# CURRICULUM

The Burrell College of Osteopathic Medicine provides a four-year, evidence-based osteopathic medical education program that enables students to acquire the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. The curriculum is applications-based, and integrates medical knowledge, clinical skills and osteopathic principles and practice. Course offerings emphasize knowledge acquisition, problem solving through critical analysis and thought, patient-centered focus, professional demeanor, inter-professional collaboration, and guide the student's development of a holistic approach to clinical practice. The College's clinical training curriculum is community-based and conducted in its affiliated hospitals and clinics under the supervision of a faculty in multiple medical specialties.

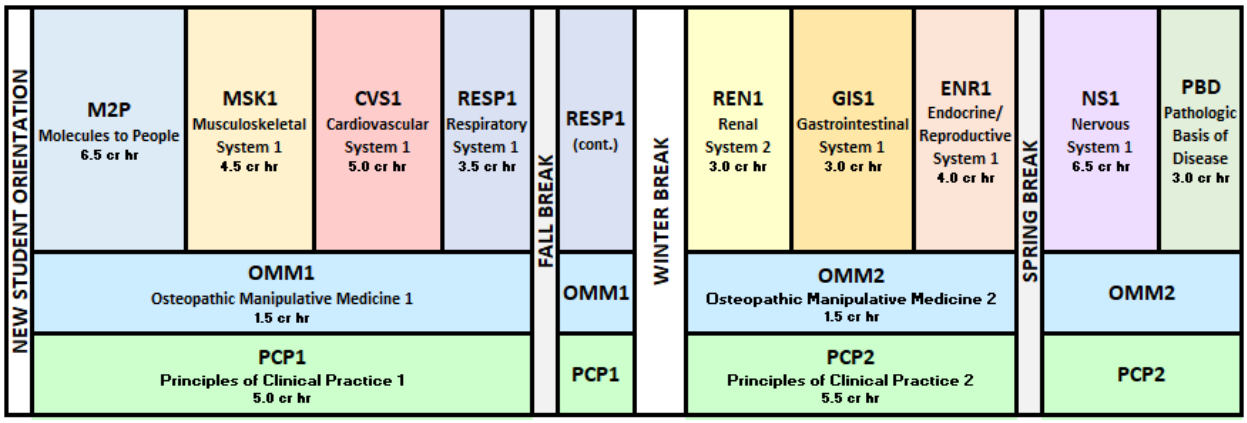
## PRE-CLINICAL EDUCATION

The College's instructional design utilizes active learning techniques through case discussions, team-based learning, laboratory and skills instruction, and interactive integrative sessions. Individual student preparation is essential and promotes responsibility, intellectual curiosity and stimulates critical thinking and problem-solving skills. Students are engaged through simulated clinical experiences, small group sessions and directed study. Evaluations of student performance are based on written exams, skills-based competency assessments, observational techniques and structured assessments of clinical competency.

### *OMS I*

The systems-based courses required in the first year emphasize basic biomedical science, with clinical correlates. Coursework in osteopathic manipulative techniques, clinical practice skills, medical informatics, and ethics are presented concomitantly. (See Figure 1)

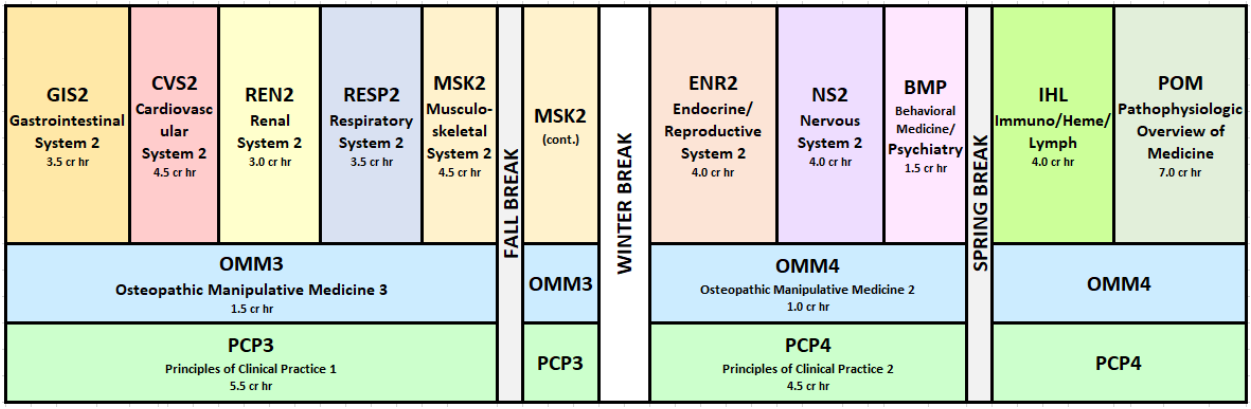
Figure 1: Year One Curriculum Layout




### *OMS II*

The systems-based courses in the second curricular year emphasize the pathologic and pharmacologic aspects of the biomedical sciences, and provide a foundational education in clinical medicine, disease, and differential diagnosis. (See Figure 2) At the end of Year Two, prior to beginning Year Three, students are required to sit for the COMLEX-USA® Level 1 national board examination.

Figure 2: Year Two Curriculum Layout



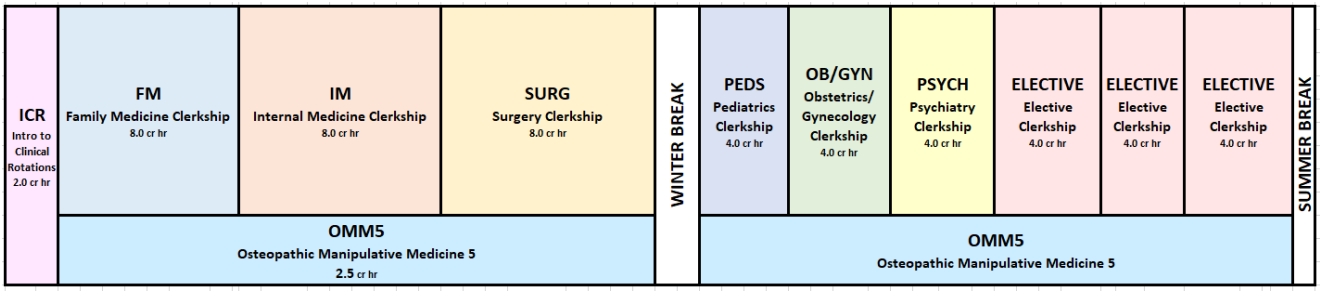

## CLINICAL EDUCATION

With the successful completion of Years One and Two, or the didactic phase of medical education, students continue to Years Three and Four, or the clinical phase of their medical education.

### *OMS III*

The third curricular year begins with the Introduction to Clinical Rotations course. Students must complete core clerkship rotations in Year Three that include the following clinical experiences: Family Medicine (2 blocks; 8 weeks), Internal Medicine (2 blocks; 8 weeks), Surgery (2 blocks; 8 weeks), Pediatrics (1 block; 4 weeks), Obstetrics and Gynecology (1 block; 4 weeks), and Psychiatry (1 block; 4 weeks). Additionally, students must complete the longitudinal Osteopathic Manipulative Medicine V course. Students have three blocks designated for an elective clinical experience. A sample course schedule for Year Three is provided below (See Figure 3). The actual sequence of clerkship rotations will vary for each student.

Figure 3: Year Three Curriculum Layout



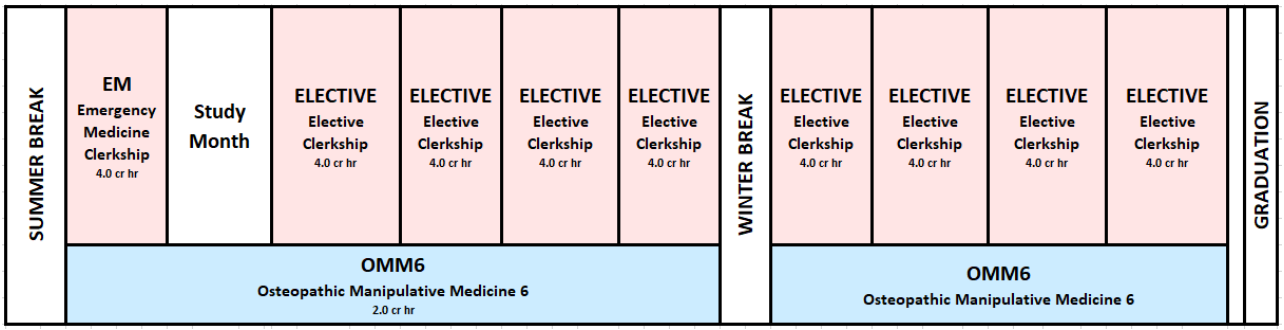

The COMLEX-USA® Level 2-CE and Level 2-PE examinations may be completed anytime following successful completion of the COMLEX-USA® Level 1 exam. Students must receive a passing score on both components of the COMLEX-USA® Level 2 to be eligible for graduation.

### *OMS IV*

During Year Four of the curriculum, students must complete a required core clerkship in Emergency Medicine (1 block; 4 weeks), a longitudinal Osteopathic Manipulative Medicine VI course, and a minimum of thirty-two credit hours of elective rotations. Elective rotations may be completed at any location within or outside of the College's hub locations. One four-week block may be designated as an Independent Study course to prepare for the COMLEX-USA® Level 2 board exams. All out-of-network rotation

experiences must be reviewed, approved, and credentialed by the Office of Clinical Education. Students may participate in one non-clinical elective with the approval of the Office of Clinical Education. A sample course schedule for Year Four is provided below (see Figure 4). The actual rotation sequence will vary for each student.

Figure 4: Year Four Curriculum Layout




## ACADEMIC OPPORTUNITIES

### *Anatomy Summer Program*

The Burrell College of Osteopathic Medicine offers students the opportunity for an extensive experience in clinical anatomy during the summer following the successful completion of their first academic year. This experience will have areas of emphasis within directed whole body, cadaveric dissection, clinical imaging, or other topics to be determined by the Anatomy and Cell Biology faculty. Select students, chosen by an application process, will have the opportunity to earn the College's *Distinction in Anatomy* recognition through contributing significantly to educational projects related to their cadaver experience. The Department of Anatomy and Cell Biology will open a call, in the second semester of year one, for applications to this program, at which time specific details will be provided.

### *Research*

The College is dedicated to supporting the advancement of medical knowledge and the enrichment of student education through research and scholarly activity. Faculty driven scholarly work in four core priority areas is central to the College mission: basic biomedical science, clinical science, population and public health, and medical education. The College supports opportunities for students to engage in faculty supervised research and creative scholarship through summer research experiences, course electives, and extracurricular research activities. Through faculty mentorship and supplemental training, student researchers learn basic experimental methodologies, responsible conduct of research, and are afforded opportunities for dissemination research findings in professional venues. A Distinction in Research may be awarded for advanced research study. The annual Medical Student Research Day provides the opportunity for students to present their findings and be recognized for their accomplishments.