This document contains a copy of the 2018-19 Penn State College of Medicine Bulletin as it appeared on August 27, 2018.

To view a current list of changes to the 2018-19 College of Medicine Bulletin since that date, please visit the Changes to the College of Medicine Bulletin page.
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COLLEGE OF MEDICINE

This is the official College of Medicine Bulletin of The Pennsylvania State University.

The College of Medicine dean is responsible for, and has authority over, all academic information contained in the College of Medicine Bulletin.

Each step of the educational process, from admission through graduation, requires continual review and approval by University officials. The University, therefore, reserves the right to change the requirements and regulations contained in this Bulletin and to determine whether a student has satisfactorily met its requirements for admission or graduation, and to reject any applicant for any reason the University determines to be material to the applicant's qualifications to pursue higher education.
In 2018, Penn State began publishing an online Penn State College of Medicine. This Bulletin will be archived each academic year. Please visit this page in the future to access archived editions once a new bulletin version is published at the beginning of the summer semester each year.
GENERAL INFORMATION

The seven General Information sections in the College of Medicine Bulletin are designed to give you an overview of the College of Medicine’s structure, resources, and opportunities. In addition to the information found on the MD Program (p. 12) and Physician Assistant Program (p. 27) pages in this Bulletin, the student handbooks include additional details about academic policies, calendars, and contacts.

Click on topics of interest below or the tabs to the right to explore different information areas. In addition, General Information sections can be accessed from any page in the Bulletin from the navigation bar.

Using this Bulletin (p. 4)
About the College of Medicine (p. 4)
Graduation Information (p. 7)
Residencies and Fellowships (p. 7)
Resources (p. 6)
Student Handbooks (p. 7)
About Penn State (p. 7)

Using this Bulletin

This Bulletin is the comprehensive source of academic information and program requirements for the Penn State College of Medicine. The College is committed to the education of medical, physician assistant, graduate students, and practicing health professionals. Explore programs and research opportunities as you select your specialty and gain knowledge in the field.

Features
Changes Page
- Real-time amendments to information in the Bulletin will be tracked on the Changes (p. 4) page.
- Currently or previously enrolled students should consult their adviser and degree audit reports for specific requirements.

Course Bubble
When a course link is clicked, a course bubble will appear with important course information including, but not limited to:
- course title, description, and credits;
- prerequisites

Statement of Nondiscrimination
The University is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information, or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University’s educational mission, and will not be tolerated. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Email: kfl2@psu.edu; Tel 814-863-0471.

Penn State encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the Office for Disability Services, 814-863-1807, in advance of your participation or visit.

Academic Authority
The College of Medicine dean is responsible for, and has authority over, all academic information contained in the College of Medicine Bulletin.

Each step of the educational process, from admission through graduation, requires continual review and approval by University officials. The University, therefore, reserves the right to change the requirements and regulations contained in this Bulletin and to determine whether a student has satisfactorily met its requirements for admission or graduation, and to reject any applicant for any reason the University determines to be material to the applicant’s qualifications to pursue higher education.

Changes to the College of Medicine Bulletin

Changes to the College of Medicine Bulletin will be tracked in real-time and listed below. At the end of every semester, these updates will be incorporated into the Bulletin.

About the College of Medicine

Penn State College of Medicine is committed to enhancing the quality of life through improved health, the professional preparation of those who will serve the health needs of others, and the discovery of knowledge that will benefit all. We’re dedicated to demonstrating our core values: respect, integrity, teamwork and excellence.

Penn State College of Medicine is part of an academic medical center group that also includes:
- Penn State Health Milton S. Hershey Medical Center (http://hmc.pennstatehealth.org), the flagship hospital, a 551-bed, tertiary-care facility that serves central Pennsylvania;
- Penn State Children’s Hospital (http://childrens.pennstatehealth.org), the only Level I pediatric trauma center between Philadelphia and Pittsburgh; and
- Penn State Medical Group (http://hmc.pennstatehealth.org/medical-group), the academic physician practice and associated outpatient practice sites of our group.

We prepare students to become patient-centric physicians and physician assistants. The MD Program provides unique learning opportunities, such as the patient navigator program and a longitudinal humanities curriculum. The Physician Assistant Program emphasizes critical thinking skills, compassionate care, and improving health in an efficient and cost-conscious manner.

Mission and Values

Our Mission
Penn State Health Milton S. Hershey Medical Center, Penn State College of Medicine, and Penn State Children’s Hospital are committed to
enhancing the quality of life through improved health, the professional preparation of those who will serve the health needs of others, and the discovery of knowledge that will benefit all.

Education
We are committed to the education (https://med.psu.edu/education-admissions) of medical and nursing students, basic science graduate students, medical residents and fellows, other students in healthcare related professions, and practicing health professionals. We seek to enroll students of exceptional quality, and their education will be based on the present and future health needs of the Commonwealth of Pennsylvania and the nation. Special recognition is given to the education of primary care providers.

Patient Care
Our objective is to provide a range of fully integrated patient care services (http://www.pennstatehealth.org) for the people of central Pennsylvania and beyond. These services will extend from prevention of illness and maintenance of health through primary medical care to the highly sophisticated patient care expected at the nation’s premier academic medical centers.

Research
We strive to be a national leader in pursuing scientific investigation (https://med.psu.edu/research) and developing programs to advance medical and scientific knowledge, which will ultimately contribute to the health of the public, the practice of medicine, and the education of health professionals.

Community Outreach
We will provide community outreach services (https://med.psu.edu/community) to the public through health education, patient care, community activities, and applications of research. We endeavor to provide health education to the public. In turn, community support for our research missions fosters clinical applications that positively impact patient care.

Our Values
Respect
• Listen, hear, and give credit
• Embrace our diverse backgrounds, talents, and perspectives
• Be compassionate, thoughtful, considerate, and kind

Integrity
• Be the best you can be, every time
• Have moral courage to ask hard questions of ourselves and others
• Be consistent and fair

Teamwork
• Commit to working together to ensure the best experience for coworkers, patients, and trainees
• Share knowledge for the benefit of the team
• Earn the trust of your teammates

Excellence
• Align personal performance with our mission, vision, values, and strategic imperatives
• Set personal goals and exceed expectations
• Always be solution-focused

History
The “$50 Million Phone Call”
In 1963, the M.S. Hershey Foundation offered $50 million to The Pennsylvania State University to establish a medical school in Hershey. With this grant and $21.3 million from the U.S. Public Health Service, the university built a medical school, research center, and teaching hospital — what is now the Penn State Health Milton S. Hershey Medical Center. The university broke ground in 1966, and Penn State College of Medicine opened its doors to students in 1967. The Medical Center accepted its first patients in 1970.

Leading the Way in Humanities and Family Medicine
The College of Medicine was the first in the nation to have a dedicated Department of Humanities and a Department of Family and Community Medicine. Both were original departments, created when the college opened.

The original buildings on the Medical Center campus included the Medical Science Building and University Hospital, Animal Research Farm, Laundry and Steam Plant, and University Manor Apartments. Since 1970, the campus has grown from 318 acres to 550 acres.

Many additions have been made to the academic and patient care facilities, reflecting the steady increase in patient demand for services and the need to expand research and teaching programs.

Training Tomorrow’s Leaders in Medicine
Since the first graduation in 1969, College of Medicine students have become productive physicians and scientists.

Today, we offer degree programs (https://med.psu.edu/education) in:

• Anatomy
• Biochemistry and Molecular Biology
• Bioengineering
• Cellular and Molecular Biology
• Genetics
• Homeland Security
• Immunology and Infectious Diseases
• Integrative Biosciences
• Laboratory Animal Medicine
• Microbiology and Immunology
• Molecular Medicine
• Molecular Toxicology
• Neuroscience
• Pharmacology
• Physiology
• Public Health Sciences

Nursing students from the Penn State College of Nursing (http://nursing.psu.edu) rotate through the Medical Center for clinical courses, and students from other Penn State health-related programs and other institutions come to Hershey for their clinical experience. The extended B.S. degree program for nurses is offered in conjunction with the College of Nursing.
Continuing education programs serve Medical Center and other healthcare professionals throughout Pennsylvania, with enrollment exceeding 39,000 each year.

Basic and clinical research projects to treat and cure major diseases are conducted at the College and Medical Center. Annually, this research is supported by more than $100 million in awards from federal, state, and private agencies; businesses; and individuals.

The Medical Center is recognized as one of the nation’s premier academic health centers, recruiting faculty members who are internationally known for their accomplishments in research, education, and patient care. College of Medicine and Medical Center faculty and physicians continue to integrate the latest biomedical knowledge and technology with compassionate care of patients, while educating the next generation of scientists and physicians.

Location
Penn State College of Medicine
700 HMC Crescent Road
Hershey, PA 17033
USA

Use the "Directions" button on the map below to get specific driving directions to campus. Upon arrival on campus, follow the signs to the parking garage. A complimentary shuttle is available from the second floor of the garage; ride that to the College of Medicine entrance.

Other maps:
- Google map of all campus locations (https://drive.google.com/open?id=1CnHnJ8Lw_qiHH9VPF2XybeEkmdEO)
- Printable map of all campus locations (PDF) (http://hmc.pennstatehealth.org/documents/11396232/11493882/Campus+Map/edede814-ad12-4481-a119-97793dedc8de)

Resources
Career Development
MORE INFORMATION ABOUT CAREER ADVISING FOR THE MD PROGRAM (https://students.med.psu.edu/md-students/career-advising)

Cognitive Skills Program
Penn State College of Medicine’s Cognitive Skills Program (CSP) provides comprehensive cognitive skills development and learning support to our medical, graduate, and physician assistant students.

The CSP offers workshops, interactive learning sessions, and individual support for exploring content, processes, and thinking skills to maximize our students’ success. The CSP serves all students in the College of Medicine by providing programs to help promote effective and efficient life-long learning. The CSP also provides remediation services for students who are struggling academically.

MORE INFORMATION (https://students.med.psu.edu/academics/cognitive-skills-program)

Disability Services
The College of Medicine Disability Services work with graduate and medical students with documented disabilities. In order to provide students with disabilities every educational opportunity, disability services will make reasonable accommodations in accordance with Section 504 Rehabilitation Act and the Americans with Disabilities Act to ensure full academic involvement while attending Penn State College of Medicine.

MORE INFORMATION (https://students.med.psu.edu/academics/student-disability-services)

Harrell Health Sciences Library
All faculty, staff, and students at the Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center (including medical, graduate, physician assistant, and nursing students) have free unlimited access to the Harrell Health Sciences Library: Research and Learning Commons resources. Library collections and services support the informational needs of PSHMC users engaged in patient care, research, and education, including interlibrary loan, search services, and instruction.

The Library is part of Penn State University Libraries, ranked 9th on the Association of Research Libraries’ Investment Index of North American research libraries. Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center members have access to more than 6.9 million books, almost 400,000 E-books, 110,000 online full-text journals and 706 databases. (2014/2015 data) The Libraries are increasingly electronic, allowing 24 hour access from anywhere.

The Library hosts 21 public computer workstations, a 24 hour computer lab, a 24 hour study room and several small group study rooms. Printers, scanners and copiers are available for use.

MORE INFORMATION (https://hershey.libraries.psu.edu)

Office for Diversity, Equity and Inclusion
Penn State Health and Penn State College of Medicine address diversity and inclusion from a measurable, strategic perspective that includes, as a foundation, equal employment regulatory compliance.

Our commitment is communicated in the University's diversity statement (http://equty.psu.edu/diversity-statement), which provides the foundation for our initiatives, as well as in our campus’ mission and vision statements on diversity, equity and inclusion (http://med.psu.edu/diversity/mission).

Our goal is to be “best in class” in increasing the diversity of our students and workforce, advancing our commitment to a respectful and inclusive workforce, providing culturally excellent care for our patients and education to our students, and making discoveries that create a greater well-being for all populations, regardless of background.

MORE INFORMATION (http://med.psu.edu/diversity)

Office for a Respectful Learning Environment
Our mission is to foster an educational community at Penn State College of Medicine in which all learners and educators feel supported, challenged, valued, and respected. This is a community endeavor; everyone can help, and anyone can hurt. We want every student to have a positive experience at the College of Medicine. Mistreatment arises when behavior shows disrespect for the dignity of others and interferes with the learning process.
The LCME mandates “that the learning environment of its educational programs is conducive to the ongoing development of explicit and appropriate professional behaviors in its [learners], faculty, and staff at all locations and is one in which all individuals are treated with respect” (LCME Functions and Structure of a Medical School). Our goal is to exceed that mandate.

MORE INFORMATION (https://students.med.psu.edu/academics/respectful-learning-environment)

Simulation Center
The mission of the Clinical Simulation Center is to improve patient outcomes with effective programs that promote and enhance practitioner skills, clinical competence, teamwork, and interdisciplinary collaboration.

To advance the field of healthcare simulation, the Center conducts innovative research into simulation theory, practice, and technology.

The Clinical Simulation Center maintains an active research program in simulation-based education and has more than 9,500 square feet of dedicated simulation space with state-of-the-art simulators.

MORE INFORMATION (http://med.psu.edu/simulation-center)

Student Health
Healthcare is provided to all medical, graduate, physician assistant and nursing students in the College of Medicine and their spouses and children. Student Health is a division of the Department of Family and Community Medicine at Milton S. Hershey Medical Center, Penn State College of Medicine.

Student Health provides comprehensive primary-care services. These include acute and chronic care for medical problems, preventive healthcare including gynecology, family planning services and well-child visits. Referrals to specialists are provided as necessary by the Student Health providers.

MORE INFORMATION (https://students.med.psu.edu/student-life/student-health)

Student Mental Health and Counseling
The Office of Student Mental Health and Counseling (OSMHC) is designed to meet the needs of Penn State College of Medicine students with compassion, honesty, and confidentiality. All issues are taken seriously – no problem is “too small” to talk about.

The years of graduate school and medical training can be among of the most exciting and gratifying of a person’s life. However, being a student can also cause significant amounts of stress and uncertainty. During these times, students may find it helpful to have additional support and encouragement. The OSMHC is available to provide assistance and guidance students need to achieve personal and academic success.

MORE INFORMATION (https://students.med.psu.edu/student-life/counseling)

Residencies and Fellowships
Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center are committed to establishing and maintaining high-quality graduate medical education training programs.

Our institution provides the diverse patient population, dedicated faculty, excellent clinical and basic science departments, and nationally recognized research programs required to create an environment optimal for learning and for the development of future leaders in the art and science of medicine.

We offer residency and fellowship training in more than 60 ACGME-accredited specialties and subspecialties, and numerous other specialized training programs are available.

MORE INFORMATION (https://residency.med.psu.edu)

Graduation Information
MORE INFORMATION (https://students.med.psu.edu/graduation-information)

Student Handbooks
READ THE MD STUDENT HANDBOOK (https://students.med.psu.edu/md-students/handbook)
READ THE PHYSICIAN ASSISTANT STUDENT HANDBOOK (https://students.med.psu.edu/physician-assistant-student-information/handbook)

About Penn State
This is Penn State
Penn State is in the top 1 percent of universities worldwide and has the largest alumni network in the nation. Founded in 1855, the University combines academic rigor with a vibrant campus life as it carries out its mission of teaching, research, and service with pride and focuses on the future throughout Pennsylvania and the world. Granted the highest rating for research universities by the Carnegie Foundation, Penn State teaches students to be leaders with a global perspective.

Our leadership in administration, faculty, and staff make our mission come alive every day. The Board of Trustees reviews and approves the budget of the University and guides general goals, policies, and procedures from a big-picture perspective. The President’s office ensures that all aspects of the University are running smoothly and promotes overall principles that students, faculty, and staff abide by for the long term. The University Faculty Senate represents the Penn State faculty with legislative authority on all matters regarding the University’s educational interests.

Penn State strives to celebrate diversity in all aspects of its educational and operational activities and the University’s strategic plans are designed to result in ongoing improvements that help prepare future generations of leaders.

Board of Trustees
The Board of Trustees of The Pennsylvania State University is the corporate body established by the charter with complete responsibility for the government and welfare of the University and all the interests pertaining thereto including students, faculty, staff, and alumni.

In the exercise of this responsibility, the Board is guided by the following policies:

1. The authority for day-to-day management and control of the University, and the establishment of policies and procedures for the
educational program and other operations of the University, shall be
delegated to the President, and by him/her, either by delegation to
or consultation with the faculty and the student body in accordance
with a general directive of the Board.

This delegation of authority requires that the Board rely on the
judgment and decisions of those who operate under its authority.
However, this reliance of the Board must be based upon its continuing
awareness of the operations of the University. Therefore, the Board
shall receive and consider thorough and forthright reports on the
affairs of the University by the President or those designated by the
President. It has a continuing obligation to require information or
answers on any University matter with which it is concerned.

Finally, upon request, the Board shall advise the President on any
University matter of concern to him/her.

2. The Board of Trustees shall carry out certain responsibilities as a
Board, without delegation. These responsibilities are:
   a. The selection of the President of the University
   b. The determination of the major goals of the University and the
      approval of the policies and procedures for implementation of
      such goals.
   c. The review and approval of the operating and capital budget of
      the University.
   d. Such other responsibilities as law, governmental directives, or
      custom require the Board to act upon.

3. The Board of Trustees shall inform the citizens of the Commonwealth
of Pennsylvania of the University’s performance of its role in the
education of the youth of Pennsylvania.

4. The Board of Trustees shall assist the President in the development
of effective relationships between the University and the various
agencies of the Commonwealth of Pennsylvania and the United
States of America which provide to the University assistance and
direction.

MORE INFORMATION (https://trustees.psu.edu)

President’s Council

- Eric J. Barron, President (http://president.psu.edu)
- Nicholas P. Jones, Executive Vice President and Provost (http://
  provost.psu.edu)
- Janine S. Andrews, Director, Office of the Board of Trustees and
  Associate Secretary (http://www.psu.edu/trustees)
- Anne (Sandy) Barbour, Director of Intercollegiate Athletics (http://
  www.gopsusports.com)
- Mary G. Beahm, Interim Vice President for Human Resources (http://
  ohr.psu.edu)
- Kathleen Bieschke, Vice Provost for Faculty Affairs (http://
  www.vpfa.psu.edu)
- O. Richard Bundy III, Vice President for Development and Alumni
  Relations (http://giveto.psu.edu)
- Stephen S. Dunham, Vice President and General Counsel (http://
  ogc.psu.edu)
- David J. Gray, Senior Vice President for Finance and Business/
  Treasurer (http://www.fandb.psu.edu)
- Madlyn L. Hanes, Vice President for Commonwealth Campuses and
  Executive Chancellor (http://www.campuses.psu.edu)
- A. Craig Hillemeier, Chief Executive Officer, Penn State Milton S.
  Hershey Medical Center; Senior Vice President for Health Affairs,
  Penn State University; and Dean, Penn State College of Medicine
  (http://www.pennstatehershey.org)
- Tracey D. Huston, Interim Vice President for Outreach (http://
  outreach.psu.edu)
- Michael J. Kubit, Vice President for Information Technology/Chief
  Information Officer (http://pennstatetel.psu.edu)
- Lawrence H. Lokman, Vice President for Strategic Communications
  (https://strategiccommunications.psu.edu)
- Zachary P. Moore, Vice President for Government and Community
  Relations (http://www.govt.psu.edu)
- Robert N. Pangborn, Vice President and Dean for Undergraduate
  Education (http://undergrad.psu.edu)
- Thomas G. Poole, Vice President for Administration/Secretary (http://
  www.psu.edu/ur/poole)
- Neil A. Sharkey, Vice President for Research (http://
  www.research.psu.edu)
- Damon Sims, Vice President for Student Affairs (http://
  studentaffairs.psu.edu)
- Marcus A. Whitehurst, Vice Provost for Educational Equity (http://
  equity.psu.edu)

MORE INFORMATION (http://www.psu.edu/this-is-penn-state/leadership-
and-mission/our-administration)

Mission

The Pennsylvania State University is a multi-campus, land-grant, public
research University that educates students from around the world, and
supports individuals and communities through integrated programs of
teaching, research, and service.

Our instructional mission includes undergraduate, graduate, professional,
continuing, and extension education, offered through both resident
instruction and distance learning. Our educational programs are enriched
by the talent, knowledge, diversity, creativity, and teaching and research
cumen of our faculty, students, and staff.

Our discovery-oriented, collaborative, and interdisciplinary research
and scholarship promote human and economic development, global
understanding, and advancement in professional practice through the
expansion of knowledge and its applications in the natural and applied
sciences, social and behavioral sciences, engineering, technology, arts
and humanities, and myriad professions.

As Pennsylvania’s land-grant university, we provide unparalleled
access to education and public service to support the citizens of the
Commonwealth and beyond. We engage in collaborative activities with
private sector, educational, and governmental partners worldwide to
generate, integrate, apply, and disseminate knowledge that is valuable to
society.

History

As Pennsylvania’s only land-grant university, Penn State has a broad
mission of teaching, research, and public service. But that mission was
not so grandly conceived in 1855, when the Commonwealth chartered it
as one of the nation’s first colleges of agricultural science, with a goal to
apply scientific principles to farming.

Centre County became the site of the new college in response to a
gift of 200 acres from gentleman farmer and ironmaster James Irvin
of Bellefonte. Founding President Evan Pugh drew on the scientific
education he had received in Europe to plan a curriculum that combined theoretical studies with practical applications.

Pugh and similar visionaries in other states championed Congressional passage of the Morrill Land-Grant Act in 1862. The act enabled states to sell federal land, invest the proceeds, and use the income to support colleges "where the leading object shall be, without excluding scientific and classical studies ... to teach agriculture and the mechanic arts [engineering] ... in order to promote the liberal and practical education of the industrial classes in all the pursuits and professions of life." The state legislature designated Penn State the land-grant institution of Pennsylvania.

But not until the 1880s, under the leadership of President George W. Atherton, did the college expand its curriculum to match the Land-Grant Act’s broad mandate. From that time onward, curricula in engineering, the sciences, the liberal arts, and more began to flourish. In the early 1900s, Penn State introduced cooperative extension and additional outreach programs, extending the reach of its academic mission.

An even greater segment of the Commonwealth’s population had opportunities for engagement in the 1930s when Penn State established a series of undergraduate branch campuses, primarily to meet the needs of students who were location-bound during the Great Depression. Those campuses were predecessors of today’s system of 24 Penn State campuses located throughout the Commonwealth.

Penn State began offering systematic advanced-degree work in 1922 with the formation of the Graduate School. Graduate education and research evolved hand in hand. By 1950 the University had won international distinction for investigations in dairy science, building insulation, diesel engines, and acoustics, and other specialized fields.

A college of medicine and teaching hospital were established in 1967 with a $50 million gift from the charitable trusts of renowned chocolate magnate Milton S. Hershey. In 1989 the Pennsylvania College of Technology in Williamsport became an affiliate of the University. Penn State's online World Campus graduated its first students in 2000 and now enrolls more than 12,000. Also in 2000, Penn State and the Dickinson School of Law merged. In 2015, two Penn State law schools, Dickinson Law (in Carlisle, Pennsylvania) and Penn State Law (on University Park campus) were established.

MORE INFORMATION (http://www.psu.edu/this-is-penn-state/our-history)

Accreditation Notice
The Pennsylvania State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education (MSCHE) is a regional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Pennsylvania State University was first accredited in 1921 and accreditation was reaffirmed in June 2015.

The next Annual Institutional Update will be submitted in spring 2018. The Midpoint Peer Review will occur in 2020 and the next Self-Study evaluation is scheduled for 2023-2024.

According to MSCHE’s policy statement, Accreditation Review Cycle and Monitoring, "The Commission’s eight-year cycle of review of accredited institutions begins with an in-depth institutional self-study that is reviewed by peer evaluators during an on-site evaluation visit. The self-study and on-site review are used to assess the institution’s compliance with Commission standards and requirements of affiliation, verify compliance with accreditation-relevant federal regulations, and identify areas needing improvement. The review process results in an accreditation decision in accordance with the Commission Policy Accreditation actions. Institutions submit annually an update of institutional data and other information requested by the Commission. In the fourth year following the self-study visit, the Commission conducts an off-site mid-point peer review based on the cumulative information provided by the institution. Institutions are provided a report on the institution’s performance with respect to student achievement and financial sustainability."


MORE INFORMATION (http://middlestates.psu.edu)

Research
The Office of the Vice President for Research is responsible for facilitating the $863-million-per-year research enterprise at Penn State by working with a broad range of units across the University.

The mission of the Office of the Vice President for Research is to support a rigorous program of faculty and student research and creative accomplishment by enhancing the environment for scholarly and artistic endeavors, encouraging the highest standards of quality, and fostering ethical conduct in research.

The office is responsible for:

• the effective administration of sponsored programs which provide the financial support for a substantial share of the research activity at the University;

• serving as the University’s advocate and spokesperson on research issues, and as a representative in activities that may produce major new programs and facilities for research;

• facilitating strong programs for interdisciplinary research.

MORE INFORMATION (https://www.research.psu.edu)

University Structure
Undergraduate Campuses
Penn State has more than twenty campuses across Pennsylvania that serve undergraduate students and communities through teaching, research, and service. Through its network of undergraduate campuses and World Campus, Penn State provides students the opportunity to begin and complete a Penn State degree at one campus, transition to complete a degree at another campus or complete a program completely online—this is the hallmark of Penn State’s unique one University concept.

The University Park campus, the administrative and research hub of the University is the largest of Penn State’s campuses. Across Pennsylvania, Penn State campuses play a critical role in the land-grant mission of the University, by providing access and opportunity—a commitment that remains at the core of each campus’s mission. In addition to providing the first two years of more than 160 Penn State majors, campuses confer some 5,000 Penn State degrees annually to students who complete their academic programs at a Penn State campus.
Graduate and Professional Campuses
Penn State's wide range of graduate programs includes traditional residential Ph.D. research programs through part-time degree programs aimed at working professionals. Penn State offers graduate programs at six campuses: Penn State Erie, Penn State Great Valley, Penn State Harrisburg, Penn State College of Medicine, Penn State University Park, and Penn State World Campus. Penn State College of Medicine in Hershey, PA offers a complete medical education program leading to the Doctor of Medicine (M.D.) degree. Penn State has two separately accredited Law Schools: Dickinson Law in Carlisle, PA and Penn State Law at University Park.

MORE INFORMATION (http://bulletins.psu.edu/graduate/campuses)

Student Services and Programs
Penn State offers thousands of resources to support students, faculty, staff, and alumni both locally and around the world. This partial list of centers, offices, and programs was developed based on past inquiries from Bulletins users.

To discover additional services explore Penn State's home page (http://www.psu.edu), the Office of Student Affairs (https://studentaffairs.psu.edu), and The Graduate School (http://gradschool.psu.edu).

• Affirmative Action Office (http://www.psu.edu/dept/aaoffice)
• Adult Learner Programs & Services (http://studentaffairs.psu.edu/adults)
• Campus Recreation (http://studentaffairs.psu.edu/campusrec)
• Career Services (http://studentaffairs.psu.edu/career)
• Child Care Resources (https://hr.psu.edu/employee-and-family-resources/your-family/child-care-resources)
• Counseling and Psychological Services (http://studentaffairs.psu.edu/counseling)
• Disability Services Resources (http://equity.psu.edu/student-disability-resources)
• Spirit and Ethical Development, Center for (http://studentaffairs.psu.edu/spiritual)
• Financial Literacy and Wellness Center (https://financialliteracy.psu.edu)
• Fraternity and Sorority Life (https://studentaffairs.psu.edu/involvement-student-life/greek-life/penn-state)
• Gender Equity Center (http://studentaffairs.psu.edu/genderequity)
• Global Programs, Office of (https://global.psu.edu)
• Graduate Educational Equity Programs, Office of (http://gradschool.psu.edu/diversity)
• Graduate Writing Center (http://gwc.psu.edu)
• Health Services (http://studentaffairs.psu.edu/health)
• Honor and Professional Societies
  • Phi Kappa Phi (http://pkk.psu.edu)
  • Phi Eta Sigma (http://phietasigmapsu.weebly.com)
  • Golden Key (http://pennstate.goldenkey.org)
• Penn State Information Technology (https://pennstateit.psu.edu)
• LGBTQ Student Resource Center (http://studentaffairs.psu.edu/lgbtqa)
• Multicultural Resource Center (http://equity.psu.edu/mrc)

Academic Colleges at Campuses
Six Penn State colleges, located throughout the state, offer undergraduate majors that are typically completed at campuses other than University Park. These colleges are:

• Abington College, at the Penn State Abington campus
• Altoona College, at the Penn State Altoona campus
• Behrend College, at the Penn State Erie campus
• Berks College, at the Penn State Berks campus
• Capital College, at the Penn State Harrisburg campus
• University College, is comprised of the following 14 campuses:
  • Penn State Beaver
  • Penn State Brandywine
  • Penn State DuBois
  • Penn State Fayette, The Eberly Campus
  • Penn State Greater Allegheny
  • Penn State Hazleton
  • Penn State Lehigh Valley
  • Penn State Mont Alto
  • Penn State New Kensington
• Penn State Schuylkill
• Penn State Shenango
• Penn State Wilkes-Barre
• Penn State Scranton
• Penn State York

Students interested in undergraduate majors offered by these colleges can typically start at one campus and finish at another through the 2+2 plan, or they can choose to stay at one campus for all four years if their campus of choice offers the major they want. To see the specific undergraduate majors available at each campus, search majors by campus in the Undergraduate Bulletin (http://bulletins.psu.edu/undergraduate).

MORE INFORMATION (http://bulletins.psu.edu/undergraduate/campsuses)

Colleges
Penn State's undergraduate majors are divided among academic colleges, which are the units from which students receive their degrees. Examples of colleges are Arts and Architecture, Eberly College of Science, and Education, among others. Academic colleges offer graduate programs as well; however, graduate degrees are awarded by the Graduate School. In addition to the 12 academic colleges at the University Park campus, Penn State has six academic colleges across Pennsylvania that allow students to finish their undergraduate degrees at a campus other than University Park.

With the exception of a few specialized programs, undergraduate students interested in majors offered by the above academic colleges can start their education at any Penn State campus and then transition to University Park following their second year to complete their degree as part of the 2+2 Plan.

In addition, the Pennsylvania College of Technology in Williamsport offers undergraduate enrollments in selected degree programs.

For a list of academic colleges, enrollment units, and special academic programs visit the Undergraduate Bulletin Colleges (http://bulletins.psu.edu/undergraduate/colleges) page.

MORE INFORMATION (http://bulletins.psu.edu/graduate/campuses)
• Off-Campus Student Support (https://studentaffairs.psu.edu/offcampus)
• Outreach and Online Education (https://www.outreach.psu.edu)
• Paul Robeson Cultural Center (http://studentaffairs.psu.edu/cultural)
• Penn State Learning (https://pennstatelearning.psu.edu)
• Residence Life (https://studentaffairs.psu.edu/reslife)
• Student Affairs, Office of (https://studentaffairs.psu.edu)
• Student Care & Advocacy (https://studentaffairs.psu.edu/studentcare)
• Student Conduct, Office of (https://studentaffairs.psu.edu/conduct)
• Student Organization Directory (https://studentaffairs.psu.edu/hub/studentorgs/orgdirectory)
• Summer Session (https://summersession.psu.edu)
• Undergraduate Research (https://undergradresearch.psu.edu)
• University Fellowships Office (https://ufo.psu.edu)
• Veterans Programs, Office of (http://equity.psu.edu/veterans)
• University Libraries (https://libraries.psu.edu)
MD PROGRAM

Overview

Penn State College of Medicine offers a complete medical education program leading to the MD degree. Its central campus is located in Hershey, PA at the Milton S. Hershey Medical Center, which is a part of Penn State Health's multi-hospital health system.

In addition to the program's central curriculum on the Hershey campus, there are two parallel curricula within the overall medical education program. Our 3+ Curricular Model is located on the central campus in Hershey, and our University Park Curriculum is located in University Park, PA.

Our faculty is focused on creating humanistic physicians who are adaptive, critical-thinking, collaborative, and scholarly.

All students will be expected to meet our list of competencies (https://students.med.psu.edu/md-students/medical-student-competencies-and-subcompetencies-for-graduation) and minimum essential standards (https://students.med.psu.edu/md-students/handbook/question_minimumessentialstandardsformatriculationpromotionandgraduation) before graduating with an MD degree.

Our Four-Pillar Model

Traditionally, medical education has focused on two pillars: medical science and clinical care. Today — as healthcare delivery rapidly shifts from physician-centric to patient-centric, from care of the individual to care of populations — a more comprehensive model is needed.

At Penn State College of Medicine, the two pillars have transformed to four:

- Humanities
- Medical science
- Clinical science
- Systems science

As an MD student, you will learn health, healing, and humanity through:

- Early patient experiences
- Small-group learning teams
- Longitudinal care in a team-based medical home
- Peers helping each other
- Quality improvement
- Supportive environment

Admission Requirements

Penn State University College of Medicine is committed to developing tomorrow's diverse group of humanistic, systems-thinking physicians who will serve people in times of health and in times of illness. We seek strong applicants who come to medicine with a passion to serve and who are poised for the depth and breadth of learning demanded for tomorrow's physicians and leaders.

We accept students in good standing who will be graduates of accredited colleges and universities in the U.S. or Canada before matriculation to Penn State College of Medicine. There are no restrictions on the type of major a student chooses. The Medical College Admission Test (MCAT) is required and used along with other data to predict success in our educational program.

Prerequisite Preparation For Admission

Penn State College of Medicine recognizes that its applicants bring varied and rich undergraduate academic and personal experiences to their admissions credentials. In order to acknowledge the diversity and flexibility of preparation of our applicants, we have chosen to describe the competencies we expect of our students at the time of entry into medical School. Instead of listing prerequisite course requirements, we describe required competencies that will most often be met through traditional and/or newly established interdisciplinary courses of study in an accredited institution of higher learning. We define competency as the acquired knowledge to solve problems in the discipline. Applicants will indicate whether the acquired competency was obtained by course work or other activity such as research or work. Competitive applicants should demonstrate competency in each of the following five areas adapted from the MCAT description (https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam):

- **Biological and Biochemical Foundations of Living Systems:** The contribution of biomolecules to the structure and function of cells; the interaction of molecules, cells, and organs in carrying out the functions of living organisms; the interplay of complex systems, tissues and organs in sensing internal and external environments and maintaining internal environment stability in the setting of changing external environments.

- **Chemical and Physical Foundations of Biological Systems:** Application of physical principles to explain how complex living organisms transport materials, sense their environment, process signals and respond to changes; use of principles that govern chemical interactions and reactions to form the basis for the molecular dynamics of living systems.

- **Psychological, Social and Biological Foundations of Behavior:** Biological, psychological and sociocultural factors that influence how individuals perceive, think about and react to the world; how they influence behavior and behavior change, how we think about ourselves and interact with others, and how they influence well-being and access to resources that influence well-being.

- **Critical Analysis and Reasoning Skills:** Comprehension of texts, extrapolating ideas to new contexts; assessing the impact of introducing new factors, information or conditions to ideas from the text.

- **Scientific Inquiry and Thinking & Reasoning:** Knowledge of scientific principles, scientific reasoning and problem-solving, reasoning about the design and execution of research, data-based statistical reasoning, and general mathematical concepts and techniques.

Mastery of competencies is reflected by a strong performance in the classroom and on the MCAT, knowledge gained from formative experiences, and letters of reference. Applicants should have engaged in-depth study based on the AAMC-HHMI Scientific Foundations for Future Physicians (https://members.aamc.org/eweb/DynamicPage.aspx?Action=Add&ObjectKeyFrom=1A83491A-9853-4C87-86A4-F7D95601C2E8&WebCode=ProdDetailAdd&DoNotSave=yes&ParentObject=CentralizedOrderEntry&ParentDataObject=Invoice%20Detail&ivd_formkey=69202792-63d7-4ba2-bf4e-a0da41270555&ivd_prd_key=624AAF22-

In addition to the above Science and Thinking & Reasoning competencies, Penn State College of Medicine expects applicants to demonstrate achievement of Interpersonal and Intrapersonal competencies. The following competencies are derived from the interpersonal and intrapersonal descriptions within the AAMC Core Competencies for Entering Medical Students (https://www.staging.aamc.org/initiatives/admissionsinitiative/competencies).

- **Interpersonal**: desire to help others; aware that social and behavioral cues affect interactions and behaviors; interacts effectively with people from diverse backgrounds; works collaboratively in teams; listens effectively and conveys information clearly.
- **Intrapersonal**: behaves in an honest and ethical manner; fulfills obligations in a timely and satisfactory manner; tolerates and adapts to stressful or changing environments; sets for continuous improvement; reflects on actions and solicits feedback.

### Coursework and Experience

Though the most common methods of becoming competent in the Science, Thinking & Reasoning, Interpersonal and Intrapersonal competencies will be formal coursework and personal experiences, we acknowledge that students may accomplish the learning in other ways. Alternative methods of preparation, in combination with coursework, might include research or employment experiences.

### Advanced Placement Coursework

Penn State College of Medicine recognizes advanced placement courses for competencies only if they appear as earned credit on the applicant's college transcript. However, many of the most competitive applicants have fulfilled advanced course work in those same areas during their baccalaureate years.

### How to Apply

We encourage students from diverse backgrounds who have strong potential for leadership and service in broad areas of patient care, research, medical education, administration, and service to apply to our program.

The education of a physician comprises a preparatory phase in college, a rigorous course of professional education leading to the MD degree, postgraduate or residency training, and lifelong continuing education after the conclusion of formal training.

The award of the MD degree signifies the individual has acquired a broad base of knowledge and skills requisite for the practice of medicine. The medical school educational process prepares an individual to be a physician — not a surgeon, psychiatrist, or any other specialist.

We require an online application to be submitted through AMCAS (https://www.aamc.org/students/applying/amcas) and a secondary application for the College of Medicine. Applicants judged to be most qualified are invited for an interview mid-September through March. See a detailed application timeline with deadlines (http://med.psu.edu/md/apply/deadlines).

### Application Process

Candidacy with the Penn State College of Medicine is subject to the following procedure and guidelines:

- Complete and submit an online application (https://www.aamc.org/students/applying/amcas) to the American Medical College Application Service (AMCAS), indicating Penn State College of Medicine as one of your medical schools of choice. For more information, call the Association of American Medical Colleges (AAMC) at 202-828-0600 (http://bulletins.psu.edu/medicine/md-program/field12028280600).
- Upon receipt of your initiated AMCAS application, beginning in July, Penn State College of Medicine will notify you via email to complete and submit our web-based Secondary Application.
- Provide AMCAS with official transcripts, service fees, and letters of recommendation. AMCAS will verify application information and send it electronically to Penn State College of Medicine. We must receive your fully verified and processed AMCAS application by November 15.
- Applicants seeking an application fee waiver are reviewed on an individual basis only after an AMCAS fee waiver has been granted and appropriate documentation submitted.
- Letters of recommendation are required from each institution that has granted you a degree and any institution you are attending or plan to receive a degree. A composite recommendation from a pre-professional committee is strongly recommended. If there is no such committee, letters should be solicited from individual faculty members as outlined in the secondary application instructions. If there is a pre-professional committee and a recommendation will not be forthcoming, you should explain why in a separate letter to the admissions committee. Applicants who have been enrolled in a graduate program are required to provide an additional letter of support from their graduate program. Please note: The College of Medicine is only accepting letters through the AMCAS letter system (http://www.aamc.org/students/amcas/faq/amcasletters.htm). You must send, or have sent, your letters directly to AMCAS. Please reference the website above or call AMCAS at 202-828-0600 for further clarification.
- It is the policy of the College of Medicine not to grant requests for late application.
- It is the applicant’s responsibility to see that the application is complete. A completed application is one in which all necessary materials have been submitted with all questions on each form completely and answered, the $80 application fee has been paid, and the required letters of recommendation have been received and processed by AMCAS.

### Correspondence Policy

The “preferred” addresses (mail and email) on applicants’ AMCAS applications are the addresses to which any printed correspondence from Penn State College of Medicine will be sent. If your preferred addresses (mail or email) change after you have submitted your application to AMCAS, you will need to enter the new addresses on your electronic application, then re-certify and re-submit your application to AMCAS with the updated addresses.

Email is a primary and official mode of communication between the College of Medicine and its applicants. Some correspondence from the College of Medicine is only sent by email and will not be sent to
you unless you provide an email address. Due to the importance of the admissions process, we recommend that applicants establish a unique email address for during the process and check that email address regularly throughout the process. Be sure to keep both your email address and your preferred address up-to-date at all times.

It is the sole responsibility of the applicant to make sure that the email address indicated as "preferred" on the AMCAS application is functional. The College of Medicine is not responsible for email that unable be delivered or for emails deleted as bulk, spam, or the like.

**Interview Process**

The interview is an essential component of the selection process. It provides vital information about the applicant that is impossible to obtain by any other means.

Faculty interviews with critical evaluations are the only method within the admissions process for the assessment of the important nonacademic attributes of applicants. The selection committee places great importance on these evaluations in making decisions on admission.

**Dates:** Monday, Wednesday and Friday, mid-September through March.

**Interview day:** One half of the applicants will interview in the morning and the other half in the afternoon. Both groups will tour the facility and lunch together. Two or three faculty members will interview each applicant.

**Interview Agenda**

**Group 1**

8:30 a.m.: Arrival and registration  
8:45 a.m.: Welcome and overview of day’s activities  
9 to 11 a.m.: Faculty interviews

**Group 2**

10:30 a.m.: Arrival and registration  
10:45 a.m.: Welcome and overview of day’s activities

**Groups 1 and 2**

11:15 a.m.: College of Medicine presentation and Q&A  
Noon: Lunch with medical students  
1 p.m.: Tour of College of Medicine and Medical Center Complex

**Group 1**

2 p.m.: Group checks out and is finished for the day

**Group 2**

2 to 4 p.m.: Faculty interviews  
4:15 p.m.: Group checks out and is finished for the day

Official action following the interview is made by the medical student selection committee. The action taken by the committee may be acceptance, hold, or rejection. Candidates will be notified of a decision within six to eight weeks of the interview.

**International Applicants**

International applicants must complete all academic requirements for admissions in an accredited United States or Canadian college or university.

They must also follow the same application procedures (http://med.psu.edu/md/apply/process), and adhere to the same timeline and deadlines (http://med.psu.edu/md/apply/deadlines) as domestic applicants.

**Obtaining Visa Eligibility Documentation**

If you’re accepted to the College of Medicine, you will need to officially accept your offer of admission. After you have accepted your offer of admission, the Directorate of International Student and Scholar Advising (DISSA) will contact you by email to provide you with a link and a set of instructions for how to access their online system (iStart).

There, you will be directed to work through a pre-arrival checklist that helps guide newly admitted international students through the process of requesting visa eligibility documentation (I-20/DS-2019) and/or gaining clearance to register for classes, in addition to other crucial steps toward attending the Penn State College of Medicine.

**Please note:** All newly admitted international students need to access DISSA’s iStart system and complete the Request I-20/DS-2019 OR Provide Current Visa Documentation step. It can take DISSA two to three weeks to process requests for an I-20/DS-2019. If you are outside the U.S. and must apply for a student visa, you should submit your request for an I-20/DS-2019 no later than May 15 of your year of matriculation, to allow time for you to obtain a visa and make travel arrangements. Please be guided accordingly in submitting documents to DISSA.

Accepted international applicants are sent a checklist detailing the above requirements, as well clearly indicating the deadlines for submission of these documents.

If the checklist items are not fulfilled by the indicated deadlines, candidates will be withdrawn from the entering class without the possibility of reinstatement.

**Financing Your Medical Education**

Accepted international applicants must verify the ability to finance their medical education. Foreign nationals are not eligible for financial support from the federal government or Penn State University. Learn about the financial aid verification procedure for Penn State University and the College of Medicine (https://global.psu.edu/category/you-arrive).

**Questions?**

If you have questions about your application or about admissions, please contact the Penn State College of Medicine Office of Student Affairs at 717-531-8755 or StudentAdmissions@pennstatehealth.psu.edu.

If you have questions about your proof of finances and the verification procedure, please contact Student Aid at 717-531-7052 or StudentAid@pennstatehealth.psu.edu.

**Core Curriculum and Competencies**

The central curriculum and the two parallel tracks share numerous curricular elements, the result of deliberate educational program design that ensures comparability. At the core, they share the same vision, core curriculum, four-phase curriculum framework and the same graduation and education program competencies.

**MD Program Vision**

To guide the development of a humanistic, systems-ready physician who is adaptive, critical thinking, collaborative and scholarly.

**Core Curriculum**

The core curriculum, defined by the Committee on Undergraduate Medical Education (CUMED) is built on a four-pillar framework of 1) Biomedical
Sciences, 2) Health Humanities, 3) Clinical Sciences, and 4) Health Systems Sciences.

**Four-Phase Curriculum Framework**
The central curriculum and the two parallel curricula are designed around a four-phase framework:

- **Phase I - Foundations:** Students in Penn State College of Medicine, whether in the Hershey central curriculum (HC), the 3+ parallel track at Hershey (HC3+) or the University Park curriculum parallel track (UPC) engage in two common instructional formats — small group problem-based learning and direct patient experiences — with variations on the intensity with which each is used. For both HC and HC3+ lectures supplement the instructional formats. At UPC, which is a “no lecture” track, the more extensive small group problem-based learning sessions, which are referred to as Inquiry groups (IQ), and science seminars serve as the instructional formats that subsume the content expectations typically delivered in lectures. Students in HC/HC3+ take the foundational courses sequentially prior to clerkships. Students in UPC take some foundational courses before and some after clerkships.

- **Phase II - Clinical Core:** Student all complete the same eight core clerkships, though the instructional format may be blocks or longitudinal. All students must take USMLE Step 1 before progressing to Phases III/IV.

- **Phase III/IV - Discovery & Residency Prep:** Two required courses – Translating Health Systems Science to the Clinical Setting and Profession of Medicine III (Transition to Residency) are common for all students. Additionally, all students must complete two acting internships, a Humanities selective, and electives to enhance their competency-directed progression in learning, professional identity formation and residency preparation.

The phases intersect and transitions are flexible, depending on the curriculum option.

**Core Competencies**
The 10 core competencies for Penn State College of Medicine are:

1. Patient care
2. Knowledge for practice
3. Practice-based learning and improvement
4. Interpersonal and communication skills
5. Professionalism
6. Systems-based practice
7. Inter-professional collaboration
8. Personal and professional development
9. Medical humanities
10. Critical thinking

The central Hershey Curriculum and the two parallel curricula share, in addition, the following:

- Governed by the same curriculum committee (CUMED)
- Participate in the same course and clerkship directors’ subcommittees of CUMED
- Report to the same Vice Dean for Educational Affairs
- Grades reported through a single individual
- Use the same curriculum management system
- Use the same student assessment system
- Use the same evaluation system for end of course and clerkship student feedback
- Require the Medical Student Research Project (MSR) for all students

**Hershey Curriculum**
The practice of medicine is undergoing major changes. Many of these changes are part of a transformation that will alter the way healthcare is organized and delivered in the future.

The four-phase curriculum is learner-centered and has been developed to prepare you for a successful career in a more integrated healthcare system.

The committee on undergraduate medical education, composed of faculty and students, meets regularly to evaluate and modify the curriculum to keep pace with new knowledge and changes in healthcare delivery.

Through our curriculum, you will gain:

- A well-grounded connection between medical science and patient care
- A commitment to evidenced-based medicine
- An appreciation of the patient experience of illness
- A commitment to humanistic patient care
- Advocacy for access to all and reduction in healthcare inequities

**Patient Navigator Program**
Penn State College of Medicine is among 11 of the nation's medical schools — including the University of Michigan, Vanderbilt, and NYU — to be awarded a $1 million grant from the American Medical Association to transform the way medical students are prepared for today's health system. One of our initiatives is the patient navigator program, an opportunity for students to guide patients through the complicated process of getting the care they need.

MORE INFORMATION (http://med.psu.edu/md/hershey)

**Emphasis on Humanities**
We value the art of healing — not just the science of it. Penn State College of Medicine was the first medical school in the country to have a dedicated humanities department, and this focus is reflected in our curriculum:

- **Phase 1:** Humanities coursework every Tuesday morning
- **Phase 2:** Humanities stripe across clerkships (“backstory rounds”)
- **Phase 4:** Month-long humanities selective (required). Recently offered courses include:
  - Human Virtue
  - Jazz and the Art of Medicine
  - Graphic Storytelling (http://sites.psu.edu/graphicnarratives)
  - Medical Narratives
Additional humanities activities include the Farmers Market in Hershey, the arts and literature journal Wild Onions (http://sites.psu.edu/wildonions), and the Kienle Center Players (http://sites.psu.edu/kienlecenter), a drama group.

**Curriculum**

**Year 1**

- **Profession of Medicine I**
  - *Two weeks in the middle of July*
  - This course, the first you will attend at Penn State College of Medicine, is designed to help you make the transition to medical education and training and to begin to build some of the skills necessary for success in medical school and a career in medicine. The transition to medical school is a very important time in the life of every doctor. No longer are you in college or a master's program, striving for high grades as an end in and of themselves, or as a ticket to gaining admission to medical school. These first weeks mark that time when you join the collegial ranks of the profession, and medical school represents the first step of on-the-job training. Profession of Medicine continues throughout your medical school curriculum as you transition into clinical rotations and prepare for residency.

- **Medical Humanities**
  - *Beginning of August to first week in November*
  - Medical Humanities includes topics such as empathy, suffering and resilience, and the cultures of medicine and medical education.

- **The Science of Mind-Body**
  - *December to end of February, with break*
  - The Science of Mind-Body explores topics such as placebos, learned helplessness, behavior change and groupthink.

- **Critical Thinking**
  - *March to end of April, with break*
  - Critical Thinking takes up topics such as metacognition, cognitive errors and biases, intuitive versus analytic thinking, and medical decision-making in the face of uncertainty.

- **Science of Health Systems**
  - *August through May, with breaks*
  - This 17-month longitudinal course spans the full medical school experience with the main focus in Phases 1 and 2. In this new health systems component, students will experience a new Science of Health Systems curriculum, where they will learn the foundations of health systems, health care delivery, financing, insurance, population and public health, socio-ecological medicine, quality, safety, value, and teamwork and leadership. Additionally, students will serve as patient navigators within the health system. Both the curriculum and patient navigator experience will allow students to develop the knowledge, skills, and attitudes to function effectively amid the complexities of an evolving health system.

- **Foundations of Patient-Centered Care**
  - *Middle of July to next June, with breaks*
  - This course, which spans the first 19 months of medical school training at Penn State College of Medicine, is administered within each student’s respective Society and is integrated with other first- and second-year courses. The course consists of three components: communication/clinical interviewing, physical examination, and integration, application and advancement teaching sessions.

- **Scientific Principles of Medicine**
  - *End of July through October*
  - This course is offered as part of the Hershey track.

- **Anatomy**
  - *End of October to beginning of June, with breaks*
  - Anatomy is taught through a series of block systems courses throughout Year 1: Musculoskeletal System, Hematology, Cardio-Respiratory Medicine and Renal Medicine.

- **Musculoskeletal System, Dermatology and Rheumatology**
  - *End of October to middle of December (with break)*
  - This course has three major components. The first is dedicated to orthopedics, the second to rheumatology, and the third to dermatology. The course integrates dermatology, immunology, family medicine (sports medicine), internal medicine (rheumatology), orthopedics, pathology, and pediatrics (rheumatology). The subject matter is linked as joint disease connects orthopedics and rheumatology and, immunology connects rheumatology and dermatology. The lecture content and problem-based learning cases will help to illustrate the “connectedness” of this block of material.

- **Hematology**
  - *End of December to middle of January, with break*
  - The goal of the hematology course is to provide students with an introduction to the pathophysiology, clinical manifestations, and the principles of treatment of diseases of the blood and blood-forming organs.

- **Cardio-Respiratory Medicine**
  - *Middle of January to beginning of April*
  - The Cardio-Respiratory course is the students’ first intensive exposure to integrative physiology. Cardio-Respiratory Medicine requires mastery of cardiovascular and respiratory physiology, anatomy, embryology, histology, pathology, immunology and pharmacology, as well as the clinical science underlying cardiovascular and respiratory disease. Lectures and problem-based learning cases are augmented by hands-on EKG sessions, training in the techniques of cardiac physical examination, workshops, lung and heart sounds simulations and a ventilation simulation laboratory. Cardiovascular disease remains a leading killer of Americans and lung disease is prevalent; knowledge gained here will be useful throughout your entire medical career.

- **Renal Medicine**
  - *End of April through May*
  - The course provides an introduction to the physiology, anatomy, pharmacology, microbiology, and pathology of the kidneys and urinary tract. Topics include the relationship between structure and function of urinary system; fluid, electrolyte and acid/base homeostasis in health and disease; etiology and manifestations of common diseases of the kidneys; and cellular processes that mediate the actions of pharmacological agents active in the urinary system.

- **Clinical Skills Immersion**
  - *Second week in April*
  - This is a week of clinical skills immersion.
- Primary Care Preceptorship
  - One week in April
  - The Primary Care Preceptorship is an optional experience during spring break that provides an opportunity for first-year medical students to participate in an organized educational experience with physicians who are board certified in the specialties of family medicine, internal medicine, and/or pediatrics. This course is scheduled for one week and requires each student to complete 40 hours within the ambulatory care setting of his/her designated preceptor. All clinical training sites are reviewed to ensure the learning environment can provide students with the opportunity to achieve defined learning objectives and the physicians who teach are up-to-date on board certifications. The course offers a clinical experience early in the students’ medical education and exposure to the fundamentals of patient care within the emerging models of health care in the 21st century. Students are offered clinical training experiences within the setting of the Commonwealth of PA, participating practices nationally, and an international track in affiliation with Global Brigades.

- Reflection and Assessment
  - First week in June
  - This is a week of reflection and assessment.

- Scholarship/Research and Global Health
  - Summer, end of Year 1
  - Over the summer, students have the opportunity to do research for the Medical Student Research project and/or participate in Global Health opportunities.

Year 2
- Scholarship/Research and Global Health
  - Summer, start of Year 2
  - Over the summer, students have the opportunity to do research for the Medical Student Research project and/or participate in Global Health opportunities.

- Medical Ethics and Professionalism
  - Middle of August through October
  - Medical Ethics and Professionalism provides students with a framework for decision making in the face of common ethical challenges and addresses issues involving autonomy, informed consent, advance care planning, medical mistakes and truth-telling.

- Science of Health Systems
  - Middle of August to early February of following year, with breaks
  - This 17-month longitudinal course spans the full medical school experience with the main focus in Phases 1 and 2. In this new health systems component, students will experience a new Science of Health Systems curriculum, where they will learn the foundations of health systems, health care delivery, financing, insurance, population and public health, socio-ecological medicine, quality, safety, value, and teamwork and leadership. Additionally, students will serve as patient navigators within the health system. Both the curriculum and patient navigator experience will allow students to develop the knowledge, skills, and attitudes to function effectively amid the complexities of an evolving health system.

- Foundations of Patient-Centered Care
  - Middle of August through January, with breaks
  - This course, which spans the first 19 months of medical school training at Penn State College of Medicine, is administered within each student’s respective Society and is integrated with other first- and second-year courses. The course consists of three components: communication/clinical interviewing, physical examination, and integration, application and advancement teaching sessions.

- Gastrointestinal and Nutrition
  - Middle of August to third week in September
  - This course provides exposure to the foundational basic science and advanced concepts necessary to understand the approaches used to diagnose, treat and manage disorders of nutrition, the oropharynx, esophagus, stomach, small and large bowel, pancreas, biliary system and liver. Foundational material will include integrative physiology of these organs. The students will develop the ability to differentially diagnose, describe treatments, and review management of nutritional disorders and support as well as diseases of the GI organs and liver. The pathogenesis, pathology, differential diagnosis, clinical course, and complications of GI and liver diseases will be covered along with aspects of clinical management, especially the pharmacology of drugs used to treat them. The course will augment large-group classroom learning opportunities with problem-based learning, wet laboratory and simulation laboratory experiences.

- Endocrinology and Reproductive Medicine
  - Last week of September through middle of November
  - The goal of this course is to learn about the general principles, physiology actions, causes and consequences of insufficiency or excess chemical messengers that function as hormones. These principles are then incorporated into the anatomy, histology and physiology of the female and male reproductive system, including pregnancy. Basic disease processes and therapeutics, including pharmacology, are also covered.

- Neural and Behavioral Science
  - End of November to middle of February, with break
  - NBS incorporates basic neuroanatomy, neuropathology, neurology, neurapharmacology, anesthesia, ophthalmology, radiology, behavioral science, and psychiatry. The goal is for students to understand the structure of the human nervous system, the biological mechanisms that underlie the functions of the nervous system, the neural basis of behavior, and the diagnosis, pathology and treatment of diseases that affect the nervous system by incorporating these topics with clinical relevance. The course also includes pathology wet labs and Neurology Day, where students interact in small groups with 14 patients who have various neurological disorders.

- Communication
  - Early November to middle of February, with break
  - Communication focuses on exploring assumptions and biases that impact communication and communicating in dyads, teams, and larger systems.
• **Profession of Medicine II**
  • *Last two weeks of February; Third week in April*
  • This course focuses on successfully transitioning students from preclinical to clinical training, building on the knowledge and clinical skills covered in Phase I. It includes advanced clinical skills training through simulation as well as several fundamental medical principles from various specialties that will be expanded and reinforced in subsequent clerkships. In addition, roles and responsibilities of a third-year medical student are covered through discussions on reflection, professionalism, and communication.

• **Health Systems in Clerkships**
  • *March through end of Year 2*
  • Health Systems in Clerkships accompanies the Year 2 Clerkships.

• **Clerkships**
  • *Beginning of March through end of next March*
  • Required core clinical clerkships begin toward the end of Year 2. Clerkships are taught in three blocks. See clerkship details here (https://students.med.psu.edu/md-students/clerkships).
    • Block 1 clerkships are May to August.
    • Block 2 clerkships are August through third week of November.
    • Block 3 clerkships are end of November through March.

• **Career Exploration and Synthesis**
  • *Three weeks over end of July/beginning of August*
  • This is a week and a half Career Exploration and Synthesis session.

• **Clinically Integrated Medical Sciences**
  • *Middle of May to middle of March, next year*
  • This course will focus on building an integrated sciences approach into third-year medical students’ clinical training. Mastery of the processes covered by the course will enhance students’ ability to think critically about complex, clinical problems through the respective lenses of biomedical sciences, systems and social sciences. This course incorporates a humanities stripe dedicated to student reflection on clinical experiences while providing a supportive environment for sharing difficulties and insights.

• **Assessment Week**
  • *Second week in August*
  • This is a reflection and assessment week at the end of Year 2.

• **Year 3 Clerkships**
  • *Middle of March*
  • Required core clinical clerkships begin toward the end of Year 2 and continue in Year 3. Clerkships are taught in three blocks. See clerkship details here (https://students.med.psu.edu/md-students/clerkships).
    • Block 1 clerkships are May through the first two weeks of August.
    • Block 2 clerkships are August through most of November.
    • Block 3 clerkships are the end of November to the last week of March.

• **Career Exploration and Synthesis**
  • *End of July, beginning of August*
  • This is a week and a half Career Exploration and Synthesis session.

• **Clinically Integrated Medical Sciences**
  • *Middle of May through middle of March, next year, with breaks*
  • This course will focus on building an integrated sciences approach into third-year medical students’ clinical training. Mastery of the processes covered by the course will enhance students’ ability to think critically about complex, clinical problems through the respective lenses of biomedical sciences, systems and social sciences. This course incorporates a humanities stripe dedicated to student reflection on clinical experiences while providing a supportive environment for sharing difficulties and insights.

• **Kienle Groups**
  • *Year 3, with breaks*
  • The Kienle Group curriculum is part of a broader Humanities stripe across the entire Penn State curriculum and provides an opportunity for students to talk candidly about their personal challenges and perspectives as they move through their clinical clerkships. The sessions take place on designated Fridays during the course of the Clerkship year.

• **Health Systems in Clerkships**
  • *Beginning of March through end of Year 3 clerkships*
  • Health Systems in Clerkships accompanies the Year 3 Clerkships.

• **Assessment Week**
  • *Second week in August; Third week in November*
  • These are reflection and assessment weeks during Year 3.

• **Formative OSCE**
  • *Second week in November*
  • Students take formative and summative OSCEs prior to starting Phase III.

• **Career Exploration and Synthesis**
  • *July/August; Early November; Middle of March*
  • These are week-and-a-half Career Exploration and Synthesis sessions.

• **USMLE Study**
  • *January to March*
  • USMLE study begins midway through the third year.

• **Translating Health Systems**
  • *End of March*
  • Phase III begins with a two-week Translating Health Systems intersession. This course is designed to help students apply concepts of patient safety, quality improvement, value, and teams to the clinical setting. It provides students with opportunities to actively identify patient safety issues and develop a quality improvement project proposal. By design, this course emphasizes teamwork, an essential component in providing quality patient care. The goal is to guide learning in these concepts so that students will have the base knowledge to help improve care of their patients and the health system in which they will work during the fourth year of medical school and in residencies.
• **Phase III: Discovery**
  - Phase III continues with a discovery phase that allows for board preparation and career exploration as well as acting internships. Students move onto Phase IV whenever they make their decision as to what residency to seek.

• **Phase IV: Residency Prep**
  - Phase IV includes residency preparation, interviews and two total acting internships in different clinical fields or one acting internship and one critical care rotation. Additional requirements include one humanities elective, completing five total electives (to include electives from Phase II and Phase III), and the Professional Medicine III course (Transition to Internship). All graduation requirements are confirmed to be completed during this time. The College of Medicine offers a variety of clinical, teaching and research electives for students during this phase. Students also prepare for and take the USMLE Step 2 CK and CS in the earlier part of Year 4.

• **USMLE Step 1**
  - **End of Year 3**
  - Students prepare for and take USMLE Step 1 before the end of Year 3.

**Year 4**

• **Phase IV: Residency Prep**
  - **July to May, with breaks**
  - Phase IV includes residency preparation, interviews and two total acting internships in different clinical fields or one acting internship and one critical care rotation. Additional requirements include one humanities elective, completing six total electives (to include electives from Phase II and Phase III), and the Professional Medicine III course (Transition to Internship). All graduation requirements are confirmed to be completed during this time. The College of Medicine offers a variety of clinical, teaching and research electives for students during this phase. Students also prepare for and take the USMLE Step 2 CK and CS in the earlier part of Year 4.

• **Professional Medicine III**
  - **Beginning of May**
  - Profession of Medicine III course, or Transition to Internship, occurs at the end of each student’s medical school career and builds on these concepts in preparation for residency training. POM III is the final requirement for each graduating fourth year medical school class, taking place just prior to medical school graduation. Its structure includes both large group workshops (involving the entire fourth-year class) and a number of small group "selective" sessions. POM III was designed with goals of providing review and practice of key clinical skills and concepts, as well as introduction of new information regarding communication and collaboration with other health professionals, teaching and evaluation strategies for interns in their educator roles, and practice in effective patient handoffs. The course also includes time for reflection on professional responsibilities, personal stressors and individual support systems.

• **Graduation**
  - **May**
  - See the graduation section of this site (https://students.med.psu.edu/graduation-information) for more details.

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**University Park Curriculum**

Penn State College of Medicine’s University Park curriculum wants to move medical education into the 21st century.

Traditional medical education requires students to spend two years immersed in basic sciences before two years of clinical study. Our new modern curriculum, which is currently under development, aims to integrate the two areas and prepare students for the ongoing practice of evidence-based medicine in a rapidly changing healthcare environment.

Penn State College of Medicine has a tradition of excellence in education that is scientifically and clinically rigorous with a deep foundation in scholarship and humanistic care. Building on our experience, and benefiting from the resources that our regional campus in University Park offers, we invite you to learn in an environment that fosters interprofessional team skills, curiosity, and a commitment to the calling of medicine.

**Curriculum Highlights**

**Patient-based Experiences**

Immersion with patients and health care systems from the first days of medical school, integrated with active small group discussions, will drive your professional development as you explore the basic and clinical sciences, health systems science, and the health humanities.

**Individualized Mentoring**

Our small class size allows for one-on-one mentoring from our core faculty as well as longitudinal learning relationships with a diverse group of health professionals in our clinical practice and community service sites. This entire program of individualized “coaching” will ensure that you are able to take full advantage your experiential learning opportunities.

**Experiential Learning**

We all learn best when we can connect the skills and knowledge to our own experience. The UP curriculum is designed for you to anchor and motivate your learning in the patients and health care communities that you encounter, supported by colleagues, faculty, and ready access to the rich resources of the College of Medicine and Penn State University.

**Community Engagement**

You will collaborate with patients, community representatives, and systems sites to learn and develop community-based solutions that improve healthcare outcomes.

**A Culture of Respect and Humanistic Care**

Penn State College of Medicine was the first medical school in the nation to have a Department of Humanities and we remain committed to fostering the development of humanistic, curious health care professionals. The UP Curriculum has been specifically designed to support and enhance the role of the Health Humanities through patient experiences, integrated small group reflection, and faculty mentorship.

**Why University Park?**

The UP Curriculum track has been developed to build on the strong tradition of the Penn State College of Medicine, recognizing the unique opportunities provided by the combination of a community-based healthcare system, a diverse, research-intensive university, and a medical school faculty dedicated to creating innovative and meaningful educational programs.

The full integration of the basic and clinical sciences with health systems science and health humanities, along with community engagement...
and active, experiential learning strategies, form the centerpiece of the educational mission of the University Park Curriculum.

**Curriculum**

**Year 1**

- **Profession of Medicine I**
  - **Last half of July**
  - This course, the first you will attend at Penn State College of Medicine, is designed to help you make the transition to medical education and training and to begin to build some of the skills necessary for success in medical school and a career in medicine. The transition to medical school is a very important time in the life of every doctor. No longer are you in college or a master's program, striving for high grades as an end in and of themselves, or as a ticket to gaining admission to medical school.
  - These first weeks mark that time when you join the collegial ranks of the profession, and medical school represents the first step of on-the-job training. Profession of Medicine continues throughout your medical school curriculum as you transition into clinical rotations and prepare for residency.

- **Patients and Sciences 1**
  - **Middle of July to middle of December, with break**
  - The clinical experiences in Patients and Sciences 1 are designed to integrate students into practice sites in meaningful, patient-centered roles as patient navigators. Instead of paper cases in PBL, students bring real patient summaries to inquiry group (IQ) sessions where they co-create learning objectives around the four core Penn State College of Medicine pillars with faculty facilitators. Students then research the learning objectives for collaborative discussion, practical application, and additional question generation through the rest of the week and beyond. Students learn history, physical exam, and presentation skills in PS1 and PS2 and practice in their clinical immersion sites. In addition to the IQ groups and clinical immersions, students participate in collaborative science tutorials for deeper exploration of biomedical science concepts. Patients and Sciences 1 includes Biomedical, Health Humanities, Health Systems and Clinical Sciences sections.

- **Patient Navigation**
  - **Early August to mid-December**
  - Patient Navigation is an integral part of Patients and Sciences 1 in the University Park track.

- **Patients and Sciences 2**
  - **January to June**
  - The experiences in Patients and Sciences 2 are designed to build on what is learned in Patients and Sciences 1.

- **Primary Care Immersion**
  - **January to June**
  - Primary Care Immersion is an integral part of Patients and Sciences 2 in the University Park track.

- **Primary Care Preceptorship**
  - **Middle of April**
  - The Primary Care Preceptorship is an optional experience during spring break that provides an opportunity for first-year medical students to participate in an organized educational experience with physicians who are board certified in the specialties of family medicine, internal medicine, and/or pediatrics. This course is scheduled for one week and requires each student to complete 40 hours within the ambulatory care setting of their designated preceptor. All clinical training sites are reviewed to ensure the learning environment can provide students with the opportunity to achieve defined learning objectives and the physicians who teach are up-to-date on board certifications. The course offers a clinical experience early in the students’ medical education and exposure to the fundamentals of patient care within the emerging models of health care in the 21st century. Students are offered clinical training experiences within the setting of the Commonwealth of PA, participating practices nationally, and an international track in affiliation with Global Brigades.

- **Reflection and Assessment**
  - **End of May/Early June**
  - This is a week of reflection and assessment.

- **Portfolio**
  - **Second week in June**
  - This is a week for portfolio development.

- **Scholarship/Research and Global Health**
  - **Summer, end of Year 1**
  - Over the summer, students have the opportunity to do research for the Medical Student Research project and/or participate in Global Health opportunities.

**Year 2**

- **Scholarship/Research and Global Health**
  - **Summer, start of Year 2**
  - Over the summer, students have the opportunity to do research for the Medical Student Research project and/or participate in Global Health opportunities.

- **Profession of Medicine II**
  - **Beginning of Year 2**
  - This course focuses on successfully transitioning students from preclinical to clinical training, building on the knowledge and clinical skills covered in Phase I. It includes advanced clinical skills training through simulation as well as several fundamental medical principles from various specialties that will be expanded and reinforced in subsequent clerkships. In addition, roles and responsibilities of a third-year medical student are covered through discussions on reflection, professionalism, and communication.

- **Clerkships**
  - **Years 2 and 3**
  - Required core clinical clerkships in Internal Medicine, Family and Community Medicine, Psychiatry, Underserved Medicine and Domestic Health, Neurology, Obstetrics and Gynecology, Pediatrics and Surgery begin in Year 2 and continue in Year 3. Clerkships are taught in three blocks.

- **Clinically Integrated Medical Sciences**
  - **Year 2, with breaks**
  - This course will focus on building an integrated sciences approach into third-year medical students' clinical training. Mastery of the processes covered by the course will enhance students’ ability to think critically about complex, clinical problems through the respective lenses of biomedical sciences, systems and social sciences. This course incorporates a
humanities stripe dedicated to student reflection on clinical experiences while providing a supportive environment for sharing difficulties and insights.

- **Humanities**
  - *Year 2, with breaks*
  - Humanities coursework continues through Year 2.

- **Health Systems in Clerkships**
  - *Year 2, with breaks*
  - Health Systems in Clerkships accompanies the Year 2 Clerkships.

- **Assessment Weeks**
  - *There are three reflection and assessment weeks in Year 2.*

**Year 3**

- **Patients and Sciences 4**
  - *The experiences in Patients and Sciences 4 are designed to build on what is learned in Patients and Sciences 1 and 2.*

- **Assessment Week**
  - *This is a reflection and assessment week.*

- **USMLE Study**
  - *USMLE study begins midway through the third year.*

- **Translating Health Systems**
  - *Phase III includes a two-week Translating Health Systems intersession. This course is designed to help students apply concepts of patient safety, quality improvement, value, and teams to the clinical setting. It provides students with opportunities to actively identify patient safety issues and develop a quality improvement project proposal. By design, this course emphasizes teamwork, an essential component in providing quality patient care. The goal is to guide learning in these concepts so that students will have the base knowledge to help improve care of their patients and the health system in which they will work during the fourth year of medical school and in residencies.*

- **Phase III: Discovery**
  - *Phase III includes a discovery phase which allows for board preparation and career exploration as well as acting internships.*

- **Phase IV: Residency Prep**
  - *Phase IV includes residency preparation, interviews and two total acting internships in different clinical fields or one acting internship and one critical care rotation.*

- **USMLE Step 1**
  - *End of Year 3*
  - *Students prepare for and take USMLE Step 1 before the end of Year 3.*

**Year 4**

- **Phase IV: Residency Prep**
  - *Year 4, with breaks*
  - *Phase IV includes residency preparation, interviews and two total acting internships in different clinical fields or one acting internship and one critical care rotation. Students also prepare for and take the USMLE Step 2 CK and CS in the earlier part of Year 4.*

  - **Profession of Medicine III**
    - *Spring*
    - *Profession of Medicine III course, or Transition to Internship, occurs at the end of each student’s medical school career and builds on these concepts in preparation for residency training. POM III is the final requirement for each graduating fourth year medical school class, taking place just prior to medical school graduation. Its structure includes both large group workshops (involving the entire fourth-year class) and a number of small group “selective” sessions. POM III was designed with goals of providing review and practice of key clinical skills and concepts, as well as introduction of new information regarding communication and collaboration with other health professionals, teaching and evaluation strategies for interns in their educator roles, and practice in effective patient handoffs. The course also includes time for reflection on professional responsibilities, personal stressors and individual support systems.*

  - **Graduation**
    - *June*

**Accelerated Hershey Curriculum**

Penn State College of Medicine has launched a set of “3+” pathways that allow students to select a concentration of study that will enhance/accelerate their professional development.

**Option 1: Three-Year MD Accelerated Pathways**

Students will complete the medical degree in three years followed by residency training at Penn State in their chosen specialties, which currently include family medicine, emergency medicine, internal medicine, neurosurgery and orthopaedics. The benefits of the accelerated option include reduction of the cost of medical education and earlier career entry. The linkage of undergraduate and graduate medical education optimizes opportunities for continuity of patient care, mentoring and advising.

**Option 2: Clinician Scientist and Clinician Educator Pathways**

These pathways allow students to achieve school-wide competencies and complete the core graduation requirements in three years while devoting the fourth year of medical school to either research (Clinician Scientist Pathway) or a Master of Education degree (Clinician Educator Pathway).

MORE INFORMATION (http://med.psu.edu/md/accelerated)

**Curriculum**

**Year 1**

- **Profession of Medicine I**
  - *Two weeks in the middle of July*
  - *This course, the first you will attend at Penn State College of Medicine, is designed to help you make the transition to medical education and training and to begin to build some of the skills necessary for success in medical school and a career in medicine. The transition to medical school is a very important time in the life of every doctor. No longer are you in college or a master’s program, striving for high grades as an end in and of themselves, or as a ticket to gaining admission to medical school. These first weeks mark that time when you join the collegial ranks of the profession, and medical school represents the first step of on-the-job training. Profession of Medicine continues throughout*
your medical school curriculum as you transition into clinical rotations and prepare for residency.

- **Medical Humanities**
  - *Beginning of August to first week in November*
  - Medical Humanities includes topics such as empathy, suffering and resilience, and the cultures of medicine and medical education.

- **The Science of Mind-Body**
  - *December to end of February, with break*
  - The Science of Mind-Body explores topics such as placebos, learned helplessness, behavior change and groupthink.

- **Critical Thinking**
  - *March to end of April, with break*
  - Critical Thinking takes up topics such as metacognition, cognitive errors and biases, intuitive versus analytic thinking, and medical decision-making in the face of uncertainty.

- **Science of Health Systems**
  - *August through May, with breaks*
  - This 17-month longitudinal course spans the full medical school experience with the main focus in Phases 1 and 2. In this new health systems component, students will experience a new Science of Health Systems curriculum, where they will learn the foundations of health systems, health care delivery, financing, insurance, population and public health, socio-ecological medicine, quality, safety, value, and teamwork and leadership. Additionally, students will serve as patient navigators within the health system. Both the curriculum and patient navigator experience will allow students to develop the knowledge, skills, and attitudes to function effectively amid the complexities of an evolving health system.

- **Foundations of Patient-Centered Care**
  - *Middle of July to next June, with breaks*
  - This course, which spans the first 19 months of medical school training at Penn State College of Medicine, is administered within each student’s respective Society and is integrated with other first- and second-year courses. The course consists of three components: communication/clinical interviewing, physical examination, and integration, application and advancement teaching sessions.

- **Scientific Principles of Medicine**
  - *End of July through October*
  - This course is offered as part of the Hershey track.

- **Anatomy**
  - *End of October to beginning of June, with breaks*
  - Anatomy is taught through a series of block systems courses throughout Year 1: Musculoskeletal System, Hematology, Cardio-Respiratory Medicine and Renal Medicine.

- **Musculoskeletal System, Dermatology and Rheumatology**
  - *End of October to middle of December (with break)*
  - This course has three major components. The first is dedicated to orthopedics, the second to rheumatology, and the third to dermatology. The course integrates dermatology, immunology, family medicine (sports medicine), internal medicine (rheumatology), orthopedics, pathology, and pediatrics (rheumatology). The subject matter is linked as joint disease connects orthopedics and rheumatology and, immunology connects rheumatology and dermatology. The lecture content and problem-based learning cases will help to illustrate the "connectedness" of this block of material.

- **Hematology**
  - *End of December to middle of January, with break*
  - The goal of the hematology course is to provide students with an introduction to the pathophysiology, clinical manifestations, and the principles of treatment of diseases of the blood and blood-forming organs.

- **Cardio-Respiratory Medicine**
  - *Middle of January to beginning of April*
  - The Cardio-Respiratory course is the students’ first intensive exposure to integrative physiology. Cardio-Respiratory Medicine requires mastery of cardiovascular and respiratory physiology, anatomy, embryology, histology, pathology, immunology and pharmacology, as well as the clinical science underlying cardiovascular and respiratory disease. Lectures and problem-based learning cases are augmented by hands-on EKG sessions, training in the techniques of cardiac physical examination, workshops, lung and heart sounds simulations and a ventilation simulation laboratory. Cardiovascular disease remains a leading killer of Americans and lung disease is prevalent; knowledge gained here will be useful throughout your entire medical career.

- **Renal Medicine**
  - *End of April through May*
  - The course provides an introduction to the physiology, anatomy, pharmacology, microbiology, and pathology of the kidneys and urinary tract. Topics include the relationship between structure and function of urinary system; fluid, electrolyte and acid/base homeostasis in health and disease; etiology and manifestations of common diseases of the kidneys; and cellular processes that mediate the actions of pharmacological agents active in the urinary system.

- **Clinical Skills Immersion**
  - *Second week in April*
  - This is a week of clinical skills immersion.

- **Primary Care Preceptorship**
  - *One week in April*
  - The Primary Care Preceptorship is an optional experience during spring break that provides an opportunity for first-year medical students to participate in an organized educational experience with physicians who are board certified in the specialties of family medicine, internal medicine, and/or pediatrics. This course is scheduled for one week and requires each student to complete 40 hours within the ambulatory care setting of his/her designated preceptor. All clinical training sites are reviewed to ensure the learning environment can provide students with the opportunity to achieve defined learning objectives and the physicians who teach are up-to-date on board certifications. The course offers a clinical experience early in the students’ medical education and exposure to the fundamentals of patient care within the emerging models of health care in the 21st century. Students are offered clinical training experiences within the setting of the
Commonwealth of PA, participating practices nationally, and an international track in affiliation with Global Brigades.

- **Reflection and Assessment**
  - *First week in June*
  - This is a week of reflection and assessment.

- **Acceleration Clerkships/Electives**
  - *Middle of March through end of Year 2*
  - This is the time when you will be accelerating your education to allow you to finish in 3 years.

**Year 2**

- **Scholarship/Research and Global Health**
  - *Summer, start of Year 2*
  - Over the summer, students have the opportunity to do research for the Medical Student Research project and/or participate in Global Health opportunities.

- **Medical Ethics and Professionalism**
  - *Middle of August through October*
  - Medical Ethics and Professionalism provides students with a framework for decision making in the face of common ethical challenges and addresses issues involving autonomy, informed consent, advance care planning, medical mistakes and truth-telling.

- **Science of Health Systems**
  - *Middle of August to early February of following year, with breaks*
  - This 17-month longitudinal course spans the full medical school experience with the main focus in Phases 1 and 2. In this new health systems component, students will experience a new Science of Health Systems curriculum, where they will learn the foundations of health systems, health care delivery, financing, insurance, population and public health, socio-ecological medicine, quality, safety, value, and teamwork and leadership. Additionally, students will serve as patient navigators within the health system. Both the curriculum and patient navigator experience will allow students to develop the knowledge, skills, and attitudes to function effectively amid the complexities of an evolving health system.

- **Foundations of Patient-Centered Care**
  - *Middle of August through January, with breaks*
  - This course, which spans the first 19 months of medical school training at Penn State College of Medicine, is administered within each student's respective Society and is integrated with other first- and second-year courses. The course consists of three components: communication/clinical interviewing, physical examination, and integration, application and advancement teaching sessions.

- **Gastrointestinal and Nutrition**
  - *Middle of August to third week in September*
  - This course provides exposure to the foundational basic science and advanced concepts necessary to understand the approaches used to diagnose, treat and manage disorders of nutrition, the oropharynx, esophagus, stomach, small and large bowel, pancreas, biliary system and liver. Foundational material will include integrative physiology of these organs. The students will develop the ability to differentially diagnose, describe treatments, and review management of nutritional disorders and support as well as diseases of the GI organs and liver. The pathogenesis, pathology, differential diagnosis, clinical course, and complications of GI and liver diseases will be covered along with aspects of clinical management, especially the pharmacology of drugs used to treat them. The course will augment large-group classroom learning opportunities with problem-based learning, wet laboratory and simulation laboratory experiences.

- **Endocrinology and Reproductive Medicine**
  - *Last week of September through middle of November*
  - The goal of this course is to learn about the general principles, physiology actions, causes and consequences of insufficiency or excess chemical messengers that function as hormones. These principles are then incorporated into the anatomy, histology and physiology of the female and male reproductive system, including pregnancy. Basic disease processes and therapeutics, including pharmacology, are also covered.

- **Neural and Behavioral Science**
  - *End of November to middle of February, with break*
  - NBS incorporates basic neuroanatomy, neurophysiology, neurology, neuropathology, neuropharmacology, anesthesia, ophthalmology, radiology, behavioral science, and psychiatry. The goal is for students to understand the structure of the human nervous system, the biological mechanisms that underlie the functions of the nervous system, the neural basis of behavior, and the diagnosis, pathology and treatment of diseases that affect the nervous system by incorporating these topics with clinical relevance. The course also includes pathology wet labs and Neurology Day, where students interact in small groups with 14 patients who have various neurological disorders.

- **Communication**
  - *Early November to middle of February, with break*
  - Communication focuses on exploring assumptions and biases that impact communication and communicating in dyads, teams, and larger systems.

- **Profession of Medicine II**
  - *Last two weeks of February; Third week in April*
  - This course focuses on successfully transitioning students from preclinical to clinical training, building on the knowledge and clinical skills covered in Phase I. It includes advanced clinical skills training through simulation as well as several fundamental medical principles from various specialties that will be expanded and reinforced in subsequent clerkships. In addition, roles and responsibilities of a third-year medical student are covered through discussions on reflection, professionalism, and communication.

- **Health Systems in Clerkships**
  - *March through end of Year 2*
  - Health Systems in Clerkships accompanies the Year 2 Clerkships.

- **Clerkships**
  - *Beginning of March through end of next March*
  - Required core clinical clerkships begin toward the end of Year 2. Clerkships are taught in three blocks. See clerkship details here (https://students.med.psu.edu/md-students/clerkships).
Year 3

- **Clerkships**
  - Middle of March
  - Required core clinical clerkships begin toward the end of Year 2 and continue in Year 3. Clerkships are taught in three blocks. See clerkship details here (https://students.med.psu.edu/md-students/clerkships).
  - Block 1 clerkships are May through the first two weeks of August.
  - Block 2 clerkships are August through most of November.
  - Block 3 clerkships are the end of November to the last week of March.

- **Career Exploration and Synthesis**
  - End of July, beginning of August
  - This is a week and a half Career Exploration and Synthesis session.

- **Clinically Integrated Medical Sciences**
  - Middle of May to middle of March, next year
  - This course will focus on building an integrated sciences approach into third-year medical students’ clinical training. Mastery of the processes covered by the course will enhance students’ ability to think critically about complex, clinical problems through the respective lenses of biomedical sciences, systems and social sciences. This course incorporates a humanities stripe dedicated to student reflection on clinical experiences while providing a supportive environment for sharing difficulties and insights.

- **Assessment Week**
  - Second week in August
  - This is a reflection and assessment week at the end of Year 2.

- **Health Systems in Clerkships**
  - Beginning of March through end of Year 3 clerkships
  - Health Systems in Clerkships accompanies the Year 3 Clerkships.

- **Formative OSCE**
  - Second week in November
  - Students take formative and summative OSCEs prior to starting Phase III.

- **Career Exploration and Synthesis**
  - July/August; Early November; Middle of March
  - These are week-and-a-half Career Exploration and Synthesis sessions.

- **USMLE Study**
  - January to March
  - USMLE study begins midway through the third year.

- **Translating Health Systems**
  - End of March
  - Phase III begins with a two-week Translating Health Systems intersession. This course is designed to help students apply concepts of patient safety, quality improvement, value, and teams to the clinical setting. It provides students with opportunities to actively identify patient safety issues and develop a quality improvement project proposal. By design, this course emphasizes teamwork, an essential component in providing quality patient care. The goal is to guide learning in these concepts so that students will have the base knowledge to help improve care of their patients and the health system in which they will work during the fourth year of medical school and in residencies.

- **Residency Prep**
  - Phase IV includes residency preparation, interviews and two total acting internships in different clinical fields or one acting internship and one critical care rotation. Additional requirements include one humanities selective, completing six total electives (to include electives from Phase II and Phase III), and the Profession of Medicine III course (Transition to Internship). All graduation requirements are confirmed to be completed during this time. The College of Medicine offers a variety of clinical, teaching and research electives for students during this phase.

- **USMLE**
  - End of January through beginning of May
  - Students prepare for and take USMLE Step 1, Step 2 CS and Step CK before the end of Year 3.
Competencies and Subcompetencies for Graduation

1. Patient Care: Provide patient-centered care that is compassionate, appropriate, and effective for the promotion of health and treatment of health problems
   - PC 1.1. Perform a problem-focused and complete history and physical examination
   - PC 1.2. Use clinical information to formulate differential diagnosis; identify and interpret clinical and diagnostic test information to formulate a prioritized differential diagnosis and management plan

2. Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, and healthcare delivery sciences, as well as the application of this knowledge to patient care
   - KP 2.1. Demonstrate knowledge of the biomedical and clinical sciences and apply this knowledge to diagnostic and therapeutic decision-making and clinical problem-solving
   - KP 2.2. Contribute to the creation, dissemination, application, and translation of knowledge and practices

3. Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care
   - PBLI 3.1/PPD 8.1. Incorporate reflection and self-assessment in the development of one’s own professional identity, systematically analyze one’s own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in appropriate learning activities to meet those goals.
   - PBLI 3.2. Identify one’s own knowledge gaps as they emerge in patient care activities, formulate an appropriate question to address the gap, utilize clinical informatics to locate, appraise, and assimilate evidence to inform patient care

4. Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals
   - ICS 4.1. Communicate effectively with patients, families, and other individuals across a broad range of backgrounds, beliefs, and identity
   - ICS 4.2. Demonstrate the ability to document and organize patient information both orally and in the medical record
   - ICS4.3/IPC7.3. Communicate effectively with others on an interprofessional team

5. Professionalism: Demonstrate a commitment to behaving in a professional manner and adhering to ethical principles
   - Prof 5.1. Act in the best interest of individual patients and patient populations
   - Prof 5.2/MH9.3. Act with honesty, integrity, accountability, and reliability, adhering to ethical norms and principles for the practice of medicine

6. Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care
   - SBP 6.1. Demonstrate knowledge of the basic principles of healthcare delivery, organization and finance
   - SBP 6.2. Incorporate considerations of value-based care in decisions about patients and/or populations
   - SBP 6.3. Identify and analyze adverse events, medical errors, and systems issues and propose interventions that will improve the value of healthcare
   - SBP 6.4. Analyze factors that affect the health outcomes of patients, populations, and communities

7. Interprofessional Collaboration: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care
   - IPC 7.1. Apply principles of team dynamics in interactions with other health professionals, patients, and families, in the context of shared knowledge, shared goals, and mutual respect
   - IPC 7.2. Use the knowledge of one’s own roles and responsibilities and those of other health professionals — to optimize health care
   - IPC 7.3/ICS4.3. Communicate effectively with others on an interprofessional team

8. Personal and Professional Development: Demonstrate the qualities required to sustain lifelong personal and professional growth
   - PPD 8.1/PBLI3.1. Incorporate reflection and self-assessment in the development of one’s own professional identity, systematically analyze one’s own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in appropriate learning activities to meet those goals.
   - PPD 8.2. Manage the balance between personal and professional expectations
   - PPD 8.3. Articulate potential rewards and challenges of future phases of one’s own career

9. Medical Humanities: Demonstrate respect for the diverse values, beliefs and practices one encounters in the field of healthcare, while embodying a commitment to becoming an ethical, reflective, humble, informed, and compassionate physician
   - MH 9.1. Demonstrate compassion, humility, and respect toward all persons regardless of their diverse identities, values, beliefs, and experiences.
   - MH 9.2. Demonstrate the application of humanities and/or the arts to illuminate the lived experience of illness and to enhance the care of the patient
   - MH 9.3/Prof 5.2. Act with honesty, integrity, accountability, and reliability, adhering to ethical norms and principles for the practice of medicine

10. Critical Thinking: Apply higher-order cognitive skills and deliberate thinking that leads to action that is context appropriate
   - CT 10.1. Demonstrate skepticism, curiosity, and a willingness to acknowledge uncertainty when confronted with new information or situations
   - CT 10.2. Demonstrate mindful interrogation of one’s own thinking process and biases in making decisions


Tuition and Financial Aid
The Office of Student Aid at the College of Medicine is here to assist you. We can help you understand your options, apply for financial...
assistance and make well-informed choices about financing your education.

Contact Us
If you have questions about financial aid, please contact the Office of Student Aid at 717-531-7052 or StudentAid@pennstatehealth.psu.edu.

Applying for Financial Aid
Most students in the MD program rely on financial aid to help pay for their education and housing expenses. In 2016-17, 87.6% of our students received some form of financial aid.

Sources of aid include:

• Loans: These include need-based university loans awarded by the Office of Student Aid and federal loans (Direct Unsubsidized and GradPlus).

• Scholarships: These include both merit- and need-based university scholarships awarded by the Office of Student Aid.

LEARN HOW TO APPLY FOR FINANCIAL AID (http://students.med.psu.edu/md-students/financial-aid)

Cost of Attendance
The annual Cost of Attendance is not finalized until the University Board of Trustees establishes tuition charges at their annual July meeting. This website provides cost of attendance information for the current academic year. This information will be updated annually after tuition charges are established each July.

The cost of attendance is based upon educational expenses and modest, but adequate living expenses for the student.

Tuition
Tuition in the MD program is the same for Pennsylvania and non-Pennsylvania residents.

Living expenses are approximately the same for on- and off-campus residents.

Tuition and fees are based on actual costs for the 2017-2018 academic year. Tuition fees are subject to change based on approval from the Penn State Board of Trustees.

USMLE costs were estimated at the time the costs were determined. Changes in curriculum can alter the academic year in which a student will incur these costs.

Disability insurance is required and the amount is based on the actual 2017-18 academic year.

Registered students are required to carry medical insurance. This can be purchased through the university for $3,622 for first-year students, or $3,418 for second- through fourth-year students for 2017-18. Students have the option to purchase medical insurance on their own as long as it meets university requirements.

Accreditation
The Penn State College of Medicine’s MD Program is fully accredited by the Liaison Committee on Medical Education (LCME) (http://www.lcme.org), the national accreditation authority for medical education programs leading to the MD degree in the United States and Canada.
PHYSICIAN ASSISTANT PROGRAM

Overview
The Penn State Physician Assistant (PA) Program, located at the Penn State College of Medicine campus in Hershey, PA, is a 24-month, full-time graduate program enrolling 30 students each May.

Our first class graduated in May 2016.

Consistent with the goals of the entire College of Medicine, the PA Program emphasizes humanism in medicine, which takes into account the dedication required for individualized and personalized medicine.

Mission & Goals
The Physician Assistant Program’s mission is to prepare graduates to be academically, clinically, professionally and culturally competent in the delivery of health care services, to develop critical thinking and application skills, and to provide compassionate and comprehensive care to the patients they will serve. Our graduates will improve the health of their patients and the populations they serve in an efficient and cost-conscious manner.

We believe that the Penn State PA program will prepare its graduates for modern medical practice and that these graduates will be supremely prepared for their role as clinicians. The goals of our program are:

- To attract an academically qualified, diverse student body with special consideration for veterans and those from economically or educationally disadvantaged backgrounds (see progress toward this goal [http://med.psu.edu/physician-assistant/goals/#goal1])
- To promote application of learning and development of critical thinking skills (see progress toward this goal [http://med.psu.edu/physician-assistant/goals/#goal2])
- To enable graduates to practice competent and compassionate health care with emphasis in primary care (see progress toward this goal [http://med.psu.edu/physician-assistant/goals/#goal3])
- To prepare students for their role as clinicians, professionals, educators, and leaders in the physician assistant profession (see progress toward this goal [http://med.psu.edu/physician-assistant/goals/#goal4])
- To treat the entire patient with cultural competency, addressing physical, medical, psychosocial, and emotional dimensions of the patient (see progress toward this goal [http://med.psu.edu/physician-assistant/goals/#goal4])

Prerequisites
PA Program Prerequisites
Applicants will need to complete an undergraduate bachelor’s degree (or equivalent) prior to matriculation into the PA Program.

We prefer that your major be in the health sciences, but this is not a mandatory requirement for application or admission. For admissions consideration, an applicant should ordinarily have:

- A CASPA-calculated overall cumulative GPA of at least 3.0
- A CASPA-calculated overall science GPA of at least 3.0

Detailed Prerequisites
We require several course prerequisites for admission consideration, although completion of this coursework is not required until the time of matriculation. Applicants can submit their CASPA and secondary applications with courses in progress or planned.

A minimum of one semester is required and science labs are strongly encouraged to supplement any science course lecture component. Prerequisite courses are:

- General biology
- Anatomy and physiology – two semesters (or one semester each)
- Microbiology
- General or principles of chemistry
- Biochemistry or organic chemistry
- General psychology
- Statistics or bio statistics
- Two semesters of English composition (or two courses listed as writing intensive courses)

We offer conditional admission in the event that a course(s) or hours are outstanding at the time a candidate interviews with the program.

AP and CLEP Credit
AP credit that was accepted by your undergraduate institution can satisfy a number of our prerequisites including general biology, general chemistry, psychology, statistics, and English composition courses. You can also use CLEP credit to satisfy course prerequisites.

Hours
Each prerequisite can be satisfied by one full semester, typically 3 to 4 semester-hours. For applicants on a trimester schedule, five-to-six quarter hours at minimum satisfy a prerequisite.

Keep in mind that requirements to graduate with a bachelor’s degree versus requirements for admission to Penn State’s PA program will undoubtedly vary. For instance, completion of General Chemistry I can satisfy our prerequisite but often General Chemistry I and II are required to enroll in Organic Chemistry I at most institutions.

Online Courses
We accept online courses from regionally accredited institutions.

Currency and Exceptions
Three prerequisites have a five-year currency. They are:

- Anatomy (or A&P I)
- Physiology (or A&P II)
- Microbiology

This currency requirement will be waived for any applicant who has been working full time and continuously in the healthcare field since completing the coursework.

English Composition Courses
Any course that the institution deems as having satisfied a “writing intensive” will suffice. The course can be in any major and does not need to be an English-major based course. Additionally, if completion of a bachelor’s degree incorporates writing across the curriculum, please share this information with the admissions committee.
Healthcare Experience
For admission consideration, a candidate should have 500 hours of health care experience (paid or volunteer). These hours can be in progress or planned during the application cycle, and you can update the program directly to add hours accrued after initial submission of the CASPA and secondary application. Hours must be completed by the time a candidate would matriculate into the program.

While our program is flexible in accepting a wide variety of hours to help satisfy the 500-hour requirement, hours as a personal trainer or lifeguard are unacceptable.

Technical Standards
The technical standards for Penn State College of Medicine’s Physician Assistant Program have been established to ensure that students have the ability to demonstrate academic mastery, competence when performing clinical skills, and ability to communicate clinical information.

LEARN MORE ABOUT OUR TECHNICAL STANDARDS (https://students.med.psu.edu/physician-assistant-student-information/technical-standards)

How to Apply
Penn State College of Medicine’s Physician Assistant Program uses Central Application Service for Physician Assistants (CASPA) (https://caspa.liaisoncas.com/applicant-ux/#/login) and adheres to CASPA’s Admissions Code of Conduct.

Before beginning your CASPA application, please review the program admissions requirements. All verified CASPA applicants will receive, and must submit, a Penn State Physician Assistant secondary application to receive full admissions consideration. There is no application fee to complete your PSU PA secondary application.

What are the Application Requirements?
A number of prerequisites apply to students seeking to join the PA Program. Be sure to read the detailed prerequisites before beginning your application. (http://med.psu.edu/physician-assistant/prerequisites)

CASPA applications must include the following items to be eligible for consideration. Incomplete applications will not be considered.

- Completed online application
- Official transcripts from all post-secondary institutions attended
- Standardized Exam Scores: GRE school code 0900
- Personal/biographic information
- Academic history
- Three letters of recommendation
- Experiences (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/frequently-questions/additional-information/work-and-volunteer-experience))
- Achievements and certifications (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/frequently-questions/additional-information/health-related-training))
- Essay (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/frequently-questions/additional-information/narrative-personal-statement-information))
- Release statement (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/frequently-questions/additional-information/release-statement))

- Professional Code of Conduct (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/professional-code-of-conduct))
- Admissions Code of Cooperation (see details on CASPA (https://portal.caspaonline.org/caspaHelpPages/applicant-responsibilities))

Secondary Applications
Penn State requires each applicant to submit a secondary application to receive full consideration by the admissions committee. The secondary application primarily consists of short essay responses.

All CASPA-verified applicants will receive the request to complete the secondary application. You’ll receive this request via email. There is no application fee to submit the secondary application.

Preference Factors
In accordance with the PA Program’s mission and goals, special consideration for admission is given to applicants who are veterans, who are from underrepresented populations or who are from economically or educationally disadvantaged backgrounds.

Additionally, special consideration for admission is given to those applicants who have graduated from or will be graduating from Penn State University.

Early Assurance
The Penn State PA Program has early assurance programs with the following institutions:

- Elizabethtown College
- Franklin and Marshall College
- Lebanon Valley College

Students at these institutions should speak directly with their pre-med pre-health advisor to discuss requirements and eligibility. The Early Assurance program allows students to apply to the PA Program during the junior year of undergraduate. Early Assurance applicants have the opportunity to be granted admission at the completion of the Early Assurance process, forgoing the entire CASPA application process as a senior. Information regarding this program is available on request.

Key Dates

- Dec. 18: Date by which you are strongly encouraged to complete your CASPA application, which allows sufficient time for CASPA processing.
- Jan. 15: Firm deadline by which your primary application must be CASPA-verified to be considered for a May start in the program
- Jan. 30: Firm deadline by which your secondary application must be completed.
- End of May: Start of two-year PA Program.

Standardized Testing Requirements
We require completion of the Graduate Record Examination (GRE) for admission to our PA Program.

Alternately, if you have previously tested on any exam listed, you may provide these scores in lieu of completing the GRE:

- MCAT total score of at least 29 or higher (old version) or 505 (new version)
• PCAT total score 75th percentile rank or higher
• DAT total score of 18 or higher

Penn State’s PA Program GRE Code is 0900. Official GRE scores are uploaded directly to CASPA.

If it has been more than five years since you took the GRE, and the Educational Testing Service no longer has record of your score, we will accept a student copy of your GRE results. You must upload this document into the CASPA Penn State Program Materials Document tab. If you no longer have a student copy, you will need to retake the GRE.

International students for whom English is not the native language must also submit TOEFL/IELTS scores with their application. The Penn State University School Code is 2660. International applicants are exempt from the TOEFL/IELTS requirement if they have received a baccalaureate or graduate degree in one of the following countries: Australia, Belize, British Caribbean and British West Indies, Canada (excluding Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States or Wales.

Minimum acceptable scores for the TOEFL are 550 (paper-based), 213 (computer-based) or 80 (internet-based, with at least a 19 on speaking section). The IELTS exam minimum accepted composite score is 6.5.

Interview
We will invite the most qualified applicants to the Penn State College of Medicine campus in Hershey, PA, for an in-person interview so we can get to know you better, and you can learn more about our PA Program. Penn State hosts more than 20 interview days throughout the entire admissions cycle.

The Candidate Interview Day consists of the following activities:

• Faculty one-on-one interviews
• Real (not standardized) patient interview
• Timed writing sample
• Program presentation
• Lunch with current students
• Campus tour
• Participation in Team-Based Learning class

Equal Opportunity, Non-Discrimination and Campus Safety
Penn State College of Medicine is an equal-opportunity employer and accepts all qualified applications regardless of their gender, ethnic origin or religious background.

The College of Medicine is also committed to fostering an environment free from discrimination and harassment. Learn more about non-discrimination (http://med.psu.edu/non-discrimination).


Contact Us
If you have questions about the PA Program, please contact us at 717-531-0003, ext. 285595 or PSUPAProgram@pennstatehealth.psu.edu (psupaprogram@pennstatehealth.psu.edu).

Curriculum Graduation Requirements
Graduation requirements for PA students include:

• Satisfactorily completing all requirements in the specified curriculum and in good academic standing
• Attainment of good professional standing
• Enrollment in the program for the time period specified by the professional accrediting body, if applicable
• Successful passage of a summative experience and final evaluation
• Recommendation for graduation by the faculty of the specific program and the general faculty
• Satisfaction of all financial obligations to Pennsylvania State University College of Medicine
• Follow the approved course of study, satisfactorily completing all courses within the professional component
• Complete all courses with a cumulative 3.00 average, with no course or rotation below a “C”; a “C-” grade in any course or rotation does not meet this standard. For courses that are administered on a pass/fail basis, the student must achieve a “pass” for the course
• Repeat, as approved, and earn a minimum grade of “C” for any required course or rotation in the professional phase for which a grade of “C-” or below was earned

The PA Program requires 101 credits for successful program completion. The program curriculum contains a senior summative, one-credit course that also must be successfully completed in order to meet the program requirements for graduation eligibility.

All courses offered in the curriculum are required, and all of these courses must be successfully completed (as detailed above) to meet this eligibility for graduation.

Advanced Placement Policy
The program will not count coursework completed at a previous institution as fulfilling any of the requirements to graduate. If a student requests special exemption to this policy, it will be denied.

Work & Attendance Policy
The Penn State PA Program will not prohibit students in the program from working. The program believes each student is the correct person to make personal decisions regarding his or her life outside the program. The program is cognizant that students have made a number of personal sacrifices to matriculate into a PA program and are aware of the challenges of succeeding in a PA program. To this end, the program respects the student’s personal decision regarding work. The program generally does not have mandatory attendance policy for classes — we would like you to attend class because we feel the teachers will be excellent classroom facilitators and instructors, but we respect different learning styles and the student’s decision on how to best assure their success. Each course will provide information regarding attendance policy, though student are required to attend all scheduled tests. Though the program does not prohibit outside employment during the pre-clinical or clinical training, we do not encourage working because of the demands and dedication required for PA training. Students attending
Clinical rotations will have a minimum of 40 hours a week at the clinical site, which may involve different shifts and weekends — which would make employment very difficult. Students are expected to conform to the schedule that individual preceptor makes, as preceptors will not alter the schedule to accommodate a student's work schedule.

Course Timeline
You’ll need 101 credits total to complete our program: 55 credits in the pre-clinical year and 46 credits in the clinical year, as described below.

All courses in the curriculum are graded on a letter grade basis with the exception of the Advanced Cardiac Life Support Course, the Health Care Ethics Course, and the Evidence-Based Medicine Course in the pre-clinical curriculum. These are Pass/Fail courses.

### Pre-Clinical Year: Summer

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 701</td>
<td>Applied Human Structure and Function I</td>
<td>2</td>
</tr>
<tr>
<td>PAS 702</td>
<td>Applied Human Structure and Function II</td>
<td>2</td>
</tr>
<tr>
<td>PAS 704</td>
<td>Clinical Medicine I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 707</td>
<td>Pathophysiology I</td>
<td>2</td>
</tr>
<tr>
<td>PAS 710</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PAS 713</td>
<td>Pharmacotherapeutics I</td>
<td>1</td>
</tr>
<tr>
<td>PAS 716</td>
<td>History and Physical Examination I</td>
<td>2</td>
</tr>
<tr>
<td>PAS 721</td>
<td>US Health Care System/Legal Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PAS 724</td>
<td>Laboratory Interpretive Methods</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
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</table>

### Pre-Clinical Year: Fall

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 703</td>
<td>Applied Human Structure and Function III</td>
<td>2</td>
</tr>
<tr>
<td>PAS 705</td>
<td>Clinical Medicine II</td>
<td>5</td>
</tr>
<tr>
<td>PAS 708</td>
<td>Pathophysiology II</td>
<td>2</td>
</tr>
<tr>
<td>PAS 711</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>PAS 714</td>
<td>Pharmacotherapeutics II</td>
<td>1</td>
</tr>
<tr>
<td>PAS 717</td>
<td>History and Physical Examination II</td>
<td>2</td>
</tr>
<tr>
<td>PAS 719</td>
<td>Evidence-Based Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PAS 723</td>
<td>Behavioral Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PAS 725</td>
<td>Physician Assistant Professional Practice</td>
<td>1</td>
</tr>
<tr>
<td>PAS 728</td>
<td>EKG Interpretive Methods</td>
<td>1</td>
</tr>
<tr>
<td>PAS 730</td>
<td>Medical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PAS 731</td>
<td>Radiology Interpretive Methods</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

### Pre-Clinical Year: Spring

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PAS 706</td>
<td>Clinical Medicine III</td>
<td>5</td>
</tr>
<tr>
<td>PAS 709</td>
<td>Pathophysiology III</td>
<td>2</td>
</tr>
<tr>
<td>PAS 712</td>
<td>Pharmacology III</td>
<td>2</td>
</tr>
<tr>
<td>PAS 715</td>
<td>Pharmacotherapeutics III</td>
<td>1</td>
</tr>
<tr>
<td>PAS 718</td>
<td>History and Physical Examination III</td>
<td>2</td>
</tr>
<tr>
<td>PAS 720</td>
<td>Pediatric Studies</td>
<td>1</td>
</tr>
<tr>
<td>PAS 722</td>
<td>Women’s Studies</td>
<td>1</td>
</tr>
<tr>
<td>PAS 726</td>
<td>Advanced Cardiac Life Support</td>
<td>1</td>
</tr>
<tr>
<td>PAS 727</td>
<td>Clinical Skills</td>
<td>1</td>
</tr>
<tr>
<td>PAS 729</td>
<td>Emergency Studies</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Clinical Year
During the clinical year, students will take three mandatory primary-care rotations in the area of family practice and internal medicine. Each rotation lasts five weeks.

### Mandatory Rotations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 732</td>
<td>Emergency Medicine Rotation I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 734</td>
<td>Family Medicine Rotation I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 737</td>
<td>General Surgery Rotation I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 739</td>
<td>Internal Medicine Rotation I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 741</td>
<td>Mental Health Rotation I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 743</td>
<td>Pediatrics I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 745</td>
<td>Women’s Health I</td>
<td>5</td>
</tr>
<tr>
<td>PAS 747/748</td>
<td>Internal Medicine Rotation III</td>
<td>5</td>
</tr>
<tr>
<td>One Elective Rotation (See Below)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>PAS 756</td>
<td>Summative Experience ¹</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

¹ Upon completion of the clinical training, students will participate in a one-credit Summative Experience. In addition to taking the PACKRAT examination (which does not impact student placement in the PA Program), students will participate in assessments for knowledge, technical skills, interpretation, and performance of diagnostic evaluations. The Summative Experience must be successfully completed as one of the final requirements for program completion.

### Elective Rotations
Choices for the elective rotation are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Family Medicine Rotation II</td>
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### Tuition and Financial Aid

PA Program Tuition & Financial Aid
Tuition rates for the PA Program are established by the Penn State University Board of Trustees in early July of each year, and are the same for residents and non-residents of Pennsylvania.
Cost of attendance includes tuition, fees, book/supplies and a standard student budget for room and board, transportation and personal expenses.

**Tuition**
This website provides cost of attendance information for the current academic year. When necessary, this information will be updated after tuition charges are established each July. In our continued commitment to enroll students from disadvantaged backgrounds, a tuition freeze has been in place since 2015.

**Tuition Refund Policy**
The Physician Assistant Program follows Penn State University’s tuition refund policy (http://www.bursar.psu.edu/refund.cfm) in the event of student withdrawal from the program.

**Criminal Background Check**
All students enrolled in the PA Program will be required to complete the necessary background checks to participate in clinical year. The total cost to complete this process is $59.

**Books/Medical Equipment**
Because of the extensive full-text electronic books and databases available through our medical library and the utilization of Penn State’s state-of-the-art Simulation Center, our required textbook and equipment costs are considerably lower than many programs.

**Health Insurance**
All PA students are required to have health insurance coverage. Documentation of coverage is required in order to waive the Penn State student health insurance plan. Penn State offers a health insurance plan for students and their dependents through Aetna. The annual rate for the period from August 2017 through July 2018 is $3,418 for the student.

**Financial Aid**
The Penn State College of Medicine Office of Student Aid is committed to assisting physician assistant students in making informed choices about paying for their graduate education. Although the primary financial responsibility for physician assistant education belongs to the student, there are financial sources that can be explored if financial assistance is necessary. The student aid office provides assistance and counseling to help students understand the financial resources available to them and how to obtain such resources.

The primary application for obtaining financial assistance at the Penn State College of Medicine is the Free Application for Federal Student Aid (FAFSA) (http://www.fafsa.ed.gov). Our federal student code is 003329.

**Primary Aid Sources**
- University Aid: This includes scholarships and university loans and are almost exclusively need-based.
- Federal Aid: This includes the Direct Stafford Loan and Direct GradPlus Loan. These are non-need based.

**Contact Us**
If you have questions about financial aid for the Physician Assistant program, please contact the Office of Student Aid at 717-531-7052 or StudentAid@pennstatehealth.psu.edu.

**Accreditation**
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (http://www.arc-pa.org) has granted Accreditation.
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