

# WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

COLLEGE CATALOG  
2017 — 2018



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

## **Accreditation**

### Commission on Osteopathic College Accreditation (COCA)

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

Secretary, Commission on Osteopathic College Accreditation | American Osteopathic Association

142 East Ontario Street

Chicago, IL 60611

Phone 312-202-8097 Fax 312-202-8397

### Higher Learning Commission (HLC)

The West Virginia School of Osteopathic Medicine is accredited by the Higher Learning Commission (HLC). HLC is one of six regional institutional accreditors in the United States. The address and phone number of the Higher Learning Commission are:

The Higher Learning Commission 230

South LaSalle Street, Suite 7-500

Chicago, IL 60611

Phone 312-202-8097 Fax 312-202-8397

WVSOM's website with the HLC mark of affiliation (with a link to our information at the HLC) is available at [www.wvsom.edu/AboutWVSOM/wvsom-accreditation](http://www.wvsom.edu/AboutWVSOM/wvsom-accreditation).

## **Catalog Policy Statement**

This catalog is an official bulletin of the WVSOM and is intended to provide general information. It contains summaries of and references to certain policies, procedures, regulations, and fees in effect as of July 1, 2017.

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

Students are urged to read this catalog carefully, as they are responsible for observing any regulations and requirements contained herein. This catalog does not contain reference to all institutional policies, procedures, or regulations for which students are responsible. Students should also review the complete list and full text of all applicable WVSOM institutional policies and procedures, which is available online at

[http://www.wvsom.edu/About/policies\\_procedures](http://www.wvsom.edu/About/policies_procedures). WVSOM reserves the right to dismiss a student for cause at any time.

WVSOM is an equal opportunity/affirmative action institution and is committed to fostering an educational environment that values the development of human potential, cultural and ethnic diversity, and understanding. It is the policy of WVSOM not to 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 its educational programs, activities, admissions, or employment policies. However, with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student or applicant's effective participation in the WVSOM educational program. Questions or complaints concerning equal opportunity or affirmative action should be directed to the WVSOM Human Resources Office, 400 Lee Street North, Lewisburg, WV 24901, or by phone at 304-647-6279 or 1-800-356-7836. Questions or complaints concerning sexual discrimination or sexual misconduct should be directed to the WVSOM Title IX Coordinator, Dr. Rebecca Morrow, 400 Lee Street North, Lewisburg, WV 24901, or by phone at 304-793-6591. See WVSOM's Institutional Policy GA-14: Equal Opportunity, Nondiscrimination, Sexual Misconduct, and Other Forms of Harassment.

Additional information for students is located on the WVSOM student resources webpage, available at <http://www.wvsom.edu/OMS/students-home>.

## **The Educational Process**

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

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

## **Student Complaints**

If a student has a question, problem, charge, or complaint, s/he is referred to the Institutional Policy ST-16.

## **The Mission**

The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and 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.

## Recognition

WVSOM is a nationally recognized as a leader in rural primary care:

**No. 1** in the nation for percentage of graduates from U.S. medical schools practicing in rural areas (*Academic Medicine*, Vol. 85, No. 6);

**No. 1** in the nation for percentage of graduates from U.S. medical schools practicing primary care medicine in rural Appalachia (*Academic Medicine*, Vol. 87, No. 4);

**No. 1** in providing primary care physicians for West Virginia (W.Va. HEPC Health Sciences Report Card);

**No. 5** in the nation for percentage of graduates of all U.S. medical schools entering primary care specialties (*U.S. News & World Report's* annual America's Best Graduate Schools 2018) [2014-2016 data];

**No. 14** in the nation for family medicine (*U.S. News & World Report's* America's Best Graduate Schools 2018);

**No. 14** in the nation for rural medicine (*U.S. News & World Report's* America's Best Graduate Schools 2018).

As one of 33 accredited osteopathic medical colleges in the nation, WVSOM plays a unique role in the state. The curriculum prepares its graduates to be osteopathic physicians who are well qualified to meet the need for quality rural primary health care in West Virginia and across the country. The curriculum prepares students for all medical specialty residency programs and licensure in all states.

WVSOM admits students and recruits faculty and staff in accordance with all equal employment opportunity and affirmative action standards.

## Core Competencies Statement

The WVSOM has adopted the core competencies approach to medical education teaching and evaluation. The seven competencies are being assessed by the National Board of Osteopathic Medical Examiners (NBOME) on COMLEX national licensing examinations and are endorsed by the American Association of Colleges of Osteopathic Medicine (AACOM) and the American Osteopathic Association (AOA).

Our goal for teaching and evaluating these seven core competencies is to help students become proficient in all aspects of quality patient care.

The seven competencies are:

1. Osteopathic Principles and Practice
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

## **The Early History of the School**

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

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

From its inception, WVSOM has fulfilled its mission with many graduates practicing osteopathic medicine in West Virginia and other rural communities across the nation. Over the years, the school has developed a reputation for quality osteopathic medical education, innovative programs and a commitment to community service.

## **Location**

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

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

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

A major interstate network provides easy access to the urban centers of the mid-Atlantic region. Charleston, the capital of West Virginia, lies 120 miles to the west; Roanoke, Va., is 85 miles to the southeast; Washington, D.C., is 265 miles to the northeast; and Pittsburgh, Pa., lies 250 miles to the north. Other major cities and beaches on the eastern seaboard are just a few hours away by car, air or train.



## Campus

WVSOM's campus encompasses 67.3 acres, blending past and present, as historic buildings combine with 21st century classroom, laboratory and clinical facilities.

The main building houses classrooms, teaching laboratories, the James R. Stookey Library and Osteopathic Clinical Skills Lab, faculty and administrative offices.

The Center for Technology and Rural Medicine contains two modern lecture halls that are used by first- and second-year students. With more than 21,000 square feet of space, the facility also houses the Information Technology Department, a student commons area and offices for the associate dean for preclinical education.

The Admissions Center houses the WVSOM Admissions Office and is the first stop for applicants interviewing at the college. It offers an attractive reception area, a comfortable interview room and offices for the admissions and recruiting staff.

The Fredric W. Smith Science Building houses a modern gross anatomy lab that includes a state-of-the-art ventilation system, abundant natural light and a multi-purpose anatomy demonstration room that enhances the learning experience. The facility also houses a variety of laboratories where basic science faculty members conduct research projects and interested students and graduate teaching assistants can participate in research at WVSOM.

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

The Clinical Evaluation Center (CEC) is a 36,000 square foot instructional facility that opened in 2009, then was expanded in 2014. Clinical skills courses, an Osteopathic Manipulative Medicine (OMM) community clinic, electronic medical records training and clinical encounters involving standardized patients and human-patient simulators take place within the center. The CEC's numerous clinical teaching facilities are equipped with a state-of-the art integrated computerized digital recording system that documents students' clinical encounters for feedback and evaluation.

In 2016, the 67,849 square foot WVSOM Student Center opened. Considered the heart of the campus, the Student Center is graced with a soaring clock tower and features an upper terrace and lower promenade. It houses a food service area and a 1,000 seat banquet hall that can be divided into smaller rooms. There is a large, open study space, quiet study areas, a recreational room, student government offices and the Campus Store, all with natural light designed to provide students with an enhanced student environment.

Also on campus is the Robert C. Byrd Clinic, a 55,000 square foot affiliated outpatient clinic, where WVSOM clinical faculty provide quality osteopathic medical care to the community. It also serves as a training site for WVSOM students and residents.

## Technology

WVSOM strives to stay at the forefront of medical education. Technology plays an integral role in each student's education from the day they apply through the day they graduate. Prospective students can periodically check and review their application status online. Preparation for entering WVSOM is efficient and user friendly. Students use the admissions web page that provides important information and deadlines along with useful information under the Applicant Next Steps section.

All entering first-year students receive a computer laptop for use during their four years of study at WVSOM. Use of WVSOM Information Technology resources are governed by the Acceptable Use Policy that can be located on the Information Technology web page <http://www.wvsom.edu/About/it-home>. The Information Technology Department maintains several web pages that offer resources to students on many topics that are accessible from the main IT home page.

Each entering student is required to take the Acceptable Use Policy exam under the Moodle course management system. The Moodle system is a web tool used by administration to deliver online course content and exams such as Acceptable Use, Title IX and Defensive Driving. Moodle links pertinent information through each individual course in which a user is registered. It may contain course syllabi, reading material, videos and various file formats (PDF, WORD, Excel and PowerPoint) used to present relevant information. Moodle is available at <https://moodle.wvsom.edu>.

Network access is available to students in both wired and wireless environments. Students use their network username and password to access various areas of the WVSOM private website <https://my.wvsom.edu>. The institution uses the Office 365 platform for the delivery of Outlook email. WVSOM offers access to the Banner Student Self Service system where students can review grades, unofficial transcripts, financial aid and other valuable student record information. Both applicants and students can make payments on their WVSOM accounts by using the West Virginia State Treasurer's Office EPay site [http://epay.wvsto.com/WVSOM\\_ePay/wvsom1.aspx](http://epay.wvsto.com/WVSOM_ePay/wvsom1.aspx).

Student printing is available in the Technology Building, Student Center and the library for both color and black and white printing. Students are given a specific print allotment each academic year. If a student exceeds the allotment, the Accounts Receivable Department will invoice the student charges based on the overage for the year-to-date in December and May. Color printing is charged at a higher rate. A computer lab is maintained in the library for student use in addition to publically accessible computers.

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

The Clinical Evaluation Center utilizes Electronic Health Records (EHR) in all aspects of curriculum (case presentations, simulation and standardized patient encounters). EHR is accessed through students laptops, iPads and on-site computers.

During the third and fourth years, students are based throughout West Virginia for clinical training. Students on rotation can access the Clinical Education Manual via WVSOM's secure website. eMedley, an academic management system, is also used to track student schedules and will allow, in most cases, preceptors to complete and submit electronically the student's grade form. The student site evaluations also have the ability to be submitted electronically from the eMedley system <https://he.emedley.com/wvsom>.

WVSOM maintains a graduation website. From a congratulatory message to schedules and forms that need to be completed, students can complete all required documents for graduation with a few keystrokes

from their off-site location.

The Information Technology Department maintains a Help Desk to assist with hardware and software issues including mobile devices. It is located in the Technology Building and the hours of operation are 8 a.m. to 4:30 p.m., Monday – Friday. WVSOM is proud of its commitment to the latest technology. We are dedicated to staying abreast of the latest technology trends and teaching tools and continue to strive to stay on the cutting edge of medical education.

## **Library**

The library serves the curricular and lifelong learning needs of students, alumni, faculty and staff. Additionally, the library serves as a medical resource library for physicians and allied health professionals in the region. Library staff provides medical research assistance, training and outreach on medical resources and interlibrary loan requests. Library holdings include essential medical and biomed/science texts and e-books, e-journals, CME materials, audio-visual materials, medical databases and daily newspapers from local and national sources. The library also houses study areas, a conference room and a computer laboratory in the 24/7 area. Of special note are the library's unique historical collection of osteopathic resources and collection of WVSOM-related publications.

## **Campus Store**

The WVSOM Campus Store, located in the Student Center, supplies everything needed to help students complete their medical education – from required textbooks to medical equipment (stethoscope, oto/ophthalmoscope set, blood pressure kits and small tools). Students, alumni and families will find traditional WVSOM branded items such as T-shirts, sweatshirts, glassware, blankets, frames, etc. The Campus Store hours are 8 a.m. to 4:30 p.m., Monday – Friday. The Campus Store is also open during special occasions such as White Coat/Convocation, Graduation and Open Houses.

## **Robert C. Byrd Clinic**

The Robert C. Byrd Clinic (RCBC) has two locations. The main clinic is located on the WVSOM campus of and the satellite clinic is located in Rupert, W.Va. RCBC is a comprehensive nonprofit health care organization committed to providing quality primary health care to the residents of the greater Greenbrier Valley. Clinically, RCBC offers a wide range of services including family medicine, internal medicine, osteopathic manipulative medicine, nephrology, pediatric medicine, psychiatry, proctology, medical acupuncture, psychological/behavioral health, pediatric pulmonology and radiology. Laboratory services are provided by Laboratory Corporation of America (LabCorp). In 2014, RCBC received Level 2 Patient Centered Medical Home status from the National Committee for Quality Assurance (NCQA). The clinic has transitioned its practice to meet meaningful use guidelines and is committed to providing quality care close to home. RCBC offers evening appointments Monday – Thursday and Saturday morning appointments.

## **Affiliated Facilities**

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

## **Student Housing**

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

The housing listings **do not** represent an endorsement, approval or recommendation by WVSOM of the landlord, owners or management company; the quality, conditions or features of the properties; or the business practices of those involved. Listings are not reviewed, vetted or inspected by WVSOM, and we rely solely on the landlord/owner for information about the housing offerings. WVSOM, therefore, is not responsible for any issues that may arise with any property or rental agent (i.e., issues with refund of deposits or conflicts with landlords/owners). Any issues that do arise with any property or landlord/owner should be addressed directly with the landlord/owner. Although WVSOM does not assume responsibility for the quality, conditions or features of the properties, strict adherence to non-discrimination practices are required of those who list properties. Current and accepted students may access the housing directory through MyWVSOM.

## **Community Service**

WVSOM provides students with numerous opportunities to participate in service and community outreach activities. These activities complement the school's commitment to osteopathic medical education and enhance the efforts to improve the health in communities on local, state, regional, national and international levels through education and advocacy. Many of the service activities enable students to apply their skills and knowledge to assist those in need as well as further develop their own skills under the guidance of experienced faculty members.

## **WVSOM Research**

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

## Basic Requirements for Admission

- English – 6 hours
- Behavioral Science – 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 pre-requisite 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
- Medical Microbiology
- Modern Genetics
- Physiology

## Transfer Policy

Students in good standing who have successfully completed their first and/or second year at other osteopathic or allopathic medical colleges may apply for admission to WVSOM. Students in good standing may apply to transfer from WVSOM to another osteopathic or allopathic medical school or college. A student is considered to be in good standing if he/she has met the school’s academic requirements in a satisfactory manner and has demonstrated professional behavior.

### I. Transfer to WVSOM

#### A. Information:

Students requesting a transfer to WVSOM must be in good academic standing in their first and/or second year at an accredited osteopathic medical school or at an allopathic school accredited by the Liaison Committee on Medical Education (LCME). Acceptance of transfer students will be dependent upon the student’s qualifications, curricular compatibility and available space. Additional course work may be required to meet the requirements of the WVSOM curriculum. Credits may be transferred only from medical schools and colleges accredited either by the Commission on Osteopathic Accreditations (COCA) or by the LCME.

The student must provide:

1. A completed American Association of Colleges of Osteopathic Medicine Service (AACOMAS) application accompanied by a non-refundable application fee.

2. A letter from the applicant indicating why he/she wishes to transfer to WVSOM and explaining any circumstances resulting in his/her request for a transfer from his/her current medical school.
3. Official transcripts from all colleges and/or universities attended including osteopathic/allopathic medical school(s). Candidates with credentials from a college outside the U.S. are required to meet the equivalency of the minimum requirements for admission to WVSOM. Coursework taken at a foreign institution must be evaluated for U.S. equivalency by an approved evaluation service.
4. An official copy of all Medical College Admissions Test (MCAT) scores.
5. A letter from the academic dean of the osteopathic/allopathic medical college in which the student is currently enrolled giving the enrollment status of the student and the terms of withdrawal from that institution.
6. Letters of recommendation from two faculty members at the medical college where the student is currently enrolled.

**B. Requirements:**

1. Students who transfer to WVSOM from another college of osteopathic medicine must complete the last two years of instruction at WVSOM.
2. When a student transfers from an LCME accredited medical school or college to WVSOM at least two years of instruction must be completed at WVSOM.
3. A student who transfers from an LCME accredited medical school or college to WVSOM must complete all required courses in osteopathic principles and practices and osteopathic manipulative medicine before graduation.
4. Proof of U.S. citizenship or permanent resident status (green card).

**C. Process:**

1. Once complete, the transfer application file will be sent to the Admissions Committee to review the file and determine admissibility based on the student's academic record and compatibility with the mission of the institution. If found acceptable at this stage, the transfer application file will be sent to the Student Promotions Committee.
2. The Student Promotions Committee will review the file to determine compatibility with the curriculum and, if appropriate, specify the deficiencies to be addressed. If found acceptable at this stage, the transfer application file and a list of deficiencies will be returned to the Admissions Committee. If the applicant's records are found incompatible with the curriculum, the file will be returned with the recommendation to deny transfer.
3. Any transfer applicant found acceptable by the Admissions Committee and the Student Promotions Committee will be interviewed by the Admissions Committee, which makes a final recommendation to the vice president for academic affairs and dean, who, in turn, will make the final determination of acceptability regarding admission.

## II. Transfer from WVSOM

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

- A. Be in good academic standing at the time transfer is requested.
- B. Follow the WVSOM Withdrawal Policy procedures as outlined in Institutional Policy E-38.
- C. Have a letter from the WVSOM vice president for academic affairs and dean acknowledging the student's intent to transfer.

## Curriculum

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

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

WVSOM's Year 1 and Year 2 curriculum is referred to as the Patient Presentation Curriculum (PPC). This curriculum is described below.

### First-Year Curriculum

The PPC curriculum is based on the most common ways that patients present to a physician. These presentations provide the framework for the curricular structure. The Year 1 curriculum begins with a foundation course to provide basic mechanisms needed to understand the subsequent patient presentations and treatments. The year continues with relatively uncomplicated presentations organized by organ systems. Early clinical experiences are emphasized from the first week of instruction through the Clinical Skills, Osteopathic Principles and Practice and Early Clinical Exposure 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.

#### **607/FOM Foundations of Osteopathic Medicine (credit hours 4.5)**

**The course is designed to introduce basic topics in clinical sciences, biochemistry, cell biology, physiology, pharmacology, microbiology, immunology, epidemiology, anatomy and pathology. Mastery of these topics will be needed to allow student success in the patient presentation courses to follow.**

#### **610/MSK Musculoskeletal Course (credit hours 3.5)**

The course is designed to provide biomedical science and clinical science foundations needed for diagnosing, understanding the underlying disease mechanisms and treatment options for diseases and injuries of the musculoskeletal system, within the context of common patient presentations.

**609/Skin Skin Course (credit hours 2.0)**

The course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases and injuries of the skin and integumentary system within the context of common patient presentations.

**620/CV Cardiovascular Course (credit hours 2.5)**

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 cardiovascular system within the context of common patient presentations.

**643/Resp Respiratory Course (credit hours 2.5)**

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 respiratory system within the context of common patient presentations.

**645/Neuro Neuroscience Course (credit hours 3.5)**

The course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases of the central nervous system within the context of common patient presentations.

**692/B&L Blood and Lymph Course (credit hours 3)**

The course is designed to provide the basic clinical science and biomedical science foundations needed for the diagnosis and treatment of diseases of the blood and lymph system within the context of common patient presentations.

**651/GI Gastrointestinal Course (credit hours 3.5)**

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 within the context of common patient presentations.

**644/Renal Renal Course (credit hours 1.5)**

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 renal systems within the context of common patient presentations.

**680/Endo Endocrine Course (credit hours 2.5)**

The course is designed to provide the basic clinical and biomedical science foundation needed for the diagnosis and treatment of disorders of the endocrine system within the context of common patient presentations.

**685/Repro Reproductive Course (credit hours 2.0)**

The course is designed to provide the basic clinical and biomedical science foundation needed for the diagnosis and treatment of diseases and injury to the reproductive system within the context of common patient presentations.

**696 Early Clinical Encounters (credit hours .25)**

Physician shadowing experiences at the Robert C. Byrd Clinic.



### **698 Clinical Skills I Lab (credit hours 1.5)**

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 and Human-Patient Simulators.

### **699 Osteopathic Principles and Practice I (credit hours 2)**

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

## **Second-Year Curriculum**

Year 2 of the Patient Presentation Curriculum 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.

### **711/Heart (credit hours 2.0)**

The Heart Course explores the pathologic and physiologic basis of, the pharmacologic treatment for, and the clinical aspects of congenital heart and lung diseases, hypertension, myocarditis, cardiomyopathies and heart failure using a variety of modalities including lecture, TBL, application exercises and other small group activities.

### **726/Rheum (credit hours 2.0)**

The Rheum Course presents studies of the basic clinical and biomedical foundations of osteopathic medicine centered on patient presentations involving diseases affecting the joints, connective tissue and muscular systems as well as rheumatic diseases and trauma.

### **728/Repro II (credit hours 3.0)**

The Repro II Course is designed to provide the biomedical and clinical science foundation needed for the diagnosis and management of abnormal uterine bleeding, contraception, menopause, osteoporosis and pregnancy, using the context of common patient presentations.

### **736/Neuro II (credit hours 3.5)**

The Neuro II Course explores the basic clinical and biomedical foundations of osteopathic medicine centered around patient presentations involving nervous system medicine.

### **738/renal II (credit hours 1.5)**

The Renal II Course focuses on the structural, functional and integrative aspects of the kidney and urinary system that underlie the pathologic mechanisms of the disease process. It starts out with a review of the basic physiologic mechanisms that underpin renal function and continues to evolve around the differential diagnosis of kidney diseases and therapeutics through case presentations of hematuria and chronic kidney disease. The basic science and clinical concepts encompassing diabetes mellitus type II is integrated in this module, as it is the leading cause of chronic kidney disease.

### **739/CP Convulsions & Paralysis (credit hours 2.0)**

The Convulsions & Paresthesia Course is divided into three sections:

Opening scheme is dyspnea, presenting a diverse group of pulmonary pathologies including interstitial, occupational, restrictive and vascular lung disease. Secondly, working off a scheme of chest pain, ischemic and valvular heart disease is presented including EKG interpretation, pharmacology, pathophysiology and an auscultation exercise. Finally, the scheme of syncope is presented and includes cardiac arrhythmias. A TBL is presented to support knowledge of ischemic and antiarrhythmic pharmacology.

**742/GI II (credit hours 2.5)**

The GI II Course is designed to provide the basic clinical and biomedical science foundations needed for the diagnosis and treatment of diseases and injury of the gastrointestinal system. 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.

**744/BhM Behavioral Medicine (credit hours 2.0)**

The Behavioral Medicine Course provides an overview of biomedical and clinical science regarding normal and abnormal human psycho-social-behavioral development as well as psychiatric classification and diagnosis of mental illness, using the context of common patient presentations.

**747/BLIB Blood Immune Bone (credit hours 2.0)**

The BLIB Course is designed to provide the basic clinical 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.

**748/GU Genitourinary (credit hours 1.5)**

The Genitourinary Course is designed to provide the basic clinical and biomedical science foundations needed for the diagnosis and treatment of diseases and injury of the genital-urinary system. 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.

**749/Neuro III (credit hours 2.5)**

The Neuro III Course provides an overview of biomedical and clinical 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., using the context of common patient presentations.

**713/Skin II and MPF (credit hours 2.0)**

The Skin 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 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.

**795/CSII Clinical Skills II (credit hours 3.5)**

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 in ACLS, proctology, casting/splinting, suturing, death and dying,

domestic violence, and other medical procedures are included.

**731 Osteopathic Principles and Practice Lab (1.75 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 pervade 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

## **Clinical Education**

WVSOM offers students many opportunities to work directly with patients before clinical rotations in the third and fourth years of medical school. Students' initial exposure to the clinical setting takes place early in their first year when they are assigned to the Robert C. Byrd Clinic, WVSOM's on-campus health facility, shadowing a physician.

Students' exposure to clinical skills gradually increases during the first two years. They learn how to take a history, perform a physical, suture, apply and remove casts, scrub for surgical procedures and give injections as well as various other clinical skills. Students also work with the Electronic Health Record (EHR) that has become standard for practicing physicians and hospitals. This early clinical skills training prepares WVSOM students well for the start of their clinical rotations.

Students learn osteopathic manipulative medicine by practicing on each other in weekly Osteopathic Principles and Practice Lab. WVSOM faculty and osteopathic physicians from the community instruct students during lab sessions. Students also participate in numerous labs with standardized patients and human patient simulators. In these labs, students practice their communication, physical and history-taking skills prior to the beginning of Year 3.

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

Clinical education is designed to accomplish four objectives: provide ambulatory care training; provide hospital-based training; consolidate clinical knowledge and skills and how to use them in a clinical setting; and allow students, through electives, to augment their education in areas of medicine that are of special interest.

## **Statewide Campus**

Years 3 and 4 of a student's medical education are often referred to as the "clinical years" because the majority of the learning takes place in clinical settings instead of in the classroom. Clinical settings include physician offices, health centers, medical centers, hospitals, etc. Clinical sites are grouped in regional consortia (Statewide Campus sites) predominantly within the state of West Virginia. Students complete their third year required core rotations at a Statewide Campus site. During the third year, students complete eight weeks in family medicine and internal medicine and four weeks each in pediatrics, psychiatry, obstetrics/gynecology, general surgery, emergency medicine and a dean's selective. The students also choose a four-week elective. During the fourth year, students are required to complete eight weeks each in internal medicine, surgery, family medicine, and four weeks of pediatrics. In year four, students may choose the site at which they wish to complete these clinical rotations.

Additionally, students have the opportunity to choose electives in areas that fulfill their individual needs and interests. Students are required to complete 10 weeks of electives. The fourth year may be completed at their Statewide Campus site, sites of their choice, or a combination of both.

Students are involved in various educational programs at their Statewide Campus site in addition to their clinical rotation requirements. These programs may include clinical case conferences, tumor board and skills labs. Students also learn how to present clinical cases to a mix of audiences.

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

Students earn 6 credits of electives during the third year and 15 credits of electives during the fourth year.

Vacation = 12 weeks (4 weeks in Year 3 and 8 weeks in Year 4)

In addition, time is allotted for board review, orientation for Years 3 and 4, Objective Structured Clinical Examinations (OSCEs) in Year 3 and graduation Year 4.

<b>Course # / Credits</b>	<b>Rotation</b>
Third Year	
806 / 12	Family Medicine I (8 weeks)
810 / 6	Internal Medicine I (4 weeks)
811 / 6	Internal Medicine II (4 weeks)
815 / 6	Pediatrics I (4 weeks)
801 / 6	Psychiatry (4 weeks)
825 / 6	Surgery I (4 weeks)
831 / 6	Dean's Selective (4 weeks) or
832, 833 / 3 each	Dean's Selective (2 weeks each)
803 / 6	Women's Health/OB-GYN (4 weeks)
802 / 6	Emergency Medicine (4 weeks)
Fourth Year	
910 / 6	Internal Medicine III (4 weeks) or
916, 917 / 3 each	Internal Medicine III (2 weeks each)
911 / 6	Internal Medicine IV (4 weeks) or
912, 913 / 3 each	Internal Medicine IV (2 weeks each)
920 / 6	Surgery II (4 weeks) or
921, 922 / 3 each	Surgery II (2 weeks each)
925 / 6	Surgery III (4 weeks) or
926, 927 / 3 each	Surgery III (2 weeks each)

Fourth year continued	
950 / 6	Pediatrics II (4 weeks) or
951, 952 / 3 each	Pediatrics II (2 weeks each)
931 / 12	Family Medicine II (8 weeks) or
932, 933 / 6 each	Family Medicine II (4 weeks each)
835 / 6	Elective I (4 weeks) or
836, 837 / 3 each	Elective I (2 weeks each)
935 / 6	Elective II (4 weeks) or
936, 937 / 3 each	Elective II (2 weeks each)
940 / 6	Elective III (4 weeks) or
941, 942 / 3 each	Elective III (2 weeks each)
945 / 3	Elective IV
Total electives: 14 weeks	

## Statewide Campus Site Locations

### 1. South East Region

#### Greenbrier Valley Medical Center, base site

- Summers County ARH
- Robert C. Byrd Clinic
- Rainelle Medical Center

#### Princeton Community Hospital, base site

- Bluefield Regional Medical Center
- Catawba Hospital (Department of Mental Health)

#### Beckley, base site

- Raleigh General Hospital
- Beckley Appalachian Regional Hospital
- Plateau Medical Center
- Summersville Regional Medical Center
- Veterans Affairs Medical Center, Beckley
- Access Health System

### 2. South Central Region

#### Charleston, base site

- CAMC General Hospital

- CAMC Memorial Hospital
- CAMC Women & Children’s Hospital
- CAMC Teays Valley Hospital
- Boone Memorial Hospital
- St. Francis Hospital
- Thomas Memorial Hospital

**Southern Counties/Logan Regional, base site**

- Thomas Memorial Hospital
- Williamson Memorial Hospital
- Tug Valley Appalachian Regional Hospital
- Boone Memorial Hospital

**Thomas Memorial Hospital, base site**

- CAMC Teays Valley Hospital
- Charleston Area Medical Center Hospitals
- St. Francis Hospital
- Boone Memorial Hospital

### **3. South West Region**

**St. Mary’s Medical Center, base site**

- Our Lady of Bellefonte Hospital
- Cabell Huntington Hospital
- Pleasant Valley Hospital
- River Park Hospital
- CAMC-Teays Valley
- King’s Daughters Medical Center

**Our Lady of Bellefonte, base site**

- St. Mary’s Medical Center
- Pleasant Valley Hospital
- River Park Hospital
- Kings Daughters Medical Center
- Cabell Huntington Medical Center

**Holzer Medical Center, base site**

- Pleasant Valley Hospital
- River Park Hospital

### **4. Northern Region**

**Ohio Valley Medical Center, base site**

- East Ohio Regional Hospital
- Weirton Medical Center
- Wheeling Hospital
- Washington Hospital
- Reynolds Memorial Hospital
- Southwest Regional Medical Center

- Trinity Health Systems
- Wetzel County Hospital

**Weirton Medical Center, base site**

- Ohio Valley Medical Center
- East Ohio Regional Hospital
- Southwest Regional Medical Center
- Wheeling Hospital
- The Washington Hospital
- Trinity Health Systems

**Wheeling Hospital, base site**

- East Ohio Regional Hospital
- Weirton Medical Center
- Ohio Valley Medical Center
- Washington Hospital
- Reynolds Memorial Hospital
- Southwest Regional Medical Center
- Trinity Health Systems
- Wetzel County Hospital

## **5. Central East Region**

**United Hospital Center, base site**

- Davis Medical Center
- Fairmont General Hospital
- William R. Sharpe Jr. Hospital
- Veterans Affairs Medical Center, Clarksburg
- St. Joseph’s Hospital-Buckhannon
- Stonewall Jackson Memorial Hospital
- Mon Health Medical Center

**Davis Medical Center, Elkins and St. Joseph’s Hospital, Buckhannon, base site**

- Braxton County Memorial Hospital
- William R. Sharpe Jr. Hospital
- Stonewall Jackson Memorial Hospital
- United Hospital Center

**Mon Health Medical Center, base site**

- William R. Sharpe Jr. Hospital
- Veterans Affairs Medical Center, Clarksburg
- United Hospital Center

## **6. Central West Region**

**Camden Clark Medical Center, base site**

- Promedica Toledo Hospital
- Jackson General Hospital
- Minnie Hamilton Health Center



- Roane General Hospital
- Marietta Memorial Hospital
- William R. Sharpe Jr. Hospital

**Marietta Memorial Hospital, base site**

- Camden Clark Medical Center
- Promedica Toledo Hospital
- Jackson General Hospital, Ripley
- Minnie Hamilton Health Center
- William R. Sharpe Jr. Hospital

## **7. Eastern Region**

**Berkeley Medical Center, Martinsburg, base site**

- Jefferson Medical Center
- Virginia Medical Center, Martinsburg
- Frederick Memorial Hospital
- Harpers Ferry Family Medicine

**Martinsburg, VA Medical Center, base site**

- War Memorial Hospital
- Grant Memorial Hospital
- Hampshire County Hospital
- Meritus Medical Center
- Western Maryland Regional Medical Center

**Frederick Memorial Hospital, base site**

- War Memorial Hospital
- Hampshire Memorial Hospital
- Potomac Valley Hospital
- Meritus Medical Center

**Meritus Medical Center, base site**

- Martinsburg, VA Medical Center
- Potomac Valley Hospital
- Hampshire Memorial Hospital
- War Memorial Hospital

**Grant Memorial Hospital, base site**

- Frederick Memorial Hospital
- Potomac Valley Hospital
- Western Maryland Regional Medical Center
- Hampshire Memorial Hospital
- QCI Behavioral Health
- Pendleton Community Care

### **State Authorization of Postsecondary Education**

*The West Virginia School of Osteopathic Medicine is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.*

## **Postdoctoral Training**

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

An OPTI is a community-based training consortium consisting of at least one college of osteopathic medicine and its affiliated training hospitals, clinics and other health care facilities. OPTIs have been approved by the AOA to sponsor osteopathic postdoctoral training programs (internships, residencies and fellowships) effective July 1, 2012. OPTIs add value to graduate medical training by ensuring the integration of osteopathic principles and practices, encouraging clinical medical education research, and enhancing the quality of curricular design, educational assessment and program delivery. Partnerships between academic medicine, hospitals and community-based clinics allow resources to be combined and enhanced.

In 2020 the AOA will sunset on residency accreditation and residency programs. Currently, AOA residency training sites are undergoing a change to a Single Accreditation System in partnership with the Accreditation Council for Graduate Medical Education (ACGME). All current Mountain State OPTI training programs are in the process of application for ACGME accreditation, or have achieved ACGME accreditation, and are also seeking Osteopathic Recognition status to ensure osteopathic graduate medical education continues for our students.

Student rotations are available at all affiliated hospitals and in most specialties. Educational programming is designed to provide medical students, interns and residents with an array of learning opportunities that will facilitate the trainee's ability to become a 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.

## **Mountain State OPTI Partners**

The Mountain State OPTI (MSOPTI) is a consortium consisting of WVSOM, as the central academic partner, and regional hospitals and training institutions offering both AOA and dual-accredited AOA/ACGME postdoctoral training programs. A variety of residency specialties are offered, with traditional osteopathic internships and osteopathic recognition available at some hospital training sites. Contact the MSOPTI office for more information. Current MSOPTI programs include:

Access Health Teaching Health Center, Beckley, WV\*

- Family Practice Residency++

Camden Clark Medical Center, Parkersburg, WV\*

- Internal Medicine Residency++

Charleston Area Medical Center, Charleston, WV\*

- Emergency Medicine Residency++
- Cornerstone Care Teaching Health Center, Mount Morris, PA
- Family Practice Residency+

Greenbrier Valley Medical Center, Ronceverte, WV\*

- Family Practice Residency++
- Traditional Osteopathic Internship
- Geriatric Medicine Fellowship
- Neuromusculoskeletal Medicine Residency
- Neuromusculoskeletal Medicine Plus One Residency
- Osteopathic Neuromusculoskeletal Medicine Residency ++

Ohio Valley Medical Center, Wheeling, WV\*

- Emergency Medicine Residency+ with Osteopathic Recognition
- Emergency Medicine/Internal Medicine Residency
- Internal Medicine Residency++

Our Lady of Bellefonte Hospital, Ashland, KY\*

- Family Practice Residency
- United Hospital Center, Bridgeport, WV\*
- Dual-accredited Family Practice Residency+

Wheeling Hospital, Wheeling, WV\*

- Dual-accredited Family Practice Residency +
- Geriatric Medicine Fellowship
- Osteopathic Recognition +

**Associate Partners/Affiliate Members, and Supporters offering Clinical Rotations:**

Beckley Veterans Administration Hospital, Beckley, WV\*(Supporter)

Meritus Medical Center, Hagerstown, MD\* (Associate Partner) – Anticipate new Family Medicine Residency program Start-up – July 1, 2018.

Monongalia General Hospital, Morgantown WV\* (Supporter)

The Toledo Hospital, Toledo, OH\*(Affiliate Member)

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

*+Indicates the program has ACGME accreditation*

*++Indicates the program has ACGME pre-accreditation*

**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 <http://www.wvsom.edu/Admissions/graduate-data>.

**Objective Structured Clinical Examination**

Students are required to take a practical examination called the Objective Structured Clinical Examination (OSCE) at the end of the second and third year. Students are required to pass both of these OSCEs before being allowed to progress further into their clinical rotations.

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.

## **National Board (COMLEX) Pass Rates**

The past five 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 <http://www.wvsom.edu/Admissions/graduate-data>.

## **Human-Patient Simulators**

WVSOM also utilizes Human-Patient Simulators (HPS) to enhance students' clinical skills training. The high-fidelity simulators are full-size, interactive, computerized mannequins that allow WVSOM medical students to confront real world patient situations in a safe, controlled clinical training environment. WVSOM has 24 simulators: 17 adults, five children, and two newborns.

The simulators can be programmed to create virtually any scenario for training purposes. With the ability to deliver such a wide array of medical emergencies, the simulators are valuable learning tools. Students, working as a team, interview, diagnose and treat "patients" in a controlled, simulated environment. This is immediately followed by a debrief session on the medical simulation.

## **WVSOM's Rural Health Initiative Program\***

The mission of the Rural Health Initiative program (RHI) 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 rural, 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 during rural rotations, 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 clinical exposure to a new level of engagement.

To learn more about WVSOM's RHI Program, email [ruralhealthinitiative@oste.wvsom.edu](mailto:ruralhealthinitiative@oste.wvsom.edu)

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

## **Southeastern Area Health Education Center**

The Southeastern Area Health Education Center (AHEC) is located on the WVSOM campus under Mountain State Osteopathic Postdoctoral Training Institutions. AHEC's mission is to integrate graduate teaching programs in primary care with state supported undergraduate health professions training programs in rural underserved communities. Third- and fourth-year medical students have opportunities to participate in an AHEC interprofessional team comprised of medical residents and other health disciplines (medical, nursing, pharmacy, dental, allied health) to work on a community health intervention. To learn more about AHEC, visit [www.wvsom.edu/programs/ahec](http://www.wvsom.edu/programs/ahec).

## **Student Support Services**

A variety of academic support and personal counseling services are available to students through the ASPIRE program. ASPIRE offers academic testing and support services provided by licensed professional counselors.

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

## **Student Dress Code**

All students are expected to dress in a manner that demonstrates respect to other students, faculty, administration, patients, standardized patients and guests to the school. The dress code is designed to communicate cultural sensitivity, address concerns of infection control and to demonstrate professionalism. A complete description of the Student Dress Code is available in the Student Handbook.

## **Attendance Policy**

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

The course director retains the right to modify the syllabus. All modifications to the syllabus must be approved by the appropriate associate dean with reasonable notice (written, including email) to students.

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

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

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

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

## **Insurance Coverage Policy**

All students will be enrolled in a student health insurance policy beginning on the date of matriculation and continuing through the student's graduation. All students shall be required to pay a student health insurance fee that provides for that coverage. Students may apply for a waiver of the health insurance fee by providing satisfactory proof of health insurance coverage that is equivalent. See Policy: ST-5:

<http://www.wvsom.edu/sites/default/files/u60/ST-05%20Student%20Health%20Insurance%20%2805-20-15%29.pdf>

## **Student 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 at the Robert C. Byrd Clinic. The health service fee will not be applied to:

- Health insurance policy deductible.
- Health care rendered off site (hospital, laboratory services, radiology fees, etc.).
- Health care services provided by non-owned entities at the Robert C. Byrd Clinic facility. This currently include Laboratory Corporation of America (LabCorp) and any services or procedures specifically excluded by your insurance policy.

## **Health Precautions**

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

## **Audit Policy**

Audit students are those who are taking the class only for purposes of refreshing or acquainting themselves with the material offered in the course. Auditing will be allowed only if there is adequate space available in the class and the audit is approved in writing by the course coordinator/system chair and the vice president for academic affairs and dean. Registered students, faculty and staff of WVSOM will be eligible to audit a class at WVSOM. Attendance and other requirements for auditors shall be determined by the instructor of the course being audited. It is not possible to change a course status from audit to credit. No tuition will be charged. All applicable fees for the course will be charged. The student will be expected to attend the lectures and laboratories. No examination(s) will be administered. NO CREDIT WILL BE AWARDED. Any deviation from this policy must be approved by the vice president for academic affairs and dean.

## **Tuition, Fees and Expenses**

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

A formal registration period shall begin on the first day of the academic semester, or a day so designated, and shall extend for a period of three days thereafter. Beginning with the fourth day thereafter and extending through the 10<sup>th</sup> day thereafter, a late registration fee shall be assessed to each individual not having paid the tuition and fees during the regular registration period. Students whose tuition and fees are to be paid directly to the institution by third party agents must provide written documentation to the Office of Business Affairs before or during the registration period.

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

## **Financial Aid**

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

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

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

## Loan Programs

- Federal Unsubsidized Stafford Loan: non need-based loan for up to \$47,167 based on grade level. Interest rate is fixed at 6 percent Interest accrues from the date of first loan disbursement. Origination fee of up to 1.069 percent
- Graduate Professional Plus Loan: Federally insured loan at a fixed interest rate of 7 percent origination fee of 4.276 percent charged up front. Interest accrues from the date of the first disbursement. Eligibility up to budget maximum less other aid.

## 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.

- Institutional and Privately Funded Scholarships: a limited number of scholarships are available through WVSOM.
- 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.
- Health Professions Scholarship Programs: full scholarship awarded through a branch of the Armed Forces. Contact your local Armed Forces recruiter for more information.
- Federal Work Study Program: campus-based, federally-funded program that allows students to work during the summer and part-during the academic year.
- National Health Service Corps scholarships: Visit the NHSC website or contact Dr. David Brown at WVSOM.
- Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students Program: A limited number of Scholarships are available for qualifying students through this grant-funded program. The scholarship application is available on the WVSOM website at: [www.wvsom.edu/sites/default/files/u16/HRSA-Application.pdf](http://www.wvsom.edu/sites/default/files/u16/HRSA-Application.pdf). Contact Rebecca Morrow for further information.

## Procedures for Applying for Financial Aid

The Financial Aid Office will provide each student with financial aid information each year. It is the student's responsibility to complete all the necessary forms. WVSOM uses the Free Application for Federal Student Aid (FAFSA) as the official needs analysis document. This application should be filed as early as possible, but no later than April 1 for returning students. Students must maintain satisfactory academic progress as described in the Financial Aid Guide. All students who receive financial aid must complete both an entrance interview and an exit interview that is available online.



## Tuition and Fees Refund Schedule

The following refund schedule will pertain to:

### I. First-Time Enrollees

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

Academic Year (semester)	
• During the first and second weeks . . . . .	90% refund
• During the third week . . . . .	80% refund
• During the fourth and fifth weeks . . . . .	70% refund
• During the sixth week . . . . .	60% refund
• During the seventh and eighth weeks . . . . .	50% refund
• During the ninth week . . . . .	40% refund
• During the tenth week . . . . .	No refund

### II. Continuing Students

Students who officially withdraw from school during a regular period.

• During the first and second weeks . . . . .	90% refund
• During the third and fourth weeks . . . . .	70% refund
• During the fifth and sixth weeks . . . . .	50% refund
• Beginning with the seventh week . . . . .	No refund

### III. Students in Special Academic Programs

Students enrolled or participating in special academic programs.

• During the first 13% of the program . . . . .	90% refund
• From 14% to 25% of the program . . . . .	70% refund
• From 26% to 38% of the program . . . . .	50% refund
• After 38% of the program . . . . .	No Refund

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

## Student Organizations

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

Community service projects developed and run by students provide support and assistance to those in need in Greenbrier County, other parts of the state, across the country, and even internationally. Students have numerous opportunities to work with diverse populations to prepare for practice in a global society. Below is a current list of WVSOM student organizations:

AMERICAN COLLEGE OF OSTEOPATHIC FAMILY PHYSICIANS (ACOFPP)  
AMERICAN GERIATRICS SOCIETY – WVSOM CHAPTER  
AMERICAN COLLEGE OF OSTEOPATHIC OBSTETRICIANS & GYNECOLOGISTS (ACOOG)  
AMERICAN COLLEGE OF OSTEOPATHIC NEUROLOGISTS AND PSYCHIATRISTS (ACN-ACONP)  
AMERICAN OSTEOPATHIC COLLEGE OF PHYSICAL MEDICINE AND REHABILITATION (AOCPMR)  
ASSOCIATION OF MILITARY OSTEOPATHIC PHYSICIANS AND SURGEONS (AMOPS)  
ATLAS CLUB - ETHMOID CHAPTER  
CHRISTIAN MEDICAL AND DENTAL ASSOCIATION (CMDA)  
DELTA OMEGA/NATIONAL OSTEOPATHIC WOMEN PHYSICIANS ASSOCIATION (NOWPA)  
DOCARE WVSOM Chapter  
INTEGRATIVE MEDICINE  
JEWISH MEDICAL STUDENT ASSOCIATION  
MEDICAL STUDENTS FOR CHOICE (MSFC)  
MEDICAL MUSLIM STUDENT ASSOCIATION (MMSA)  
PATHOLOGY  
RESEARCH  
SIGMA SIGMA PHI – NU CHAPTER (SSP)  
STUDENT AMERICAN ACADEMY OF OSTEOPATHY (SAAO)  
STUDENT OSTEOPATHIC INTERNAL MEDICINE ASSOCIATION (SOIMA)  
STUDENT OSTEOPATHIC MEDICAL ASSOCIATION (SOMA)  
STUDENT CHAPTER OF THE AMERICAN OSTEOPATHIC ACADEMY OF SPORTS MEDICINE (SC-AOASM)  
STUDENT ASSOCIATION OF THE AMERICAN COLLEGE OF OSTEOPATHIC PEDIATRICIANS (SAACOP)  
STUDENT ADVOCATE ASSOCIATION (SAA)  
STUDENT AMERICAN OSTEOPATHIC ACADEMY OF ORTHOPEDICS (SAOAO)  
STUDENT CHAPTER OF THE AMERICAN COLLEGE OF OSTEOPATHIC EMERGENCY PHYSICIANS (SCAOEP)  
STUDENT OSTEOPATHIC SURGICAL ASSOCIATION (SOSA)  
WILDERNESS MEDICINE

## **Diversity and Social Justice**

WVSOM is committed to fostering an educational environment that values the development of human potential, cultural and ethnic diversity, and understanding. 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.

## **Center for International Medicine and Cultural Concerns**

WVSOM's Center for International Medicine and Cultural Concerns (CIMCC) offers one of the most diverse international medical studies programs among medical schools. CIMCC works with individual students and student groups to create travel opportunities to underserved communities in Asia, Central and Latin America, the Caribbean, and Southern and Western Africa. Traditional European placements are also available but we encourage training in underserved communities. All students may participate in spring break service and mission medical team trips. Third-year students can complete a four-week rotation and fourth-year students may complete four- to eight-week clinical rotations in all medical practice subject areas. WVSOM CIMCC provides students with opportunities to learn experientially about practical and specialized medicine in clinical and research settings on a global platform. For more information on the international program email [cimcc@osteo.wvsom.edu](mailto:cimcc@osteo.wvsom.edu).

## **The Founders' Activity Center and Intramural Sports**

The Founders' Activity Center, WVSOM's on-campus fitness facility offers a regulation basketball court, cardiovascular machines, resistance machines, weights, lockers and shower facilities for the campus community. A secure prox card entry allows for 24-hour access to the center.

Students, faculty and staff also take time away from the demands of academics to participate in recreational sports and fitness activities. Sports such as flag football, soccer, volleyball and basketball serve to bring everyone together, strengthening the bonds of friendship and community. Other intramural sports are organized and sponsored by various student groups throughout the year.

## **Special Topics/Programs**

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

## **Celebrations of Community**

WVSOM prides itself on the strong sense of community shared by students, faculty and staff. Throughout the year, the WVSOM community comes together to celebrate its mission, accomplishments and special occasions. Celebrations include the Convocation and White Coat Ceremony, the Grand Affair, State of the School Address, Celebrate Osteopathic Medicine week, Spring Awards Ceremony, Employee Recognition luncheon, Graduation week and Commencement.

## **Student Government Association**

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

## Promotion and Degree Requirements

The faculty closely monitors students' academic progress during the academic year. Promotion from one year of study to the next is not automatic. Students are required to complete and pass all requirements of the curriculum of each academic year before progressing to the next year of training. Cases of academic deficiency are considered on an individual basis and the Student Promotion Committee may recommend remedial work when appropriate. Students are informed in writing of any deficiencies. At the end of each school year, all students are advised concerning their academic standing. In order for students to be eligible for graduation, the Student Promotion Committee will make recommendations to the vice president of academic affairs and dean for all students that have met requirements. For more detailed information, refer to the WVSOM Student Handbook.

## Degree Requirements

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

1. is at least 21 years of age;
2. has attended four years at a Commission on Osteopathic College Accreditation (COCA) accredited College of Osteopathic Medicine or a Liaison Committee on Medical Education (LCME) accredited Allopathic School of Medicine, the last two of which must be at the West Virginia School of Osteopathic Medicine;
3. has successfully completed all academic preclinical and clinical work;
4. has demonstrated ethical, personal and professional qualities deemed necessary for the continued successful study and practice of osteopathic medicine;
5. has satisfactorily discharged all financial obligations to the school;
6. has passed COMLEX USA Level 2-CE of the National Board of Osteopathic Medical Examiners (NBOME)–(Institutional Policy E-23);
7. has passed COMLEX USA Level 2-PE;
8. has satisfactorily completed all requirements for graduation as attested to by the Student Promotions Committee, has been recommended by vote of the faculty and approved by the WVSOM Board of Governors;
9. attends in person the ceremony at which the degree is to be conferred. Under extenuating circumstances, the requirement to personally attend the ceremony may be waived by the vice president for academic affairs and dean or president; and
10. has participated in all required exit interviews and completed all required surveys.

In accordance with the graduation policy, students who complete the requirements for graduation after May 31, but before Dec. 31, of a calendar year, may submit a written request to the vice president for academic affairs and dean no less than 30 days in advance of commencement to participate in the graduation activities, including commencement with the class with which they have been associated.

No participation will be allowed unless approved by the vice president for academic affairs and dean. Based on the graduation procedure, permission will be granted, in most cases, providing the student's anticipated completion date occurs prior to December 31 of that year. A diploma will not be granted at the ceremony. For students completing the requirement after the May date of graduation, diplomas will be dated on the day in which all requirements are met.

## **Continuing Medical Education**

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

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

## **Physician Retention and Placement**

WVSOM offers an active physician placement assistance program. The program helps its graduates match skills and location preferences with existing health care needs. The Physician Placement Office keeps a listing of opportunities and coordinates with the state office of Recruitment and Retention in Charleston. The director of the office of recruitment and retention makes annual presentations on campus as well as Statewide Campus sites on the current scholarships and loan reimbursement opportunities for rural primary care practice in order to demonstrate that primary care medicine is financially viable as well as rewarding. The director also attends national and regional osteopathic meetings to keep current with expanding physician needs of our graduates as well as recruiting graduates for faculty positions in Lewisburg and the Statewide Campus locations.

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*Statewide Campus Regional Assistant Dean, Northern Region*

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*Statewide Campus Regional Assistant Dean, Central West Region*

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## **West Virginia School of Osteopathic Medicine Foundation, Inc.**

The West Virginia School of Osteopathic Medicine Foundation, Inc., established in 1978, is dedicated to assist and strengthen in every proper and useful way the advancement of the West Virginia School of Osteopathic Medicine. Its mission is to employ sound financial management to support the WVSOM through a culture of philanthropy and fundraising. The foundation, overseen by a Board of Directors and administered by an executive director, is a supporting organization to WVSOM needs. The duties of the foundation include oversight of student scholarships, the WVSOM Endowment Fund, and short-term student loans, as well as financial stewardship of student club accounts. The foundation also manages facility rentals of the Roland P. Sharp Alumni Center and has been instrumental in securing funding for the expansion of the Clinical Evaluation Center, as well as the development and construction of the Student Center.

The foundation is a private, 501(c)3 organization as designated by the IRS. 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.

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## Internal Medicine

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Maurice Nida, M.D.  
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## Internal Medicine, continued

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Jeffrey Shultz, M.D.	Michael Tolino, M.D.	

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## Geriatrics

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## Neurology

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Asif Rahman, M.D.  
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## Pulmonology

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## Gastroenterology

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## **Occupational Medicine**

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## **Infectious Disease**

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Jawal Suleman, M.D.  
David Tingler, M.D.  
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## **Rheumatology**

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## **Plastic Surgery**

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## **Endocrinology**

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James McCurry, M.D.  
Jeremy Soule, M.D.

## **Osteopathic Oath**

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

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

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



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