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 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 the Ohio State’s main campus, in the heart of the Ohio State health sciences campus. Tied to Graves Hall, with its classrooms and student lounge, Meiling Hall is conveniently located opposite the Health Sciences Library in Prior Hall and Ohio State University Hospital, and just across the plaza from Ohio State Richard M. Ross Heart Hospital, the Abercrombie and Fitch 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 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.
Message From the President of Student Council

It is my honor to welcome you to The Ohio State University College of Medicine. It feels like just yesterday that I was in your shoes. As a fourth-year student looking back on my experiences at Ohio State, I can tell you that I made the best decision in coming here!

As an Ohio State student, you will be receiving a top-notch, renowned medical education at one of the largest research universities in the world. The College of Medicine is a tight-knit community that will support you in your endeavors in medical school and beyond. Over the past four years, my classmates have grown from study partners into family members. Students and professors alike build camaraderie and strong professional and personal bonds that will last a lifetime. To top it all off, Columbus is a vibrant and youthful city in which to learn and play. The amazing people, academic excellence and endless opportunity at Ohio State made my decision an easy one. We look forward to welcoming you to our campus in the next few months and are happy to help you make the decision to join the Buckeye family of physicians!

Daniel Yanes, Med 4
President, Student Council
The Ohio State University College of Medicine
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 college celebrated its 100-year anniversary.

Today, approximately 830 students are working toward medical degrees through Ohio State’s innovative curriculum, known as Lead. Serve. Inspire. (LSI). Some combine their medical education with a professional degree in health management, law, business or research through dual programming options offered in partnership with these Ohio State professional colleges.

For students interested in family medicine, the College of Medicine offers 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 33rd in the nation and 11th among public universities in the country by U.S. News & World Report’s 2017 Best Medical Schools, with seven specialty areas considered the best in the nation
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.

2016 RESIDENCY MATCH

<table>
<thead>
<tr>
<th>Specialty</th>
<th># of Seniors Matched</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesiology</td>
<td>8</td>
<td>4.4%</td>
</tr>
<tr>
<td>Dermatology</td>
<td>5</td>
<td>2.7%</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>14</td>
<td>7.7%</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>16</td>
<td>8.8%</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>45</td>
<td>24.7%</td>
</tr>
<tr>
<td>Internal Medicine-Preliminary</td>
<td>13</td>
<td>7.1%</td>
</tr>
<tr>
<td>Internal Med/Emerg/Mod</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Internal Medicine-Pediatrics</td>
<td>4</td>
<td>2.2%</td>
</tr>
<tr>
<td>Neurological Surgery</td>
<td>2</td>
<td>1.1%</td>
</tr>
<tr>
<td>Neurology</td>
<td>4</td>
<td>2.2%</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>9</td>
<td>5.0%</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>8</td>
<td>4.4%</td>
</tr>
<tr>
<td>Orthopaedic Surgery</td>
<td>4</td>
<td>2.2%</td>
</tr>
<tr>
<td>Otolaryngology</td>
<td>4</td>
<td>2.2%</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
<td>1.1%</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>11</td>
<td>5.0%</td>
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<tr>
<td>Pediatrics/Emerg/Mod</td>
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<td>Pediatrics/Medical Genetics</td>
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<td>0.5%</td>
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<tr>
<td>Psychiatry</td>
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<td>5.5%</td>
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<tr>
<td>Radiation Oncology</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Radiology-Diagnostic</td>
<td>6</td>
<td>3.3%</td>
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<tr>
<td>Surgery-General</td>
<td>10</td>
<td>5.5%</td>
</tr>
<tr>
<td>Surgery-General (Prelim/Intern)</td>
<td>15</td>
<td>8.2%</td>
</tr>
<tr>
<td>Transitional Year</td>
<td>6</td>
<td>3.3%</td>
</tr>
<tr>
<td>Urology</td>
<td>5</td>
<td>2.7%</td>
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<tr>
<td>Primary Care (FM, IM, IM-Peds, Peds)</td>
<td>76</td>
<td>41.8%</td>
</tr>
<tr>
<td>Primary Care (FM, IM-Peds, Peds+OB/GYN)</td>
<td>85</td>
<td>46.7%</td>
</tr>
</tbody>
</table>
THE LSI CURRICULUM

Curriculum Overview

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. 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 and diverse population.

As an Ohio State medical student, you will gain hands-on experience early in the program through longitudinal, practice-based, clinical service where you can apply classroom knowledge to actual patient situations longitudinally over the course of the program. In week nine and transitioning into Part 2 of the program, you will be practicing in a clinic, attending one day every other week for 16 months and becoming a vital member of the healthcare team — getting to know our doctors, nursing staff and technicians and regarding their patients as your own.

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, their diagnosis and treatment, 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 reasons, 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 College of Medicine Primary Care Track (OSU-PCT) offers a three-year family medicine residency curriculum in the Ohio State University Family Medicine Residency Program, culminating in the MD degree. Students graduating from the OSU-PCT will be offered acceptance into the OSU Family Medicine Residency Program.

Program Benefits

- An accelerated curriculum leading to the MD degree in three years
- The core curricular objectives of the three-year program identical to the college’s four-year track, the Lead.Serve.Inspire. curriculum
- Tuition Scholarship covering 50 percent of in-state tuition all three years
- Progression into the OSU Family Medicine Residency Program
- Completion of medical school and residency training in Family Medicine in six years

Under the watchful eye of Assistant Professor Jennifer Woyach, MD, second-year medical student Sarah Gartner examines a patient at the Columbus Free Clinic, a local, student-run clinic dedicated to caring for the underserved.
LSI Curriculum: The Three Parts

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 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, 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 inpatient and ambulatory care.

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 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, 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.
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 Bryant Walrod, MD, physician for the Ohio State 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 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 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 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 I, Clinical Foundations

Part I of the curriculum is divided into eight blocks covering the major foundational science topics and their clinical correlates, allowing students to practice and build on clinical and communication skills.

Throughout Part I, students participate in weekly Longitudinal Group sessions one half-day per week to discuss topics on interpersonal communication, physical examination, behavioral/social sciences and clinical reasoning.

Starting in early October of the first year, students participate in a Longitudinal Practice session in a clinical site one half-day every other week for 16 months. Students receive basic training in medical interviewing, physical exams and procedures so they can function as productive members of the patient care team.

An Assessment Week includes a final exam to measure medical knowledge at the end of each block. Assessment Week includes time to self-assess and reflect on personal performance, and to make adjustments in learning strategies and focus.

Interspersed throughout Part I are the Exploration Weeks, during which students can identify careers in medicine that match their individual abilities and interests.

Working longitudinally, students will complete Individualized Projects related to Health Coaching, Community Health Education, and Health Systems, Informatics and Quality.

Sample Week: Foundations of Cardiovascular and Pulmonary Disorders

<table>
<thead>
<tr>
<th>Day</th>
<th>AM Activity</th>
<th>PM Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Overview of Valvular Heart Disease, Endocarditis, Pericarditis</td>
<td>Pathology of Valvular Heart Disease</td>
</tr>
<tr>
<td></td>
<td>Lecture Cardiac Murmurs and Pathophysiology of Valvular Heart Disease Lecture</td>
<td>Lecture</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Clinical Presentation of Valvular Heart Disease Lecture</td>
<td>Diagnostic Utility of the Carotid Pulse, Apex and JVP</td>
</tr>
<tr>
<td></td>
<td>Endocarditis from a Cardiologist Perspective Lecture</td>
<td>Guided Learning Cardiac Auscultation</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Valvular Heart Disease</td>
<td>Longitudinal Group pre-work for Cardio Week 7: Review Articles on Coronary Heart Disease</td>
</tr>
<tr>
<td></td>
<td>TBL Team-Based Learning</td>
<td>Independent Learning</td>
</tr>
<tr>
<td></td>
<td>Endocarditis Cases</td>
<td>Cardiac Physiology Simulations</td>
</tr>
<tr>
<td>Thursday</td>
<td>Case-Based Instruction/Learning Myocardial Metabolism in Ischemic Heart Disease</td>
<td>Cardiac Physiology Simulations Clinical Skills and Evaluation Center Simulation</td>
</tr>
<tr>
<td></td>
<td>Guided Learning Myocardial Metabolism in Ischemic Heart Disease</td>
<td>Cardiac Physiology Simulations</td>
</tr>
<tr>
<td>Friday</td>
<td>Pericardial Disease</td>
<td>Guided Learning Myocardial Metabolism in Ischemic Heart Disease</td>
</tr>
<tr>
<td></td>
<td>Lecture Health Coaching</td>
<td>Guided Learning Myocardial Metabolism in Ischemic Heart Disease</td>
</tr>
<tr>
<td></td>
<td>Site Access Demonstration</td>
<td>Cardiac Physiology Simulations Clinical Skills and Evaluation Center Simulation</td>
</tr>
</tbody>
</table>

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.
At the end of her first year, Jeanette Schnierle practices her 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 2, Clinical Applications

Most “traditional” curricula 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 I 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 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.

Clinical tracks are selected by students to prepare them for internships/residency training in the specialty/subspecialty field of their interest.

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

Advanced Competency Choices
- 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

Trainees practice advanced clinical skills and 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 College of 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 education 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 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 a fully digital, filmless radiology system and Physician Order Entry, which allow our physicians 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.

When Cameron Sheehan joined the Class of 2018, he was happy to discover that Ohio State offered him multiple ways to access information to suit his preferred learning style.

“I like to bike, and while I was training for a 150-mile ride in Pelotonia, having access to e-learning modules in the evening allowed me ride during the day without missing an important lecture. The iPads they give us are stocked with tools and applications that come in handy when looking up symptoms or checking a patient’s prescription at bedside. Our iPads are also equipped to provide secure, non-interrupted access to the Medical Center’s electronic medical record system, IHIS.”

Cameron Sheehan, MD Candidate
Class of 2018
A DIVERSE AND SUPPORTIVE LEARNING ENVIRONMENT

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 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 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 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 fosters a collegial learning environment the development of professional identity. The office 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.

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, 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 came in handy when the baby was born. The faculty has 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.

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 2016 comprises 54% female students. In addition, over the past 10 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 LGBTQ 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.”

In her first year of medical school, Jackie Mostow, working alongside classmate Charisma Kaufvik, designed an advanced competency called “Developing and Empowering Leaders Through Advocacy” (DELTA) to give medical students the tools to act as change-makers in the areas most important to them.

“The 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 have made it a priority to hone my skills during my time in medical school. Since starting med school, I had the opportunity to testify at the Ohio Statehouse on women’s health issues and learn from community experts about health education and research.

We felt we contributed and were able to teach some, training permitted, but could always ask for help. We were comfortable doing independently, and as our skills increased, we could do as much as we were comfortable doing independently, and as our training permitted, but could always ask for help. We felt we contributed and were able to teach some, as well.”

Jackie Mostow, MD Candidate
Class of 2019

The College of Medicine and its Humanism 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 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 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 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.

Courtney Gilliam, Hannah Elkus (pictured left) and Nicole White (far right) spent four weeks working with the “Free The Children” project in the Narok South District of Kenya providing primary care services to the Maasai, Kipsigis and Kii and communities, some of the most vulnerable segments of the Kenyan population.

“This rotation allowed us to see how medicine and public health are practiced in this resource-limited setting with well-trained clinical staff. We learned much more about pharmacy and lab tests. We could do as much as we were comfortable doing independently, and as our training permitted, but could always ask for help. We felt we contributed and were able to teach some, as well.”

Court Gilliam, Class of 2016
Hannah Elkus, Class of 2016
Nicole White, Class of 2016

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 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 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.

Courtney Gilliam, Hannah Elkus (pictured left) and Nicole White (far right) spent four weeks working with the “Free The Children” project in the Narok South District of Kenya providing primary care services to the Maasai, Kipsigis and Kii and communities, some of the most vulnerable segments of the Kenyan population.

“This rotation allowed us to see how medicine and public health are practiced in this resource-limited setting with well-trained clinical staff. We learned much more about pharmacy and lab tests. We could do as much as we were comfortable doing independently, and as our training permitted, but could always ask for help. We felt we contributed and were able to teach some, as well.”

Court Gilliam, Class of 2016
Hannah Elkus, Class of 2016
Nicole White, Class of 2016
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, 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 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.

While a rising second-year medical student, Kaitlyn Kelly worked on a summer research project with the Quality and Patient Safety Department at the Wexner 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 one of “America’s Best Hospitals” for the 24th 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 $170 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 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.

Ohio State’s six 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.
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 – James Cancer Hospital and 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, and targeted molecular therapies, microbial pathogenesis and biodefense, and tissue engineering.

Best Hospital
U.S. News & World Report has named The Ohio State University Wexner Medical Center to its list of “America’s Best Hospitals” for 24 consecutive years.

Quality Care
The Ohio State University Wexner Medical Center is one of 260 U.S. hospitals 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.

Safer Hospital
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. The award recognizes technology infrastructure and use in management and patient care.

The Ohio State University Wexner Medical Center has been recognized one of the Most Connected hospitals for 2015–16 by U.S. News & World Report, for its excellence in combining patient safety, patient engagement and clinical connectedness to improve patient care.
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47 percent of the U.S. population within a 10-hour drive of a centrally located town: Thurber House, jazz clubs campus), the Columbus Cultural Arts Center, Wexner Center for the Arts (on Ohio State’s main ny Orchestra, the Columbus Museum of Art, the home to the Columbus Sympho-
a cultured town: home to 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/apply/mcat. As soon as your verified AMCAS application has been received and MCAT eligibility verified, all applicants who have designated the Ohio State College of Medicine as one of the schools of their choice will receive an email that will include the 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 the 2018 entering class, scores will be accepted from tests taken between January 2014 – September 2017. To be considered for the current application cycle, the MCAT must be taken before the end of September of the year before intended matriculation. For more information on the MCAT, visit aamc.org/students/apply/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 threeyearetrack@osumc.edu for instructions on how to apply to the OSU-PCT.

Admission Standards

The academic profile of recent successful candidates includes a 3.71 grade point average and an old MCAT composite score of 34, a new MCAT composite score of 512. 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 at medicine.osu.edu.

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; 39% 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 Werner Center for the Arts (in Ohio State’s main campus), the Columbus Cultural Arts Center, Thumper House, jazz clubs
a centrally located town: within a 10-hour drive of 47 percent of the U.S. population.

ABOUT COLUMBUS, OHIO

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 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, comprising 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 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.

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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 lab 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 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.