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You're invited to celebrate the
Installation
of
James W. Nemitz, Ph.D.
WVSOM PRESIDENT

HONORING OUR HERITAGE • LIVING OUR MISSION • ENGAGING OUR FUTURE

The West Virginia School of Osteopathic Medicine would be honored to have you join us in celebrating the installation of James W. Nemitz, Ph.D. as WVSOM's 7th president.

FRIDAY, SEPT. 28, 2018

Presidential Installation Ceremony
4 p.m. • Ceremony begins at 4:15 p.m.
Conference Center in the WVSOM Student Center
(Music by Greenbrier Valley Chorale and the Greenbrier Academy for Girls)

Dinner and celebration
5:30 p.m.
(Entertainment by Ramp Supper Band, followed by the RiverJam Band and dancing)

RSVP BY SEPT. 14
www.wvsom.edu/installation
(304) 647-6400



HONORING OUR HERITAGE • LIVING OUR MISSION • ENGAGING OUR FUTURE

Installation
of
James W. Nemitz, Ph.D.
WVSOM PRESIDENT

September 28, 2018



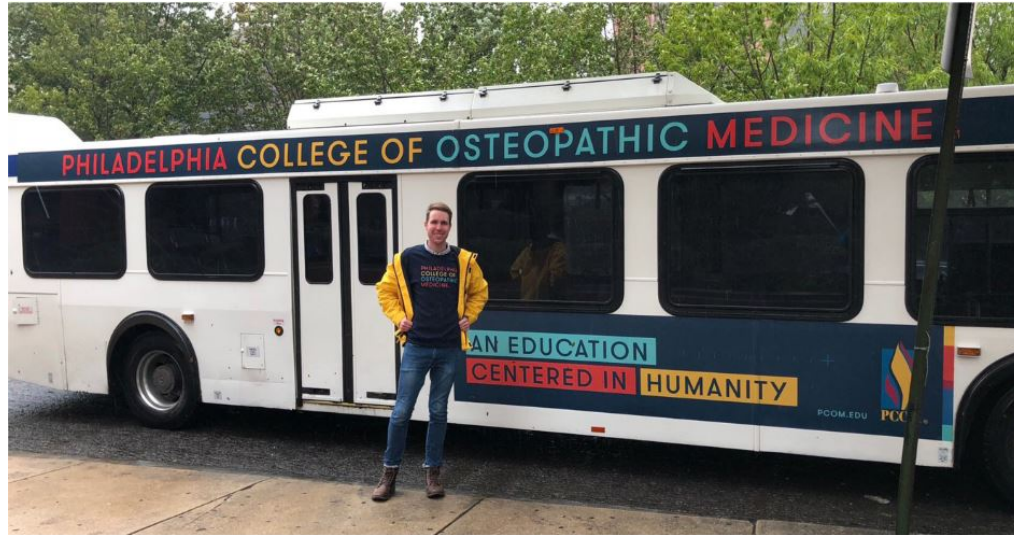
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ANNUAL REPORT SECOND PLACE: LUCOM



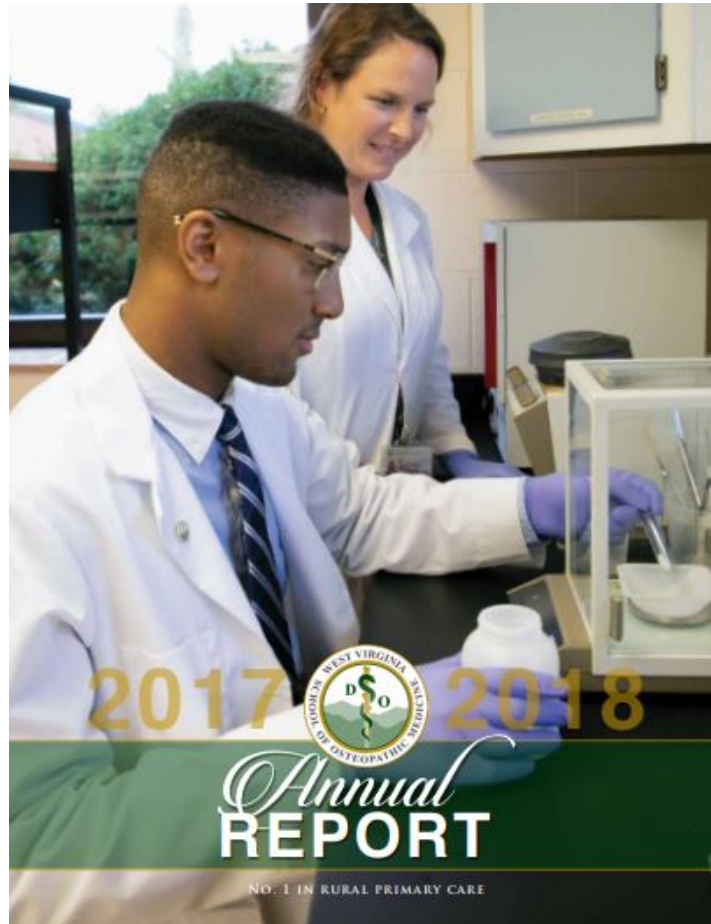
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ANNUAL REPORT FIRST PLACE: WVSOM



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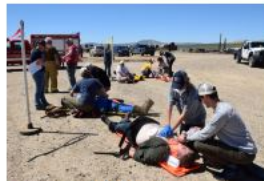
FEATURE STORY/ARTICLE THIRD PLACE: RVUCOM

Pushing the Limits of Treatment in Rural America

"We were immersed in smoke, the fire alarms were blaring, the adrenaline was pumping, people were screaming for help. We walked through dark classrooms, looking for victims." First-year student Jordan Wilkes described the scene he encountered while at an elementary school in Baggs, Wyoming. Despite knowing that this scenario was not real, it didn't stop students from feeling tense, panicked, and more than a little emotional. With the rise of school shootings in our country, this scene is becoming terrifyingly common. With victims being portrayed by both adults and children with realistic wounds, the situation felt very real to the students: "The school shooting scene was close to home and it made me truly imagine that this could be a very real situation for any of us. The acting and moultage made the experiences that much more real, as well. I couldn't believe I saw blood squirting out of limbs, but it could very well be what we see during a mass casualty incident."



The shooting scenario was one of three scenes created for students during the weekend in Baggs. This annual training exercise is offered to students in the Rural and Wilderness Medicine Track to introduce them to the concept of physician-as-first-responder. While many physicians will never experience being a first responder on a scene, that is not the case for rural physicians. Oftentimes, they are one of the first (and maybe the *only*) medical personnel at the scene of an accident or disaster. The students worked closely with EMTs from Little Snake River EMS, firefighters, and law enforcement, similar to a real-life rural emergency.



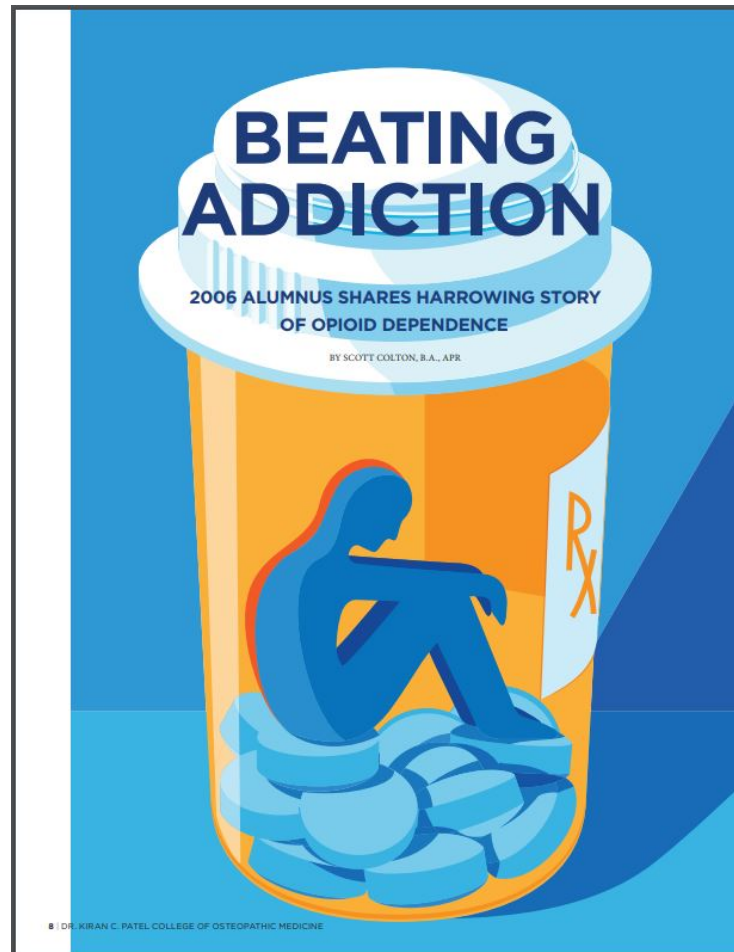
During the shooting scenario, students unexpectedly grappled with an ethical issue: prioritizing and treating the shooter. "As we moved patients out of the school," described SD Wilkes, "the wounded and handcuffed shooter was lying next to the treatment area. Most of us passed by [him] as we transported patients. It took us a while to *man* to help the shooter because we felt more of an obligation to help [the] victims...even though some of their wounds were not as serious. By the end of the scenario, though, we realized that the shooter was still a patient that needed our attention." Multiple students reflected later on having to come to terms with "treating the bad guy."

During another scenario, students were informed that an explosion had taken place at an oil and gas facility. Upon arriving in an ambulance, they found victims with burns, carbon monoxide poisoning, broken arms, disorientation, and more. Students learned to triage and prioritize patients, determine the mode of transport (ambulance or helicopter), and to work on a medical team, all while factoring in environmental hazards, working in tight or potentially dangerous spaces, dealing with distractions, and more. "I learned how difficult it is [to] arrive on a scene and take a minute to check if the environment is safe," said Rebecca Grenvik, OMS I, who was chosen as the incident commander for the first scenario. "I wanted to run and find a patient to care for but had to stay back and strategize how to communicate with each team of responders. It was great to have that leadership opportunity to really test my skills."

While not participating in a scenario, many of the first responders also took time to teach the students important skills. "I was taught how to start an IV and intubate a patient, which I didn't expect to learn for years!" said SD Grenvik. "[They] were beyond amazing...always excited and eager for us to learn everything we could. I wish I had more time to listen to their experience and soak in more knowledge from them. I have a newfound respect for [first responders] after spending time with them and seeing firsthand how much they do for the patients and how much incredible knowledge they have. I would not trade this experience for anything...it was hands-down the best experience I had during my first year of medical school!"



FEATURE STORY/ARTICLE SECOND PLACE: NSU-KPCOM



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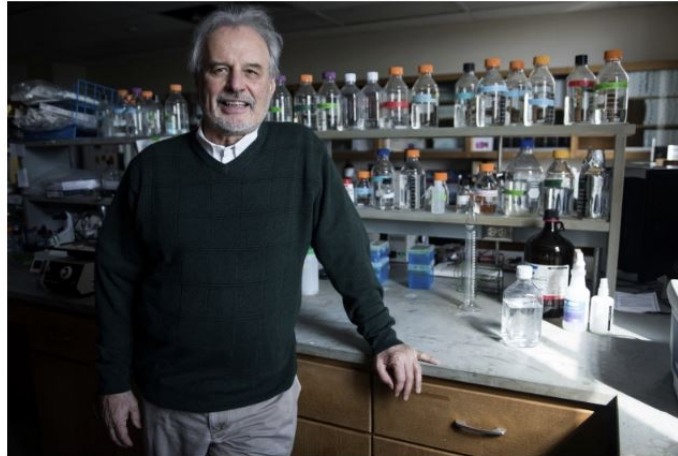
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FEATURE STORY/ARTICLE FIRST PLACE: OU-HCOM

DECEMBER 17, 2018 / by OHIO UNIVERSITY HERITAGE COLLEGE OF OSTEOPATHIC MEDICINE

The research odyssey of John Kopchick



Dr. John Kopchick poses for a portrait in his lab at Ohio University in Athens, Ohio on March 28, 2018.

"It all started with a little mouse."

That's how molecular biologist and standout Heritage College faculty researcher **John Kopchick, Ph.D.**, recalls the scientific discovery that has helped shape his career; improved the lives of people suffering from acromegaly; opened new pathways for research into obesity, diabetes, cancer and aging; and earned Ohio University millions in drug royalties.

That little mouse was the surprise outcome of an experiment more than 25 years ago.

Kopchick, who came to Ohio University in 1987 as holder of the Milton and Lawrence H. Goll Eminent Scholar Endowed Professorship of Molecular and Cellular Biology in our medical college and director of the growth, diabetes and obesity section of the then-new Edison Biotechnology Institute, was working with a graduate student to modify the DNA of a laboratory mouse.



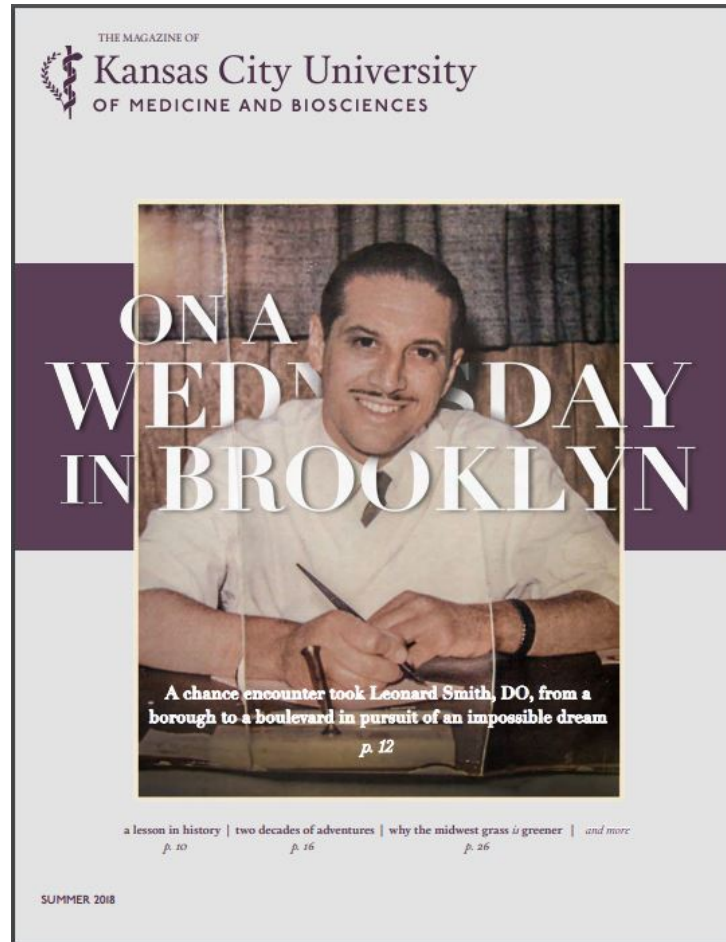
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MAGAZINE THIRD PLACE: KCUCOM



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MAGAZINE FIRST PLACE: ATSU

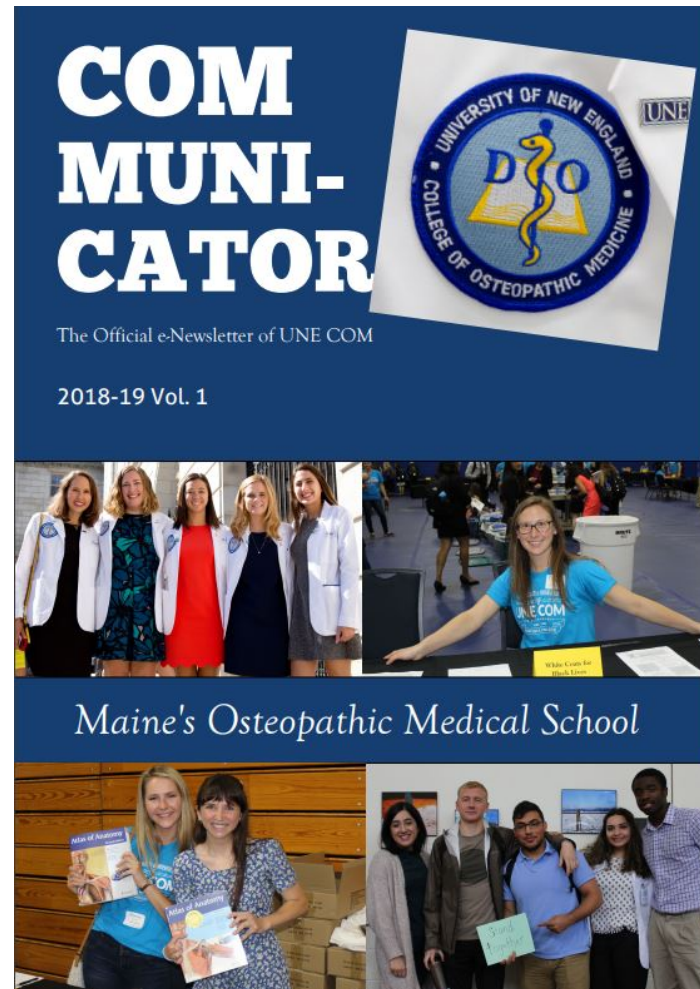


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NEWSLETTER THIRD PLACE: UNE COM



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NEWSLETTER SECOND PLACE: ICOM



A quarterly publication providing the latest news, updates & stories on Idaho's first medical school.

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NEWSLETTER FIRST PLACE: RVUCOM

RUBY VISTA UNIVERSITY **VISTA VIEW** April 2018 Newsletter

RVUCOM Receives Numerous Accolades at ACOFP
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PODCAST OR VIDEO THIRD PLACE: OU-HCOM



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CAREERS IN CARE LEAD HERE



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PODCAST OR VIDEO SECOND PLACE: ARCOM



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PODCAST OR VIDEO FIRST PLACE: OU-HCOM



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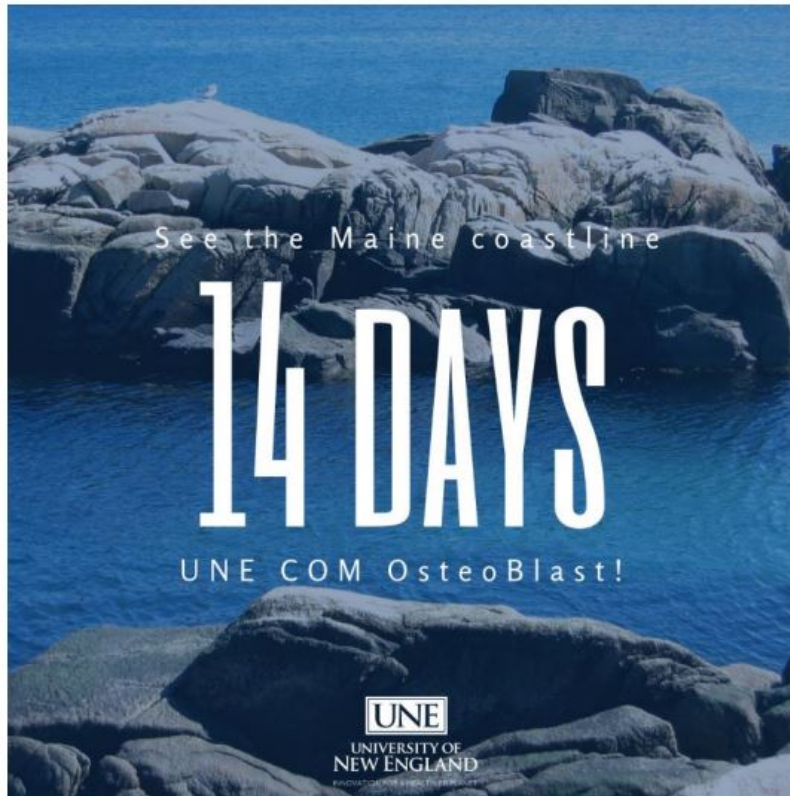


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com_at_une Med school + beach =
COM Students, what's your
favorite local beach? Comment below
#OsteoBlast18 #unecom
#classof22 #seaside #medschool

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MARCH 31, 2018

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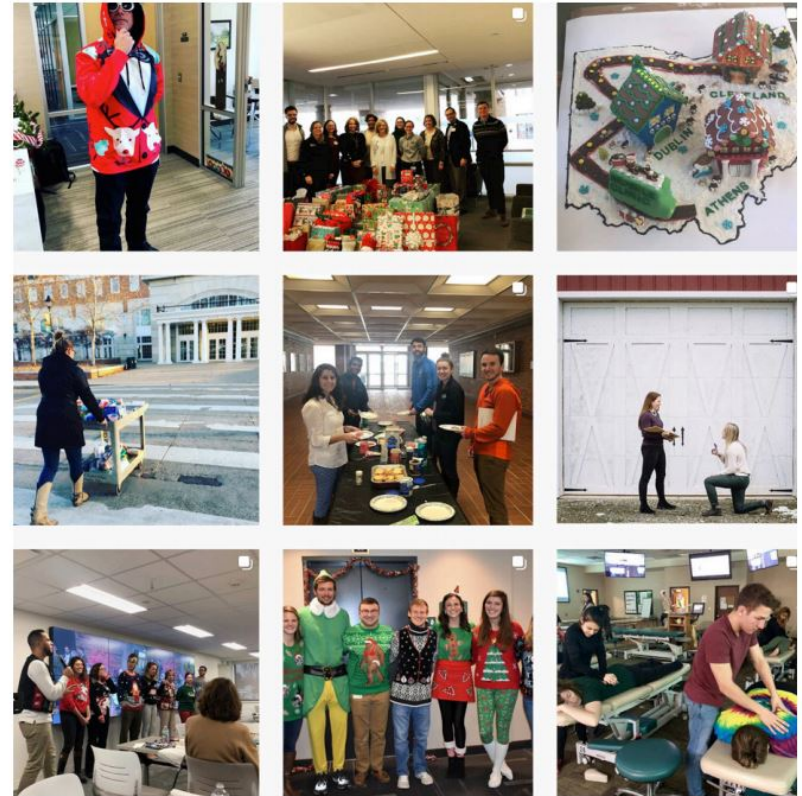
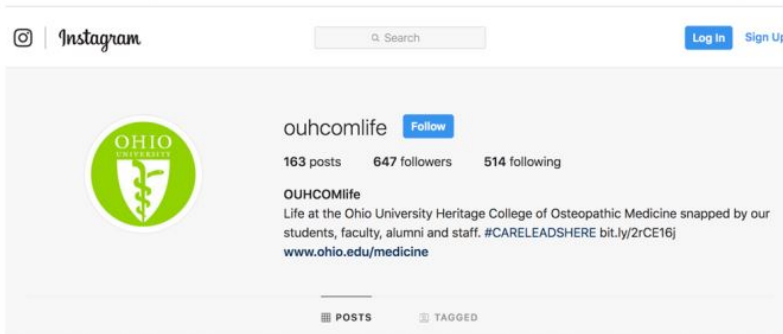
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SOCIAL MEDIA SECOND PLACE: OU-HCOM



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SOCIAL MEDIA FIRST PLACE: ATSU

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In Kirksville and Mesa,
Their colleagues agreed.
"Together we'll conquer
That Facebook newsfeed!"

Each month now they meet
To make content retweetable
In reach and engagement
ATSU is unbeatable.

ATSU **A.T. Still University**
April 27, 2018 · 🌐

In honor of #TellAStoryDay, we'd like to share the story of ATSU's social media committee. ❤️

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WEBSITE THIRD PLACE: ARCOM



The ARCOM Difference

The ARCOM Difference is...its curriculum!

The Arkansas College of Osteopathic Medicine utilizes an innovative "heli" curriculum comprised of lecture, team-based, and interactive learning strategies. Courses are integrated across all biomedical science courses each semester using a systems-based approach. Each turn of the helix revisits biomedical concepts learned from the previous semester and applies this newly acquired knowledge in order to understand more complex system interactions. The majority of the courses include a team-based learning component in which the students apply their knowledge in solving case-based problem scenarios. This type of educational tool has been shown to be particularly successful in keeping students engaged in their own learning while building critical thinking skills, team interaction, and medical professionalism.



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WEBSITE SECOND PLACE: OU-HCOM



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WEBSITE FIRST PLACE: PCOM

The screenshot shows the PCOM website homepage. At the top, the PCOM logo and name are on the left, and navigation links (APPLY, REQUEST INFORMATION, VISIT, DONATE, CONNECT, QUICK LINKS) and a search icon are on the right. Below the navigation is a horizontal menu with categories: ADMISSIONS, ACADEMICS, STUDENT LIFE, RESEARCH, PATIENTS, ABOUT, ALUMNI, and LOCATIONS. The main content area features a large banner image of a group of people in a gymnasium holding a large, colorful flag. Overlaid on this image is the text: "Special Olympics Athletes Visit PCOM" and "More than 100 athletes attended health and wellness event." Below this text is a "READ MORE" button with a right-pointing arrow. Below the banner is a white section with the tagline "BETTER HEALTH. BRIGHTER FUTURE." and three image-based navigation buttons: "Academics »", "Locations »", and "Admissions »". At the bottom of the page is a dark blue banner with the text "BEGIN YOUR JOURNEY" in large, bold letters, and three buttons: "REQUEST INFO", "VISIT", and "APPLY", each with a right-pointing arrow.



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