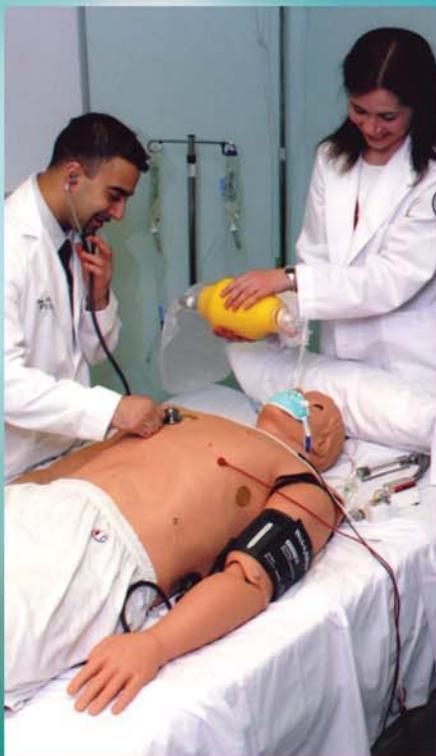


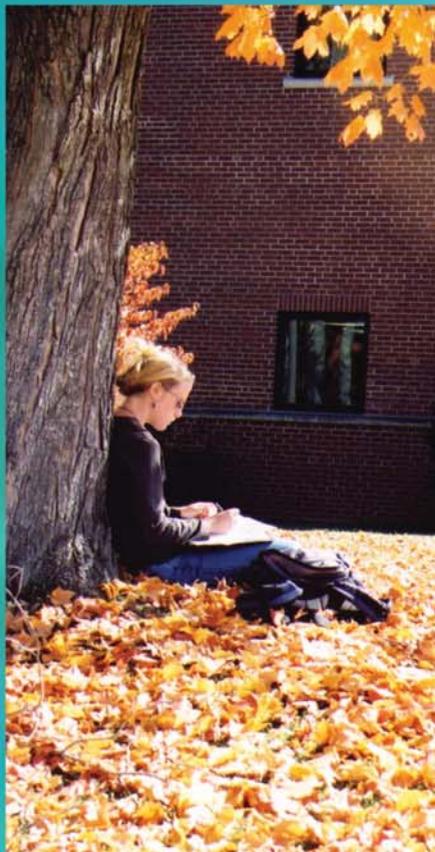
# WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

ON THE CUTTING EDGE OF MEDICAL EDUCATION

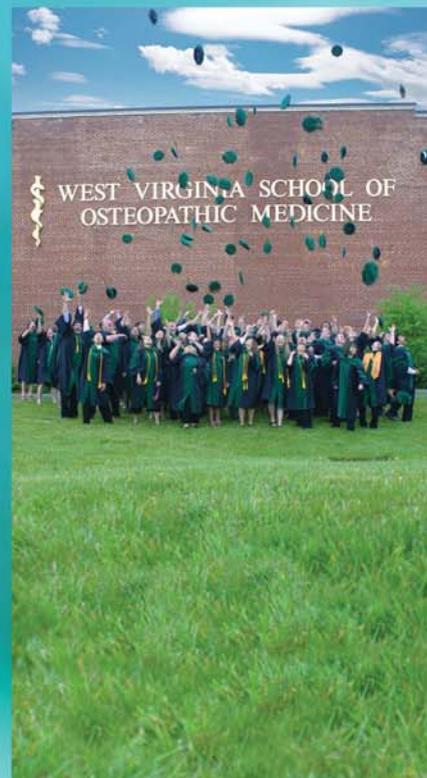
**Technology**



*Lifestyle*



**Achievement**



*Legacy*



College Catalog 2007-2009

# WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

College Catalog 2007-2009

## Table of Contents

Accreditations . . . . .	2	Health and Technical Standards for Admission and Graduation . . . . .	7	Health Precautions . . . . .	17
Catalog Policy Statement . . . . .	2	Basis of Selection . . . . .	8	Audit Policy . . . . .	17
The Educational Process . . . . .	2	Applicant Protocol of the American Association of Colleges of Osteopathic Medicine . . . . .	8	Tuition Fees and Expenses . . . . .	17
The Mission . . . . .	2	Transfer Policy . . . . .	8	Financial Aid . . . . .	18
The History . . . . .	3	Curriculum . . . . .	9	Loan Programs . . . . .	18
Location . . . . .	3	System Based Learning . . . . .	10	Scholarships . . . . .	18
Campus . . . . .	3	Problem Based Learning . . . . .	11	Procedures for Applying for Financial Aid . . .	18
Internet . . . . .	3	Clinical Training . . . . .	12	Tuition and Fee Refund Schedule . . . . .	19
Technology . . . . .	4	Clinical Evaluation Center . . . . .	12	Student Organizations . . . . .	19
Library . . . . .	4	Statewide Campus . . . . .	13	Clubs and Organizations . . . . .	19
Bookstore . . . . .	4	Statewide Campus Site Locations . . . . .	13	Diversity and Social Justice . . . . .	20
Robert C. Byrd Clinic . . . . .	4	Mountain State OPTI Partners . . . . .	14	Intramural Sports . . . . .	20
Affiliated Facilities . . . . .	4	Objective Structured Clinical Examinations . .	15	Special Topics/Programs . . . . .	20
Student Housing . . . . .	4	West Virginia Rural Health Education Partnerships . . . . .	16	Celebrations of Community . . . . .	20
WVSOM Service . . . . .	4	Southeastern Area Health Education Center . .	16	Student Government Association . . . . .	20
WVSOM Research . . . . .	5	Faculty Advisors . . . . .	16	Promotion and Degree Requirements . . . . .	20
Admissions Overview . . . . .	5	Student Support Services . . . . .	16	Degree Requirements . . . . .	21
Procedure for Admission . . . . .	5	Dress and Grooming . . . . .	16	Postdoctoral Training . . . . .	21
Application Process . . . . .	5	Attendance Policy . . . . .	16	Internship & Residency Programs . . . . .	21
Application Deadlines . . . . .	6	Insurance Coverage Policy . . . . .	17	Continuing Medical Education . . . . .	22
Application Timeline . . . . .	6	Student Health Services . . . . .	17	Physician Retention and Placement . . . . .	22
Admission Requirements . . . . .	6			Directory . . . . .	23
Interview . . . . .	6			Osteopathic Oath . . . . .	28

## 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 West Virginia School of Osteopathic Medicine 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. 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 West Virginia School of Osteopathic Medicine educates primary care osteopathic physicians for rural communities. The school is dedicated first and foremost to service for West Virginia and prepares graduates to care for the special health care needs of West Virginia’s elderly.

Through a strong commitment to its students and to the region it serves, WVSOM tailors a quality osteopathic medical education program to the special health care needs of West Virginia. The school’s numerous awards on the state and national level - including being cited as a “Program of Excellence” by the University System of West Virginia and continuing recognition by *U.S. News & World Report* magazine as a top medical school in the country affirm that WVSOM is fulfilling its mission.

As one of 24 osteopathic medical colleges in the nation today, WVSOM plays a unique role in the state. Our educational program prepares osteopathic physicians who are well qualified to meet the pressing need for quality rural primary health care in West Virginia and across the country.

WVSOM’s curriculum reflects the school’s interrelated education, service and research 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. WVSOM admits students and recruits faculty and staff in accordance with all equal employment opportunity and affirmative action standards.

## The History

Throughout its history, rural areas have always faced a shortage of quality primary care physicians. 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. The school has developed a reputation for quality osteopathic medical education, 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 less than 4,000, Lewisburg is the smallest medical school community 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 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 105 miles to the west; Roanoke, Virginia is only 86 miles to the southeast; Washington, DC is 265 miles to the northeast; and Pittsburgh, Pennsylvania lies 250 miles to the north. Other major cities are just a few hours away by air or train.

## Campus

WVSOM's campus encompasses 51 acres, blending past and present, as historic buildings are combined with modern classroom, laboratory and clinical facilities. The academic and administrative building houses classrooms, teaching laboratories, the James R. Stookey Library and Osteopathic Clinical Skills Lab, and faculty and administrative offices.

Also on campus are the Robert C. Byrd Clinic (a modern out-patient clinic) and the Fredric W. Smith Science Building. The Center for Rural Medicine and Technology provides two modern lecture halls. With over 21,000 sq. ft. of space, the facility 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.

The Founders' Activity Center includes a full size basketball court, weight room, exercise/cardio room, 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.

## Internet

Wireless internet access is available campus wide.

## Technology

At WVSOM we believe 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 on-line. 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.

During orientation, 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. 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 with ease. 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 faculty, students, and alumni and is the medical resource library for physicians and allied health professionals in the region. In addition to its strong book and journal collection, the library also contains study areas, audio-visual equipment, and a computer laboratory. The computer laboratory allows access to the Internet and is also used for curriculum programs, and word processing applications. The library staff provides medical database searches and interlibrary loans.

## 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, from scrubs to notebooks. It also carries a variety of clothing items, glassware, memorabilia, snacks, and souvenirs.

## Robert C. Byrd Clinic

The 55,000 sq. ft. Robert C. Byrd Clinic provides a full range of family health care and serves as a clinical training site for WVSOM interns and residents. Many of the physicians on staff have full privileges at local hospitals, providing patients with hospital care and follow-up as necessary.

## 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 the nation’s largest osteopathic teaching hospitals to rural Appalachian clinics. Current WVSOM affiliate training facilities are listed on page 13-15.

## Student Housing

No student housing is provided on campus. However, the Office of Student Affairs maintains and updates a housing directory on WVSOM’s website that is available to students.

## 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.

Students enrolled in the medical student research program may have quite different research experiences but all are provided with common information about research principles, statistical analysis, ethics in research, and various other topics. 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.

## Admissions Overview

Students are the key to WVSOM's commitment to improving health care. The WVSOM Admissions Committee strives to fill the class each year with men and women who are motivated toward small community or rural primary care. WVSOM students come to Lewisburg with diverse academic and professional backgrounds. Each class is composed of individuals with different degrees of previous exposure to sciences and the humanities.

### Procedure for Admission

WVSOM uses the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) to process its applications. All application materials and instructions are available on the website of the American Association of Colleges of Osteopathic Medicine ([www.aacom.org](http://www.aacom.org)).

*For admissions questions, contact Admissions Counselor: West Virginia School of Osteopathic Medicine, 400 North Lee Street, Lewisburg, West Virginia 24901 (304) 647-6232 or 1-888-276-7836; email: [admissions@wvsom.edu](mailto:admissions@wvsom.edu); Office Hours: 8:00 a.m. - 4:30 p.m. Monday through Friday, excluding holidays.*

## Application Process

The following information must be submitted before applications are reviewed by the WVSOM Admissions Committee.

Submit to AACOMAS	Submit to WVSOM
1. AACOMAS Application	1. A. Recommendation letter from a DO (osteopathic physician)  B. Evaluation letter from a pre-med advisor <i>OR</i> pre-med advisory committee <i>OR</i> science faculty member (via letter mail on official college or business letterhead)
2. Official college transcripts from each college or university attended	2. Application Fee: \$40 in state; \$80 out-of-state ( <i>non-refundable and subject to change</i> )
3. Medical College Admissions Test (MCAT) scores, no more than three calendar years from time of application	3. Applicants who are invited for interviews will receive and must submit:  A. Supplemental Application  B. Statement of Past or Pending Professional Disciplinary Actions  C. Verification of in-state residency status (WV residents only)  D. Signed Health & Technical Standards Form
Complete instructions for the AACOMAS application process is available online at <a href="http://www.aacom.org">http://www.aacom.org</a>	Send to: WVSOM Admissions Office 400 North Lee Street Lewisburg, WV 24901

## Application Deadlines

WVSOM reviews applications, conducts interviews, and makes decisions throughout the admissions cycle, therefore the class may be filled if you apply too close to the deadline. Thus, submitting materials early will ensure timely processing and help avoid delays.

## Application Timeline

June 1	AACOMAS begins processing applications
February 15	Applications Materials Deadline for AACOMAS
February 28	Transcripts Deadline for ACCOMAS

Applicants who are offered admission will be requested to submit necessary matriculation documents, including a non-refundable deposit.

If accepted:	Must submit by:
Before November 15	December 14
Between November 15 & January 14	Within 30 days
Between January 15 & June 14	Within 14 days
On or after June 15	Immediately

Applicants are also required to submit a second non-refundable deposit by March 15 or two weeks after the first deposit if accepted after March 1.

## Admissions Requirements

The basic requirements for admission to the first year class include:

1. 90 semester hours or three fourths of the credits required for a baccalaureate degree from an accredited college or university must be completed. While minimum requirements are 90 semester hours, the majority of candidates accepted for admission will have completed four or more years of pre-professional study

2. Credits (semester hours or their equivalent) in each of the following:

- A. English ..... 6 hours
- B. Biology\* ..... 8 hours
- C. Physics\* ..... 8 hours
- D. Inorganic Chemistry / General Chemistry\* ..... 8 hours
- E. Organic Chemistry\* ..... 8 hours
- F. Electives ..... 52 hours

*\*Laboratories are to be included with each individual course section.  
All required courses must be passed with a grade of C or better.*

For success in the medical curriculum, it is strongly recommended, but not required, that prospective applicants have the following:

- Comparative Anatomy
- Biochemistry
- Cell Biology
- Cell Physiology
- Embryology
- Histology
- Human Anatomy
- Mammalian Physiology
- Microbiology
- Modern Genetics

3. Completed WVSOM Health and Technical Standards for Admission and Graduation Form (provided to candidates during the interview process)
4. Cardiopulmonary Resuscitation (CPR) certification required prior to matriculation.
5. Official transcripts from each college or university attended are required of accepted applicants before matriculation.

## Interview

Upon receipt of the AACOMAS application, selected applicants will be invited to campus for an interview. The day includes being interviewed by a physician and basic scientist, information sessions with clinical education, lunch with students and a tour of campus.

## Health and Technical Standards for Admission and Graduation

All candidates who seek to be admitted, participate, and graduate from the educational program at WVSOM must meet health and technical standards. The Doctor of Osteopathic Medicine degree signifies the holder is a physician prepared for entry into the practice of medicine; it follows that the graduate must have the knowledge and skills to function in a broad variety of clinical situations and be able to provide a wide spectrum of patient care.

A candidate for the D.O. degree must have abilities and skills in five areas: observation; communication; motor; intellectual - conceptual, integrative and quantitative; and behavioral and social.

Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner. Therefore, the use of a trained intermediary is not an acceptable compensation because it means that a candidate's judgment must be mediated by someone else's power of selection and observation.

1. **Observation.** The candidate must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states, and reading of EKGs and radiographs. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations such as touch, pressure and temperature. It is enhanced by the functional use of the sense of smell.
2. **Communication.** A candidate shall be able to speak, hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, reading, and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. **Motor.** Candidates shall have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. A candidate shall be able to do basic laboratory tests (urinalysis, CBC, etc.) and carry out diagnostic procedures such as proctoscopy and paracentesis. A candidate shall be able to execute motor

movements reasonably required to provide general care, osteopathic manipulation and emergency treatment to patients. Examples of emergency treatments reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

WVSOM students are required to fully participate in OP&P labs which include examination and treatment by randomly selected lab partners of both genders. Evaluation and treatment will involve all external body surfaces with the exception of breast and genital areas. Students are expected to allow the body region being studied to be accessible for visible inspection, palpation and treatment.

Special instruction is given on professional touch and respect of privacy. A dress recommendation is written on the cover page of each lab handout. In general, sleeveless tank-tops and loose shorts are appropriate for all labs.

4. **Intellectual.** Candidates must possess conceptual, integrative and quantitative abilities. These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates shall be able to comprehend three-dimensional relationships in order to understand the spatial relationships of structures.
5. **Behavior and Social Attributes.** Candidates must have the mental health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education process. The West Virginia School of Osteopathic Medicine is committed to making its medical programs handicapped accessible. Reasonable accommodations can be made for some handicaps in certain of these technical areas. With reasonable accommodation a candidate still must be able to perform in a reasonably independent manner.

## Basis of Selection

The Admissions Committee of the West Virginia School of Osteopathic Medicine recommends acceptance of applicants on the basis of motivation for osteopathic medicine, motivation to serve in rural communities in the primary care fields, health related experiences and scholarship.

WVSOM students come to Lewisburg with diverse academic and professional backgrounds. The Admissions Committee reviews files of all qualified applicants. Each class is composed of individuals with different levels of previous exposure to sciences and humanities.

Letters of recommendation, outside activities, experience and scholarship are all evaluated in the selection process. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and personal conduct between the time of their acceptance and matriculation.

## Applicant Protocol of the American Association of Colleges of Osteopathic Medicine

Applicants aspiring to become osteopathic physicians (D.O.s) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and the West Virginia School of Osteopathic Medicine. Responsibility, respect, good judgment and cooperation are qualities valued by the osteopathic medical profession and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, following application procedures and meeting all deadlines.
2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts and all applicable fees.
3. Applicants are responsible for reporting and updating any changes in the initial submitted applications (e.g., address, telephone number, academic status, and state of residence).
4. Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.

5. Applicants who have made a final decision on the medical school they plan to attend have the obligation to promptly withdraw their applications from all other schools.

## Transfer Policy

Students in good standing who have successfully completed their first and/or second year at other osteopathic or allopathic medical colleges and who are eligible for re-admission to the previously attended college of osteopathic medicine or medical school may apply for admission as transfer students. Students accepted for transfer must complete their last two (2) years at WVSOM.

### *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.

### *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.
2. Once completed, 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. The Admission Committee will then make a final recommendation to the Vice President for Academic Affairs and Dean for final determination of the applicant's acceptability.

### ***Transfer from WVSOM:***

A WVSOM student requesting transfer from WVSOM to an accredited college or school of medicine must meet the following requirements:

1. Be in good academic standing at the time transfer is requested.
2. Follow the WVSOM Withdrawal Policy procedures as outlined in Institutional Policy E-38.
3. 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**

#### **SBL**

- 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**

- 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

## **Systems Based Learning**

The SBL curriculum begins with a foundation of biomedical basic science courses that are presented concurrently with the clinical courses, Osteopathic Practices and Principles 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 practices courses. The clinical courses are complimented by clinically oriented basic science courses. Also, in the first year, SBL students receive instruction important to WVSOM's mission of training primary care physicians for rural medical practice, including a focus on the special health care needs of West Virginia and the geriatric population.

***First year SBL courses include:***

*Biochemistry:* A lecture based course that focuses on metabolic pathways including the interplay and regulation of carbohydrate, lipid, amino acid, protein, and nucleic acid metabolism, as well as the properties of enzymes and proteins. Clinical scenarios are utilized to convey clinical relevance.

*Clinical Skills I:* Students receive instruction on basic clinical skills such as auscultation, use of diagnostic instruments, and physician-patient communication as preparation for early clinical contact. Shadowing primary care physicians in an outpatient clinic setting working with standardized patients and simulated robotic patients are highlights of the first year of instruction.

*Developmental Genetics:* A state-of-the-art course that covers basic cell biology, mendelian, somatic cell, and molecular genetics, gametogenesis, cell differentiation and fetal development presented in an engaging manner that utilizes computer animations to illustrate key concepts.

*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, and geriatric assessment.

*Gross Anatomy:* A clinically oriented course with lecture and laboratory, including a full body cadaver dissection experience and correlations with Osteopathic Practices and Principles, Radiology, Physical Diagnosis, and Embryology. The course utilizes a variety of supplementary learning resources including plastinated anatomical specimens.

*Histology:* A classic study of the basic cell and tissue types of the body via lecture and laboratory that prepares the student for the study of pathology.

*Medical Immunology:* An introductory course that provides a basic understanding of the immune system. Understanding the immune response to various infectious organisms and the clinical consequences of this response is emphasized. In addition, a variety of immunologic tools used by clinicians is presented.

*Medical Neuroscience:* A course which 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 relevance of the basic sciences.

*Nutrition:* A course in basic nutrition, including the nutrients, basic dietetics, and evaluation of nutritional status. This course prepares students for instruction in clinical nutrition.

*Osteopathic Principles and Practices:* An introduction to the principles and practice of osteopathic medicine, emphasizing physical diagnostic methods and multiple corrective treatments for structural abnormalities. Integration of osteopathic principles with organ systems is maintained throughout the course of instruction. The course concludes with a hands-on student clinic experience which is the highlight of the first year.

*Pathology:* A course in general pathology introducing the concepts of inflammation, repair, processes of disease and basic hematology.

*Physiology:* Analysis and use of physiological data, cell physiology and control theory are presented as an introduction to physiological principles. These topics provide the foundation for the expanded survey of the physiology of the gastrointestinal, cardiovascular, respiratory, renal, reproductive, nervous and musculoskeletal systems.

*Topics in Primary Care I:* A survey course covering aspects of primary care medicine with an emphasis on family practice. The course includes presentations on the principles of family medicine, community based practice, evidence based medicine, preventive medicine, public health, epidemiology, and environmental and occupational medicine. Beginning the spring of the first year and continuing through the end of the second year, the SBL curriculum is focused on one organ system at a time. The musculoskeletal and skin systems are presented at the end of year one.

***Second Year SBL Curriculum:***

Organ systems to be studied include: cardiovascular, respiratory, renal, blood and lymph, gastrointestinal, nervous, endocrine, and reproductive. During each major organ 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 and 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.

***Second year SBL courses include:***

*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.

*Organ Systems:* Organ systems presented in the SBL curricular track include the following:

- Blood & Lymphoid System
- Nervous System
- Cardiovascular System
- Renal System
- Endocrine System
- Respiratory System
- Gastrointestinal System
- Reproductive System

*Osteopathic Principles and Practices:* Training in osteopathic principles and practices continues during the presentation of each organ system. The osteopathic concepts of the integrity of the body, the interrelationships of structure and function, and the role of the musculoskeletal system in health

and disease pervade the entire four-year curriculum. One of the highlights of the second year is a student-driven, free clinic for osteopathic structural diagnosis and osteopathic manipulative treatment under the supervision of clinical faculty which provides hands-on experience with actual patients.

*Clinical Skills II & III:* Clinical preparation is emphasized throughout the SBL curriculum through the Clinical Skills course. Clinical instruction and practice are provided through lectures, labs, and clinical experiences in the Robert C. Byrd Clinic and other nearby clinical facilities. Students have early patient contact and receive direct training in the clinical environment, as well as with standardized patient encounters. Practical clinical exams called OSCEs utilizing standardized patients are an important component of the second year SBL curriculum to prepare the student for third year clinical rotations. In addition to standardized patients, state of the art human subject robots are integrated into the clinical curriculum.

**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.

The small-group *Problems in Osteopathic Medicine* courses are the foundation for the PBL track. These are supplemented by other courses. In Year 1 of this program, additional courses include: *Clinical Skills I*, *Osteopathic Principles and Practices*, *Gross Anatomy*. In Year 2 of the program, PBL students complete the same Clinical Skills program as the systems-based students, and also complete the Year 2 courses in *Osteopathic Principles and Practice*. Additional structured learning activities (such as a segment on Medical Ethics) are added in Year 2, to meet all program objectives.

Clinical training in Years 3 & 4 is the same for PBL and SBL students.

## 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, campus men’s and women’s 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.

In these labs, students practice their communication and physical and history taking skills prior to the beginning of Year 3. The essence of clinical training has been said to be “experience with graduated responsibility.” The first clinical rotation (Family Medicine I) is an eight week preceptorship with a rural family medicine osteopathic physician. During this training period in a family physician’s office, students develop the basic skills necessary for the conduct of 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.

## Clinical Evaluation Center

Construction on this 19,000 square foot instructional facility is scheduled to begin in early 2008. It will house a robot lab for six Human Patient Simulators, and a multi-purpose training space to accommodate student training clinics and for the teaching of clinical skills courses.

## Statewide Campus

Years 3 and 4 of a students' 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 involved in various didactic programs at their statewide campus site in addition to their clinical rotation requirements. Each statewide campus site is required to provide didactics covering specified topic areas. 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:

- Family Medicine I ..... 8 weeks
- Internal Medicine ..... 8 weeks
- Pediatrics I ..... 4 weeks
- Psychiatry ..... 4 weeks
- Surgery I ..... 4 weeks
- Family Medicine II ..... 4 weeks
- Geriatrics ..... 4 weeks
- Obstetrics/Gynecology ..... 4 weeks
- Emergency Medicine ..... 4 weeks
- Internal Medicine II ..... 4 weeks
- Internal Medicine III ..... 4 weeks
- Surgery II ..... 4 weeks
- Surgery III ..... 4 weeks
- Pediatrics II ..... 4 weeks
- Family Medicine III ..... 8 weeks
- 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 Eastern Region

**Greenbrier Valley Medical Center, base site**

- Princeton Community Hospital
- Raleigh General Hospital
- Robert C. Byrd Clinic

**Princeton Community Hospital, base site**

- Bluefield Regional Medical Center
- Catawba Hospital (Department of Mental Health)
- Greenbrier Valley Medical Center
- Raleigh General Hospital

**Raleigh General Hospital, base site**

- Beckley Appalachian Regional Hospital
- Plateau Medical Center
- Summersville Memorial Hospital
- Veterans Affairs Medical Center, Beckley

### 2. South Central Region

**Charleston Area Medical Center, base site**

- CAMC General Hospital
- CAMC Memorial Hospital
- CAMC Women & Children's Hospital
- Putnam General Hospital

**Logan General Hospital, base site**

- Thomas Memorial Hospital

**Thomas Memorial Hospital, base site**

- Logan General Hospital
- Williamson Memorial Hospital

### 3. South Western Region

**Huntington Area , base site # 1**

- Our Lady of Bellefonte Hospital
- Cabell Huntington Hospital
- Southern Ohio Medical Center
- St. Mary's Hospital
- VA Medical Center, Huntington

**Huntington Area , base site # 2**

- Cabell Huntington Hospital
- St. Mary's Hospital
- VA Medical Center, Huntington
- Pleasant Valley Hospital

**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****St. Joseph's Buckhannon, base site**

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

**United Hospital Center, base site**

- Davis Memorial Hospital
- William R. Sharpe, Jr. Hospital

**Camden Clark Memorial Hospital, base site**

- Marietta Memorial Hospital

**6. Eastern Panhandle****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 Tri-State Program

**7. Tri-State Program**

- Toledo Hospital
- Garden City Hospital

**8. Other Affiliated institutions**

- Bay Regional Medical Center
- Carilion Health
- Community Health Center of Branch County
- Cuyahoga Falls General Hospital
- Fairmont General Hospital
- Georgia Osteopathic Institute
- Mildred Mitchell Bateman Hospital
- Moses H. Cone Memorial Hospital
- Norton Community Hospital
- Samaritan Medical Center
- Union Memorial Hospital

**Mountain State OPTI Partners**

Traditional Rotating Internships are offered at most sites. Please contact MSOPTI for more information.

**Cabell Huntington Hospital\***

- Family Practice Residency

**Charleston Area Medical Center\***

- Emergency Medicine Residency
- Family Practice Residency
- Internal Medicine Residency
- Pediatrics Residency
- Urological Surgery Residency

**Greenbrier Valley Medical Center\***

- Family Practice Residency

**Ohio Valley Medical Center\***

- Emergency Medicine Residency
- Internal Medicine Residency
- Combined Internal Medicine/Emergency Medicine Residency

**Our Lady of Bell Fonte Hospital, KY\***

- Family Practice Residency

**The Toledo Hospital#**

- Family Practice Residency
- Sports Medicine Fellowship

United Hospital Center\*

- Family Practice Residency

West Virginia University Hospitals, Inc.

- Internal Medicine Residency

Wheeling Hospital\*

- Family Practice Residency

**Associate/Affiliate Partners offering Clinical Rotations:**

- Logan Regional Medical Center\*
- Princeton Community Hospital\*
- Beckley VA Medical Center
- Camden-Clark Memorial Hospital\*

\* 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 4th 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 2 and

at the end of year 3. 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. WVSOM also utilizes Human Patient Simulators (HPS) to further enhance students' clinical skills training.

The HPS is a full-size, interactive, computerized mannequin that allows WVSOM medical students to confront real world patient situations in a safe, controlled clinical training environment. WVSOM has four HPS units, three adults and one child. Six more units will be added with the completion of the new Clinical Evaluation Center in 2009.

Programmed for more than 80 physiological parameters, the HPS can be manipulated to create virtually any scenario for training purposes. With the ability to deliver such a wide array of medical emergencies, the HPS promises to be a valuable learning tool. 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.

Underneath the mannequin's life-like exterior is a maze of wires and computer gadgetry. The HPS is also connected to tanks of compressed air that inflate the chest. Oxygen and Carbon Dioxide gases are pumped in, allowing students to detect those gases in their assessments. The HPS can also be given intravenous medication via bar-coded syringes filled with distilled water. Different bar codes correspond to different drugs. The computer analyzes how drugs would affect the symptoms being treated and the simulator responds accordingly.

The HPS can also speak, albeit with a little help. In a room with a one-way mirror is a clinical faculty member who observes the students and manipulates the HPS 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 HPS 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. Two of these months must be consecutive and at the same location. 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.

## 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.wvsom.edu/ahec](http://www.wvsom.edu/ahec) or [www.wvahec.org](http://www.wvahec.org).

## Faculty Advisors

Once students have been accepted and have made their initial 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 needs. 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.

## Dress and Grooming

While no mandatory dress code exists, the school expects students to recognize the importance of presenting a professional appearance. A recommended dress code can be found in the Student Handbook.

## 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 and are responsible for all material presented in lectures, 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, 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 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.

Educational debt management is essential. We encourage you to learn some basic budgeting techniques, to learn to cut costs and possibly to learn to live with less. We encourage you to seek ways to creatively finance your education.

## 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 2% 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 2% 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 weeks ..... 90% refund
- During the third week ..... 80% refund
- During the fourth and fifth weeks ..... 70% refund
- During the sixth week ..... 60% refund
- During the seventh and eighth weeks ..... 50% refund
- During the ninth week ..... 40% refund
- During the tenth week ..... No Refund

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

- During the first and second weeks ..... 90% refund
- During the third and fourth weeks ..... 70% refund
- During the fifth and sixth weeks ..... 50% refund
- Beginning with the seventh week..... No 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 program..... 70% refund
- From 26% to 38% of the program..... 50% refund
- After 38% of the program ..... No 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
- American College of Osteopathic Pediatricians
- American College of Osteopathic Family Physician
- American College of Osteopathic Emergency Physicians
- Undergraduate American Osteopathic Academy of Addition Medicine
- Student Osteopathic Surgery Association
- Association of Military Osteopathic Physicians and Surgeons
- Student Osteopathic Internal Medicine Association
- Delta Omega
- Atlas Club
- PAX Club
- Medical Students for Choice

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

## 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, a holiday party, Spring Awards, the Grand Affair 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 an accredited College of Osteopathic Medicine or equivalent, 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.

## Postdoctoral Training

Postdoctoral training is a fundamental part of becoming an osteopathic physician and builds upon students' practical clinical experiences. On average, post doctoral training requires an additional 3-4 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 curricular design, educational assessment and program delivery. Partnerships between academic medicine, hospitals, and community-based clinics allow resources to be combined and enhanced.

## Internship & Residency Programs

The West Virginia School of Osteopathic Medicine serves as the academic center and central member of the Mountain State Osteopathic Postdoctoral Training Institutions, Inc., or Mountain State OPTI. Information about the consortium's affiliated training sites may be found on the website: [www.wvsom.edu/opti](http://www.wvsom.edu/opti).

The consortium builds on the school's mission to prepare primary care physicians for practice in rural and underserved areas in West Virginia and the region. Postdoctoral training programs within Mountain State OPTI currently include traditional osteopathic rotating internships and residency training in Family Practice, Internal Medicine, Emergency Medicine, combined Emergency Medicine/Internal Medicine, Pediatrics and Urological Surgery.

Additional training locations and specialty training opportunities are being developed.

Mountain State OPTI offers a variety of training experiences from large tertiary care medical centers to rural, community-based hospitals and clinics. 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.

### 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 references 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. Although, WVSOM reserves the right to make institutional policy changes at any time, and those changes may not be reflected in the 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](http://www.wvsom.edu)).*

## DIRECTORY

### ADMINISTRATION

Olen E. Jones, Jr., Ph.D.  
*President*  
 Michael D. Adelman, D.O., J.D.  
*Vice President for Academic Affairs and Dean*  
 Lawrence M. Kelley  
*Vice President for Finance and Facilities*  
 James W. Nemitz, Ph.D.  
*Associate Dean for Preclinical Education*  
 Malcolm Modrzakowski, Ph.D.  
*Associate Dean for Problem-Based Learning*  
 Robert W. Foster, D.O.  
*Associate Dean for Predoctoral Clinical Education*  
 Stephanie Schuler  
*Assistant Dean for Predoctoral Clinical Education*  
 Lorenzo Pence, D.O.  
*Associate Dean for Graduate Medical Education*  
 William E. Shires  
*Assistant Dean for Graduate Medical Education*  
 Karen M. Steele, D.O.  
*Associate Dean for Osteopathic Medical Education*  
 Margaret McKeon, Ed.D.  
*Associate Dean for Student Affairs*  
 Elaine Soper, Ph.D.  
*Associate Dean for Assessment and Educational Development*

### BOARD OF GOVERNORS

Sharon Rowe, *Chairperson*  
 George Boxwell, D.O., *Faculty Representative*  
 Barbara Bragg, *Classified Staff Representative*  
 Tom Stauffer, *Student Representative*  
 John Curry, MS, *Member at Large*  
 Jeffrey DeBord, D.O., *Member at Large*  
 Rodney L. Fink, D.O., *Member at Large*

Paul Kleman, D.O., *Member at Large*  
 Don Newell, Jr., D.O., *Member at Large*  
 Randall L. Short, D.O., *Member at Large*  
 Lewis Whaley, D.O., *Member at Large*  
 Kendall Wilson, D.O., *Member at Large*

### WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE FOUNDERS

Carlton G. Apgar, D.O.  
 O.J. Bailes, D.O.  
 Donald C. Newell, Sr., D.O. (Deceased)  
 Frank A. Wallington, D.O. (Deceased)

### WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE FOUNDATION, INC.

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, not for 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 advantageous to the donor 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.

### BOARD OF DIRECTORS

Sally A. Cooper, *Executive Director, Ex-Officio*  
 Carlton Apgar, D.O., *Honorary Member*  
 Tom Greenstreet  
 John Gwinn  
 Raymond A. Harron, M.D.  
 Olen E. Jones, Jr., Ph.D., *Ex-officio*  
 Philip McLaughlin  
 George Naum, III, D.O.  
 Darlene Newell  
 Roland P. Sharp, D.O., *Honorary Member*  
 Belinda Smith, D.O.  
 Steve Talbott  
 Daniel Trent, D.O.

### WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE FACULTY

#### *Division of Structural Biology*

William T. Blue, Ph.D., *Chairperson*  
 Edward P. Dugan, Ph.D.  
 Robert M. Fisk, Ph.D.  
 Jandy Hanna, Ph.D.  
 Donna Hermey, Ph.D.  
 Kelly M. Jackson, Ph.D.  
 Samuel Pope, Ph.D.  
 Rebecca Pratt, Ph.D.  
 Jack D. Thatcher, Ph.D.  
 Peter Ward, Ph.D.

**Division of Functional Biology**

Mary Hamra, Ph.D., *Chairperson*  
 Edward Bridges, Ph.D.  
 Kristie Bridges, Ph.D.  
 David Brown, Ph.D.  
 Hugh Clements-Jewery, Ph.D.  
 Brian Griffith, Ph.D.  
 Carolyn Komar, Ph.D.  
 Judith Maloney, Ph.D.  
 John A. Schriefer, Ph.D.  
 Judith O. Westerik, Ph.D.

**Division of Clinical Sciences**

Craig S. Boisvert, D.O., F.A.C.O.F.P., *Chairperson*  
 Helen Baker, Ph.D.  
 Jeffrey Benseler, D.O.  
 David Butler, D.O.  
 Lorraine Byrd, D.O.  
 Christine M. Blue, D.O.  
 George F. Boxwell, D.O., F.A.C.O.F.P.  
 Julia Ellison, D.O.  
 Kathy Gunter, D.O.  
 Gary Knepp, D.O.  
 David Leech, D.O.  
 Gretchen Lovett, Ph.D.  
 Helen Mitchell, M.D.  
 Andrea M. Nazar, D.O.  
 Kimberly Rohaley, M.D.  
 Douglas S. Shearer, Ph.D., M.D.  
 Dennis M. Small, D.O.  
 Thomas F. Steele, D.O., F.A.C.O.F.P.  
 Gail M. Swarm, D.O.  
 Marlene A. Wager, D.O.  
 Jeanne Wahl, D.O.

**Division of Osteopathic Medical Education**

David R. Essig-Beatty, D.O., *Chairperson*  
 Zachary Comeaux, D.O., F.A.A.O.  
 John Garlitz, D.O.  
 William Lemley, D.O., F.A.A.O.  
 James Kribs, D.O.  
 To Shan Li, D.O.

**CLINICAL FACULTY**

**Anesthesia**

Lynn Broadman, M.D.  
 Bruce Cannon, D.O.  
 John Casto, M.D.  
 Dominic Cottrell, M.D.  
 Joseph Folio, D.O.  
 Jon Furbee, D.O.  
 Navdeep Loomba, M.B.B.S.  
 Melissa Miller, D.O.  
 Romeo Reyes, M.D.  
 David Stastny, D.O.  
 Richard Vaglienti, M.D.

**Pediatrics**

Nancy Brunner, M.D.  
 Eileen Catterson M.D.  
 Myra Chiang, M.D.  
 Norman Cottrill, D.O.  
 Gilbert Goliath, D.O.  
 Mary Hammond, M.D.  
 Shobha Hardias, M.D.  
 Farid Hussain, M.D.  
 Fernando Indacochea, M.D.  
 Bilal Itani, M.D.  
 Kathaleen Perkins, M.D.  
 Judith Romano, M.D.  
 Arthur Rubin, D.O.  
 Asma Safder, M.D.  
 John Seegar, III, M.D.  
 Brent Watson, M.D.

**Physical Medicine**

**Family Medicine**

David Allen, D.O.  
 Greg Allen, M.D.  
 Constance Anderson, D.O.  
 Jeffrey Ashley, M.D.  
 Shashikant Bhavsar, M.D.  
 James Blume, Jr., D.O.  
 Craig Bookout, M.D.  
 Joe Boyce, D.O.  
 Michael Brackenrich, D.O.  
 Wayne Brackenrich, D.O.  
 Ronald Brownfield, D.O.  
 Pam Butcher, D.O.  
 E. Dwight Bundy, D.O.  
 Arthur Calhoun, M.D.  
 Rosemarie Cannarella, M.D.  
 David Carr, D.O.  
 Ronald Chattin, D.O.  
 Carroll Christiansen, M.D.  
 Joy Cousins, D.O.  
 David Currence, M.D.  
 Joseph Dawson, D.O.  
 Stanley Day, M.D.  
 Daniel Doyle, M.D.  
 Gregory Doyle, M.D.  
 Lance Dubberke, M.D.  
 Mark Duff, D.O.  
 Claudia Duncan, D.O.  
 Linda Eakle, D.O.  
 John Eilers, D.O.  
 Pamela Faulkner, D.O.  
 George Fredrick, M.D.  
 James Gainer, M.D.  
 Marilyn Glaser, M.D.  
 Joseph Golden, M.D.  
 William R. Graves, D.O.  
 Rhonda Guy, D.O.

Jerry Hahn, M.D.  
 Perry Hall, III, D.O.  
 Anthony Haywood, D.O.  
 John Henderson, II, M.D.  
 Patricia Henderson, D.O.  
 Robert Hess, M.D.  
 Cecil Holbert, M.D.  
 Rick Houdersheldt, D.O.  
 Karen Hultman, D.O.  
 Jeanette Jackson, D.O.  
 Steven Kent Jameson, D.O.  
 Gregory Jarrell, D.O.  
 Nancy Joseph, M.D.  
 Lora Keaveny, D.O.  
 Scott Keffer, D.O.  
 Jeffrey Kellogg, M.D.  
 L. C. Kelly, D.O.  
 Maria Kessell, M.D.  
 Muhammed Khan, M.D.  
 James Levos, M.D.  
 John W. Lewis, Jr., D.O.  
 James Malone, D.O.  
 Sanjna Malpani, M.D.  
 Michael Maroon, D.O.  
 Stephen Mascio, D.O.  
 Trent Mason, M.D.  
 James Mears, M.D.  
 Colleen Meriwether, D.O.  
 Jeff McCormick, D.O.  
 Kenneth McLeod, D.O.  
 Douglas Midcap, D.O.  
 Clyde Mitchell, M.D.  
 Edwin Morris, D.O.  
 Jessica Murphy, D.O.  
 Kevin Murphy, D.O.  
 Mark Nadaud, D.O.  
 Donald Newell, Jr., D.O.  
 Ryan Newell, D.O.

Rob Olexo, D.O.  
 Gerard O'Loughlin, D.O.  
 Charles Paroda, D.O.  
 Mike Parsons, M.D.  
 Amy Pearson, M.D.  
 Jana Peters, D.O.  
 Bruce Petersen, D.O.  
 Millie Petersen, D.O.  
 Ed Rader, M.D.  
 Anthony Rasi, D.O.  
 Joseph Reed, M.D.  
 Carmen Rexrode, M.D.  
 John Richards, D.O.  
 Michael Richmond, D.O.  
 Michael Riggelman, M.D.  
 Samuel Roberts, M.D.  
 Brett Rosenblum, M.D.  
 Debra Sams, D.O.  
 Russell Schreiber, D.O.  
 Kenneth Seen, M.D.  
 Victoria Shuman, D.O.  
 Scott Smith, D.O.  
 Russell Stewart D.O.  
 Craig Swann, D.O.  
 Greg Swartz, D.O.  
 Frank Swisher, D.O.  
 Andy Tanner, D.O.  
 Andrew Thymius, D.O.  
 Tiffany Thymius, D.O.  
 Steven Toney, M.D.  
 Mark Waddell, D.O.  
 Robert Wade, M.D.  
 Michael Ward, D.O.  
 Daniel Whitmore, D.O.  
 Dorian Williams, M.D.  
 Leslie Winters, D.O.  
 Mark Witkowski, M.D.  
 Gregory Wood, D.O.

Victor Wood, D.O.  
 Tim Workman, D.O.  
 Joan Worthington D.O.  
 James Wright, D.O.

*Surgery*

John Adenlyi, M.D.  
 James Boland, M.D.  
 Jodi Cisco, M.D.  
 Robert Cochran, M.D.  
 John Deluca, M.D.  
 Bruce Edwards, M.D.  
 Carl Fischer, III, M.D.  
 Ray Jones, D.O.  
 Thomas Kennedy III, M.D.  
 Rajai Khoury, M.D.  
 John Klay, M.D.  
 Jan Kletter, M.D.  
 Dominador Lao, M.D.  
 Jonathan Lechner, M.D.  
 Alan Lee, D.O.  
 Susan Long, M.D.  
 Anil Makani, M.D.  
 Kevin McLaughlin, D.O.  
 Herbert Oye, D.O.  
 Ronald Pearson, M.D.  
 Gregory Saracco, M.D.  
 Yancy Short, M.D.  
 Ashfaq Siddiqui, M.D.  
 Ascension Torres, M.D.  
 Richard Umstot, Jr., M.D.  
 Steven Vess, D.O.  
 Fereydoun Zangeneh, M.D.  
 Stanley Zaslau, M.D.

**Psychiatry**

Ahmed Aboraya, M.D.  
 Veena Bhanot, M.D.  
 Mark Casdorff, D.O.  
 Thomas Dickey, III, M.D.  
 Douglas Eitel, M.D.  
 Ahmed Faheem, M.D.  
 James Griffith, M.D.  
 Joseph Jurand, M.D.

**Psychology**

Raymond DiPino, Ph.D.  
 Scott Fields, Ph.D.  
 G. Lane Wagaman, Ed.D.

**Hematology/Oncology**

Jame Abraham, M.D.  
 John Azar, M.D.  
 Craig Coonley, M.D.  
 Charles Gabe, D.O.

**Obstetrics/Gynecology**

Angela Arnold, M.D.  
 Thanigasalam Arumuganathan, M.D.  
 Subodhsingh Chauhan, M.D.  
 Michael Corbin, M.D.  
 Sylvia Cruz, D.O.  
 Kimberly Farry, M.D.  
 Bernard Greisman, M.D.  
 Christos Hatjis, M.D.  
 Michael Lassere, M.D.  
 John McMurry, M.D.  
 Herbert Myers, D.O.  
 Antoine Naim, M.D.  
 Mark Nolan, M.D.  
 Kiran Patel, M.D.  
 Connie Perkins, D.O.  
 William Petersen, M.D.

Cesar Pizarro, M.D.  
 Robert Pulliam, M.D.  
 Ali Rahimian, M.D.  
 Todd Resley, M.D.  
 Matthew Roberts, D.O.  
 William Scaring, M.D.  
 Lori Tucker, D.O.  
 Kedrin Van Steenwyk, D.O.  
 H. Alexander Wanger, M.D.  
 Robert Wetzel, M.D.  
 Robert Wheeler, M.D.  
 Tamer Yalcinkaya, M.D.  
 Jessica Ybancz-Morano, M.D.

**Emergency Medicine**

Gregory Allen, M.D.  
 David Anderson, M.D.  
 Neal Aulick, II, M.D.  
 James Beane, M.D.  
 Robert Blake, M.D.  
 Vincent Bocchino, M.D.  
 Michael Carney, D.O.  
 Christopher Chafin, M.D.  
 Paul Clancy, M.D.  
 Joseph Dougherty, D.O.  
 Ramon Fagundo, M.D.  
 Robert Fleer, M.D.  
 Daniel Frame, M.D.  
 Joseph Hartzog, M.D.  
 John Johnson, D.O.  
 Michael Shawn Johnson, D.O.  
 Vishal Malpani, M.D.  
 John Prescott, M.D.  
 Tom Sayvetz, M.D.  
 Robert Solomon, M.D.  
 Edward Jonathan Stout, D.O.  
 James Turner, D.O.

**Pathology**

Alex Racadag, M.D.  
 Chinmay Datta, M.D.  
 Manuel Gomez, M.D.  
 Nasir Khan, M.D.  
 Gerald Wedemeyer, M.D.

**Otolaryngology**

Richard Collie, D.O.  
 Eric Hensen, D.O.  
 John Wade, Jr., M.D.

**Radiology**

Jeffrey Carpenter, M.D.  
 Michael Cunningham, M.D.  
 David Maki, D.O.  
 Thuan-Phuong Nguyen, M.D.  
 Ansaar Rai, M.D.  
 Colin Rose, M.D.  
 Heather Rose, M.D.  
 Walter Thrush, M.D.

**Urology**

Kyle Fort, M.D.  
 Joseph Kassis, M.D.  
 Thomas Kowalkowski, M.D.  
 David Meriwether, M.D.  
 Joseph Mouchizadeh, M.D.  
 James Tierney, D.O.

**Internal Medicine**

Saed Ahmad, M.D.  
 Ash Ahsanuddin, M.D.  
 Robert Altmeyer, M.D.  
 Pedro Ambrosio, M.D.  
 Mayank Amin, M.D.  
 Mike Angotti, M.D.  
 John Angotti, M.D.

J. Jay Baker, M.D.  
 Suresh Balasubramony, M.D.  
 Ramsey Behnam, M.D.  
 Charles Bess, M.D.  
 Harshad Bokil, M.D.  
 William Carter, 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.  
 Solveig Ericson, M.D.  
 Adel Frenn, M.D.  
 James Gaal, D.O.  
 Angelo Georges, M.D.  
 Rick Greco, D.O.  
 Vishwanath Hande, M.D.  
 Reyaz Haque, M.D.  
 David Hess, M.D.  
 Jeanette Jackson, D.O.  
 Robert Jones, M.D.  
 Maria Kolaar, M.D.  
 Derrick Latos, M.D.  
 Shelda Martin, M.D.  
 Rajan Masih, M.D.  
 Mary McKelvey, M.D.  
 Sanjay Mehta, D.O.  
 William Noble, M.D.  
 Peter Ottaviano, D.O.  
 Chris Que, M.D.  
 Vijay Prasad, M.D.  
 James Rising, M.D.  
 Rebecca Schmidt, D.O.  
 Alfred Shakesprere, M.D.  
 Jeffrey Shultz, M.D.  
 Lynn Smith, M.D.  
 Russell Stewart, D.O.

James Toothman, D.O.  
 Haven Wall, Jr., M.D.  
 Robert Webb, M.D.

*Geriatrics*

William Mercer, M.D.

*Dermatology*

Thomas Karrs, M.D.  
 Alan Rubin, M.D.

*Ophthalmology*

Philip Light, M.D.

*Pharmacology*

Kristy Lucas, Pharm D.  
 Mark Povroznik, Pharm D  
 Christopher Terpening, Ph.D.

*Orthopedics*

*Neurology*

Joe Othman, M.D.  
 Kris Murthy, M.D.

*Nephrology*

*Pulmonology*

*Physiology*

*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 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.

## **Contact Info**

### **AACOMAS**

American Association of Colleges of  
Osteopathic Medicine Application Service  
5550 Friendship Blvd., Suite 310  
Chevy Chase, Maryland 20815-9830  
(301) 968-4190  
<http://www.aacom.org>

### **ADMISSIONS INFORMATION**

Admissions Counselor  
West Virginia School of Osteopathic Medicine  
400 North Lee Street  
Lewisburg, WV 24901  
1-888-276-7836  
[admissions@wvsom.edu](mailto:admissions@wvsom.edu)

### **APPLICATIONS**

Director of Admissions  
West Virginia School of Osteopathic Medicine  
400 North Lee Street  
Lewisburg, WV 24901  
1-800-356-7836 Ext. 373  
[admissions@wvsom.edu](mailto:admissions@wvsom.edu)

### **FINANCIAL AID**

Director of Financial Aid  
West Virginia School of Osteopathic Medicine  
400 North Lee Street  
Lewisburg, WV 24901  
1-800-356-7836 Ext. 369  
[showard@wvsom.edu](mailto:showard@wvsom.edu)

**[www.wvsom.edu](http://www.wvsom.edu)**