

# University of New England



## COLLEGE OF OSTEOPATHIC MEDICINE

*1999 - 2000*  
**CATALOG**

### **Notice**

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

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

**207-283-0171**

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

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

The College may refuse further registration to any student whom the faculty or staff deems

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# Information Directory

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

**These numbers connect all departments:**

**(207) 283-0171 (UC - University Campus Switchboard, Biddeford)**

**(207) 797-7261 (WCC - Westbrook College Campus Switchboard, Portland)**

**College, office, or area:**

**For information on:**

**Ask for extension:**

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



# About the University of New England

## **The University of New England**

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

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

## **University Mission Statement**

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

## **The College of Osteopathic Medicine**

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

## **The College of Arts and Sciences**

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

## **The College of Health Professions**

The College of Health Professions prepares gradu-

## **Office of Continuing Education**

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

## **Accreditation, Memberships, and Other Notices**

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found

# About the College of Osteopathic Medicine

## College Mission Statement

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

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

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

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

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



cal research, and the improvement of health care in osteopathic medical hospitals and related institutions.” These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM as

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

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

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

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers. In addition, the College operates University Health Care which has established model primary care facilities.

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

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

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

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

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

### **Information Technology Services**

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

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

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

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

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

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

### **Media Services Department**

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

### **Campus Center**

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

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

### **Other Campus Buildings**

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

### **Westbrook College Campus**

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

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

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

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

### **The University Campus Community**

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

Neighboring towns include Saco, Old Orchard Beach, Kennebunk, Kennebunkport, and Wells. Portland, the largest city in Maine, is a 25 minute drive from Biddeford. This growing metropolis is justifiably proud

# ADMINISTRATIVE SERVICES and POLICIES



## **Student Services**

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

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

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

### **Counseling Center**

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

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

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

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

## **Career Services**

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

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

## **Student Activities**

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

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

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

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

## **Department of Learning Assistance and Individual Learning**

The Department of Learning Assistance and Individual Learning (LAC/ILP) provides a comprehensive array of academic support services, including courses, workshops, group and individual tutoring, and advis-

## **Office for Students with Disabilities (OSD)**

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

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

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

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

## **Add/Drop and Registration Policies for Students with Disabilities**

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

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



# Admissions

## Admission Procedures

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

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

Inquiries specific to the college may be directed to:

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

**1-800-477-4UNE**

*or*

**207-283-0171 extension 2297**

*or*

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

## Criteria For Admission

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

The minimum scholastic requirements for admission are:

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

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

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

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

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

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

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

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

## Advanced Standing

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

## Advanced Standing Policy

### First-Year Courses

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

## Applicants:

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

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

### **The Three-Plus-Four Programs**

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

## Tuition & Fees

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

### Deposits and Fees

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

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

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

### General Services Fee

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

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

### Student Technology Fee

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

### Health Insurance

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

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

### Parking Fees

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

### Transcript

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

### Dean's Letter of Recommendation

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

### Special Examination Fee

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

## Payment Schedule

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

## Late Payment Charge

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

## Delinquent Accounts

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

## Refund Policies

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

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

## Withdrawal Tuition Refund Policy

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

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

### Fall Tuition Refund\*

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

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

### Spring Tuition Refund

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

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

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a

## Leave of Absence Tuition Credit Policy

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

### Fall Tuition Credit

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

### Spring Tuition Credit

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

## Notes

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

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. Each year the Financial Aid Office publishes a Financial Aid Handbook for College of Osteopathic Medicine students. This handbook describes the aid application process, the types of financial assistance available, and other important information. The following pages provide a brief overview of the different types

## Loan Programs

### Federal Perkins Loan

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

### Primary Care Loan

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

### UNECOM Direct Tuition Credit Loan

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

### Federal Subsidized Stafford Loan

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

### Federal Unsubsidized Stafford Loan

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

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

### Gilbert Loan

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

### Maine Health Professions Loan

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

### American Osteopathic Foundation Loans

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

### New England Osteopathic Association Loan

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

### Alternative Loans

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



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

## **Short-Term Loan Funds**

### **Alice Cahill Memorial Loan Fund**

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

### **Dr. Roswell P. and Virginia Bates Memorial Loan Fund**

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

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

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

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

### **Contacting the Financial Aid Office**

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

## Scholastic Regulations

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

### Student Rights and Responsibilities

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

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

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

### Standards for Professional Behavior and Conduct

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

1. Behaves in a responsible, reliable and dependable manner. e.g. Manages time well, is on time for assignments, meetings, and appointments; plans ahead; follows through with commitments; cooperates with person(s) in charge of programs; and takes responsibility for absences or missed assignments.

## **Registration**

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

## **Academic Records**

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student’s cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis

## Directory Information and Disclosure

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

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

***Please remember:*** active students must renew a request for non-disclosure *each year* to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; *however,*

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

## Academic Standing

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

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

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

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

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

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

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

## Withdrawal/Dismissal

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

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

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

## **National Board of Osteopathic Medical Examiners**

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

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

## **Laptop Computer Requirement**

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

## **Graduation**

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

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

1. Be of good moral character.

# CURRICULUM and CLINICAL CLERKSHIPS



## UNECOM 2 + 2 Curriculum

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

### Fall

Gross Anatomy  
Histology  
Human Function  
Immunology  
Embryology

### Winter

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

### Spring

Human Function  
Pathology  
Pharmacology  
Medical Jurisprudence  
Public Health\*  
Dermatology System

### Year I

Integrated Clinical Medicine I; Osteopathic Principles & Practice I

### Year II

Neuroanatomy  
Nervous System  
Psychiatry System  
Respiratory System  
Musculoskeletal System

Hematology System  
Cardiovascular System  
Renal System

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

Integrated Clinical Medicine II; Osteopathic Principles & Practice II

\*Under Review



# The Curriculum

## For Students Beginning Fall 1999

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

## Curriculum Objectives

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

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

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

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

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

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

## Curriculum Outline

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

## On-campus Basic and Clinical Sciences Curriculum

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

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

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

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

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

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

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

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

## **Medical Curriculum for Pre-Clinical Phase**

### **First-Year Curriculum Outline**

#### **August to December**

<b>No.</b>	<b>Title</b>	<b>Credit Hrs</b>
501	Medical Gross Anatomy	10
503	Medical Histology	5

**#503 Medical Histology 5 Hrs.**

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

**#505 Medical Embryology 2 Hrs.**

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

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

This course examines the fundamentals of general biochemistry. Topics covered include the nature and control of metabolic pathways in carbohydrate, lipid, and

**#530 Medical Parasitology 1 Hr.**

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

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

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

**#542 Medical Pharmacology 2 Hrs.**

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

**#552 Introduction to Pathology 3 Hrs.**

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

**#558 Dermatological System 1 Hr.**

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

**#568 Medical Jurisprudence 1 Hr.**

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

**#576 Public Health 2 Hrs.**

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

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

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

**#587 Integrated Clinical Medicine I 5 Hrs.**

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

**#591 Osteopathic Principles and Practice I 5 Hrs.**

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

**#598 Principles of Population Health 1 Hr.**

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

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## Second-Year Curriculum Outline

### August to December

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

### January to March

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

No.	Title	Credit Hrs.
621	Differential Diagnosis (1)	<i>Ctd.</i>
632	Hematology System	3
642	Cardiovascular System	5
652	Renal System	3
662	Gastrointestinal System	3
673	Integrated Clinical Medicine Part II (5)	<i>Ctd.</i>

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**#621 Differential Diagnosis**

**1 Hr.**

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

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

**#668 ACLS 1 Hr.**

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

**#670 Emergency Medicine 1 Hr.**

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

**#673 Integrated Clinical Medicine II 5 Hrs.**

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

**#687 Pharmacology and Therapeutics 2 Hrs.**

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

**#688 Pharmacology and Therapeutics 2 Hrs.**

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

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

**#691 Osteopathic Principles & Practice II 5 Hrs.**

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

**#693 Clinical Decision Making 2 Hrs.**

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

## Clinical Clerkship Phase

### Core Rotations — Third Year

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

### Selective Rotations — Fourth Year

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

### Elective Rotations — Fourth Year

Elective Rotations	5
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## Curriculum Review

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

### UNECOM Graduate Competencies for the Twenty-First Century

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

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

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





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

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

## **Surgery**

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

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

## **Obstetrics/Gynecology**

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

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

## **Psychiatry**

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

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

## **Pediatrics**

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

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

## **AHEC**

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

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

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

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

## **Emergency Medicine**

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

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

## **Osteopathic Manipulative Medicine**

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

## **Electives**

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

## **Objective Structured Clinical Evaluation (OSCE)**

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

## **Affiliate Hospitals**

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

## **Core Predoctoral Educational Affiliates**

### **UNECOM/Lehigh Area Clinical Training Center**

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

**Warren Hospital**  
*Phillipsburg, New Jersey*

### **UNECOM/Newark Clinical Training Center**

**St. Michael's Medical Center**  
*Edison, New Jersey*

**JFK Memorial Hospital**

**Grandview Hospital & Medical Center**

*Dayton, Ohio*

**St. Vincent Mercy Medical Center**

*Toledo, Ohio*

**UNECOM/Bassett Clinical Training Center**

**Bassett Health Care**

*Cooperstown, New York*

**St. Elizabeth Hospital**

*Utica, New York*

**UNECOM/Keystone Clinical Training Center**

**Community Hospital of Lancaster**

*Lancaster, Pennsylvania*

**St. Joseph Medical Center**

*Reading, Pennsylvania*

*Wv*

**UNECOM/Maine Clinical Training Center**

**Central Maine Medical Center**

*Lewiston, Maine*

**Eastern Maine Medical Center**

*Bangor, Maine*

**Maine-Dartmouth FP**

*Augusta, Maine*

**Maine Medical Center**

*Portland, Maine*

**Mercy Hospital**

*Portland, Maine*

**Mercy Primary Care**

*Maine*

**Southern Maine Medical Center**

*Biddeford, Maine*

**Spring Harbor Hospital**

*South Portland, Maine*

**Postgraduate Educational Affiliations**

**St. Mary's Regional Medical Center**

*Lewiston, Maine*

**Togus Veterans Administration Hospital**

*Togus, Maine*

**University Health Care**

*Biddeford, Maine*

**Other Core Affiliates**

**UMDNJ/SOM Affiliate Hospitals**

*Stratford, New Jersey*

**AOA Internship in a Family Practice Residency**

**Eastern Maine Medical Center**

*Bangor, Maine*

**Central Maine Medical Center**

*Lewiston, Maine*

**Maine/Dartmouth**

*Augusta, Maine*

**UMASS/Fitchburg**

*Fitchburg, Massachusetts*

**Albany Medical Center**

*Albany, New York*

**St. Clare's Hospital**

*Schenectady, New York*

**St. Elizabeth's Hospital**

*Utica, New York*

**AOA Internship in an Internal  
Medicine Residency**

**UMASS/Memorial Health Care**

*Worcester, Massachusetts*

**UMASS/St. Vincent's Hospital**

*Worcester, Massachusetts*

**University of Connecticut**

*Farmington, Connecticut*

**St. Michael's Medical Center**

*Newark, New Jersey*

**AOA Internship and  
AOA Internal Medicine Residency**

**UMASS/Berkshire Medical Center**

*Pittsfield, Massachusetts*

**St. Luke's Hospital**

*Bethlehem, Pennsylvania*

**AOA Internship and AOA FP Residency**

**Warren/Coventry FP Residency**

*Phillipsburg, New Jersey*

**St. Luke's Hospital**

*Bethlehem, Pennsylvania*

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

**University of New England**

*Biddeford, Maine*

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*Clinical Associate Professor*

John Blocksom, D.O.

*Clinical Professor*

David Clark, M.D.

*Clinical Instructor*

Martha Friberg, D.O.

*Clinical Associate Professor*

David Hurst, M.D.

*Clinical Instructor*

Francis Kleeman, M.D.

*Clinical Assistant Professor*

Harry Payton, D.O.

*Clinical Professor*

Rodney Routsong, D.O.

*Clinical Assistant Professor*

Ronald Rovner, M.D.

*Clinical Instructor*

J.P. Smith, D.O.

*Clinical Associate Professor*

## **Adjunct Faculty — Off Campus**

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

# Academic Calendar 1999-2000

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

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

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

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

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

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