Digest of the Philadelphia College of Osteopathic Medicine (Fall 2010)

Philadelphia College of Osteopathic Medicine

Follow this and additional works at: http://digitalcommons.pcom.edu/digest
Part of the Medical Education Commons, and the Osteopathic Medicine and Osteopathy Commons

Recommended Citation
http://digitalcommons.pcom.edu/digest/205

This Book is brought to you for free and open access by DigitalCommons@PCOM. It has been accepted for inclusion in Digest by an authorized administrator of DigitalCommons@PCOM. For more information, please contact library@pcom.edu.
Dear Alumni and Friends,

Devoted faculty are among those who are essential to our College and its identity. So many of our faculty are exceptional teachers, researchers and clinicians who are actively engaged in the lives of our students—inspiring and instilling daily the Mission of Philadelphia College of Osteopathic Medicine. The cover article of this issue of Digest Magazine recounts personal lessons taught and learned by five of our longstanding, dedicated professors: Oliver Bullock, DO ’78; John Cavenagh, PhD, PA-C; Charlotte H. Greene, PhD; Burton Mark, DO; and Michael P. McGuinness, PhD. I believe you will enjoy—perhaps for a second time if you were among their students—their personal insights and sensible advice on such topics as the osteopathic identity, academics and uncertainties, and PCOM.

The article “Drug Development Research” focuses upon the role of research in educating pharmacists to become an integral part of the healthcare team of the future. The article highlights the work of Mark Okamoto, PharmD, professor, dean and chief academic officer, PCOM School of Pharmacy – Georgia Campus, as well as several of our new faculty from the School. The School was granted pre-candidate accreditation status by the Accreditation Council for Pharmacy Education in June 2010.

In a special “My Turn,” Bo Bartlett, a modern artist who studied anatomy at PCOM, discusses the correlation of the technical study of anatomy to visual art forms. His pairing of medicine and the arts portrays an intense commitment to the creative life.

Finally, this issue includes the College’s 2010 Report of Donors. The report is a companion piece to the Annual Report, Mind. Body. Spirit. I encourage you—if you have not already done so—to view this compelling, user-friendly online publication by clicking on its icon on the homepage of the PCOM Web site: www.pcom.edu.

I thank you for your continued interest in and support of our vibrant College which daily fulfills vital missions.

With warmest regards,

Matthew Schure, PhD
President and Chief Executive Officer
School of Pharmacy Off and Running

While the inaugural class of PCOM School of Pharmacy – Georgia Campus has been in session since August, the School was officially dedicated on November 12 with a Ribbon Cutting. The event was celebrated with a commendation from Georgia Governor Sonny Perdue.

“No stone will be left unturned to provide our pharmacy students with a first-rate experience and equip them with the education and understanding they need to take leadership roles in an ever-changing healthcare environment,” pronounces Mark Okamoto, PharmD, professor, dean and chief academic officer, PCOM School of Pharmacy. “We are grateful for the foresight of the PCOM trustees and senior administration and the support we have received from pharmacy leaders and practitioners across the state. Our faculty brings diverse backgrounds to the School with experience in pharmacy education, pharmaceutical and clinical research, clinical practice and administrative management,” he adds. “Our students will be the beneficiaries of all our faculty have to offer.”

PCOM Graduate Programs Commencement

On July 31, 230 students from PCOM’s nine graduate programs in Philadelphia streamed down Broad Street in Center City Philadelphia and into the classically beautiful and newly-renovated Academy of Music. Arthur C. Evans, Jr., PhD, director, department of behavioral health and mental retardation services for the City of Philadelphia, presented the commencement address. Dr. Evans has been a strong supporter and contributor to PCOM’s Clinical Psychology program as a lecturer in the classroom and by providing invaluable assistance to PCOM’s clinical training program.

Valerie Moore, MS/Biomed ’10, celebrates her degree after being hooded by Marcus Bell, PhD, associate professor, neuroscience, physiology and pharmacology.
Dr. Veit, senior vice president for academic affairs and dean, has had another title added to his name: provost. “The provost title essentially clarifies the role I’ve been performing for a number of years,” explains Dr. Veit. “As PCOM has grown from a DO-only program to include other professional programs and degrees located on two campuses, the responsibilities and demands of my job have expanded accordingly. While I will still be functioning as the dean of the DO program in Philadelphia, the provost title reflects my responsibilities for the oversight of all educational affairs in more common academic vernacular.”

Dr. Veit has also been appointed to another three-year term on the Commission on Osteopathic College Accreditation and has been appointed chair of the Commission for the 2010-2011 academic year. “This appointment comes at a very complex time in the osteopathic accreditation process,” explains Dr. Veit. “The growth of osteopathic medicine in the last 10 years is unprecedented, and the accreditation process must continue to hold all current and potential new osteopathic programs to the highest standards. The growth of undergraduate medical school seats and the COM’s mission of training practicing osteopathic physicians are challenged by the relatively slow growth of new graduate medical education positions. The role of the Commission is more crucial than ever at this particular time of uncertainty.”

**PA Program Partners with Thomas University**

PCOM has signed an articulation agreement with Thomas University, located in Thomasville, Georgia, that will provide undergraduate students with a pathway into the College’s Physician Assistant Studies program. Qualified students will complete their undergraduate degree at Thomas University, spend their didactic year in Philadelphia, and then return to Georgia for their clinical clerkships. Students will complete clerkships in a number of southern Georgia healthcare institutions. Archbold Medical Center in Thomasville may become the primary hospital partner for these students. PCOM has a similar partnership for northern Georgia with Brenau University in Gainesville.
Hayley Ryan (DO ’12) Takes First Place in Essay Contest

When Hayley Ryan (DO ’12) learned that the AOA Bureau of Osteopathic History and Identity was sponsoring an essay contest, she couldn’t have been more excited. With a bachelor of arts degree in history of medicine from Yale University and the summer off, she was ready for the challenge. Ms. Ryan had the option of addressing one of five of the Bureau’s 20 core principles for teaching the history of osteopathic medicine. She chose core principle #9: “The political efforts of DOs to obtain equal licensure provisions and equal treatment with MDs under the law.” To illustrate this principle, Ms. Ryan focused on the role Dorothy J. Marsh, DO, played during her presidency of the California Osteopathic Association in promoting the merger of the osteopathic and allopathic medical professions in California in the early 1960s.

“I was curious why someone who was a DO would want to do this and whether or not this mindset is applicable today,” she explains. Through primary source research at UCLA, Ms. Ryan found that Dr. Marsh’s motivations for seeking a merger between DOs and MDs “are open for interpretation.” One explanation that Ms. Ryan explores is the “minority complex”—the sense of relentless comparison that a smaller, less prominent group may feel toward a majority in a given population. “This psychological state can breed tremendous success among minority populations, motivating them to succeed as ‘under-dogs.’ It can also lead the group to assimilate into the majority position,” she points out. “Dr. Marsh could not have foreseen today’s flourishing osteopathic profession,” Ms. Ryan writes. “Even with these successes, modern osteopathic physicians should be wary of the same minority complex that drove Dr. Marsh. Too often DOs define themselves by what we’re not—we’re like MDs, but...’ Instead, DOs should concentrate on cultivating an independent definition on the basis of exemplary care.”

Students Donate Day

More than 150 PCOM students spent Saturday, September 25, sprucing up Philadelphia during the College’s second annual Outreach Day. Students cleaned and painted at two public elementary schools and at a homeless shelter. They also cleaned up a neighborhood through the Philadelphia Cares Program. “One of the things that’s most exciting about this day is that students from all the College’s programs joined together for this effort,” says the event’s coordinator, Kara Meekens (DO ’11). “This gives us the opportunity to give back to the community while strengthening our own community.”

Student volunteers at Paul Dunbar Elementary School painted a mural as part of their efforts.
Mentoring for the Future of Science

Four PCOM scientists mentored minority “whiz kids” this summer through the Physician Scientist Training Program (PSTP). PSTP is a national program headquartered in Philadelphia that supports aspiring minority physician/scientists from 7th grade through their senior year of college.

Brian Balin, PhD, professor, and Dawn Shell, PhD, assistant professor, both in the department of pathology, microbiology immunology and forensic medicine; as well as Marina D’Angelo, PhD, associate professor, and Camille DiLullo, PhD, professor, both in the department of anatomy, mentored a total of seven students before their senior year of high school. The students worked with their mentor in the lab five days a week for seven weeks and will return next year.

“I hosted Noah Eardland, and he was an amazing asset to the lab,” reports Dr. D’Angelo. “He arrived with a wealth of knowledge and fashioned a small piece of our project and took the lead on data collection and interpretation. This is a wonderful program for identifying serious students and helping them to prepare to become competitive in the scientific community.”

Dr. Shell explains that “someone was willing to help me in the lab when I was starting out, and I think it’s important for us to give back to the next generation of scientists. I was honored to be part of this program, and I’m looking forward to next year and having more professors involved and sponsoring twice as many students.”

The program has a remarkable track record of success. Ninety-two percent of the students who enter PSTP in 7th grade remain in the program through college graduation, and 85 percent of the students enter medical school after college.

Health Fair Helps Community

PCOM Healthcare Center – Lancaster Avenue Division hosted a fall community health fair. PCOM medical students offered blood pressure screenings and blood sugar checks. Community organizations were on hand to provide information on topics ranging from elder care services to opening your own day care center. Mercy Keystone offered blood tests, pap smears and mammograms. Entertainment, healthy snacks and giveaways made the day complete.
Psychology Programs Achieve Designated Distinctions

PCOM’s PsyD program in School Psychology has achieved the distinction of being listed as a Designated Program by the Association of State and Provincial Psychology Boards (ASPPB) until 2012. This designation is a public declaration that the program meets the national standards of ASPPB, which in turn greatly facilitates the licensure process for our graduates to become licensed psychologists.

The College’s PsyD in Clinical Psychology program received a seven-year accreditation from the American Psychological Association, the maximum number of years possible. APA accreditation reflects the highest standard a program can achieve at the doctoral level.

Matthew Schure, PhD, president and chief executive officer, PCOM, states that he is “delighted by the APA and ASPPB decisions, both of which reflect high levels of student achievement. We extend heartfelt congratulations to all the members of the PCOM community who worked so hard to achieve these outstanding outcomes.”

Heartfelt Education: “Each One Teach One”

The old medical education adage “each one teach one” has taken on new meaning for 75 students in PCOM’s Surgery Club. These students will volunteer their time throughout the year to work with students at Cape Trinity Catholic Elementary School in Wildwood, New Jersey. The partnership honors the memory of two past chairs of the surgery department: Galen S. Young, Sr., DO ’35, and Daniel L. Wisely, DO. “Both men committed themselves to excellence in education and community service,” explains Arthur Sesso, DO ’81, professor and chair, department of surgery. “As we begin this educational journey with the young students of Cape Trinity Catholic, we look forward to carrying out the mantras of Drs. Young and Wisely,” he continues.

The partnership offers an innovative learning experience for the elementary school students with a focus on critical thinking. “PCOM’s club plans to lead a number of activities that will promise to be both fun and educational,” says Dr. Sesso.

The elementary (pre-K through eighth grade) and medical school students collaborated on a special project this fall—building anatomically-correct hearts in sand on the beach. Their study of the heart has special meaning to the students and teachers at Cape Trinity; a former teacher, Jennifer Ward, died suddenly of cardiac arrhythmia. Ms. Ward’s mother was on hand during the creation of the sand hearts.

Eric Melchior (DO ’14) states, “I worked with a group of seventh graders to create an anatomical heart. We discussed academic topics such as the path of blood flow through the heart and how the four chambers work together to supply blood to the whole body. I was very impressed with the students of Cape Trinity; they came extraordinarily well prepared and were so motivated to learn. I look forward to working with them again as our partnership continues to develop.”

Future Surgery Club projects will include teaching the Cape Trinity students about healthy foods and CPR training.
Drug Development Research
Faculty of PCOM School of Pharmacy – Georgia Campus
explore the role of research in educating future pharmacists
to become an integral part of the healthcare team

by Jeffrey Bramnick

Today’s pharmacy students are about to confront a major change on the national healthcare scene. Competition from emerging nations in the drug and drug development realm will place an even greater demand on pharmacists, with impact extending from the local pharmacy to the research lab, pharmaceutical company and beyond.

“The United States continues to lead the world in research and discovery. However, in terms of drug development, there’s a growing outsourcing internationally,” notes Desuo Wang, PhD, assistant professor, pharmacology, pharmaceutical sciences, PCOM School of Pharmacy – Georgia Campus, who formerly lived in China.

continued on page 16
Medicine is a human profession, taught and practiced by people who have dedicated their lives not only to science but also to humanity.

What follows are reflections from five Philadelphia College of Osteopathic Medicine faculty members that help to illuminate the face of those who teach.

On Lessons Taught & Lessons Learned

The thoughts of PCOM faculty as recounted to Jennifer Schaffer Leone, editor, Digest Magazine

“Instruction in medicine is like the culture of the productions of the earth.
For our natural disposition, is, as it were, the soil;
the tenets of our teacher are, as it were, the seed;
instruction in youth is like the planting of the seed in the ground at the proper season;
the place where the instruction is communicated is like the food imparted to vegetables by the atmosphere;
diligent study is like the cultivation of the fields;
and it is time which imparts strength to all things and brings them to maturity.”
—FROM THE LAW OF HIPPOCRATES

INSPIRED TEACHING

“A teacher is expected to convey to students any or all of the following: knowledge they did not previously possess; application of that knowledge for solutions to problems encountered; options for accomplishing tasks in ways that students may not have been previously aware of; and/or tactics to sharpen skills already under development.

“I have worked with hundreds of osteopathic medical students. It is inspiring to see the learning process unfold in different ways for each student. It is a privilege to be able to play a role in their adventures.”
—DR. BULLOCK

“Alumni periodically contact me and other members of the faculty to share their successes. Their progress—and genuine enthusiasm for patient care—reminds us of how lucky we are to be physician assistant educators whose work has value and consequence in the healthcare system.

I have found over the years that teaching provides a unique reach—an opportunity to indirectly touch so many patients. We once compiled the numbers at a department meeting when our program had about 450 graduates. If each of our graduates sees an average of 65 patients a week, in total they see some 29,250 patients per week and 1,521,000 patients per year.”
—DR. CAVENAGH
“If I had to pick one word that best represents my 35-year association with PCOM, it would be ‘opportunity.’ How many individuals can say that they have a renewing opportunity to communicate and collaborate with more than 300 diverse, bright, enthusiastic, receptive minds each year? Opportunity is the impetus that pushes my personal envelope and that of my students in so many ways.

“Yet, there is a sobering responsibility that accompanies the work of a scientist-teacher engaged in the lifelong journey of medical education. My personal study of medical physiology has been directed towards the exploration and extraction of meaning from data—to bring abstract ideas into concrete terms. At PCOM, my primary obligation is to educate, train and inspire osteopathic and biomedical science students so they may employ their learnings in application.

“I use research as a vehicle to empower students with the necessary tools to explore those aspects of medicine in which they are interested or to interest them in areas not yet considered. It is crucial that students be able to interpret the scientific underpinnings of their future practice, to be able to critically interpret medical knowledge for themselves rather than depending upon someone else’s interpretation. Without cognitive skills, they may be influenced by vested interests that are not akin to their own practice or sense of ethics. I strive to demonstrate to them that a deep knowledge of physiology will enable them to be better clinicians.”

—DR. GREENE

OLIVER BULLOCK, DO ‘78
professor, department of family medicine, and chair, division of community medicine
22 years of service at PCOM
“Positive reinforcement is a very necessary part of the teaching/learning process. For me, it is a great motivation as a teacher to have an opportunity to interact—in professional settings—with fellow physicians who were my former students. It is a chance to observe the ‘final products’—to know firsthand that ‘Drs. So and So are wonderful doctors who really care about the well-being of their patients.’

“It is inspiring to be a part of the educational process—to realize that what was past remains ever present. Lessons are not forgotten; many are ongoing. Each encounter I have with a student is significant.”

—DR. MARK

“As a teacher, I draw my inspiration from my children, Conor and Kiley. They have helped me to realize that it doesn’t matter if you are in grade school or medical school; the basic principles of learning are the same. At home, I review spelling and vocabulary words with my kids. In the classroom, I remind my students that since they are learning new anatomical and clinical terms they should be verbalizing their studies. It works when we are children. It still works when we are adults.

“Daily, my children remind me that learning is fun. Theirs is an irrepressible enthusiasm for life. They inspire many of my lectures including my explication of connective tissue (using a Jell-O mold), my representation of liver function (a remodeling of Ginsburg Auditorium), and my illumination of the male reproductive tract (through scenes from the cartoon film Ice Age).”

—DR. MCGUINNESS

COMPASSIONATE MEDICINE IN PRACTICE

“When I was young it was not uncommon for physicians to make house calls. Lots of older people in the area suffered acute problems or were chronically ill with conditions that today would require hospitalization.
“The neighborhood doctor (whom I now know was an osteopathic physician) would make almost daily rounds. Many neighbors would stare out their windows or stand in a doorway to see if his old black Buick was on the block. I remember the feeling of relief that our family and others would feel when he arrived. It was as though all the troubles and problems that existed had suddenly vanished. Everything was going to be all right because the doctor was there.

“My philosophy of medicine—and probably one of the reasons why I became a doctor—was to be able to instill that kind of feeling in another person: things were going to be better because of my presence. I try to instill in my students that every encounter they have with a patient should end with that patient feeling that he or she has in some way benefitted from the experience.”

—DR. BULLOCK

“Patients often say that physician assistants spend more time with them than physicians. In fact, PAs face exactly the same scheduling constraints as the physicians who supervise them. What differs with PAs is the approach they take to patient care; this approach allows patients to feel as though they have more time to spend, listening to their needs.”

—DR. CAVENAGH

“At its essence, the practice of medicine has to do with feeling. While osteopathic physicians rely on intellect and scientific excellence, they also employ tactile communication and genuine compassion. They understand that palpation means examination by feeling, perception through the sense of touch. There is an immeasurable advantage to understanding the mind-body connection.”

—DR. MARK

CHARLOTTE H. GREENE, PHD
professor, neuroscience, physiology and pharmacology
35 years of service at PCOM
ON LESSONS TAUGHT & LESSONS LEARNED

THE OSTEOPATHIC IDENTITY

"Is it a philosophy? Is it a technique? Is it merely one more weapon in the physician’s armory? Is it a historical perception that does not truly define the doctor who carries the name ‘osteopathic physician’?

“I have often questioned the degree of understanding of osteopathic medicine that applicants to osteopathic medical schools possess. Their interview responses usually involve the phrase ‘treating the whole person.’

“Very few physicians—osteopathic or allopathic—can treat the ‘whole person.’ Every patient is different and presents with a unique social, cultural and psychological makeup. The osteopathic philosophy requires that the physician be an astute observer, an attentive listener who maintains a fund of anatomical knowledge and relationships that he or she can apply to a particular situation. An osteopathic physician’s hands are as valuable of a diagnostic tool as his or her stethoscope and as important as a treatment resource as the medication he or she prescribes.”

—DR. BULLOCK

“It is essential to the future of the osteopathic profession that we, its teachers and practitioners, accept responsibility for developing new insights—not only mechanisms of manipulative treatments, but basic principles that are an integral part of the inherent philosophy of osteopathic medicine. The understanding that the body has an enormous potential for healing itself, for example, is routinely addressed by the use of standard, supportive medical devices and pharmaceuticals, but it is the osteopathic physician who ultimately has the unique ability to use his or her hands in support of the body’s efforts to heal itself.

“It is illogical not to change or modify osteopathic principles and practice with the times, as new knowledge is uncovered. I feel a personal obligation and dedication to do so, a sort of a covenant—and I know my colleagues feel the same way. This responsibility falls, too, upon our students. Together we must develop, improve, document and share our osteopathic practice of medicine in all of its

BURTON MARK, DO
professor and chair, psychiatry
23 years of service at PCOM
The doctor-patient relationship is complex; it requires trust in matters of health, and therein, matters of life and death. Patients very often have an emotional connection with their physician. They frequently meet their physician in a vulnerable state, dependent upon him or her. At times they feel positive about their physician. They respect and care about him or her. Other times, they are angry or have negative feelings directed towards him or her. Often this anger is displaced; they are fearful of a diagnosis or progression of an illness, frustrated by their own noncompliance, etc.

“As physicians we are called to resonate with our patients emotionally. This is a lesson that must be learned through practice—over time. It is not an entirely academic subject."

And sometimes it is simply necessary to remind patients (and ourselves) that physicians are good. But we are not gods. We are not omniscient nor are we infallible. Outcomes are not always encouraging—despite our best professional attempts.”

—DR. MARK

Gross Anatomy gives students an early introduction into life’s uncertainties. Students look at an atlas and say, ‘Our bodies do not look like this.’ They learn that variations in human structure are normal. The mistakes students make in the course may not be as serious as those made when practicing medicine, but I think the course contributes to their learning to accept that they will make mistakes. Many medical students have never had grades lower than an A or a B, and for the first time face academic challenges. They will argue for credit for wrong answers because they haven’t yet reached a point where they can accept their mistakes.”

—DR. MCGUINNESS

Observations about Students

“Every year students seem to get younger, but I guess that is because I am getting older. I really think my class [1978] went through school with the idea that we were going to be osteopathic physicians. Today, students matriculate with the goal of becoming physicians. There appears to be a wider opportunity for specialization.”

—DR. CAVENAGH
Unfortunately, many of these choices are not strongly affected by the students’ osteopathic training.”
—DR. BULLOCK

“The general atmosphere at the College—in so many ways driven by the student body—is that of a family. I believe this is unique to graduate schools, and in particular, to medical schools.”
—DR. MARK

“Today’s students seem to have an invariable need for positive feedback and acknowledgment. Just recently, I was in the lab and overheard a student grumbling: ‘I just wish someone would recognize how hard we are working.’ When he noticed me standing there, I simply turned and walked away. His lab partners laughed. I returned a few minutes later with a gold star and gave it to acknowledge his hard work. In the weeks following, I had dozens of students asking me what they needed to do to earn a gold star.”
—DR. MCGUINNESS

ADVICE TO THOSE PURSUING A CAREER IN MEDICINE

“Do not enter the profession of osteopathic medicine for any of the following reasons:
• You wish to be wealthy.
• The ‘prestige’ of being a doctor appeals to you.
• It is what your parents always wanted you to do.
• You want to help people (there are many other ways to do that).
• You really believe that life as a physician is portrayed accurately on popular television shows.

“Do become an osteopathic physician if:
• You are the kind of person who can confront a challenge and find innovative ways of solving it.
• You feel offended that some people suffer unnecessarily from afflictions or are plagued by problems that can be avoided.
• Hard work has never been a problem for you.
• You are academically talented.
• You function well in stressful situations.
• You do not need to maintain a comfortable space from others.
• Your conduct is not ruled by your prejudices.
• You have the eye of an eagle, the heart of a lion and the hand that is gentle.
—DR. BULLOCK
“A career in medicine is personally satisfying. It is among few professions that remain fascinating over time and socially valuable. What we do—how we practice—means something.

“Projections continue to confirm what we have been seeing for a long time—an increasing number of physician assistants working with an increasing number of patients. And national health reform law presents the PA profession with new, awesome challenges. The millions of people who are gaining new access to the U.S. healthcare system could, in just a few years, overwhelm the number of practitioners available to care for them.

“The responsibility falls largely to PA educators to find ways to create large numbers of competent practitioners. No other profession can produce high-quality medical providers as quickly and with the necessary flexibility to be able to go to wherever in the healthcare system they are needed the most.

“PA students and practitioners must be open to change as the evidence for the things we do and practice evolves. I believe it is important for us to learn how to find and use the best evidence to empower our patients; to promote quality, cost-effective health care; and to grow and strengthen the PA profession.”

—DR. CAVENAGH

“Do it. I’ve been practicing medicine for over 40 years. I have never regretted my decision. And I have never regretted being a DO. Medicine is a virtuous career that brings great joy in spite of responsibility.”

—DR. MARK

“I would offer the same advice that one of my professors at Temple, Dr. John Way, offered me. Be certain that this is what you want to do. You need to know what you are getting into. Your career choice involves years of hard work. You may have to sacrifice a lot to achieve your goals. If you are ready to face the challenges, you will be successful.”

—DR. MCGUINNESS

MICHAEL P. MCGUINNESS, PHD
associate professor, anatomy
11 years of service at PCOM
“Pharmacy education needs research support to move the entire field forward.”

—Dr. Wang

“The quality of the data from a number of developing countries is not as good,” he reports. “Despite having excellent facilities, the actual bench science is not as skillful and the researchers are not held to as high a standard. For example, there have been problems in China with irreproducible data. In these countries, with a few exceptions, the scientific society is not as established as it is here in terms of self-policing, but in time it should develop.”

Dr. Wang believes it is important to show students the weaknesses of studies conducted in some settings so that they will see the difference between a poorly done study and one that is well done. He also urges the reinforcement of ethical standards. “Students ask questions about bench science, questions that can lead to more questions about how drugs are developed. This deeper thinking about their education is a very good thing and it will help them later in working with physicians and other healthcare team members. Pharmacy education needs research support to move the entire field forward,” he states.

Drug discovery research is a continuum that involves different types of professionals in the health sciences, Dr. Wang explains. His personal research involves targeting biomarkers that might be used someday to advance the treatment of hypertension as well as the treatment of asthma, COPD and other maladies.

Through the efforts of Mark Okamoto, PharmD, professor, dean and chief academic officer, PCOM School of Pharmacy, has been approved to house an advanced research laboratory that can be used by the majority of researchers of the School of Pharmacy.

Avadhesh C. Sharma, PharmD, PhD, chair and associate professor, pharmaceutical sciences, notes that there are three key areas of drug development research: developing new molecular targets, developing new formulations and developing biomarkers for better diagnosis.

Dr. Sharma’s research involves identifying biomarkers for sepsis and septic shock, both of which are often diagnosed too late. “In 1990, sepsis and septic shock was the 13th leading cause of death; currently, it is the 10th leading cause of death. We don’t know why the death rate is increasing,” he laments. “Finding a suitable biomarker can lead to an accurate, noninvasive test—using saliva or tears—for sepsis and also for other diseases, such as diabetes, chronic fatigue and even oral cancer.”

The hope is to identify sepsis patients days earlier so that treatment can begin earlier. “Our recent data suggest that molecular and genetic changes occur much earlier than functional changes are seen,” explains Dr. Sharma. “Our hope is to make drug development research a priority here along with our teaching,” he adds.

“When students are involved in research they learn about the role that it plays. They begin to better understand the concept ‘from benchside to bedside,’” notes Dr. Sharma.

Another professor who also is a researcher believes that...
The collegial atmosphere among the faculty at PCOM’s new School of Pharmacy can only help the students. “Everyone pulls together. There’s a collaborative effort for something new,” offers John Kermode, PhD, professor, pharmaceutical sciences. “The faculty knows that we’re all in this together from the ground floor. The students can’t help but sense that something is building and that they are a part of it.”

Dr. Kermode works to help students hone their critical thinking skills. “Learning about research will foster some of that critical thinking, I believe,” he says. Dr. Kermode, who also is chair of the Division for Cardiovascular Pharmacology for the American Society for Pharmacology and Experimental Therapeutics, and personally researches the signaling mechanisms in blood platelets and the role of such signaling in arterial thrombosis.

“Teaching the students what’s appropriate in a study—what random means, what double-blind means, why it matters when a placebo is used—all of these things are critical to their education and development,” he adds.

“A few students already are showing interest in research and, yes, research topics will come up in course material,” says Dr. Kermode. “It’s early, but on the basis of our first semester results, I think our first batch of PharmD students are excellent learners.”

ECONOMICS, PHARMACY STYLE

Cost.

It’s a simple word that packs a complex wallop. Perhaps nowhere on the national scene is the cost factor as central as it is in health care. An aging population that requires greater attention, the use of myriad technologies in modern medicine, the development of new drugs and other treatments in a demanding and competitive environment—all lead to the continuing need to learn to better manage cost.

“Necessity created the science of pharmacoeconomics,” notes Mark Okamoto, PharmD, professor, dean and chief academic officer, PCOM School of Pharmacy – Georgia Campus. “One of the tools of pharmacoeconomics is to utilize mathematical decision models to look at outcomes and cost in order to determine the most appropriate therapy.”

PCOM School of Pharmacy students take courses in pharmacoeconomics; they learn to review data from drug studies, hospital reports and other sources to compare treatments. “We use clinical outcomes data and cost information to help determine which drugs are the most cost-effective—providing the greatest benefits with minimal pricing,” offers Dr. Okamoto. “Students who have been exposed to research read more studies and understand what they read. Our students are taught how to interpret research; we’re working to create the 21st-century pharmacist.

“We look at a new drug and compare it to the gold standard,” Dr. Okamoto explains. “Sometimes, of course, the more expensive drug is simply better; sometimes it’s not. The question becomes: ‘Is the additional benefit worth the additional cost?’”

Controlling costs can involve a simple measure such as breaking tablets in half to achieve the dosage prescribed by a physician. Or it can be as involved as using computer models to examine the literature available to compare two or more drugs.

“Physicians are the leaders in the healthcare team, but they are overburdened,” says Dr. Okamoto. “It will never be the role of the pharmacist to replace the physician. Rather, our job is—and always will be—to work with physicians and with patients to use our pharmacologic expertise to help improve patient outcomes.”
Class of 1951
Lawrence H. Zinner, DO, Philadelphia, PA, worked for the U.S. Census Bureau this year. He and his wife are looking forward to the PCOM Reunion in spring 2011 (Dr. Zinner’s class’ 60th celebration).

Class of 1965
Class Agent: James F. Conroy, DO
Herbert G. Wendelken, DO, Haverford, PA, was granted life membership in the Pennsylvania Osteopathic Medical Association.

Class of 1967
Class Agents: John F. Callahan, DO, and Allan N. Fields, DO
Sherman N. Leis, DO, Bala Cynwyd, PA, was interviewed by Meghan Chavalier for an article titled “Stopping the Hate.”

Class of 1972
Lawrence D. Kramer, DO, Winter Springs, FL, hiked the Grand Canyon rim to rim (24 miles). He started at the North Rim, down 14 miles to the Phantom Ranch for some recuperation, and then up the South Rim for another 10 miles (a 4,500-foot elevation gain). He reports, “Great scenery. Great memories. Sore feet!”

Class of 1973
Class Agent: Herbert J. Rogove, DO
Dana A. Ewles, DO, Clinton Township, MI, retired from pediatric practice after 34 years. At the time of his retirement, Dr. Ewles was acting pediatric residency program director at St. John Hospital and Medical Center, as well as an

Joseph D. Piorkowski, Jr., DO ’80, JD, MPH

Turning Ambition into Accomplishment

Dr. Piorkowski is a man of many ambitions and even more accomplishments: a doctor, a lawyer and a veteran of duty with a Navy Fighter Squadron. Today, he is thoroughly enjoying his current career as a noted defense attorney and the founder of the Piorkowski Law Firm, PC, in Washington, D.C.

Dr. Piorkowski was just 19 years old when he entered PCOM thinking that perhaps he would become a psychiatrist. Instead, he opted to join the Navy, and was designated as a naval flight surgeon. “In addition to a little doctoring now and then,” he says with a wry smile, “I flew several combat air mission patrols.” The recipient of numerous medals, he underwent rigorous training that qualified him to navigate an F-14, and earn his name on the canopy of one.

Following his eight-year tour of duty, he says, he had two options: “I could complete residency training or I could work as a flight surgeon during the day and attend law school at night. I figured the workload would be about the same.” So, Dr. Piorkowski ran an outpatient clinic by day and went to Georgetown Law School at night.

After earning his law degree, he worked as a law clerk for a federal judge and then accepted a position with a prominent law firm in the District of Columbia that specializes in high-stakes litigation. “I headed up the expert witness teams for major pharmaceutical cases,” he explains. “My job was to find the best possible experts to testify in our cases, and I had the chance to work with some of the best doctors in the world. It was challenging and fun.” It was so much fun, in fact, that in 2004 Dr. Piorkowski founded his own law firm that specializes in representing scientists, physicians, hospitals and product manufacturers.

“It’s a good practice,” he says proudly, “a small shop. There’s one other lawyer and a PhD scientist. It’s an intellectual chess game.” And it’s a profession that touches him deeply. “I’ve never met a doctor who didn’t have the patient’s best interests at heart,” he explains. “Doctors take it very personally when they are accused of malpractice, particularly when they were trying to do the right thing for their patient. So, defending these physicians is a win-win for me. It’s very fulfilling.”

Never one to settle for just one career at a time, Dr. Piorkowski still practices medicine as a professional volunteer with the Red Cross and is an adjunct professor of law at Georgetown University. He is also board certified in three areas, including family medicine.
Joseph A. LaCavera, III, DO, Bridgeton, NJ, married Kathryn J. Mason, MEd, RN. Dr. LaCavera has retired from daily practice after 35 years in family medicine. He continues to serve the community as medical director of the South Jersey Drug Treatment Center in Bridgeton, medical director of Ranch Hope for Boys and Girls in Alloway, and school physician for the Salem City School District in Salem.

Ellen M. Platt, DO, Cedar Grove, NJ, expanded her traditional child and adolescent psychiatry practice by opening an adjunct service, Coordinated Treatment Solution, LLC (CTS), for public school districts and private schools. CTS provides a variety of in-school psychiatric, counseling and behavioral services for students with autism spectrum disorders, developmental disabilities and emotional and mental health disorders.

**Class of 1974**
Class Agent: Marc Mintz, DO

Charles T. Andrews, DO, York, PA, was granted life membership in the Pennsylvania Osteopathic Medical Association.

Nicholas D. Tretta, Jr., DO, Exton, PA, was granted life membership in the Pennsylvania Osteopathic Medical Association.

**Class of 1977**
Class Agent: H. Sprague Taveau, IV, DO, MBA

Warren M. Cohen, DO, Hazleton, PA, joined the medical staff at the Greater Hazleton Health Alliance and Foundation Radiology Group.

Richard A. Hoefer, Jr., DO, Newport News, VA, is a surgical oncologist for Sentara Surgery Specialists in Newport News. He is currently the director of cancer services at Sentara’s Careplex Hospital and co-director of the Dorothy G. Hoefer Comprehensive Breast Center. He was selected to participate in the 2010-2011 class of the Claude Moore Physician Leadership Institute by the Medical Society of Virginia Foundation. The Institute helps physicians strengthen their leadership abilities and gain the skills necessary to improve health care in Virginia.

**Class of 1978**
Class Agent: Joseph J. Priebe, DO

James S. Weisensee, DO, Butler, PA, was granted life membership in the Pennsylvania Osteopathic Medical Association.

**Class of 1982**
Class Agent: Anthony J. Silvagni, DO

Barry L. Bakst, DO, Wilmington, DE, was voted by his medical peers and *Delaware Today* as one of the “Top Doctors in Physical Medicine and Rehabilitation” (2010).

**Class of 1984**
Class Agent: Paul V. Suhey, DO

Deborah Bieter-Schultz, DO, Point Pleasant Boro, NJ, joined the medical staff at Ocean Health Initiatives in Toms River and Lakewood.

**Class of 1985**
Class Agent: H. Sprague Taveau, IV, DO, MBA

**Class of 1986**
Class Agent: John C. Sefter, DO, and Jane Siehlmorre, DO

David M. Brill, DO, Bay Village, OH, is practicing in Rocky River, and is a staff physician with the Cleveland Clinic. Dr. Brill’s three children, Russell, Harrison, and Jackson, are doing very well.

**Class of 1987**
Class Agent: John C. Sefter, DO, and Jane Siehlmorre, DO

Lorie Loreman, DO, Scottsdale, AZ, was voted among the “Top Pulmonologists in Arizona” by *Consumer Reports*.

**Class of 1980**
Class Agent: Steven Fagan, DO

Paul D. Seltzer, DO, Washington, DC, successfully completed a fellowship in health policy at Ohio University of Osteopathic Medicine in September 2010.

There were errors in class year designations for two alumni notes that were printed in *Digest #2*, 2010. Please see the corrected notes below:

**Class of 1977**

John J. Heiser, DO ’57, Fort Lauderdale, FL, was the recipient of the Distinguished Service Award presented by the American Osteopathic College of Anesthesiologists at their annual Clinical Assembly.

Merritt G. Davis, DO ’62, San Antonio, TX, was honored for 13 years of service in the House of Delegates of the Texas Osteopathic Medical Association.
**Class of 1993**  
Class Agent: Larissa F. Dominy, DO  
David E. Walter, DO, Portland, ME, was appointed medical director for Spurwink Services in Portland.

**Class of 1994**  
Class Agents: Judith A. Gardner, DO, and Scott E. Rosenthal, DO  
Joseph D. Allgeier, DO, Orlando, FL, was elected president of the Florida Society of the American College of Osteopathic Family Physicians. Dr. Allgeier is the medical education director at Florida Hospital in East Orlando, and is the director of eight free clinics throughout the city.

**Class of 1995**  
Class Agent: R. Keith Felstead, DO  

Phoung T. Wirths, DO, DuBois, PA, was highlighted in an article, “Doctor Happy to Give Back Through Free Clinic,” published in *The Progress*. Dr. Wirths is medical director of DuBois Free Medical Clinic.

**Class of 1996**  
Class Agent: Joanne Hullings, DO  
Christopher C. Clark, DO, Erie, PA, was appointed senior vice president and chief quality officer at Saint Vincent Health System. He is currently serving a two-year term as president of the Erie County Medical Society.

**Class of 1997**  
Michael S. Kocinski, DO, Oshkosh, WI, joined the medical staff at Affinity Medical Group Koeller Street Clinic.

**Class of 1998**  
Class Agent: James V. Lieb, DO  
Caitlin Songey Clark, DO, Erie, PA, is the medical director for Saint Vincent Family Medicine Center. She is the associate director for the Saint Vincent Family Medicine Residency Program.

Martin Doperak, DO, Chesler, VA, was appointed deputy commander for clinical services at Kenner Army Health Clinic in Fort Lee.
Chad E. Potteiger, DO, Maryville, TN, joined the medical staff at Blount Memorial Hospital and Smoky Mountain Gastroenterology in Maryville.

J. Andrew VanSlyke, DO, Virginia Beach, VA, was promoted to the rank of commander in the Medical Corps of the United States Navy. Dr. VanSlyke is the head of the psychiatry department at the Portsmouth Naval Center.

Class of 1999
Class Agent: Tabatha L. Jeffers, DO
Kevin M. McGeehan, DO, Warsaw, IN, joined the medical staff at Kosciusko Community Hospital and Warsaw Neurology.

Christopher L. MacDonald, DO, Pleasantville, PA, joined the medical staff at Venango Internal Medicine Associates—University of Pittsburgh Medical Center.

Class of 2000
Class Agents: Kristen M. Lehmann, MS/PA-C, and Christiane M. Petrillo, MS/PA-C
Michael W. Semelka, DO, Greensburg, PA, was appointed program director of the family medicine residency program at Excela Health Latrobe Hospital.

Class of 2002
Class Agents: Edward John Armbruster, DO; Heather C. Beraducci, MS/PA-C; Steven Robert Blasi, DO; and Erin G. Wolf, PA-C
Dipan A. Desai, DO, Baltimore, MD, is a cardiologist at Johns Hopkins Bayview Medical Center in Baltimore.

Janine L. Foote, DO, Guilford, VT, joined the medical staff at Brattleboro...

Certificates of Merit

H. Brent Bamberger, DO ’86, Kettering, OH, was inducted as president of the American Osteopathic Academy of Orthopedics.

Paul Evans, DO ’79, Carmel, IN, was appointed vice president and founding dean of the proposed Marian University College of Osteopathic Medicine.

Samuel M. Feinstein, DO ’67, Scottsdale, AZ, was the recipient of the 2010 Humanitarian Award presented by the American College of Osteopathic Surgeons.

Thomas J. Gravina, Havertford, PA, was the recipient of the 2010 President’s Leadership Award presented by Philadelphia College of Osteopathic Medicine.

Craig J. Lenz, DO ’78, Harrogate, TN, was appointed academic dean of the proposed Alabama College of Osteopathic Medicine.

Anthony A. Minissale, DO ’61, Gladwyne, PA, was the recipient of the Distinguished Service Award presented by the American Osteopathic Association.

Thomas F. Morley, DO ’79, Laurel Springs, NJ, was inducted as president of the American College of Osteopathic Internists.

Melissa Neumann Schwartz, DO ’91, Bala Cynwyd, PA, became a fellow of the American Academy of Otolaryngic Allergy. Dr. Schwartz is also on the editorial board of the Montgomery County Women’s Journal.

Arthur J. Sesso, DO ’81, Ocean City, NJ, was the recipient of the 2010 Distinguished Surgeon Award presented by the American College of Osteopathic Surgeons.
Memorial Hospital and Windham Family Practice.

Peter J. Foote, DO, Guilford, VT, joined the medical staff at Brattleboro Memorial Hospital and Windham Family Practice.

Patrick J. McHugh, DO, Spotsylvania, VA, was elected to the board of directors of Virginia College.

Class of 2003
Class Agents: Mark B. Abraham, JD, DO; Joshua M. Baron, DO; Jacob Matthew, MS/PA-C; Daniel J. Morrissy, III, DO; and Joseph D. Norris, MS/PA-C

Tricia M. Beatty, DO, Narberth, PA, joined the medical staff at the Rothman Institute in Voorhees and Sewell, New Jersey.

Jessica M. Klemens, DO, Philadelphia, PA, joined the medical staff at Womencare OB/GYN at Abington Hospital.

Class of 2004
Class Agents: Aaron S. Blom, DO; Michael Anthony Caromano, MS/PA-C; and Patrick Henry D’Arco, MS/PA-C

Thomas P. DiEnna, DO, Langhorne, PA, joined the emergency medicine department at Doylestown Hospital in association with Doylestown Emergency Associates.

Brian L. Sperling, DO, Flemington, NJ, joined the medical staff at Hunterdon Medical Center in Flemington, New Jersey.

Class of 2005
Class Agent: Kelly M. DeVoogd, DO

Julie A. Header, DO, Lebanon, PA, joined the medical staff at Annville Family Medicine.

Theresa Kovacs, PsyD ’07

Fighting the Good Fight

Everyone knows the saying, “You can’t fight City Hall.” Everyone, perhaps, except Dr. Kovacs. Dr. Kovacs went way beyond City Hall and fought the Commonwealth of Pennsylvania Department of Public Welfare. She fought for all the licensed psychologists in the Commonwealth and those they serve.

She explains: “I noticed the disparity between the salaries and educational requirements of psychologists vs. other professionals. In some cases, psychologists were paid much less with more education. Not only is this unfair to the professionals, but it is a barrier to providing quality mental health services.”

Despite the fact that an unsuccessful attempt was made 10 years ago to address this problem, Dr. Kovacs refused to let the inequity stand. For two years Dr. Kovacs and representation from her local union presented the state bureaucratic system with compelling information to re-classify the licensed psychologist title and adjust the pay structure. Today, the starting salary for Pennsylvania licensed psychologists has increased by almost eight thousand dollars a year, and their job class has been upgraded across the state. Tom Herman, business agent at the Pennsylvania Social Services Union remarks, “While this is great for state employed psychologists, the real beneficiaries are the clients and population we serve this is a big deal!”

Big deals and big ideas are Dr. Kovacs’ stock in trade. One of her dreams is to open an integrated health clinic attached to a medical school that provides medical and psychological care collaboratively—something she learned and practiced under her PCOM mentor, Robert DiTomasso, PhD. The clinic would serve women with health issues and their families.

“I’m passionate about the difference we can make in people’s lives,” Dr. Kovacs says about her profession. “We need to educate the public about what we can offer. We need to let people know psychologists cannot only help them feel better, but do so by improving their health and lifestyle choices.”

Understanding the connection between physical and mental health is central to Dr. Kovacs’ work. She recently was awarded a grant partnering the Dunmore YMCA and the Northeastern Pennsylvania affiliate of the Susan G. Komen Foundation for Breast Cancer to provide education, treatment support, and resources to underserved, uninsured women diagnosed with breast cancer. As a result of her professional work this year she was awarded the Early Career Psychologist Award by the Pennsylvania Psychological Association in June 2010 at the annual convention.
Eric M. Hitchcock, DO, Milford, DE, joined the medical staff at Bayhealth Medical Center in Milford.

**Class of 2006**

Class Agents: Caroline E. Ahlquist, MS/PA-C, and Mary C. Wilhelm, MS/PA-C

Michelle N. Carraro, DO, Allentown, PA, is an emergency room attending physician with the Lehigh Valley Health Network and medical director of Northern Valley Emergency Medical Services.

R. Todd Rinnier, DO, Cherry Hill, NJ, is an attending anesthesiologist at Cooper University Hospital in Camden.

**Class of 2007**

Class Agents: Angela J. Kapalko, MS/PA-C, and Courtney Sowers, MS/PA-C

Jillian Bellows Rowbotham, DO, Philadelphia, PA, joined the medical staff at Rittenhouse Internal Medicine in Philadelphia. The practice is led by Leslie Saltzman, DO ’04.

Theresa S. Birardi, DO, Philadelphia, PA, joined Crozer-Keystone Health Network and is on the medical staff at Delaware County Memorial Hospital in Drexel Hill.

Jessica L. Masser, DO, Summerhill, PA, joined Dennis L. Eckels, DO ’75, as a partner at Valley Ambulatory Health Center in Seward.

Colleen M. McGee, DO, Drexel Hill, PA, joined Crozer-Keystone Health Network and is on the medical staff at Delaware County Memorial Hospital in Drexel Hill.

Elizabeth White-Fricker, DO, Southampton, NY, joined the medical staff at Wainscott Meeting House Lane Medical Practice.

**Class of 2009**

Matthew L. Basiga, DO, Mount Joy, PA, is completing a residency in pediatrics at Penn State Children’s Hospital.

Katie A. McHale, DO, Philadelphia, PA, was the recipient of the Arnold P. Gold Foundation Humanism and Excellence in Teaching Award presented by Cooper University Hospital. This award is based on a resident’s demonstrated commitment to teaching and compassionate treatment of patients and families, students, and colleagues.

Kevin J. McHale, DO, Philadelphia, PA, was elected chief resident of internal medicine and was awarded Intern of the Year by Philadelphia College of Osteopathic Medicine.

Jennifer Romer, MS/Biomed, Deptford, NJ, is working for Elciton, Inc., a research company. The company produces biochemical technologies to answer renewable energy needs.

**In Memoriam**

Robert Carr Denny, DO ’73, Cudjoe Key, FL, September 20, 2010.
Mark P. Holencik, DO ’79, Elliotsburg, PA, August 30, 2010.
Gerald I. Ringold, DO ’58, Cherry Hill, NJ, October 6, 2010.
Arthur V. Younger, DO ’64, Yakima, WA, June 6, 2010.

The College notes with sadness the passing of Mark E. Miller, PhD, on November 28, 2010. He was a former associate professor of anatomy at PCOM and a member of the faculty for 14 years.

**E-MAIL YOUR NEWS AND PHOTOS TO MADELINE LAW: MADELINE@PCOM.EDU**
LUMINOUS BEINGS WE ARE

I grew up in Columbus, Georgia. My father was a woodworker; he designed furniture for his father’s manufacturing company. My mother was a medical librarian. This combination proved to be an invaluable catalyst in fostering the temperament of a budding artist. I watched my father as he patiently drafted articulate renderings of cabinets, chairs and interiors. He encouraged me to be an architect. My mother sparked my curiosity and interest in investigation; she brought home JAMA covers with reproductions of Old Master paintings and tattered copies of Gray’s Anatomy and other texts with anatomical renderings. She encouraged me to be a medical illustrator.

When I was 19, I moved to Philadelphia to study art. Shortly thereafter, I began to call around to hospitals to see if it was possible for me to study anatomy in their labs. I had no interest in actually enrolling in medical school. I was only interested in gaining a working knowledge of the body because I wanted to paint portraits and figures, and I wanted to know what was going on under the skin so that I’d be able to better draw the figure. Most hospitals, following protocol, were quick to deny an art student. But when I contacted Philadelphia College of Osteopathic Medicine, someone put me in contact with Dr. Vincent Cipolla. I explained that I was a freshman studying at the Pennsylvania Academy of the Fine Arts, the nation’s oldest art school, and that there had once been a tradition of anatomy study at PAFA dating back to Thomas Eakins in the 1880s and ’90s. Despite the predominance of abstraction and expressionism in the modern art world, I still wished detailed study of the human figure from the cadaver to be a part of my artistic training.

Things were quite different in the 1970s—both in art and in medicine. PCOM was still located in a rambling old brick building in West Philadelphia. It was there I first met Dr. Cipolla. He gave me permission to study anatomy side by side with the medical students. I could watch and draw and examine, but the actual dissection was reserved for the medical students.

The medical students were busy learning and paid little attention to the bearded, bereted art student who didn’t once refer to the standard texts, but instead carried a copy of Robert Beverly Hale’s Artistic Anatomy with illustrations by Paul Richer. Professor Hale was an anatomy instructor at PAFA. I was assigned to be his teaching assistant. He encouraged his students to “draw from life, learn every external muscle in the body by name, and if possible, draw and dissect directly from the cadaver.” I was the only student to heed his advice at that time. Later, I convinced a fellow art student to join me, and in time, another.

For three years, I spent each Saturday morning of the fall semesters in the gross anatomy lab. I signed-in at an old logbook that looked like it had been there since the 1800s. I filled sketchbooks with drawings of the cadavers. Each weekend I drew a different section of the body based on what the medical students had been assigned to dissect that week; I learned and referred to the muscles by their artistic anatomical names.

I still remember sitting in my little Toyota one cold November day after having just finished a session in the dissecting lab. I began to cry as the utter seriousness of my endeavors dawned on me. I began to face what it means to be alive. I decided to become a vegetarian because the sinewy tissue of human muscles reminded me of beef and chicken. The fat under the epidermis reminded me of scrambled eggs.

Even now, when I am lecturing at some museum or institution, I am invariably asked about my experiences dissecting. I always say that for me, dissecting was more than just learning the insertions and shapes of the muscles; it was more than learning the purposes and names of each and every external muscle. I learned that living tissue is quite different from inert matter.

Most importantly, from anatomy I learned that we are not the same when we are no longer lit by the mysterious electricity of life. The young Jedi knight, Luke Skywalker, receives similar instruction from his master, Yoda, in The Empire Strikes Back: “Luminous beings we are, not this crude matter.” As a painter, this meant more than gaining information. It was gaining some insight into the nature of life—about how we are “charged,” “lit,” turned “on.” My experiences studying anatomy were about understanding that we are receptacles of life energy. We carry the mystery of life in us. We are more than the sum of our parts. When I paint skin, flesh, I am not mixing paints to try to match a color that I see before me. I’m trying to capture in the paint what it means to be alive. I am trying to capture in the paint some of the mystery of life. I learned about this mystery at PCOM, not at art school.

Mr. Bartlett is a Pew Fellow and is represented by PPOW Gallery in New York. For more information about his work, visit his Web site at www.BoBartlett.com.

Readers: The staff of Digest welcomes your ideas for essays that would be of interest to the PCOM community. Please submit ideas in writing to Jennifer Schaffer Leone, editor. E-mail jenniferleo@pcom.edu or mail Marketing & Communications, 4180 City Avenue, Philadelphia, PA 19131-1695.
Forging the future

Philadelphia College of Osteopathic Medicine continues to attract highly-qualified students to meet the challenges of the American healthcare delivery system. The College trains—as it has for more than a century—competent, caring physicians, health practitioners and behavioral scientists who practice a “whole person” approach to medicine.

It is estimated that each PCOM student will impact the lives of thousands in the course of his or her lifetime.

In totality, the influence of PCOM graduates—and future graduates—is immeasurable.

Reaffirm your commitment to PCOM

The Fund for PCOM provides a critical and flexible stream of dollars to develop and enhance instructional, research, outreach and scholarship programs and services. Gifts to the fund immediately impact the College, its students and faculty.

In this new year, please consider making a gift to PCOM. To donate, visit www.fund.4.pcom.edu (secure site) or call 800-739-3939.

On behalf of today’s and tomorrow’s PCOM students, thank you...

Future healthcare professionals pictured counterclockwise from the top: Zachary, son of David Bohorquez, DO ’97, and Deborah Bohorquez, DO ’99; Natalie and Mia, daughters of Steven Breslow, DO ’05, and Lisa Masciantonio Breslow, DO ’07; Tucker Joseph Brennan, grandson of Richard G. Tucker, DO ’74; Amelia Payus, daughter of Judy Rippert, DO ’91; Madison Brownstein, daughter of Elana Weinstein, MS/Psy ’06, EdS/Psy ’09 (PsyD ’12); Christine Guenther (DO ’12), daughter of Jim Guenther, DO ’85; Samantha, daughter of Michael Hassman, DO ’94, and granddaughter of Joseph Hassman, DO ’65; Charlotte and Anna, daughters of Kara Lee Matala, DO ’98; Jack, son of Paul J. Ufberg, DO ’02, MBA; Dylan and Devon, twin sons of Ameet S. Parikh, DO ’04, MBA; and Makayla Rose, daughter of Donny Perez, DO ’03.