Creating the future of medicine through innovation in research, education and collaborative care
The Ohio State University College of Medicine

In 2014, The Ohio State University College of Medicine celebrated 100 years of preparing future physicians for careers in medicine.

Today, more than 15,000 Ohio State medical alumni are making an impact globally in all areas of biomedical sciences and clinical care. Approximately 200 students graduate each year with medical and research degrees through the college’s innovative Lead.Serve.Inspire. curriculum. Driven by the single purpose of improving the lives of others at home and around the world, these students are working to create a healthier tomorrow for all.

Our Location

Home to the College of Medicine, Meiling Hall sits along the southern rim of Ohio State’s main campus, in the heart of the university’s health sciences campus. Adjacent to Graves Hall, with classrooms and a student lounge, Meiling Hall is conveniently located opposite Prior Hall, which houses the Health Sciences Library and the Clinical Skills Education and Assessment Center. Next to the library sits University Hospital, which connects to the Richard M. Ross Heart Hospital, the Emergency Department and the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute.

A 10-minute walk will take you to the South Campus Gateway on High Street for a bite to eat, a movie or a visit to the bookstore. Another 10 minutes and you can be in the Short North arts district, aptly called “the most vibrant spot in the city of Columbus,” with dozens of galleries, shops and restaurants to explore. Downtown Columbus is conveniently located just a few blocks to the south with additional shopping, dining, riverfront entertainment and more.
The Ohio State University College of Medicine

SENIOR LEADERSHIP

K. Craig Kent, MD
Dean
The Ohio State University
College of Medicine

Daniel Clinchot, MD
Vice Dean for Education
The Ohio State University
College of Medicine

Ginny Bumgardner MD, PhD
Associate Dean for Research Education
The Ohio State University
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Quinn Capers IV, MD
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The Ohio State University
College of Medicine

D. Joanne Lynn, MD
Associate Dean for Student Life
The Ohio State University
College of Medicine

Leon McDougle, MD, MPH
Associate Dean for Diversity and Inclusion
The Ohio State University
College of Medicine

Peter Mohler, PhD
Vice Dean for Research
The Ohio State University
College of Medicine
MESSAGE FROM THE PRESIDENT OF STUDENT COUNCIL

On behalf of the faculty, staff and students of The Ohio State University College of Medicine, I would like to thank you for your interest in one of the top medical schools in the nation. Here at Ohio State, we are committed to diversity, research and community. You will find that we are a team here at Ohio State, and your fellow classmates will help and support you both academically and personally. As a Buckeye, you will be integrated into clinical care and working with patients early on in your medical school career. Not only will you learn to grow into an amazing physician but a well-rounded individual. The physicians and staff will help guide you as you venture your way through medical school. I’m excited for you to embark upon one of the most rewarding and life-changing experiences.

Go Bucks!

Faith Anne Roche, MD Candidate, Class of 2019
College of Medicine Student Council President
Ohio State Medicine

100 years of training physicians

National Rankings

U.S. News and World Report’s Best Colleges for 2019
32nd in the nation
11th among public universities

USMLE Scores

Step 1 mean (Class of 2020)
Ohio State: 236
Nation: 230

Step 2 mean (Class of 2019)
Ohio State: 251
Nation: 243
WHY OHIO STATE?

Established in 1914, The Ohio State University College of Medicine has a long history of preparing students for postgraduate residency training.

Today, approximately 800 students are working toward medical degrees through Ohio State’s innovative curriculum, known as Lead.Serve.Inspire. (LSI). Some combine their MD degree with an additional degree in a separate graduate program offered through a partnership with the colleges of business, law and public health.

For students interested in a career in family medicine, the College of Medicine offers as an option the OSU Primary Care Track (OSU-PCT) — an accelerated, three-year curriculum leading to the MD degree.

- 100-year proven track record in training physicians
- Innovative curriculum integrating the basic and clinical sciences
- Top physician educators and research scientists
- Clinical skills development using advanced educational technology
- Longitudinal group discussions, eLearning modules and mobile apps for classroom and independent learning
- Outstanding learning facilities, including a new cancer hospital with dedicated learning spaces
- Rankings — Ohio State College of Medicine is ranked 32nd in the nation and 11th among public universities in the nation for research, according to U.S. News & World Report’s 2019 Best Medical Schools
Graduating medical students find out where they will spend the next few years in their residency programs on Match Day, an annual event held concurrently in medical schools across the nation.
PREPARATION FOR RESIDENCY

The College of Medicine’s **Lead.Serve.Inspire.** curriculum incorporates the six core competencies that residency programs must teach: patient care, medical knowledge, practice-based learning, systems-based practice, communication and professionalism. When students graduate from the College of Medicine, they have already mastered the core competencies expected of graduating residents, making them a top choice among the nation’s best residency programs.

**Ohio State College of Medicine 2018 Residency Match**
Total number of students matched = 190

- 69 OSUCOM grads who matched will stay in Ohio
- 25 matched at The Ohio State University Wexner Medical Center
- Other popular states: Michigan, Illinois, California and Pennsylvania
- 72 matched in primary care related specialties
In addition to learning more about the program and meeting colleagues, Med 1 Orientation includes an introduction to some of the procedural skills training that students will need before they begin seeing patients. Early training includes CPR credentialing and infection control procedures, as shown in the photo above.
THE LSI CURRICULUM

Curriculum Overview

Offered in a competency-based framework, the program ensures that our students are prepared to provide the best possible health care to an ever-growing, diverse population.

The Lead.Serve.Inspire. (LSI) curriculum takes a holistic, “systems” approach to human biology and fully integrates basic science learned in the classroom with clinical science applied in the clinical setting.

As a first-year medical student at Ohio State, you will step into a clinical setting within the first two months of the program, seeing patients alongside a practicing physician. Through longitudinal, practice-based service, you will continue to see patients as you apply classroom knowledge and clinical skills to more complex and diverse medical situations.

In systems-approach learning blocks, you will study not only the parts of the human body, but how those parts function systematically, the associated pathological expressions and their diagnoses and treatments, while seeing patients with the very disorders about which you are learning.

A team-based environment, emphasizing self-directed learning with multiple assessment methods, will provide you with individualized learning opportunities while producing standardized outcomes. Case discussions held in small learning groups also help to integrate core foundational concepts into clinical reasoning, patient care and patient management.

• Fully integrated basic and clinical sciences
• Early longitudinal practice-based clinical service
• Self-directed, individualized learning with multiple assessment methods for standardized outcomes
• Faculty coaching for strong clinical skills development
• Projects requiring critical thinking and synthesis of material
• Clinical problem-solving in a team-based environment

Primary Care Track (OSU-PCT)

For students interested in a career in family practice, Ohio State offers the College of Medicine Primary Care Track (OSU-PCT), a three-year, medical school program culminating in the MD degree. Students graduating from the OSU-PCT will matriculate into the Ohio State Family Medicine Residency Program.

Program Benefits

• An accelerated curriculum leading to the MD degree in three years
• Identical core curricular objectives to those of the four-year Lead.Serve.Inspire. program
• Tuition scholarship covering 50 percent of in-state tuition all three years
• Progression into the Ohio State Family Medicine Residency Program
• Completion of medical school and residency training in family medicine in six years
LSI Curriculum: The Three Parts

Part 1, Clinical Foundations, immediately introduces foundational science, which is woven through every facet of the LSI curriculum. Early on, students are placed in clinical settings that impart practical experiences tied to foundational science.

Part 2, Clinical Applications, involves a slightly more clinically based approach than Part I. Students embark on four-month thematic, integrated clinical experiences and learn the value of point-of-care technology in delivering high-quality care to patients.

Part 3, Advanced Clinical Management, fosters the development of advanced management in hospital care and relationship-centered care, providing physicians-in-training with exposure to areas such as emergency medicine and advanced inpatient and ambulatory care.

The longitudinal practice component of the LSI program pairs students with a practicing physician throughout the four-year program, starting within the first eight weeks of the program. Second-year medical student, Mukund Mohan, has been working alongside faculty preceptor, Mounir Haurani, MD, a highly respected vascular surgeon at the Ohio State Wexner Medical Center this past year.
Integrated Educational Experience

A cornerstone of the LSI curriculum is the integration of foundational science with early clinical experience in the student’s first year.

**Anatomy** is integrated throughout the curriculum so students acquire regional anatomy knowledge associated with the foundational science concepts they are learning. Competency-based assessment allows students to master concepts before moving to the next component.

Early during the first 18 months of the curriculum, Ohio State medical students begin learning about various body system disorders, including bone and muscle, neurological, cardiopulmonary, gastrointestinal, renal, endocrine and reproductive disorders, and they begin seeing patients with these disorders in clinical practice. This type of **longitudinal practice** reinforces understanding of the foundational concepts while integrating procedure-based training, history-taking and physical examination.

**Case discussions** held in small learning groups also help to integrate core foundational concepts into clinical reasoning, patient care and patient management.

Emphasis is placed on how future physicians will work in **complex systems** of care and advocate for their patients within those systems. Students will be providing care in the field early in their studies and will be expected to think critically and to pose scientific-based inquiries assertively during classroom and clinical experiences. Faculty-guided self-assessment and reflection dovetail with critical thinking as another tenet of the LSI curriculum.
“During my longitudinal practice, I quickly discovered the importance of learning from the patients I was seeing and not solely from my textbooks, PowerPoints, and e-modules. LP has given me hands-on experience, from measuring patient vital signs to taking patient histories, reinforcing all of the clinical skills I have been learning in the lab. More importantly, with my physician preceptor’s guidance, I am learning to view each patient interaction as a unique case and to provide individualized care to each and every one, a skill I value as a future physician.”

Emmanuel Boateng
MD Candidate, Class of 2020

Longitudinal Projects

Throughout the curriculum, students participate in a variety of longitudinal projects — projects that span the four-year curriculum — including community health education with patients, patient safety studies, understanding health systems and interdisciplinary problem-solving.

Students typically work on projects at a clinical site in groups of four to six. Projects are guided by practicing physicians who work with students to assess the needs of their patients, implement an intervention and assess the outcomes. Student teams conclude by creating a project poster to present at the college’s annual Community Health Day event.

Clinical Applications

Progressing through the curriculum, students gain an understanding of patients with specialized medical, reproductive and surgical needs, as well as those within vulnerable populations, such as victims of abuse, addiction, poverty and low literacy.

An advanced clinical track allows students to experience the full spectrum of clinical application through interdepartmental rotations in specialty areas. An advanced competency track gives students a dedicated block of time to pursue longitudinal studies, international rotations or research projects.

Assessment and Evaluation

The LSI curriculum employs an evaluation system facilitating student self-assessment and individualized education plans. Evaluation is
competency-based and uses multiple domains to measure progress toward mastery. Students see their progress along the way by receiving immediate and frequent feedback.

At the end of each major section of the curriculum, an assessment week gives students the opportunity to receive feedback on their cumulative performance in each of the six core competency domains of the curriculum. For example, patient care and communication skills are assessed through Objective Structured Clinical Examinations (OSCEs) and lab practical stations. Medical knowledge is assessed by board-style examinations as well as by application in some OSCE settings. Students then have time to use feedback from the assessment week to reflect on performance and to meet individually with a portfolio coach to formulate and refine a plan for self-improvement and professional development.

The ePortfolio – Charting Professional Growth

Students in the LSI curriculum document their professional growth and development via a guided portfolio. The ePortfolio allows students to post written reflections on their educational experiences and performance or other topics of choice, with the aim of charting improvements in performance and achievements and establishing patterns of lifelong reflective practice and self-directed learning. Students share their portfolios in meetings with faculty coaches, who act as mentors throughout the program, provide feedback on the students’ ability to reflect on their experiences, and assist in establishing goals and next steps.
THE PARTS – A CLOSER LOOK

Part 1, Clinical Foundations

Part 1 of the curriculum is divided into eight learning blocks covering the major science topics and clinical correlates, allowing students to apply their classroom knowledge while using their clinical and communication skills. At the end of each block, during assessment week, students are tested over their medical knowledge and patient care skills. Assessment week includes time to self-assess and reflect on personal performance, as well as to make adjustments in learning paths and strategies.

Starting in early October of the first year, students begin spending time in a clinic working with their clinical preceptors—practicing physicians who volunteer their time to mentor medical students—for one half-day every other week over a 16-month period. This longitudinal practice allows students the opportunity to practice medical interviewing, physical examination and clinical procedures, giving them the skills to function as productive members of the patient care team.

Throughout the curriculum, students meet weekly in small longitudinal groups to supplement learning from each other, as well as from other resources, including learning modules, practice sessions and facilitator feedback. Students meet one half-day every week in small groups, known as longitudinal groups, to learn patient interviewing, physical examination and clinical reasoning.

The LSI curriculum includes other longitudinal aspects, including health coaching and community health education. A longitudinal curriculum on health systems, medical informatics, and quality care spans all four years of LSI.

During career exploration weeks, which occur periodically throughout Part 1, students are able to explore different career specialties in medicine that match their individual abilities and interests.
Sample Week: Foundations of Cardiovascular and Pulmonary Disorders

<table>
<thead>
<tr>
<th>Monday AM</th>
<th>Tuesday AM</th>
<th>Wednesday AM</th>
<th>Thursday AM</th>
<th>Friday AM</th>
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<tbody>
<tr>
<td>Overview of Valvular Heart Disease; Endocarditis; Pericarditis Lecture Cardiac Murmurs and Pathophysiology of Valvular Heart Disease <strong>Lecture</strong></td>
<td>Clinical Presentation of Valvular Heart Disease <strong>Lecture</strong></td>
<td><strong>Valvular Heart Disease Team-Based Learning</strong> Endocarditis Cases <strong>Case-Based Instruction/Learning</strong> Myocardial Metabolism in Ischemic Heart Disease <strong>Guided Learning</strong></td>
<td>Pericardial Disease <strong>Lecture</strong> Health Coaching Site Access <strong>Demonstration</strong></td>
<td>Natural History of Valvular Heart Disease Cases <strong>Case-Based Instruction/Learning</strong> Pericardial Disease Cases <strong>Case-Based Instruction/Learning</strong> Cholesterol Metabolism <strong>Lecture</strong></td>
</tr>
<tr>
<td><strong>Guided Learning</strong> Pathology of Endocarditis</td>
<td><strong>Guided Learning</strong> From a Cardiologist Perspective Lecture Pathology of Endocarditis</td>
<td>Longitudinal Group Pre-work for Cardio Week 7: Review Articles on Coronary Heart Disease <strong>Independent Learning</strong></td>
<td>Longitudinal Group: Behavioral Impact of CV Disease, Clinical Reasoning Group</td>
<td>Cardiac Physiology Simulations Clinical Skills and Evaluation Center <strong>Simulation</strong></td>
</tr>
<tr>
<td><strong>Guided Learning</strong> Pathology of Valvular Heart Disease</td>
<td>Diagnostic Utility of the Carotid Pulse, Apex and JVP <strong>Guided Learning</strong> Cardiac Auscultation</td>
<td><strong>Guided Learning</strong></td>
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<tr>
<td><strong>Guided Learning</strong> Longitudinal Practice in Cardiopulmonary Disorders: Working With Patients in Your Clinical Practice <strong>Preceptorship</strong></td>
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The schedule above is an example of a typical week for an Ohio State medical student during Part 1 of the curriculum. This week focuses on heart disease and occurs in the Cardiovascular and Pulmonary Disorders Block at the end of the first year of the program.
Med 1 students prepare for the upcoming neuro block by honing their procedural skills in the clinical skills center, under the guidance of veteran ophthalmologist and professor of ophthalmology Paul Weber, MD, at Ohio State.
Part 2, Clinical Applications

Unlike most “traditional” curricula that offer third-year experiences through departments with isolated, discipline-specific clerkships, The Ohio State University College of Medicine’s Lead.Serve.Inspire. (LSI) curriculum offers three four-month interdisciplinary rotations (“rings”) focused on three major themes:

Ring 1: Understanding Patients With Specialized Medical Needs
Ring 2: Understanding Patients With Reproductive and Surgical Needs
Ring 3: Understanding Patients Within Populations

Each ring merges foundational knowledge gained in Part 1 with one week of learning new skills in the clinical skills lab during “ground school,” which prepares students for ring-specific clinical settings. The clinical rotations take place in major hospitals and clinics in and around Columbus.

Sample Ring:

Understanding Patients With Specialized Medical Needs

(1) Description

- Three components: inpatient internal medicine, neurology and psychiatry
- Clinical immersions that enable the student to appreciate and learn to assess and care for patients across a spectrum of adult specialized medical care settings that include:
  - General hospital-based care of adults
  - Acute cardiac care
  - Acute or subacute neurological care
  - Acute psychiatric care
  - Admission and triage process
  - Acute specialized medical care
  - A mixture of outpatient care for patients with chronic psychiatric and neurologic disorders
  - Assessment of patients with vascular disease

(2) Clinical Structure

- A total of 14 weeks of experience
- Six weeks of inpatient internal medicine
- Includes hospital medicine, cardiology and additional subspecialty inpatient internal medicine divisions
- Ambulatory internal medicine experiences located in Patients Within Populations ring
- Three weeks of inpatient psychiatry
- Three weeks of neurology
- Two weeks of electives (majority internal medicine)
Part 3, Advanced Clinical Management

The goal of Part 3 of the LSI curriculum is to prepare Ohio State medical students to be the finest interns in the country. To achieve that goal, this part of the curriculum focuses on the breadth of what students can do — taking them from students to supervised practitioners of medicine.

**Advanced Management in Hospital-Based Care** is an eight-week clerkship in which students learn acute care management in an integrated manner.

**Advanced Management in Ambulatory and Relationship-Centered Care** is a longitudinal course that emphasizes team-based care of patients with complex or chronic diseases.

**Advanced Competencies and Electives** are offered over a 16-week period (four total elective blocks). Students may choose from a variety of advanced competencies and clinical electives to become proficient in their specialty areas.

Students select clinical tracks to prepare them for internships or residency training in the specialty or subspecialty of their choice.

Students receive individualized guidance in their chosen disciplines from advisers who also ensure that students are cultivating skills necessary to be successful as residents and as practicing physicians.

### Advanced Courses of Competency

- Anatomy
- Bioinformatics
- Critical Care and Procedures
- Developing and Empowering Leaders Through Advocacy
- Emergency Preparedness and Disaster Management
- Global Health
- Health Literacy
- Hotspotting: Team Care of Frequent Healthcare Consumers
- Integrative Medicine
- Interdisciplinary Perspectives on Developmental Disabilities
- Interprofessional Care of the Underserved
- Interprofessional Collaboration
- Interprofessional Quality and Safety
- Latino Health
- Leadership in Medicine
- Medical Ethics
- Pages to Bedside
- Patient Experience
- Professionalism and Humanism
- Research
- Teaching in Medicine
- Ultrasound
Emergency Preparedness and Disaster Management Advanced Competency is a month-long class that provides fourth-year medical students an overview of disaster medicine, including the management of mass-casualty events involving biological, radiological, chemical and explosive injuries. This project creates an interactive learning experience that teaches medical students how to respond to certain emergency and disaster situations.
“The wide variety of educational technology available at Ohio State has given me the opportunity to learn in my own way and in my own time. As a hands-on learner, I can visit the Clinical Skills Education Center anytime and use machines exactly like those found in hospitals to practice techniques such as ultrasound. As a future physician, being comfortable using ultrasound as a diagnostic and treatment tool will give me confidence to succeed in the hospital in virtually any field of medicine.”

Zachary J. Smith
MD Candidate, Class of 2021

21ST CENTURY TECHNOLOGY

Ohio State College of Medicine’s unique curriculum is supported by and integrated with the latest information technology, which enables multimodal education. From face-to-face lectures in the classroom, live-streaming video or downloadable content, students can access training anywhere, anytime. First- and second-year students are given iPads that are populated with electronic resources, such as lectures with a searchable database and access to patients’ electronic medical records. Third- and fourth-year students use an iPad mini that fits into their lab coat pockets.

Integrating the latest technologies into the practice of medicine saves both time and lives by reducing medical errors. With the advent of Ohio State Wexner Medical Center’s Integrated Healthcare Information System (IHIS) in 2011, students and physicians have access to a single, integrated and personalized health record across the continuum of a patient’s interaction with the medical center.

Ohio State’s information technology innovations include a fully digital, filmless radiology system and a Physician Order Entry that allows our physicians to order lab tests and medications and conduct real-time consults.

Ohio State has one of the few academic departments in the country dedicated to the emerging field of biomedical informatics, which analyzes information from gene chips to lab data and patient profiles, translating them into new knowledge about disease prevention and treatment.
Today, ultrasound is widely used in medicine to diagnose and treat disease. Understanding the purposes and mastering the procedures are essential in preparing today’s physicians. Ohio State’s Clinical Skills and Assessment Center offers a dedicated ultrasound room where students can learn from leaders in the field, such as David Bahner, MD, RDMS, or use the center’s state-of-the-art equipment to practice on their own time.
Ohio State looks ahead to preparing the physicians of tomorrow by introducing local youths to medicine through the university's pipeline programs.
A DIVERSE AND SUPPORTIVE LEARNING ENVIRONMENT

The College of Medicine promotes a diverse community that is intended to enrich our students’ experience and prepare them for practice within a patient population that grows more varied each day.

The curriculum fosters an understanding of all the factors that influence health, including culture, which is a significant determinant of one’s beliefs, biases and behaviors.

The college’s Office for Diversity and Inclusion promotes recruitment efforts and educational experiences, contributing to a diverse student body and an interest in meeting the healthcare needs of underserved populations.

The college’s Learning Communities program supports a strong connection with a faculty Learning Community leader and collaboration among classmates in every year of the medical school curriculum. These cohorts strengthen the bond between classmates, while creating a stimulating, vibrant learning environment.

The Office of Student Life provides assistance in academic and career advising, personal counseling and financial services, along with medical student communications, support for student organizations and coordination of milestones in medical education, including the White Coat Ceremony, Match Day, Convocation and Hooding Ceremony.

The Office of Student Life advocates for all medical students and offers services to help them achieve excellence through programs, services and leadership opportunities. That includes a full-time personal counselor, a full-time academic counselor and a Wellness Team with student, faculty and staff members.

The Student Life team fosters an environment of mutual respect that values and strengthens the student-educator relationship while promoting safe spaces for learning, teaching and growing.

“Diversity isn’t just a page in Ohio State’s book; it’s at the core of how it operates. One of the many ways that The College of Medicine impresses the importance of diversity on us is through our small group sessions, like the Longitudinal and Team-Based Learning Groups. The varying viewpoints, experiences and problem-solving techniques offered by my peers in these groups have been critical to my success here. Outside of the classroom, my mentors on campus work hard to make sure that I am exposed to a wide range of research, specialties and patient populations to further my growth.”

Janice Bonsu
MD Candidate, Class of 2021
“In med school orientation, we heard that, as physicians, we would someday be viewed as trusted community leaders, regardless of our chosen field. I’ve always been interested in advocacy, and since starting med school, I’ve had the opportunity to testify at the Ohio Statehouse on women’s health issues and to learn from community experts about health disparities and effective advocacy strategies. I’m excited to continue discovering how I can responsibly use the power gained from being a physician to facilitate positive, community-driven change.”

Jackie Mostow
MD Candidate, Class of 2019

Working With Patients in the Community

Outside of the curriculum are many opportunities for patient interaction and skill-building.

The **Columbus Free Clinic** is an Ohio State medical student-managed primary and urgent care clinic that has been serving the Columbus community for more than 30 years.

**La Clinica Latina** is a free, full-service health clinic for Spanish-speaking individuals, providing ongoing health care, including gynecological care for women.

The **Asian Health Initiative** focuses on serving the needs of the Asian community through ongoing health care.

The **Physicians Free Clinic**, an affiliate organization of the Columbus Medical Association, is the largest provider of free episodic and specialty health care in Franklin County.

The **Noor Community Clinic** provides primary medical care and physical examinations for the Muslim community and people of all faiths.

Support for Women Students

The College of Medicine has addressed the shortage of women physicians by attracting and enrolling higher numbers of female students. Female students constitute 53 percent of the entering class of 2017.

The **Women in Medicine** student organization supports and provides resources for Ohio State’s female medical students.

The **Women in Surgery Project** encourages female medical students to consider surgery as a specialty.
Project Professionalism is a student-driven initiative that includes LGBTQ+ and Allies, MedServe, Special Needs Advocacy Group, Med Student Significant Others and 20 other groups to create and maintain a culture of respect in the medical school environment.

The College of Medicine, along with the Humanism in Medicine team, fosters a more humanistic environment in which to care for our patients, teach our students and residents, and pursue research. Our signature Medicine and the Arts program helps the medical community come together through the healing presence of the arts.

THE GLOBAL CLASSROOM

The College of Medicine Office of Global Health (OGH) enables students to learn about global health issues through didactic, self-study and participatory learning. All fourth-year students have the opportunity to participate in a Global Health Elective (GHE) at an international site for which they receive credit and funding. Students expand their healthcare knowledge by spending one to two months in a developing nation providing patient care at a rural clinic, hospital or community health program.

Health Sciences Center for Global Health

The Health Sciences Center for Global Health (HSCGH), an NIH Fogarty International designated center, is a collaboration among the Ohio State colleges of Dentistry, Medicine, Nursing, Optometry, Pharmacy, Public Health and Veterinary Medicine, along with the School of Health and Rehabilitation Sciences. In addition to increasing student interest in and preparation for global careers, the HSCGH also promotes, develops and coordinates interdisciplinary global health education and research.

The Global Health Elective gave fourth-year medical students Alex Bonnyer, Katie Connor, Nisha Crouser, Rachel D’Amico, Nick Dela-cruz, Anne Kunkler, Alexandra Spaw, Kaity Spears, Jenny Wajahn, John Wegman and Terence Hillery an opportunity to spend one month serving patients in Cho Ray Hospital, Ho Chi Minh, Vietnam. The students were able to rotate on a variety of complicated yet interesting cases that forced them to think on their feet and to practice procedures on patients presenting with various diagnoses in areas such as ophthalmology, cardiology, neurology and orthopedic surgery.
RESEARCH OPPORTUNITIES

Ohio State’s Medical Student Research Program connects medical students with basic, clinical and translational research opportunities, faculty research mentors and research funding opportunities. Intramural scholarships are available to medical students through The Ohio State University College of Medicine. Extramural fellowships are available from institutions such as the Howard Hughes Medical Institute, National Institutes of Health, Alpha Omega Alpha, Sarnoff Foundation and many other scientific, specialty and disease-specific foundations. Students are encouraged to find a research mentor and apply to multiple funding sources in order to maximize funding opportunities.

DUAL DEGREE PROGRAMS

Ohio State offers several outstanding options for students who wish to combine their medical degree with an additional degree in a separate graduate program. The Medical Scientist Training Program at Ohio State is designed to recruit, train and nurture physician scientists who will become leaders in the health professions.

The MD/MBA program prepares future physicians to meet the challenges of business administration in the practice of medicine, combining Ohio State’s MD curriculum and the Master of Business Administration program.

Ohio State’s MD/MHA degree program is the first of its kind in Ohio and one of only a few in the nation. The MD/MHA degree may enhance the clinical practice of medicine or lead to a career in hospital management or health policy.

The MD/JD program prepares future physicians to meet the challenges of legal issues in physician offices, hospitals, comprehensive medical centers and healthcare-related industries, combining the full resources of the MD curriculum with a nationally prominent program in law at Ohio State.

“During LSI Part 1, my group’s Community Health Education project brought us together with local youth and educators to provide hands-on health profession experiences and mentorship to underserved youth. Our work helped lay a foundation of success for the next generation of health professionals. It taught me the power of being a role model as a medical professional and inspired me to be an active advocate for health and education in my community now and as a practicing physician in the future.”

Jaron Hansen
MD Candidate, Class of 2020
A WORLD-CLASS MEDICAL CENTER CAMPUS

Ranked one of America’s “Best Hospitals” for the 26th consecutive year by *U.S. News & World Report*, The Ohio State University Wexner Medical Center is a national leader in personalized health care, providing more than $209 million in annual community benefits through charity care, outreach and support.

A major referral center throughout Ohio and the Midwest, Ohio State Wexner Medical Center offers trainees the chance to see patients with a wide array of complex and sometimes rare medical conditions — an opportunity that students do not have at many other schools.

Ohio State’s seven hospitals and network of community-based offices and care centers manage more than one million patient visits each year, supported through a unified physician practice, representing more than 1,000 preeminent physicians.

As members of the medical team at Ohio State, our students work side by side with other healthcare professionals in hospitals and clinics within central Ohio, diagnosing and treating patients, as they master the professional and personal skills needed to develop and deliver personalized health care to their patients.
The Richard M. Ross Heart Hospital places Ohio State among a small group of academic medical centers integrating cardiovascular research with clinical care to form heart care programs tailored to patient needs.

The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute is one of the nation’s premier centers for the prevention, detection and treatment of cancer. It is a 1.1-million-square-foot facility that incorporates patient care, teaching and research space on all floors. The OSUCCC – James is one of the National Cancer Institute’s highest-rated cancer centers and a founding member of the National Comprehensive Cancer Network, which develops clinical practice guidelines for cancer care worldwide.

University Hospital East blends the friendly atmosphere of a small community hospital with the full resources of a world-class academic medical center, providing a full spectrum of general, specialty and acute care programs.

Ohio State Biomedical Research Tower is a 10-story, 403,000-square-foot structure housing internationally recognized research programs in cancer and cancer genetics, cardiovascular and lung disease, and high-field imaging. The facility also expands programs in important emerging fields such as biomedical informatics, neurological disorders, heart failure and heart imaging, pharmacogenetics, targeted molecular therapies, microbial pathogenesis and biodefense, and tissue engineering.

The Brain and Spine Hospital is an 87-bed, 60,000-square-foot facility that includes specialized units for stroke care, neurotrauma and traumatic brain injuries, spinal cord injuries and spine surgery, epilepsy, chronic pain, acute rehabilitation and neurosurgery.
Best Hospital
*U.S. News & World Report* has named The Ohio State University Wexner Medical Center to its list of “Best Hospitals” for 26 consecutive years.

Quality Care
The Ohio State University Wexner Medical Center is among the top five percent of hospitals in the nation to receive the 2016 Distinguished Hospital Award for Clinical Excellence from Healthgrades for delivering high-quality care across at least 21 of 32 common inpatient conditions and procedures.

Safest Hospital
We once again earned an A grade — the highest possible — for patient safety from The Leapfrog Group. The Hospital Safety Score, compiled by the independent industry group, is designed to rate how well hospitals protect patients from accidents, errors, injuries and infections.

Most Wired
The Ohio State University Wexner Medical Center has been recognized one of the nation’s Most Wired hospitals 14 times by *Hospitals & Health Networks* magazine.

Most Connected
The award recognizes technology infrastructure and use in management, and clinical quality and safety.

The Ohio State University Wexner Medical Center has been recognized one of the Most Connected hospitals by *U.S. News & World Report* for our excellence in combining patient safety, patient engagement and clinical connectedness to improve patient care.
Columbus is . . .

a young town: a median age of 32

a revitalized town: a 70-acre urban renewal of downtown Columbus with green space and activities along the riverfront

an educated town: an 88 percent high school graduation rate or higher; 33 percent bachelor’s degree or higher

an affordable town: a median household income of $44,072; under the national average in cost of living in all categories, well below by nearly half in housing costs

a thriving town: with only 4 percent unemployment, the population of Columbus is growing at a pace above the national average

a diverse town: 51.2 percent women, 28 percent black or African-American, 5.6 percent Hispanic or Latino

a commercial town: home to 15 Fortune 1000 headquarters

a historic town: the old-world charm of German, Italian and Victorian villages, the stately homes along East Broad Street and Franklin Park

a cultured town: home to the Columbus Symphony Orchestra, the Columbus Museum of Art, the Wexner Center for the Arts (on Ohio State’s main campus), the Columbus Cultural Arts Center, Thurber House, jazz clubs

a centrally located town: within a 10-hour drive of 47 percent of the U.S. population

ABOUT COLUMBUS

Columbus is more than just a home to one of the largest universities in the world. Columbus is the largest city in Ohio and the 14th largest in the nation. Ohio’s state capital, Columbus, is a regional center of government, commerce and business. Located in the heart of the largest concentration of population and economic activity in North America, Columbus is an international hub with a foreign trade zone and an inland port authority located strategically within 500 miles of nearly half of the nation’s population.

Known for its friendly people, Columbus is an active, hospitable and open community, combining the rich resources of a world-renowned research institution with the energy of a youthful population, a growing business community and a thriving economy.

Among the attractions are a rich visual, musical and performing arts scene, including the Columbus Museum of Art, the Columbus Symphony Orchestra and CAPA (the Columbus Association for the Performing Arts); major and minor league sports teams, including the Columbus Clippers (baseball) and the Columbus Crew soccer club and, of course, The Ohio State University Buckeyes football team; the Columbus Zoo and Aquarium, brought to national attention by former director “Jungle Jack” Hanna. Add to these a special events calendar that rivals that of any other city its size.
HOW TO APPLY

Four-Year MD Program

Your application for admission begins with the American Medical College Application Service (AMCAS), available at aamc.org/students/applying/.

As soon as your verified AMCAS application has been received and MCAT eligibility verified, all applicants who have designated The Ohio State University College of Medicine as one of the schools of their choice will receive an email that will include a link to the secondary application. AMCAS applications are accepted from early June until Nov. 1 of the year prior to anticipated matriculation. The secondary application deadline is Dec. 15.

The MCAT is required and must be taken within three years of applying. For those who are applying in 2019, scores will be accepted from tests taken between January 2016 and September 2019. To be considered for the current application cycle, applicants should submit MCAT scores taken until September of the application year.

For more information on the MCAT, visit aamc.org/students/applying/mcat.

Three-Year Primary Care Track

Applicants to the three-year Primary Care Track (OSU-PCT) must first designate The Ohio State University on the electronic AMCAS application and select “Regular MD” as the application type. OSU-PCT applicants are not permitted to apply to both the standard, four-year MD program AND the Primary Care Track; applicants may choose only one of these programs.

Interested students must contact the College of Medicine at threeyeartrack@osumc.edu for instructions on how to apply to the OSU-PCT.

ADMISSION STANDARDS

The academic profile of recent successful candidates includes a 3.74 grade point average, an old MCAT composite score of 34 and a new MCAT composite score of 514.

The Admissions Committee looks for self-motivated and compassionate applicants, with integrity and interpersonal skills that match the intellectual, physical and emotional capacities needed to master the medical curriculum. Diverse interests and backgrounds are helpful in establishing the social awareness necessary to succeed in medicine. We encourage you to include such subjects as philosophy, literature, writing, history, arts and languages in your traditional premedical curriculum.

Our medical students embody high ethical standards, especially honesty and empathy. Substance abuse, addictions and violent behavior are unacceptable. Students must also possess the skills required to practice direct patient care. Candidates for admission must have somatic sensation and functional vision and hearing. The Admissions Committee will evaluate candidates according to the Technical Standards for Admission outlined on our website at medicine.osu.edu.
The Thompson Library maintains the historical traditions of the original structure built in 1912, while incorporating today’s technology in flexible learning spaces.
COURSE REQUIREMENTS

No specific undergraduate curriculum or college major is required, but the following science courses are necessary; each must be a full academic year or equivalent sequence:

• General chemistry with qualitative analysis and with laboratory
• Organic chemistry with one-year laboratory experience
• Physics with laboratory
• Biology
• One quarter- or semester-long introductory or higher level course in biochemistry

ENGLISH LANGUAGE PROFICIENCY

Applicants are required to demonstrate spoken, auditory, reading and writing proficiency in the English language. If you indicate that English is your second language, or if you have been recommended for assessment after interview by the admissions committee, your admission decision may be delayed, pending review of scores from the Test of Spoken English (TSE), the Test of English as a Foreign Language (TOEFL) or a SPEAK test (the Ohio State institutional equivalent of the TSE).

ENTRANCE REQUIREMENTS

The college has implemented a system of self-disclosure and criminal background checks as well as drug testing for all accepted applicants. Upon acceptance, students are required to submit a self-disclosure form and undergo a background check and drug screening to meet the requirements of affiliated healthcare institutions. Your ability to matriculate depends upon meeting all entrance requirements, including technical standards with or without accommodation.

FINANCIAL ASSISTANCE

The college can provide a variety of support services and assistance with financial aid, including scholarships, fellowships and student loans. We also assist out-of-state students with the process of establishing in-state residency status. Complete information on financial services may be obtained at: medicine.osu.edu/students/life/financial_services.