museum complex which includes the internationally recognized Kimbell Art Museum, Amon Carter Museum of Western Art, Fort Worth Museum of Science and History and Fort Worth Art Museum.

The county seat of Tarrant County, which has a population of over 700,000, Fort Worth is a rapidly growing city of 400,000. An industrial, cultural and educational center, the area includes six colleges and universities with an enrollment of more than 41,000 graduate and undergraduate students.

Fort Worth also offers a wide variety of recreational and entertainment facilities. On the city's north side, urban renewal projects have turned the historic Stockyards area into a major tourist attraction featuring authentic Western activities and landmarks. Several theaters in the area offer live drama and musical theater. Six Flags Over Texas amusement park is nearby, and there are several small lakes for fishing and boating as well as an abundance of golf courses and other sports facilities.

Fort Worth, often called Cowtown because of its important role in the history of the cattle industry, has maintained the relaxed pace of Western living and hospitality even as rapid growth has made it one of Texas' major modern cities.

**FACILITIES AND SERVICES**

The college's central campus at Camp Bowie Boulevard at Montgomery Street includes Medical Education Building 1, which houses clinical departments, an ambulatory care clinic, library and administrative offices, and Medical Education Building 2, a basic science facility adjacent to Med Ed 1. Also on the main campus is the Pathology Building.

Within one mile of the central campus is the River Plaza Campus Center, which houses the Departments of Rehabilitation/Sports Medicine and Public Health and Preventive Medicine, as well as the Institute for Human Fitness.

The college operates a number of family practice and specialty clinics under the administration of the Department of General and Family Practice and the various specialty departments. Student/doctors in these clinics are directly supervised by fully licensed osteopathic physicians trained in the appropriate areas.

**Teaching hospitals**

Ten Texas hospitals serve as teaching hospitals for TCOM and provide 2,000 patient-care beds. TCOM's primary teaching hospital is the 200-bed Fort Worth Osteopathic Medical Center, a privately owned facility across the street from the central campus. Providing training for TCOM student/physicians are:

**Fort Worth Osteopathic Medical Center**
Fort Worth, Texas
John H. Deagle, D.O., Ph.D.
Director of Clinical Clerk Education

**U.S. Air Force Regional Hospital**
Carswell Air Force Base
Fort Worth, Texas
Keith Stottlemeyer, M.D.
Director of Medical Education

**Dallas/Fort Worth Medical Center-Grand Prairie**
Grand Prairie, Texas
Otto Puempel, D.O.
Director of Medical Education

**Dallas Memorial Hospital**
Dallas, Texas
John Wilson, D.O.
Director of Clinical Clerk Education

**East Town Osteopathic Hospital**
Dallas, Texas
Peggy Yurkon, D.O.
Director of Clinical Clerk Education

**Stevens Park Osteopathic Hospital**
Dallas, Texas
Martin Lowery, D.O.
Director of Clinical Clerk Education

**The University of Texas Health Center at Tyler**
Tyler, Texas
Wilbur G. Avery, M.D.
Director of Medical Education

**Corpus Christi Osteopathic Hospital**
Corpus Christi, Texas
John Chesnick, D.O.
Director of Clinical Clerk Education

**William Beaumont Army Medical Center**
El Paso, Texas
Col. Donald A. Vichick, M.D.
Director of Medical Education

**Northeast Community Hospital**
Hurst, Texas
Russell Martz, D.O.
Director of Medical Education

**Clinics**

*Clinics operated by the Department of General and Family Practice include:*

**Central Family Practice Clinic**
Camp Bowie at Montgomery
Fort Worth, Texas
Constance Jenkins, D.O., Director

**Northside Family Practice Clinic**
1851 Harrington
Fort Worth, Texas
Robert R. Brown, D.O., Director

**Riverside Family Practice Clinic**
3100 South Riverside Drive
Fort Worth, Texas
T. Eugene Zachary, D.O., Director

**Southside Family Practice Clinic**
959 East Rosedale
Fort Worth, Texas
Stephen F. Urban, D.O., Director

**Godley Family Practice Clinic***
117 Main Street
Godley, Texas
William H. Clark Jr., D.O., Director

**Justin Family Practice Clinic***
310 East Second Street
Justin, Texas
Gerald P. Flanagan, D.O., Director

**Rural clinics*

*Specialty clinics operated by other TCOM academic departments include:*

**Department of Medicine Clinic**
**Department of Psychiatry Clinic**
**Osteopathic Consultants**
**Preventive Medicine Clinic**
**Rehabilitation/Sports Medicine Clinic**
**Surgical Associates of Fort Worth**
**Westside Obstetrical and Gynecological Consultants**
**Westside Pediatric Consultants**

**Medical education**

The Office of Medical Education is designed to support curriculum, instructional and evaluation activities within the academic program. This unit exists primarily to organize and provide educational services throughout the college. The general goals of the Office of Medical Education are to stimulate concern for sound educational practices and subsequently to assist in implementing those which are endorsed by the administration and faculty.

Specific activities undertaken by the Office of Medical Education include curriculum planning and implementation, instructional design and development, audiovisual production and distribution, curriculum and course evaluation, library and learning facilities operation, faculty development, continuing medical education and academic computing.

Divisions of the Office of Medical Education include biomedical communications, the Health Sciences Library, continuing medical education and evaluation services. Also provided are services for word processing and computer-assisted instruction.

**Health Sciences Library**

The Texas College of Osteopathic Medicine Health Sciences Library supports the education, patient care, research and community support functions of the college by meeting the informational needs of the faculty, students, staff and the local health sciences community. Located on the seventh floor of Medical Education Building 1, the library provides rapidly growing collections of print and non-print materials in the basic and clinical health sciences. Currently, library collections number over 65,000 bound volumes and more than 2,500 biomedical journal titles.

In addition, the library's Special Collection includes a historical collection of more than 700 volumes, with primary emphasis on osteopathic medicine and 19th Century American medicine. Also included is an oral history collection of recorded interviews with individuals who have either witnessed or participated in the historical development of TCOM and the osteopathic profession in Texas.

The Learning Resource Center houses an audiovisual software collection of some 2,700 audiovisual programs and 40 anatomic models and provides access to more than 100 medical computer-assisted instructional programs. Eight rooms and 18 carrels are equipped with video playback and slide-tape retrieval equipment for both large and small group viewing.

In addition to its own resource materials, the library has access to the collections of 18 Tarrant and Dallas County medical libraries, the TALON Regional Medical Library program at the University of Texas Health Science Center at Dallas and the National Library of Medicine, Bethesda, Maryland.

Traditional reference services, as well as the latest in online information services, are provided through MEDLINE and related comprehensive computer data based systems. MEDLINE contains articles indexed by the National Library of Medicine from over 3,000 biomedical journals.

Through the Extramural Services Program, library services, including free document delivery, are provided on-site for third- and fourth-year students on rotation in local clinics and hospitals. Some rotation sites are equipped with telefacsimile units that give students at those

sites access to the Health Sciences Library's telefacsimile service. Searches and/or articles may be delivered to these sites in minutes.

**Biomedical communications**

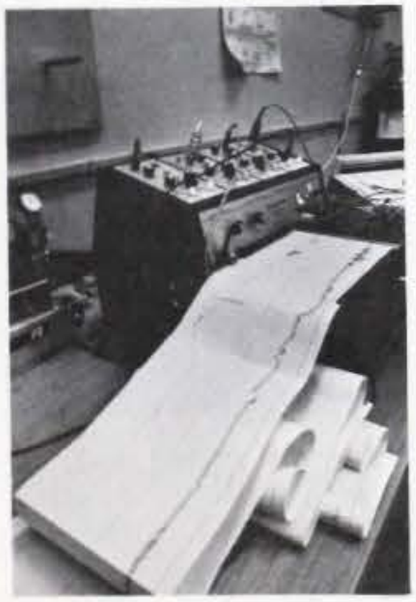
The Department of Biomedical Communications, consisting of medical arts and AV-TV, is an educational service facility which supports development and implementation of the curriculum. The department's primary goal is the design and production of various forms of learning materials for use by the faculty in the classroom and student retrieval in the library.

Facilities are available for the production and distribution of color television programs, color slides and overhead transparencies, audio tapes and original artwork for publications. Scheduling and set-up of AV equipment for classroom use, equipment maintenance and AV systems design are additional functions of the department.

Color television programs can be produced in the TV studio in Medical Education Building 1 or at remote locations. Classroom display of pre-recorded videotapes is scheduled through the Biomedical Communications Office, while individual viewing of the same programs is a service

provided by the Learning Resource Center in the library.

Through the combined efforts of faculty and staff from the library and biomedical communications, progress is being made toward the development of self-paced learning programs. Depending upon content, these programs may take the form of slide/tape, videotape, audiotape or printed materials. When completed, they are made available for student use in the library.



**Continuing medical education**

The Office of Continuing Medical Education, in its leadership role of offering continuing education programs to the osteopathic physicians licensed to practice in Texas, provides an extensive calendar of seminars on current medical topics. These seminars serve practitioners throughout the state, both in rural and urban areas. They are designed to meet the assessed needs of Texas osteopathic physicians.

A CME-accredited audio-visual lending library tailored to the needs of the osteopathic physician is also available. To determine future continuing education requirements of the osteopathic medical profession in Texas, a comprehensive needs assessment program is carried out annually.

**Academic computer operations**

Data processing support is provided to facilitate evaluation, test scoring, research and a variety of reporting activities in administrative and academic areas. Remote-access terminals service such units in the college as medical education, admissions, registrar, financial aid and individual faculty and staff.

**Evaluation services**

Activities supported by this unit include examination scoring, item analysis of individual test questions and course and curriculum evaluation. Consultation and assistance are provided to college faculty on research design and biostatistics. Support also is provided for word processing and computer-assisted instruction.

**Research**

Research in progress by TCOM faculty encompasses a wide variety of biomedical topics including inborn errors of metabolism, hypertension, sickle cell anemia, exercise physiology, enzyme biochemistry, aging and lipid metabolism. A summary of the active research interests of the faculty is available from the Office of Research.

Research instrumentation available to the faculty at TCOM in Fort Worth and at North Texas State University in Denton includes most of the modern instrumentation found in any research center. Auxiliary services include a biomedical instrument repair division, animal care facility and a medical library, which includes a variety of computer-search services.

In addition to the master of science in basic health sciences degree program through NTSU, TCOM researchers work closely with faculty and staff of the Institute for Human Fitness at the medical school and with the NTSU Center for Studies in Aging. Extramural support for research includes grants from the National Institutes of Health, American Heart Association, Robert A. Welch Foundation, American Cancer Society, the American Osteopathic Association and others.

**Admission policies**

*Admission requirements*
*Procedures*
*Fiscal policies*
*Minority students*
*Texas residency*
*Procedures for transfer*
*Financial aid*

## ADMISSION REQUIREMENTS

The New Medical College Admission Test (MCAT) is required of all applicants. The New MCAT must have been taken no earlier than three years prior to application and no later than the fall of the year preceding that for which application is made. The spring MCAT test date is preferred over the fall MCAT test date, as the scores from the fall test may delay completion of an application.

To be considered for admission to Texas College of Osteopathic Medicine, a candidate must meet the following prerequisites:

1. **New MCAT scores**
2. **90 semester hours (or the equivalent number of quarter hours) at an accredited college or university.** Most applicants have earned the bachelor's degree by the time they matriculate into medical school.
3. **One academic year or its equivalent in English, psychological-social-behavioral sciences, physics, biology, general chemistry and organic chemistry.** It is expected that laboratory work will be included in each of the basic sciences. (Additional course work in the traditional basic sciences, humanities and behavioral sciences is encouraged. The following courses are highly recommended, not so much for application purposes as for survival in the medical school curriculum: comparative anatomy, physiology, microbiology, biochemistry, genetics and embryology.)
4. **Minimum overall GPA of 2.5 on a 4.0 scale at the time of application.** Grades for courses in other professional fields, physical training and vocational courses will not be considered in determining the overall grade point average.
5. **Minimum overall GPA in preprofessional science courses of 2.5 on a 4.0 scale at the time of application.** Non-residents with less than a 3.0 overall GPA are not encouraged to apply.

The average grade point for the previous three entering classes has been well above a 3.0 on a 4.0 scale. In any case, the burden of proof of academic qualification rests with the applicant. All applicants are reviewed on an individual basis.

## PROCEDURES

Texas College of Osteopathic Medicine is a participant in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Persons interested in attending TCOM must submit an AACOMAS application. (Persons applying for transfer should request application information from the director of admissions at TCOM. See *Procedures for transfer* elsewhere in this catalog.)

AACOMAS application request cards may be obtained from the TCOM Office of Admissions or from pre-med advisers. AACOMAS will send an application upon receipt of the request card, and the completed application is then returned to AACOMAS. The applicant must request that an official transcript from each college and university attended be sent to AACOMAS. If for any reason, transcripts are under a different name, this should be noted on the application.

Also, applicants must request that their MCAT scores be sent to those schools where they are applying, using code number 600 (the designated number for all

osteopathic colleges in AACOMAS). Upon receipt of all transcripts and MCAT scores, AACOMAS will standardize the transcripts and reproduce the application for distribution to the designated schools. The applicant will be sent a copy of the standardized application to check for errors.

The TCOM Admissions Committee will review an application only after the applicant's folder is complete. The application folder must include a completed AACOMAS application, which is forwarded to the college at the request of the applicant, and the following materials, which must be sent directly to TCOM:

**1. Completed TCOM Supplemental Application, including a recent photograph.** (The Supplemental Application will be requested from those individuals who are considered worthy of further consideration upon review of the AACOMAS Application.)
**2. $25 non-refundable Supplemental Application fee, made payable to TCOM.**
**3. Residence Status Form.** A notarized form is required for all Texas and out-of-state applicants. Only outstanding non-resident applicants will be considered for admission.

**4. Evaluation and Interview Form** from an osteopathic physician, not related to applicant by blood or marriage, whom the applicant chooses as a reference.
**5. Official Pre-Medical Advisory Committee Evaluation or two letters,** one from a biology professor and one from a chemistry professor who are familiar with the applicant's academic work.
**6. Letter of recommendation from most recent employer.**
**7. Two or more additional letters of recommendation, regarding personal attributes.**

(Items 2-7 will be requested through the Supplemental Application.)

A complete set of official transcripts of course work and grades directly from *each* academic institution attended is required prior to registration. *An applicant's acceptance is conditional until the official transcripts are received by TCOM.* Course work taken subsequent to application must be forwarded to TCOM at the end of each successive semester. AACOMAS *does not* reproduce transcripts for the schools.

**Tuition**

In-state resident: *$300 per nine-month academic year, $100 per summer semester, $50 per summer session.*

Out-of-state resident: *$900 per nine-month academic year, $300 per summer semester, $150 per summer session.*

Foreign students: *$900 per nine-month academic year, $300 per summer semester, $150 per summer session.*

**Physical examination**

A physical examination form will be sent to each accepted applicant for completion by his/her physician or, if the applicant chooses, the physical examination may be given by a physician at the TCOM Central Family Practice Clinic in Medical Education Building 1. A $2 fee is charged, plus costs of laboratory tests as needed.

TCOM is in compliance with PL 504. The medical school does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of its programs and activities, as specified by federal laws and regulations. The TCOM director of personnel is the designated coordinator for college compliance of these regulations.

## FISCAL POLICIES

TCOM is a state-supported institution subject to state laws. Extension of credit is prohibited, and all financial obligations to the college must be paid in advance. A student is not officially enrolled at TCOM until all fees have been paid. Fees are subject to change by the Board of Regents, the Texas Legislature or legal rulings of the Texas Attorney General.

**Expenses**

Estimated at $10,000 per nine months for single students, including tuition, fees, books, supplies, room and board, transportation and personal expenses.

**Health insurance**

Students are required to provide for their own health care coverage while in attendance at the college. Students who have not provided for this coverage at the time of registration may choose to participate in one of a number of available student group plans arranged through the Office of Student Services. Costs are dependent upon company and benefit options selected.

**Fees**

*Student Activity Fee:* $60 per nine-month academic year, $30 per summer semester, $15 per summer session.

*Building Use Fee:* $180 per nine-month academic year, $45 per summer semester, $22.50 per summer session.

*Property Damage Fee:* $10 (one-time charge). Each student pays the deposit which is refundable by request upon final withdrawal or graduation. If not claimed within four years after last enrollment date, the deposit is non-refundable.

*Student Identification Card:* $1. ($5 additional charge for lost or replaced ID card).

*Laboratory Fee:* $25 per academic year for first- and second-year students, $12.50 per summer session, $8 for fall semester of third year.

*Late Registration Fee:* first day, $5; second day, $7.50; third day, $10; fourth day, $12.50; fifth day, $15; sixth day, $15.

**Other charges**

*Graduation Fees:* $30 (one-time charge), levied at the beginning of the fourth academic year. (Arrangements for regalia, for which there is an additional fee, will be made through the college.)

*Transcript Fee:* $2 per copy. (First TCOM transcript is free.)

*Photocopy Fee for Diploma:* $5 per copy.

*Returned Check Service Charge:* Any check returned to the college must be redeemed by the person writing the check and a service charge of $2 paid.

*Microscope Fee:* $50 per nine-month academic year (September 1-May 31) for first- and second-year students. Microscopes are used for laboratory instruction in the Departments of Anatomy, Microbiology and Immunology and Pathology, according to procedures established by these departments.

*Special Examinations:* Based upon charge of examining body or agency at the time of the examination.

**Tuition refund policy**

A tuition refund is based on the date of withdrawal. A request for withdrawal must be submitted to the dean for academic affairs and a withdrawal form signed in the Office of the Registrar. Upon official notification of withdrawal by the registrar, the Business Office will mail the refund to the student's forwarding address in the files of the registrar. (See other withdrawal information elsewhere in this catalog.)

Laboratory fees, late fees and I.D. card fees are not refundable.

By action of the Board of Regents, no part of the fees for tuition can be refunded to students who withdraw, for any cause, after the fourth week from the first day of class in the fall semester. The schedule for refunds under the regulations is 80 percent first week, 60 percent second week, 40 percent third week and 20 percent fourth week.

For those students registered for summer sessions, an 80 percent refund will be given the first week after registration. No refunds can be given after that time.

## MINORITY STUDENTS

*Qualified minority students are actively recruited and encouraged to apply to TCOM. Academic enrichment courses, special tutoring and counseling are available if needed.*

## TEXAS RESIDENCY

**Requirements for establishing Texas residency**

The rules and regulations for determining resident status are set forth by the Coordinating Board, Texas College and University System. Questions regarding these requirements should be referred to the TCOM director of admissions or registrar.

**Non-resident students**

Texas residents are given admission preference by State of Texas legislative mandate. Only a few outstanding non-resident applicants will be considered for admission. Preference will be given to those applicants from the south and southwest regions of the United States.

**Foreign students**

An alien living in the United States under a visa permitting permanent residence, or one who has filed with the proper federal authorities a declaration of intention to become a citizen, has the same privilege of qualifying for Texas residency status for tuition purposes as has a citizen of the United States.

## PROCEDURES FOR TRANSFER

Students enrolled in other osteopathic and non-osteopathic medical colleges may request transfer to TCOM. In general, approved transfers into the academic program will be limited in number and the primary entrance into TCOM is through its regular admissions program.

Applications for transfer will be evaluated on an individual basis and exceptional circumstances will be given careful consideration. However, the following guidelines will apply:

**1.** Preference will be given to students from colleges of osteopathic medicine approved by the American Osteopathic Association. Approval for transfer of students from non-osteopathic medical schools is limited to individuals who demonstrate specific understanding of and dedication to the philosophy, principles and practice of osteopathic medicine.

**2.** Preference will be given to students of Texas residence and/or those who demonstrate an intention to practice in the State of Texas.

**3.** Review of individual applications will be restricted to those persons who are certified to be in good academic standing at the institution formerly attended.

**4.** Transfer must be made no later than the beginning of the third academic year at TCOM. Applicants for transfer should have completed the preclinical portion of their programs and should have successfully completed at the time of transfer Part I of the examination administered by the National Board of Examiners for Osteopathic Physicians & Surgeons, Inc. Except under unusual circumstances, transfer should take place only at the beginning of an academic term. Students must complete a minimum of two academic years in residence at TCOM.

An applicant for transfer must present a completed application for transfer and a written recommendation from the dean of the institution from which transfer is requested. Official academic transcripts from all previously attended colleges and universities must be provided. A personal interview is required.

## FINANCIAL AID

A number of sources are available to help students meet the costs of their medical education. Students requiring financial assistance should direct inquiries to the TCOM Financial Aid Office. Students who are applying for assistance through the Financial Aid Office must complete a needs analysis (the Graduate and Professional School Financial Aid Service), which will be mailed upon request.

Financial aid is dependent on satisfactory progress in the academic program. Recipients of financial aid must maintain an accumulative GPA of at least 2.0. If the accumulative GPA falls below 2.0 for two consecutive semesters, no award will be given until satisfactory progress is made.

In addition to the following programs, many states and state osteopathic associations have loans or scholarships available to their residents. New scholarships become available from time to time. For information, a student may contact the Financial Aid Office or the appropriate state agency.

The current administration of the federal government assumes that families and students should be the first source of funds for educational expenses.

### Scholarships

*Auxiliary to American Osteopathic Association:* The Auxiliary to the American Osteopathic Association has announced a total of 20 scholarships to be awarded nationally, on the basis of competitive financial need, scholarship, motivation and personality, to qualified applicants accepted for admission to osteopathic colleges. Eligibility is limited to entering students who have a grade point average of at least 2.75 on a 4.0 scale. Information and application forms may be obtained from the TCOM Financial Aid Office. Application deadline is May 1.

*Texas Osteopathic Medical Association Scholarships:* Nine cash scholarships are awarded by the statewide association to which almost all of the practicing D.O.s in Texas belong. Upon acceptance, entering freshmen are eligible to apply for the $1,000 *Phil R. Russell, D.O., Scholarship* and three $750 *TOMA Scholarships*. At the end of the freshman year, students who plan to enter general and family practice in Texas are eligible to apply for the $1,000 *Ralph H. Peterson, D.O., Scholarship*. This is funded

### Financial counseling

*Counseling is available in the Financial Aid Office for any type of financial problem that a student might have.*

in the fall of the sophomore year. Sophomore students who plan a primary care practice in South Texas are eligible to apply for *Wayne O. Stockseth Scholarships* in the amount of $1,000 or more, each to be funded at the beginning of the junior year. For information and applications, contact Tex Roberts, Executive Director, Texas Osteopathic Medical Association, 226 Bailey Avenue, Fort Worth, Texas 76107; telephone 817/336-0549.

*R. C. McCaughan Scholarships:* A $400 scholarship is granted annually to one student in each osteopathic college from the R. C. McCaughan Education Fund of the National Osteopathic Foundation. Selection, based on outstanding capabilities and strong motivation in osteopathic philosophy exhibited during the first year, is made at TCOM by the dean of the college upon recommendation from the Scholarship Committee.

*Mavern Devine Kinzie Scholarship:* All freshmen, sophomores and juniors are eligible. Awards will be determined in June and funded the following fall for $500, $1,000 or $1,500, depending on the recommendation of the Scholarship, Loan and Awards Committee. Applicants must have a definite interest in being a "total care" physician.

*H. E. Sharp Scholarship:* $500 annual scholarship is awarded to a member of the second-, third- or fourth-year class of the college. The recipient must be a native Texan with a strong academic background who plans to practice in Texas.

*Susie B. Neel Scholarship:* Scholarships of $100 per month (up to $1,000 per student) are awarded to fourth-year students who plan to enter general or family practice in West Texas. Applicants must have academic and leadership abilities, as reported by supervisors in their clinical rotations.

*Armed Forces Health Professions Scholarship Program:* To qualify, a student must be enrolled in a class or accepted for the next entering class of a college of medicine, D.O. or M.D., in the United States or Canada, be a citizen of the United States, be of good moral character and be physically qualified for a commission. Selected participants will have all of their normal educational expenses (tuition, fees, books, etc.) defrayed by the government and also will receive approximately $6,672 a year. The student incurs a service obligation of one year of active commissioned service for each year of scholarship participation, or a minimum of three years. For further information concerning the Armed Forces Health Professions Scholarship Program, contact:

United States Army
Medical Recruiting Office
Federal Building,
1110 Commerce Street
Room 9C23
Dallas, Texas 75202

United States Navy
Medical Programs Officer
918 South Ervay
Dallas, Texas 75201

United States Air Force
350th USAF Recruiting Group
2621 Avenue E. East,
Suite 217 MPR
Arlington, Texas 76011

**Loan programs**

*Guaranteed Student Loan Program:* Long-term loans up to $5,000 per year at nine percent interest, with interest subsidy through the federal government, are made by banks, savings and loan associations and credit unions with the amount controlled by the lending agency after recommendation by the college.

*Hinson-Hazlewood Student Loan Program (Texas Opportunity Plan):* Loans for $5,000 per academic year with a total for academic career not exceeding $25,000 are available. The interest rate is not more than nine percent per year, with interest subsidy through the federal government.

*State Rural Medical Education Board:* The State Rural Medical Education Board will make loans to students who agree to practice in a rural area in the State of Texas and thereby have portions, or all, of their loans cancelled. The loans will be made for varying amounts and may be disbursed to the student in lump sum, by the semester or by the month. The promissory note is incorporated into a contract which the student must sign, agreeing to practice in a county of 25,000 population or less. Applications and a copy of the contract are available in the TCOM Financial Aid Office.

*National Direct Student Loan Program:* Long-term loans are administered through the TCOM Financial Aid Office, with a maximum of $12,000 per academic career based on satisfactory progress and financial need. The interest of five percent commences six months after graduation, the beginning of the repayment period. Loans may be paid back over a 10-year period.

*Health Professions Student Loan Program:* Long-term loans with a maximum of $2,500 plus tuition per academic year are available to students with exceptional financial need. The interest rate is nine percent beginning one year after the student is no longer in school. Portions of these loans possibly can be paid by the federal government under a contract to practice in a physician-shortage area.

*American Osteopathic Association Loan Fund (National Osteopathic Foundation):* Applicants will be considered by the TCOM Scholarship Committee and referred with the committee's recommendation to the Student Loan Committee of the American Osteopathic Association. Financial need is the most important single factor in determining eligibility for this loan. Loans are restricted to third- and fourth-year students. The maximum to any student is $1,000 per year, with a $2,000 total.

**Veterans' benefits**

*Veterans whose benefits have expired are eligible for tuition fee waivers under the Hazlewood Act. Also, a Veterans Administration loan program is available. Contact Veterans' Affairs in the Office of the Registrar at TCOM.*

*Emergency Loan Fund:* This short-term loan fund is administered by the Financial Aid Office for students enrolled in the college who need immediate help to meet any unanticipated expenses. Loans are interest-free for 60 days, at which time the interest accrues at 1 percent per month until the loan is paid in full.

*Emergency Relief Fund:* The short-term loan program is funded by the Texas Osteopathic Medical Association and administered through the TCOM Financial Aid Office for students in need of immediate help.

*Student Associate Auxiliary Loan Fund:* This fund provides for loans of up to $300 for short-term emergency situations and is available only to spouses of SAA members.

*M. Vernon Morgan Student Loan Fund:* Funded by Mr. and Mrs. W. J. Swaim and Miss Emma May, loans are awarded for a maximum of $500 to students in extreme need.

*Joe J. Rady Loan Fund:* Loans for fourth-year students with unexpected financial need are funded by Joe J. Rady.

*Etta O. Newby Loan Fund:* Residents of the State of Texas who are without adequate means but who are ambitious to equip themselves for professional pursuits qualify for loans from this fund. The amount is limited to $1,000 per student per year with repayment commencing one year after a student graduates.

*Shirley Waldron Loan Fund:* Limited to $1,000 per student, with interest of 12 percent commencing upon graduation, this fund is for fourth-year students, particularly those from Tarrant County.

*Opportunity Plan:* The Lubbock Osteopathic Hospital Division of The Opportunity Plan, Inc. has a loan program for third- and fourth-year students. The loan amounts vary, with interest of 7 percent per year on the unpaid balance commencing after graduation.

*James G. Sanders Jr. Emergency Loan Fund:* Short term loans for juniors and seniors to meet unanticipated expenses are available, with an interest rate of 12 percent per year starting with repayment two months after graduation.

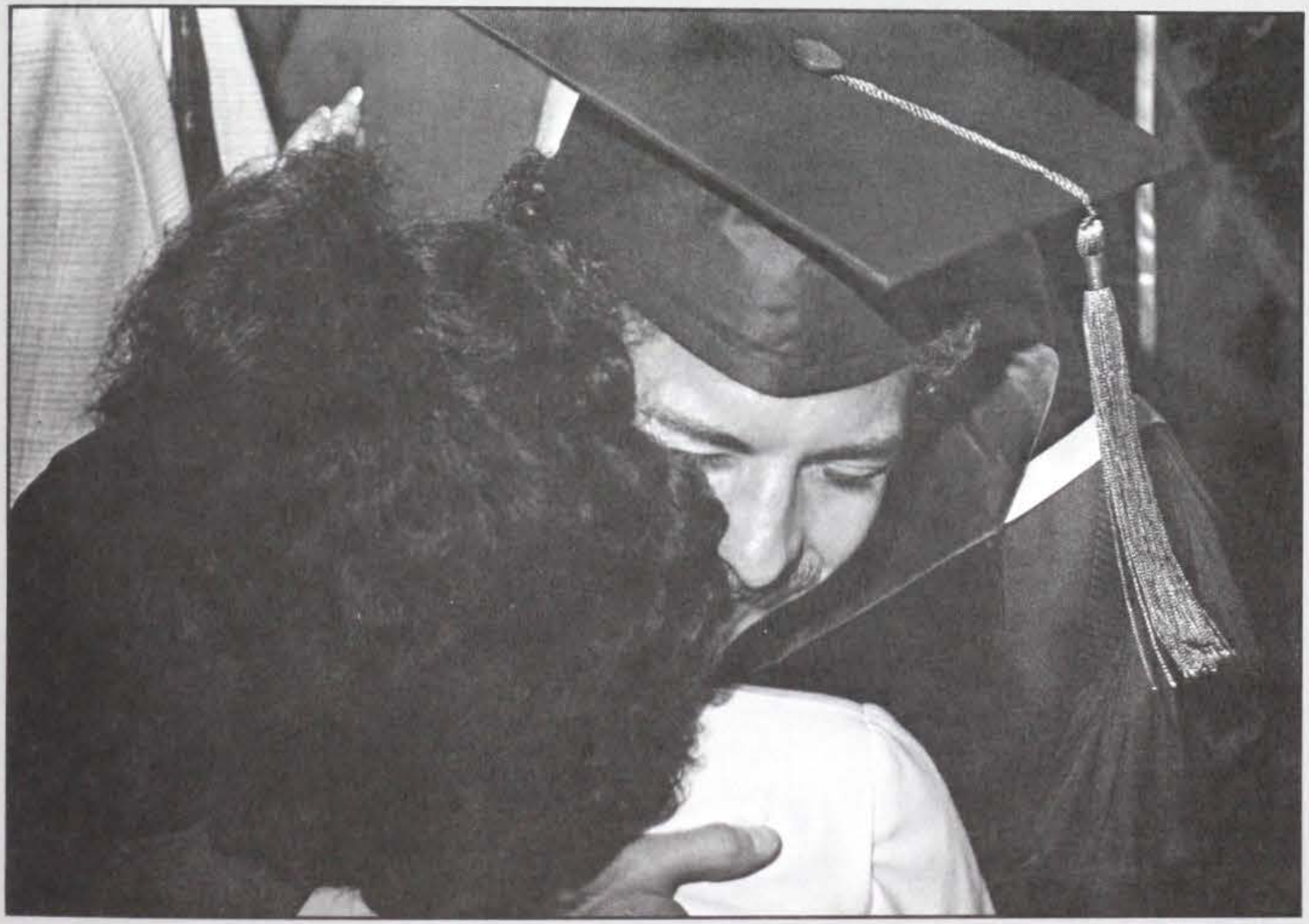
*TCOM Alumni Association Loan Program:* Formerly the Alumni Association Scholarship Program, this program is funded by the association, administered by the Financial Aid Office and collected by the Business Office. Third- and fourth-year students are eligible to borrow up to $500. Details are available in the Financial Aid Office.

*Health Education Assistance Loan:* The HEAL program does not provide a subsidy payment for interest. Principal payments can be deferred, but interet starts with the inception of the loan, accrues and is compounded every six months. The State of Texas Hinson-Hazlewood Student Loan Program is a lender with interest at 12 percent, and the Chase Manhattan National Bank is a lender with interest determined at the time of the loan.

*Texas Parent Loan Program:* Graduate and professional students are eligible for a maximum loan under this program of $3,000 per year with a total accumulation of $15,000. The interest of 12 percent accrues, but does not compound.

**Scholastic regulations**

*Student responsibilities*
*Registration*
*Records*
*Attendance*
*Grades*
*Academic standing*
*Auditing*
*Final examinations*
*Withdrawal and dismissal*
*Requirements for graduation*



**Scholastic regulations**

*A student may meet the graduation requirements listed in the catalog in effect at the time of his/her initial enrollment provided these requirements are met no later than six years from the date of the catalog selected. Interpretation or explanation contrary to the regulations published herein shall not be binding upon the college.*

## STUDENT RESPONSIBILITIES

Each student enrolled in the college is individually responsible for knowledge of the current scholastic regulations, the general and specific requirements and the operational policies which apply to registration and instruction.

## REGISTRATION

Registration is conducted annually at TCOM for the first-, second- and third-year students in late summer. Fourth-year students register by mail.

Registration consists of paying tuition and fees and completing registration forms for the Office of the Registrar, Financial Aid Office and Student Services Office.

Late registration fees are assessed for each day following the designated date of registration. A check returned because of insufficient funds will incur a penalty and also may result in a late registration charge. *(See* **Fiscal policies** *for more information).*

## RECORDS

### Transcripts

The term *academic transcript* refers to a copy of the official permanent record of a student's approved academic course work, including academic marks, scholarship and degrees. At the student's request, a class rank may be shown on the transcript. In order to obtain an official academic transcript, a signed and dated "release of information" form must be completed by the student and filed with the registrar. Any transcript provided directly to a student must be regarded as unofficial. In order to be regarded as an official academic record, the transcript must be mailed directly from the Office of the Registrar to the receiving institution.

A student may obtain a copy of his/her transcript by submitting a written request to the Office of the Registrar. The first copy of the TCOM transcript is free. A $2 fee is charged thereafter for each official transcript. A $1 fee is charged for each copy of an undergraduate transcript in a student's file.

Acts of the 61st Texas Legislature, Chapter 675, 1969 Regular Session, provide legal penalties for any alteration of academic records or transcripts with the intent to use such a document fraudulently. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

**Accessibility of student records**

Pursuant to the Family Educational Rights and Privacy Act of 1974, also known as the "Buckley Amendment," the college will make the student's records available upon his/her written request, with the exception that confidential letters of evaluation and recommendation written prior to January 1975 may not be provided. Request forms for the release of student records are available in the Office of the Registrar.

Information and records on a TCOM student will not be released without written consent from the student. Grades and other academic evaluations will be made available to the dean for academic affairs and other administrative personnel as the dean for academic affairs may direct in order to carry out administrative and academic responsibility of the college.

A student packet which contains privacy act forms and a list of academic offices where the appropriate records are kept will be provided.

## ATTENDANCE

One hundred percent attendance is expected of all students at all lectures, laboratories and clinical assignments. There are no excused absences. It is recognized that there may be isolated instances when an individual must be absent; however, the student who misses a class is not excused from the subject materials presented during the lecture or laboratory period.

No makeup laboratories will be conducted. In the rare event of absence from an examination, written permission to take a makeup examination must be obtained from the associate dean for basic sciences or associate dean for clinical affairs and the department chairman. It is essential that each student make every effort not to miss any examination.

As professional persons, students are expected to adhere to this attendance policy with diligence.

## GRADES

**Grade point average**

The grading standard for all TCOM courses will be a numerical system ranging from 0 to 100, with 70 as the lowest passing grade. A grade of 69 or less is defined as a failing grade. Numerical course grades will be rounded off to the nearest whole number (e.g., 69.1 to 69.4 will be recorded as a 69; 69.5 to 69.9 will be recorded as a 70). A grade in the range of 70 to 100 is passing and shall be interpreted to mean competence in the subject in which the grade is achieved.

Other grades used include "I" (Incomplete), "W" (Withdrawal) and "CR" (Credit by examination or prior service).

For purposes of promotion and graduation, a cumulative weighted average of 70 or better is required. The weighted average for a block or semester is determined by dividing the total number of grade points earned by the total number of hours attempted, excluding courses in which a "CR" grade is achieved. Grade points for a course are the product of the number of hours for that course and the numerical grade received. The cumulative weighted

average is obtained by dividing the total number of grade points earned in all courses by the total hours for all courses attempted. (*See Remediated grades*).

The numerical grading policy took effect for academic year 1982-1983 for the Class of 1986, and is being phased in for this and subsequent classes. The Classes of 1984 and 1985 shall continue on the previous letter grading system. Decisions on recommendations of the Student Academic Promotions Committee for the academic year 1981-1982 or earlier years will not be affected by this change in grading policy.

**Incomplete grades**

At the end of a semester, a grade of "I" (Incomplete) may be assigned, in exceptional circumstances, by the instructor. The work which was incomplete must be completed within one calendar year from the end of the semester in which the incomplete grade was assigned. An incomplete grade becomes a failure after one year if the work is not satisfactorily completed.

**Semester grades**

Grades are reported to the Office of the Registrar within one week of the conclusion of a course.

Grades are mailed to students at the end of each semester. The semester grade report includes grades for the present academic term as well as the cumulative grade point average earned throughout the academic program.

Grades will not be released over the telephone and will be kept in confidence.

**Remediated grades**

A student who receives a failing grade (69 or less) in a course will have to repeat that course in accordance with the policy on remediation and achieve a grade of 70 or better. Failure to achieve a grade of 70 or better in a remediated course is grounds for dismissal. When a course is repeated, the original grade is slashed on the academic transcript and an asterisk is placed to indicate that the course has been repeated. Entries for the repeated course and the remediated grade are shown elsewhere on the transcript. When a course is repeated the last grade recorded on the transcript will be used for calculation of the weighted average.

**Remediation policy**

All students will be required to remedy failing grades (grades of 69 or less). No student may graduate from TCOM with an unremedied failing grade and/or with a cumulative grade point average below 70.

The Student Academic Promotion Committee (SAPC) will recommend to the dean for academic affairs when a student should be required to repeat an academic year or when a student should be dismissed. A student may be required to repeat an academic year in the event that he/she cannot complete the required remediation during the summer term (or as specified by the SAPC). For students in academic difficulty in the fifth semester, remediation must be completed before he/she begins clinical rotations.

It is the prerogative of the department chairperson and/or the course director(s) whether a student who received a failing grade in the first course of a sequence be allowed to take the second course prior to completing remediation of the first course. This will be in the form of a written recommendation to the SAPC for their consideration and recommendation.

When the college requires or allows a student to remedy a failing grade, the original grade is slashed on the academic transcript and an asterisk is placed to indicate that the course has been repeated. Entries for the repeated course and the remedied grades are shown elsewhere on the transcript with "repeated" in parentheses beside the course title. When a course is repeated, the last grade recorded on the transcript will be regarded as the official grade and will be used for calculation of the grade point average.

For successful completion of a remedied course the student must earn a final course grade of 70 or better. Failure to earn at least a grade of 70 or better in a remedied course may result in dismissal from the college.

The college reserves the right to require that a student re-enroll for all or part of a course even though a passing grade of 70-79 may have been earned. This decision may be made where it is in the best interest of a student to repeat an educational experience because there is evidence of insufficient overall progress in the academic program. In each case a decision to repeat certain requirements will be made only after careful review of individual circumstances and consideration of all relevant factors as they apply to each student.

The educational objectives that underlie remedial teaching and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. There is room for using different teaching methods and different evaluation procedures in a remedial course; however, both should be based on the same educational objectives that have been specified for the regular course of instruction.

**Implementation of remediation policy**

The opportunity to remedy academic deficiencies will ordinarily be extended to any student provided that he/she has made a serious effort to earn a passing grade and has sought assistance from the faculty during the regular offering of the course. Remediation is to be regarded as a privilege that must be earned by the student. After the first opportunity for evaluation in a course or clinical rotation, a student receiving a failing grade must satisfy the following conditions in order to be extended an opportunity for remedying that course: (1) The student must attend all regularly scheduled classes, laboratories or clinical assignments. (2) The student must attend all special help sessions provided during the course. (3) The student must seek help from appropriate faculty. Compliance with these conditions will be determined by the course director(s), who will secure attendance records for any student in academic difficulty.

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. Decisions will be made by the dean for academic affairs after consultation with the SAPC, divisional deans, departmental representatives and, when appropriate, the student involved.

In all cases, it is understood that the decision to arrange special remediation during the summer and at times other than when the course is regularly taught will be contingent on the ability of the departments and faculty to offer an equivalent remedial learning experience. At the beginning of each academic year, the dean for academic affairs will consult with department chairmen to determine the courses in which remedial teaching will be available outside the regularly scheduled periods. The availability, format and schedule of such courses will be approved by the SAPC no later than three months after the start of the academic year. Only those remedial courses appearing in this schedule will be offered outside the regularly scheduled courses.

The course director(s) and/or chairperson may determine that the student needs to remedy only section(s) of a course rather than the entire course. The remedied grade(s) for each of the section(s) repeated will replace the grade(s) for the section(s) in question. The final grade will then be determined by totaling all section grades (both for those in which remediation was not necessary and for those in which it was necessary).

Where separate areas of the student's deficiency cannot be specified or when the course director(s) and/or chairperson feel(s) that the student is deficient in too many areas of the course, then the entire course should be repeated.

When an entire course needs to be remedied, this may be accomplished by remedying at TCOM or at an acceptable institution. If a course is remedied outside TCOM, the course must be approved by the course director(s) and/or the department chairperson.

The remediation course may be a formal lecture course, a tutorial, directed self-study or other procedure the

department deems adequate to complete the remediation.

Any student who is required to remedy part or all of a course must be notified in writing of the conditions of the remediation. Included in this plan should be the portion(s) of the course, examinations, method and time frame. Other arrangements such as class attendance, consultation with faculty and other details of remediation should be included in the protocol and acknowledged with the signatures of the chairperson of the SAPC, dean for academic affairs and the student.

Student performance in remedial courses will be reviewed regularly by the SAPC. It is particularly important that summer remediation be reviewed prior to the beginning of the fall semester in order to determine appropriate course work for the following academic year.

Remedial course work must be completed according to the following schedule:

A deficiency in a first or second semester course must be remedied prior to the third semester (or as specified by the SAPC).

A deficiency in a third or fourth semester course must be remedied before clinical clerkships begin (or as specified by the SAPC).

A deficiency in the fifth semester course must be remedied before clinical clerkships begin (or as specified by the SAPC).

A deficiency in a clinical clerkship must be remedied prior to graduation.

## ACADEMIC STANDING

### Promotion

Advancement in the academic program is based upon satisfactory completion of all academic requirements and recommendation of the Student Academic Promotion Committee. Committee review of the reasons for academic deficiencies shall be mandatory for any student whose weighted average falls below a 70 or who receives one or more failing grades for a semester. No student may be advanced to the next term until he/she has satisfied all legal and financial requirements of the college.

Promotion to the third year includes the requirement of completion of Part I of the examination administered by the National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.

Recommendation for graduation will not be made for any student whose cumulative weighted average falls below a 70 or who continues to have one or more unremediated failing grades on his/her academic transcript.

**Academic probation**

Each student must meet the minimum standard of achievement, set by the college, at the end of each semester in order to remain in good academic standing. A student will be placed on academic probation if he/she has a cumulative weighted average of less than 70 or if a failing grade is received in any course. A student may also be placed on probation or continued on probation in subsequent semesters in which a failing grade is not successfully remediated. Academic standing is reviewed by the Student Academic Promotion Committee at the end of each semester and academic probation or other actions may be recommended for students whose performance falls below the academic, ethical, professional and personal standards established by the college.

Academic probation should be regarded as a serious matter and is official notice to the student that the quality of his/her performance during the probationary period must improve in order to remain eligible to continue in the college. Any student who fails to improve his/her performance in the areas identified by the Student Academic Promotion Committee during the probationary period may be continued on probation, asked to withdraw or dismissed from the college.

**Advanced placement**

A student may be considered for advanced placement or waiver in a particular course only at the time of admission regardless of mechanism and level of the admission. The advanced placement, if granted, will

be specified in the registration package.

To be placed in advanced standing, a student must have taken a course judged to be equivalent by the appropriate academic department, within two years previous to the date of admission, and awarded a minimum grade of "B." Failing any of the above conditions, a candidate may still be recommended for advanced placement by a department if the candidate has completed a similar course and obtains a minimum grade of "B" in a written comprehensive examination given by the department for this purpose prior to the student's program at TCOM.

Requests for advanced placement or waiver must be made at the time of the student's verification of acceptance when the student must present all of the supporting documents to the appropriate academic department through the Office of the Registrar. The departmental recommendation will be reviewed in the Office of Academic Affairs and must be approved by the dean of the college.

The decision regarding a request for advanced standing will be transmitted in writing to the student by the dean, who also will instruct accordingly the registrar and the concerned department. Courses for which advanced standing is granted will be assigned the letters "CR" which will not contribute to a student's grade point average.

**Special academic programs**

Certain students may be placed into an academic program in which special scheduling of courses is arranged to meet the needs of an individual student. Requests to be considered for a special academic program will be directed to the dean for academic affairs, who will act on the request after consultation with the Student Academic Promotion Committee, Office of Academic Affairs and appropriate faculty.

**AUDITING**

Students at TCOM may audit a class if they have obtained permission from the dean for academic affairs and have paid all tuition and fees. These students will be expected to meet all classes and take examinations unless prior arrangements have been made with the course instructor. No grades will be given for classes audited, but these courses will be shown on the academic transcript.

**Academic honors**

*Academic honors are awarded to those students who demonstrate academic excellence throughout the program at TCOM. A degree candidate will be graduated summa cum laude if his/her cumulative grade point average for the four years is 3.90 to 4.0; magna cum laude, 3.81 to 3.89; and cum laude, 3.50 to 3.80. All academic honors are announced at graduation and are recorded on the student's permanent record.*

## FINAL EXAMINATIONS

*No student may be exempt from taking final examinations. In addition, no final examination may be given early or late, except in the case of unusual circumstances acceptable to the instructor and the dean for academic affairs. Each case of this type will be considered on its individual merits.*

## WITHDRAWAL AND DISMISSAL

### Withdrawal

Application for voluntary withdrawal from the college must be made in writing to the dean of the college. Except in rare and special circumstances, the application will be accompanied by a personal interview. Every effort should be made to assure that no misunderstandings or errors occur in the withdrawal process.

In addition, students must report to the Registrar's Office to sign a withdrawal form before they can officially withdraw from the college. Students who do not complete this application for voluntary withdrawal will not be entitled to an honorable withdrawal, and consequently will not be considered for readmission at a later date.

Readmission following the withdrawal procedure is not assured unless it is a part of the final decision and/or agreement made by the dean of the college and the withdrawing student. This final decision and/or agreement must be in writing so that it is clear to all parties involved.

### Dismissal

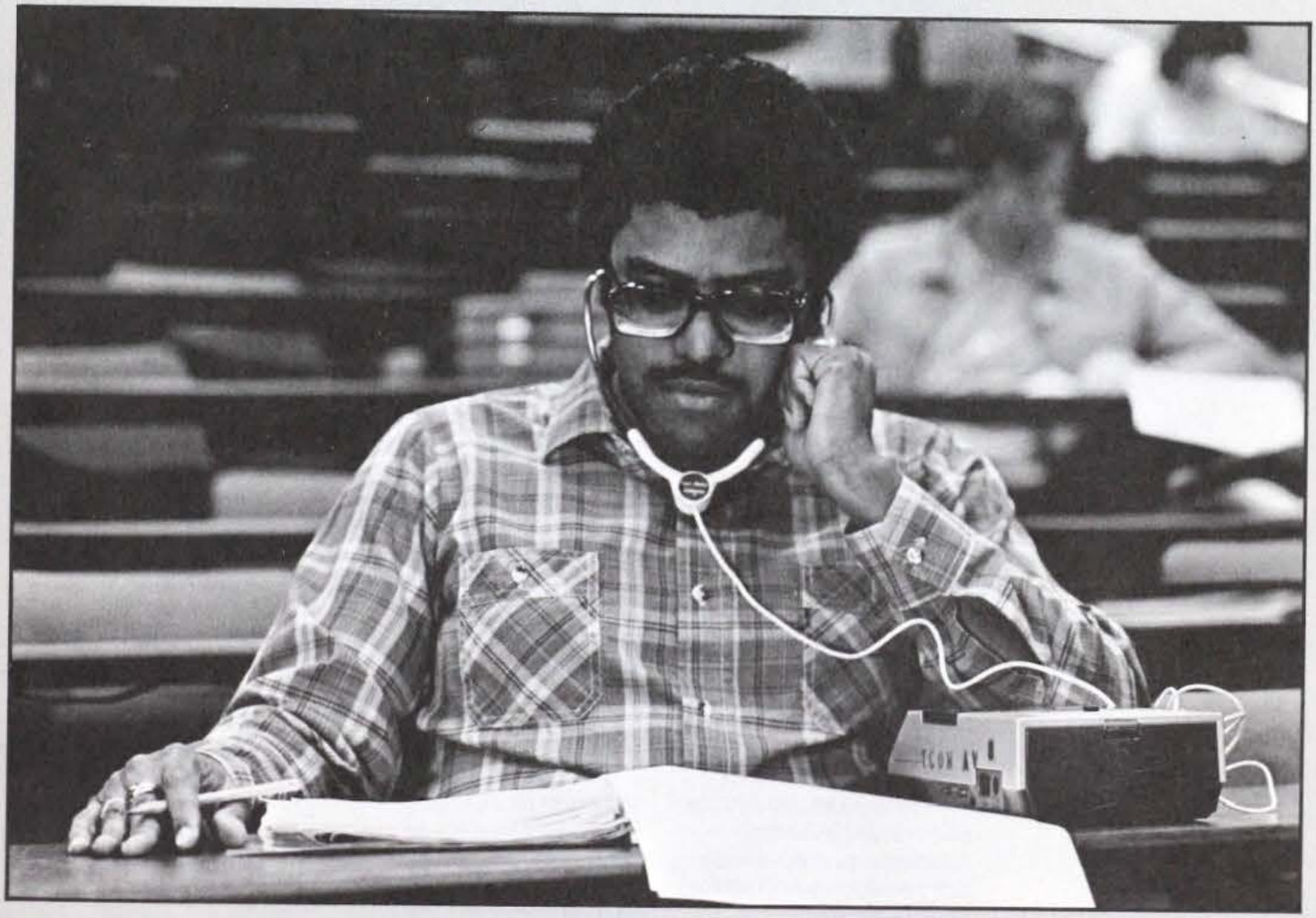
Students may be dismissed by the college for failure to (1) show satisfactory scholastic progress or potential and/or (2) exhibit integrity, honesty, moral character and/or professional potential expected of an osteopathic student. It should be clearly understood that the college, after due consideration and process, reserves the right to require the withdrawal of any student at any time prior to graduation if circumstances of a legal, moral, ethical, health or academic nature justify such an action.

## REQUIREMENTS FOR GRADUATION

A student who has satisfactorily completed all academic requirements and who has been recommended by the TCOM faculty may be awarded the doctor of osteopathy (D.O.) degree, provided he/she is of good moral character and that he/she:

1. has maintained at least a 2.0 grade point average, has no unremediated "F" grades and no grades of "I";
2. is at least 21 years of age;
3. has been in residence for four academic years at an accredited college of osteopathic medicine or college of medicine, the last two years of which must have been at TCOM;
4. has completed Part I and Part II of the examination administered by the National Board of Examiners for Osteopathic Physicians & Surgeons, Inc. Individuals scoring unsatisfactorily on Part I or Part II will be reviewed by the Student Academic Promotion Committee;
5. has complied with all legal and financial requirements of the college;
6. has exhibited the ethical, professional and personal characteristics necessary for the practice of osteopathic medicine;
7. attends the commencement at which the degree is to be awarded; (Only in unusual circumstances, and with approval of the dean of the college, will a degree be awarded in absentia.)
8. has completed a Clearance Check Form from the Office of the Registrar. This form, which must be returned to the registrar prior to graduation, is placed with the student's permanent record and serves as his/her final clearance from campus.

**Curriculum**
*Curriculum description*
*Program of instruction*
*Curriculum development*
*Curriculum*
*Course of study*
*Institute for Human Fitness*
*Other graduate degree programs*
*Post-graduate programs*



## CURRICULUM DESCRIPTION

The Texas College of Osteopathic Medicine curriculum is a four-year program leading to the doctor of osteopathy degree. Increasing emphasis in the curriculum is being placed on the promotion of health and wellness in patients and on the necessity of treating each patient in the context of a wide variety of factors which influence health.

Semesters 1 and 2 of the first year are devoted primarily to instruction in the preclinical sciences. However, during the same period, an introduction is made to the clinical sciences through the Departments of General and Family Practice and Osteopathic Philosophy, Principles and Practice.

The following three terms, Semesters 3-5, are periods of study increasingly devoted to instruction in the clinical sciences in preparation for the clinical clerkship rotations and preceptorships which follow.

The final months of the curriculum are devoted to clinical clerkship rotations, preceptorship assignments and further studies in both preclinical and clinical sciences. During Semesters 6, 7 and 8, each student rotates through a series of preceptorships and clinic and hospital clerkships for a 15-month period. These rotations, units of four weeks each, are scheduled primarily in physicians' offices, college clinics and teaching hospitals of the college located in or near the Fort Worth/Dallas area.

Semester 8 also includes additional clinical and classroom activities which are designed to round out each student's preparation for graduation. During this final semester each student prepares for comprehensive examinations and attends a specially designed program of short courses and clinical seminars on campus. Topics addressed in this program are selected according to the educational needs of each student as determined in the months just prior to graduation.

## PROGRAM OF INSTRUCTION

The instructional program at TCOM involves a variety of teaching methods and settings in order to prepare each student for the increasingly complex role of the physician in modern society.

While much of the instruction in the first five semesters takes place in the familiar classroom setting, there is an increasing effort to augment classroom lectures with other teaching methods. Numerous opportunities are provided for laboratory instruction in the preclinical sciences. Techniques being developed in the clinical sciences involve the use of small-group teaching, audiovisual materials, computer-assisted instruction and simulated clinical experiences.

Beginning with the first semester, students are placed in a variety of community service agencies throughout the Fort Worth area in an effort to become familiar with the many health related agencies in the community and the health problems with which they deal. During the second year, students are assigned to the office of an area osteopathic physician in order to experience firsthand the activities of general practice and to provide a gradual transition from the classroom to clinical settings.

## CURRICULUM DEVELOPMENT

The faculty, administration and staff at TCOM are dedicated to the principles of academic excellence and constantly strive to improve the quality of the educational program. It is intended that each student will develop skills in self-learning and self-evaluation which will serve during formal medical education and throughout a professional career. Emphasis is placed on learning activities which assist each student to interact effectively with peers and to promote cooperative relationships with others in the health professions. Central to all the educational activities in the curriculum is the goal of teaching critical thinking and of assisting each student to develop logical skills of clinical problem solving.

The administration and faculty have committed themselves to progressive revision of the curriculum and teaching in such a manner and direction as to increase the probability that the graduating physicians will more and more transfer the emphasis of their clinical efforts:

**1.** from therapy to prevention; from remedial medicine to prophylactic medicine;

**2.** from late stage disease to early departure from health;

**3.** from pathologic medicine to physiologic medicine, the objective of which is to help the individual achieve and continue on his or her best physiologic path;

**4.** from treating disease to teaching healthful living, especially by example;

**5.** from intervention in biologic processes to seeking their optimal operation by improving "the conditions under which they operate";

**6.** from the physician to the patient as the source of health and the agent of cure, the physician's objective being to support and disencumber the natural processes of homeostasis, healing and recovery, thus placing the patient in command of his/her situation;

**7.** from preoccupation with disease processes to concern about disease origins, from causes of disease to the factors that permit them to become causes;

**8.** from specificity and multiplicity of disease to susceptibility to illness in general;

**9.** from acute crisis and episodic treatment to long-term care;

**10.** from addressing acute episodic problems in isolation to dealing with them in the context of the total life and health status of the patient;

**11.** from an emphasis on depersonalized technology to a heightened awareness of human values and individual uniqueness.

The proposed "transfer of emphasis" is intended to be precisely that, and not the abandonment of one kind of clinical objective and effort for another. In the face of existing and accumulating disease and disablement, it will continue to be necessary to prepare students adequately for "acute, crisis and episodic" care as well as for prevention; for recognition of the occasional need for "intervention in biologic processes" as well as for improved operating circumstances; and for differential diagnosis and appropriate treatment of victims of specific illnesses as well as "susceptibility to illness in general."

The goals of such an educational program differ widely from those of traditional medical education. Implementation of these goals into the curriculum will of necessity be a gradual process. Ultimately, fundamental changes will be made in the curriculum design and teaching-learning processes, the composition and roles of the faculty, student selection, educational facilities and resources and, most importantly, the attitudes and professional qualifications of TCOM graduates. Implementation of these goals will be a major step toward meeting the health needs of the State of Texas and the nation.

## CURRICULUM*

**Year 1—Semester 1**
Perspectives in Health Care I
Gross Anatomy
Biochemical Principles and Metabolism
Embryology
Genetics
Histology
Introduction to Osteopathic Philosophy and Principles
Introduction to Patient Care
Community Selectives
Health Promotion I
Acute Care/Basic Life Support

**Year 1—Semester 2**
Perspectives in Health Care II
Gross Anatomy
Agents of Infectious Disease
Basic and Clinical Immunology
Neurobiology
Fundamentals of Osteopathic Medicine
Medical Physiology I, II
Physical Examination
Community Selectives
Health Promotion II
Nutrition

**Year 2—Semester 3**
Perspectives in Health Care III
Medical Microbiology
Expanding Concepts of Osteopathic Medicine with Applications
Basic Pathology
Introduction to Pharmacology
General Pharmacology
Principles of Psychiatry I, II
Data Gathering

**Year 2—Semester 4**
Perspectives in Health Care IV
Expanding Concepts of Osteopathic Medicine with Applications
Systemic Pathology
Necropsy Pathology
Obstetrics and Gynecology
Data Gathering
General Practice Preceptorship
Pediatrics
Anesthesiology
Community Selectives
Principles of Radiology I, II
Rehabilitation/Sports Medicine
Clinical Biochemistry

**Year 3—Semester 5**
Ophthalmology
Otorhinolaryngology
Medical Jurisprudence
Dermatology
General Practice Preceptorship
Clinical Problem Solving
Introduction to Advanced Cardiac Life Support
Perspectives in Health Care V

**Year 3—Semester 6 and Year 4—Semester 7**
Core Clerkships
*Ambulatory Care Clinics*
*Medicine*
*Surgery*
*Pulmonary Medicine*
*General Practice Junior Partnership*
*Pediatrics*
*Obstetrics*
*Mental Health*
*Emergency Medicine*
Elective Clerkships

**Year 4—Semester 8**
Elective Clerkships
Eighth Semester Program
Medical Jurisprudence
ACLS Certification

*As of March 31, 1983

## COURSE OF STUDY

One semester hour equals either 1 lecture hour or 2-3 laboratory hours per week.

A course which is approved for 1 semester hour is scheduled for either 1 lecture hour per week or 2-3 laboratory hours per week. Determination of the appropriate credit hour distribution for each course is made by the Curriculum Committee after consideration of the credit hour distribution recommended by the course instructor and the department.

The three digits of a course number assist in identifying the type of course, course series and semester in which it is taught. A first number 5 refers to courses in the basic sciences division; 6 indicates clinical sciences, including pathology; 7 is a required clinical clerkship rotation; 8, an elective clerkship rotation; and 9, an interdepartmental or other special course. The second digit indicates course series. If a course is divided into two semesters, the second digit will be the same for each course. (For example, Gross Anatomy 511 and 512.) The third digit indicates the semester the course is taught, beginning with 1 for the first semester of the first year to 8 for the second semester of the fourth year. Clinical clerkship rotations begin with 7 or 8 and are numbered sequentially, using the last two digits.

Interdepartmental and other special courses begin with 9 and are numbered sequentially, using the last two digits.

Several of the courses listed are taught cooperatively by faculty from several departments. Interdepartmental teaching is encouraged in all phases of the curriculum where appropriate.

**511. Gross Anatomy**
Dissection and detailed study of the gross morphological features of the human body are covered in laboratory sessions. Lectures follow the regions dissected in laboratory with emphasis on clinically important aspects of anatomy, embryology, structural relations and general morphology of the systems. Areas covered are the back, upper extremities, head and neck. 5 semester hours, first year, semester 1.

**512. Gross Anatomy**
Course description same as Anatomy 511. Areas covered are thorax, abdomen, pelvis, perineum and lower extremities. 5 semester hours, first year, semester 2.

**521. Histology**
Principles of cellular and molecular biology, and a histological study of cells, tissues and organs of the human body. 5 semester hours, first year, semesters 1 and 2.

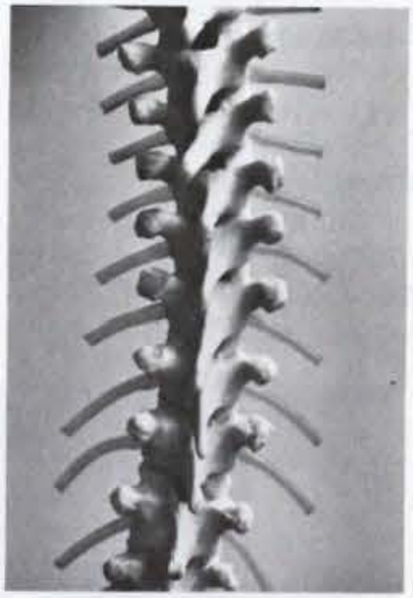
**532. Neurobiology**
Neuroanatomy, neurophysiology and neurochemistry, gross and fine structural study of the central and peripheral nervous system. Dissection of whole human brains. Coordinated lecture and laboratory program stressing normal structure and physiology of nervous system. Clinical case presentations are used to supplement classroom instruction. 4 semester hours, first year, semester 2.

**541. Embryology**
Principles of development of the human embryo. Emphasis is on the development of organs and organ systems. 2 semester hours, first year, semesters 1 and 2.

**552. Genetics**
Principles of genetics of human disease with special emphasis on genetic counseling, chromosomal abnormalities, Mendelian genetics and polygenic disorders. 1 semester hour, first year, semester 1.

**900. Directed Studies in Anatomy**
Individually arranged program of special studies in anatomy.

**DEPARTMENT OF ANATOMY**
**Faculty**
*Wise, chairman*
*Aschenbrenner*
*Carnes*
*Rudick*
*Schunder*
*Wordinger*
*Kiener*
*Miller*
*Orr*



## DEPARTMENT OF ANESTHESIOLOGY

**Faculty**

*Stern, P.,chairman*
*Gallehugh*
*Kahn*
*Bailey*
*Clark, T.C.*
*Sears*
*Stanton*
*Stein*

**Clinical Faculty**

*Kebabjian*
*Kelso, E.*
*Leech*
*Stern, S.*
*Neisler*
*Pailet*
*Ponitz*
*Speece*
*Winn*

**615. Principles of Anesthesiology**
The scientific basis and fundamentals of anesthesiologic practice are presented by lecture, demonstration and the use of audiovisual materials. The course goals are to equip the student with sufficient information to analyze the patient's physiologic and pathologic status and to anticipate the likely effects of anesthesia on the patient. 1 semester hour, second year, semester 4.

**811. Clinical Clerkship in Anesthesiology**
An elective four-week rotation in anesthesiology for qualified students at an affiliated hospital. 4 semester hours.

**900. Directed Studies in Anesthesiology**
Individually arranged program of special studies in anesthesiology.

**511. Biochemical Principles and Metabolism**
An introduction to the chemical structures of biological molecules and survey of intermediary metabolism. 5 semester hours, first year, semester 1.

**514. Clinical Biochemistry**
A study of the biochemistry involved in the laboratory diagnosis of disease. Includes correlative study of the clinical expression of biochemical disorders. 4 semester hours, second year, semester 4.

**900. Directed Studies in Biochemistry**
Individually arranged program of special studies in biochemistry.

**DEPARTMENT OF BIOCHEMISTRY**

**Faculty**
*Gracy, chairman*
*Harris, B.*
*Norton*
*Skinner, C.*
*Jacobson*
*Lacko*
*Wu*
*Cook*
*Masaracchia*
*Pirtle*
*Thompson, R.*

**Adjunct faculty**
*Benjamin*
*Dass*
*Juarez-Salinas*

**DEPARTMENT OF DERMATOLOGY**

**Faculty**

*Goetz, acting chairman*
*Kessler*

**Clinical Faculty**

*Giles*
*Maberry*
*McCarty, J.*
*McCluer*
*Shields, T.*
*Walsh*
*Way*

**615. Dermatology**
Diagnosis and treatment of diseases of the skin. 1 semester hour, third year, semester 5.

**812. Clinical Clerkship in Dermatology**
An elective four-week rotation in dermatology. 4 semester hours.

**900. Directed Studies in Dermatology**
Individually arranged program of special studies in dermatology.

**611. Introduction to Patient Care**
Designed to introduce the first-year student to concepts of health, nutrition and the life cycle as well as to improve his/her communication skills. Introduces common and emergency clinical conditions. 2 semester hours, first year, semester 1.

**622. Physical Examination**
Combined lecture, discussions and small group practical experience designed to teach the student the skills necessary to perform a physical examination. EENT, cardiovascular, thoracic, abdominal, neurological, musculoskeletal, mental, male and female genital exams on manequins, simulated patients or fellow students. Normal findings are stressed. Course also includes an introduction to medical history. 2 semester hours, first year, semester 2.

**623. Data Gathering**
Designed to correlate first-year courses and to refine the students' ability to gather data (both history and physical) from a patient. The problem areas in data gathering are scrutinized and the individual students are given direct feedback on their projects. Also included is common medical nomenclature which the student is expected to utilize in learning a logical method of gathering data. The course is taught both in didactic settings and in clinical settings with actual patients. 1 semester hour, second year, semesters 3 and 4.

**634. General Practice Preceptorship**
An eight-week preceptorship during the second year in which the student spends one afternoon a week in the office of a general practitioner. The student practices physical examination skills and observes models of osteopathic practice. 1 semester hour, second year, semester 4.

**635. General Practice Preceptorship**
A four-week preceptorship in which the student spends one day a week in the office of a general practitioner practicing physical examination skills and observing models of osteopathic practice. 1 semester hour, third year, semester 5.

## DEPARTMENT OF GENERAL AND FAMILY PRACTICE

**Faculty**

*Bunnell, chairman*
*Richards*
*Baldwin, R.*
*Brown, R.*
*Clark, W.*
*Falbey*
*Flanagan*
*Gamber*
*Hall, J.*
*Jenkins, C.*
*Peterson*
*Urban*
*Weiss*
*Zachary*
*Devenport*
*Taylor, S.*
*Williams*
*Hooper*
*Keeler*

**Clinical Faculty**

*Carlton*
*Everett*
*Kinzie*
*Luibel*
*Ogilvie*
*Sharp*
*Whittle*
*Ayer*
*Baldwin, K.*
*Beiser*
*Bernstein, D.*
*Bernstein, S.*
*Beyer, B.*
*Boyd*
*Bryant*
*Burke, J.*
*Burns*
*Burrows*
*Candelaria*
*Carpenter, B.*
*Carpenter, J.*
*Cegelski*
*Chambers*
*Christiansen*
*Cowger*
*Cunniff*
*Daniels*
*Davis, D.*
*Dowling*
*Dubin*
*Duffy*
*Earp*
*Elkowitz*
*Galewaler*
*Ganz*
*Garmon, A.*
*Gartzman*
*Greenstone*
*Griffith*
*Haberer*
*Hairston*
*Hall, R. M.*
*Hall, R. W.*
*Hames*
*Hamilton*
*Hayes*

*Heaver*
*Hinshaw*
*Karpen*
*Keilers*
*Kelley*
*Kelso, G.*
*Kozura*
*Lang*
*Linton*
*Listopad*
*Little*
*Mann*
*Maynard*
*McGrath, R.*
*Medina*
*Merrill*
*Millington*
*Nobles*
*Nolen*
*Padget*
*Patzkowsky*
*Peterson*
*Pettyjohn*
*Peyton*
*Phillips*
*Polasky*
*Pressly*
*Pruzzo*
*Puryear*
*Rader*
*Randolph*
*Ray*
*Reeves, E.*
*Rhodes*
*Rubin, G.*
*Russell*
*Saperstein*
*Schildberg*
*Shauf*
*Shields, R.*
*Siefkes*
*Smith, G.*
*Smith, R.*
*Sparks*
*Speece, C.*
*Steingard*
*Suderman*
*Thomas, J.*
*Thomas, W.*
*Truman*
*Villegas*
*Vinn, J.*
*Wathen*
*Watkins*
*Wershaw*
*Wills*
*Wiman*
*Wright*
*Young*
*Arnold*
*Barber*
*Barth*
*Brownlee*
*Burke, A.*
*Davis, M.*
*Embry*
*Garmon, P.*
*Hill*
*Kent*
*Kincheloe*
*Kravetz*
*Lee*
*Martin*
*Maul*
*McDonald*
*Porter*
*Schenck*
*Skufca*
*Smith, J.*
*Smola*
*Strzinek*
*Thompson, J. C.*
*Thompson, J. P.*
*Vinn, N.*
*Wiseman*

**701. Core Clinical Clerkship in Ambulatory Care**
A required 12-week rotation in the third or fourth year. Provides the student clinical experience in family practice. Each student is assigned to a departmental outpatient clinic, where he/she experiences the problems of family care and continuity of care and also is introduced to patterns of patient referral and community aspects of health care. 12 semester hours.

**702. General Practice Junior Partnership**
A required four-week rotation in ambulatory care with a general practitioner. 4 semester hours.

**801. Clinical Clerkship in Ambulatory Care**
An elective four-week rotation in the third or fourth year. Provides the student clinical experience in family practice. Each student is assigned to a departmental outpatient clinic, where he/she experiences the problems of family care and continuity of care and also is introduced to patterns of patient referral and community aspects of health care. 4 semester hours.

**802. General Practice Junior Partnership**
An elective four-week rotation in ambulatory care. 4 semester hours.

**900. Directed Studies in General and Family Practice**
Individually arranged program of special studies in general and family practice.

**929. Clinical Problem Solving**
In this course, taught jointly with the Departments of Medicine, Surgery, General and Family Practice and Public Health and Preventive Medicine, the students learn a core of problem-solving behavior—to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups which encourage independent study and at the same time foster the development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of "paper" and "real" patient problems. The members of the group collaborate at data gathering and sifting; they review their data and then select the best available resources from which to learn the appropriate medical content needed for a competent solution to the patient's problems. Sharing this information, they then work together at drafting a high-quality management plan for each problem. Two tutors —a clinical and a preclinical science faculty member—are assigned to each group to facilitate the self-education process. These faculty serve as facilitators rather than as resource people. The students learn to access with thoroughness, accuracy and efficiency an information bank which is transportable anywhere they choose to practice. In this problem-solving format the students learn the lifetime skill of teaching themselves medicine. 21 semester hours, third year, semester 5.

**703. Core Clinical Clerkship in Emergency Medicine**
A required four-week rotation in emergency medicine. 4 semester hours.

**803. Clinical Clerkship in Emergency Medicine**
An elective four-week rotation in emergency medicine. 4 semester hours.

**900. Directed Studies in Emergency Medicine**
Individually arranged program of special studies in emergency medicine.

**909. Introduction to Acute Care/Basic Life Support**
Introduction to various aspects of the acutely ill patient, including an overview of the development of emergency medical services in the community and the role of citizens, paramedical and emergency medical personnel. Other topics of discussion will include dealing with the family of the acutely ill patient and facing death. 1 semester hour, first year, semester 1.

**910. Introduction to Advanced Cardiac Life Support**
A condensed version of ACLS protocols, procedures and drug regimens will be introduced to students as they prepare to embark on clinical rotations. Emphasis will be on synthesizing basic science information such as pharmacology (drug therapy) and physiology (EKG interpretation) into a coordinated approach in dealing with acute care situations. 1 semester hour, third year, semester 5.

**911. ACLS Certification**
An intensive presentation following American Heart Association guidelines for Advanced Cardiac Life Support will be presented to the fourth-year class with the intention of the students' gaining national AHA certification. 1 semester hour, fourth year, semester 8.

**Division of Emergency Medicine**
**Faculty**
*Papa, director*
*Deagle*
*Parent*
*Zemenick*
*Bledsoe*
**Clinical Faculty**
*Bull*
*Faigin, A.*
*Whitham*
*Brenner*
*Calabrese*
*Hawa*
*Hudson*
*Spain*
*Vinson*

**820. Clinical Clerkship in Substance Abuse**
An elective four-week rotation in substance abuse. 4 semester hours.

**Division of Substance Abuse**
**Faculty**
*Faigin, N., director*
*Esselman*

**DEPARTMENT OF MEDICAL HUMANITIES**

**Faculty**
*Gallehugh, chairman*
*McIntosh, M.*

**Clinical Faculty**
*Ogilvie*
*Faverman*
*White*
*Leeper*
*Longsworth*
*Priddy*

The Department of Medical Humanities emphasizes the disciplines of philosophy, history, sociology, ethics, law, religion and literature as they relate to the healing arts and to societal and cultural factors in health and disease.

Although few courses in the humanities are formally taught, the department's aim is to incorporate issues on human values into the curriculum. Different viewpoints on medical culture, human values and their interrelationships are introduced to students through courses already being taught by other departments.

Opportunity is provided for students to do self-instructed and selective humanities-related study projects, with approval through special consultation with the chairman of the Department of Medical Humanities.

**615. Medical Jurisprudence**
Legal aspects of medical practice, including medical-legal reports, requirements for court testimony, medical malpractice and organization of a medical practice. 2 semester hours, semesters 5 and 8.

**813. Clinical Clerkship in Medical Humanities**
An elective four-week rotation in medical humanities. 4 semester hours.

**900. Directed Studies in Medical Humanities**
Individually arranged program of special studies in medical humanities.

Other topics in medical humanities include:

**History of Medicine**
A series of evening lectures in the spring traces the history of European and American medicine through the development of osteopathic medicine. The history of medicine and osteopathic medicine is also included as a part of the interdepartmental program Perspectives in Health Care for Year I students.

**Medical Ethics**
The increasing importance of human values issues in the practice of medicine has been attributed to the rise of technology. Medical ethics is offered as a selective course and is team-taught in an interdisciplinary approach for TCOM students and students from Brite Divinity School and Harris College of Nursing of Texas Christian University. Discussion of actual cases involving ethical dilemmas are addressed by the medical, divinity and nursing students. Medical ethics also is included in Year II of the inter-departmental program Perspectives in Health Care.

**Medical Spanish**
Physicians in both urban and rural settings in Texas are experiencing an increasing need to be able to communicate with a growing number of patients who speak only Spanish. This elective evening course, offered to Year I and Year II students, emphasizes Texas colloquialisms and is taught primarily at the conversational level.

**The Many Faces of Mankind**
This lyceum series of lectures on various medical humanities topics extends throughout the academic year on the third Thursday of selected months. Open to the TCOM community and general public, the program customarily is supported by a grant from the Texas Committee for the Humanities.

**704-705. Core Clinical Clerkship in Medicine**
Two required four-week clerkships in medicine completed at the same affiliated hospital. The clerk works at solving real problems with actual patients under rigorous preceptor audit, gathering a defined data base, processing this data and formulating a problem list. He/she generates a management plan and records the patients' progress. All activity is carefully audited by an interested preceptor according to criteria of thoroughness, reliability, logic and efficiency. Manual skills and procedures are learned. Evaluation focuses on clerk behavior and proficiency rather than on cognitive memory alone. 4 semester hours each.

**706. Core Clinical Clerkship in Pulmonary Medicine**
A required four-week clerkship in cardiopulmonary medicine and surgery at the University of Texas Health Center at Tyler. The clerk solves cardiac and pulmonary problems of actual patients using those data gathering and processing methods learned in the core medicine clerkship. Physiologic, biochemical and anatomic principles are re-examined in the utilitarian framework of problem solving.
4 semester hours.

**804. Clinical Clerkship in Medicine**
An elective four-week rotation in medicine. 4 semester hours.

**806. Clinical Clerkship in Subspecialty Medicine**
An elective four-week rotation in a subspecialty of medicine. 4 semester hours.

**900. Directed Studies in Medicine**
Individually arranged program of special studies in medicine.

**929. Clinical Problem Solving**
In this course, taught jointly with the Departments of Medicine Surgery, General and Family Practice and Public Health and Preventive Medicine, the students learn a core of problem-solving behavior—to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups which encourage independent study and at the same time foster the development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of "paper" and "real" patient problems. The members of the group collaborate at data gathering and sifting; they review their data and then select the best available resources from which to learn the appropriate medical content needed for a competent solution to the patient's problems. Sharing this information, they then work together at drafting a high-quality management plan for each problem. Two tutors —a clinical and a preclinical science faculty member—are assigned to each group to facilitate the self-education process. These faculty serve as facilitators rather than as resource people. The students learn to access with thoroughness, accuracy and efficiency an information bank which is transportable anywhere they choose to practice. In this problem-solving format the students learn the lifetime skill of teaching themselves medicine. 21 semester hours, third year, semester 5.

**DEPARTMENT OF MEDICINE**

**Faculty**
*Clearfield, chairman ad interim*
*Garmon, R.*
*Lorance*
*Bleicher*
*Graitzer*
*Gratch*
*McIntosh, W.*
*Pincus*
*Rubin, B.*
*Trinkle*
*Troutman*

**Clinical Faculty**

| | |
|---|---|
| *Akhtar* | *Wilson* |
| *Beckwith* | *Bode* |
| *Cooper* | *Cohen* |
| *Cordas* | *Dietrich* |
| *Cramer* | *Flaggman* |
| *Gatmaitan* | *Godell* |
| *Hosler* | *Johnson, E.* |
| *Jones, M.* | *Jordan* |
| *Locke* | *Reese* |
| *Tacka* | *Trese* |
| *Waddell* | |

## DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY

**Faculty**
*Harris, E., chairman*
*Reeves, J.*
*Measel*
*Allen*
*Barrow*

**Adjunct Faculty**
*Bradshaw*
*Keyser*
*Lanier*
*Reifel*

**512. Agents of Infectious Disease**
The fundamentals of microbiology and a survey of the characteristics of the microbial and animal parasites of man are presented. Problem-based discussion sessions illustrate medical importance of these agents. 1 semester hour, first year, semester 2.

**522. Basic and Clinical Immunology**
Natural defenses, normal immune responses, hypersensitivities and immunological diseases are presented with emphasis on principles. Clinical applications of immunology are stressed in the presentation of lectures, laboratory exercises and problem-solving case histories which are solved in small groups. Diagnostics, immunization, autoimmune disease, allergies, transplantation and cancer immunology, and other clinical topics are subjects for case history studies. 3 semester hours, first year, semester 2.

**533. Medical Microbiology**
Study of the characteristics of infectious organisms (viruses, bacteria, fungi, rickettsia and animal parasites) is followed by study of infectious diseases presented by physiological systems. Emphasis is on the dynamics of the host parasite relationship related to disease susceptibility, pathogenesis, diagnosis, treatment and control. Special topics include medical entomology, epidemiology, nosocomial infections, chemotherapy and immunization. Lectures, laboratories, simulated patient case presentations and problem-solving are utilized. 7 semester hours, second year, semester 3.

**900. Directed Studies in Microbiology and Immunology**
Individually arranged program of special studies in microbiology and immunology.

**614. Obstetrics and Gynecology**
The terminology and basic physiology of normal pregnancy, labor, delivery and puerperium, as well as the pathology of pregnancy, labor and puerperium. The theory, diagnosis and management of gynecological disorders, inflammatory diseases, malpositions, congenital defects, oncology and traumas are presented. 4 semester hours, second year, semester 4.

**707. Core Clinical Clerkship in Obstetrics and Gynecology**
A required four-week rotation in obstetrics and gynecology. 4 semester hours.

**807. Clinical Clerkship in Obstetrics and Gynecology**
An elective four-week rotation in obstetrics and gynecology. 4 semester hours.

**900. Directed Studies in Obstetrics and Gynecology**
Individually arranged program of special studies in obstetrics and gynecology.

## DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

**Faculty**
*Budd, L., chairman*
*Walker*
*Iglesias*

**Clinical Faculty**
*Matthews, J.*
*Ellis, N.*
*Fischer*
*Guthrie*

## DEPARTMENT OF OSTEOPATHIC PHILOSOPHY, PRINCIPLES AND PRACTICE

**Faculty**

*Harakal, J. H., chairman*
*Korr*
*Richards*
*Gramer*
*Holland*
*Irvin*

**Clinical Faculty**

*Carlton*
*Coy*
*Luibel*
*Becker*
*Beyer, R.*
*Pruzzo*

**611. Introduction to Osteopathic Philosophy and Principles**
Introduction to the basic philosophy and principles of osteopathic health care. Emphasis is on palpatory diagnostic skills and examination for somatic dysfunction. Practical training is given in a systematic biomechanical examination of the human body. 3 semester hours, first year, semester 1.

**612. Fundamentals of Osteopathic Medicine**
An extension of 611. Evaluation of functional status of the body. Initiation of the application of the principles of manipulative treatment of somatic dysfunction based on individual findings of biomechanical examination and diagnosis utilizing the muscle energy methods. 3 semester hours, first year, semester 2.

**613-614. Expanding Concepts of Osteopathic Medicine with Applications**
Presentation of several six- to nine-week manual medicine sections in different treatment methods to develop proficiency in palpatory examination and expand the therapeutic range of manipulative medicine. Practical application for various clinical entities and organ systems is presented in the final section. Guest clinicians present lectures and practice training sessions. 6 semester hours, second year, semesters 3 and 4.

**815. Clinical Clerkship in Osteopathic Philosophy, Principles and Practice**
An elective four-week rotation for self-directed study in osteopathic philosophy, principles and practice with emphasis on application of osteopathic philosophy and principles. Primary time commitment is in the Osteopathic Consultants of Fort Worth Clinic. 4 semester hours.

**900. Directed Studies in Osteopathic Philosophy, Principles and Practice**
Individually arranged program of special studies in osteopathic philosophy, principles and practice.

**Predoctoral teaching fellowship**
Two students are selected each year to serve fellowships with the Department of Osteopathic Philosophy, Principles and Practice. The students' last two years of study are expanded to three to allow time for research and clinical service in the department.

**613. Basic Pathology**
The general mechanisms and pathogenesis of disease; degenerations, inflammation, infectious disease, neoplasia, chemical and physical injuries; gross specimens and tissue microscopy. 4 semester hours, second year, semester 3.

**614. Systemic Pathology**
Principles of pathology applied to the study of disease of organ systems. 4 semester hours, second year, semester 4.

**624. Necropsy Pathology**
Correlation of case histories with postmortem findings and follow-up microscopic examination and techniques of reporting to correlate antemortem clinical findings and the course of disease with postmortem findings. 1 semester hour, second year, semester 4.

**817. Clinical Clerkship in Pathology**
An elective four-week rotation in pathology. 4 semester hours.

**900. Directed Studies in Pathology**
Individually arranged program of special studies in pathology.

**DEPARTMENT OF PATHOLOGY**

**Faculty**
*Chairman to be appointed*
*Jones, G.*
*Starkey*
*Wimbish*
*Funderburk*
*Harvey*

**Clinical Faculty**
*O'Shea*
*McDaniel*
*Skinner, M.*
*Crow*
*Krouse*
*Lowery*
*Peerwani*

**DEPARTMENT OF PEDIATRICS**

**Faculty**

*Gilfillan, chairman*
*Hochberger*
*Levine*

**Clinical Faculty**

*Tierney*
*Clark, T.*
*Helfrey*
*Ostrom*
*Philben*

**614. Pediatrics**
Holistic approach to the infant, child and adolescent, including development and care as part of the overall approach to health. Perinatology, neonatology, growth and development, pediatric physical diagnosis, dermatology, infectious disease, pediatric orthopedics, hematology, allergy and immunology, emergency medicine in pediatrics, poisonings, gastrointestinal disorders and pediatric cardiology. 4 semester hours, second year, semester 4.

**708. Core Clinical Clerkship in Pediatrics**
A required four-week rotation in pediatrics, general and special pediatrics, including I.C.U. and I.C.U. nurseries and ambulatory care in a pediatric clinic. 4 semester hours.

**808. Clinical Clerkship in Pediatrics**
An elective four-week rotation in pediatrics. 4 semester hours.

**900. Directed Studies in Pediatrics**
Individually arranged program of special studies in pediatrics.

**513. Introduction to Pharmacology**
A review of fundamental principles of drug action in humans, including physicochemical principles, pharmacodynamics, pharmacokinetics and drug interactions. Selected drug classes are presented, with emphasis on their principal actions, adverse reactions, contraindications and therapeutic applications. 3 semester hours, second year, semester 3.

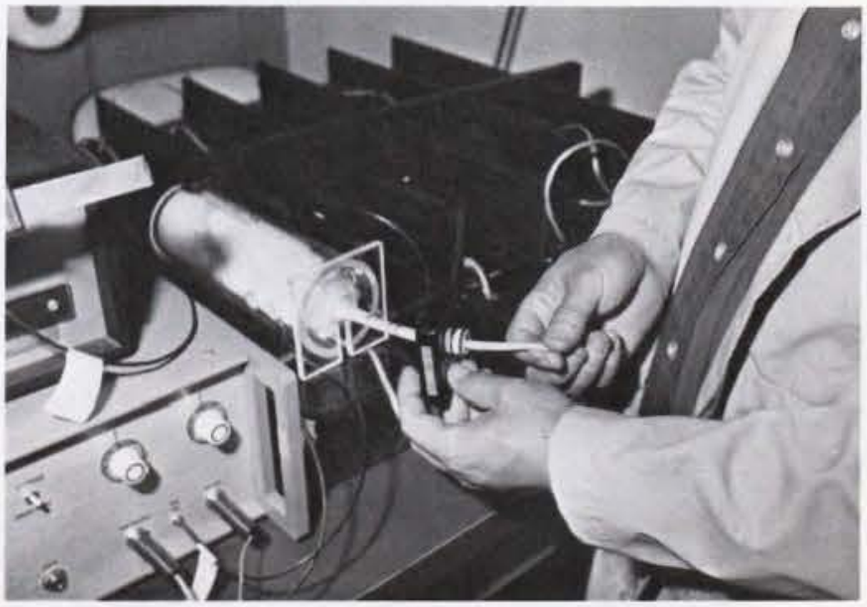
**514. General Pharmacology**
A continuation of 513 with emphasis on the presentation of selected drug classes and clinical applications of drug actions. 3 semester hours, second year, semester 3.

**900. Directed Studies in Pharmacology**
Individually arranged program of special studies in pharmacology.

**DEPARTMENT OF PHARMACOLOGY**

**Faculty**
*Lal, chairman*
*Elko*
*Emmett-Oglesby*
*Lane*
*Yorio*
*Quist*
*Retz*

**Adjunct Faculty**
*Busbee*
*Cantrell*
*Gage*
*Leaders*
*DeSantis*
*Hooper*
*Proctor*



## DEPARTMENT OF PHYSIOLOGY

**Faculty**
*Jones, C., chairman*
*Barker*
*Gaugl*
*Parker*
*Raven*
*Sallee*
*Caffrey*
*Gwirtz*
*Sinclair*

**Adjunct Faculty**
*Patton*
*Bruce*
*Rubal*

**512. Medical Physiology**
A study of the functions of the organ systems, with emphasis placed on the homeostatic control mechanisms. Major systems covered are the muscular, cardio-vascular, and renal. Discussion sessions, laboratory exercises and clinical guest lectures are utilized. 4 semester hours, first year, semester 2.

**513. Medical Physiology**
Course description similar to 512. Major organ systems covered are the respiratory, gastrointestinal and endocrine. Additional topics addressed will be the effects of exercise and the environment on physiologic regulation. 4 semester hours, first year, semester 2.

**532. Neurobiology**
Neuroanatomy, neurophysiology and neurochemistry; gross and fine structural study of the central and peripheral nervous system. Dissection of whole human brains. Coordinated lecture and laboratory program stressing normal structure and physiology of nervous system. Clinical case presentations are used to supplement classroom instruction. 4 semester hours, first year, semester 2.

**900. Directed Studies in Physiology**
Individually arranged program of special studies in physiology.

**623. Principles of Psychiatry I**
Historical overview of psychiatry. Emphasis on holistic and behavioral medicine, including aspects of human sexuality and dysfunction. Growth and development, adaptation, personality functioning and symptom formation are presented. Psychiatric interview techniques, mental examination and psychological testing are covered. 2 semester hours, second year, semester 3.

**624. Principles of Psychiatry II**
Preparation for the practice of medicine that will facilitate the recognition of a variety of psychopathological conditions. Includes informed use of psychotropic drugs and other somatic treatments. Substance abuse and psychiatric emergency are presented. 2 semester hours, second year, semester 3.

**709. Core Clinical Clerkship in Psychiatry**
A required four-week rotation in psychiatry or mental health. 4 semester hours.

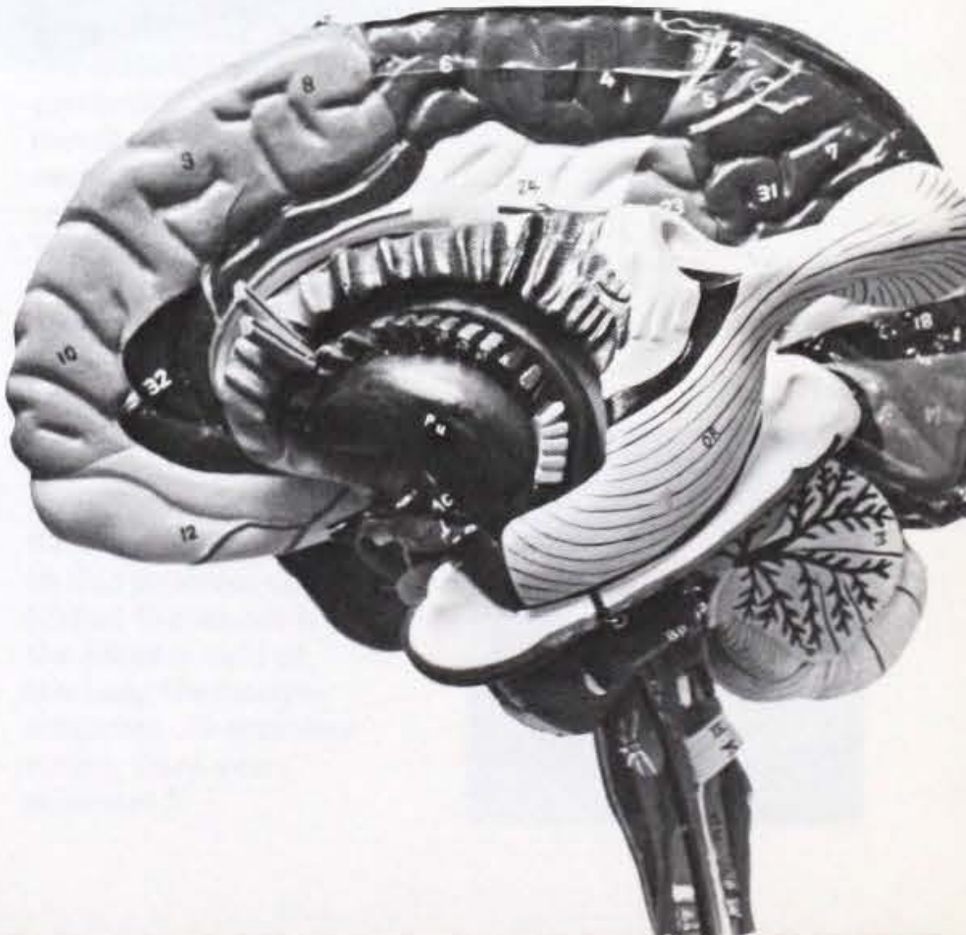
**809. Clinical Clerkship in Psychiatry**
An elective four-week rotation in psychiatry or mental health. 4 semester hours.

**900. Directed Studies in Psychiatry**
Individually arranged program of special studies in psychiatry.

**DEPARTMENT OF PSYCHIATRY**

**Faculty**
*Buckholtz, chairman*
*Ahmed*
*Conn*

**Clinical Faculty**
*Schussler*
*Cox*
*Feigelman*
*McLaughlin*
*Yentis*



**DEPARTMENT OF PSYCHOLOGY**

**Faculty**

*Lorance, acting chairman*
*Dennis*
*Hall, J.*
*Ratliff*
*Matthews, L.*
*McGill*
*Bodenhamer*
*Iglesias*
*Keeler*

The Department of Psychology provides psychological and social integration in established courses, such as Perspectives in Health Care, Introduction to Patient Care, Health Promotion and individual courses in other departments. An elective mental health rotation is provided by the department.

The Department of Public Health and Preventive Medicine is developing an academic program which will include the study of epidemiology, biostatistics and health care delivery systems analysis, as well as the traditional clinical divisions of occupational environmental health and aerospace medicine.

**544. Public Health**
A course in applied epidemiology and community-oriented primary care, designed to give the student actual experience in assessing the health and health needs of a community and creating a set of management plans for promoting the health of that community. The student learns to define the community and to locate and recruit community leaders to work as team members. A different nearby community is identified each year for class study. Students in small groups prepare written and oral reports, which can be used when the students enter practice. A collection of the reports will be provided to leaders of the community studied. 1 semester hour, second year, semester 4.

**920. Community Selectives**
Designed to allow students to learn the function and contribution of other health-related disciplines in order to enhance the doctor-patient relationship; experience consists of seminar/workshops conducted largely by presenters from community agencies as well as TCOM faculty. 1 semester hour, first year, semester 1.

**921. Community Selectives**
Designed to allow students to learn the function and contribution of other health related disciplines; experience consists of observation in paramedical and ancillary health services in the community. 1 semester hour, first year, semester 2.

**923. Community Selectives.**
Same as 921. 1 semester hour, second year, semester 4.

**929. Clinical Problem Solving**
In this course, taught jointly with the Departments of Medicine, Surgery, General and Family Practice and Public Health and Preventive Medicine, the students learn a core of problem-solving behavior—to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups which encourage independent study and at the same time foster the development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of "paper" and "real" patient problems. The members of the group collaborate at data gathering and sifting; they review their data and then select the best available resources from which to learn the appropriate medical content needed for a competent solution to the patient's problems. Sharing this information, they then work together at drafting a high-quality management plan for each problem. Two tutors —a clinical and a preclinical science faculty member—are assigned to each group to facilitate the self-education process. These faculty serve as facilitators rather than as resource people. The students learn to access with thoroughness, accuracy and efficiency an information bank which is transportable anywhere they choose to practice. In this problem-solving format the students learn the lifetime skill of teaching themselves medicine. 21 semester hours, third year, semester 5.

**DEPARTMENT OF PUBLIC HEALTH AND PREVENTIVE MEDICINE**

**Faculty**
*Steenkamp, chairman*
*Ellis, V.*
*Olson*
*Campbell*
*Kaman*
*Ratliff*
*Woodworth*
*Quincy*
*Rollins*
*Fauber*
*Upton*

**Clinical Faculty**
*Taylor, B.*

**DEPARTMENT OF RADIOLOGY**

**Faculty**

*Kemplin, chairman*
*Wilkins*

**Clinical Faculty**

*Bascone*
*Beck*
*Bradley*
*Briney*
*Dott*
*Eggert*
*Fannin*
*Lichwa*
*Lively*
*Maughan*
*McCorkle*
*Nelson*
*Pearson*
*Podolsky*
*Yurkon*
*Johnson, W.*

**613. Principles of Radiology**
The study of the basic principles of diagnostic X-ray, CT scanning, ultrasound, nuclear medicine and radiation therapy; correlation of anatomy, physiology and pathology; and the clinical application of these methods of examination. 1 semester hour, second year, semester 4.

**614. Principles of Radiology**
Continuation of 613. 1 semester hour, second year, semester 4.

**818. Clinical Clerkship in Radiology**
An elective four-week rotation in radiology. 4 semester hours.

**900. Directed Studies in Radiology**
Individually arranged program of special studies in radiology.

**614. Rehabilitation/Sports Medicine**
Designed to help students develop empathy for disabled persons and enthusiasm for rehabilitative processes. Students are exposed to patients with primary and secondary disabilities. Emphasis is placed on the need for special rehabilitative procedures to help the patient function at maximum efficiency and to help him/her realize his/her maximum potential. The course includes exposure to the comprehensive team approach to physical, social, psychological and vocational methods of rehabilitation. Students are shown clinical procedures which are essential for skillful applications of rehabilitative principles in the general practice of osteopathic medicine. Principles and techniques of sports medicine also are included with exposure to adequate physical fitness programming and practical application of strapping techniques. Use of proper modalities for treatment and prevention of athletic injuries also is demonstrated. Students are taught methods of personal fitness programming and instructed in techniques in preventive medicine and aerobic fitness. 3 semester hours, second year, semester 4.

**819. Clinical Clerkship in Rehabilitation/Sports Medicine**
An elective four-week rotation in rehabilitation/sports medicine. 4 semester hours.

**900. Directed Studies in Rehabilitation/Sports Medicine**
Individually arranged program of special studies in rehabilitation/sports medicine.

## DEPARTMENT OF REHABILITATION/ SPORTS MEDICINE

**Faculty**
*English, chairman*
*Fortin*
*Peckham*
*Flint*
*McGill*
*Moss*
*Varas*
*Brown, E.*
*McNeill*

**Clinical Faculty**
*Lawlis*

**DEPARTMENT OF SURGERY**

**Faculty**

*Jenkins, W., chairman*
*Alter*
*Hawes*
*Willard*
*Bilyea*
*Tyler*
*Buchanan*

**Clinical Faculty**

*Biggs*
*Stewart*
*Calabria*
*Chesnick*
*Dobson*
*Fisher*
*McGrath, T.*
*Turner*
*Beyer, D.*
*Glickfeld*
*McCarty, W.*
*Powell*
*Quatro*
*Ross*
*Smith, E.*
*Stone*
*Tuinstra*
*Weldon*

**710. Core Clinical Clerkship in Surgery**
A required four-week clerkship in surgery in an affiliated hospital. 4 semester hours.

**810. Clinical Clerkship in Surgery**
An elective four-week clerkship in surgery in an affiliated hospital. 4 semester hours.

**900. Directed Studies in Surgery**
Individually arranged program of special studies in surgery.

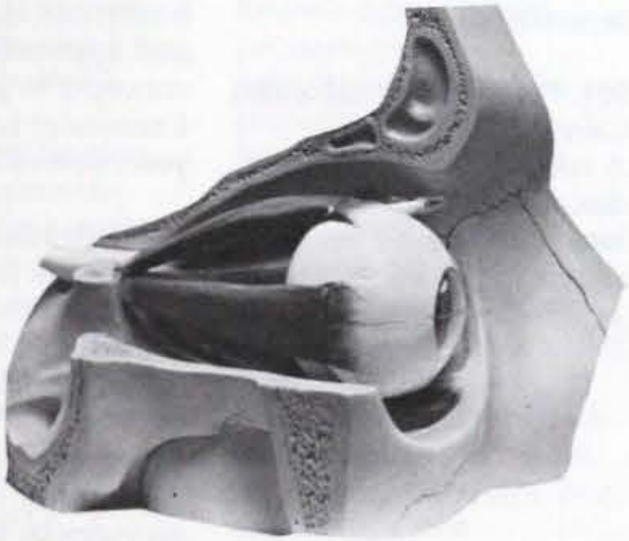
**929. Clinical Problem Solving**
In this course, taught jointly with the Departments of Medicine, Surgery, General and Family Practice and Public Health and Preventive Medicine, the students learn a core of problem-solving behavior—to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups which encourage independent study and at the same time foster the development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of "paper" and "real" patient problems. The members of the group collaborate at data gathering and sifting; they review their data and then select the best available resources from which to learn the appropriate medical content needed for a competent solution to the patient's problems. Sharing this information, they then work together at drafting a high-quality management plan for each problem. Two tutors—a clinical and a preclinical science faculty member—are assigned to each group to facilitate the self-education process.These faculty serve as facilitators rather than as resource people. The students learn to access with thoroughness, accuracy and efficiency an information bank which is transportable anywhere they choose to practice. In this problem-solving format the students learn the lifetime skill of teaching themselves medicine. 21 semester hours, third year, semester 5.

**615. Ophthalmology**
The basic course is designed to give medical students an understanding of ocular anatomy and physiology and their relationship to common ocular disorders. Examination techniques, diagnosis and treatment methods important to family physicians are emphasized. 1 semester hour, third year, semester 5.

**814. Clinical Clerkship in Ophthalmology**
An elective four-week rotation in ophthalmology. 4 semester hours.

**900. Directed Studies in Ophthalmology**
Individually arranged program of special studies in ophthalmology.

**Section of Ophthalmology Clinical Faculty**
*Ranelle, H., chairman*
*Ranelle, B.*
*Scadron*
*Van De Grift*
*Becka*
*Cundari*



**615. Principles of Otorhinolaryngology**
Clinical diagnosis and therapy of disorders of the ear, nose, paranasal sinuses and throat. Bronchoesophagology, respiratory allergy and diagnosis of head and neck neoplasms. Principles of examination and the use of diagnostic instruments and screening audiometers. 1 semester hour, third year, semester 5.

**816. Clinical Clerkship in Otorhinolaryngology**
An elective four-week rotation in otorhinolaryngology. 4 semester hours.

**900. Directed Studies in Otorhinolaryngology**
Individually arranged program of special studies in otorhinolaryngology.

**Section of Otorhinolaryngology Clinical Faculty**
*Brooks*
*Van De Grift*
*Becka*
*Mazeika*

## INTERDEPARTMENTAL PROGRAMS

**901. Perspectives in Health Care I**
A required weekly lecture and discussion on the osteopathic movement, its philosophic origins and historical role, the role of the osteopathic profession in the health care system and the philosophic orientation and goals of Texas College of Osteopathic Medicine. 2 semester hours, first year, semester 1.

**902. Perspectives in Health Care II**
A required weekly discussion on current issues in health care; includes a review of current health-related needs within the United States. The ability of the existing health care system to meet those needs is ascertained, and appropriate goals for the osteopathic profession are developed. 2 semester hours, first year, semester 2.

**903. Perspectives in Health Care III**
A required bi-weekly discussion on major ethical issues in health care. 1 semester hour, second year, semester 3.

**904. Perspectives in Health Care IV**
A required bi-weekly discussion on sociocultural and socioeconomic issues in the practice of medicine and approach to patient care. 1 semester hour, second year, semester 4.

**905. Perspectives in Health Care V**
A required seminar and discussion series focusing on sociocultural and economic aspects of the health care delivery system and application of these concepts to patient care. 1 semester hour, third year, semester 5.

**909. Introduction to Acute Care/Basic Life Support**
Introduction to various aspects of the acutely ill patient, including an overview of the development of emergency medical services in the community and the role of citizens, paramedical and emergency medical personnel. Other topics of discussion will include dealing with the family of the acutely ill patient and facing death. 1 semester hour, first year, semester 1.

**910. Introduction to Advanced Cardiac Life Support**
A condensed version of ACLS protocols, procedures and drug regimens will be introduced to students as they prepare to embark on clinical rotations. Emphasis will be on synthesizing basic science information such as pharmacology (drug therapy) and physiology (EKG interpretation) into a coordinated approach in dealing with acute care situations. 1 semester hour, third year, semester 5.

**911. ACLS Certification**
An intensive presentation following American Heart Association guidelines for Advanced Cardiac Life Support will be presented to the fourth-year class with the intention of the students' gaining national AHA certification. 1 semester hour, fourth year, semester 8.

**912. Health Promotion I**
The first in a sequence of courses presenting the theory and technology of health promotion as it relates to the clinical encounter. The primary goal of the course is to provide students with the skills and orientation they will need to enable others to modify the risk factors that contribute to chronic disease. The course provides an introduction to knowledge of health promotion and subsequently presents students with a series of four-hour workshops designed to teach clinical skills in areas such as health risk appraisal, methods of behavioral change, smoking cessation, blood pressure control and biofeedback techniques. Students are required to complete four workshops per semester, choosing from a large variety of topics offered. 1 semester hour, first year, semester 1.

**913. Health Promotion II**
Continues the format of Health Promotion I to further extend the student's ability to experience and learn how to apply health promotion techniques in the clinical encounter. 1 semester hour, first year, semester 2.

**919. Basic Nutrition**
A required course concerned with the fundamental role of nutrition as a determinant of health. Factors in making nutritional decisions are discussed. Current knowledge concerning macronutrients, micronutrients and dietary fiber are covered. Methods of assessment of the current nutritional practices of the students are discussed along with approaches to making desired modifications in dietary practices. 1 semester hour, first year, semester 2.

**920. Community Selectives**
Designed to allow students to learn the function and contribution of other health-related disciplines in order to enhance the doctor-patient relationship; experience consists of seminar/workshops conducted largely by presenters from community agencies as well as TCOM faculty. 1 semester hour, first year, semester 1.

**921. Community Selectives**
Designed to allow students learn the function and contribution of other health-related disciplines; experience consists of observation in paramedical and ancillary health services in the community. 1 semester hour, first year, semester 2.

**923. Community Selectives**
Same as 921. 1 semester hour, second year, semester 4.

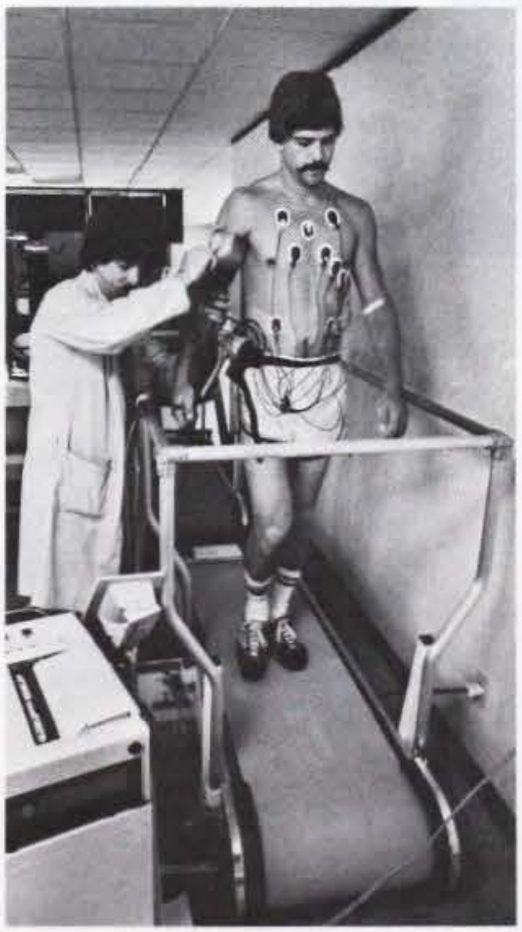
**928. Eighth Semester Program**
During this final semester, each student prepares for comprehensive examinations and attends a specially designed program of short courses and clinical seminars on campus. Topics addressed in this program are selected according to the educational needs of each student as determined in the months just prior to graduation. 1 semester hour, fourth year, semester 8.

**929. Clinical Problem Solving**
In this course, taught jointly with the Departments of Medicine, Surgery, General and Family Practice and Public Health and Preventive Medicine, the students learn a core of problem-solving behavior—to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups which encourage independent study and at the same time foster the development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of "paper" and "real" patient problems. The members of the group collaborate at data gathering and sifting; they review their data and then select the best available resources from which to learn the appropriate medical content needed for a competent solution to the patient's problems. Sharing this information, they then work together at drafting a high-quality management plan for each problem. Two tutors—a clinical and a preclinical science faculty member—are assigned to each group to facilitate the self-education process.These faculty serve as facilitators rather than as resource people. The students learn to access with thoroughness, accuracy and efficiency an information bank which is transportable anywhere they choose to practice. In this problem-solving format the students learn the lifetime skill of teaching themselves medicine. 21 semester hours, third year, semester 5.

The Institute for Human Fitness provides a clinical setting for the teaching of techniques in health and fitness assessments for the healthy individual and offers prescriptions for exercise, diet and behavioral change based on the results of those tests. The institute endeavors to implement TCOM's Statement of Educational Goals: Prevention of disease, individual responsibility for health and education of both the health professional and the consumer in the philosophy of health maintenance form the focus of the institute's activities.

The institute is divided into three broad areas: the Health and Fitness Assessment Clinic, the Activity Center and the Research Center. Participants receive a complete battery of tests, including a graded exercise stress test and a biomechanical analysis, from which aerobic exercise, flexibility training and progressive resistive exercise is prescribed. Professional staff supervise goal-oriented exercise programs in a completely equipped fitness center, where the student/doctor may observe the progress of the healthy participant. A nutritional assessment forms the basis for dietary recommendations by the staff nutritionist, and a clinical psychologist provides recommendations for behavioral change. Each professional staff member works closely with the research program to study the benefits of exercise programs and to develop new ones.

The institute has worked with several target populations, including the recovering alcoholic, the geriatric individual and the staffs of several city-supported agencies, such as the Fort Worth Fire Department. Student/doctors may elect a one-month rotation with the Department of Rehabilitation/Sports Medicine, or be selected as fulltime summer institute fellows. Student/doctors, faculty and staff members also are encouraged to join the institute to improve their own health and fitness.



**INSTITUTE FOR HUMAN FITNESS**

**Staff**

*Weiss, Stanley, D.O., director*

*Kaman, Robert, Ph.D., associate director*

*Taylor, Scott, D.O., clinic director*

*Woodworth, Robert, D.O. associate clinic director*

## OTHER GRADUATE DEGREE PROGRAMS

TCOM faculty members participate in both master of science and doctor of philosophy degree programs in several basic science areas for non-medical students through the North Texas State University Graduate School.

Financial support may be available through private foundations, as well as state and federally supported grant funds which have been awarded to the faculty.

The M.S. program normally involves the NTSU Department of Basic Health Sciences, and the student is encouraged to contact the department chairman's office at NTSU for details. The Ph.D. programs are offered through the appropriate doctoral degree-granting department at NTSU, including biochemistry, biological sciences and psychology, or the Federation of North Texas Area Universities' program in molecular biology. For details, consult the NTSU Graduate Bulletin, as well as the appropriate department at TCOM.

**Joint M.S./D.O. program**

Selected TCOM students who seek the M.S. degree concurrently with the D.O. degree may use summer sessions as well as optional clinical rotations for the necessary graduate course work and thesis research. Alternatively, the student may petition TCOM's dean of the college for a leave of absence at an appropriate time in the medical curriculum to complete requirements for the M.S. degree. The leave would normally follow completion of the basic science courses in the medical program. A maximum of six semester hours of acceptable transfer graduate course work from another institution may be applied to the degree plan.

The TCOM/NTSU program is inter-disciplinary, with the degree plan individually designed for the specific needs of the student.

The degree will require (1) satisfactory completion of the first two years of course work at TCOM, (2) a minimum of 18 semester hours of graduate level course work through NTSU, including a six-hour thesis and (3) approval of the student's advisory committee and the NTSU Graduate School dean. The degree, conferred by NTSU, is available with concentrations in anatomy, biochemistry, microbiology and immunology, pharmacology, toxicology and physiology.

Prospective students must contact the basic health sciences chairman at NTSU during the early planning stages with regard to specific requirements in each of the divisions.

**Joint Ph.D./D.O. program**

A limited number of students who have been accepted by the TCOM Admissions Committee may be permitted to pursue a joint doctoral degree program. This effort could ultimately result in the awarding of both the D.O. degree through TCOM and the Ph.D. degree through NTSU in approximately six years. Acceptance into the joint program will require the approval of the dean of the college at TCOM and the dean of the NTSU Graduate School, as well as acceptance into the doctoral program by the appropriate NTSU department.

A joint doctoral degree will permit the individual to actively pursue a career in research and/or academic medicine. The joint training programs will introduce the student/doctor to modern research techniques and methodologies, which should reinforce a basic understanding of clinical techniques and procedures. Such a combination would permit the student to carry out fundamental research programs in clinically relevant areas.

The program normally will involve the student/doctor successfully completing the basic science courses in the medical curriculum, and then accepting a leave of absence from TCOM to complete additional graduate course requirements and the dissertation research for the Ph.D. Upon satisfactory completion of graduate study, the student would then re-enter the medical program at the appropriate level and complete the clinical requirements for the D.O. degree.

TCOM students interested in the joint Ph.D./D.O. program should contact the associate dean for basic sciences at TCOM and the graduate dean at NTSU early in the planning stages. Graduate course work and dissertation research may be carried out on the TCOM campus in Fort Worth and/or the NTSU campus in Denton.

## POST-GRADUATE PROGRAMS

### Medical/basic science study

Individuals who already have earned the D.O. degree and who may be interested in pursuing the Ph.D. should contact the NTSU Graduate School dean for further information.

Consult the NTSU Graduate Bulletin for details on all the joint graduate programs.

### Residency program in anesthesiology

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of anesthesiology, as defined by the American Osteopathic Board of Anesthesiology. (The practice of anesthesiology shall be defined as consisting of and including that branch of medical science, art and practice which deals with the use of anesthetic agents and the care of complications incident to their use.)

The TCOM program provides the educational requirements to qualify the resident for membership in the American Osteopathic College of Anesthesiologists and for eventual examination by the American Osteopathic Board of Anesthesiology pursuant to certification in anesthesiology through:

**1.** Personal instruction at the bedside and in the operating room, delivery room, recovery room and intensive care units of TCOM affiliated hospitals, and

**2.** Structured and formal academic study units prepared and supervised by the faculty of the basic and clinical science departments of TCOM.

**Student affairs**
*Office of Student Affairs*
*Student activities*
*Honors and awards*
*Scheduling events*
*Military affairs*

**Student affairs**
*Office of Student Affairs*
*Student activities*
*Honors and awards*
*Scheduling events*
*Military affairs*

**Health services**

*TCOM students may utilize the health care services of the Central Family Practice Clinic in Medical Education Building 1 for a fee of $2, plus laboratory and drug costs.*

*All students are required to provide for their own health care coverage while in attendance at the college. Information is available in the tuition and fees section of this catalog.*

**Employment service**

*Assistance is provided to students and spouses in locating part-time and/or fulltime employment. Interested students and/or spouses should contact the Office of Student Affairs or Personnel Office at TCOM or the Texas Employment Commission.*

## OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs provides assistance to students from the time they apply for admission to Texas College of Osteopathic Medicine through matriculation to graduation and beyond, in an attempt to facilitate their academic training, personal growth and development.

In addition, this office assists the president and dean of the college in interpreting student needs and in creating an atmosphere which stimulates learning and integrates out-of-class activities into the formal learning programs.

The goals of this office are to encourage student participation in and contribution to the total college program, to establish and coordinate a system of student academic advisement and to interpret college regulations on academic and non-academic affairs to students. To this end, the Office of Student Affairs oversees a series of activities, including admissions, counseling, financial aid, military affairs, registrar and student services.

**Guidance, counseling and academic advisement**

Guidance involves the collection and dissemination of information regarding students' needs and interests. Student forums are scheduled with each class at various times during the academic year to provide opportunities for students, administration, faculty and staff to discuss areas of interest and concern. An orientation program is scheduled each fall to provide incoming freshmen with an opportunity to meet their classmates, faculty and administration in a non-classroom situation and to provide information and details about important aspects of the curriculum and the college. In addition, the orientation attempts to provide insight and/or alternatives for managing potential stresses to be found during medical school.

Counseling services are available for students and spouses on an appointment or walk-in basis for discussion of academic or personal problems. Group counseling sessions may be scheduled throughout the year and are open to all students and spouses.

Academic advisement services are available for students on an appointment or walk-in basis. These services include counseling in learning skills effectiveness, time management, test-taking skills and a developing tutorial program. The Office of Student Affairs works closely with both preclinical and clinical sciences faculty and the Office of Academic Affairs to provide direction and support in periods of academic difficulty, to plan alternate programs or to assist in reassessment of priorities.

**Food service**

Food is available from vending machines in the TCOM academic buildings, and a number of restaurants are within walking distance of both the main campus and River Plaza Campus Center.

**Student discounts**

Several discounts are available to students for recreational activities, commercial items and restaurants, and efforts are continually made to obtain additional discounts. Information regarding this program is available from the Office of Student Affairs.

**ID cards**

TCOM identification cards are issued during fall registration.

**Housing**

TCOM does not have student housing available. Students are responsible for making their own living arrangements. Information regarding apartments is available through the Office of Student Affairs.

## STUDENT ACTIVITIES

Recreational activities at TCOM include pocket billiards and ping pong in the first-floor lounge of Medical Education Building 1, as well as active softball and basketball teams and bicycle and running clubs. TCOM's Institute for Human Fitness, located in the River Plaza Campus Center, offers additional facilities and programs designed to meet individual needs. Arrangements also have been made by the Office of Student Affairs for TCOM students, faculty and staff to join the Downtown YMCA through a discount program.

**Organizations**

A variety of organizations is available in which students may participate.

**American Academy of Osteopathy**—a voluntary organization for students who devote extracurricular time to the study of the theory and application of osteopathic philosophy.

**American Osteopathic Association**—recognized national organization of the osteopathic profession; membership open to all students. (Continued membership in this organization is highly recommended and desirable.)

**Atlas Club**—a professional fraternity dedicated to advancing the principle of osteopathic medicine; membership by invitation only.

**Hot Wheels**—an active group of cyclists whose purpose is to seek health through cycling and other exercise. All motorized devices are banned from activities.

**Sigma Sigma Phi**—a national osteopathic honorary service fraternity. Membership, by invitation, is extended to those students in the last half of the sophomore year or the first half of the junior year who are in the upper third of their class academically and who show qualities of leadership. Chapter membership is limited to 15 percent of the student body.

**Speculum Staff**— plans, prepares and publishes the yearbook, *Speculum*.

**Student Osteopathic Medical Association**—offers membership to all students. Purposes of SOMA are to improve the quality of health care delivery to the American people, contribute to osteopathic medical education, establish lines of communication with other health science organizations and prepare its members to meet the moral, social and ethical obligations of an osteopathic physician.

## HONORS AND AWARDS

*Students are selected each year for Who's Who in American Universities and Colleges, T. Robert Sharp General Practitioner of the Year Award, Wayne O. Stockseth Award, Upjohn Achievement Award, Sandoz Inc. Award, the Lemmon Company Award, the CIBA Community Service Award and the President's Award. Additional honors and awards will be announced as they are identified.*

**Student Chapter of the American College of General Practitioners in Osteopathic Medicine and Surgery**— offers membership to all interested students. Purpose of the organization is to foster an informed interest in general practice while providing direct contact between student-doctors and active general practitioners.

**Student Government Association**—composed of representatives from each of the four classes who are elected in January for the calendar year to represent the student body in matters related to student, faculty and administrative affairs. The president of the SGA and SGA adviser serve as liaisons between students and the administration.

**Student Associate Auxiliary**—affiliated with the Auxiliary to the American Osteopathic Association; membership open to spouses of TCOM students; contributing membership available. The objectives are to prepare members for their futures as spouses of osteopathic physicians and to promote projects which will benefit TCOM, the local community and the osteopathic profession. The objectives are achieved through educational programs and social activities for students and their families.

**TCOM Acrophilics Flying Club**—promotes general aviation knowledge and safety and allows students, faculty, staff and their immediate families access to inexpensive airplanes for rent and instruction for all classes of licenses.

**TCOM Runners**—organized in 1978 to promote health through running; membership open to students, faculty, staff and their families; includes group runs, seminars, team participation in organized meets, etc.

**Women Students' Organization**—provides a source of practical help and moral support to all female students of TCOM in dealing with the unique concerns of female medical students.

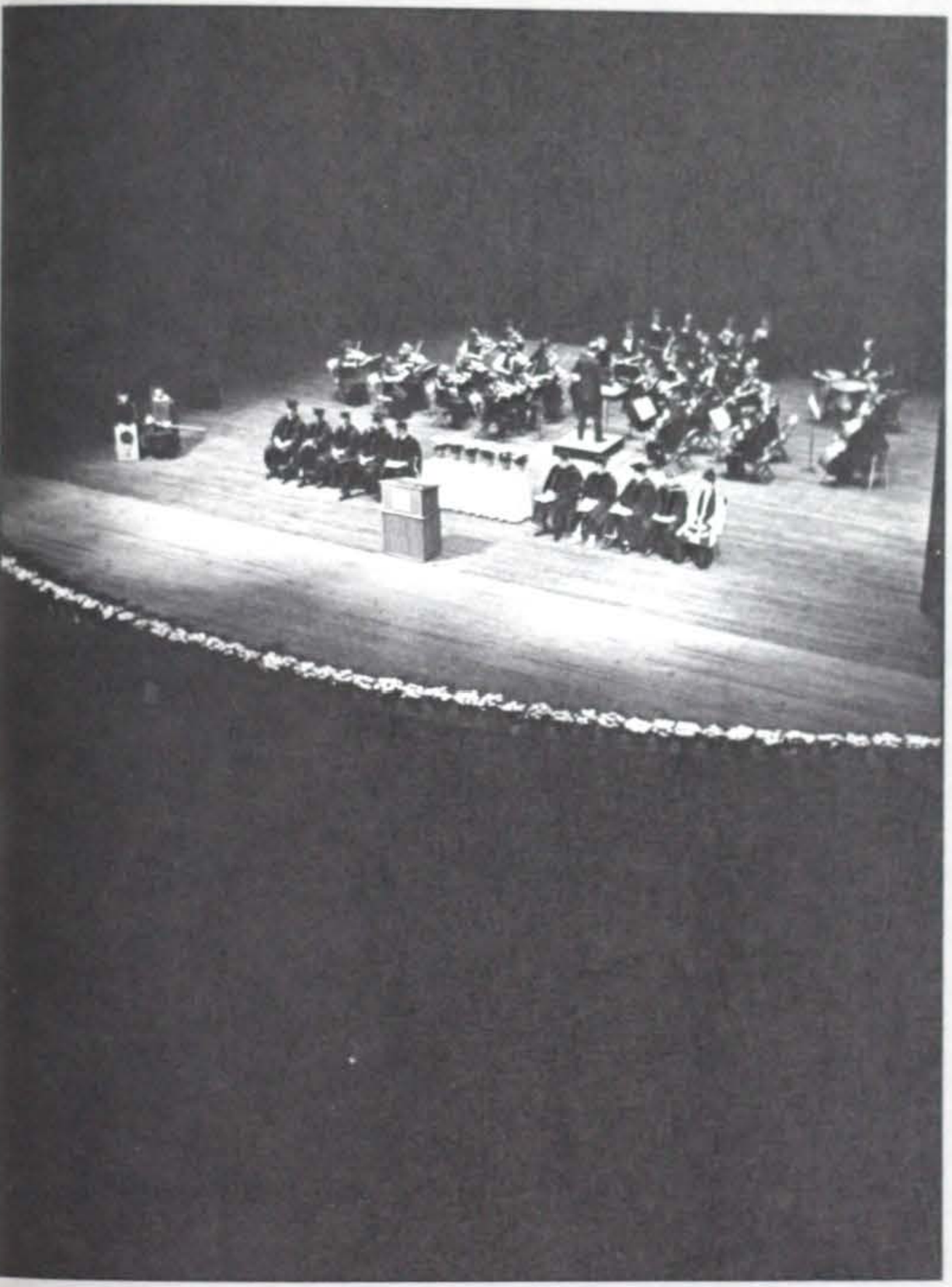
## SCHEDULING EVENTS

*Student organizations may schedule extracurricular seminars, programs and guest lectures. Such activities must be approved by the Office of Student Affairs, and facility reservations are made in the Office of News and Information Services.*

## MILITARY AFFAIRS

Texas College of Osteopathic Medicine is approved by the Texas Education Agency for the training of men and women who have served in the armed forces, and assistance is provided to students who are on active duty or who are veterans. To establish eligibility for assistance, a veteran should contact the Office of Student Affairs for the appropriate forms. The completed forms and a copy of Form DD-214 should be forwarded to the Office of Student Affairs.

Veterans wishing to continue their benefits at TCOM should complete a Transfer of Training Application and submit it to the registrar. To remain eligible to receive veterans' benefits a student must maintain a minimum 2.0 grade point average. Veterans' benefit payments may not be made during any period of academic probation.



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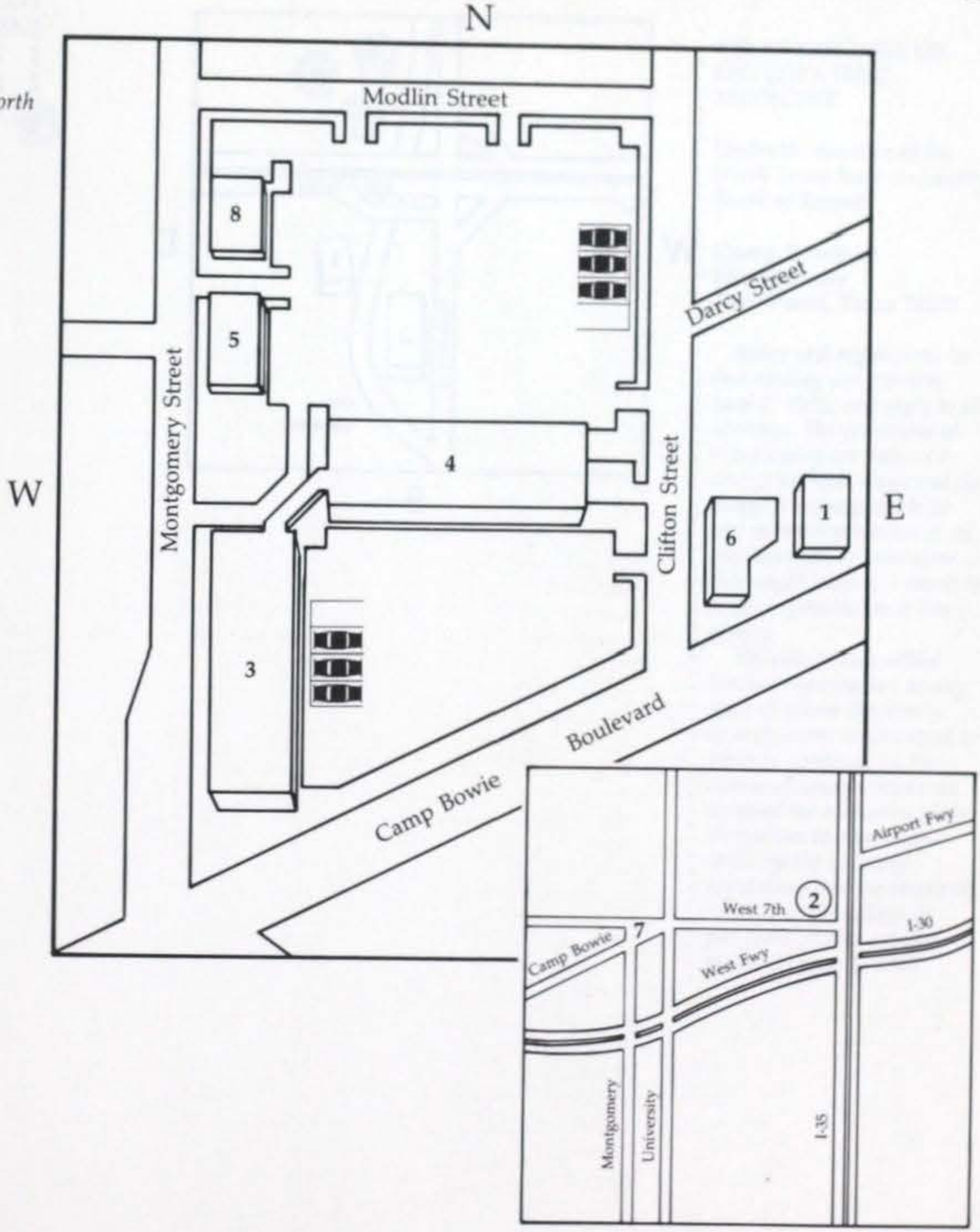
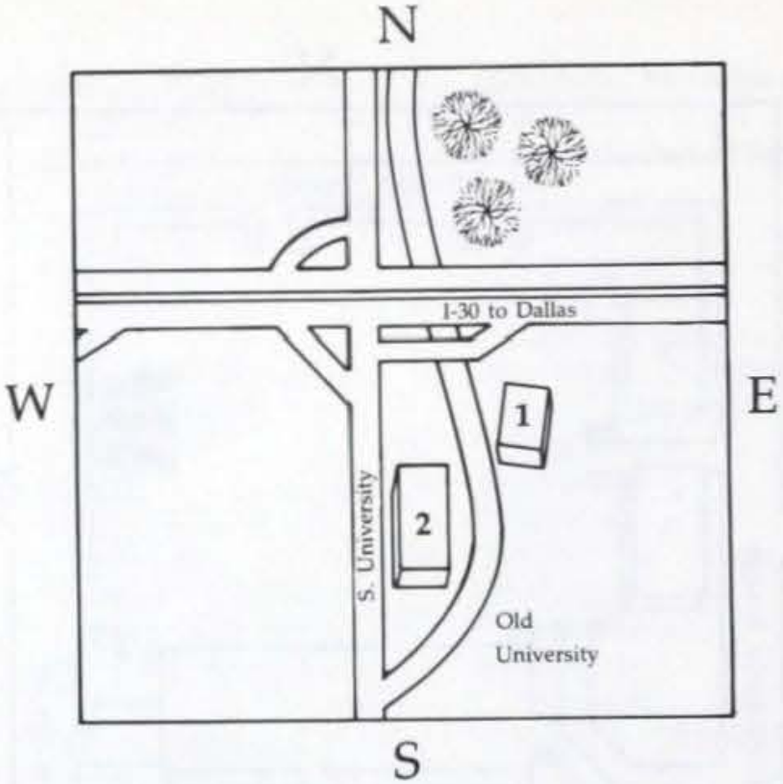
*TCOM CAMPUS ACCESS MAP*

1 *Campus Police*
2 *Downtown Fort Worth*
3 *Medical Education Building 1*
4 *Medical Education Building 2*
5 *Medicine Clinic*
6 *Pathology Building*
7 *TCOM*
8 *Surgical Associates*

*Parking Lot*






*TCOM RIVER PLAZA*
*CAMPUS CENTER*
*1 TCOM River Plaza*
*2 TCOM Annex*
*Trinity Park*

**TEXAS COLLEGE OF OSTEOPATHIC MEDICINE**

*Under the direction of the North Texas State University Board of Regents*

**Camp Bowie at Montgomery**
**Fort Worth, Texas 76107**

*Rules and regulations in this catalog are effective June 1, 1983, and apply to all students. The provisions of this catalog are subject to change without notice and the college is not responsible for any misrepresentation of its requirements or provisions that might arise as a result of errors in preparation of this catalog.*

*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 as put forth in this catalog, published June 1, 1983.*

# Texas College of Osteopathic Medicine
# 1983-84 Catalog

## ERRATA

**Promotion, p. 33**
Second paragraph should read:

Promotion to the third year includes the requirement of *passage* of Part I of the examination administered by the National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.

**Requirements for graduation, p. 36**
Requirement No. 1 should read:

1. has maintained at least a *70* grade point average, has no unremediated "F" grades and no grades of "I";

Requirement No. 4 should read:

4. has *passed* Parts I and II of the examination administered by the National Board of Examiners for Osteopathic Physicians & Surgeons, Inc.

**Curriculum, p. 41**
*Public Health* is required in Year 2—Semester 4

**Department of Microbiology and Immunology, p. 52**
533 Medical Microbiology carries *6* semester hours' credit.