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 13,000 Ohio State medical alumni are making an impact globally in all areas of biomedical sciences and clinical care. Approximately 800 students graduate each year with medical and research degrees through the college’s innovative Lead.Serve.Inspire. curriculum. Driven by the singular 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 OSU health sciences campus. Tied to Graves Hall with its classrooms and student lounge, Meiling Hall is conveniently located opposite the Prior Health Sciences Library and Ohio State’s main hospital, and just across the plaza from the Ross Heart Hospital, the Abercrombie and Fitch Emergency Department and the new James Cancer Hospital.

A 10-minute walk will take you to the South Campus Gateway on High Street for a bite to eat or a movie. 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.
Welcome Message from the Interim Dean

Thank you for your interest in The Ohio State University College of Medicine.

Ohio State has a long history of preparing students for careers in medicine. In 2014, we celebrated 100 years of preparing physicians to meet the challenges of a changing healthcare community, locally and across the nation.

Our reputation for curricular innovation, acclaimed faculty, pioneering research and world-class patient care is well established. By championing innovative thinking, we are continuously improving our curriculum, including the environment of learning, the content and the methods we use for teaching and assessment, to ensure that our students become physicians who will shape the future of medicine.

We think you will be captivated not only by our innovative LSI Curriculum, but also by the “Buckeye Spirit,” which fosters a diverse and supportive learning environment.

We invite you to explore and discover how Ohio State will help you realize your potential and achieve your goals.

Sincerely,

E. Christopher Ellison, MD
Interim Dean, The Ohio State University College of Medicine

A Word from the President of Student Council

Congratulations on deciding to make Ohio State one of your top choices for medical school. As a fourth-year medical student, I can tell you that the past three years have been amazing! Since the moment I arrived on campus, I have felt overwhelmed with support and camaraderie. The friends you will meet over the next four years at Ohio State will not only be your study partners, but will become your family and support network. You will enjoy the advantages of being on the campus of one of the top medical schools in the country and at one of the largest research universities in the world. And you will discover Columbus as a growing, vibrant, friendly and youthful city in which to learn and play. We hope to see you on campus during the next few months and can help you make the right decision to join the Buckeye family of physicians!

Courtney Gilliam, Med 3
The Student Clinician’s Ceremony is an annual event that marks the onset of the student’s clinical rotation immersion period, which begins with Part 2 of the LSI curriculum.

WHY OHIO STATE?

The Ohio State University College of Medicine has a long history of preparing students for postgraduate residency training. In 2014, the Ohio State University College of Medicine celebrated its 100-year anniversary. Currently more than 807 students are working toward medical degrees through Ohio State’s innovative curriculum, known as Lead. Serve. Inspire., approximately 200 in each class. Some students combine medical education with a professional degree in health management, law, business or research. Another 800 young physicians from around the world come to Ohio State to complete residency training alongside clinical experts.

- 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 31st in the nation and 12th among public universities in the country by U.S News & World Report’s Best Colleges for 2016, with seven specialty areas considered the best in the nation.

The Class of Profile:

- Underrepresented in Medicine: 21.9%
- Women in Class: 103 (53.6%)
- Men in Class: 89 (46.4%)
- Ohio Residents in Class: 52.1%
- Non-Ohio Residents: 47.9%
- Class GPA: 3.72
- MCAT Composite: 34

Class of Profile

Ohio Residents in Class 52.1%
Non-Ohio Residents 47.9%

Ohio Residents

Class GPA 3.72
MCAT Composite 34
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**

Ohio State’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 Ohio State’s 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.


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THE LSI CURRICULUM
Curriculum Overview
The Lead. Serve. Inspire. curriculum (LSI) is a three-part, four-year program that fully integrates basic science learned in the classroom with clinical science applied in the clinical arena. The LSI competency-based framework ensures that our students are prepared to provide high-caliber health care to diverse populations. Students gain hands-on experience early in the program through longitudinal, practice-based, clinical service where they can apply classroom knowledge to actual patient situations. A team-based environment, emphasizing self-directed learning with multiple assessment methods, provides students with individualized learning opportunities while producing standardized outcomes. The goal of the LSI curriculum is to ensure that all students are prepared to excel in their chosen post-graduate residency programs and ultimately move on to their areas of specialization and practices.

Unlike other medical school programs where students spend two years in the classroom and two years in a clinical environment, Ohio State students begin taking care of patients during the first nine weeks of the program, learning how to take vital signs, give injections, draw blood, and perform EKG’s.

As a first-year student, you will be assigned to a clinic in week nine, going one day every other week for 18 months. And you will become a vital member of the healthcare team, getting to know our doctors, nursing staff and technicians and regarding their patients as your own.

Hallmarks of the LSI Curriculum
• Three-part curriculum that takes four years to finish
• Fully integrated basic and clinical sciences
• Early longitudinal practice based clinical service that allows students to apply classroom knowledge to actual patients
• Self-directed learning with multiple assessment methods to provide individualized learning with standardized outcomes
• Faculty coaching to support strong clinical skills development
• Projects that require critical thinking and synthesis of material
• Clinical problem solving in a team-based environment
• A required clinical track with an individualized educational plan for each student

First-year student Alek Adkins is seeing patients as early as his 9th week of classes under the watchful eye of his physician preceptor, Ruchika D. Husa, MD, a physician of cardiovascular medicine at Ohio State.
LSI Curriculum –
Three Parts across Four Years

Part I, Clinical Foundations, immediately introduces foundational science, which weaves 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 regimented 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, is the culmination of the LSI curriculum, fostering the development of advanced, skill-based competencies and clinical competencies. Part 3 also provides physicians-in-training with exposure to areas such as emergency medicine and advanced ambulatory care.

Early Clinical 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 in the first year to year-and-a-half of the curriculum, Ohio State medical students begin learning about various body system disorders, including bone and muscle, neurological, cardiopulmonary, gastro-intestinal, renal, endocrine and reproductive disorders, and 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 dovetails with critical thinking and is another tenet of the LSI curriculum.
former captain of his track and field team at Emory University, Med 2 student Jason Campbell has been attending to the injuries and joint problems of Ohio State athletes under the guidance of Dr. Bryant Walrod, MD, physician for the OSU softball/baseball, wrestling, and field hockey teams. 

"The time spent in my longitudinal practice with Dr. Walrod acts as a positive reminder of what lies ahead. Working alongside him in the training room and during competitions, I am learning not only how to perform musculoskeletal physical exams and give ultrasound-guided intra-articular injections, but how to practice medicine the right way – through a humble and thoughtful approach to each patient."

Jason Campbell, MD Candidate
Class of 2018

Longitudinal Projects
Throughout the curriculum, students participate in a variety of longitudinal projects, 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 a physician who works with students to determine a needs assessment of their patients, implement a therapy, and assess the outcomes. Student teams conclude by creating a project poster to present at the annual Community Health Day.

Clinical Applications
Progressing through the curriculum, students gain an understanding of patients with specialized medical needs, reproductive and surgical needs, and those within special, 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 new 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 and guides throughout the program and provide feedback on the students’ ability to reflect on their experiences and assist in establishing goals and next steps.
The schedule above is an example of a typical week for an OSU medical student during Part One 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.
At the end of his first year, Jason Galo practices his physical exam and communication/interaction skills with a standardized patient, an individual trained to present as an actual patient, with specific symptoms and a medical history, while being reviewed by a faculty evaluator. The session is digitally recorded and stored so that trainees may self-evaluate or review with a faculty member.

Part II, Clinical Applications

Most other programs begin clinical/clerkship rotations in the third year of medical school offered through departments under “unilateral” disciplines. Ohio State’s LSI curriculum introduces the clerkship experience after 18 months through learning “rings” which integrate knowledge in three major areas:

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 I with one week of learning new skills in the clinical skills lab during “Ground School,” which prepares students for rotation in a clinical setting. 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 the following:
  - 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 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 III, Advanced Clinical Management

The goal of Part III 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 doctors.

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

Advanced Management in 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.

Students have a choice of eight clinical tracks in a specialty or subspecialty field to prepare for internships or residencies by meeting entry-level milestones in that field.

In the Emergency Medicine Advanced Clinical Track, students choose from electives in emergency medicine, intensive care, diabetes, pain and palliative medicine, or congestive heart failure, as well as an advanced competency in ultrasound, advanced topics in emergency medicine, or an elective in wilderness medicine.

Trainees practice surgical procedures in one of four Virtual Critical Care Bays in the clinical skills lab, while responding to various patient scenarios controlled by a technician and faculty member from an observation corridor outside the bay. Students inside the bay work together to recognize and respond to the changes in bodily functions and vital signs, as presented in the simulated “patient” on the table.
Ohio State medicine’s unique curriculum is supported by and integrated with the latest information technology, which enables multi-modal education. From face-to-face lectures in the classroom, live-streaming video or downloadable content students can access anywhere, anytime. First- and second-year students are given iPads that are populated with electronic resources, lectures that exist on a searchable database, and other resources, including 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 the 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 the country’s only fully digital, filmless radiology system and Physician Order Entry, which allow our physicians and students to order lab tests and medications and conduct real-time consults.

The College has developed innovations in the virtual classroom, including an Interactive Guide to Physical Examination, a learning tool designed to introduce students to the fundamental principles of physical examination. (See the demo at familymedicine.osu.edu/9911.cfm.)

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.

The safe environment of the Clinical Skills Education and Assessment Center enables students and trainees to practice their technical skills on procedures-based simulators, ranging from basic task trainers to high-tech human patient simulators.
A DIVERSE AND SUPPORTIVE LEARNING ENVIRONMENT

Promoting excellence and diversity in education is highly valued at The Ohio State University. Our students reflect not only racial and ethnic diversity but also diversity of culture, geographic origin, age and experience. The College promotes a diverse community that is intended to enrich your experience and prepare you for practice within a patient population that grows more varied each day.

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

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 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 supports over 100 student organizations. Many have a service component that allows students to work with patients and serve the community. Others allow students to pursue personal interests that help them to maintain balance in their lives. Student Life is also responsible for all of the student events that celebrate milestones in medical education like White Coat, Match Day and the Hooding Ceremony.

Ohio State looks ahead to preparing the physicians of tomorrow by introducing local youths to medicine through Ohio State’s pipeline programs.

Second-year med student Constance Chapman juggles the responsibilities of medical school with those of wife and mother-to-be, crediting her success to not only the support and understanding of family and friends, but of faculty, staff and classmates, as well.

“Having access to lectures, learning modules, class notes, and practice exams via online study sites will come in handy when the baby is born. The faculty have been very supportive. I mentioned early on that I wanted to work with underserved populations and was quickly assigned to a free clinic as my Longitudinal Practice site; I was then given a scholarship to work with the underserved around Columbus. I’ve gained invaluable experience and my desire to work with the underserved has only been strengthened.”

Constance Williams Chapman, MPH, MS, MD
Candidate
Class of 2018
Working with Patients in the Community

Outside of the curriculum are many opportunities for patient interaction and skill building. Service includes diabetes testing in the Latino community and hepatitis screening in the Asian Pacific population.

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 on-going health care, including gynecological care for women.

The Asian Health Initiative focuses on serving the needs of the Asian community through on-going 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 routine 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. The entering class of 2015 is comprised of 53.6% female students. In addition, over the past ten years, the College has grown its women faculty by 200 percent.

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 LGBT and Allies, MedServe, Special Needs Advocacy Group, Med Student Significant Others and 20 other groups “to create and maintain the culture of respect in the medical school environment.”

The College of Medicine and its Humanity in Medicine team focus on ways to continue to create 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 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.

THE GLOBAL CLASSROOM

The College of Medicine Office of Global Health Education (OGHE) provides students the opportunity 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 will receive credit and funding. Students expand their health care 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, Veterinary Medicine and the School of Health and Rehabilitation Sciences. The HSCGH works to increase student interest in and preparation for global careers. It also promotes, develops and coordinates interdisciplinary global health education and research.
RESEARCH OPPORTUNITIES
Ohio State’s Medical Student Research Program connects medical students with available 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 (HHMI), National Institutes of Health (NIH), Alpha Omega Alpha (AOA), Sarnoff Foundation, the Doris Duke Foundation and many other scientific, specialty and disease-specific foundations. Students are encouraged to find a research mentor and apply to multiple funding sources 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 (MSTP) 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. 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.

This past summer, while a rising second-year medical student, Kaitlyn Kelly worked on a research project with the Quality and Patient Safety Department at the OSU Medical Center looking at asthma guideline compliance. “I was nervous about what I would do over the summer between Med 1 and Med 2. A lot of students do research, and I had no research experience in undergraduate school. The emphasis on translational research and using new knowledge to improve clinical practice was a relatively new concept for me.” Kaitlyn Kelly, MD Candidate Class of 2018

A WORLD-CLASS MEDICAL CENTER CAMPUS
Ranked as one of “America’s Best Hospitals” for the 23rd 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 $177 million in annual community benefits through charity care, outreach and support. A major referral center throughout Ohio and the Midwest, Ohio State’s 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. As members of the medical team at Ohio State, our students work side by side with other health care professionals in hospitals and clinics within the central Ohio area, diagnosing and treating patients, as they master the professional and personal skills needed to develop and deliver personalized health care to their patients. Ohio State’s five hospitals and a 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 pre-eminent physicians.
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 integrated heart care programs tailored to patient needs.

The Ohio State University Comprehensive Cancer Center – James Cancer Hospital and Solove Research Institute is one of the nation’s premier centers for the prevention, detection and treatment of cancer. It features the world’s most advanced cancer hospital, opened in December 2014, which 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.

Once again, The Ohio State University Wexner Medical Center has been named one of “America’s Best Hospitals” by U.S. News & World Report. The survey ranks seven of our specialties among the nation’s best, including Ear, Nose & Throat; Cancer; Diabetes & Endocrinology; Cardiology & Heart Surgery; Nephrology; Urology; and Neurology & Neurosurgery.

The Ohio State University College of Medicine is one of the nation’s top medical schools, ranking 31st among all 126 accredited medical schools and 20 schools of osteopathic medicine and 12th among public universities by U.S. News & World Report’s “Best Colleges” issue for 2016.

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, and targeted molecular therapies, microbial pathogenesis and biodefense, and tissue engineering.

THE NEW JAMES

The OSUCCC – JAMES is a $750 million, 1.1-million square-foot, freestanding cancer hospital located in the heart of Ohio State’s academic medical center.

Standout features include 14 state-of-the-art operating rooms, six interventional, radiology suites, an aboveground radiation oncology center containing seven linear accelerators for radiation therapy, and a dedicated early-phase clinical trials unit.

One of the unique features of the hospital is the location of translational research labs on each inpatient floor, with each floor having its own cancer focus. The arrangement allows for collaboration among Ohio State’s more than 300 cancer researchers and their teams from 12 of Ohio State’s 14 colleges across multiple disciplines to improve the effectiveness of cancer prevention, diagnosis and treatment.

The new James also contains one of only a few cancer emergency departments in the nation. Integrated within The Ohio State University Wexner Medical Center’s main emergency department, it includes 15 cancer-treatment stations staffed by doctors and nurses specially trained in oncology and emergency medicine.

Learn more about the James at cancer.osu.edu/about.
HOW TO APPLY

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

By designating Ohio State on your AMCAS application, you will receive an email from the College of Medicine inviting you to complete the online secondary application. AMCAS applications are accepted from early June until November 1 of the year prior to anticipated matriculation. The secondary application deadline is December 15.

The Ohio State University College of Medicine seeks to recruit learners who are driven to become empathetic physicians providing evidence-based, compassionate medical care. The Admissions Committee will assemble a class with diversity in background and thought, strong intellect and the potential to improve lives through innovation in research, education and clinical care.

The MCAT is required and must be taken within three years of applying. For the 2016 entering class, scores will be accepted from tests taken in January 2012 – September 2015. To be considered for the current application cycle, the MCAT must be taken before the end of September of the year before intended matriculation.

The MCAT exam has changed in 2015 to keep pace with the changes in medicine. More information is available online at aamc.org/students/applying/mcat/mcat2015.

ADMISSION STANDARDS

The academic profile of recent successful candidates includes a 3.72 grade point average and an MCAT composite score of 34.

The Admissions Committee looks for self-motivated and compassionate applicants, with integrity and interpersonal skills matching 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 behaviors 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.

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% high school graduation rate or higher; 33% 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% unemployment, the population of Columbus is growing at a pace above the national average
- a diverse town: 51.2% women, 28% Black or African American; 5.6% Hispanic or Latino
- a commercial town: home to 15 Fortune 1000 headquarters
- an 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 Wehrner 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, OHIO

Columbus, Ohio is more than just a home to one of the largest universities in the world. Columbus is the largest city in Ohio and the 15th 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 one-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.

Attractions include a rich visual, musical and performing arts scene, including the Columbus Art Museum, 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.
COURSE REQUIREMENTS

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

- General chemistry with qualitative analysis and with laboratory
- Organic chemistry with laboratory
- 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 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. Their ability to matriculate depends upon meeting all entrance requirements, including technical standards with or without accommodation.

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.

The renovated Thompson Library, a learning hub for the campus, has won multiple awards for its design and user friendliness. More than 13,000 people visit the library each weekday.