



CATALOG

2009
2010

This catalog is an official bulletin of West Virginia School of Osteopathic Medicine and is intended to provide general information. It contains policies, regulations, procedures and fees in effect as of September 15, 2009.

West Virginia School of Osteopathic Medicine reserves the right to make changes at any time to reflect current Higher Education Policy Commission and Board of Governors policies, administrative regulations and procedures, amendments by state law and fee changes. Information provided by this catalog is subject to change without notice and does not constitute a contract between West Virginia School of Osteopathic Medicine and a student or an applicant for admissions.

Students are responsible for observing the regulations contained herein; therefore, they are urged to read this catalog carefully. This catalog does not contain all institutional rules, regulations and policies for which a student is responsible. Students should also consult the Student Policy Handbook, available online at www.wvsom.edu. West Virginia School of Osteopathic Medicine reserves the right to withdraw a student for cause at any time.

West Virginia School of Osteopathic Medicine is an equal opportunity/affirmative action institution. It is the policy of West Virginia School of Osteopathic Medicine not to discriminate on the basis of race, color, religion, sex, age national origin, disability or disabled veteran or veteran of the Vietnam War Era status in its educational programs, activities, admissions or employment policies. Questions or complaints should be directed to the Human Resources office at 304- 647-6279.

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WEST VIRGINIA
SCHOOL OF
OSTEOPATHIC
MEDICINE

2009-2010 College Catalog

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ACCREDITATION

The West Virginia School of Osteopathic Medicine has received accreditation from the Commission on Osteopathic College Accreditation (COCA), which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians.

The address and phone number of the accrediting agency are: Secretary, Commission on Osteopathic College Accreditations; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; Phone 312-202-8048; Fax 312-202-8202.

CATALOG POLICY STATEMENT

The catalog of the West Virginia School of Osteopathic Medicine is intended to provide students with information concerning selected institutional policies, procedures, and programs. The institution operates under a positive program of non-discrimination to ensure equal opportunity to all students and applicants regardless of sex, age, race, religion, creed, color, national origin or sexual orientation.

Section 504 of the Rehabilitation Act of 1973, as amended, provides that “no otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health and Human Services.”

The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is the Affirmative Action Officer for the West Virginia School of Osteopathic Medicine who may be reached at 400 North Lee Street, Lewisburg, West Virginia 24901, (304) 645-6270, ext. 279. WVSOM is operating in compliance with the timeline established by the 1990 Americans with Disabilities Act (ADA) to assure that its facilities, programs and personnel policies are accessible to individuals with disabilities. Students and applicants with specific needs should contact the WVSOM ADA Coordinator, WVSOM, 400 North Lee Street, Lewisburg, WV 24901, (304) 645-6270, ext. 279.

THE EDUCATIONAL PROCESS

WVSOM pledges to provide students with a quality medical education. In return, the student, by registering, accepts the rules and regulations pertaining to student conduct as established by the school. Additionally, the student agrees to abide by all other policies of the institution.

WVSOM's osteopathic medicine curriculum is both demanding and enriching. Students should be aware that full participation in required classroom, small group, laboratory and clinical training experiences is essential. Medical education programs require palpation of classmates as part of hands-on clinical training sessions.

STUDENT COMPLAINTS

If a student has a question, problem, charge, or complaint, he/she is referred to the Student Handbook for a detailed outline of the appeal procedure.

THE MISSION

The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and other complementary health related programs; to advance scientific knowledge through academic, clinical and basic science research; and to promote patient-centered, evidence based medicine. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the special health care needs of its residents emphasizing primary care in rural areas. WVSOM prepares its osteopathic medical students to enter any specialty and to practice in any location.

The school's numerous awards on the state and national level—including continuing recognition by *U.S. News & World Report* magazine as one of the top medical school in the country—affirm that WVSOM is fulfilling its mission.

WVSOM's curriculum reflects the school's interrelated education, research, and service mission and is designed to produce osteopathic physicians who are confident in rural settings, while assuring they have the educational competence and legal status for licensure and practice in all states and specialties. WVSOM admits students and recruits faculty and staff in accordance with all equal employment opportunity and affirmative action standards.

THE HISTORY

Throughout its history, our nation has traditionally faced a shortage of quality primary care physicians in rural areas. In the early 1970s, Lewisburg, West Virginia was selected as the site of an osteopathic medical school because of its rural setting and the availability of the former campus of the Greenbrier Military School. Following renovations to the military school complex, the newly chartered Greenbrier College of Osteopathic Medicine accepted its charter class of 36 osteopathic medical students in 1974.

In January, 1976, the college became part of the state system of higher education and was renamed the West Virginia School of Osteopathic Medicine. The new school focused on training West Virginia residents to practice primary care medicine in rural West Virginia. Thirty-three physicians were awarded Doctor of Osteopathy (D.O.) degrees in June, 1978, marking the beginning of a new era of medical care for West Virginia.

Many WVSOM graduates have returned to West Virginia and other rural communities across the nation to practice. The school has developed a reputation for quality osteopathic medical education, innovative programs, research and service.

LOCATION

WVSOM is located in Lewisburg, the county seat of Greenbrier County, in the southeastern part of West Virginia. With a population of approximately 4,000, Lewisburg is one of the smallest medical school communities in America today, making it an ideal location for an osteopathic medical college which emphasizes rural primary care.

Lewisburg offers small-town friendliness and safety with amenities often found only in much larger cities. Just a few miles from campus is a lush, inviting countryside, including the free-flowing Greenbrier River with miles of surrounding hiking and biking trails.

Lewisburg is the third oldest town in West Virginia, with a rich history dating back to 1782. The surrounding Greenbrier Valley is noted for its beauty, magnificent farm lands, and lush bluegrass pastures. With a blend of historic sites, farms, coal and timber industries, wilderness areas, and modern resorts, the Greenbrier Valley is truly diverse in nature. The world renowned Greenbrier Resort is located only minutes from the college campus. Some of the East's finest ski resorts, whitewater rafting, and other recreational opportunities are nearby.

Easy access to the urban centers of the East is provided by a major interstate network. Charleston, the capital of West Virginia, lies 120 miles to the west; Roanoke, Virginia is only 85 miles to the southeast; Washington, DC is 265 miles to the northeast; and Pittsburgh, Pennsylvania lies 250 miles to the north. Other major cities on the eastern seaboard are just a few hours away by air or train.

CAMPUS

WVSOM's campus encompasses 51.5 acres, blending past and present, as historic buildings are combined with modern classroom, laboratory and clinical facilities. The academic and administrative building houses additional classrooms, teaching

laboratories, the James R. Stookey Library and Osteopathic Clinical Skills Lab, a modern library, and faculty and administrative offices.

Also on campus are the Robert C. Byrd Clinic (an affiliated out-patient clinic) and the Center for Technology and Rural Medicine, which provides two modern lecture halls. With over 21,000 square feet of space, the center also houses Computer Services, a student commons area, and offices for the Associate Dean of Preclinical Education.

The Admissions Center houses the WVSOM Admissions Office and is the first stop for applicants interviewing at the college. It offers an attractive reception area and comfortable interview room. The Fredric W. Smith Science Building houses the modern gross anatomy lab, which is central to the osteopathic medical education program at WVSOM. The lab contains a state-of-the-art ventilation system, abundant natural light, and a multi-purpose anatomy demonstration room which enhances the learning experience. Upstairs, the facility houses a variety of laboratories where basic science and clinical faculty carry out various research projects. Interested students and graduate teaching assistants also participate in research projects at WVSOM.

The Founders' Activity Center includes a full-size basketball court, a multi-purpose space for free weights and cardiovascular exercise, men's and women's locker rooms, and a lounge. The Roland P. Sharp Alumni Conference Center is the focal point on campus for alumni gatherings as well as for student, faculty, and community activities. It is also the site for continuing medical education seminars and houses the offices of Alumni Relations, Continuing Medical Education, Physician Placement, and the WVSOM Foundation, Inc.

The Clinical Evaluation Center is a 19,000 square foot instructional facility which opened the summer of 2009. Clinical skills courses, Osteopathic Principles and Practices Community Clinic, electronic medical records training, and clinical encounters involving standardized patients and simulators take place in this center. It houses twenty four examination rooms, six dedicated simulation rooms, 3 large multipurpose rooms, eight physician consultation rooms, dedicated standardized patient area, six medium sized multipurpose rooms, and numerous education offices. It is equipped with a state-of-the-art integrated computerized digital recording system which records students' clinical encounters.

INTERNET

All entering first-year students will be issued a computer laptop for use during their four years of study at WVSOM. Wireless internet access is available campus wide.

TECHNOLOGY

WVSOM believes in the importance of being on the forefront of medical education. That is why technology plays an integral role on our campus from the day you apply through the day you graduate. Prospective students can periodically check and review their application status online. Preparation for entering WVSOM has also been made more efficient and user-friendly by the development of an Orientation web page, which provides students with important information and deadlines, along with an extensive “Frequently Asked Questions” section.

Every student is issued a credit-card size audience response card. Utilizing these cards, faculty can incorporate electronic polling, and electronic responses from students into their PowerPoint lecture presentations throughout the year.

During the third and fourth years, students are based throughout West Virginia for clinical training. Students on rotation can access grade forms, site evaluation forms, required reading lists, and more via WVSOM’s secure website. Students can be tested without returning to campus, and site evaluations are also submitted electronically. Through this information, WVSOM students are able to make informed decisions about where to train.

WVSOM also maintains a graduation website. From a congratulatory message, to schedules and forms that need to be filled out, students can complete all the documents required for graduation with a few key strokes from their off-site location. The website also provides a link to community resources so that students and their families can make plans for celebrations by making reservations at local hotels and restaurants.

WVSOM is proud of its commitment to the latest technological breakthroughs. We are dedicated to staying abreast of the latest trends and teaching tools, and continue to strive to stay on the cutting edge of medical education.

LIBRARY

The library serves the curricular and life-long learning needs of students, alumni, faculty, and staff. Additionally, the library serves as a medical resource library for physicians and allied health professionals in the region. Library staff provides medical database research assistance and interlibrary loan requests. Library holdings include essential medical and bio-med/science texts and journals in print and e-formats, CME materials, audio-visual materials/DVD’s, several medical and science databases, and daily newspapers from local and national sources. The library also contains study areas, audio visual equipment, a conference room, and a computer laboratory in the 24/7 area. The computer laboratory allows access to the Internet and is also used for curriculum programs, and word processing applications.

Of special note are the library's unique historical collection of osteopathic resources, and collection of WVSOM-related publications.

BOOKSTORE

In the WVSOM Bookstore, students will find all required and recommended textbooks. In addition, the store has most anything that faculty, staff, and students might need, including clothing items, scrubs, notebooks, pens and pencils, glassware, memorabilia, snacks, and souvenirs.

ROBERT C. BYRD CLINIC

The 55,000 square foot Robert C. Byrd Clinic provides a full range of family health care and serves as a clinical training site for WVSOM students, interns and residents.

AFFILIATED FACILITIES

While initial clinical experience is gained on-campus through the Robert C. Byrd Clinic and community primary care practice sites, the school maintains contractual arrangements with off-campus hospitals and clinics to provide a large part of the clinical experiences in the third and fourth years. Affiliated clinical training sites range from large teaching hospitals to rural Appalachian clinics. Current WVSOM affiliate training facilities are listed on pages 26-29.

STUDENT HOUSING

WVSOM does not offer student housing. However the Office of Student Affairs maintains an online housing directory to assist first and second year students in securing housing. The directory is a compilation of information regarding rental properties in Lewisburg and Greenbrier County. Students are encouraged to use the directory and visit the area. First-year students should be moved in and settled by August 1.

The information in the directory is provided solely as a service to our students and is not an endorsement of these offerings. Although the school does not assume responsibility for the quality or condition of the accommodations, strict adherence to non-discrimination practices are required of those who list properties.

Current and accepted students may access the housing directory by going to www.wvsom.edu/students/housing_rental.cfm.

WVSOM SERVICE

WVSOM provides students with numerous opportunities to participate in service and outreach activities. These activities complement the school's commitment to

osteopathic medical education and enhance the efforts to improve both regional and national health care. Many of the service activities enable students to apply their skills and knowledge to assist those in need as well as further develop their own skills under the guidance of experienced faculty members.

WVSOM RESEARCH

At WVSOM, the primary mission is to offer a high quality medical education. However, research is an important aspect in the advancement of medicine and many WVSOM faculty members are involved in research in both basic science and clinical sciences. These faculty members enthusiastically offer opportunities for medical students to become involved in research activities each year. These research opportunities most often take place in the summer months between the first and second years of their medical studies. Medical students are also provided with the opportunity to present research findings at campus seminars or national meetings. WVSOM is highly supportive of medical students being involved in research and encourages them to explore these opportunities.

TRANSFER POLICY

Students in good standing who have successfully completed their first and/or second year at another nationally accredited medical college (an osteopathic college accredited by the Commission on Osteopathic College Accreditation or an allopathic college accredited by the Liaison Committee on Medical Education) and who are eligible for re-admission to the previously attended medical college, may apply for admission as transfer students. Students accepted for transfer must complete their last two (2) years at WVSOM. (See institutional policy E-27, Graduation Requirements)

I. Transfer to WVSOM

A. Information

The student must provide:

1. Official transcripts from all colleges and/or universities attended, including osteopathic/allopathic medical school(s).
2. Most recent format of Medical College Admissions Test scores.
3. Letter from the Academic Dean of the osteopathic/medical college in which the student is currently enrolled, stating that the student is in good

academic standing and transfer is agreeable.

4. Letters of recommendation from two (2) faculty members at the college where the student is currently enrolled.
5. An original AACOMAS application package sent to WVSOM accompanied by a non-refundable application fee.
6. A complete and specific statement of reasons for requesting transfer.

B. Process:

1. Acceptance of transfer students will be dependent upon the student's qualifications, curricular compatibility and available space. Additional course work may be required to meet the requirements of the WVSOM curriculum. Credits may be transferred only from medical schools and colleges accredited either by the Commission on Osteopathic College Accreditations (COCA) or by the Liaison Committee on Medical Education (LCME).
2. Once complete, the transfer application file will be sent to the Admissions Committee whose job it will be to review the file and determine admissibility based on the student's academic record and compatibility with the mission of the institution. If found acceptable at this stage, the transfer application file will be sent to the Student Promotions Committee.
3. The Student Promotions Committee will review the file to determine compatibility with the curriculum and, if appropriate, specify the deficiencies to be addressed. If found acceptable at this stage, the transfer application file and a list of deficiencies will be returned to the Admissions Committee. If the applicant's records are found incompatible with the curriculum, the file will be returned with the recommendation to deny transfer.
4. Any transfer applicant found acceptable by the Admissions Committee and the Student Promotions Committee will be interviewed by the Admissions Committee who makes a final recommendation to the Vice President for Academic Affairs and Dean who, in turn, will make the final determination of acceptability regarding admission.

II. Transfer from WVSOM

Any WVSOM student requesting transfer from WVSOM to an

accredited college or school of medicine must meet the following requirements:

- A. Be in good academic standing at the time transfer is requested.
- B. Follow the WVSOM Withdrawal Policy procedures as outlined in Institutional Policy E-38.
- C. Have a letter in support of transfer from the WVSOM Vice President for Academic Affairs and Dean.

CURRICULUM

The WVSOM curriculum is carefully constructed to thoroughly prepare its graduates for practice in any setting. However, the WVSOM educational program is tailored to train physicians for practicing primary care medicine in rural settings.

The four year program at WVSOM emphasizes basic and clinical sciences, training in hospital and primary care clinical settings, and extensive training in diagnostic skills including early clinical experiences. Students are prepared for the challenges of rural practice through family medicine clerkships. The common thread of osteopathic medical principles and practices ties together all elements of WVSOM's curriculum.

Two Curricular Tracks: SBL & PBL

WVSOM offers two curricular tracks for its students during the first two years of the program, the Systems Based Learning Curriculum (SBL) and the Problem Based Learning Curriculum (PBL).

YEARS 1 & 2
<p>SBL</p> <ul style="list-style-type: none">- classroom and lab focus- basic sciences (anatomy, biochemistry, physiology, etc.)- systems focus (cardiovascular, renal, and respiratory, etc.)- osteopathic principles and practices integrated with basic sciences- clinical skills (communication, physical diagnosis, physician skills, etc.)

PBL
<ul style="list-style-type: none"> - small group and student oriented learning - case studies and structured exercises - integration of basic and clinical sciences - courses in osteopathic manipulative treatment, clinical skills and anatomy
YEARS 3 & 4
SBL and PBL Clinical training at statewide campus

FIRST YEAR SBL

<i>Course name</i>	<i>Credit Hours</i>	<i>Course #</i>
Medical Terminology	.25	601
Behavioral Medicine	1.0	612
Medical Microanatomy	2.5	614
Gross Anatomy	8.25	615
Medical Immunology	2.0	617
Biochemistry	6.5	621
Intro To Pharmacology	1.5	623
Physiology	6.5	625
Nutrition	1.0	627
Intro to Pathology	1.5	629
Geriatrics	.75	637
Medical Neuroscience	2.25	640
History of Osteopathic Medicine	.25	642
Topics in Primary Care	1.75	649
Musculoskeletal System	2.75	660
Skin System	2.5	690
OP&P I	4.0	631
Clinical Skills I	3.5	695
Early Clinical Encounters	.25	696

FIRST YEAR PBL

<i>Course name</i>	<i>Credit Hours</i>	<i>Course #</i>
Medical Terminology	.25	601
POM 2	13.0	603
POM 3	13.0	604
POM 4	13.0	605
Gross Anatomy	8.25	615
OP&P I	4.0	631
History of Osteopathic Medicine	.25	642

Clinical Skills I	3.5	695
Early Clinical Encounters	.25	696
Topics in Primary Care	1.75	649
Process in PBL	1.0	606

SECOND YEAR SBL

<i>Course Name</i>	<i>Credit Hours</i>	<i>Course #</i>
Blood & Lymphoid System	3.5	710
Cardiovascular System	6.5	720
Renal System	4.0	730
Respiratory System	5.0	740
Gastrointestinal System	4.0	750
Nervous/Psychiatry System	5.5	770
Endocrine System	3.5	780
Reproductive System	4.75	785
ACLS	1.0	725
OP&P II	3.75	731
Clinical Skills II	2.75	795
Clinical Skills III	2.25	745

SECOND YEAR PBL

<i>Course Name</i>	<i>Credit Hours</i>	<i>Course #</i>
POM 5	13.0	702
POM 6	10.0	703
POM 7	13.0	704
Special Skills in Osteopathic Medicine	2.0	707
ACLS	1.0	725
OP&P II	3.75	731
Clinical Skills II	2.75	795
Clinical Skills III	2.25	745

SYSTEMS BASED LEARNING

The SBL curriculum begins with foundation courses in the biomedical basic sciences that are presented concurrently with the clinical courses, Osteopathic Principles and Practice I and Clinical Skills I. This foundation is followed by the presentation of each major organ system of the body, in which basic and clinical sciences are integrated. In this way the clinical relevance of the basic sciences is emphasized throughout the first two years of the curriculum. The curriculum continues in years three and four with clinical training at Statewide Campus sites.

First Year SBL Curriculum: In the first year, SBL students take courses in the basic and clinical sciences that provide the foundation for the study of the organ systems that follow. Early clinical exposure is emphasized from the first week of instruction through the clinical skills and osteopathic principles and practice courses. The clinical courses are complimented by clinically oriented basic science courses.

First Year SBL Courses:

Behavioral Medicine: The course is designed to present basic knowledge of human development and behavior relevant to the study and practice of osteopathic, primary care medicine including normal development, theories of development, psychological assessment, suicide intervention, response to abuse, and introduction to psychiatric classification.

Biochemistry: A foundation course that covers macromolecular structure/function, genetics, molecular biology, basic cell biology, fuel metabolism and the maintenance of homeostasis. Clinical scenarios, animations and active learning sessions are utilized through the course to help students understand these fundamental concepts and apply them to the practice of modern medicine.

Clinical Skills I: Students receive instruction in physical diagnosis and evaluation skills such as auscultation, use of diagnostic equipment and physician-patient communication as preparation for early clinical contact. Working with standardized patients, lecture, and laboratory experiences highlight the first year instruction.

Geriatrics: An introductory course focused on geriatric medicine and gerontology. Topics presented in the course include the physiology of aging, pharmacology for the geriatric patient, Alzheimer's and other geriatric diseases, geriatric assessment, palliative care and end-of-life issues.

Gross Anatomy: A clinically oriented course with lecture and laboratory, including a full body cadaver dissection experience and correlations with osteopathic principles and practices, radiology, physical diagnosis, and embryology. The course utilizes a variety of supplementary learning resources including plastinated anatomical specimens.

History of Osteopathic Medicine: The course presents the student with an overview of medical history from ancient times to the present, followed by development of the osteopathic philosophy and the establishment of the distinct profession of osteopathic medicine. Osteopathic research, the establishment of WVSOM and political trends which have influenced the development of the osteopathic profession will be presented.

Medical Microanatomy: A visually-focused study of the structure and function of cells, basic tissue types and organ systems of the adult body that provides the

foundation for medical pathology and other basic sciences including physiology, biochemistry, and immunology.

Introduction to Pathology: Pathology is the study of disease, more specifically; it examines the causes (etiology) and the processes (pathophysiology) of disease. This course introduces concepts of general pathology, which includes the study of tissue adaptation, injury, repair, and death; inflammation; hemodynamic disorders and disorders of hemostasis; neoplasia; genetic/development pathology; immunopathology; nutritional pathology; and some basic concepts of laboratory interpretation. These core concepts should provide a foundation for further, more in depth study of pathology later in the systems-based curriculum.

Introduction to Pharmacology: In this introductory course, the basic principles of pharmacology are presented, including the pharmacokinetic processes of absorption, distribution, metabolism, and excretion of drugs by the body. The concepts of drug receptor interaction, drug toxicity, drug interactions, and drug evaluation are defined and illustrated with clinical examples. In addition to the basic concepts of pharmacology, the pharmacology of the autonomic nervous system will also be presented. This short course provides concepts and information that will be further developed in the systems.

Medical Immunology: This is an introductory course that provides a basic understanding of the human immune system. This includes the fundamental components of the system and how they interact in a normal response against infectious organisms, and the mechanisms and consequences of abnormal immune responses, such as allergies and autoimmune disease. In addition, the course gives an overview of the wide spectrum of infection-causing microorganisms that will be studied in more detail in the organ systems-based courses.

Medical Neuroscience: This course focuses on the fundamentals of neuroscience with an emphasis on understanding the interrelationship between the anatomy, physiology and pharmacology of the central nervous system. Classical neurological cases are presented throughout the course to emphasize the clinical and osteopathic relevance of the basic sciences.

Nutrition: A course in basic nutrition, including an overview of macronutrients and micronutrients, fad-diets, basic dietetics, and evaluation of nutritional status. This course prepares students for more advanced nutritional topics in the systems.

Osteopathic Principles and Practice I: An introduction to the principles of osteopathy, emphasizing diagnostic palpation methods and multiple corrective procedures for structural abnormalities. Integration of osteopathic principles and practice with organ systems is maintained throughout the course of instruction. This hands-on course provides the foundation for practice of osteopathic manipulative treatment.

Physiology: The course covers the essential concepts and information required to understand how the human body functions. The course begins with an overview of control systems used in the body to maintain homeostasis, and then covers the principles of cell membrane transport that underlie the basis of body water regulation and cellular excitability. This provides the foundation for a more detailed coverage of the physiology of the nervous, musculoskeletal, cardiovascular, gastrointestinal, endocrine, respiratory, and renal systems.

Topics in Primary Care: A survey course covering aspects of primary care medicine with an emphasis on family practice. The course includes presentations on the principles of primary care, community based practice, evidence-based medicine, preventive medicine, public health, epidemiology, and environmental and occupational medicine.

System Courses

Beginning the spring of the first year, and continuing through the end of the second year, the SBL curriculum is focused on the major organ systems of the body. The skin and musculoskeletal systems are presented at the end of Year One. All other organ systems are presented during Year Two in the following sequence: cardiovascular, respiratory, renal, blood and lymph, gastrointestinal, endocrine, reproductive, and nervous/psychiatry. During each system the majority of the basic science material for pathology, pharmacology, and microbiology is presented. The basic sciences are integrated with presentations in family medicine, geriatrics, internal medicine, pediatrics, radiology, surgery and other clinical disciplines. This integration of disciplines aids students in understanding the basic structure/function and pathophysiology of each organ system of the body. In addition, since basic science and clinical instruction are presented concurrently, the scientific basis of clinical practice is emphasized. This is especially evident in clinical case studies utilized in each system. Finally, professionalism and medical ethics are interwoven into the organ systems studied in Year Two.

First Year Systems Courses:

Skin System: This intensive course of study presents dermatologic conditions typically seen in the primary care setting. Clinical presentation, differential diagnosis, pathophysiology and treatment options are described and analyzed. Aperiodic and microbiology laboratory opportunities are available to enhance the students' synthesis of material.

Musculoskeletal System: The focus of this system is to overview the medical conditions pertaining to muscle and connective tissue, including bone and

cartilage. In addition to the basic sciences related to diseases of the musculoskeletal system and their treatment, introductions to orthopedics, sports medicine and rehabilitative medicine are also presented.

Second Year SBL Curriculum

The Second Year of the SBL Curriculum is focused on the study of the major organ systems of the body. The basic sciences of medical microbiology and pharmacology are presented in each system, as well as the pathology of medical conditions studied. In this way, the fundamentals of the pathogenic microorganisms and conditions are presented in conjunction with appropriate pharmacological therapy. The family practice, geriatric and pediatric patient perspectives are included, as well as a focus on rural primary care practice. Non system clinical courses are also presented concurrently with the Systems courses in order to provide opportunities for practical application of osteopathic medical treatment. Highlights of the second year include a Student Clinic experience with actual patients and the Objective Structured Clinical Exam (OSCE) which uses standardized patients.

Second Year Systems Courses include:

Cardiovascular System: This course provides a survey of common cardiovascular diseases with a focus on pathophysiology and treatment of hypertension, MI, congestive heart failure and arrhythmias. Risk factor determination and preventive medicine are emphasized throughout. Case studies are used to stimulate learning and to help the student develop treatment plans for simulated patients.

Respiratory System: The study of the etiology, clinical features, diagnosis and treatment of diseases of the respiratory tract in the pediatric, adult and geriatric patient are presented in this course. Information is presented in a variety of formats including lecture, lab, small group sessions, independent study, and computer simulation assignments.

Renal System: This course provides the student with the opportunity to study the diseases of the urinary system, including the kidney, bladder and associated tracts. The etiology, clinical features, diagnosis and treatment of common renal diseases are presented in a variety of educational formats.

Blood & Lymph System: The diagnosis and treatment of hematological diseases is the focus of this system. The pathology, etiology and management of blood borne diseases are presented. An overview of the diseases of the lymphatic system and the relationship of this system to health and disease is emphasized.

Gastrointestinal System: This course introduces students to the fundamental concepts needed to diagnose, understand pathogenic mechanisms, and manage

gastrointestinal diseases. Learning occurs in the classroom, laboratories, and case-based discussion sessions.

Endocrine System: This system is one of the primary systems involved in maintaining homeostasis. The ability of hormones to coordinate, regulate, integrate, stimulate, suppress, and modify allows a person to adapt to changes in both the internal and external environment. This system focuses on the pathophysiology of the endocrine system, stressing and the basic science associated with the clinical presentations of endocrine disorders and the pharmacology of treatment.

Reproductive System: This system provides a thorough study of the structure, function and pathology of human reproduction. Topics of interest include pregnancy, prenatal and postnatal care, contraception, sexually transmitted diseases, gynecology, breast surgery and medical genetics. In addition professionalism, ethics and sexual abuse are discussed during this system.

Nervous/Psychiatry System: Diagnosis and treatment of major human nervous system conditions are presented with special emphasis on osteopathic, medical, pharmacological and surgical interventions. The basic clinical neurological exam in the newborn, child, adult and elderly patient is emphasized, as well as, psychiatric and ophthalmic evaluations.

Medical Microbiology: The fundamentals of the morphology, physiology, genetics, and biochemistry of pathogenic microorganisms are presented in this clinically oriented basic science course which is integrated with each organ system.

Medical Pharmacology: This discipline is integrated into each organ system. The goal of this course is to provide basic facts and principles for rational and effective drug therapy.

Clinical Skills II: Clinical preparation is emphasized throughout the SBL and PBL curriculum in the second year of instruction through this laboratory based course. Clinical instruction and practice are provided via labs and clinical experiences in the Robert C. Byrd Clinic and other medical facilities in the region including clinics, private physician offices, nursing homes, physical therapy, ambulance services and other allied health services. Clinical experiences also include labs with standardized patients and with the human simulators. Additional training in ACLS, proctology, casting/splinting, suturing, death and dying, domestic violence, and other medical procedures is also included.

Clinical Skills III: This second year course is focused on completing the preparation of the student for clinical clerkships that will begin in the Third Year of instruction. The CSIII Course is timed along with OSCE (Objective Structured Clinical Exam) testing, learning skills in test taking and an ACLS (Advanced Cardiac Life Support) Course teaching and testing.

The CSIII course includes information on HIPAA (Health Insurance Portability and Accountability Act), OSHA (Occupational Safety and Health Administration) and IRB (Institutional Review Board for research). CSIII provides an opportunity for the Year Two student to participate in laboratories and lectures and small group sessions on Rx Writing and Discharge Summary, Presenting a Patient to Attending Physician, SOAP Note Review, Physical Exam Technique lab, Osteopathic Approach to Common Office Complaints, MD/DO Supervision of DO Students, Chapman Reflexes, Communication Lab, PPD Skin Test Lab and Reading, Orientation to Rotations, Medical Examiner and Coroner, Medical Jurisprudence, Medical Economics, Evidence-Based Medicine and Community Oriented Primary Care.

In addition to providing practical instruction, the course time incorporates opportunities for preparation for COMLEX Level I and also includes the Second Year OSCE testing experience. The OSCE testing utilizes standardized patients and state of the art human subject simulators. An ACLS Course is also provided to teach the student to appropriately manage the first ten minutes of a sudden cardiopulmonary arrest.

Osteopathic Principles and Practice II: Training in osteopathic principles and practice continues during the presentation of each organ system. The osteopathic concepts of the integrity of the body, the interrelationships of structure and function, and osteopathic manipulative medicine (OMM) in health and disease pervade the curriculum. One of the highlights of the second year is a student-driven, free clinic for osteopathic structural diagnosis and osteopathic manipulative medicine under the supervision of clinical faculty which provides the student with hands-on experience with actual patients.

PROBLEM BASED LEARNING

The Problem Based Learning (PBL) program at WVSOM is an innovative curriculum that relies heavily on small group and student-directed learning. Students use patient case studies to identify clinical “problems,” outline learning issues to pursue, and determine which issues need to be investigated further to reach a reasonable resolution to the problem. The group process is supplemented by faculty-directed problem sets and structured exercises, including laboratory experiences in biomedical sciences and osteopathic manipulative medicine.

The curriculum is designed to provide students with a rational basis for dealing with issues related to health and disease. Integral concepts of this curriculum are the inclusion of early clinical exposure, presentation of basic sciences in the context of patient care, integration and reinforcement of basic sciences during

clinical training, and a logical progression of knowledge throughout medical school and postgraduate training.

PBL approaches medical learning as a continual process without separation between basic and clinical science. In this curriculum, students are exposed to basic sciences and clinical sciences on an integrated basis from the first day of studies. Each subject, from physiology to immunology to osteopathic practice, is treated as part of a sum total. The small group experience is the centerpiece of the PBL curriculum. Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem-solving, interpretation of complex concepts, and application of principles and basic information to practical problems.

The PBL approach to medical instruction greatly reduces “formal” hours in a classroom setting. Learning occurs best when associated with concrete clinical problems; therefore, clinical case studies function as the focus of learning in this curriculum. Students meet regularly with faculty facilitators in a small group to discuss a clinical case study. Each case study incorporates basic and clinical science. With the limited number of lecture and laboratory hours, students have large blocks of time for individual and group study.

First year PBL courses:

Process in Problem Based Learning: This course is designed to introduce the PBL student to small group processes, and approach to clinical cases. Skills include evaluation of resources, researching developed learning issues, self assessments and processes of group dynamics.

POM 2-4: The scientific mechanism of diseases are studied and discussed in small groups in the context of a clinical case presentation. These Year One courses lay the foundation for integration of multiple systems in one clinical presentation.

Clinical Skills I (see description under SBL courses)

Osteopathic Principles and Practice: (see description under SBL courses)

Gross Anatomy: (see description under SBL courses)

Topic in Primary Care 1: (see description under SBL courses)

Second year PBL courses include:

Special Skills in Osteopathic Medicine: This course exposes students to skills to be utilized in PBL group and their future as physicians. This includes tutorials on differential diagnosis, EKGs and rhythm recognition, and human patient simulation.

POM 5-7: The scientific mechanism of diseases are studied and discussed in small groups in the context of a clinical case presentation. Patient presentations often are

complex, and students study multiple systems simultaneously.

Clinical SkillsII: (see description under SBL courses)

Clinical Skills III: (see description under SBL courses)

Osteopathic Principles and Practice II: (see description under SBL courses)

CLINICAL TRAINING

WVSOM offers students many opportunities to work directly with patients before clinical rotations in the third and fourth years of medical school.

Students' initial exposure to the clinical setting takes place early in their first year when they are assigned to the Robert C. Byrd Clinic—WVSOM's on-campus health facility—shadowing a physician and working on clinical skills and bedside manner. These sessions are essential for new students to begin to improve techniques they will use as practicing osteopathic physicians.

Beginning in their first year, students provide free health screenings for community members. They take medical histories, perform examinations, make diagnoses and provide treatments – all under the supervision of WVSOM staff physicians. Students provide various screening services at the WV State Fair, men's and women's community health fairs and student osteopathic manipulation clinics in their first and second years.

Students' exposure to clinical skills gradually increases over the first two years. They learn how to take a history, perform a physical, suture, apply and remove casts, scrub for surgical procedures and give injections as well as various other clinical skills. This early clinical skills training prepares WVSOM students well for the start of their clinical rotations.

Students learn osteopathic manipulative medicine by practicing on each other in the Osteopathic Clinical Skills Lab. WVSOM faculty and osteopathic physicians from the community instruct students during lab sessions. Students also participate in numerous labs with standardized patients and Human Patient Simulators (robots). In these labs, students practice their communication and physical and history taking skills prior to the beginning of Year Three.

The essence of clinical training has been said to be “experience with graduated responsibility.” The first clinical rotation is an eight-week preceptorship with a primary care physician. During this training period in a primary care physician's office, students develop the basic skills necessary for the practice of osteopathic medicine. This course serves as the foundation for all future clinical rotations. Concentrated clinical training follows through the remainder of the third year and continues until graduation.

Clinical education is designed to accomplish four objectives: provide

ambulatory care training; provide hospital based training; consolidate clinical knowledge and skills and how to use them in a clinical setting; and allow students, through electives, to augment their training in areas of medicine that are of special interest.

STATEWIDE CAMPUS

Years three and four of a student's medical education are often referred to as the "clinical years" because the majority of the learning takes place in clinical settings instead of in the classroom. Clinical settings include physician offices, health centers, medical centers, hospitals, etc. Clinical sites are grouped in regional consortia (Statewide Campus sites) predominantly within the state of West Virginia.

Students complete their third year required core rotations at a statewide campus site. The students' fourth year may be done at either their statewide campus site or at sites of their choice or a combination of both. Students are also involved in various didactic programs at their Statewide Campus site in addition to their clinical rotation requirements. Other programs may include: clinical case conferences; tumor board; skill labs; and various professional development seminars.

During their third and fourth years, students rotate through the following clinical disciplines:

<i>Course #</i>	<i>Rotation</i>
806	Family Medicine I - 8 weeks
810	Internal Medicine I – 8 weeks
815	Pediatrics I - 4 weeks
801	Psychiatry - 4 weeks
825	Surgery I - 4 weeks
831	Family Medicine II - 4 weeks
845	Geriatrics - 4 weeks
905	Obstetrics/Gynecology - 4 weeks
901	Emergency Medicine - 4 weeks
915	Internal Medicine II - 4 weeks
916	Internal Medicine III - 4 weeks
917	Internal Medicine IV – 4 weeks
920	Surgery II - 4 weeks
925	Surgery III - 4 weeks
926	Surgery IV – 4 weeks

935	Pediatrics II - 4 weeks
936	Pediatrics III – 4 weeks
937	Pediatrics IV – 4 weeks
931	Family Medicine III - 8 weeks
835-836	Electives
841-843	Electives
940-942	Electives
945-947	Electives
900	Electives
	Total electives - 14 weeks
	Vacation - 10 weeks

In addition, four weeks are taken for Level I & Level II Board Review and clinical practical (OSCE) examinations.

STATEWIDE CAMPUS SITE LOCATIONS

1. South East Region

Greenbrier Valley Medical Center, base site

- Princeton Community Hospital
- Raleigh General Hospital
- Robert C. Byrd Clinic
- Catawba Hospital (Department of Mental Health)

Princeton Community Hospital, base site

- Bluefield Regional Medical Center
- Catawba Hospital (Department of Mental Health)
- Greenbrier Valley Medical Center
- Raleigh General Hospital
- Welch Community Hospital
- Veterans Affairs Medical Center, Beckley

Raleigh General Hospital, base site

- Beckley Appalachian Regional Hospital
- Greenbrier Valley Medical Center
- Catawba Hospital (Department of Mental Health)
- Plateau Medical Center
- Summersville Memorial Hospital
- Veterans Affairs Medical Center, Beckley
- Princeton Community Hospital
- Welch Community Hospital

2. South Central Region

Charleston Area Medical Center, base site

- CAMC General Hospital
- CAMC Memorial Hospital
- CAMC Women & Children's Hospital
- CAMC Teays Valley Hospital

CAMC Community Track

- CAMC General Hospital
- CAMC Memorial Hospital
- CAMC Women & Children's Hospital
- CAMC Teays Valley Hospital
- Pleasant Valley Hospital
- St. Francis Hospital
- Thomas Memorial Hospital

Southern Counties/Logan Regional, base site

- Thomas Memorial Hospital
- Williamson Memorial Hospital

Thomas Memorial Hospital, base site

- CAMC Teays Valley Hospital
- Logan Regional Medical Center
- St. Francis Hospital
- Williamson Memorial Hospital

3. South West Region

Huntington Area , base site # 1

- Our Lady of Bellefonte Hospital
- Cabell Huntington Hospital
- Southern Ohio Medical Center
- St. Mary's Medical Center
- Pleasant Valley Hospital
- CAMC Teays Valley Hospital

Huntington Area , base site # 2

- St. Mary's Medical Center
- Cabell Huntington Hospital
- Pleasant Valley Hospital
- Southern Ohio Medical Center
- CAMC Teays Valley

4. Northern Region

Ohio Valley Medical Center, base site

- East Ohio Regional Hospital (sister-site)
- Weirton Medical Center
- Wheeling Hospital
- The Washington Hospital

Weirton Medical Center, base site

- Ohio Valley Medical Center
- Wheeling Hospital
- The Washington Hospital

Wheeling Hospital, base site

- Ohio Valley Medical Center
- Weirton Medical Center
- The Washington Hospital

5. East/West Central Region

United Hospital Center, base site

- Davis Memorial Hospital
- Fairmont General Hospital
- William R. Sharpe, Jr. Hospital
- Veterans Affairs Medical Center, Clarksburg

Parkersburg/Marietta Area

- Camden Clark Memorial Hospital
- Marietta Memorial Hospital
- St. Joseph's Hospital, Parkersburg
- Jackson General Hospital

6. Eastern Panhandle

St. Joseph's Buckhannon, base site

- Davis Memorial Hospital
- Grant Memorial Hospital
- United Hospital Center
- William R. Sharpe, Jr. Hospital
- Fairmont General Hospital

City Hospital, base site

- Harpers Ferry Rural Clinic/Eastern Division
- Jefferson Memorial Hospital
- VA Medical Center, Martinsburg

Grant Memorial Hospital, Petersburg

- City Hospital
- Jefferson Memorial Hospital

- VA Medical Center, Martinsburg
- Shenandoah Valley Medical Center

Valley Health, base site

- Winchester Medical Center
- Warren Memorial Hospital
- Shenandoah Memorial Hospital
- Hampshire Memorial Hospital
- War Memorial Hospital
- Jefferson Memorial Hospital
- VA Medical Center, Martinsburg
- City Hospital

7. Tri-State Program

- Toledo Hospital
- Garden City Hospital
- Various WV hospitals

POSTDOCTORAL TRAINING

Postdoctoral training is a fundamental part of becoming an osteopathic physician and builds upon students' practical clinical experiences. On average, postdoctoral training requires an additional three to six years after graduation from medical school. To assure the highest quality of osteopathic graduate medical education, the American Osteopathic Association has established the Osteopathic Postdoctoral Training Institution, or OPTI, for structuring and accrediting these programs.

An OPTI is a community-based training consortium consisting of at least one college of osteopathic medicine and its affiliated training hospitals, clinics and other healthcare facilities. OPTIs add value to graduate medical training by assuring the integration of osteopathic principles and practices, encouraging clinical medical education research, and enhancing the quality of the curricular design, educational assessment and program delivery. Partnerships between academic medicine, hospitals, and community-based clinics allow resources to be combined and enhanced.

Student rotations are available at all affiliated hospitals and in most specialties. Educational programming is designed to provide medical students, interns, and residents with an array of learning opportunities that will facilitate the trainee's ability to become a life-long learner. WVSOM's Office of Graduate Medical Education offers counseling and support to students throughout the application and match processes for all postdoctoral training programs.

MOUNTAIN STATE OPTI PARTNERS

The Mountain State OPTI (MSOPTI) is a consortium consisting of WVSOM, as the central educational partner, and regional hospitals offering both AOA and dual-accredited AOA/ACGME postdoctoral training programs. A variety of residency specialties are offered, with traditional osteopathic Internships available at most hospital training sites. Please contact the MSOPTI office for more information.

Current MSOPTI programs:

Cabell Huntington Hospital, Huntington, WV*

- Dual-accredited Family Practice Residency
- Traditional Osteopathic Internship

Camden-Clark Memorial Hospital, Parkersburg, WV*

- Internal Medicine Residency

Charleston Area Medical Center, Charleston, WV*

- Emergency Medicine Residency
- Dual-accredited Family Practice Residency
- Dual-accredited Internal Medicine Residency
- Dual-accredited Pediatrics Residency
- Urological Surgery Residency
- Traditional Osteopathic Internship

Greenbrier Valley Medical Center, Ronceverte, WV*

- Family Practice Residency
- Traditional Osteopathic Internship

Ohio Valley Medical Center, Wheeling, WV*

- Emergency Medicine Residency
- Emergency Medicine/Internal Medicine Residency
- Internal Medicine Residency
- Traditional Osteopathic Internship

Our Lady of Bellefonte Hospital, Ashland, KY*

- Family Practice Residency
- Traditional Osteopathic Internship

The Toledo Hospital, Toledo, OH*

- Dual-accredited Family Practice Residency
- Dual-accredited Sports Medicine Fellowship #

United Hospital Center, Clarksburg, WV*

- Dual-accredited Family Practice Residency
- Traditional Osteopathic Internship

West Virginia University Hospitals, Inc., Morgantown, WV

- Dual-accredited Internal Medicine Residency
- Occupational/Environmental Medicine Residency
- Dual-accredited Pediatrics Residency
- Traditional Osteopathic Internship

Wheeling Hospital, Wheeling, WV*

- Dual-accredited Family Practice Residency

Associate/Affiliate Partners offering Clinical Rotations:

Beckley Veterans Administration Hospital, Beckley, WV*

Logan Regional Medical Center, Logan, WV*

Princeton Community Hospital, Princeton, WV*

* Indicates a WVSOM Statewide Campus Site (these sites offer all or most of the required rotations for selected third and fourth year WVSOM students participating in the Statewide Campus program)

Sports Medicine Fellowship available through Michigan State University Statewide Campus System

OBJECTIVE STRUCTURED CLINICAL EXAMINATION

All DO and MD students are required to take a practical examination that evaluates their clinical skills as part of their National Boards. This examination is taken during the fourth year of medical school. This type of examination is often called an Objective Structured Clinical Examination (OSCE).

The OSCE utilizes standardized patients who are lay people who receive intensive training to accurately depict specific illnesses. The student performs clinical tasks in a series of test stations while interacting with these patients. Standardized checklists are used to evaluate each student physician. Every student physician sees the same problems and is asked to perform the same tasks. The tasks are representative of those faced in real clinical situations.

The OSCE is used to teach patient-centered skills and to measure students' clinical performance. Key areas that this examination measures include: doctor-patient communication; medical history taking; physical examination

skills; written communication skills; clinical problem-solving; and formulating a differential diagnosis and therapeutic plan.

In addition to simulated and standardized patient encounters during Years One and Two, WVSOM currently conducts an OSCE at the end of Year Two and at the end of Year Three. This provides students with two structured board-like OSCEs before taking the Clinical Examination of Boards during their fourth year of medical school.

Information gathered from the OSCE is used by the school to evaluate student clinical skills and to evaluate and improve clinical experiences and curricular content. Students are required to pass both of those OSCEs before being allowed to progress further into their clinical rotations.

HUMAN PATIENT SIMULATORS (ROBOTS)

WVSOM also utilizes Human Patient Simulators (HPS) to further enhance students' clinical skills training. The Patient Simulators are full-size, interactive, computerized mannequins that allow WVSOM medical students to confront real world patient situations in a safe, controlled clinical training environment. WVSOM has fourteen units: 10 adults, three children, and one newborn.

The simulators can be manipulated to create virtually any scenario for training purposes. With the ability to deliver such a wide array of medical emergencies, the simulators are valuable learning tools. Not only are students able to train and administer medical procedures, they also receive immediate feedback. In this kind of training, failing does not mean you receive a bad grade. Failing means your patient dies. That sort of visceral experience leads to enhanced learning that makes a lasting impression on doctors in training.

The simulators can also speak, albeit with a little help. A clinical faculty member who is observing the student via live video stream, or a one way mirror, can manipulate the simulator through a computer keyboard. The professor can also speak through a microphone which is wired through the simulator's mouth. In this way, student and patient can carry on a mock conversation. These vocal cues are just another way that the simulator produces a very lifelike training experience for the students.

WEST VIRGINIA RURAL HEALTH EDUCATION PARTNERSHIPS

WVSOM participates in the West Virginia Rural Health Education Partnerships Program (WVRHEP). This program provides clinical training support for WVSOM students in rural areas of West Virginia where students participate in a variety of health service and outreach programs for rural residents throughout the state. WVSOM is committed to service in rural areas. Before graduation, students

complete a minimum of three months of rural rotations in West Virginia. One of these months must be at a WVRHEP site. Historically, WVSOM students have spent a significant portion of their total clinical rotations in rural training sites. To learn more about WVRHEP visit www.wvrhepahec.org

SOUTHEASTERN AREA HEALTH EDUCATION CENTER

The Southeastern Area Health Education Center (AHEC) is located on the WVSOM campus. AHEC's mission is to integrate graduate teaching programs in primary care with state supported undergraduate health professions training programs in rural underserved communities.

Third and fourth year medical students can meet their WVRHEP requirements by participating in an AHEC interdisciplinary team comprised of medical residents and other health disciplines (nursing, pharmacy, dental, allied health) working on a community health intervention. To learn more about AHEC visit www.wvrhepahec.org

FACULTY ADVISORS

Once students have been accepted and have made their second deposit, they are assigned a faculty advisor. These advisors are available for individualized consultation and guidance.

STUDENT SUPPORT SERVICES

A variety of on-campus and off-campus counseling services are available to students. The Associate Dean for Student Affairs is available to help students determine their need, offer support and referral information.

Prior to arriving on campus for the fall semester, each first-year student is assigned a second-year student as a peer mentor. The peer mentor is available to the new student to answer questions and assist in making the transition to medical school throughout the academic year.

STUDENT DRESS CODE

All students are expected to dress in a manner that demonstrates respect to other students, faculty, administration, patients, standardized patients, and guests to the school. These guidelines are designed to communicate cultural sensitivity, address concerns of infection control and to demonstrate professionalism. A complete description of the Student Dress Code is available in the Student Handbook http://www.wvsom.edu/_pdf/Handbooks/Student/HBStudent.pdf.

ATTENDANCE POLICY

Modification of this general policy for a specific course or activity may occur. Students will be notified of those modifications in the course syllabus distributed at the beginning of the course.

The course coordinator retains the right to modify the syllabus. All modifications to the syllabus must be approved by the appropriate Associate Dean with reasonable notice (written, including e-mail) to students.

Students are expected to attend lectures and are responsible for all lecture related materials including handouts and assigned readings. Attendance and participation at any required activities (i.e. demonstrations, laboratories, small group sessions, lectures, exams, Objective Structured Clinical Exams, Hospital Day, or conferences) is mandatory. If a student anticipates an absence from a required activity, or if an emergency arises, the student shall contact the instructor involved, when possible, in advance of the scheduled activity.

The student must also contact the office of the appropriate associate dean who will, with the input from the instructor and with the appropriate documentation from the student, determine if the absence is to be excused. In the event that the student is excused from the required activity, the activity must be made up in a manner determined by the instructor. In the circumstances where the approved absence is due to illness, the appropriate associate dean may require an excuse from the student's physician on the date of absence or referencing an ongoing illness before the student will be eligible for a makeup of the required activity. For on-going or chronic absences, the appropriate associate dean may require the student to be evaluated at the Robert C. Byrd Clinic. Penalties for unexcused absences are defined in the course syllabi.

Attendance is a vital part of the clinical training experience; therefore, attendance is required for the entire duration of each clinical rotation. Failure to report on time, attend orientations, be present during a rotation, or departure prior to the end of a rotation may result in a grade of 65 (F) being issued for the rotation.

If the student anticipates an absence from any of these clinical activities, or if an emergency arises, the student must contact the preceptor, and the WVSOM Predoctoral Clinical Education Office, which has the authority to decide whether the absence is excused. Penalties for unexcused absences are defined in the clinical education training handbook. In addition, failure to attend required didactic programs will result in sanctions described in the students' clinical education training handbook.

INSURANCE COVERAGE POLICY

Institutional policy requires that all students have personal hospitalization/health insurance for the duration of their enrollment. Insurance policy information and applications from various companies may be obtained from the Office of Student Affairs.

STUDENT HEALTH SERVICES

The health service fee, a part of the student's total tuition and fee schedule, pays for the student's health care by the physicians and staff at the Robert C. Byrd Clinic after billing the student's insurance provider. Health care rendered off site (hospital, laboratory service, radiology fees, etc.) is not provided for by the health service fee.

HEALTH PRECAUTIONS

Entering students are required to submit, by matriculation (first day of orientation) a completed health form approved and provided by WVSOM. Additionally, by matriculation, they are required to provide evidence of inoculation against various diseases. Students, faculty and others involved in any portion of the educational program of WVSOM in which human tissues, fluids, etc. are contacted are required to wear protective coverings and follow OSHA standards.

AUDIT POLICY

Audit students are those who are taking the class only for purposes of refreshing or acquainting themselves with the material offered in the course. Auditing will be allowed only if there is adequate space available in the class and the audit is approved in writing by the Course Coordinator/System Chair and the Vice President for Academic Affairs and Dean.

Registered students, faculty and staff of WVSOM will be eligible to audit a class at WVSOM.

Attendance and other requirements for auditors shall be determined by the instructor of the course being audited. It is not possible to change a course status from audit to credit. No tuition will be charged. All applicable fees for the course will be charged. The student will be expected to attend the lectures and laboratories. No examination(s) will be administered. **NO CREDIT WILL BE AWARDED.** Any deviation from this policy must be approved by the Vice President for Academic Affairs and Dean.

TUITION, FEES AND EXPENSES

The West Virginia School of Osteopathic Medicine, like all state-supported colleges and universities, operates strictly on a cash basis, with all payments and obligations being collected in advance. No financial credit of any type can be extended to any individual. Therefore, an individual is not officially a student until the registration process has been completed by full payment of tuition and fees.

A formal registration period shall begin on the first day of the academic semester, or a day so designated, and shall extend for a period of three days thereafter. Beginning with the fourth day thereafter and extending through the tenth day thereafter, a late registration fee shall be assessed each individual not having paid the tuition and fees during the regular registration period. Students whose tuition and fees are to be paid directly to the institution by third party agents must provide written documentation to the appropriate college administrator before or during the registration period.

A payment plan is available for students who cannot pay all tuition and fees during the regular registration period due to extenuating circumstances. Please contact the Office of Business Affairs for additional information about the installment/deferred payment plan. If full payment of tuition and fees is not made by the end of the sixth week, the individual will be subject to dismissal.

FINANCIAL AID

Your education is one of the most important investments you will ever make. The costs of medical education are indeed high; therefore, careful planning and fiscal management are essential to meet your future obligations. Our goal is to help you become an informed borrower and to provide a comprehensive system of financial assistance services. Our intent is to provide not only dollar support but financial counseling and debt management planning services as well.

The WVSOM Financial Aid Philosophy statement says that we expect that students will make every effort to finance their education. The Financial Aid Office will assist you with financing issues. Since scholarship and grant moneys are extremely limited, most students must secure outside educational loans to finance their education. You should remember that a loan is not a gift or grant: it must be repaid.

Loan Programs

- **Federal Perkins Loan:** campus-based, federally-funded loan at a fixed interest rate of five percent (5%). Typical awards average \$1,500 per academic year based on need.
- **Federal Subsidized Stafford Loan:** federally subsidized loan for up to \$8,500 per academic year based on need. Interest rate is fixed at 6.8%. Origination fee of up to 1% and default fee of up to 1% depending on lender choice.
- **Federal Unsubsidized Stafford Loan:** non need-based loan for up to \$42,722 minus subsidized Stafford loan amount. Interest rate is fixed at 6.8%. Interest accrues from the date of first loan disbursement. Origination fee of up to 1% and default fee of up to 1% depending on lender choice.
- **Graduate Professional Plus Loan:** Federally insured loan at a fixed interest rate of 8.5%. Origination fee of 3% charged up front. Interest accrues from the date of the first disbursement. Eligibility up to budget maximum less other aid.

Scholarships

A variety of scholarship opportunities are also available to WVSOM students. The Director of Financial Aid provides specific information to those students who meet the specific scholarship qualifications.

- **Institutional and Privately Funded Scholarships:** a limited number of scholarships are available through WVSOM.
- **WVSOM Tuition and Fee Waiver Scholarships:** reserved for a limited number of third and fourth year West Virginia residents who meet established grade criteria.
- **Veterans Administration:** students who are eligible for VA benefits should contact their Regional VA Office or the WVSOM Registrar's Office.
- **Health Professions Scholarship Programs:** full scholarship awarded through a branch of the armed forces. Contact your local Armed Forces recruiter for more information.
- **Federal Work Study Program:** campus-based, federally-funded program which allows students to work during the summer and part-time during the academic year. There is a community service component in this program.

PROCEDURES FOR APPLYING FOR FINANCIAL AID

The Financial Aid Office will provide each student with financial aid information each year. It is the student's responsibility to complete all the necessary forms.

WVSOM uses the Free Application for Federal Student Aid (FAFSA) as the official needs analysis document. This application should be filed as early as possible, but no later than March 1 for returning students. Students must maintain satisfactory academic progress as described in the Financial Aid Guide. All students who receive financial aid must attend both an

entrance interview and an exit interview which is scheduled by the Financial Aid Office.

TUITION AND FEE REFUND SCHEDULE

The following refund schedule will pertain to:

I. First Time Enrollees. Students who officially withdraw before or during their first period of enrollment at the enrolling institution shall have their refund calculated as follows, in accordance with the provisions contained in the 1992 amendments to the federal Higher Education Act.

Academic Year (semester)

- During the first and second weeks90% refund
- During the third week80% refund
- During the fourth and fifth weeks70% refund
- During the sixth week60% refund
- During the seventh and eighth weeks50% refund
- During the ninth week40% refund
- During the tenth weekNo Refund

II. Continuing Students. Students who officially withdraw from school during a regular period.

- During the first and second weeks90% refund
- During the third and fourth weeks70% refund
- During the fifth and sixth weeks50% refund
- Beginning with the seventh weekNo Refund

III. Students in Special Academic Programs. Students enrolled or participating in special academic programs.

- During the first 13% of the program 90% refund
- From 14% to 25% of the program70% refund
- From 26% to 38% of the program50% refund
- After 38% of the programNo Refund

Refunded fees must be returned in accordance with the requirements of the Federal Higher Education Act whenever Title IV funds are involved.

STUDENT ORGANIZATIONS

While the academic curriculum at WVSOM provides students with the foundation of medical knowledge and skills needed by the osteopathic physician, participation in the numerous campus clubs, organizations and social activities available on campus further enhance the educational experience. Involvement in co-curricular programs and activities provide opportunities for students to develop skills that will better prepare them for eventual practice in the community. Leadership skills, time management, interpersonal relationships, marketing, public speaking, and networking with national professional and student professional associations are just

some of the benefits offered through the co-curricular program.

Community service projects developed and run by students provide support and assistance to those in need in Greenbrier County, other parts of the state and across the country. Several clubs extend their service commitment to underserved countries such as Honduras, the Dominican Republic and Guatemala during holiday breaks, further expanding the opportunity for students to work with diverse populations in preparation for eventual practice in a global society.

CLUBS AND ORGANIZATIONS

- Student Osteopathic Medical Association
- Undergraduate American Academy of Osteopathy
- Christian Medical and Dental Association
- Undergraduate Academy of Sports Medicine
- Student Association of the American College of Osteopathic Pediatricians
- American College of Osteopathic Family Physicians
- Student American College of Osteopathic Emergency Physicians
- Undergraduate American Osteopathic Academy of Addiction Medicine
- Student Osteopathic Surgery Association
- Association of Military Osteopathic Physicians and Surgeons
- Student Osteopathic Internal Medicine Association
- American College of Osteopathic Obstetricians and Gynecologists
- American Geriatric Society
- Delta Omega
- Atlas Club
- PAX Club
- Medical Students for Choice
- Morgagni Society (Pathology Club)
- Student Advocate Society (for spouses/partners of WVSOM students)

WVSOM students are also recognized for their academic achievement and commitment to service by induction into Psi Sigma Alpha and Sigma Sigma Phi.

DIVERSITY AND SOCIAL JUSTICE

WVSOM is committed to fostering an educational environment that values the development of human potential, cultural and ethnic diversity, and understanding. We strive to promote equitable and fair treatment in every aspect of campus life for all persons, regardless of race, ethnic background, gender, age, religion, disability or

sexual orientation.

PAX is a student organization committed to the promotion of cultural awareness on campus. The club sponsors a variety of on-campus events each year dedicated to promoting dialogue and understanding through the use of learning lunches, guest speakers, provision of free medical Spanish lessons and service trips. The International Festival has become an annual event sponsored by PAX.

INTRAMURAL SPORTS

Students, faculty and staff take time away from the demands of academics to participate in recreational sports and fitness activities. A Flag Football tournament during the first two weeks of the fall semester serves to bring together the first and second year students strengthening the bonds of friendship and community. Broomball, basketball, volleyball, soccer, ultimate Frisbee, kickball, softball and other intramural sports are organized and sponsored by various student groups.

SPECIAL TOPICS/PROGRAMS

In order to provide students with exposure to a broad range of lifestyle improvement activities that they can recommend for their future patients, introductory programs in yoga, mindfulness meditation, stress management techniques, and use of multi-disciplinary approaches to patient care are offered throughout the year.

CELEBRATIONS OF COMMUNITY

WVSOM prides itself on the strong sense of community shared by students, faculty and staff. Throughout the year, special celebrations are held to bring us together to celebrate our mission, accomplishments and special holidays. Celebrations include the White Coat Ceremony, The Grand Affair, a holiday party, Spring Awards, and of course graduation week and Commencement.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association maintains communication among all members of the student body and acts as the sole official representative for the entire student body to the faculty, administration, fellow professionals and the public at large.

PROMOTION AND DEGREE REQUIREMENTS

Students' academic progress is closely monitored by the faculty during the academic year. Promotion from one year of study to the next is not automatic, but comes on the recommendation of the Promotions Committee to the Vice President

for Academic Affairs and Dean. Cases of academic deficiency are considered on an individual basis and the Committee may recommend remedial work when appropriate. Students are immediately informed in writing of any deficiencies. At the end of each school year all students are advised concerning their academic standing. For more detailed information, refer to the WVSOM Student Handbook.

Degree Requirements

The degree of Doctor of Osteopathic Medicine may be conferred on a candidate who:

1. is at least 21 years of age;
2. has been in residence for four (4) years at a Commission on Osteopathic College Accreditation (COCA) accredited College of Osteopathic Medicine or a Liaison Committee on Medical Education (LCME) accredited Allopathic School of Medicine the last two (2) of which must be at the West Virginia School of Osteopathic Medicine;
3. has successfully completed all academic preclinical and clinical work;
4. has demonstrated ethical, personal and professional qualities deemed necessary for the continued successful study and practice of Osteopathic Medicine;
5. has satisfactorily discharged all financial obligations to the school;
6. has passed COMLEX USA Level 2-CE of the National Board of Osteopathic Medical Examiners (NBOME);
7. has passed COMLEX USA Level 2-PE;
8. has satisfactorily completed all requirements for graduation as attested to by the Student Promotions Committee, has been recommended by vote of the faculty, and approved by the WVSOM Board of Governors;
9. attends in person the ceremony at which the degree is to be conferred. Under extenuating circumstances, the requirement to personally attend the ceremony may be waived by the Vice President for Academic Affairs and Dean or President; and
10. has participated in exit conferences for clinical education and, when applicable, financial aid.

In accordance with the graduation policy, students who complete the requirements for graduation after May 31 of a calendar year may petition the Vice President for Academic Affairs and Dean to participate in the May Commencement ceremony. Based on the graduation procedure, permission will be granted, in most cases, providing the student's anticipated completion date occurs prior to December 31 of that year. A diploma will not be granted at that ceremony. For students completing the requirement after the May date of graduation, diplomas shall be dated on the

day in which all requirements are met.

CONTINUING MEDICAL EDUCATION

Almost daily advances in scientific research and knowledge in the medical sciences require the learning process to continue beyond medical school. Accredited by the American Osteopathic Association as an approved sponsor of AOA-CME category 1-A programs, WVSOM develops continuing medical education programs on a regular basis. CME programs bring seminars, speakers, medical literature and “hands-on” training to WVSOM graduates and other osteopathic physicians.

Every three years, all licensed osteopathic physicians are required by the AOA to complete at least 120 hours of approved continuing medical education study. Therefore, WVSOM-sponsored CME programs are an important service to graduates. Two major conferences—the Mid-Winter Update and the Summer Seminar—are sponsored annually. Additional programs are offered throughout the year. Information on WVSOM CME offerings is available through the Office of Continuing Medical Education. Questions or concerns should be addressed to: Shannon Warren, Director of Alumni Relations and Continuing Medical Education, at 1-800-356-7836; or swarren@wvsom.edu.

PHYSICIAN RETENTION AND PLACEMENT

WVSOM offers an active physician placement program. The program helps its graduates match skills and location preferences with existing health care needs. The Physician Placement Office mails a listing of opportunities to all graduates quarterly. This bulletin contains communities, hospitals, clinics, government agencies and private practices seeking physicians. WVSOM also uses the services of the Director of Physician Underserved and Rural Retention who encourages graduates to practice in rural, medically underserved areas.

DISCLAIMER: The text contained in this catalog includes the most current, up-to-date information that was available when this publication went to print. Please be aware that WVSOM reserves the right to make institutional policy changes at any time, and those changes may not be reflected in the most current printed catalog. Policy changes will, however, be implemented in the electronic online version of the catalog. Therefore, in order to view the most current version of the college catalog, students are encouraged to access the college catalog on the WVSOM website (www.wvsom.edu).

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The West Virginia School of Osteopathic Medicine Foundation exists for the purpose of serving the needs of the school in areas where funding from the State of West Virginia is unavailable. These primary WVSOM needs include student financial aid, faculty development programs and general needs to advance the school in significant ways. The Foundation, through private funding and grants was able to construct the Roland P. Sharp Alumni Conference Center and played an integral part in the completion of the Fredric W. Smith Science Building.

The Foundation is a private, non- profit, chartered corporation within the State of West Virginia and is located on the WVSOM campus. All gifts received by the WVSOM Foundation are tax deductible to the fullest extent of the law and are greatly appreciated by the Foundation Board of Directors. The Board of Directors consists of persons dedicated to the school and its high standards of academic quality.

Each year the Foundation actively seeks gifts and contributions to support student and faculty programs that have strong merit and will ultimately enhance the progress and future of the West Virginia School of Osteopathic Medicine.

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George Adam, M.D.
Rodney Curtis, M.D.
Kyle Fort, M.D.
Stanley Kandzari, M.D.
Joseph Kassis, M.D.
Thomas Kowalkowski, M.D.
David Meriwether, M.D.
Joseph Mouchizadeh, M.D.
James Tierney, D.O.

INTERNAL MEDICINE

Jame Abraham, M.D.
Demetrio Agcaoili, M.D.
Krishan Aggarwal, M.D.
Saed Ahmad, M.D.
Jamil Ahmed, M.D.
Ramin Altaha, M.D.
Ash Ahsanuddin, M.D.
Robert Altmeyer, M.D.
Pedro Ambrosio, M.D.
Mayank Amin, M.D.
John Angotti, M.D.
Mike Angotti, M.D.
Bill Apolostolon, D.O.
Niti Singh Armistead, M.D.
Syed Asraf, M.D.
J. Jay Baker, M.D.
Suresh Balasubramony, M.D.
Ramsey Behnam, M.D.
Charles Bess, M.D.
Robert Beto, M.D.
Navneet Bhullar, M.D.
Michael Blatt, M.D.
Harshad Bokil, M.D.
James Brick, M.D.
Ashen Butt, M.D.
Mark Byrd, M.D.
William Carter, M.D.
Elliot Chideckel, M.D.
Clinton Curtis, M.D.
Robert D'Alessandri, M.D.
Gary Davenport, M.D.
Zubaer Dawlah, M.D.
Vikram Dayal, M.D.
Jeff DeBord, D.O.
Madhu Dharawat, M.D.
Thomas Dorsey, M.D.
Marion Drews, M.D.
Solveig Ericson, M.D.
Conrad Failingler, M.D.
Norman Ferrari, M.D.
Adel Frenn, M.D.
James Gaal, D.O.
Angelo Georges, M.D.
Fernando Gonzales-Ramos, M.D.
Kamelesh Gosai, M.D.
Rick Greco, D.O.
Kevin Halbritter, M.D.
Vishwanath Hande, M.D.
Ibrahim Hanna, M.D.
Reyaz Haque, M.D.
Loren Hensley, D.O.
David Hess, M.D.

Rick Houdersheldt, D.O.
Jeanette Jackson, D.O.
Abnash Jain, M.D.
Chuanfang Jin, M.D.
Sherri Johnson, M.D.
Robert Jones, M.D.
Fid Khan, M.D.
Maria Kolaar, M.D.
Zaveen Kureishy, M.D.
Sobha Kurian, M.D.
Derrick Latos, M.D.
Jennifer Leavitt, D.O.
Nathan Lerfald, M.D.
Bruce Leslie, M.D.
Kenneth Ligaray, M.D.
Michael Lurakis, D.O.
Karen Mackay, M.D.
Shanthi Manivannan, M.D.
Wickliffe Many, M.D.
Marnie Marker, M.D.
Shelda Martin, M.D.
Rajan Masih, M.D.
Mary McKelvey, M.D.
Sanjay Mehta, D.O.
Rajesh Mehta, M.D.
Scott Moore, M.D.
Anthony Morise, M.D.
Alvin Moss, M.D.
Jeffrey Neely, M.D.
Maurice Nida, M.D.
William Noble, M.D.
Michelle Nuss, M.D.
Michael O'Keefe, D.O.
Peter Ottaviano, D.O.
Kumar Patel, M.D.
Victor Perrone, M.D.
Bruce Petersen, D.O.
Edward Petsonk, M.D.
Thomas Przybysz, M.D.
Chris Que, M.D.
Vijay Prasad, M.D.
Quasir Raza, M.D.
Michael Remines, D.O.
Bradley Richardson, M.D.
James Rising, M.D.
Arora Rupinder, M.D.
Richard Ryncarz, M.D.
Rebecca Schmidt, D.O.
Stanley Schmidt, M.D.
Gabriel Sella, M.D.
Alfred Shakespere, M.D.
Amit Sharma, M.D.
William Shockcor, M.D.

Jennifer Shreves, M.D.

Jeffrey Shultz, M.D.

Teresa Sitler, M.D.

Clinton Sloan, D.O.

Lynn Smith, M.D.

Todd Smith, D.O.

Robert Snuffer, D.O.

Linda Stark, M.D.

Shawn Stern, D.O.

Russell Stewart, D.O.

James Stollings, D.O.

Stephen Thompson, D.O.

Maria Tranto, D.O.

Thomas Valley, M.D.

Manimekalai Veeraswamy, M.D.

Thomas VonDohlen, D.O.

Haven Wall, Jr., M.D.

Bradford Warden, M.D.

Robert Webb, M.D.

Charles Werntz, D.O.

Autumn Whitlock-Morales, M.D.

Daniel Whitmore, D.O.

John Wurtzbache, M.D.

GERIATRICS

Richard Layne, M.D.

William Mercer, M.D.

Mary Warden, M.D.

DERMATOLOGY

Charles Franz, M.D.

Thomas Karrs, M.D.

Alan Rubin, M.D.

Dawn Sammons, D.O.

OPHTHALMOLOGY

Yuri Arvan, M.D.

David Faris, M.D.

Philip Light, M.D.

PHARMACOLOGY

Kristy Lucas, Pharm D.

Mark Povroznik, Pharm D

Christopher Terpening, Ph.D.

ORTHOPEDICS

Richard Glass, M.D.

Michael Helvey, D.O.

James Kim, M.D.

Jonathan Lechner, M.D.

Dante Marra, M.D.

Steven Vess, D.O.

Clare Weidmann, M.D.

NEUROSURGERY

Julian Bailes, M.D.

Richard Vaglianti, M.D.

NEUROLOGY

Adnan Alghadban, M.D.

Claudette Brooks, M.D.

Srinivasan Govindan, M.D.

Laurie Gutman, M.D.

Joe Othman, M.D.

Kris Murthy, M.D.

Stephen Timms, M.D.

Wladimir Zyzniewsky, M.D.

NEPHROLOGY

Priya Anantharaman, M.D.

James Demarco, M.D.

Bethany Pellegrino, M.D.

PULMONOLOGY

Kamel Marzouk, M.D.

Vishnu Patel, M.D.

Z. Shamma-Othman, M.D.

GASTROENTEROLOGY

Sanjay Chaudhr, M.D.

PHYSIOLOGY

Not offered at this time

OCCUPATIONAL MEDICINE

Christopher Martin, M.D.

OSTEOPATHIC OATH

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it may be asked of me. I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices. I will look with respect and esteem upon all those who have taught me my art.

To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

