WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

Student Catalog and Handbook

2024 - 2025

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INTRODUCTION

POLICY STATEMENT

The provisions of the 2024 - 2025 WVSOM Catalog and Student Handbook do not constitute a contract between the West Virginia School of Osteopathic Medicine (WVSOM) and its students. The handbook is distributed to students to inform them of current policies, procedures, activities and requirements. WVSOM reserves the right to change any provision or requirement at any time.

WVSOM reserves the right to make changes to this handbook at any time to reflect current policies of the WVSOM Board of Governors, WVSOM procedures, administrative regulations and procedures, policies of the West Virginia Higher Education Policy Commission, as applicable, and amendments necessitated by changes in state and federal law, fee changes and other reasons deemed necessary or appropriate by WVSOM. Information provided in this handbook is subject to change without notice and does not constitute a contract between WVSOM and any student or applicant for admissions.

WVSOM is governed by the WVSOM Board of Governors and has limited oversight by the West Virginia Higher Education Policy Commission. The official policies governing WVSOM can be found at the following locations:
Office of the President
Office of the Vice President for Academic Affairs and Dean
Office of the Associate Dean for Multicultural and Student Affairs
WVSOM Library
www.wvsom.edu/about/bog/board-members
www.wvsom.edu/policies
www.wvhepc.edu/resources/rules-and-policies

James W. Nemitz, Ph.D., President
2024

MISSION STATEMENT

The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and other complementary health-related programs; to support and develop graduate medical education training; to advance scientific knowledge through academic, clinical and basic science research; and to promote patient-centered, evidence-based medicine. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas. The WVSOM Mission Statement is Institutional Policy GA-02, which can also be found on the WVSOM website at www.wvsom.edu/policies.

ACCREDITATION

Commission on Osteopathic College Accreditation (COCA)

The West Virginia School of Osteopathic Medicine is fully accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). COCA is the only accrediting agency that is recognized by the U.S. Department of Education for accrediting institutions regarding predoctoral education of osteopathic physicians in the United States. The address and phone number of the accrediting agency are:

Secretary, Commission on Osteopathic College Accreditation, American Osteopathic Association
142 East Ontario St., Chicago, IL 60611-2864
Phone: 312-202-8097
Fax: 312-202-8397
predoc@osteopathic.org

The COCA Accreditation Standards are available online at www.osteopathic.org/accreditation/standards.

Higher Learning Commission (HLC)

The West Virginia School of Osteopathic Medicine is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. The address and phone number of the Higher Learning Commission are:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604-1411
Phone: 800-621-7440
Fax: 312-263-7462
info@hlcommission.org

WVSOM's website with the HLC mark of accreditation is available at www.wvsom.edu/about/accreditation.

THE 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 in 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.

LEGAL LIMITATIONS ON THE PRACTICE OF MEDICINE

It is contrary to state law and the policy of the West Virginia School of Osteopathic Medicine for any unlicensed person to attempt to engage in professional practice in health care. Professional practice in health care includes such acts as diagnosis, the rendering of medical treatment or advice, the prescription of drugs, and all other activities normally performed by physicians or other licensed health care professionals. Persons enrolled in state approved health care programs may perform certain professional health care functions in the course of training while under the supervision of a licensed physician. Students, therefore, are cautioned to confine such acts to those that are supervised by a licensed physician as part of a WVSOM approved curriculum. NO STUDENT IS AUTHORIZED TO CHARGE, RECEIVE, OR TO COLLECT FOR HIMSELF/HERSELF OR ANY OTHER PERSON ANY FEE OR GRATUITY FOR PROFESSIONAL SERVICE.

It is illegal in the state of West Virginia for a student to use the prefix "Doctor" or "Dr." on the student ID name tag or to otherwise identify him or herself as a doctor or physician.

NON-DISCRIMINATION

WVSOM is committed to fostering an educational environment that values the development of human potential, cultural and ethnic diversity, and understanding. WVSOM strives to promote equitable and fair treatment in every aspect of campus life for all persons, regardless of race, ethnicity, color, religion, sex (including pregnancy), gender, gender identity, sexual orientation, national origin, age, marital status, veteran or military status, disability, genetic information, or other category that is protected under federal, state, or local anti-discrimination laws unless it fundamentally changes the nature of the educational program or employment.

Students and applicants for admission and/or employment with WVSOM are encouraged to immediately report suspected discrimination or harassment of any kind by submitting a complaint to the Office of Human Resources, at hr@osteo.wvsom.edu or 304-647-6279. The WVSOM discrimination or harassment complaint form is located at www.my.wvsom.edu.

COMPLIANCE WITH MILITARY SELECTIVE SERVICE ACT

State law provides that a male person who has attained the age of eighteen (18) years may not enroll in a state-supported institution of postsecondary education unless he is in compliance with the Military Selective Service Act (50 U.S. Code, Appendix 451, et seq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this state, or receive a student loan guaranteed by the state unless he is in compliance with the Military Selective Service Act. Military Selective Service Act registration information should be available online, at all U.S. Postal Service facilities, and at some high schools.

AMERICANS WITH DISABILITIES ACT OF 1990

WVSOM complies with the Americans with Disabilities Act of 1990 (as amended) and Section 504 of the Rehabilitation Act of 1973 in providing services to students with disabilities. WVSOM is dedicated to providing students with appropriate support and services to ensure that they have an accessible and welcoming learning environment. However, with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the WVSOM educational program.

Reasonable accommodations are determined on an individual, case-by-case basis. Students are required to submit current clinical documentation by an appropriate medical care professional and must include the student's name, a diagnosis, and it must detail the functional limitations caused by the diagnosis. The documentation should also outline the treating medical professional's recommended accommodation(s). Additional documentation may be requested as needed to make a determination. Please understand that obtaining documentation from the appropriate medical professional can take time and, therefore, students should plan accordingly. Last-minute submission of documentation may result in delays in the decision-making process.

WVSOM works to maintain privacy; however, information on functional limitations and reasonable accommodations may be shared internally on a need-to-know basis. Any information or material that is released to a third party is done consistent with state and federal law.

Please contact the associate dean for preclinical education, via email at adpreclin@osteo.wvsom.edu for further information and/or to request accommodations and begin the process of attaining them. To learn more about requesting accommodations, please see the Health and Technical Standards form available at: www.wvsom.edu/admissions/admitted-next-steps.

SCHOOL COLORS

Green and gold are WVSOM's official colors. For most printing purposes, use Pantone Matching System (PMS) 350 green and 125 gold.

USE OF SCHOOL NAME AND STATIONERY

WVSOM's policy on the Use of College Name and Stationery, Institutional Policy GA-21, which can also be found on the WVSOM website at www.wvsom.edu/policies.

EDUCATIONAL COSTS

ASSESSMENTS AND PAYMENTS

General

The West Virginia School of Osteopathic Medicine, like all state-supported colleges and universities, must operate 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.

Payment of Fees

WVSOM's policy on payment of fees, Institutional Policy F-05, which can also be found on the WVSOM website at www.wvsom.edu/policies.

FINANCIAL AID

The West Virginia School of Osteopathic Medicine participates in all federal programs for which the school qualifies. The primary federal assistance programs include William D. Ford Federal Direct Unsubsidized Stafford Loans, as well as the William D. Ford Direct Graduate Plus Loan. Campus-based federal aid includes Federal Work Study and Primary Care Loans, all of which are awarded based on financial need.

There are also loan programs available that are specific to West Virginia residency.

Student employment during the summer months may be available. However, limited work-study during the academic year is available because of the heavy scholastic load. For detailed information, see the Financial Aid Handbook or contact the Financial Aid Office.

SCHOLARSHIPS

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.

1. Institutional and privately funded scholarships: a limited number of scholarships are available through WVSOM.
2. Veterans Administration: students who are eligible for VA benefits, including the Yellow Ribbon Program, should contact their regional VA office or the WVSOM registrar's office.
3. Health Professions Scholarship Program: full scholarship awarded through a branch of the armed forces. Contact your local armed forces recruiter for more information.
4. Federal Work Study Program: campus-based, federally funded program that allows students to work during the summer and part time during the academic year.
5. National Health Service Corps (NHSC) Scholarships: visit the NHSC website or contact the rural health office at WVSOM.

TUITION, FEES AND EXPENSES

Application and Acceptance Fees

Details on applying to WVSOM, including application fees, are available on the admissions website at www.wvsom.edu/admissions. Details on the nonrefundable acceptance fee that is applied to the student's first year's tuition are available on the admissions website at www.wvsom.edu/admissions/check-status.

Tuition, Fees and Other Expenses

Details on tuition, fees and other expenses can be found on the WVSOM website at www.wvsom.edu/financial-aid/cost. Additional information concerning expense breakdowns can be found in the Financial Aid Handbook,

located under the “Financial Aid Toolkit” header on the WVSOM website at www.wvsom.edu/financial-aid.

REFUND OF TUITION AND FEES

WVSOM’s policy on the refund of tuition and fees, Institutional Policy F-06, which can also be found on the WVSOM website at www.wvsom.edu/policies.

DETERMINATION OF RESIDENCY AND APPEALS

WVSOM’s policy on the determination of residency and appeals, Institutional Policy ST-10, which can also be found on the WVSOM website at www.wvsom.edu/policies.

ADMISSION REQUIREMENTS

English – 6 hours
Behavioral Science (psychology/sociology) – 6 hours
Biology/Zoology – 6 hours
Physics – 6 hours
Chemistry – 12 hours (must include at least 3 hours of biochemistry)
Labs – 6 hours (must include at least 2 hours of biology lab and 4 hours of any combination of biology, chemistry and/or physics lab)

A grade of "C" or better must be earned in all prerequisite coursework. Applicants must complete a total of 90 semester hours of credits from an accredited college or university.

It is recommended that prospective applicants also have the following:

- Anatomy
- Cell Biology
- Embryology
- Histology
- Immunology
- Medical Microbiology
- Modern Genetics
- Physiology
- Psychology
- Sociology

For more detailed information, visit www.wvsom.edu/admissions/application-requirements.

TRANSFER POLICY

TRANSFER TO and FROM WVSOM

Information on how to transfer to or from WVSOM can be found in WVSOM Policy DO-19.

STUDENT RIGHT-TO-KNOW

GRADUATION/COMPLETION RATES

The West Virginia School of Osteopathic Medicine is pleased to provide information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended, and can be found on the WVSOM website at https://www.wvsom.edu/about/outcomes.

Questions related to graduation rates should be directed to the coordinator of institutional research in the office of Assessment and Educational Development at 304-647-6424.

POLICY STATEMENT ON EDUCATION RECORDS

Privacy Rights of Parents and Students - FERPA and Student Directory Information

The Family Educational Rights and Privacy Act and its implementing regulations (collectively, "FERPA") is a federal law which states that institutions must establish and make available a written institutional policy and a statement of adopted procedures covering the privacy rights of students. FERPA requires institutions to maintain the confidentiality of student education records and sets forth the rights of students and parents concerning student education records, including access, review, disclosure and challenge of education record content.

A copy of WVSOM's FERPA statement can be found on the website at www.wvsom.edu/students/ferpa.com.

CAMPUS FACILITIES AND SERVICES

CAMPUS SAFETY

Campus buildings are equipped with automatic fire detection and alarm systems. When first starting classes, students should familiarize themselves with the layout of the lecture rooms and labs; familiarize themselves with the different exit routes; know the location of fire suppression blankets, gas cut-off valves, fire extinguishers and alarm pull stations.

In the event of a fire or an alarm, exit the building in an orderly manner. Help others evacuate the building. Sound the alarm if not already activated. Try to extinguish the fire ONLY as an immediate life-saving measure. Leave firefighting to the fire department.

All student personal injury or vehicle accidents should be reported to the Office of Multicultural and Student Affairs during normal working hours at OMSA@osteo.wvsom.edu. After hours and weekends, incidents should be reported to the WVSOM Security Department Office at 304-647-8911.

CAMPUS SECURITY ACT

Information concerning the WVSOM's campus crime report is available in the Office of General Counsel. This information is available for student review during the institutions normal operating hours. This information will be available each year after Oct. 1. The campus crime report is also available online at www.ope.ed.gov/security.

EMERGENCY GUIDELINES

The Greenbrier County Emergency Dispatch Center should be notified of any emergency situation on the WVSOM campus. The Emergency Dispatch Center's number is 9-911 from an inside phone.

Campus-Wide Emergency Blue Light Phones

The emergency blue light phones automatically dial 911 when the button is pressed. When you call, give your name, telephone number and location, and the nature and location of the emergency. Don't hang up until the dispatcher ends the conversation. A map showing the location of these phones is available on page 9 of the WVSOM Response Manual found on the WVSOM website at www.wvsom.edu/safety/emergency-response-manual.

Campus Safety Escorts

The WVSOM Security Office can provide safety escorts on campus during hours of operation, as requested, by dialing 304-647-8911.

AEDs on Campus

AEDs are located in buildings throughout campus. In case of an event, instructions located within the case of the device should be followed carefully, and 911 contacted immediately. Following any event when the defibrillator-AED is used, it will be taken out of service and secured until it is turned in to the Safety Compliance Officer along with information for the completion of an incident report.

A map showing the location of these boxes is available on page 8 of the WVSOM Emergency Response Manual found on the WVSOM website at www.wvsom.edu/safety/emergency-response-manual.

Naloxone One Boxes on Campus

Naloxone One boxes are available in the following locations:

1. Robert C. Byrd Clinic
2. Clingman Center for Community Engagement
3. Student Center

4. Library
5. Technology Building
6. Clinical Evaluation Center
7. Roland P. Sharp Alumni Conference Center
8. Main Building first floor (outside Secret Garden)

Campus Emergency Procedures

Types of Emergencies:

- Natural disasters – Fire, severe windstorms/tornadoes/earthquakes
- Medical causes – Medical emergencies, first aid
- Industrial causes – Gas leaks, biological/chemical spills
- Human causes – Automobile accidents, bomb threats, suspicious packages and mail, robbery/assault, disruptive individuals, armed subjects

In Case of an Emergency

- Remain calm, use common sense and provide aid. Take time to think before acting.
- Always evacuate the building immediately when you hear an audible alarm or see a visible alarm, when directed by authorities or when the building becomes life threatening, e.g., smelling natural gas.

If you are in an emergency situation (one that causes you fear, concern or uncertainty for yourself, students, faculty or staff), do not hesitate to dial the emergency number and explain all pertinent information. Each call received at the 911 center will be dispatched.

The WVSOM Emergency Response Manual can be accessed at www.wvsom.edu/safety/emergency-response-manual.

CAMPUS USE AND RESTRICTIONS

Institutional Policy PP-03: Campus Use and Restrictions, Including Deadly Weapons, which can also be found on the WVSOM website at www.wvsom.edu/policies.

Weapons

WVSOM is committed to providing a safe and secure environment for students, faculty, staff and visitors, while also following state code and respecting the rights of individuals who are licensed to carry a handgun in accordance with West Virginia law.

Addressing those priorities, the WVSOM Board of Governors approved revisions to WVSOM Institutional Policy PP-03: Campus Use and Restrictions, Including Deadly Weapons, for the implementation of the West Virginia Campus Self-Defense Act on the WVSOM Lewisburg campus, effective July 1, 2024. The Campus Self-Defense Act allows a person to carry a concealed pistol or revolver on the campus and in the buildings of a state institution of higher education, with some exceptions, if that person has a current and valid license to carry a concealed deadly weapon.

On the WVSOM campus, areas exempt under the Campus Self-Defense Act will be posted with “No Deadly Weapons Permitted – Regardless of Concealed Carry Permit” signage, include:

- ASPIRE
- WVSOM Animal Lab, second floor of the Fredric W. Smith Science Building
- WVSOM Campus Security offices
- West Virginia State Police Detachment Building
- Rooms designated for student/employee disciplinary proceedings, while the disciplinary proceedings are

being held.

To report a security concern, including if you observe an individual with a handgun that is not properly concealed, please contact WVSOM Security at (304) 647-8911. In the case of an emergency, please dial 911.

For additional information on the Campus Self-Defense Act, including a listing of exempt areas and FAQs, WVSOM has created a Safety and Security webpage: https://www.wvsom.edu/safety, which will be updated as needed.

Tobacco

Recognizing that WVSOM is an example for the surrounding community and nationwide as a leader in health care education and health behaviors, WVSOM prohibits the use of any form of tobacco in buildings, on the campus or in state vehicles.

Animals on Campus

No pets of any kind are permitted in campus buildings, any other buildings owned or controlled by WVSOM, or state vehicles. For exceptions, see Institutional Policy PP-03.

Individuals may bring personal animals onto the campus on occasion. Those having personal animals on the WVSOM grounds are responsible for keeping the animal contained at all times and are responsible for appropriately cleaning up any stools left by the animal.

Animals may not be left unattended in personal vehicles for extended periods of time for any reason. In the event that an animal is left unattended in a vehicle, the Lewisburg City Police Department and/or the Greenbrier County Humane Society will be called to intervene to ensure the safety and welfare of the animal.

BREASTFEEDING ON CAMPUS

WVSOM strives to provide a family-friendly environment for its students. With this goal in mind and in accordance with state and federal laws, any student may breastfeed or express breastmilk on campus. Many factors contribute to the number of times a mother must lactate, including the number of feedings and the age of the child. Given that the needs of lactating mothers change with time, a flexible approach is encouraged.

The associate dean for multicultural and student affairs will work to provide reasonable measures to support lactating mothers as follows:

- A clean, private area (not a bathroom) with a locking door to breastfeed or express breastmilk.
- A comfortable chair.
- A table to support a breast pump and associated equipment.
- An electrical outlet.
- A sink in the vicinity for washing hands and equipment.

Lactating students may take breaks from non-mandatory class activities as needed to breastfeed or express milk. If a lactation break is required during a mandatory event or scheduled examination period, accommodations may be possible. However, permission must be granted prior to the event. Students are encouraged to contact the associate dean for multicultural and student affairs to discuss their needs as it relates to breastfeeding.

There are currently two breastfeeding rooms on campus:

1. Testing Center #146 – a designated office within the Office of National Boards – open 8:30 am-4:30 pm
2. Student Center #SC101D - an office within the Student Affairs Suite – open 24/7

STUDENT IDENTIFICATION/PROXIMITY (PROX) CARD

Each student will be issued a Student Identification/Proximity ("Prox") Card at the time of matriculation.

ID Card Usage

Pictures for the card will be taken before the start of classes. The card must be worn at all times in the plastic case provided. It is especially important that the card be visible after hours and on weekends as this will readily identify you as a student of WVSOM for security purposes.

Any administrator, faculty or staff member may require an individual to show their WVSOM ID/Prox Card. In addition, WVSOM Security Officers have the authority to ask for the Card (if it is not visible) while students are on campus and in any campus facilities.
Students may not loan Prox cards to other people, including other students.

Proximity (Prox) Card Usage

The card also gives students access to the following buildings on campus during campus hours seven days a week [Note: campus hours are subject to change and all employees and students will be informed of changes via email]:

- Main Building (all entrances).
- Library after hours study door
- Library
- Fredric W. Smith Science Building, including the interior Anatomy Laboratory door
- Center for Technology and Rural Medicine (Tech Building)
- Testing Center
- Clinical Evaluation Center 8:30 am-4:30 pm (use only for scheduled events)
- Founders' Activity Center door
- Student Center
- Alumni Building

There will be a $25 replacement fee for ID/Prox Card per occurrence. Contact the Facilities Department immediately at 304-793-6812 if you need a replacement. Cards that are reported lost or stolen will be deactivated in order to render them useless and lessen the possibility of unnecessary egress to facilities.

CAMPUS PARKING

Each student must apply for a WVSOM parking permit. The parking permit is to be displayed any time the vehicle is on campus. The decal will be displayed on the back-left hand side of the rear window or upper right-hand side of the front windshield. Contact the Physical Plant for a replacement.

Parking lots 7, 12, 4 and the back half of 8 only have been designated for students to park on campus. Please observe designated slots such as handicapped, visitors and those designated for specific individuals. Please do not park on the grass. Violators may be subject to vehicular tow-away and/or prohibited from using a vehicle on campus. Students may also be subject to action under Institutional Policy DO-01.

CAMPUS STORE

Location:	Student Center
Hours:	8 a.m. – 4:30 p.m. Monday through Friday
Telephone:	304-647-6299 or 304-647-6354
	800-356-7836 ext. 6299

Return Policy

Textbook returns are accepted within one business day from date of purchase; original receipt required. Returns

will be for Campus Store credit only (no cash or return credit on credit card.) Textbooks must be in the same condition as purchased and must remain in shrink wrap; no returns on software or textbooks with included software if package has been opened. There are no returns on medical equipment.

Textbooks

The WVSOM Campus Store has required and recommended textbooks available in new and electronic book or used condition when possible. Students may special order a textbook at no extra cost. Turnaround time on special orders is estimated to be two to seven business days, depending on the publisher.

Merchandise

The Campus Store carries traditional university merchandise such as logo apparel, glassware, frames and various other sundries.

Medical Equipment

Diagnostic equipment (stethoscopes, blood pressure cuffs, otoscope/ophthalmoscope) may be purchased in the Campus Store at a competitive student rate. (Please note that diagnostic equipment purchased elsewhere will not be covered under the Welch-Allyn or Littmann student repair policy in conjunction with the WVSOM Campus Store.)

Book Buyback Program

The WVSOM Campus Store offers an online book buyback. The link can be found at the bottom of the Campus Store webpage, under "Online Buyback."

The WVSOM Campus Store accepts cash, personal checks (valid address and phone number), MasterCard, Visa, American Express and Discover Card, along with Apple Pay.

LIBRARY

Academic School Year Hours of Operation

Monday - Friday	8 a.m. - 10 p.m.
Saturday - Sunday	11:30 a.m. - 10 p.m.

Summer Hours

June and July vary from the above schedule and are determined and distributed via email and posted in the library May of each year.

Borrowers

Borrowers are WVSOM students, faculty and staff members, MSOPTI residents and preceptors, area physicians, and allied health professionals. The textbooks may be checked out by students only. The general public may use the two public computers in the main library for internet or database access, but may not check out items.

Loan Period

The library loans books and audiovisual materials to WVSOM students, area physicians and WVSOM faculty and staff for a period of one month, except for the following: OMT tables for two weeks only, with a $1 per day fine; one-week checkout for the textbook section, virtual reality headsets and ultrasound devices with a $1 per day fine; and the materials in the bound journals and history section are not allowed to circulate.

Overdue Notices and Lost Materials

Overdue notices are emailed to the borrower through their WVSOM email account. If the materials are not returned by the date in the overdue notices, or they are lost, the library will send the student a bill for the cost of the materials. The library has an automated circulation system which maintains accurate records of the fines and

overdue materials. If there is a conflict, the student must contact the circulation clerk or library director to resolve the matter. All lost books and fines must be taken care of before graduation in order to receive a diploma. All circulating material must be returned to the library before graduation.

Renewals

Any book may be renewed twice, as long as there is no request for it. This is also a suggested method of avoiding fines. Renewals may be requested over the phone, by email or by the student after creating an account on Encore, the library's public access catalog.

Internet Services

Two public computers with internet access are located near the entrance of the library. Two networked computers are available in the 24/7 study area as well.

Printing/Copying Stations

Printing/copying stations are located throughout the campus to address student needs. Currently, locations include the library 24-hour study area, the Student Center and the Technology Building.

Fines

A charge of 10 cents per day will be assessed on overdue books; the one-week checkout textbooks and OMT tables, virtual reality headsets and ultrasound devices accrue a $1 per day fine when overdue.

Reserve Books

Reserve books are placed on reserve by the faculty and library staff and can be used in the library for a three-hour period. Students must check out reserve items at the circulation desk. Students are reminded they must return the item back to the circulation desk; any item that is passed on to another student is the responsibility of the student whose name the item is checked out under.

Security

A book detection system is located at the entrance to the library which must be passed through upon leaving the library. No library items may be taken to the 24/7 study area unless they are checked out at the library circulation desk. Backpacks and briefcases may be checked as an added security measure. Students who remove materials from the library without proper authority will be reported to the appropriate associate dean.

Reference Services

Reference services offered include answering factual questions, securing interlibrary loans, resource and database instruction and performing searches. Reference questions may be submitted in person, by email or by phone.

INFORMATION TECHNOLOGY

Institutional Policy GA-31

WVSOM's policy on information technology, Institutional Policy GA-31, which can also be found on the WVSOM website at www.wvsom.edu/it.

Websites

WVSOM maintains a public website www.wvsom.edu and an intranet site reserved for authorized users www.my.wvsom.edu. Students are able to locate their most frequently used applications from the intranet site including access to Banner Self-Service for financial aid, grade and account information. The Information Technology Department maintains a web page for a variety of technology subjects at www.wvsom.edu/it.

IT Help Desk

The WVSOM IT Department Help Desk assists students with technology issues including laptop hardware, software, email, mobile devices and network account problems. The Help Desk can be contacted by email at helpdesk@osteo.wvsom.edu or by phone at 304-647-6246. Help Desk on campus hours are from 8 a.m. to 4:30 p.m. in the Technology Building. The IT Department has contracted services for after-hours support Monday to Friday beginning at 4:15 p.m. to 8:15 a.m. the following day. Weekend support becomes available Friday at 4:15 pm to 8:15 am Monday. The contracted technical support service is available by calling the Help Desk phone, which will forward to the contracted service during these timeframes.

Student Laptops

WVSOM's policy on student laptops is included in Institutional Policy GA-31, which can also be found on the WVSOM website at www.wvsom.edu/policies.

Student Printing

The IT Department provisions specific network printers across campus for students to print academically related material. Each student is allotted a base number of 8,000 copies within an academic year for printing. Once a student has exceeded this amount, the Office of Business Affairs will invoice the student for the overage. The student print count information is based on the individual student account used to log into the network when printing. A student may inquire with the Help Desk to review their print count information throughout the academic year.

Network Access

WVSOM's policy on network access is located on the WVSOM website at www.wvsom.edu/it/get-connected.

Email Information

WVSOM's policy on email is located on the WVSOM website at www.wvsom.edu/it/email.

Security

WVSOM's policy on security is located on the WVSOM website at www.wvsom.edu/it/security.

ACADEMICS

CANCELED CLASS POLICY

WVSOM's policy on canceling classes, Institutional Policy E-07, which can also be found on the WVSOM website at www.wvsom.edu/policies.

ATTENDANCE

WVSOM's policy on attendance, Institutional Policy E-09, and its associated procedure, which can also be found on the WVSOM website at www.wvsom.edu/policies.

STUDENT ACADEMIC INTEGRITY

The preservation of academic integrity on campus shall be the concern of all those who function within its community. Admission to the West Virginia School of Osteopathic Medicine implies an agreement between student and institution. The institution provides the opportunity to partake of its programs and privileges. The student agrees to comply with the policies and rules of WVSOM to protect those programs and privileges.

Institutional Policy DO-01: Academic and Professional Standards, discusses offenses that constitute student academic misconduct as well as the sanctions that may be leveled against a student who is found to be in violation. Institutional Policy DO-01 is also located on the WVSOM website at www.wvsom.edu/policies.

ACADEMIC RIGHTS AND RESPONSIBILITIES

STUDENT COMPLAINTS

WVSOM's Institutional Policy ST-16: Student Complaints provides a process for the receipt, adjudication and resolution of student complaints related to (i) accreditation standards and procedures set by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) and (ii) matters not covered by a specific WVSOM policy. This policy and its accompanying Procedure for Institutional Policy ST-16: Student Complaints, which can also be found on the WVSOM website at www.wvsom.edu/policies.

GENERAL DEFINITIONS

Student - For the purposes of WVSOM, the definition is further defined as "a person who has met all requirements for admission to WVSOM and has matriculated." Each student accepted to WVSOM agrees to abide by the regulations of this institution and the state of West Virginia.

Faculty - Those people so designated by the president of WVSOM. Such professional personnel as librarians and teachers involved in off-campus training may be designated as faculty members.

Year 1 - First year of the Finding Health Curriculum (FHC), plus Clinical Skills I (CS I), Osteopathic Principles and Practice I (OPP I), Early Clinical Encounters (ECEs) and Interprofessional Education (IPE).

Year 2 - Year two of the Patient Presentation Curriculum (PPC) plus Clinical Skills II (CS II), Osteopathic Principles and Practice II (OPP II), Basic Life Support (BLS), Interprofessional Education (IPE) and Objective Structured Clinical Evaluations (OSCEs).

Clinical Rotations - Years 3 and 4 clinical training.

Discipline - A discrete body of scientific or medical knowledge.

Courses - A course is a series of lectures, guided learning activities, large/small group sessions, and/or laboratories, a clinical rotation or a prep track.

Course Director - The course director is the faculty member responsible for planning and management of a course.

Course Grade - A course grade is the grade awarded for material taught and examined in a single course. All must be 70% or higher for a student to be in good standing. The authority to assign a grade to a student at the end of a first- or second-year course or system is vested in the associate dean for preclinical education. The authority to assign a grade to a student at the end of each clinical rotation is vested in the associate dean for predoctoral clinical education.

Promotion - Promotion from one year to the next is not automatic but comes on the recommendation of the Student Promotions Committee, which reviews all student records at the end of each year, or as necessary within a year.

Repeat - Repeating all of an academic year is one of a number of official sanctions that can be imposed by the associate dean for preclinical education or associate dean for predoctoral clinical education on a student whose failures in a year are considered severe enough to exceed the possibility of remediation.

Withdrawal - Withdrawal is leaving school before completion of the medical education/training program. This action may be initiated by either the student or the vice president for academic affairs and dean.

FULL-TIME STUDENT STATUS

WVSOM's policy on full-time student status, Institutional Policy E-04, which can also be found on the WVSOM website at www.wvsom.edu/policies.

AUDIT OF CLASSES

WVSOM's policy on auditing classes, Institutional Policy DO-20, which can also be found on the WVSOM website at www.wvsom.edu/policies.

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 point-of-care ultrasound and early clinical experiences. Students are prepared for the challenges of rural practice through family medicine clerkships. The common thread of osteopathic medical principles and practice ties together all elements of WVSOM's curriculum.

Year 1 Finding Health Curriculum (FHC)

The FHC is designed to emphasize health and wellness, in addition to teaching about diagnosis and treatment of disease. The new curriculum structure fosters a positive learning environment for diverse learners, with a focus on student wellness. Establishing healthy habits in medical school can help to prevent burnout later in physicians' careers. During the first year, students complete two foundational Essentials of Osteopathic Medicine courses and two organ-system-based course blocks designed to provide the strong basic science foundation needed for the practice of osteopathic medicine. Throughout each course, there are two longitudinal threads embedded in the curriculum: Health and Wellness, as well as Justice, Equity, Diversity and Inclusion (JEDI). Early clinical experiences are emphasized from the first week of instruction through the Clinical Skills and Osteopathic Principles and Practice courses. Also, in the first year all 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 in West Virginia.

Year 2 Patient Presentation Curriculum (PPC)

Year 2 of the PPC continues for one more academic year building on Year 1 PPC further solidifying clinical science and biomedical science foundations needed for the diagnosis and treatment of disease. Second-year presentations will become progressively more complex and incorporate previous presentations to form a spiral curriculum that reinforces and builds on previous learning. Students will continue to develop their clinical and osteopathic skills in lab courses.

Credit Hours

A credit hour is defined by the Code of Federal Regulations in 34 CFR 600.2, except as provided in 34 CFR 668.8(k) and (l), as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work during a different amount of time; or

- At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work and other academic work leading to the award of credit hours.

For Years 1 and Year 2 courses, one credit hour is equal to 15 hours of non-laboratory direct instruction or 30 hours of laboratory (rounded down to the nearest 0.50 credit hour). When calculating contact hours, a 50-minute session is considered one hour.

For Years 3 and Year 4 courses, 1.5 credits are awarded for each week of rotations. For rotations, students are available 7 a.m. to 7 p.m. Monday through Friday, with weekend work sometimes required to enhance the student's educational experience. The Years 3 and Year 4 curricula total 66 credit hours and 51 credit hours, respectively.

Program Outcomes

The comprehensive medical curriculum at WVSOM facilitates the mastery of seven osteopathic core competencies that are necessary for students to develop into caring and compassionate physicians who excel in their field. These program outcomes are measured through a variety of assessment methods including course exams, lab practicals, team-based learning activities and national board exams.

The following reflects the knowledge and attributes expected of WVSOM students upon successful completion of the medical curriculum.

Osteopathic Principles and Practice (OPP) and Osteopathic Manipulative Treatment (OMT)

Candidates must be able to demonstrate knowledge of osteopathic principles and practice, and to apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment in the clinical setting. Upon graduation from WVSOM all students will be able to:

- Demonstrate knowledge of OPP and OMT, and apply it to all patients, with an emphasis on the needs of rural and underserved areas.
- Apply knowledge of OPP and OMT across a variety of clinical settings.
- Describe the interrelationship of body structure and function in the delivery of whole-person health care.
- Describe how the human body's self-healing and self-regulatory mechanisms affect treatment options.

- Articulate the scientific knowledge supporting the use of OPP and OMT, including the basic science of the mechanisms and evidence-based clinical application of OMT in the diagnosis and treatment of somatic dysfunction in the various regions of the body.
- Name and describe the types of OMT, identifying their indications and contraindications, and articulating their relative value, advantages and disadvantages.

Medical Knowledge for Osteopathic Medical Practice

Demonstrate an understanding and application of the evolving osteopathic, biomedical, clinical, epidemiological, biomechanical and social sciences to optimize patient care. Upon graduation from WVSOM all students will be able to:

- Apply the foundational scientific basis of the normal structure, development, function and relationships among the organ systems of the body to concepts of health and disease.
- Apply principles of pathophysiology to diseases and disorders.
- Apply pharmacological principles to medical therapeutics.
- Appraise the role of normal human biological, cognitive, psychological and behavioral development across the lifespan as determinants and influences of health and illness.
- Accurately interpret the clinical, laboratory, pathologic and radiologic manifestations of health and common diseases.
- Engage in a systematic approach to clinical reasoning to solve clinical problems in the context of osteopathic principles.
- Apply the scientific foundations of medicine to the practice of evidence-based medicine.
- Recognize indications and contraindications of medical therapeutics, complementary, alternative, integrative medical treatments and surgical interventions.
- Describe the principles of the scientific method and translational research as they apply to caring for patients.

Osteopathic Patient Care

Provide patient-centered care that is culturally competent, compassionate and appropriate for the effective treatment of illness and promotion of health. Upon graduation from WVSOM all students will be able to:

- Obtain a complete and focused patient history, to include belief systems, and psychosocial and cultural, and integrate this information into the comprehensive care of the patient, without respect to age, gender, gender identity, sex, sexual orientation, race, color, creed, religion, handicap, or national origin.
- Provide patient-centered care that is culturally competent, compassionate, osteopathically oriented and appropriate for the effective treatment of illness, prevention of disease and promotion of health.
- Conduct relevant, complete and focused physical and mental status examinations.
- Perform osteopathic structural examination and OMT as well as other common medical procedures with attention to patient safety and comfort.
- Identify and provide appropriate initial care for life-threatening medical conditions.
- Engage patients and family members as partners in health care through effective patient education and counseling.
- Integrate OPP and OMT into the treatment, management and prevention of illnesses.
- Demonstrate the ability to incorporate health promotion, screening and disease prevention into the care of patients.

Interpersonal and Communication Skills in the Practice of Osteopathic Medicine

Demonstrate the ability to consistently interact respectfully, empathetically and professionally with patients, families, allied health care providers, staff, and colleagues, to optimize patient outcomes. Upon graduation from WVSOM all students will be able to:

- Establish positive, professional and productive relationships with patients, patients' families, other members of the health care team, and the community through respectful and effective information exchange.
- Demonstrate appropriate strategies for engaging patients and their families in difficult conversations (e.g. end-of-life, medical errors, serious diagnosis, etc.).
- Demonstrate an awareness of each patient's cultural and spiritual beliefs, and health literacy level across all interactions and communications.
- Demonstrate shared decision-making techniques when communicating with patients, families and allied health care providers.
- Effectively negotiate conflicts within the health care team to optimize patient outcomes.

Professionalism in the Practice of Osteopathic Medicine

Demonstrate a commitment to the highest standards in the conduct of professional responsibilities, adherence to ethical principles and culturally-aware responsiveness to diverse beliefs and customs. Upon graduation from WVSOM all students will be able to:

- Demonstrate knowledge of the behavioral and social science concepts that encompasses professional behaviors and attitudes (e.g. humanistic behaviors; responsiveness to the needs of patients that supersedes self-interest; accountability to patients, society and the profession, etc.).
- Demonstrate respect, sensitivity and responsible behavior to people of all gender identities, skin colors, ethnicities, ages, sexual orientations, religious affiliations, socioeconomic statuses and abilities.
- Demonstrate a commitment to personal cultivation and ongoing professional development through lifelong learning.
- Demonstrate respect for patients, families, allied health care providers, staff and colleagues, etc. through the consistent application of ethical principles in practice and research.
- Promote the ethical behavior of peers and organizations; intercede when unethical actions are encountered.
- Identify personal and professional conflicts of interest.
- Demonstrate a spirit of progressive cooperation with colleagues and show respect for their rightful practices.
- Acknowledge the contribution of those who have educated them.
- Recognize signs and symptoms of physician impairment and utilize wellness resources available.

Practice-Based Learning and Improvement in Osteopathic Medicine

Demonstrate the ability to continuously evaluate patient care practices, scientific evidence and personal beliefs and biases as they relate to improving the care of patients and optimizing patient outcomes. Upon graduation from WVSOM all students will be able to:

- Utilize fundamental epidemiologic concepts, clinical decision-making skills, evidence-based medicine principles and practices, and biomedical informatics resources to locate and evaluate the relevance, validity, quality and clinical significance of research information.
- Model how new scientific findings can be incorporated into patient care.
- Develop a systematic methodology for integrating practice-based improvements into one's own clinical practice.
- Critically appraise the effectiveness of diagnostic testing and therapeutic interventions.
- Employ strategies for seeking out and integrating feedback from patients and colleagues to identify competency in performance, selecting appropriate educational opportunities to correct deficits and improve performance.
- Utilize self-reflection as a method of continuous self-assessment to enhance self-awareness through identification of one's own strengths and challenges in order to improve one's performance and guide lifelong learning.

Health Care Delivery and Systems-Based Practice in Osteopathic Medicine

Demonstrate an awareness of, and responsibility to, the larger context and system of health care, and effectively utilize its available resources to provide optimal health care and value to the individual patient and local and global communities. Upon graduation from WVSOM all students will be able to:

- Appreciate the complexity of the larger environment in which health care occurs (e.g. payment, regulatory, legal and educational systems).
- Describe and analyze how health care is currently organized, financed and delivered. Promote improvements to this process whenever possible.
- Identify the resources available in the health care system in order to maximize the health of the individual and the community at large, especially in the context of underserved areas.
- Describe the role of advocacy and health care policy in improving patient care and optimizing patient outcomes.
- Assist patients and family members in their understanding of applicable health care benefits, coverage limits and utilization management procedures.
- Synthesize information concerning the health of patient populations and communities to identify needs and develop appropriate supportive interventions.
- Apply principles of evidence-based, cost-conscious and cost-effective health care to optimize patient outcomes.
- Delineate those components of the health care system that create barriers to access and lead to disparities in health care provision.
- Analyze the current organization, financing and delivery of health care in the U.S.
- Describe the role of medical jurisprudence and commercial endeavors as they relate to conflicts of interest in the health care system.
- Employ telehealth applications when needed to ensure patient access to appropriate care and to deliver health care.

CORE COMPETENCIES STATEMENT

To complete the degree of Doctor of Osteopathic Medicine, the student will be able to demonstrate the following:

1. Osteopathic Principles and Practice
   Knowledge of the osteopathic philosophy, general precepts and principles; demonstrate the requisite skills to address patient issues and concerns; apply knowledge of somatic dysfunction diagnosis; and apply appropriate osteopathic manipulative treatment in the clinical setting.

2. Medical Knowledge
   The understanding and application of biomedical, clinical, epidemiologic, biomechanical and social and behavioral sciences in the context of patient-centered care.

3. Patient Care
   The ability to determine and monitor the nature of a patient's concern or problem, using a patient-centered approach that is appropriate to the age, level of health literacy and culture of the patient. He/she must be able to provide safe patient care that incorporates a strong fund of applied medical knowledge and best medical evidence, osteopathic principles and practice, sound clinical judgment and patient and family preferences.

4. Interpersonal and Communication Skills
   The knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building and effective information giving in interactions with patients, families and other members of health care teams.

5. Professionalism
   Knowledge of the behavioral and social sciences that underpin the professionalism competency, e.g. humanistic behavior; responsiveness to the needs of patients that supersedes self-interest; accountability to patients, society and the profession; a commitment to excellence and ongoing professional development; knowledge and application of ethical principles in practice and research; and awareness and proper attention to the issues within cultural competency.

6. Practice-Based Learning and Improvement
   The ability to describe and apply fundamental biostatistical epidemiologic concepts, clinical decision-making skills, evidence-based medicine principles and practice, fundamental information mastery skills, methods to evaluate relevance and validity of research information and the clinical significance of research evidence.

7. Systems-Based Practice
   Awareness of and responsiveness to the larger context and system of health care and ability to effectively identify system resources to maximize the health of the individual and the community or population at large.

NOTE: All the above should include knowledge and skills relevant to rural medicine and primary care, where appropriate.

FIRST-YEAR CURRICULUM – ACADEMIC YEAR 2024-2025

During the first year, students complete two foundational Essentials of Osteopathic Medicine courses and two organ-system-based course blocks designed to provide the strong basic science foundation needed for the practice of osteopathic medicine. Throughout each course, there are two longitudinal threads embedded in the curriculum: Health and Wellness, as well as Justice, Equity, Diversity and Inclusion (JEDI). Early clinical experiences are emphasized from the first week of instruction through the Clinical Skills and Osteopathic Principles and Practice courses. Also, in the first year all 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 in West Virginia.

619 Essentials of Osteopathic Medicine I (10.5 credit hours)
This course is designed to introduce basic topics in clinical sciences, biochemistry, cell biology, physiology, nutrition, anatomy and pathology. Students will receive an introduction to diagnosing and understanding the underlying disease mechanisms and treatment options for diseases and injuries of the musculoskeletal system. This course takes a holistic approach to health and wellness that takes into account the diverse experiences and backgrounds of patients and how they present in clinical situations.

622 Essentials of Osteopathic Medicine II (5 credit hours)
This course is designed to present topics in infectious diseases, immunology, pharmacokinetics, pharmacodynamics, biostatistics and evidence-based medicine. Students will be introduced to the microbial components of human health and the mechanisms of the immune system. Students will continue their introduction to diagnosis and treatment of human diseases with a focus on infectious diseases and immune disorders. Evidence-based medicine topics will highlight the importance of biostatistics and clinical studies and how they can be applied to practice.

628 Nervous System and Mental Health (7.5 credit hours)
The Neuroscience and Mental Health course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases of the nervous system, including those related to behavior and mental well-being. This is accomplished via didactics, guided learning activities, integration activities, simulation and standard patient encounters that apply the biomedical sciences to clinically relevant case presentations.

638 Hematologic and Circulatory System (8 credit hours)
The Hematologic and Circulatory course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases of the Hematologic and Circulatory systems. This is accomplished via guided learning activities, integration activities, simulation and standard patient encounters that apply pertinent anatomy, physiology, biochemistry, microbiology and pharmacology to clinically relevant case presentations.

672/CS I Fall – Clinical Skills I Fall Lab (0.5 credit hours)
Students receive instruction in physical diagnosis and evaluation skills such as auscultation, use of diagnostic equipment and physician-patient communication in a laboratory setting as preparation for early clinical contact. These labs include experience with standardized patients, human-patient simulators and physician shadowing experiences.

673/CS I Spring – Clinical Skills I Spring Lab (0.5 credit hours)
Students receive instruction in physical diagnosis and evaluation skills such as auscultation, use of diagnostic equipment and physician-patient communication in a laboratory setting as preparation for early clinical contact. These labs include experience with standardized patients, human-patient simulators and physician shadowing experiences.

688/OPP I Fall – Osteopathic Principles and Practice I Fall Lab (2 credit hours)
This course provides an introduction to the principles of osteopathic medicine, emphasizing diagnostic palpation methods and multiple corrective procedures for structural abnormalities. Integration of osteopathic principles and practice with organ systems is maintained throughout the course of instruction. This hands-on course provides the foundation for practice of osteopathic manipulative treatment.

694/OPP I Spring – Osteopathic Principles and Practice I Spring Lab (2 credit hours)
This course provides an introduction to the principles of osteopathic medicine, emphasizing diagnostic palpation methods and multiple corrective procedures for structural abnormalities. Integration of osteopathic principles and practice with organ systems is maintained throughout the course of instruction. This hands-on course provides the foundation for practice of osteopathic manipulative treatment.

Electives (Subject to Change)
684/Nutrition and Culinary Medicine – Elective (not for credit)
Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking.

665/Ultrasound – Elective (not for credit)
The Ultrasound Elective is designed to provide students a foundation in point-of-care ultrasound (POCUS). Students will learn how to acquire ultrasound images using both portable and handheld devices and will identify key anatomic landmarks for each area of the body. They will compare and contrast normal versus abnormal anatomy, including normal anatomic variants, as well as identify major pathology via POCUS.

674/History of Medicine – Elective (not for credit)
- The History of Medicine Elective describes how the practice of medicine has developed and changed throughout time and how the cultures in which it is practiced have impacted its development. This includes development of Osteopathy as a branch of medicine.

SECOND-YEAR CURRICULUM – ACADEMIC YEAR 2024-2025

Year 2 of the PPC continues the presentation of basic clinical science and biomedical science foundations needed for the diagnosis and treatment of disease. Second-year presentations will become progressively more complex and incorporate previous presentations to form a spiral curriculum that reinforces and builds on previous learning. Students will continue to develop their clinical and osteopathic skills in lab courses.

727/Neuromuscular – Neuromuscular (4.5 credit hours)
This course explores the clinical and biomedical sciences undergirding the practice of osteopathic medicine in regard to patient presentations involving extremity pain, rheumatologic diseases, muscle weakness, headache, seizures, gait dysfunction, sleep disruption, and trauma.

735/CP II – Cardiopulmonary II (3.5 credit hours)
The cardiopulmonary course provides the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of congenital heart and lung diseases, cardiovascular diseases and pulmonary pathologies using a variety of modalities including lecture, team-based learning, application exercises and other small-group activities.

744/BhM – Behavioral Medicine (2 credit hours)
This course provides an overview of clinical science and biomedical science regarding normal and abnormal human psychosocial-behavioral development as well as psychiatric classification and diagnosis of mental illness, within the context of common patient presentations.

747/BLIB – Blood, Immune, Bone (0.5 credit hours)
This course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases and injury of the blood, immune and bone systems. This is accomplished via participation in lectures, workshops, team-based learning and directed studies that apply pertinent anatomy, physiology, microbiology and pharmacology to clinically relevant case presentations.

752/RU – Reproductive and Urinary (4 credit hours)
This course is designed to provide the clinical science and biomedical science foundations needed for the diagnosis and management of abnormal uterine bleeding and diseases and injury of the genital-urinary system, contraception, menopause, osteoporosis and pregnancy, within the context of common patient presentations. This is accomplished via participation in lectures, workshops, team-based learning and directed studies that apply pertinent anatomy, pathology, physiology, microbiology and pharmacology to clinically relevant case presentations.

753/Renal/GI II – Renal and Gastrointestinal II (5 credit hours)
This course encompasses two main areas of focus. The beginning of the course is devoted to concepts from the renal system; specifically, a focus on the structural, functional and integrative aspects of the kidney and urinary system that underlie the pathologic mechanisms of the disease process. It begins with a review of the basic physiologic mechanisms that underpin renal function. There is a continuation of evolution around the differential diagnosis of kidney diseases and therapeutics through case presentations of hematuria and chronic kidney disease. The basic clinical science and biomedical science concepts encompassing diabetes mellitus type II are integrated into this module, as diabetes is the leading cause of chronic kidney disease. The second part of the course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases and injury of the gastrointestinal system. Specifically, the curricular content is focused on the case presentations of jaundice and abdominal pain. This is accomplished via participation in lectures, workshops, team-based learning and directed studies that apply pertinent anatomy, physiology, pathology, microbiology and pharmacology to clinically relevant case presentations.

755/Neuro II – Neuroscience II (1.5 credit hours)
This course provides an overview of clinical science and biomedical science related to motor weakness, stroke, localization of neural function, pain and addictions; as well as the medical and societal response to the phenomenon of the opioid crisis in the U.S., within the context of common patient presentations.

756/Skin/MPF – Skin and Medical Professionalism (2 credit hours)
This course is designed to provide the basic understanding of pathophysiology, typical presentations, pathologic features, diagnostic and management options associated with rashes and skin lesions. The Medical Professionalism components will expose the student to professional responsibilities of a physician including participating in activities related to compassionate care, the safety of patients and commitment to ethical issues in research and patient care. Additional training in Basic Life Support (BLS) and Interprofessional Education (IPE) is provided.

786/CS II Fall – Clinical Skills II Fall Lab (1 credit hours)
Clinical preparation is emphasized throughout the curriculum in the second year of instruction in the lab-based course. Clinical instruction and practice are provided via lab and clinical experiences in the Robert C. Byrd Clinic and other medical facilities in the region including clinics, private physician offices, nursing homes, physical therapy, ambulance services and other allied health services. Clinical experiences include labs with standardized patients and with human-patient simulators. Additional training is offered in casting/splinting, suturing, ophthalmology, ultrasound, community-based patient education, end-of-life conversations and other medical procedures.

787/CS II Spring – Clinical Skills II Spring Lab (1.5 credit hours)
Clinical preparation is emphasized throughout the curriculum in the second year of instruction in the lab-based course. Clinical instruction and practice are provided via lab and clinical experiences in the Robert C. Byrd Clinic and other medical facilities in the region including clinics, private physician offices, nursing homes, physical therapy, ambulance services and other allied health services. Clinical experiences include labs with standardized patients and with human-patient simulators. Additional training is offered in casting/splinting, suturing, ophthalmology, ultrasound, community-based patient education, end-of-life conversations and other medical procedures. Students are also required to take a practical examination called the Objective Structured Clinical Examination (OSCE). The OSCE utilizes standardized patients who are lay people with intensive training at depicting specific illnesses. The student performs clinical tasks in a series of stations while interacting with the patients. Standardized checklists are used to evaluate each student. Every student 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 evaluate patient-centered skills and to measure clinical performance. Areas measured include doctor-patient communication; history taking; physical exam skills; written communication skills; clinical problem solving; and formulating a differential diagnosis and therapeutic plan.

791/OPP II Fall – Osteopathic Principles and Practice II Fall Lab (1.5 credit hours)
Training in osteopathic principles and practice continues during the year. The osteopathic concepts of the integrity of the body, the interrelationships of structure and function and osteopathic manipulative treatment in health and disease are central to the 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 OPP clinical faculty that provides students with hands-on experiences with actual patients.

793/OPP II Spring – Osteopathic Principles and Practice II Spring Lab (1 credit hours)
Training in osteopathic principles and practice continues during the year. The osteopathic concepts of the integrity of the body, the interrelationships of structure and function and osteopathic manipulative treatment in health and disease are central to the 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 OPP clinical faculty that provides students with hands-on experiences with actual patients.

Electives (Subject to Change)

719/Exercise is Medicine (not for credit)
Exercise is Medicine is an elective for first- and second-year students. The elective is designed to provide students with information on exercise guidelines, exercise test as foundation to medical care, and disease prevention and health promotion. Students will also learn about motivational interviewing skills that physicians can engage with patients and family for positive behavior changes. Students will learn about lifestyle "vital signs" such as diet, physical activity, stress level, sleep and emotional well-being. Student will be able to construct achievable and specific goals and be able to write specific exercise prescriptions for patients.

THIRD-YEAR CURRICULUM – ACADEMIC YEAR 2024-2025

The third-year curriculum focuses on the core clinical rotations (family medicine, internal medicine, obstetrics and gynecology, general surgery, psychiatry, pediatrics and emergency medicine). The students rotate in four- to eight-week blocks with board-certified/eligible licensed physicians. All Year 3 students must complete a core rotation in a health care setting with a resident enrolled in an accredited graduate medical education program. The preceptors mentor the students in patient issues specific to the specialty. For example, in family medicine, the student will initially take histories and physicals, and as the student's skills advance, they can assist in developing management plans. The precepting physician can use various methodologies, from Socratic bedside teaching to assigning readings and end-of-day summary discussions. The family medicine rotation also includes a comprehensive patient encounter note graded by the student's regional assistant dean.

Each month there is a planned regional comprehensive topical Education Day, mandatory for all Year 3 students. Other didactics and activities are region- and base site-specific.

Third-year students also must pass an OSCE in the WVSOM Clinical Evaluation Center to move from the third to fourth year.

Evaluation and grading of the student performance is two-part:

- The evaluation of the student is based upon assessment of the core competencies by the preceptors of record and Entrustable Professional Activities (EPAs).
- Medical knowledge is assessed at the end of each core rotation and OPP via standardized testing from the NBOME ("COMAT" exam).

Throughout the year, osteopathic principles and practice is emphasized in a comprehensive and longitudinal fashion. Many preceptors perform osteopathic manipulation, Education Days encompass OPP didactics, and the student completes an OPP-intensive rotation. The syllabus for each core rotation includes an associated OMM module. The "James R. Stookey, D.O." OMT rotation includes performing osteopathic manipulative treatment and an osteopathic case study that is graded by OPP faculty.

In preparation for the Year 3 OSCE, students are given an Education Day specifically to review the key skills and techniques the examination requires. They are then brought back to the main campus in Lewisburg for the Year 3 OSCE.

Students also participate in an interprofessional experience (IPE), working with others who constitute a health care team, including nursing students, physician assistant students and pharmacy students. These events often include simulation, standardized patient encounters, role-playing and group discussions.

The third-year curriculum also includes an opportunity for students to explore their specific interests in an elective

month. The opportunity for an international rotation may be available during the elective month in Year 4. The third year concludes with a 6-week study period for COMLEX Level 2 CE.

Family Medicine I (8 weeks); Course Number: 806; 12 credit hours
Family medicine is an intellectually challenging specialty and is an essential component of the primary care infrastructure of the U.S. health care delivery system. Family medicine provides first contact, ongoing and preventive care to all patients from pediatric to geriatric age groups regardless of gender, culture, care setting or type of problem. The osteopathic family physician must also take into account the four tenets of osteopathic medicine, prevention and screening, coordination of health care, continuity of service, and family and community dynamics. The principles of family medicine are exemplified by these key components:

- Biopsychosocial aspects of care
- Comprehensive care
- Continuity of care
- Contextual care
- Coordination and integration of care
- Population health; patient safety

During the Family Medicine I rotation, the student will spend time in the physician's office, in the physician's business office and with members of the physician's health care team. When appropriate, the student will accompany the physician to the hospital, nursing home and home visits.

Internal Medicine I (8 weeks); Course Number: 812; 12 credit hours
Studying the discipline of internal medicine provides the foundational knowledge to formulate a diagnostic and therapeutic plan for all adult medical patients. The Internal Medicine core course is divided into two four-week rotations which will address the care provided in the ambulatory and hospital settings. During these two four-week rotations, it is important that students read and study the conditions they see in each of the different settings. It is critically important that they integrate their knowledge of pathology, physiology, pharmacology, OPP and other basic sciences as they note the patient presentation, signs, symptoms and laboratory and imaging findings. This will allow students to develop a broad differential diagnosis and ultimately will lead to a diagnosis and treatment plan. This analytical process will be the foundation for future physicians' evaluation and care of patients throughout their career.

Pediatrics I (4 weeks); Course Number: 815; 6 credit hours
Pediatrics I is the first formal introduction to pediatrics, in which students learn about the care of infants, children and adolescents. Children are not "little adults," as they have unique physiology as they develop, along with a multitude of age-specific diseases and conditions. Pediatrics encompasses preventive and medical care, which includes evaluation of developmental, emotional and social well-being. Students must learn developmental milestones and become proficient at obtaining psychosocial and developmental histories and performing physical examinations. In addition, pediatrics introduces the young patient and can set the tone for future interactions with the health care system.

Psychiatry (4 weeks); Course Number: 801; 6 credit hours
No matter which field of medicine a student pursues, it is important to understand how a patient's behavioral health affects their general well-being. This rotation will expose students to the complexities of psychiatric diagnoses and psychopharmacology. Psychiatric diagnoses can be complex, as longitudinal interviewing is often necessary to form an accurate assessment. Many patients have two or three concurrent diagnoses, such as anxiety and depression. The situation can be further complicated by issues such as substance use disorders and social instability. Past students have recommended the benefit of learning about psychotropic medications. This study includes mechanisms of action, drug-drug interactions and common side effects. Many medical standardized examinations will emphasize these topics. Students are encouraged to meet with as many patients as possible. Each patient brings

a different story and will help the student build a foundation of psychiatric knowledge. Each patient will be approached individually, utilizing the biopsychosocial model to come up with diagnoses and treatment plans.

Surgery I (4 weeks); Course Number: 825; 6 credit hours
The third-year general surgery rotation is a student's introduction to the surgical disciplines. The student will learn how to evaluate patients with presenting complaints that may require surgical intervention. Although scrubbing and assisting with various surgeries is an important component of this rotation, the evaluation of preoperative and the care of postoperative patients compose the core content for the third-year osteopathic medical student.

As there are strict protocols in the operating room, communication with preceptors is critically important. It is excellent practice to review the expectations and duties of this rotation, either just prior (by email if possible) or on the first day of rotation.

Surgical rotation days typically are long. Preceptors may have students round on his/her patients early in the morning, scrub into surgeries, then round on his/her postoperative patients at the end of the day.

The supervising physician is required, midway through the rotation, to review with the student his/her progress toward fulfilling the educational objectives. If not offered, the student should request this opportunity. As in the core third-year rotations, students will need to improve their physical diagnosis skills.

Emergency Medicine (4 weeks); Course Number: 802; 6 credit hours
The Emergency Medicine rotation will cover a wide spectrum of patients and presentations, from infants to the elderly and from routine respiratory infections to the critically ill. The job of the ER physician revolves around timely and accurate triage, identifying the unstable patient, the stable ill patient requiring hospital admission, and those who can be safely treated and sent home with proper follow-up.

The history and physical will initially be more focused on the presenting complaint. Students will find that the vital signs are often of paramount importance. It is a prudent approach to never ignore an abnormal vital sign, historical findings, or a focused, accurate physical exam in developing a differential diagnosis.

Utilize ancillary tests to support or refute the differential diagnosis. In emergency medicine, physicians have to be comfortable with some amount of uncertainty; treatment is often initiated before a firm diagnosis can be established. Therefore, observing the patient's response to treatment and making rapid modifications if necessary is a pivotal component of this rotation.

During this rotation, students will be expected to learn specific procedures such as suturing, starting an IV and other emergency medical procedures. The emergency department works as a team and expects students to be a part of that team in taking care of seriously ill or injured patients.

Students will be challenged to have a basic knowledge of clinical medicine and will be expected to read the required reading list of topics, the patients' diagnoses or topics suggested by the attending physician. Students must remember to represent WVSOM in a professional manner on every rotation.

Obstetrics and Gynecology/Women's Health (4 weeks); Course Number: 803; 6 credit hours
The OB-GYN/Women's Health clinical course is a four-week rotation focusing on the health care provided to female patients. Clinical learning activities should include experiences in labor and delivery, the operating room and the outpatient office. This specialty encompasses preventive health, reproductive health, maternal care and gynecologic surgery for women of all ages.

Regardless of the final specialty choice the student makes, they will be providing care to women. The rotation is

challenging, with the goal to prepare each medical student to develop competence in the areas of reproductive and preventive care for women.

FOURTH-YEAR CURRICULUM – ACADEMIC YEAR 2024-2025

The Year 4 curriculum builds upon the core rotations. Students take the COMLEX Level 2 CE early in the fourth year.

In the late summer and early fall, students perform clinical rotations in their specialties of interest. These clinical experiences are often called "audition rotations" or "sub-internships." The students are given increasing levels of responsibility as their skills progress and mature. Here they are typically assigned to a care team including postgraduate-level learners, attending physicians, and often nurses or pharmacists in a multidisciplinary team. The teaching becomes more advanced, including complex patients, oral presentation skills, independent management under supervision and working within an inpatient care team. The hospital often has morning rounds and other scheduled didactics. If a student remains in his or her region, they are welcome to attend the regional Education Day as well.

The evaluation of the student is based upon assessment of the core competencies by the preceptors of record and Entrustable Professional Activities (EPAs).

The fourth-year curriculum also includes an Osteopathic Manipulative Medicine Scholarly Activity that is submitted to and graded by the WVSOM Osteopathic Principles and Practice Department, and a four-week rotation with a D.O. where a minimum of 20 OMM procedures are performed by the student and observed by the preceptor.

Internal Medicine II (4 weeks); Course Number: 914; 6 credit hours
Internal Medicine II (2 weeks); Course Numbers: 971, 973; 3 credit hours each
Internal Medicine III (4 weeks); Course Number: 911; 6 credit hours
Internal Medicine III (2 weeks); Course Numbers: 912, 913; 3 credit hours each
This is an extension of the internal medicine rotations taught during the student's third year. It is expected that the student has grasped the basics of the earlier medicine experience and is now adequately prepared to devote time to improving these skills and becoming more involved with the diagnosis and treatment of conditions commonly seen by the general internist and subspecialist.

An increased level of patient care and medical/osteopathic management is expected of students on this rotation. Internal Medicine II and III will be at a site of the student's choosing. These may also be scheduled as four two-week rotations. These will be graded as two or four separate rotations in general internal medicine or a subspecialty.

Students will have an opportunity to accompany their supervising physician while making hospital rounds, perform histories and physicals, participate in patient care, utilize their skills in osteopathic diagnosis, principles, practice and treatment, attend hospital lectures, and be generally introduced to hospital routine. Students are expected to attend morning report, internal medicine conferences and medical grand rounds. Presentation of cases by students should be encouraged early, and their performance should be observed and critiqued. Time will be provided for independent research, study, reading of journals and evaluation.

Surgery II (4 weeks); Course Number: 920; 6 credit hours
Surgery II (2 weeks); Course Numbers: 921, 922; 3 credit hours each
Surgery III (4 weeks); Course Number: 925; 6 credit hours
Surgery III (2 weeks); Course Numbers: 926, 927; 3 credit hours each
Surgery II and Surgery III (Selective) are designed to further train the student in basic surgical skills, preoperative patient evaluations, operating room procedures and postoperative patient care in general surgery or certain surgical subspecialties. During these rotations the student will:

- Continue to develop skills in their performance of a detailed presurgical history and physical examination.
- Learn the indications for the selection of common presurgical tests.

- Become involved with all parameters of a patient's evaluation needed to reach a diagnosis.
- Learn the method of grading operative risks.
- Be exposed to the considerations employed in the selection of anesthetic agents.
- Become familiar with operating room protocol.

The student should have the opportunity to provide assistance on certain operative procedures and will be expected to follow the patient's care from admission to discharge. They are expected to become familiar with hospital surgical record requirements and should gain experience in ambulatory surgical diagnosis and postoperative follow-up.

Surgery II and Surgery III are selectives and may be scheduled as four two-week rotations, and may be done in a training hospital of the student's choosing. They may be done in a surgical subspecialty such as urology, gynecology, orthopedics or others (in accordance with the approved rotations list) that the student may identify as an area of personal interest or need in his/her program.

Family Medicine II (4 weeks); Course Number: 931; 6 credit hours
Family Medicine II (2 weeks); Course Numbers: 932, 933; 3 credit hours each
Between Family Medicine I and Family Medicine II, students must complete at least one of these rotations with a D.O. and at least one must be completed in a rural area. A student may choose to meet these two requirements within the same rotation (D.O. and rural), or may choose one rotation with a D.O. and one in a rural area. This rotation takes place in a clinic or other outpatient setting either in a rural West Virginia site or other approved rural site outside of West Virginia. It is expected that he/she will gain considerable experience in the evaluation and treatment of a variety of cases that are seen in general practice.

Family Medicine II is an advanced rotation where the student demonstrates a significant level of maturation and responsibility in the application of physician skills toward the diagnosis and treatment of those conditions commonly seen by the family practitioner.

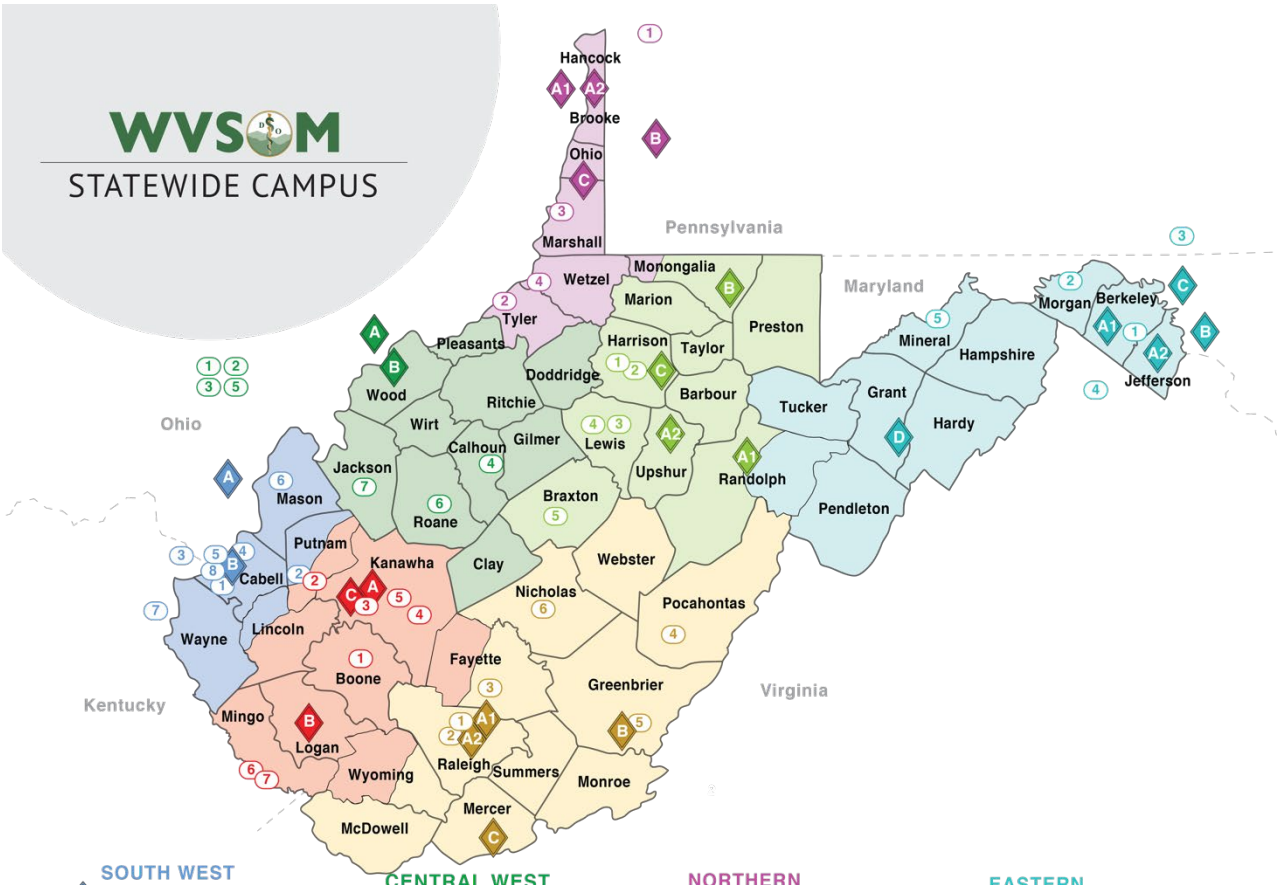
The supervising physician is required, midway through the rotation, to review with the student his/her progress toward fulfilling the educational objectives. If not offered, the student should request this opportunity. At this level of clinical education, the student must not misinterpret a less structured academic program as being a lesser opportunity to learn. Self-motivation to seek out knowledge is essential for the successful physician. Fourth-year students are expected to display this quality as they pursue, on their own, the additional studies required during each rotation.

Pediatrics II (4 weeks); Course Number: 950; 6 credit hours
Pediatrics II (2 weeks); Course Numbers: 951, 952; 3 credit hours each
The Pediatrics II rotation is designed to further refine the knowledge and skills required for the unique care of infants, children and adolescents. This rotation is a continuation of the Pediatrics I course. This rotation should be on a children's hospital general pediatric ward, in a NICU or PICU, or with a pediatric subspecialist and not with a general pediatrician in an office-based practice. Greater emphasis is placed on the study of diagnostic technologies and management aspects during Pediatrics II than in Pediatrics I. This may be a four-week rotation or two two-week rotations.

Elective I (4 weeks); Course Number: 835; 6 credit hours
Elective I (2 weeks); Course Numbers: 836, 837; 3 credit hours each
Elective II (4 weeks); Course Numbers: 935; 6 credit hours
Elective II (2 weeks); Course Numbers: 936, 937; 3 credit hours each
Elective III (4 weeks); Course Number: 940; 6 credit hours
Elective III (2 weeks); Course Numbers: 941, 942; 3 credit hours each
Elective IV (2 weeks); Course Number: 945; 3 credit hours

Students may choose selective rotations with the supervising physician and institution of their choice. These directed electives must be in the subject area required, but this flexibility in site selection allows the student to design the experience to better fit his/her personal needs. In addition, electives afford the student an opportunity to be visible at hospitals where he or she may wish to complete postdoctoral education, but which are not in the WVSOM system. This allows the student to be more competitive in the resident selection process (match program).

STATEWIDE CAMPUS SITE LOCATIONS



SOUTH WEST

- **HOLZER HEALTH SYSTEM** — Gallipolis, Ohio
- **ST. MARY'S MEDICAL CENTER** — Huntington, W.Va.
1. CABELL HUNTINGTON HOSPITAL — Huntington, W.Va.
2. CAMC TEAYS VALLEY HOSPITAL — Hurricane, W.Va.
3. KING'S DAUGHTERS MEDICAL CENTER — Ashland, Ky.
4. OHIO VALLEY PHYSICIANS HEALTH — Huntington, W.Va.
5. RIVER PARK HOSPITAL — Huntington, W.Va.
6. RIVERS HEALTH — Point Pleasant, W.Va.
7. THREE RIVERS MEDICAL CENTER — Louisa, Ky.
8. VALLEY HEALTH — Huntington, W.Va.

SOUTH CENTRAL

- **CHARLESTON AREA MEDICAL CENTER** — Charleston, W.Va.
- **LOGAN REGIONAL MEDICAL CENTER** — Logan, W.Va.
- **WVU MEDICINE THOMAS MEMORIAL HOSPITAL** — South Charleston, W.Va.
1. BOONE MEMORIAL HOSPITAL — Madison, W.Va.
2. CAMC TEAYS VALLEY HOSPITAL — Hurricane, W.Va.
3. HIGHLAND HOSPITAL — Charleston, W.Va.
4. MONTGOMERY GENERAL HOSPITAL — Montgomery, W.Va.
5. WVU MEDICINE ST. FRANCIS HOSPITAL — Charleston, W.Va.
6. TUG VALLEY APPALACHIAN REGIONAL HOSPITAL — South Williamson, Ky.
7. WILLIAMSON MEMORIAL HOSPITAL — Williamson, W.Va.

CENTRAL WEST

- **MARIETTA MEMORIAL HOSPITAL** — Marietta, Ohio
- **WVU MEDICINE CAMDEN CLARK MEDICAL CENTER** — Parkersburg, W.Va.
1. APPALACHIAN BEHAVIORAL HEALTHCARE — Athens, Ohio
2. HOLZER HEALTH SYSTEM - ATHENS — Athens, Ohio
3. HOPEWELL HEALTH CENTERS INC. — Athens, Ohio
4. MINNIE HAMILTON HEALTH CARE SYSTEM — Grantsville, W.Va.
5. OHIO HEALTH O'BLENESS HOSPITAL — Athens, Ohio
6. ROANE GENERAL HOSPITAL — Spencer, W.Va.
7. WVU MEDICINE JACKSON GENERAL HOSPITAL — Ripley, W.Va.

CENTRAL EAST

- **DAVIS MEDICAL CENTER** — Elkins, W.Va.
- **WVU MEDICINE ST. JOSEPH'S HOSPITAL** — Buckhannon, W.Va.
- **MON HEALTH MEDICAL CENTER** — Morgantown, W.Va.
- **WVU MEDICINE UNITED HOSPITAL CENTER** — Bridgeport, W.Va.
1. HIGHLAND-CLARKSBURG HOSPITAL — Clarksburg, W.Va.
2. LOUIS A. JOHNSON VETERANS AFFAIRS MEDICAL CENTER — Clarksburg, W.Va.
3. MON HEALTH STONEWALL JACKSON MEMORIAL HOSPITAL — Weston, W.Va.
4. WILLIAM R. SHARPE JR. HOSPITAL — Weston, W.Va.
5. WVU MEDICINE BRAXTON COUNTY MEMORIAL HOSPITAL — Gassaway, W.Va.

NORTHERN

- **TRINITY HEALTH SYSTEM** — Steubenville, Ohio
- **WEIRTON MEDICAL CENTER** — Weirton, W.Va.
- **WASHINGTON HEALTH SYSTEM** — Washington, Pa.
- **WVU MEDICINE WHEELING HOSPITAL** — Wheeling, W.Va.
1. HERITAGE VALLEY HEALTH — Beaver, Pa.
2. SISTERSVILLE GENERAL HOSPITAL — Sistersville, W.Va.
3. WVU MEDICINE REYNOLDS MEMORIAL HOSPITAL — Glen Dale, W.Va.
4. WVU MEDICINE WETZEL COUNTY HOSPITAL — New Martinsville, W.Va.

SOUTH EAST

- **BECKLEY APPALACHIAN REGIONAL HEALTHCARE HOSPITAL** — Beckley, W.Va.
- **RALEIGH GENERAL HOSPITAL** — Beckley, W.Va.
- **CAMC GREENBRIER VALLEY MEDICAL CENTER** — Ronceverte, W.Va.
- **WVU MEDICINE PRINCETON COMMUNITY HOSPITAL** — Princeton, W.Va.
1. ACCESSHEALTH — Beckley, W.Va.
2. BECKLEY VETERANS AFFAIRS MEDICAL CENTER — Beckley, W.Va.
3. CAMC PLATEAU MEDICAL CENTER — Oak Hill, W.Va.
4. POCAHONTAS MEMORIAL HOSPITAL — Buckeye, W.Va.
5. ROBERT C. BYRD CLINIC — Lewisburg, W.Va.
6. WVU MEDICINE SUMMERSVILLE REGIONAL MEDICAL CENTER — Summersville, W.Va.

EASTERN

- **WVU MEDICINE BERKELEY MEDICAL CENTER** — Martinsburg, W.Va.
- **WVU MEDICINE JEFFERSON MEDICAL CENTER** — Ranson, W.Va.
- **FREDERICK HEALTH HOSPITAL** — Frederick, Md.
- **MERITUS HEALTH** — Hagerstown, Md.
- **WVU MEDICINE GRANT MEMORIAL HOSPITAL** — Petersburg, W.Va.
1. MARTINSBURG VETERANS AFFAIRS MEDICAL CENTER — Martinsburg, W.Va.
2. WAR MEMORIAL HOSPITAL — Berkeley Springs, W.Va.
3. WELLSPAN CHAMBERSBURG HOSPITAL — Chambersburg, Pa.
4. WINCHESTER MEDICAL CENTER — Winchester, Va.
5. WVU MEDICINE POTOMAC VALLEY HOSPITAL — Keyser, W.Va.

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE
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STATE AUTHORIZATION OF POSTSECONDARY EDUCATION

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among member states that establishes national standards for interstate offering of postsecondary distance education courses and programs. West Virginia was accepted as a SARA state in 2014, with the West Virginia Higher Education Policy Commission serving as the State Portal Entity. WVSOM was accepted as a SARA institution in 2015. SARA allows WVSOM to offer out-of-state clinical rotation courses to its students without seeking state-by-state approval.

WVSOM HISTORICAL GME MATCH INFORMATION

The past five years of performance of WVSOM graduates in the Graduate Medical Education (GME) Match can be found on the institution's website at www.wvsom.edu/academics/gme/match-data.

PERMISSION TO EXAMINE/TREAT AND INFORMED CONSENT DURING CLINICAL SKILLS AND OPP LABS

1. Students should obtain permission from their peer when examining/treating or participating in peer-to-peer learning.
2. Students should obtain informed consent as instructed by their supervising physicians when treating patients.
3. Faculty are responsible for modeling best practices of permission to examine/treat and informed consent.
4. The curriculum and appropriate course syllabi will include guidance for students on obtaining permission to examine/treat and informed consent.

EXAMINATION POLICY

WVSOM's policy on examinations, Institutional Policy DO-05, and its associated procedure, which can also be found on the WVSOM website at www.wvsom.edu/policies.

STUDENT FEEDBACK POLICY

Collection of Student Feedback

WVSOM's policy on the collection of student feedback, Institutional Policy DO-07, and its associated procedure, which can also be found on the WVSOM website at www.wvsom.edu/policies.

AUDIT POLICY

The audit policy for WVSOM is Institutional Policy DO-20. 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. 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.

DUAL DEGREE PROGRAMS AT WVSOM

West Virginia School of Osteopathic Medicine (WVSOM) offers students the opportunity to enhance their educational experience through dual degree programs in collaboration with esteemed institutions. These programs allow students to earn a Master of Business Administration (MBA) from the University of Charleston or a Master of Public Health (MPH) from Marshall University concurrently with their Doctor of Osteopathic Medicine (DO) degree from WVSOM.

1. Students can opt to begin their dual degree studies after their second year, third year, or prior to graduation from WVSOM.

2. To qualify for participation, students must maintain good academic standing at WVSOM. This includes meeting all progression standards and demonstrating a commitment to academic excellence.

3. Each dual degree program typically requires an additional year of study beyond the standard DO curriculum. During this time, students will be on dual-degree leave of absence at WVSOM and enrolled in the respective university offering the MBA or MPH degree.

Graduates gain a competitive edge by combining clinical expertise with advanced skills in business (MBA) or public health (MPH).

The dual degree programs at WVSOM reflect our commitment to providing comprehensive educational opportunities that empower students to excel in both medical practice and specialized fields. By integrating rigorous academic curricula and practical experience, these programs prepare future physicians to make significant contributions to healthcare innovation and leadership. For further details and specific requirements, students are encouraged to contact Dr. Brian Griffith at bgriffith@osteo.wvsom.edu.

WVSOM'S RURAL HEALTH INITIATIVE PROGRAM*

The mission of the Rural Health Initiative (RHI) program is to enhance the rural primary care curriculum at the West Virginia School of Osteopathic Medicine in order to produce graduates uniquely qualified to practice medicine in underserved communities of West Virginia.

WVSOM students selected for the RHI program receive multiple benefits from participating in this unique program. Benefits include participation in unique rural experiences during third and fourth years, financial support and connection with rural West Virginia physicians who serve as mentors.

While all medical students at WVSOM complete rural rotations in West Virginia during their clinical years, participation in the RHI program takes rural clinical exposure to a higher level of engagement.

To learn more about WVSOM's RHI program, email ruralhealthinitiative@osteo.wvsom.edu.

*This program is presented with financial assistance as a grant from the West Virginia Higher Education Policy Commission.

CENTER FOR RURAL AND COMMUNITY HEALTH

WVSOM's Center for Rural and Community Health (CRCH) drives engagement in rural health through evidence-based education and training, research, outreach and special projects. Growing dynamic grant-fueled programs and projects, CRCH works together with communities on their priorities to build capacity, infrastructure and leadership that empowers holistic health and well-being. CRCH community partners encompass diverse WVSOM, local, state and national stakeholders impacting population health at the grassroots level. CRCH's key nonprofit partner, the Greenbrier County Health Alliance (GCHA), focuses on strengthening policies, environments and systems to build health equity across the Greenbrier Valley. Together, we provide services spanning grantmaking, program and project management, professional development, education and training, research, scholarly activity, and data management, policy, technical assistance, and collaborative community spaces and platforms.

WVSOM students and stakeholders are CRCH's most valued community, and we continue to grow opportunities for students to engage with stakeholders in cultivated, meaningful ways that positively impact medical skills and training, orientation and future practice. WVSOM students partner with CRCH on community-centric initiatives targeting health promotion, disease prevention and management, professional and workforce development, substance use and recovery, health behavior and literacy, clinical and translational science, research and scholarly activity, public health response and holistic health equity.

CRCH is located on WVSOM's campus and in various outlets across the Greenbrier Valley and beyond. Notably, the Clingman Center for Community Engagement, located in downtown Lewisburg's Montwell Commons, is a hub that

brings together WVSOM and grassroots communities and partners in opportunities to enhance cross-learning, collaboration, engagement and quality of life. The center is available for private and community-based events and activities. To learn more, visit the Center for Rural and Community Health at crch.wvsom.edu

JUSTICE, EQUITY, DIVERSITY AND INCLUSION (JEDI)

WVSOM is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, intercultural and intercommunity outreach. Accordingly, WVSOM does not discriminate on the basis of race, ethnicity, color, religion, sex (including pregnancy), gender, gender identity, sexual orientation, national origin, age, marital status, veteran or military status, disability, genetic information, or other category that is protected under federal, state, or local anti-discrimination laws, in the administration of any of its education programs or activities, or with respect to admission or employment.

The Office of Multicultural and Student Affairs provides education, training, resources and programming to promote a sense of belonging among all students, faculty and staff. During orientation, all students receive information on various diversity issues, including cultural competency, terminology, WVSOM's diversity policy, unconscious bias, and health inequity. JEDI topics are also integrated throughout the curriculum.

The Office of Multicultural and Student Affairs also supports the use of lived or preferred name, to reflect gender identity or a cultural, religious or familial preference. The Office of Multicultural and Student Affairs is available to students, faculty and staff to provide assistance in navigating cultural and inclusion issues.
For more information contact OMSA@osteo.wvsom.edu .

RURAL AND INTERNATIONAL MEDICINE CENTER

WVSOM's Rural and International Medicine Center (RIM Center) offers a variety of opportunities for students to gain hands-on experience in underserved communities both domestically and around the world. The RIM Center collaborates with individual students and student groups, WVSOM Statewide Campus and other related organizations to create learning experiences and travel opportunities to these areas.

The RIM Center has established partnerships with various programs, including Clinica Esperanza, IHCAI Institute, Child Family Health International, and Projects Abroad. These partnerships provide students with international rotation opportunities in Asia, Central and Latin America, Honduras, the Caribbean, and Africa. Working with these partnerships, fourth-year students can complete two-to-eight week clinical rotations in all medical practice subject areas. These rotations provide students with practical experience and exposure to various areas of medicine.

The RIM Center also works extensively with the Rural Health Initiative (RHI), Rural Health Outreach (RHO), Statewide Campus and related organizations to promote awareness and interest in Rural Medicine and Rural Medicine opportunities. These programs are designed to enhance the rural/underserved primary care curriculum at WVSOM in order to produce graduates qualified to practice medicine in rural/undeserved communities.
Students can participate unique experiences that provide opportunities to learn about local industries and the daily lives of West Virginia residents.

Students gain insight into how those factors affect the health and treatment of patients. Initiatives includes exposure to the coal, timber, agricultural plus the oil & gas industries, along with related safety issues.
Additionally, the RIM Center cooperates with West Virginia Wild Med to host Wilderness Medicine learning activities and a Wilderness Medicine elective. This is an elective rotation for medical students and residents held in the New River Gorge, Fayetteville, WV. It incorporates lectures in a broad range of wilderness medicine topics, as well as workshops tailored to the Appalachian wilderness. Third- and fourth-year medical students as well as EM, IM and FM residents are welcome to attend. All students at WVSOM have the opportunity to participate in spring break service and mission trips. These trips allow students to contribute to local communities and provide medical services.

WVSOM's RIM Center provides students with opportunities to learn experientially about practical and specialized medicine in clinical and research settings both at home and abroad. By participating in these programs, students gain a deeper understanding of the complexities of delivering healthcare in diverse settings. The RIM Center endeavors to provide students with a well-rounded medical education that integrates theoretical knowledge with practical experience.

If you are interested in participating in WVSOM's international program, please contact the RIM Center at RIMCenter@osteo.wvsom.edu. The RIM Center staff would be happy to provide you with additional information and guidance.

YEAR 3 AND 4 CLINICAL ROTATIONS

The Year 3 and 4 rotations can be found in the manuals on the website at www.wvsom.edu/academics/clinical-education-manual.

CLINICAL ROTATIONS PROGRAM AND CURRICULUM

Student Involvement on Clinical Rotations

A student of WVSOM is not a licensed physician and, therefore, is not legally and ethically permitted to practice medicine. A student may be involved in assisting in the care of a patient, but only at the direction and supervision of a licensed physician. The physician is responsible for the medical care of the patient and for countersigning all orders, progress notes, etc., written by the student.

A student may not administer therapy or medication until a licensed physician has seen the patient and has confirmed the diagnosis. Before treatment is administered, the student's orders on the chart must be countersigned. Because of legal ramifications, any violation of this policy should be reported immediately to WVSOM's associate dean for predoctoral clinical education.

Before starting any research or scholarly activity project, a student must receive approval from the Office of Research and Sponsored Programs and their Statewide Campus regional assistant dean.

Rotation Site Selections

Year 3 required rotations will be assigned to students in the Statewide Campus System following the Site Selection assignment process. Under no condition are students to contact prospective sites for the purpose of recruiting such sites to participate in the WVSOM clinical education program. Students must not contact facilities for priority consideration. STATEWIDE CAMPUS PERSONNEL WILL DO ALL CONTACTING AND PAPERWORK REGARDING REQUIRED CLINICAL ROTATIONS.

Year 4 students are given more flexibility regarding selection of electives. However, all sites and trainers must be approved by their Statewide Campus Office. STUDENTS WILL DO ALL CONTACTING AND INITIAL PAPERWORK REGARDING ELECTIVES/SELECTIVES for rotations that are beyond the borders of the Statewide Campus, in consultation with their Statewide Campus Office. Rotations will be placed on the student's online schedule if it fulfills a graduation requirement and the appropriate legal documentation has been obtained. Students may never start a rotation until it is posted to their online schedule.

Health and Hospitalization Insurance

Institutional Policy ST-05, Student Health Insurance, requires that all students have personal health insurance continuously from matriculation through graduation. In order to ensure that students have coverage at appropriate levels, WVSOM works with HSA Consulting Inc. to make available an insurance plan for students. Students must either be enrolled in the WVSOM Student Health Insurance Plan or have an approved waiver with health insurance coverage that meets the requirements set forth by WVSOM. Year 1 and Year 2 students who do not maintain continuous student health insurance coverage will not be permitted to attend class until satisfactory proof of

coverage is provided. Year 3 and Year 4 students who do not maintain continuous student health insurance coverage will not be permitted to begin any rotation until satisfactory proof of coverage is provided.

Contagious Diseases

Students will be required to provide evidence of successful immunizations against certain diseases, and other reports may be required. Students must complete this requirement before matriculation. Institutional Policy DO-03: Proof of Inoculations/Health Form and its accompanying procedures can also be found at www.wvsom.edu/policies. The immunization Instruction Document can be found at this link: www.wvsom.edu/sites/default/files/admissions-home/Immunization_Instructional_Document_Final.pdf.

Student Liability

Students are covered under the West Virginia Professional Liability insurance policy only if the student's participation in the rotation has been officially approved by the Clinical Education Office. This applies to required, selective, and elective rotations in the continental U.S., Hawaii and Alaska. No insurance coverage is provided outside of these designated areas.

Student Evaluation by Rotation Site Physician

The supervising physician (preceptor/attending physician) is responsible for forwarding the evaluation of a student to the appropriate WVSOM Statewide Campus Office. All preceptors may provide input to the supervising physician, who will submit a composite evaluation form to WVSOM. In a case of multiple preceptors (D.O.s and/or M.D.s), preceptors should be listed on the designated page of the grade form with their updated information. The student will be evaluated to determine if progress toward a satisfactory performance level is being achieved.

Evaluations should consider the student with respect to other students at the same level of training. Specific documentation for recording failing performance must accompany the evaluation.

Requirements for Completion of the Clinical Years at WVSOM

1. A passing grade for all required, elective and selective rotations must be received to fulfill the requirements for graduation.
2. In the event of illness or a grade of incomplete in any rotation, the available vacation time may be utilized to make up the missed time and to complete the required rotation as designated by the Clinical Education Office and/or Student Promotions Committee and the dean.
3. In the event of a failure in any rotation, the Student Promotions Committee, after a review of the circumstances, may recommend to the dean that the Clinical Education Office allow the student to use vacation weeks to repeat the failed rotation, perhaps allowing completion of the degree requirements prior to the May commencement ceremony.
4. All students must complete 12 weeks of clinical rotations at a rural site. Eight weeks must be at West Virginia sites; the other 4 weeks may be in West Virginia or in another state that will meet the requirements of being rural. Students based at Berkeley Medical Center may meet requirements in a different approved configuration.
5. All students must complete a Stookey (OMT) rotation requirement in both Year 3 and Year 4.

CLINICAL ROTATIONS INJURY AND NEEDLESTICK PROCEDURE

For full procedures, including responding to needle stick, blood and body fluid exposure, see the Clinical Education Manual, at www.wvsom.edu/academics/clinical-education-manual.

GRADING POLICIES AND PROCEDURES – CLINICAL ROTATIONS

Performance and Grading on Rotations

WVSOM's policy on student performance on clinical rotations, including longitudinal review of clinical performance categories, and grading for clinical rotations, Institutional Policy DO-13, which is also found on the WVSOM website at www.wvsom.edu/policies. Under no circumstances are students allowed to contest their grade or comments with their preceptor. Any concerns about grades in Years 3 and 4 must first be brought to the Regional Assistant Dean.

Attendance on Rotations

WVSOM's policies on attendance on rotations, Institutional Policies E-09 and DO-13, can also be found on the WVSOM website at www.wvsom.edu/policies.

GRADING SCALE

WVSOM's policy on the grading scale, Institutional Policy DO-04, and its associated procedure, are also found on the WVSOM website at www.wvsom.edu/policies.

REGISTRAR'S PROCEDURE ON GRADE REPORTING

FIRST-YEAR SCHEDULE

The WVSOM Registrar's Office will report all Year 1 course grades to Year 1 students usually within five working days after being received from the associate dean for preclinical education.

A grade point average (GPA) calculation will be done quarterly and will be available electronically through BANNER Self Service.

Class rank for Year 1 students will be calculated twice during the academic year, with the first determination being made at the conclusion of the first semester and the second determination at the end of the second semester. Reporting of class rank information to Year 1 students may take longer than 10 working days if grades have not been submitted to the Registrar's Office in a timely manner. This information will be available on BANNER Self Service.

SECOND-YEAR SCHEDULE

The WVSOM Registrar's Office will report all final Year 2 course grades to Year 2 students usually within five working days after being received from the associate dean for preclinical education.

A grade point average (GPA) calculation, cumulative course/system grades and class rank will be completed.

Reporting of cumulative course/system grades, class rank and a GPA calculation to Year 2 students may take longer than 10 working days if grades have not been submitted to the Registrar's Office in a timely manner. This information will be available on BANNER Self Service.

THIRD- AND FOURTH-YEAR SCHEDULE

The WVSOM Registrar's Office will report clinical rotation grades, a cumulative grade point average (GPA) calculation and class rank to all Year 3 and Year 4 students quarterly. This information will be available on BANNER Self Service.

REPORTING PROCEDURE FOR FINAL GRADES

The registrar will report grades to the students within a reasonable time, usually 20 working days after the end of the course, or in the case of clinical rotations within a reasonable time after receipt from the Clinical Education

Office.

No permanent grade will be changed after it has been recorded by the registrar, except to correct clerical errors or as the direct result of a grade appeal. Requests for correction of clerical errors must be initiated within 30 calendar days after the student receives the grade. The request should be submitted in writing to the Registrar's Office.

REGISTRAR'S PROCEDURE ON STUDENT CLASS STANDING

Class standing will be designated in regard to position in the class related to numerical standing (i.e., first, seventh, tenth) and will be recorded on the student's transcript, and/or in official correspondence.

TRANSCRIPTS/DIPLOMA/NATIONAL BOARD RESULTS (COMLEX-USA LEVEL 1 AND COMLEX-USA LEVEL 2)

A student/graduate may request academic transcripts or copy of diploma by utilizing a request form issued by the Registrar's Office and available on the WVSOM website. Requests will not be accepted by telephone or email. The first copy of a transcript/diploma is free. Thereafter a charge of $6 will be assessed for each transcript/diploma copy, and payment must accompany the request. An official transcript or diploma copy will be mailed directly to the persons/agencies requiring these documents.

ADDITIONAL ACADEMIC AND STUDENT POLICIES

ACADEMICALLY AT RISK

WVSOM's policy on academically at-risk status, Institutional Policy DO-08, is located on the WVSOM website at www.wvsom.edu/policies.

REMEDIATION

WVSOM's policy on remediation, Institutional Policy DO-09, is located on the WVSOM website at www.wvsom.edu/policies.

DISMISSAL

WVSOM's policy on dismissal, Institutional Policy DO-11, is also located on the WVSOM website at www.wvsom.edu/policies.

LEAVE OF ABSENCE

WVSOM's policy on leaves of absence, Institutional Policy DO-10, is also located on the WVSOM website at www.wvsom.edu/policies.

WITHDRAWAL

WVSOM's policy on withdrawals, Institutional Policy E-38, is also located on the WVSOM website at www.wvsom.edu/policies.

PROMOTION REQUIREMENT NATIONAL BOARD EXAMINATION – PASSAGE OF COMLEX

WVSOM's policy on the Promotion Requirement, National Board Examination – Passage of COMLEX, Institutional Policy DO-14, is also located on the WVSOM website at www.wvsom.edu/policies.

NATIONAL BOARD (COMLEX) PASS RATES

The past four years of performance of WVSOM students and graduates in the COMLEX-USA National Board pass rates can be found on the institution's website at www.wvsom.edu/about/outcomes.

GRADUATION REQUIREMENTS

WVSOM's policy on graduation requirements, Institutional Policy DO-12, is also located on the WVSOM website at www.wvsom.edu/policies.

WVSOM STUDENTS WITH MILITARY AFFILIATIONS

Definition: WVSOM students with military affiliations include Health Professional Scholarship Program students, Reserve-Guard obligation students, etc.

1. WVSOM students with military obligations specific to the Army will be encouraged to complete the DCC portion of their military training in the summer prior to matriculation at WVSOM by the admissions office.
2. Students as defined above will be encouraged by the Military Faculty Advisor to join the Association of Military Osteopathic Physicians and Surgeons (AMOPS) student organization as defined in the handbook.
3. Students as defined above will be assigned to the designated AMOPS WVSOM Military Faculty Advisor, regardless of participation in AMOPS, which is voluntary.

4. Students as defined above are required to self-identify per the definitions above through the submission of military personnel documentation and orders to the Military Faculty Advisor and to submit any substantive change in assignment including any email requests to register for activities outside of WVSOM within 24 hours of receipt to the WVSOM Military Faculty Advisor.
5. The WVSOM Military Faculty Advisor will assist students with timely application and registration for required military activities providing the student with the greatest opportunity to schedule these activities with the student's and WVSOM's preferred choice and verification of documentation submitted.
6. The WVSOM Military Faculty Advisor will assist students requiring Military Training Leadership Courses to pursue these with the greatest diligence:
    a. Between the first and second year at WVSOM as stated in #5 above. If these dates are denied by the military for whatever reason, the student's next step will be,
    b. To apply for dates that coincide within the first two blocks of the Year 3 schedule. This time may be coded as the Year 3 Elective requirement or vacation at the student's preference.
    c. The last choice for training dates should be the time period that includes Year 3 orientation, whether on campus or in the student's region. It is recognized that even with timely application and attention to process as described in #5 that the student's assigned date for training is at the mercy of the military branch involved. In all cases, the associate dean for predoctoral clinical education and the Statewide Campus staff involved will ensure a make-up plan for any mandatory activities missed due to any required military activity.
7. Students whose orders require the service of one weekend a month duty during Years 3 and 4 must have submitted those orders to the WVSOM Military Faculty Advisor as outlined above. The associate dean for predoctoral clinical education will use this documentation to assign the student to a base site within a reasonable amount of travel time to the assigned military duty location. This will allow adequate time to access the site on a Friday afternoon and return to the clinical duty site on Sunday. This base site assignment will occur after the Hometown Site Selection and the approved Dire Circumstances Selection have been completed but prior to the General Site Selection.
8. The Military Faculty Advisor and the Office of the Assistant Dean for Graduate Medical Education will work to advise students regarding military residency rotations, timelines for residency applications and the military match process.

GRADUATION INFORMATION

The WVSOM commencement shall take place no sooner than two weeks after the end of the academic calendar for fourth-year students and is to be scheduled one year in advance. WVSOM's policy on graduation dates, Institutional Policy GA-20, is also located on the WVSOM website at www.wvsom.edu/policies.

Each graduating class wears the academic regalia approved by the institution. This attire and graduation announcements shall be purchased through the Campus Store. WVSOM's policy on academic regalia, Institutional Policy E-28, is also located on the WVSOM website at www.wvsom.edu/policies.

WVSOM also has a policy regarding hooding at the graduation ceremony. WVSOM's policy on hooding, Institutional Policy E-29, is also located on the WVSOM website at www.wvsom.edu/policies.

Those graduating with honors shall be limited to those graduates in the top 10% of the class.

APPLYING FOR RESIDENCY PROGRAMS THROUGH ERAS

The Electronic Residency Application Service (ERAS) is an independent, web-based service that transmits applications and supporting documents from students and medical schools to residency programs via the internet. The applicant (a Year 4 student) completes an electronic residency application used to apply to multiple residency programs through a website called MyERAS. The applicant's osteopathic school of graduation scans and attaches supporting documents for the application through a program known as the Dean's Workstation (DWS). These materials are then transmitted via the internet to the sites the applicant has selected for application.

At WVSOM, the ERAS Dean's Workstation is administered by the Office of Graduate Medical Education. This should not be confused with the Office of the Academic Dean. All questions pertaining to residency applications or the ERAS application process should be directed to the GME Office at gme@osteo.wvsom.edu.

ERAS opens for use by osteopathic students in June. Applicants must have an electronic token in order to register for and use ERAS. Tokens are distributed by the GME Office in June to Year 3 medical students. Additional information about applying to programs through ERAS can be found on their website www.aamc.org/eras.

ERAS applications require the following supporting documents: personal statement, board scores, transcripts, MSPE (Medical Student Performance Evaluation), letters of recommendation (up to four are allowed per program), and a photograph. Specific requirements for preparing and submitting each of these supporting documents for ERAS are outlined below in bold.

The WVSOM Office of Graduate Medical Education has collected and created many resources for medical students during their third and fourth year on the GME website, which can be found at www.wvsom.edu/academics/gme and the GME Match Cycle Teams Channel.

MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)

The Medical Student Performance Evaluation (MSPE), formerly known as the Dean's Letter of Evaluation, is a standardized component of the residency application process. It is one of the measures used by residency program directors to evaluate a candidate's application for a position.

The main purpose of the MSPE is to document the student's progress in the medical school curriculum. It is important to remember that the MSPE is NOT a letter of recommendation. Rather, it is a letter of evaluation, objectively and honestly summarizing the student's progress and participation in their medical school education.

In a sense, students write their own MSPE through their academic record, involvement in extracurricular activities, participation in research projects, awards and scholarships, and performance during clinical rotations. The MSPE may also be used to provide comparative information regarding a student's performance in relation to their peers. Using the nationally approved and recommended template, the following objective measures are cited in the MSPE: class standing by quintile, comparison of students' grades to their peers, preceptor comments from clinical rotations (both positive and negative), comments from the Statewide Campus regional assistant dean, noteworthy characteristics, professionalism performance, disciplinary actions, and the completion of the core competencies.

The associate dean for multicultural and student affairs will assist students with writing their noteworthy characteristics between April and June. To initiate this process, arrange an appointment with the associate dean by accessing the following link: outlook.office365.com/owa/calendar/DawnRoberts@osteowvsom.onmicrosoft.com/bookings. It is imperative that noteworthy characteristics receive approval from the associate dean no later than the final Monday in June. Please be advised that modifications will not be permissible beyond this deadline.

The Office of the Dean will send notice of when students will submit an MSPE request form to the Office of the Dean.

The deadline for returning the MSPE request will be the last Friday in July. MSPE requests turned in after this date cannot be guaranteed for the first day of release by ERAS. MSPEs will be completed in the order in which the request was received.

A draft copy of the MSPE will be sent to the student for review and comment. The student will have five business days to respond. Failure to respond will result in the student's MSPE being uploaded to ERAS as per the draft. The MSPE request form is available at www.wvsom.edu/academics/gme/mspe.

OSTEOPATHIC GRADUATE MEDICAL EDUCATION

RESIDENCY PROGRAMS

A residency is defined as a formal, full-time training period in a designated medical specialty of not less than one year in a facility approved by the Accreditation Council for Graduate Medical Education (ACGME). Specialty training varies in length depending on the specialty.

A certificate is awarded upon completion of an ACGME-approved residency program. Residency training is undertaken with the intention of becoming board certified in a particular specialty.

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 MSOPTI. Information about the consortium's affiliated training sites may be found on the website: msopti.wvsom.edu. 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. MSOPTI serves as an educational resource and graduate medical education consultation resource to its member ACGME accredited institutions.

Student rotations are available at all MSOPTI member institutions. MSOPTI 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 lifelong 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.

RESEARCH AND SCHOLARLY ACTIVITY

Students may participate in WVSOM-affiliated research and scholarly activity (R&SA) projects starting in the summer between their first and second year and throughout the rest of their medical school. R&SA is typically extracurricular, though some elective credit may be available in the student's third or fourth years (see the Clinical Education Manual for more information).

Students must have approval from their appropriate academic associate or assistant dean to participate in both extracurricular and for credit R&SA, and the Office of Research and Sponsored Programs (ORSP) must have documentation that all appropriate certifications and trainings have been completed by the student prior to the student's involvement. Information on available resources and the approval process for R&SA is available on the WVSOM ORSP webpages www.wvsom.edu/research/students.

STUDENT AFFAIRS

STUDENT DRESS CODE

All students are expected to dress in a manner that demonstrates respect to other students, faculty, administration, patients, standardized patients and guests to the school. These guidelines are designed to communicate cultural sensitivity, address concerns of infection control and to demonstrate professionalism.

Professional attire and appearance are important components for developing trust and confidence with patients which is essential to the treatment relationship.

Years 1 and 2

During the first two years of the curriculum, students spend most of their time in lectures and other activities that do not require patient interaction. Students are permitted to dress comfortably for those activities while also adhering to the following general standards:

1. Students are expected to observe proper hygiene.
2. Should not wear clothing that is provocative or distracting in a learning environment.
3. Skirts of medium length or slacks. Shoes must be closed toe, comfortable, clean, in good repair and permit easy/quick movement.
4. Tailored slacks, collared shirt. Shoes must be comfortable, clean, in good repair and worn with socks.
5. Students should not wear clothing that is insensitive or offensive to members of a diverse institutional community or community in which they are training.
6. Students should avoid wearing perfumes or colognes (may precipitate allergies or sensitivities).
7. Hats are not to be worn inside a building or classroom (with the exception of head coverings worn for religious purposes).
8. Students shall wear the type of clothing requested by instructors as appropriate for labs.
9. In educational settings where patients or standardized patients are present, students are required to adhere to the standards listed below for Years 3 and 4.

For Clinical Skills and OPP laboratory courses, fingernails should be kept to less than a quarter-inch in length. Personal fragrant products (fragrances, perfumes, colognes, aftershaves, lotions or other similar products) should not be worn. Each laboratory course has specific dress code requirements. Students should refer to each laboratory course syllabus for details and any additional requirements.

Years 3 and 4

Students shall dress appropriately for all rotations, classes, laboratories and other educational settings where patients are present and adhere to the following standards for professional attire and appearance:

Professional Attire:

1. Clean, short white coat bearing a WVSOM insignia patch on the upper left sleeve.
    a. This insignia shall be the one approved by the administration and sold by the WVSOM Campus Store.
    b. The student's name shall be embroidered on the coat and the letters "WVSOM" shall be placed below the student's name. All embroidery shall be arranged through the WVSOM Campus Store.
    c. No other designation shall appear on the coat.
2. The WVSOM student identification badge and any other identification required by a rotation site shall be worn in a plainly visible location at all times.
3. Skirts of medium length or slacks. Shoes must be closed toe, comfortable, clean, in good repair and permit easy/quick movement.
4. Tailored slacks, collared shirt. Shoes must be comfortable, clean, in good repair and worn with socks.

5. Reasonable alterations in dress may be indicated by individual physicians on whose service the students are being trained. (For example, some preceptors may require men to wear a dress shirt and necktie; some preceptors may allow clean scrubs with the white coat as professional attire.)

Scrub Suits on Hospital Rotations:

1. On services where scrub suits are required these will be provided. They are the property of the hospital and are not to be defaced, altered or removed from the hospital.
2. These are to be worn in specified areas only.
3. Scrub suits are not to be worn in public places outside of the hospital.
4. If a scrub suit must be worn in public areas outside the designated hospital areas, it must be clean and then covered with a clean, white lab coat. Shoe covers, masks and hair covers must be removed before leaving the clinic area.

Hair Maintenance:

1. Hair should be neat and clean.
2. Beards/mustaches must be neatly trimmed.
3. Shoulder-length hair must be secured to avoid interference with patients and work.

Jewelry:

1. Keep jewelry at a minimum in order to decrease the potential for cross infection.
2. The following are permitted: a watch; up to four rings; two small earrings per ear (large earrings are distracting and may be pulled through the ear); modest neck chains.

Prohibited Items:

The following items are specifically prohibited in clinical situations including student labs, shadowing, or while on rotations:

1. Denim jeans.
2. Shorts.
3. Sandals or open-toed shoes, higher heeled or canvas shoes (blood or needles may penetrate the fabric).
4. Midriff tops, T-shirts, halters or translucent or transparent tops; tops with plunging necklines, low-slung pants or skirts that expose the midsection, tank tops or sweatshirts.
5. Buttons or large pins (could interfere with function, transmit disease or be grabbed by the patient).
6. Long and/or artificial fingernails.
7. Visible body art/tattoos that could be perceived to be offensive; these should be covered.
8. Visible body piercings other than traditional earrings on the earlobes or a single stud nasal pierce.

STANDARDIZATION OF STUDENT CLINICAL LAB COAT AND IDENTIFICATION BADGE

WVSOM's policy on the standardization of student clinical lab coat and identification badge, Institutional Policy DO-16, is also located on the WVSOM website at http://www.wvsom.edu/policies.

HOUSING - Year 1 and 2

There is no on-campus housing available for students. However, there are many homes in nearby neighborhoods and downtown Lewisburg that are available for rent and are within walking distance of the campus. To find affordable apartments and homes for rent, students can utilize popular home search websites, visit the WVSOM class Facebook pages or contact a realtor. It is advised that students use their own judgment when evaluating a prospective rental unit or landlord/owner. WVSOM students are encouraged to familiarize themselves with the Fair Housing Act, which can be found on the Housing and Urban Development website.

More details about housing during preclinical years can be found at this website: www.wvsom.edu/students/housing.

ROTATION HOUSING

Most students move out of their housing at the end of the two years of preclinical training and relocate. Students will secure housing in the area of their assigned Statewide Campus location while completing Years 3 and 4. To accommodate those students who have moved out of their housing in the Lewisburg area but who must return to perform clinical rotations in the area, WVSOM maintains housing in Lewisburg at minimal cost to the student. Housing for Year 4 students is only afforded to those in the Rural Health Initiative program.

Arrangements must be made in advance through the appropriate Statewide Campus dean. Reservations are on a first-come, first-served basis with priority given to students on required rotations. No accommodations are made for transient use.

CHILDCARE RESOURCES

The Office of Multicultural and Student Affairs maintains a listing of childcare resources to assist students. This page is a compilation of resources that students may find helpful, including information on breastfeeding on campus and links to Mountain Heart, the West Virginia Department of Health and Human Resources and the Office of Nutrition Services at the West Virginia Bureau for Public Health. The webpage is located at www.wvsom.edu/students/child-care-resources. These listings do not represent an endorsement of these offerings. The links are provided solely as a service to students.

STUDENT MAIL

All official WVSOM correspondence will be sent to the student's WVSOM email account. It is the student's responsibility to check their WVSOM email account in a timely manner (usually at least every two business days). Failure to receive correspondence due to noncompliance with the above is the responsibility of the student.

Students shall not use WVSOM or its address for purposes of receiving personal mail. The institution and its employees assume no responsibility for receipt or forwarding students' personal mail. Students must make arrangements for all personal mail to be delivered to their home or local address, as WVSOM will not assume responsibility for receipt or forwarding of any U.S. mail.

During the last two years of enrollment, students are asked to provide a home or local address for the receipt of school-related mail. Other mail delivered to WVSOM for the student may be forwarded, or the student may be notified to come to the school to pick it up.

SOUTHEASTERN AREA HEALTH EDUCATION CENTER (SE-AHEC)

The Southeastern Area Health Education Center (SE-AHEC) is located on the WVSOM campus and associated with Mountain State Osteopathic Postdoctoral Training Institutions. The mission of the SE-AHEC program is to improve the health of populations by developing an interdisciplinary workforce prepared to address the health needs of rural and underserved communities of West Virginia.

First- through third-year medical students have the opportunity to participate in the West Virginia AHEC Rural Community Health Scholars program, alongside students in other health disciplines (social work, nursing, pharmacy, dental and allied health). As West Virginia AHEC Scholars, students have the opportunity to become leaders in their profession and community; receive supplemental training and education from experts in rural health care; develop an astute understanding of how to best implement health care services in rural or underserved areas; and learn to work as part of an interprofessional team and provide meaningful patient care in the field while gaining hands-on experience.

AHEC also provides support for students in grades 9-12 through pipeline programs that prepare them for possible careers in the health professions, as well as support for continuing education for health professionals. To learn more about SE-AHEC, visit www.wvsom.edu/ahec.

STUDENT HEALTH AND SAFETY

PROOF OF INOCULATIONS/HEALTH FORM

WVSOM's policy on proof of inoculations/health form, Institutional Policy DO-03, and its associated procedure are also located on the WVSOM website at https://www.wvsom.edu/policies . To access the health form, www.wvsom.edu/admissions/do/admitted-next-steps and scroll down to Section 4 to access the Health and Technical Standards Form.

STUDENT HEALTH INSURANCE

Personal hospitalization/health insurance is required for all students. WVSOM's policy on health insurance, Institutional Policy ST-05, is also located on the WVSOM website at www.wvsom.edu/policies.

STUDENT HEALTH SERVICES

Student Health Services are available at the Robert C. Byrd Clinic (RCBC), which is located next to WVSOM at 1464 Jefferson St. North, Lewisburg, WV 24901, and phone number 304-645-3220. Students should identify themselves as a WVSOM student before making an appointment because they can only be scheduled with non-faculty physicians/nurse practitioners for health services.

The health service fee, a part of the student's total tuition and fee schedule, pays for the student's clinical co-pay for health care services rendered by the physicians and staff of the Robert C. Byrd Clinic (RCBC). The health service fee will not be applied to:

- health insurance policy deductibles;
- health care rendered off site (hospital, laboratory service, radiology fees, etc.);
- health care services provided by entities at the RCBC facility not owned by RCBC, which currently include Mako Lab and radiology services; or
- any services or procedures specifically excluded by the student's health insurance policy.

STUDENT MENTAL HEALTH SERVICES

WVSOM provides confidential resources for behavioral health care services to students 24 hours per day, seven days a week through the WVSOM Academic Support and Intervention Resources (ASPIRE) office and a partnership with Seneca Health Services Inc.

During regular business hours, students can contact or visit the ASPIRE office which is staffed by a licensed psychologist and three learning specialists/licensed counselors or visit www.wvsom.edu/students/aspire at:

Main Building
Quad A-419
304-647-6324
aspire@osteo.wvsom.edu

Students have 24/7/365 access to psychological counseling services provided by WellConnect. Students are entitled to up to five counseling sessions per incident, after which they will be referred to a local health care provider if additional support is needed. To access WellConnect call 866-640-4777 or visit wellconnectforyou.com (school code WVSOM).

Students may contact Seneca Health Services Inc. www.shsinc.org, a professionally staffed behavioral health center, for available services, including crisis assistance services that are available 24 hours per day, seven days a week, each day of the year. Seneca's crisis line number is 304-497-0500.

Students also have access to a variety of campus, local and national behavioral health resources which are listed on the Student Behavioral Health page on the WVSOM website at www.wvsom.edu/students/health-resources. Students will need to log in to view the content.

Additionally, a non-faculty psychiatrist is on staff at the Robert C. Byrd Clinic located on the WVSOM campus.

WVSOM's policy on student mental health, Institutional Policy ST-08, is also located on the WVSOM website at www.wvsom.edu/policies. Students in the third and fourth year are provided with mental and physical health resources within the regions where they are completing clinical rotations.

HEALTH AND WELLNESS PROGRAM

WVSOM offers a wide range of health and wellness services to students to promote their well-being. These services include ASPIRE (offers free and confidential services including: academic support and intervention and private counseling services), 24/7/365 access to WellConnect (a virtual student counseling and support service), community engagement opportunities, and a fitness facility. The mental and physical health and well-being of students are vital to the success of WVSOM and are necessary to maintain safety and high standards of education and health care. WVSOM is committed to fostering health and wellness in the educational environment and ensuring accreditation standards and procedures related to health and wellness, as set by the American Osteopathic Association Commission on Osteopathic College Accreditation, are met.

This commitment is accomplished through the WVSOM Wellness Committee. The associate dean for multicultural and student affairs serves as the administrator responsible for overseeing the WVSOM Wellness Committee. The assistant dean for student affairs in conjunction with the WVSOM Wellness Committee develops plans, procedures and regulations necessary to carry out the school's program and evaluate the operations of the institution at regular intervals to assure their conformity with this objective.

All current students are eligible to use the WVSOM Founders' Activity Center in accordance with policies and procedures specific to the center. The center has a full-size gymnasium, free weights, and aerobic and cardio machines. Additionally, WVSOM has a parade field for outdoor activities and the WVSOM Park, available at no charge. The park is open to the public.

All students and their guests are expected to use common courtesy at all times when using WVSOM facilities. This includes proper disposal of all trash, proper attire, acceptable language and conformity with WVSOM policies and practices. Use of the WVSOM recreational and fitness facilities is a privilege, not a right, and may be restricted or terminated for failure to abide by appropriate policies and procedures.

Additionally, the Lewisburg community offers other wellness activities including yoga, Pilates and martial arts, as well as swimming at the Greenbrier Valley Aquatic Center.

PEER MENTOR PROGRAM

Prior to arriving on campus for the fall semester, Year 1 students are introduced to the Peer Mentor Program through the office of multicultural and student affairs. Year 1 students are each assigned a Year 2 student. Year 2 students make themselves available to the new students to answer questions and generally assist them in making the transition to medical school. Students report that this early connection with a Year 2 student is helpful in working through the feelings of fear and anxiety common among Year 1 medical students.

ALCOHOL AND DRUGS

WVSOM's policy on drugs, alcohol, testing and treatment, Institutional Policy GA-08, is also located on the WVSOM website at www.wvsom.edu/policies.

Additionally, the WVSOM Drug Awareness and Prevention Program is available on the WVSOM website at www.wvsom.edu/students/drug-free-schools.

ANTI-HAZING

Student Policy ST-07: Anti-Hazing, is a direct result of the requirements of West Virginia Code §§ 18-16-1, et seq., known as the Anti-Hazing Law. Section 4 of the Act requires institutions of higher education to adopt a policy and appropriate penalties for violations, in addition to the criminal penalties contained therein. No student shall individually, or by joining with one or more other persons, engage in any act of hazing involving another member of the institutional community. WVSOM's policy on anti-hazing, Institutional Policy ST-07, is also located on the WVSOM website at www.wvsom.edu/policies.

SEXUAL HARASSMENT

WVSOM does not discriminate on the basis of sex in the education program or activity that it operates. WVSOM, as a recipient of federal financial assistance, is required by Title IX of the Education Amendments of 1972 ("Title IX") and 34 C.F.R. § 106 ("Title IX regulations") not to discriminate in such a manner. The requirement not to discriminate in WVSOM's education programs or activities extends to admission and employment, and inquiries about the application of Title IX and the Title IX regulations to WVSOM may be referred to WVSOM's Title IX coordinator or the assistant secretary, Office of Civil Rights, U.S. Department of Education, or both.

WVSOM's policy on Title IX, Sexual Harassment and Discrimination, Institutional Policy GA-14, is also located on the WVSOM website at www.wvsom.edu/policies.

WVSOM has designated and authorized Dawn Roberts Ed.D., associate dean for multicultural and student affairs, as Title IX coordinator to coordinate WVSOM's efforts to comply with its responsibilities under Title IX, 34 C.F.R. § 106, and other federal and state sex discrimination and sexual harassment laws. The Title IX coordinator's contact information is as follows:

Campus office address: Room SC101G, Student Center
Email address: droberts@osteo.wvsom.edu
Title IX report/complaint email address: TitleIX@osteo.wvsom.edu
Office telephone number: 304-647-6591

Additional information on Title IX is available on the WVSOM website at www.wvsom.edu/title-ix.

STUDENT CONDUCT AND PROFESSIONALISM

Students are to demonstrate ethical, personal and professional qualities deemed necessary for the continued study and practice of osteopathic medicine as a requirement for graduation from WVSOM. As such, the monitoring of student professionalism is a necessary part of the educational process. Students are expected to maintain communications with WVSOM employees. This includes checking WVSOM email at least once every 48 hours, as one's WVSOM email account is the primary mode of communication. Institutional policy describes the responsibilities and procedures that govern this process.

WVSOM's policy on the Academic and Professional Standards, Institutional Policy DO-01, is also located on the WVSOM website at www.wvsom.edu/policies.

INSTITUTIONAL POLICIES NOT DISCUSSED ABOVE

Students are responsible for adhering to all institutional policies. Those not outlined in this handbook can be accessed on the institutional policy page available on the website at www.wvsom.edu/policies.

STUDENT FACILITIES

STUDENT STUDY AREAS

Campus study areas are reviewed on a yearly basis. Determinations regarding usage for quiet or group study areas are made each year in conjunction with student leadership. For further information, a current listing of available spaces and the regulations governing their use, visit the student section of the WVSOM website at https://www.wvsom.edu/students/study-space

RECREATIONAL FACILITIES

The Student Center located in the center of campus has a recreational room. The recreational room includes two pool tables, a ping-pong table, foosball table and vintage video games. Extra supplies for the game tables may be available from the Office of Multicultural and Student Affairs. Students are reminded that no one should sit or lean on the game tables.

The Founders' Activity Center is located at the south end of campus and includes a gymnasium, a weight room, a cardio exercise room with treadmills, elliptical machines, recumbent bikes and rowing machines. Locker rooms with showers are also available. The use of the gymnasium for intramural play must be scheduled through the Office of Multicultural and Student Affairs. No outside groups will be allowed to use these facilities and students are reminded that they may bring guests, but on a limited basis of up to three people.

Students also enjoy the use of the parade field directly behind the main building for intramural sports and informal activities, as arranged through the Office of Multicultural and Student Affairs. The park across from the main building on Lee Street may also be used by students.

Founders' Activity Center Guidelines

- Persons who have been issued Prox cards for entry to the Founders' Activity Center shall be referred to as "Members".
- No children of Members may be in the facility unless accompanied by the Member.
- No Member's children under the age of 18, even if accompanied by the Member, may be in the exercise room or weight room.
- Members may not lend Prox cards to others. Failure to comply with this rule may terminate privilege of use and is viewed as unprofessional.
- Members may bring a guest to the center. Groups of guests are not permitted.
- Enter and leave only by the front doors. Be sure they close and lock behind you.
- Never prop any outside doors open.
- No tobacco is to be used in the building.
- Roller blades, skateboards, roller skates and children's riding toys are prohibited.
- Profanity or vulgarity will not be tolerated.
- No street shoes are allowed beyond the lobby and locker rooms. Only non-marring shoe soles shall be used in the gym area. Shoes with mud, grass, etc., on them should be taken off before entering the building.
- Padlocks or combination locks are only to be used on lockers when you are in the facility working out. No one may claim a locker and keep articles there from one visit to another. Personal locks left on lockers will be cut off.
- Wipe down machines after use with the towels and disinfectant provided. Do not spray disinfectant directly on electronic components.
- Weight plates and barbells must be put back on the racks after they are used. Do not leave plates on the machines.
- Do not leave clothes at the center. Articles left over 24 hours may be discarded.
- The last person leaving a room (including the gym) at the center should turn off lights, fans, radios and TVs.

- Notify Belinda Evans at bevans@osteo.wvsom.edu should there be unsafe or unsanitary conditions, or misuse of the facility.

NON-RESERVED AREAS

Those areas which may be used by students individually or in "unofficial" small groups without filing an Institutional Facilities Reservation form or working through the Office of Multicultural and Student Affairs are:

- The vending lunchroom on the first floor of the main building.
- The 24-hour study rooms located in the back part of the library.
- C106, Student Study Area.
- The OCS Laboratory unless being used for classes or special meetings.
- The OCS Classroom unless being used for classes or special meetings.
- The gymnasium in the Founders' Activity Center, except when it has been reserved for special purposes (intramurals).
- The main building Classroom 2 and the technology building, except when being used for classes or special meetings.
- Note: Students are not to use any other conference rooms or office space without express permission of the person in charge of that designated area. Meetings of recognized/unrecognized school organizations must continue to schedule meetings by reserving rooms in advance through the normal process.

STUDENT ORGANIZATIONS

The WVSOM academic program provides students with the foundation of knowledge and skills needed by the osteopathic physician. However, the college also recognizes the importance of extracurricular involvement. Campus student organizations can enhance the medical school experience and better prepare the student physician for eventual practice in a community setting. All student organizations operate with the assistance of the Office of Multicultural and Student Affairs. Community service projects calling for student volunteers are often incorporated into the academic year schedule. In addition, organizations listed below offer students the opportunity to gear extracurricular activities to their special interests.

Guidelines for establishing new, officially recognized student organizations may be obtained in the Office of Multicultural and Student Affairs. The guidelines also explain how student organizations function within the institution.

AMERICAN COLLEGE OF OSTEOPATHIC FAMILY PHYSICIANS (ACOFP)

The American College of Osteopathic Family Physicians (ACOFP) Student Chapter is an affiliate of the American College of Osteopathic Family Physicians, the largest college of the American Osteopathic Association. The founders felt that progress and advancement of the general practitioner were basic and essential for the health care needs of a community, and they were committed to the concept of excellence in education. It is in accordance with these principles that the Student Chapter encourages participation by WVSOM students in programs designed to promote and encourage the training of family physicians.

AMERICAN COLLEGE OF OSTEOPATHIC NEUROLOGISTS AND PSYCHIATRISTS (ACN-ACONP)

The purpose of the Student Chapter of ACN-ACONP is to educate osteopathic student physicians on the medical sciences which deal with the neuromuscular system, as well as disorders of the psyche of organic and functional nature. The goals of this organization are to provide students with activities to get involved with the community and host guest speakers to inform students of opportunities in neurology and psychiatry. It is also here to serve as an advocate for mental health and to promote mental health awareness within the community.

AMERICAN COLLEGE OF OSTEOPATHIC OBSTETRICIANS AND GYNECOLOGISTS (ACOOG)

The purpose of the Student Chapter of ACCOOG is to educate future osteopathic physicians on issues of women's reproductive health. This organization will host lectures and professional guidance for students toward OB-GYN residencies and fellowships. The organization will promote women's health in the community by raising awareness in areas such as fetal alcohol syndrome, birth control options, breast, uterine and ovarian cancers and the importance of obstetrical care.

AMERICAN COLLEGE OF OSTEOPATHIC SURGEONS (ACOS)

The American College of Osteopathic Surgeons (ACOS) is a student member section of the American College of Osteopathic Surgeons. The purpose of the organization is to stress the understanding of osteopathic principles in relationship to disease in the practice of surgery, help promote the education in the field of surgery and expand the interactions of WVSOM students with surgical professionals. All interested students enrolled in WVSOM are eligible to be members.

AMERICAN GERIATRICS SOCIETY – WVSOM CHAPTER

The objectives of the club are to develop interest in osteopathic geriatric medicine among students of WVSOM and to encourage the establishment or expansion of residency programs in geriatric medicine. The club promotes a better understanding of osteopathic geriatric medicine in the general public through education and community

service with an emphasis on geriatric care in rural areas.

AMERICAN MUSLIM MEDICAL STUDENT ASSOCIATION (AMMSA)

The purpose of WVSOM's chapter of the American Muslim Medical Student Association (AMMSA) is to provide a system of spiritual support, social activity, and fellowship in order to advocate for Muslim students and non-Muslim students with an interest in Islam. The chapter focuses on developing the relationship between Islam and medicine through various educational events with an aim to educate the community about Muslim patients and better delivery of care, as well as providing ample opportunity for members to network with physicians in a number of specialties. AMMSA places a particular emphasis on using the unique cultural perspective of its members to interact with populations in a way that complements and enhances the work of other service organizations.

AMERICAN OSTEOPATHIC COLLEGE OF PHYSICAL MEDICINE AND REHABILITATION (AOCPMR)

Physical Medicine and Rehabilitation, PM&R, became one of 24 official medical specialties in 1947. PM&R physicians, physiatrists, specialize in the care of patients with neuromusculoskeletal disorders, aiming to reduce pain and improve function in their patients. The Student Chapter of PM&R strives to serve as advocates for the community by continuing to educate its members as lifelong learners in osteopathic medicine.

ASIAN PACIFIC AMERICAN MEDICAL STUDENTS ASSOCIATION (APAMSA)

The Asian Pacific American Medical Students Association (APAMSA) is a national organization of medical and pre-medical students committed to addressing the unique health challenges of Asian and Pacific Islander American (APIA) communities. APAMSA serves as a forum for student leaders to engage these health issues and develop initiatives and projects addressing those needs.

The local, regional and national activities of APAMSA aim to promote the health of the APIA community and help health care workers understand how to care for APIA patients in a culturally sensitive manner. APAMSA provides a venue for medical students to meet, exchange experiences and develop personally and professionally through leadership and service.

ASSOCIATION OF MILITARY OSTEOPATHIC PHYSICIANS AND SURGEONS (AMOPS)

The WVSOM chapter of AMOPS was established in recognition of the unique position that osteopathic physicians occupy within the U.S. armed forces. The primary goals of WVSOM AMOPS are to provide information concerning the practice of osteopathic medicine within the armed forces; to provide information concerning rotations, internships, residencies and careers in the U.S. armed forces; to provide support to local armed forces and deployed family members; to encourage active Health Professional Scholarship Program students to maintain the highest personal, professional and military standards; and to take an active role in the Lewisburg community by participating in community service and working in collaboration with other WVSOM clubs/organizations.

AMERICAN MEDICAL WOMEN'S ASSOCIATION (AMWA)

The American Medical Women's Association (AMWA) has been committed to the advancement of women in medicine. Although the number of women choosing careers in medicine has grown substantially, there has not been a commensurate rise in women to senior leadership positions. AMWA's work helps address this gender gap in leadership, through advocacy, mentorship and sponsorship, leadership development, research, constituency building and policy reform – with a goal of institutional and cultural transformation in gender equity and career parity.

AMWA's mission is to advance women in medicine, advocate for equity and ensure excellence in health care. Its

vision to create a healthier world where women physicians achieve equity in the medical profession and realize their full potential. Its values include mentorship, equity, diversity, integrity and inclusion and collaboration.

CHRISTIAN MEDICAL AND DENTAL ASSOCIATION (CMDA)

The Christian Medical and Dental Association (CMDA) is a national professional organization of physicians, dentists, medical and dental students, who have banded together to serve Christ through their professions. CMDA helps its members wrestle with the increasing ethical problems in the professions, enhance the quality of care given to the whole person, and interact with other members of the healing professions who face common problems.

CMDA lives with the conviction that medicine is an avenue of ministry. For this reason, a local chapter was organized at WVSOM and aims to be of such service to the school, students and community.

DERMATOLOGY INTEREST GROUP (DIG), WVSOM CHAPTER

DIG provides students with a way to interact, exchange information, and learn more about the field of dermatology. The goal of the group is to assist students in learning about topics pertinent to a career in dermatology, to provide a network for collaboration on research, to perform community service activities locally to enhance public knowledge of dermatology and to provide a support group for students considering a career in dermatology.

DOCARE

DOCARE is an organization which promotes diversity and cultural sensitivity on campus and in the Lewisburg community through education and community service while promoting global outreach. Additionally, DOCARE is a support group for any WVSOM student who considers him/herself a minority or a member of a group which is underrepresented in the medical profession. DOCARE is affiliated with Power of a Nickel Medical Association. Power of a Nickel provides quality health care and health education for underserved and medically needy persons in partnered communities globally. Membership in DOCARE is open to all WVSOM students.

JEWISH OSTEOPATHIC MEDICAL ASSOCIATION (JOMA)

The mission of Jewish Osteopathic Medical Association is to develop knowledge, understanding and acceptance of the Jewish life and culture among students and faculty. JOMA works toward achieving these goals by creating opportunities for people of all backgrounds, races and cultures to come together and share educational and social experiences. JOMA also encourages religious diversity among members.

LATINO MEDICAL STUDENT ASSOCIATION (LMSA)

LMSA aims its advocacy in providing education, outreach and service to members of the Latinx and Hispanic communities regionally, nationally and beyond. In addition, this organization serves to use its support from students of all backgrounds to provide collaboration and mentorship for pre-medical and medical students.

MEDICAL STUDENT PRIDE ALLIANCE (MSPA)

The WVSOM Medical Student Pride Alliance acts as an activist and social organization committed to empowering sexual and gender minority medical students and allies, increasing the number of physicians trained in LGBTQ+ inclusive health care, and addressing the unique needs of LGBTQ+ communities through research, advocacy and service. MSPA is affiliated with the national Medical Student Pride Alliance organization, which allows networking and sharing of resources with medical students around the country.

MEDICAL STUDENTS FOR CHOICE (MSFC)

Medical Students for Choice (MSFC) is a nationally known nonprofit organization that includes medical students and residents throughout the U.S. and Canada. The WVSOM chapter of MSFC is committed to ensuring that osteopathic medical students and physicians are trained to provide women patients a range of reproductive health care choices. WVSOM MSFC sponsors guest lectures and workshops to WVSOM students and faculty on women's

reproductive health care. The club works to enhance the curriculum and residency programs to include reproductive health.

PATHOLOGY

The WVSOM Pathology Club was established to promote the practices and principles of osteopathic medicine in the field of pathology. The club exists to promote a fundamental understanding of disease processes as well as to establish a knowledge base in today's modern clinical laboratory in order to better serve, diagnose and treat patients. The WVSOM Pathology Club follows the standards of the American Osteopathic College of Pathologists.

RESEARCH

The mission of the WVSOM Research Club is to complement WVSOM's own mission statement to advance scientific knowledge through academic, clinical and basic science research; and to promote patient-centered, evidence-based medicine. The club works directly with the Office of Research and Sponsored Programs and the WVSOM faculty to facilitate student participation, as well as interest in the ongoing research-related endeavors carried out by the WVSOM faculty.

SIGMA SIGMA PHI (SSP) – NU CHAPTER

Sigma Sigma Phi is a national honorary osteopathic service fraternity. Objectives of the WVSOM Nu Chapter are to promote good fellowship and unity among various chapters of the national organization, continue betterment of WVSOM and the fraternity as a whole, advance a higher scholastic standing at WVSOM, promote community service as an important part of osteopathic medicine and perpetuate and advance osteopathic medicine. The fraternity is a nonprofit organization which provides many community service hours through various fundraising events. Membership is open to all students and is based upon academic standing and service.

STUDENT ADVOCATE ASSOCIATION (SAA)

The Student Advocate Association (SAA) exists to create support and a spirit of unity and loyalty among the student body and their families, provide support to WVSOM and the WVSOM Student Government Association and help prepare members as spouses of future osteopathic physicians and members of the National Auxiliary to the American Osteopathic Association. Full membership is open to spouses of students, and associate membership is available to interested members of the WVSOM family.

STUDENT AMERICAN ACADEMY OF OSTEOPATHY (SAAO)

Organized under the auspices of the American Academy of Osteopathy, SAAO's goal is to enhance the understanding of osteopathic principles and techniques, help members attain maximum efficiency in osteopathic structural diagnosis and osteopathic manipulative treatment and foster a clear concept of the clinical applications of osteopathic procedures. SAAO is dedicated to serve the health care needs of the community by continuing medical education for its members. Membership is open to all WVSOM students.

STUDENT ASSOCIATION OF THE AMERICAN COLLEGE OF OSTEOPATHIC PEDIATRICIANS (SAACOP)

The WVSOM Student Chapter is an affiliate of the American College of Osteopathic Pediatricians. The purpose of the organization is to encourage and promote the training of osteopathic pediatricians, increase the awareness of pediatric issues in the WVSOM population throughout the community by expanding the interactions of WVSOM students with pediatric professionals. All interested students enrolled in WVSOM are eligible to be members.

STUDENT CHAPTER OF THE AMERICAN COLLEGE OF OSTEOPATHIC EMERGENCY PHYSICIANS (SCACOEP)

The goal of SCACOEP is to inform and educate members in the field of emergency medicine: training, advocacy, and

clinical opportunities, as well as establish a network of connections between our members and practicing emergency medicine physicians. Members are provided with the information and access to skills training necessary to perform well in the emergent/acute clinical setting.

STUDENT CHAPTER OF THE AMERICAN OSTEOPATHIC ACADEMY OF SPORTS MEDICINE (SC-AOASM)

"Sports medicine is a branch of the healing arts which utilizes a holistic, comprehensive approach to the prevention, diagnosis and management of sport and exercise-related injuries, disorders, dysfunctions and disease processes."

SC-AOASM works to integrate the WVSOM community with the community at large. This is done by giving medical students the opportunity to involve themselves with sports-related activities in the surrounding communities. Such activities include physical exams for athletic teams, serving as trainers for football and basketball teams and anatomy seminars. These activities serve to enhance medical training for the student while fostering positive community involvement. The WVSOM chapter organizes and hosts intramural sporting events and tournaments for students, faculty and staff.

STUDENT NATIONAL MEDICAL ASSOCIATION (SNMA)

The purpose of the Student National Medical Association is to create an atmosphere wherein professional excellence and moral principles can find the fullest expression; to promote the dissemination of information relative to minority issues in the field of medical education; to take the necessary and proper steps to eradicate practices in the field of health profession education that compromise the goal of providing quality education to minorities and women; to promote the development of workable programs of legislative policies for the provision of enhanced access to better health care; to promote the sponsorship of programs for minority youth to encourage their entrance into the health professions; to promote increases in the levels of minority student recruitment, admissions and retention in schools training health professionals; and to encourage and promote the development of minority faculty in order to increase the presence of minority mentors and biomedical researchers in academic health centers.

STUDENT OSTEOPATHIC INTERNAL MEDICINE ASSOCIATION (SOIMA)

The purpose of the Student Osteopathic Internal Medicine Association is to represent those students who aspire to be osteopathic internists. SOIMA works to provide WVSOM students with an early exposure to the field of internal medicine, stressing the understanding of osteopathic principles in relationship to disease in the practice of internal medicine and its subspecialties. Through affiliation with the American College of Osteopathic Internists, the highest educational, moral and ethical standards in the teaching and practice of internal medicine are maintained.

STUDENT OSTEOPATHIC MEDICAL ASSOCIATION (SOMA)

The Student Osteopathic Medical Association (SOMA) is an independent, national, student-governed organization claiming membership in osteopathic colleges throughout the U.S. The primary objective of the national organization is to promote the osteopathic profession and to obtain benefits for its student members regarding insurance, publications, scholarships and various study organizations.

At WVSOM, the SOMA chapter takes an active part in the public relations of the osteopathic profession within the state. The chapter conducts service projects which provide the student members with valuable medical experience.

WILDERNESS MEDICINE

The Wilderness Medicine Club serves to bring members of the WVSOM community together who share an interest in the outdoors and its connection to providing quality medical care in limited resource (wilderness) settings. The club strives to improve medical education in the recognition, treatment and prevention of wilderness medical emergencies, as well as to increase the exposure of wilderness and outdoor activities to the WVSOM community in a social and educational manner.

ADDITIONAL LEADERSHIP OPPORTUNITIES

COUNCIL OF CLUB PRESIDENTS

Once a month, all organization presidents (including the vice president and treasurer for the Student Government Association and presidents of the Year 1 and Year 2 classes) meet to discuss problems and plans associated with the organizations.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) maintains communications 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. For information on the current SGA officers as well as a link to the SGA Constitution and By-Laws, visit www.wvsom.edu/students/sga.

HONOR SOCIETIES

PSI SIGMA ALPHA

Psi Sigma Alpha is a National Osteopathic Scholastic Honor Society. Membership is based solely upon scholastic achievement and members comprise the top 15% of each class. Members are selected at the conclusion of their didactic training (Phase II) and full membership is awarded during senior week by the presentation of honorary medallions, which may be worn during the graduation ceremony.

GOLD HUMANISM HONOR SOCIETY (GHHS)

Gold Humanism Honor Society members and leaders are chosen by their peers in Year 3 based on their compassionate care and humanistic approach toward patients. GHHS reinforces and supports the importance of the human connection in health care, which is essential for the health of patients and clinicians.

STUDENT REPRESENTATION – AOA-RELATED COMMITTEES

There is student representation by appointment on AOA committees. Students who wish to become involved in AOA-related activities should become members of the Student Osteopathic Medical Association (SOMA), a group that serves as a conduit for student interaction with the AOA. Additionally, students who are active in the WVSOM Student Government Association may be selected by the Council of Osteopathic Student Government Presidents to participate in functions related to the AOA.

To explore the information about the various committees of the AOA, students are encouraged to visit the AOA website at osteopathic.org.

Meetings of the West Virginia Society of Osteopathic Medicine Inc. are held twice yearly, and students are invited to attend.

STUDENT REPRESENTATION ON WVSOM COMMITTEES

Students are represented on committees which deal directly with the educational program and operation of the school. Examples of these are the Curriculum Committee and Financial Aid Committee.

Additionally, two students are selected each year by the SGA senate to serve on the Residency Appeals Committee.

A student member is elected by the student body to serve on the WVSOM Institutional Board of Governors. Students are also invited to serve on the Diversity, Equity and Inclusion Committee.

STUDENT TRAVEL

Preclinical Years

WVSOM students in leadership positions (i.e., SGA, class leadership, club leadership) and in good academic standing who are required to attend conferences required by national affiliations (i.e., COSGP, SOMA, AAOA, SNMA, etc.) and depend on WVSOM funding for travel expenses shall adhere to the following guidelines:

1. Be a current elected member of the leadership team of SGA, class leadership, club leadership;
2. Hold an elected position that is required to travel, i.e., president, vice president, national liaison;
3. Be in good academic standing approved by the Office of Preclinical Education and the Dean;
4. Student organization leadership may be required to complete fundraising requirements. See the Student Organization Handbook.

Once travel has been approved, the student will make travel arrangements through the Office of Multicultural and Student Affairs as travel expenses must be paid by WVSOM credit card/pcard. If the student is presenting research, they are responsible for contacting the Office of Student Research for potential travel coverage.

Predoctoral Clinical Years

Year 3 students may be allowed to attend one meeting during their third year. However, students will not be able to attend meetings during core required rotations unless the attending preceptor is also attending the meeting. Students may not attend meetings during any two-week rotation.

Year 4 students may attend one meeting during their fourth year as long as it is not during a required rotation (unless the preceptor is also attending the meeting) or during a two-week rotation. Year 4 students may attend a second meeting, if there is a valid reason, with permission of the associate dean for predoctoral clinical education and the preceptor.

All Year 3 and Year 4 student travel must be approved by the Associate Dean for Predoctoral Clinical Education. A student conference request form (my.wvsom.edu/Visitors/FileServer.cfm/_pdf/SWC/Conference_Leave_Request.pdf) must be filed and approved prior to making travel arrangements (login to MyWVSOM required).

All Year 3 and Year 4 required activities must be made up time missed for time. Arrangements for make-up must be made and approved by the preceptor/Director of Medical Education and the appropriate regional assistant dean at least THREE WEEKS prior to attending any meeting.

POST-GRADUATION SERVICES

CONTINUING MEDICAL EDUCATION

WVSOM is accredited by the American Osteopathic Association to sponsor Continuing Medical Education seminars for Category 1-A credit. Every three years, all licensed osteopathic physicians are required by the AOA to complete at least 120 hours of approved continuing medical education study. WVSOM develops continuing medical education programs on a regular basis. Programs are designed specifically to update physicians on a variety of current medical topics. Information on WVSOM CME offerings is available through the Office of Continuing Medical Education. WVSOM continues to receive three-year accreditation for its exemplary programs.

ALUMNI

The Office of Alumni Relations maintains current information on all graduates and coordinates special events and meetings for alumni, such as the annual Alumni Weekend, Mid-Winter Osteopathic Seminar and the Summer Seminar. The Office of Alumni Relations also serves as the administrative office for the WVSOM Alumni Association Inc., a 501(c)(3) organization. The WVSOM Alumni Association Inc. supports WVSOM faculty, staff, students and alumni in various ways. Student support includes purchasing students' first white coat, awarding student scholarships, the donation of the Alumni Tower for the Student Center, and many more projects.

WVSOM FOUNDATION INC.

The WVSOM Foundation Inc. was established in 1978. Its mission is to employ sound financial management to support the West Virginia School of Osteopathic Medicine through a culture of philanthropy and fundraising. The foundation, overseen by a board of directors and administered by an administrative director, provides funds to support the needs of WVSOM and its students, particularly those who cannot be secured with public resources from state funds. The duties of the foundation include oversight of endowed funds, student scholarships and short-term student loans, as well as financial stewardship of WVSOM's investments and student club accounts.

The foundation is a private, 501(c)(3) organization as designated by the Internal Revenue Service. All gifts received by the WVSOM Foundation are tax deductible to the fullest extent of the law. Each year, the foundation actively seeks gifts and contributions to support student and faculty programs and the general needs of WVSOM to promote and advance the school in significant ways.

Procedure Title: 2024 - 2025 DO Student Handbook

Effective Date: August 6, 2024 Time: 12:00 a.m.

APPROVED BY:

Approving Administrator – Vice President for Academic Affairs and Dean:

Date: 8/6/2024

General Counsel:

Date: 8-5-2024