Marshall University
Joan C. Edwards School of Medicine
2021-2022 CATALOG
MD and MD/PhD programs
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I. INTRODUCTION AND OVERVIEW

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- History of the School of Medicine
- Mission & Vision Statement
- Diversity Statement
- Accreditation
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About This Catalog

The purpose of this catalog is to provide general information for the Doctor of Medicine degree program. The provisions of this document do not constitute a contract, expressed or implied, between any applicant, student or faculty member and the Marshall University Joan C. Edwards School of Medicine (MUJCESOM).

MUJCESOM reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations or fees. Any changes become effective whenever appropriate authorities so determine and may apply to both prospective students and currently enrolled students. All policies are required to be consistent with the policies set forth by the Board of Regents for Marshall University.

Students are individually responsible for meeting all requirements as determined by Marshall University Joan C. Edwards School of Medicine.

This catalog is maintained by the MUJCESOM Office of Admissions in collaboration with the Catalog Committee.

Catalog date: March 24, 2021
History of the School of Medicine

THE EARLY YEARS
The Marshall University School of Medicine was established in the 1970s through federal legislation, which authorized the creation of five new medical schools in conjunction with existing VA hospitals. The West Virginia Legislature appropriated funding for the school in 1975, the Liaison Committee on Medical Education granted provisional accreditation in 1977, and the first class entered in January 1978 and graduated in 1981.

In its early years, the school focused its most intense energy on building a strong faculty and a sound academic program, laying a foundation in biomedical research and establishing the partnerships that would be integral to its success as a community-based medical school. The school also developed primary care and rural health programs that would become cornerstones for its growth in the coming years.

THE 1980s AND 1990s
From the mid-1980s to the mid-1990s, the medical school greatly increased the scope and depth of its clinical services as well as saw steady growth in the development of its research program. Marshall’s research efforts received a strong boost from the National Science Foundation’s Experimental Program to Stimulate Competitive Research (EPSCOR). The EPSCOR grant allowed the school to establish a research program in cell regulatory biology, facilitating interdisciplinary research in the regulation of cellular function and establishing state-of-the-art facilities for molecular biology and cell culture.

Despite having one of the nation’s smallest biomedical science (BMS) programs, Marshall’s per capita extramural funding for BMS faculty in 1996 ranked above the 30th percentile for all U.S. medical schools.

Marshall received stand-alone Ph.D.-granting status for its Biomedical Sciences Graduate Program in 1992, and it created a graduate program in forensic science that quickly gained national prominence.

In addition, the school developed and piloted several innovative education programs that focused on stimulating students’ interest in rural practice as well as an accelerated family practice residency.

NEW FACILITIES WITH ROOM TO GROW
By the mid-1990s, the need for new and expanded clinical space as well as new research and preclinical teaching space became clear. Beginning in 1998 and the decade that followed, Marshall saw the completion of five new clinical, educational and research buildings with an investment of more than $120 million—the VA Research addition, the Marshall University Medical Center, the Robert C. Byrd Biotechnology Science Center, the Erma Ora Byrd Clinical Center and the Edwards Comprehensive Cancer Center.
The new facilities helped the school respond to new educational requirements, accommodating increased faculty size and a dedicated clinical skills lab. Departments of Orthopaedic Surgery, Neuroscience and Ophthalmology were added. With modern medical advances and the easing of the state’s acute shortage of primary care physicians, Marshall’s mission broadened to enhancing retention of both primary care and subspecialty physicians as well as improving distribution. The new resources supported the school’s maturation process by allowing it to increase its class size.

Two additional facilities were constructed in 2011—the Charles H. McKown, Jr., M.D., Translational Genomic Research Institute and a Rural Health and Clinical Education Center, both of which further increased the school’s capacity for research and education. Clinical training opportunities have greatly expanded through the acquisition of several local practices, buildings and most recently, through the purchase of a 51,000 square foot, three-story office building, which is being converted to medical offices.

Under the direction of Joseph I. Shapiro, M.D., the school’s fifth dean, Marshall has continued to build on its mission of educating a physician workforce for the Appalachian region. In 2015, the school enrolled its first class into the newly created BS/MD program for West Virginia students, which allows them to complete their bachelor’s and medical degrees in just seven years. A new partnership with St George’s University of London Medical School was also established, paving the way for global clinical and research opportunities for students at both schools. Graduate Medical Education also expanded in recent years to include residencies in psychiatry and dentistry and fellowships in sports medicine (family and community health), nephrology and hematology-oncology.

Consistency in mission and innovation in execution characterize the medical school’s history. Its small size and community integrated structure have helped make the school uncommonly responsive to the region’s educational and health care needs.
Mission and Vision Statements

MISSION
The Marshall University Joan C. Edwards School of Medicine is a community-based, Veterans Affairs affiliated medical school dedicated to providing high quality medical education and postgraduate training programs to foster a skilled physician workforce to meet the unique healthcare needs of West Virginia and Central Appalachia. The School of Medicine will admit capable, qualified, and properly motivated applicants who upon graduation possess a high probability of meeting the health care needs of our state and region. Equally important and to add value to our learning environment is the infusion of students from a variety of cultural and ethnic backgrounds to ensure that our students are prepared for life and practice in an expanded environment. Therefore, qualified students from groups currently underrepresented in medicine, students from rural areas and women are especially encouraged to apply.

VISION
To be known for excellence in teaching, patient care and scientific contributions that enhance the health care communities in the region.
Diversity Statement

The Office of Diversity is committed to devising strategies and overseeing initiatives within the School of Medicine that will shape worldviews and foster a mindset open to different perspectives, new ideas and innovative solutions. We work to create a welcoming and inclusive environment where differences are respected and valued.

We will continuously make every effort to provide support and assist students in successfully completing their medical education. We strive for an inclusive, supportive environment, empowering individuals to achieve their academic objectives and increase their intercultural competencies and knowledge of social justice issues.

Everyone has a vital role and an important stake in diversity work, whether it is working together to eliminate health disparities or self-educating to become more culturally competent. We will continue to collaborate within and across different communities to reduce inequalities and to create an environment that will facilitate the academic achievement of racial and ethnic populations that are underrepresented in the medical profession.

More information is available on the webpage for the Office of Diversity and Inclusion.
Accreditation Statements

The programs of the Marshall University Joan C. Edwards School of Medicine are accredited by the following agencies:

**Medical Doctor (MD) Degree**
Liaison Committee on Medical Education ([www.lcme.org](http://www.lcme.org))

**Master of Science (MS) / Doctor of Philosophy (PhD) in Biomedical Sciences**
Higher Learning Commission / North Central Association ([www.ncahlc.org](http://www.ncahlc.org))

**Residency & Fellowship Programs**
Accreditation Council for Graduate Medical Education ([www.acgme.org](http://www.acgme.org))

- Family Practice Residency
  - Addiction Medicine Fellowship
  - Geriatric Medicine Fellowship
  - Sports Medicine Fellowship
- Internal Medicine Residency
  - Cardiology Fellowship
  - Interventional Cardiology Fellowship
  - Endocrinology Fellowship
  - Hematology-Oncology Fellowship
  - Nephrology Fellowship
  - Pulmonary/Critical Care Fellowship
- Medicine / Pediatrics Residency
- Neurology Residency
- Obstetrics & Gynecology Residency
- Orthopaedic Surgery Residency
- Pediatrics Residency
  - Pediatric Hospital Medicine Fellowship
- Psychiatry Residency
  - Child and Adolescent Psychiatry Fellowship
  - Geriatric Psychiatry Fellowship
- Surgery Residency

**Commission on Dental Accreditation (CODA)** - ([www.ada.org/en/coda](http://www.ada.org/en/coda))
General Practice Residency - Dental

**Continuing Medical Education**
Accreditation Council for Continuing Medical Education ([www.accme.org](http://www.accme.org))

**Forensic Science Program & Laboratory**
Master of Science by American Academy of Forensic Sciences ([www.aafs.org](http://www.aafs.org))
DNA Laboratory by Forensic Quality Services International as [ISO 17025](https://www.iso.org/standard/17025.html)

**Animal Resources Facility**
Association for the Assessment and Accreditation of Laboratory Animal Care - [AAALAC](https://www.aaalac.org)
# Academic & Clinical Administration

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Joseph I. Shapiro, MD</td>
<td>(304) 691-1700</td>
<td><a href="mailto:shapiroj@marshall.edu">shapiroj@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Basic Sciences</td>
<td>Gary O. Rankin, PhD</td>
<td>(304) 696-7313</td>
<td><a href="mailto:rankin@marshall.edu">rankin@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Business Development</td>
<td>Ali Oliashirazi, MD</td>
<td>(304) 691-1274</td>
<td><a href="mailto:oliashirazi@marshall.edu">oliashirazi@marshall.edu</a></td>
</tr>
<tr>
<td>Interim Vice Dean for Clinical Affairs</td>
<td>Ali Oliashirazi, MD</td>
<td>(304) 691-1274</td>
<td><a href="mailto:oliashirazi@marshall.edu">oliashirazi@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Government Relations, Health Care Policy &amp; External Affairs</td>
<td>James Becker, MD</td>
<td>(304) 691-1602</td>
<td><a href="mailto:becker1@marshall.edu">becker1@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Graduate Medical Education</td>
<td>Paulette Wehner, MD</td>
<td>(304) 691-1817</td>
<td><a href="mailto:wehner@marshall.edu">wehner@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Medical Education</td>
<td>Bobby Miller, MD</td>
<td>(304) 691-1703</td>
<td><a href="mailto:miller12@marshall.edu">miller12@marshall.edu</a></td>
</tr>
<tr>
<td>Vice Dean for Research &amp; Graduate Education</td>
<td>Uma Sundaram, MD</td>
<td>(304) 691-1841</td>
<td><a href="mailto:sundaramu@marshall.edu">sundaramu@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Admissions Director of the Center for Rural Health</td>
<td>Jennifer Plymale, MA</td>
<td>(304) 691-1182</td>
<td><a href="mailto:plymale@marshall.edu">plymale@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Diversity &amp; Inclusion</td>
<td>Shelvy Campbell, PhD</td>
<td>(304) 691-1607</td>
<td><a href="mailto:campbels@marshall.edu">campbels@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Diversity</td>
<td>Leonard White, MD</td>
<td>(304) 691-1050</td>
<td><a href="mailto:whitel@marshall.edu">whitel@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Faculty Advancement</td>
<td>Darshana Shah, PhD</td>
<td>(304) 691-8639</td>
<td><a href="mailto:shah@marshall.edu">shah@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Medical Education</td>
<td>Nitin Puri, MD/PhD</td>
<td>(304) 691-8828</td>
<td><a href="mailto:purin@marshall.edu">purin@marshall.edu</a></td>
</tr>
<tr>
<td>Associate Dean for Student Affairs</td>
<td>Amy Smith, BSN, M.Ed.</td>
<td>(304) 691-8684</td>
<td><a href="mailto:smith305@marshall.edu">smith305@marshall.edu</a></td>
</tr>
<tr>
<td>Assistant Dean for Academic Affairs</td>
<td>Marie Frazier, MD</td>
<td>(304) 691-1300</td>
<td><a href="mailto:frazierm@marshall.edu">frazierm@marshall.edu</a></td>
</tr>
<tr>
<td>Assistant Dean for Admissions &amp; Student Affairs</td>
<td>Cindy Warren, MA</td>
<td>(304) 691-1738</td>
<td><a href="mailto:warren@marshall.edu">warren@marshall.edu</a></td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Phone</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>Assistant Dean for Continuing Medical Education</td>
<td>David N. Bailey, MBA</td>
<td>(304) 691-1770 <a href="mailto:baileyd@marshall.edu">baileyd@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Animal Resources</td>
<td>Kelly J. Hopper, DVM</td>
<td>(304) 696-7374 <a href="mailto:hopperk@marshall.edu">hopperk@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Development &amp; Alumni Affairs</td>
<td>Linda Holmes, MA</td>
<td>(304) 691-1711 <a href="mailto:holmes@marshall.edu">holmes@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Medical Education</td>
<td>Paul Ferguson, MD</td>
<td>(304) 691-1762 <a href="mailto:paul.ferguson@marshall.edu">paul.ferguson@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Physician Assistant Program</td>
<td>Ginger Boles, MS, PA-C</td>
<td>304-691-1979 <a href="mailto:bolesg@marshall.edu">bolesg@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of External Affairs</td>
<td>Sheanna Spence, MSJ</td>
<td>(304) 691-1639 <a href="mailto:smith566@marshall.edu">smith566@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Student Financial Services</td>
<td>Cindy Canterberry, MS</td>
<td>(304) 691-8739 <a href="mailto:madden2@marshall.edu">madden2@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Chair, Curriculum Committee</td>
<td>Nancy Norton, MD</td>
<td>(304) 691-1167 <a href="mailto:norton2@marshall.edu">norton2@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>Traci West-McCombs</td>
<td>(304)-691-6940 <a href="mailto:west12@marshall.edu">west12@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Addiction Services</td>
<td>Robert H. Hansen</td>
<td>(304) 696-6929 <a href="mailto:rhansen@marshall.edu">rhansen@marshall.edu</a></td>
<td></td>
</tr>
</tbody>
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**Marshall Health Executive Management**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer, Marshall Health</td>
<td>Beth Hammers, MBA</td>
<td>(304) 691-1712 <a href="mailto:bhammers@marshall.edu">bhammers@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Interim Chief Medical Officer, Marshall Health</td>
<td>Ali Oliashirazi, MD</td>
<td>(304) 691-1274 <a href="mailto:oliahirazi@marshall.edu">oliahirazi@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Chief Medical Information Officer, Marshall Health</td>
<td>Shannon Browning, RPh, MD</td>
<td>(304) 691-1066</td>
<td></td>
</tr>
<tr>
<td>Chief Financial Officer, Marshall Health</td>
<td>J. Matt Straub, MBA</td>
<td>(304) 691-1284 <a href="mailto:straub3@marshall.edu">straub3@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Chief Operating Officer, Marshall Health</td>
<td>Nathan Ward, JD</td>
<td>(304) 691-1705 <a href="mailto:ward85@marshall.edu">ward85@marshall.edu</a></td>
<td></td>
</tr>
<tr>
<td>Chief Information Officer, Marshall Health</td>
<td>Michael J. McCarthy, MA</td>
<td>(304) 691-1750 <a href="mailto:mccarthy@marshall.edu">mccarthy@marshall.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
## Basic Science Chairs

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>Gary O. Rankin, PhD</td>
<td>(304) 696-7313</td>
<td><a href="mailto:rankin@marshall.edu">rankin@marshall.edu</a></td>
</tr>
<tr>
<td>Pathology</td>
<td>Krista Denning, MD</td>
<td>(304) 691-8860</td>
<td><a href="mailto:haught5@marshall.edu">haught5@marshall.edu</a></td>
</tr>
</tbody>
</table>

## Clinical Department Chairs

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Services</td>
<td>Mark Studeny, MD</td>
<td>(304) 697-1166</td>
<td><a href="mailto:studeny@marshall.edu">studeny@marshall.edu</a></td>
</tr>
<tr>
<td>Dentistry, Oral &amp; Maxillofacial Surgery</td>
<td>Raj Khanna, DMD, MD</td>
<td>(304) 691-1247</td>
<td><a href="mailto:rkhanne@marshall.edu">rkhanne@marshall.edu</a></td>
</tr>
<tr>
<td>Dermatology</td>
<td>Charles Yarbrough, MD</td>
<td>(304) 529-0900</td>
<td><a href="mailto:yarbroughc@marshall.edu">yarbroughc@marshall.edu</a></td>
</tr>
<tr>
<td>Family &amp; Community Health</td>
<td>Stephen Petrany, MD</td>
<td>(304) 691-1165</td>
<td><a href="mailto:petrany@marshall.edu">petrany@marshall.edu</a></td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>Mehiar El-Hamdani, MD</td>
<td>(304) 691-1050</td>
<td><a href="mailto:elhamdani@marshall.edu">elhamdani@marshall.edu</a></td>
</tr>
<tr>
<td>Neurology</td>
<td>Paul Ferguson, MD</td>
<td>(304) 691-1157</td>
<td><a href="mailto:ferguson7@marshall.edu">ferguson7@marshall.edu</a></td>
</tr>
<tr>
<td>Neurosurgery</td>
<td>Anthony Alberico, MD</td>
<td>(304) 691-1787</td>
<td><a href="mailto:alberico@marshall.edu">alberico@marshall.edu</a></td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>David Jude, MD</td>
<td>(304) 691-1460</td>
<td><a href="mailto:jude@marshall.edu">jude@marshall.edu</a></td>
</tr>
<tr>
<td>Oncology</td>
<td>James C. Jensen, MD</td>
<td>(304) 523-6421</td>
<td><a href="mailto:jensenj@marshall.edu">jensenj@marshall.edu</a></td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>James Gigantelli, MD</td>
<td>304-691-8800</td>
<td><a href="mailto:gigantelli@marshall.edu">gigantelli@marshall.edu</a></td>
</tr>
<tr>
<td>Orthopaedics</td>
<td>Ali Oliashirazi, MD</td>
<td>(304) 691-1274</td>
<td><a href="mailto:oliashirazi@marshall.edu">oliashirazi@marshall.edu</a></td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Susan Flesher, MD</td>
<td>(304) 691-1300</td>
<td><a href="mailto:evans83@marshall.edu">evans83@marshall.edu</a></td>
</tr>
<tr>
<td>Psychiatry &amp; Behavioral Medicine</td>
<td>Suzanne Holroyd, MD</td>
<td>(304) 691-1500</td>
<td><a href="mailto:holroyds@marshall.edu">holroyds@marshall.edu</a></td>
</tr>
<tr>
<td>Surgery</td>
<td>David A. Denning, MD</td>
<td>(304) 691-1200</td>
<td><a href="mailto:denning@marshall.edu">denning@marshall.edu</a></td>
</tr>
<tr>
<td>Urology</td>
<td>Lawrence M. Wyner, MD</td>
<td>(304) 691-1900</td>
<td><a href="mailto:wyner@marshall.edu">wyner@marshall.edu</a></td>
</tr>
</tbody>
</table>
Degree Programs

DOCTOR OF MEDICINE (MD)
Contact: 304-691-1738 | Website

Marshall offers medical students innovative, hands-on learning in a family-like atmosphere committed to excellence in medical education, research and patient care. Marshall medical students gain valuable experiences outside the realm of the traditional classroom that gives students a broad understanding of medicine and consistently match to high-profile residency programs.

COMBINED DOCTOR OF MEDICINE AND DOCTOR OF PHILOSOPHY (MD/PhD)
Contact: 304-691-1738 or 304-691-1841 | Website

This program blends the discovery of new knowledge with clinical medicine. Most MD/PhD graduates work as physician-scientists at medical schools, conducting disease-related research and applying the results to the treatment of patients. Students learn a unique perspective on both the basic science and clinical science behind disease.

The curriculum takes seven to eight years to complete. Students first take years one and two of medical school. During that time, they complete research lab rotations. After passing the USMLE Step 1 exam at the end of year two, students begin their PhD coursework and research. This takes three to four years. After completing the PhD requirements, students then complete years three and four of medical school.

Students in this program will be involved in coursework, research activities and clinical training for the entire calendar year for the duration of the program. While the first year of medical school begins in August, the MD/PhD program begins the first week of July with orientation followed by a month-long research lab rotation. Students are also required to submit an MD/PhD fellowship application before the end of the third year of the program.

Two applicants will be admitted each academic year; the admission cycle follows that of the traditional MD program.

Applicants who are admitted to the MD/PhD program will earn the following:

- A tuition waiver for the entire length of the program
- A yearly stipend equivalent to the PhD student stipend (currently $25,000) for all years of the program. The stipend and tuition are considered in-house, no interest educational loans that will be forgiven by completion of the MD/PhD dual degree program. If a student chooses to leave the MD/PhD program, he/she will have to reimburse the School of Medicine for the stipend and tuition benefits received.
COMBINED BACHELOR OF SCIENCE/DOCTOR OF MEDICINE (BS/MD)

Contact: 304-691-1182 | Website

This program is designed for highly motivated West Virginia high school students who have achieved the following criteria during their high school careers:

- Minimum composite ACT of 30 or an SAT composite equivalent 1390 minimum from a single test date, and a minimum ACT math score of 27 (SAT equivalent 630 minimum), from the same test date as the qualifying composite score.
- Cumulative GPA of 3.75 on a 4.0 scale
- Three letters of reference/recommendation, at least two of which must be from high school teachers (from science, math or AP classes) who have had the applicant in class and are familiar with the applicant's academic performance.
- Situational judgment test results in the format established each year for the program.
- Finalists will be required to participate in interviews.

The program allows students to complete the requirements for both the Bachelor of Science and Doctor of Medicine program in an accelerated seven-year program with:

- No MCAT required
- Guaranteed acceptance into medical school upon successful completion of program requirements
- Tuition waiver for the medical school portion of the program
- Option to participate in honors programs

DOCTOR OF PHILOSOPHY IN BIOMEDICAL RESEARCH (PhD)

Contact: 304-696-7399 | Website

The PhD Program in Biomedical Sciences takes an interdisciplinary approach to and develops a broad basis in, biomedical research. As part of the interdisciplinary approach, PhD students in the MUJCESOM graduate program will cross departmental boundaries and conduct research with a faculty mentor in one of the following areas:

- Obesity related disorders
- Epithelial transport
- Regulation of intestinal sodium, glucose, amino acid absorption
- Regulation of renal Na-K-ATPase
- Intestinal inflammation
- Intestinal Microbiome
- Toxicology
- Breast cancer
- Pulmonary disease
- Addiction Neurobiology
- Diabetes
- Hypertension
- Bone growth abnormalities
- Lipid homeostasis
- Neurosciences
- Cardiovascular Disorders
- Cell Biology
COMBINED BACHELOR OF SCIENCE/DOCTOR OF PHILOSOPHY (BS/PhD)
Contact: 304-696-7399 | Website

The combined B.S. to Ph.D. Biomedical Research program was developed between Joan C. Edward School of Medicine Office of Research and Graduate Education and Marshall University College of Science to attract the best and brightest high school students interested in a career in biomedical research to Marshall University. In this accelerated format, students have the opportunity to earn both degrees in just seven years, rather than the traditional eight to nine years it takes to complete them separately.

MASTER OF SCIENCE IN CLINICAL AND TRANSLATIONAL SCIENCE (MS)
Contact: 304-696-7279 | Website

Translational science is the application of the results from the basic research on cells and animals to the treatment of patients. With rapid developments in technology and genomics, this translational science is changing the advancement of medical care so that prevention and treatment of disease is specific to each individual patient. This program in Clinical and Translational Research equips students with the information and training to translate basic advances into improved patient care that will enhance the quality of life for patients in the Appalachian region, particularly southern West Virginia. Graduates of Marshall’s CTS MS program will be able to lead all aspects of clinical trials of new drugs and procedures. This program provides an emphasis on conducting clinical trials specific to the rural regions of West Virginia.

MASTER OF SCIENCE IN BIOMEDICAL RESEARCH WITH AN AREA OF EMPHASIS IN MEDICAL SCIENCE (MS)
Contact: 304-696-7322 | Website

Marshall University Joan C. Edwards School of Medicine (MUJCESOM) provides a rigorous, two-year, non-thesis degree in Biomedical Research that offers the ideal option for students who want to strengthen their academic record and enhance their science foundation prior to medical or other health-related professional schools. Commonly referred to as the Medical Sciences Program, the objective is to build a strong application for medical school to increase the chance of acceptance. The curriculum in the Medical Sciences degree program consists of much of the same material taught to the first- and second-year medical students at MUJCESOM.
MASTER OF SCIENCE IN BIOMEDICAL RESEARCH (MS)

Phone: 304-696-7399 | Website

Students in the Biomedical Research M.S. program will take an interdisciplinary approach to, and develop a broad basis in, biomedical research. Students will focus on biomedical and translational research that is important for the health care of West Virginia and Central Appalachia. This region has one of the highest rates in the nation of obesity, heart disease, smoking, diabetes, and death from drugs, prematurity, cardiovascular, cancer, and from an environmental standpoint, pollution. These concerns, such as obesity and its many complications, are also relevant to global health issues.

PHYSICIAN ASSISTANT PROGRAM (MMS)

Phone: 304-696-6035 | Website

The Physician Assistant Program in the Marshall University Joan C. Edwards School of Medicine offers a Master of Medical Science Physician Assistant Degree. This program will prepare students to practice as Physician Assistants in primary and specialty care across the life span, to patients in culturally diverse and rural settings. The program will provide students with the tools and skills to support lifelong learning, to apply evidence-based medicine in practice and to work in inter-professional teams.
Medical School Facilities

MARSHALL UNIVERSITY MEDICAL CENTER
1600 Medical Center Drive
Huntington, WV 25701
Phone: (304) 691-1600
Fax: (304) 691-1726

A technologically advanced focal point for the clinical teaching, outreach and service programs of the Joan C. Edwards School of Medicine.

ROBERT W. COON EDUCATION BUILDING
1542 Spring Valley Drive
Huntington, WV 25704
Phone: (304) 696-7300
Fax: (304) 696-7272

School of Medicine Department of Anatomy classrooms and facilities, faculty and research laboratories, Human Gift Registry and the Physician Assistant Program.

EDWARDS COMPREHENSIVE CANCER CENTER
1400 Hal Greer Boulevard
Huntington, WV 25701
Phone: (304) 399-6500

A joint project of the School of Medicine, Cabell Huntington Hospital and the Edwards Foundation, this three-story, 70,000-square-foot center offers the specialized expertise and equipment needed to provide advanced diagnostic and treatment services for a wide range of cancers.
ERMA ORA BYRD CLINICAL CENTER
1249 15th Street
Huntington, WV 25701

A $22.5 million, 80,000 square foot facility located at the former Fairfield Stadium site housing major new medical student teaching facilities and clinical education patient care clinics.

FORENSIC SCIENCE CENTER
1401 Forensic Science Drive
Huntington, WV 25701
Phone: (304) 691-8930
Fax: (304) 696-4360

The Marshall University Forensic Science Center is a nationally recognized leader in forensic science graduate education; dedicated to providing the highest quality forensic analysis services and training for the promotion of truth and justice.

ROBERT C. BYRD BIOTECHNOLOGY SCIENCES CENTER
1700 3rd Avenue
Huntington, WV 25703

A $40 million, 144,000 square foot, state-of-the-art biomedical and biotechnology research and development center on the Huntington campus of Marshall University.
Affiliated Medical Facilities

The Marshall University Joan C. Edwards School of Medicine is a community-based medical school, and hence its strong ties to local, affiliated health care facilities are crucial to its success.

CABELL HUNTINGTON HOSPITAL
1340 Hal Greer Boulevard, Huntington, WV 25701
Phone: (304) 526-2000
Website: https://cabellhuntington.org/
Opened in 1956, Cabell Huntington Hospital is a 303-bed hospital located in Huntington, West Virginia. In 2012, Cabell joined Marshall University Joan C. Edwards School of Medicine and its practice plan, Marshall Health, to form an academic medical center. Cabell Huntington Hospital is home to the Hoops Family Children’s Hospital and the Edwards Comprehensive Cancer Center and cares for patients throughout West Virginia, eastern Kentucky and southern Ohio.

ST. MARY’S MEDICAL CENTER
2900 First Avenue, Huntington, WV 25703
Phone: (304) 526-1234
Website: http://www.st-marys.org/
St. Mary’s Medical Center is the largest medical facility in Huntington, Cabell County’s largest private employer (2600+ employees) and, at 393 beds, is among the largest healthcare facilities in West Virginia. As a teaching facility associated with the Joan C. Edwards Marshall University School of Medicine, St. Mary’s trains medical residents in several specialties. The hospital campus is home to the St. Mary’s School of Nursing, the St. Mary’s School of Medical Imaging and the St. Mary’s School of Respiratory Care. All three programs are associated with Marshall University.
HERSHAL WOODY WILLIAMS VA MEDICAL CENTER

Since 1932, VAMC Huntington has been improving the health of the men and women who have so proudly served our nation. Services are available to veterans living in southwestern West Virginia, southern Ohio and eastern Kentucky. The Huntington VAMC is primarily affiliated with the Marshall University Joan C. Edwards School of Medicine, and has over 30 training programs in more than 20 healthcare fields, including the medical residency program with Marshall. Allied Health Training programs include dental, optometry, medical lab technology, physician assistant, and social work.

1540 Spring Valley Dr. Huntington, WV 25704
Phone: 304-429-6741
Website: https://www.huntington.va.gov/
II. ADMISSIONS INFORMATION

- Admissions Committee
- Subcommittees/Standing Workgroups
- Prerequisites
- Selection Criteria
- Admissions Committee Review
- Acceptance Protocols
- Admissions Timeline
- Pathway Programs
- Transfer Students
Admissions Committee

The Admissions Committee has final authority for the selection of regular MD applicants and applicants for joint programs such as the MD/PhD program, accelerated BS/MD program and the Early Assurance Program. The Admissions Committee is an independent body and acts free of external influence.

GOVERNANCE

The governance of the Admissions Committee consists of the Chair, Vice Chair and the Executive Committee. The Dean appoints the Chair and Vice Chair of the Admissions Committee. The Executive Committee of the Admissions Committee includes the Chair, Vice Chair and all the Vice Deans, Assistant and Associate Deans serving at that time on the Admissions Committee.

The Executive Committee is responsible for reviewing recommendations for new membership to the Admissions Committee and the Interview Selection Workgroup, among other duties. The Executive Committee is also responsible for designating ad hoc workgroups to evaluate and study admissions related issues. The final approval of new members to the Admissions Committee is made by Faculty Council of the Medical School.

MEMBERSHIP

The Admissions Committee may be composed of full-time basic science and clinical faculty, community physicians, medical residents, medical school administrators, undergraduate faculty members from the main Marshall University campus, community representatives, and medical students. As a matter of standard practice the Executive Committee ensures faculty representation of at least fifty-one percent on the Admissions Committee. Excluding medical student members, the duration of appointment to the committee is for three (3) years, but may be extended at the discretion of the Chair of the Admissions Committee. New medical student members will be expected to serve until graduation unless otherwise determined by the Chair.

New members – Excluding new medical student members, recommendations for new members are taken from current and former members of the Admissions Committee, and from departmental chairs. Each new member is asked to serve a three-year term, although members may remain on the Admissions Committee for multiple terms at the discretion of the Chair. New medical student members are selected as follows: two student members are elected annually by their class and two student members are members of the Student National Medical Association and appointed by the organization’s Chapter Advisor. New medical student members will be expected to serve until graduation unless otherwise determined by the Chair.

DUTIES

The duties of this committee are to develop and recommend criteria for admittance of applicants, to determine methods and procedures for evaluating applicants and to select
from among applicants those to be accepted. The authority for the final decision on applicants to the medical school, to include traditional applicants, applicants to a combined program such as the MD/PhD program, and the accelerated BS/MD program, rests with the full Admissions Committee. The Admissions Committee has developed policies and procedures to ensure compliance with non-discrimination laws and regulations, training for the holistic approach to admissions and decisions free from political and/or financial conflicts of interest.

Subcommittees/Standing Workgroups

EXECUTIVE COMMITTEE

The Executive Committee is responsible for forming a variety of ad hoc workgroups to study and analyze the admissions process and related issues from time to time as circumstances warrant. The members of these workgroups shall be determined by simple majority vote of the Executive Committee, and shall be dissolved upon completion of the task assigned.

The Executive Committee has the formal delegated authority from the Admissions Committee to move applicants from the waitlist to the accepted list.

INTERVIEW SELECTION WORKGROUP

A standing workgroup titled the Interview Selection Workgroup is a workgroup of the Admissions Committee with a specific charge as delineated herein.

CHARGE

The Interview Selection Workgroup shall be responsible for the evaluation of applications after the admissions staff has determined which applicants meet minimum qualifications. The Interview Selection Workgroup will then forward recommendations for applicants to be interviewed directly to admissions staff for interview scheduling.

MEMBERSHIP

The Interview Selection Workgroup shall be composed of representatives from the Office of Diversity & Inclusion, the Basic Sciences Department, the Executive Committee, and clinical faculty and all shall be members of the Admissions Committee. The members of this workgroup shall be determined by a simple majority vote of the Executive Committee and shall be dissolved upon completion of the task assigned.

Members serve at the will and pleasure of the Chair, with no defined term limits. Interview Selection Workgroup members shall undergo training along with the rest of the Admissions Committee to ensure compliance with all applicable laws, regulations and policies surrounding the admissions process, and the concept of the holistic admissions approach as well as the use of personal characteristics for effective decision-making. Interview Selection Workgroup meetings will be facilitated by the Chair of the Admissions Committee.
Prerequisites

Marshall selects students from a variety of academic, socioeconomic and personal backgrounds. Although most applicants are science majors, Marshall encourages its applicants to pursue their personal educational interests and abilities. Once the basic sciences requirements are met, Marshall welcomes majors from a variety of academic pursuits. The Admissions Committee considers the quality of the work more important than the field in which it is taken. Recruitment pipeline and outreach programs are in place that will introduce our medical school to qualified students from rural communities, students who are first generation college graduates, women, students who have little or no family financial support, and students from underrepresented minorities in the field of medicine. Extensive efforts are made by Admissions staff to ensure that applicant requirements are made available to potential applicants by means of information on the website, in handouts, during meetings with potential applicants at colleges and universities and consultation with faculty premed advisors, among other methods.

As a state-assisted medical school, Marshall gives preference to West Virginia residents. A limited number of well-qualified nonresidents from states adjoining West Virginia, nonresidents who have strong ties to West Virginia or to students who are introduced to our school through our out-of-state recruitment pipeline and outreach programs will be considered. Applicants are considered only if they are U.S. citizens or have permanent resident visas. Entrants should have a bachelor’s degree from an accredited college or university. Exceptionally well-qualified students may be considered after ninety semester hours of academic work if other requirements are met. Minimum course requirements are:

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<tr>
<th>REQUIRED COURSES</th>
<th>SEMESTER HOURS</th>
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<tr>
<td>GENERAL BIOLOGY OR ZOOLOGY WITH LAB</td>
<td>8</td>
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<tr>
<td>GENERAL CHEMISTRY WITH LAB</td>
<td>8</td>
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<tr>
<td>ORGANIC CHEMISTRY WITH LAB</td>
<td>8</td>
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<tr>
<td>BIOCHEMISTRY</td>
<td>3</td>
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<tr>
<td>PHYSICS WITH LAB</td>
<td>8</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>6</td>
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<tr>
<td>SOCIAL OR BEHAVIORAL SCIENCE</td>
<td>6</td>
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<tr>
<th>HIGHLY RECOMMENDED COURSES</th>
<th>SEMESTER HOURS</th>
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<tr>
<td>STATISTICS/BIOSTATISTICS OR EPIDEMIOLOGY</td>
<td>3</td>
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<tr>
<td>CELLULAR AND MOLECULAR BIOLOGY</td>
<td>3</td>
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All required prerequisites must be completed at an accredited college or university in the U.S. or Canada and must be passed with a grade of “C” or better by June 15 of the year of matriculation. The level of these required courses should be equal to courses for those majoring in these respective fields. If Advanced Placement or College Level Examination Program credits are on the college transcript, these may be accepted as a fulfillment of a prerequisite providing there is evidence of proficiency in the subject: examples of proficiency may be successful completion of a more advanced course in that field or a strong Medical College Admission Test (MCAT) score. With the exception of 2020-2021 and 2021-2022 academic years, online courses may not be used to fulfill science prerequisites.
Application Requirements

The first step in the formal application process is submitting an online application with AMCAS, the American Medical College Application Service, which allows students to apply to any participating medical school with only one application and set of transcripts. Transcripts should be sent to AMCAS as directed. Applications for admission are accepted by AMCAS from June 1 to November 1 of the year prior to enrollment. Since Marshall has a rolling admissions process, it is extremely important that applicants submit their application and supplemental materials as quickly as possible to enhance their chances of being accepted.

We utilize the WebAdMIT program to process AMCAS applications and our Supplemental Application. Through WebAdMIT the AMCAS applications will become available to us around the first of July. We will take no action on applications until verified by AMCAS. Verification generally takes four to six weeks from the date of submission of the AMCAS application.

Invitation to complete the Supplemental Application and Prerequisite Activity will be extended via the WebAdMIT gateway to applicants with a verified AMCAS application who are residents of West Virginia or an adjoining state. Nonresident applicants from non-bordering states will be emailed an inquiry for ties to West Virginia or to the School of Medicine. Invitation to complete the Supplemental Application and Prerequisite Activity will only be extended to those applicants who can demonstrate a strong tie to the state of West Virginia, such as previous residency, family currently residing in the state, attending a West Virginia college/university, etc.

There is a nonrefundable supplemental application fee of $75 for West Virginia residents and $100 for nonresidents. If the applicant has received a fee waiver from AMCAS, there will be no fee for application to Marshall.

Once an application package is complete, it will be reviewed by admissions staff. A complete application package includes the following:

- Verified AMCAS application
- Completed Supplemental Application and Prerequisite Activity
- Payment of the Supplemental Application Fee (Fee is waived for applicants eligible for the AAMC Financial Assistance Program)
- Letters of Recommendation (must meet requirements defined below)
- MCAT score (must be within the last three years)
- Situational Judgment Test Score (for more information go to MUJCESOM requirement for SJT)

Admissions staff will identify completed applications that meet minimum qualifications and those applications will be reviewed holistically by the Interview Selection Workgroup. The Interview Selection Workgroup will select applicants to be invited for interview.
Selection Criteria

Applicants must exhibit attributes that the medical school considers pertinent to the admissions decision. Applicants are evaluated based on four criteria: scholastic records, MCAT scores, academic references and interviews. Embedded within these criteria is the consideration of personal characteristics, which include communication skills, work ethic, community service, honesty/ethics and resilience. Additional attributes assessed include leadership and teamwork.

MCAT

The Medical College Admission Test (MCAT) is required and is used along with other data to predict success in preclinical course work.

Certain exclusions apply for the MCAT requirement. Applicants from the BS/MD program who meet specific program criteria are exempt from the MCAT requirement.

The MCAT must be taken within three calendar years prior to matriculation. Applicants are encouraged to review the Profile of Entering Students to determine competitiveness for acceptance.

GPA

A minimum overall GPA of 3.0 is preferred.

Students participating in a pathway program that has minimum GPA requirements must maintain the GPA requirements defined for that program.

LETTERS OF RECOMMENDATION

Letters of recommendation must be provided from a premedical committee or from three faculty members who have taught the applicant. If three individual letters are provided, two of these recommendations must be from science professors and one of the three must be from the applicant's major department. Letters of recommendation from other persons of the applicant's choosing are welcomed.

We participate in the AMCAS Letter Service and receive letters electronically. All letters must be submitted to AMCAS by December 15 of the year prior to matriculation.

INTERVIEWS

Interviews are arranged only by invitation and upon recommendation by the Interview Selection Workgroup. The purpose of the interview is to assess personal characteristics that are pertinent to the admissions decision. The interview experience allows the applicant an opportunity to become acquainted with the medical campus in a general way, and at the same time provide the Admissions Committee better insight into his/her personal interests and attitudes.
Each candidate is evaluated holistically and while the reviewers/interviewers seek a balance of the attributes defined below, this list is neither exclusive nor exhaustive:

<table>
<thead>
<tr>
<th>Personal Attributes</th>
<th>Experience</th>
<th>Metrics</th>
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<tr>
<td>Resilience</td>
<td>Community Service</td>
<td>GPA ≥ 3.0 (Preferred but not required)</td>
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<tr>
<td>Honesty/Ethics</td>
<td>Distance Traveled/Life Experience</td>
<td>Competitive MCAT score</td>
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<tr>
<td>Work Ethic</td>
<td>Research</td>
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<tr>
<td>Communication Skills</td>
<td>Teaching</td>
<td>Situational Judgment Test Score</td>
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<td>Rural Background</td>
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VIRTUAL INTERVIEW FORMAT

- Applicants selected for interviews will be invited to two live virtual interviews with different interviewers.
- Interviews will be conducted via secure Zoom during the weekday as scheduled by the Admissions Office.
- Each interview may last up to 45 minutes.
  - Information on how to prepare for the virtual live interview can be found in the AAMC publication: [Virtual Interviews: Tips for Medical School Applicants](#).
- In addition to the interview session, applicants will be required to meet with current medical students via Zoom for discussion. This will be scheduled separately from the interviews and will include a student-guided video tour of the campus.
- An optional session will be offered bimonthly to provide applicants with a chance to discover more about the curriculum, outreach programs, and research opportunities. This meeting will be hosted by the chair of the admissions committee who will be joined by the Dean of the medical school, a few basic science and clinical faculty as well as a selection of administrators from the offices of Admissions, Medical Education, Diversity & Inclusion and Student Affairs.
- In advance of interviews, invited applicants will be required to sign and submit the following forms:
  - Interviewee Agreement Form – An agreement to the terms and conditions for virtual interviews at Marshall University Joan C. Edwards School of Medicine
  - Technical Standards Form --- acknowledgement that applicants have read and understand the Technical Standards (fully described below) and certify that are able to meet the standards with or without reasonable accommodations.
Technical Standards

These technical standards for admission are set forth by the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) to establish the expectations and requisite abilities considered essential for students admitted to its educational and training programs to achieve the levels of competency stipulated by MUJCESOM, its accrediting agency (the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association), and the Higher Educational Policy Commission of the State of West Virginia.

A practicing physician must possess the physical, mental, behavioral and social competencies to function in a variety of clinical situations and to render a broad spectrum of patient care in multiple and varied settings.

Accepted students must be able to perform the academic and clinical competencies to meet the full requirements of the school’s curriculum.

Accepted students with disabilities which may compromise their educational process and their ability to practice medicine or which might compromise the educational process of their classmates may be required to undergo appropriate evaluation to assess their ability to meet the school’s competencies and/or continue in the program.

The academic and clinical competencies of the school’s curriculum include the capacity to observe and communicate and demonstrate sufficient motor ability to perform physical examinations and basic laboratory and diagnostic procedures. Students must demonstrate emotional stability, exercise sound judgment, work effectively in stressful situations and have the intellectual ability to synthesize data and solve problems.

Applicants for admission to MUJCESOM who are invited for an on campus interview are required to certify on the day of their interview that they understand and are able to meet the Technical Standards described herein with or without reasonable accommodations. A description of the actual disability and the need for accommodations should not be disclosed at this time.

Reasonable accommodations can be made for accepted students with appropriately documented disabilities. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Except in rare circumstances, the use by the candidate of a third party (e.g., an intermediary) to perform any of the functions described in the Technical Standards set forth would constitute an unacceptable modification.

An accepted student who has a disability and needs accommodations should initiate discussions with the MUJCESOM Office of Medical Education as soon as the offer of admissions is received and accepted. It is the responsibility of an accepted student to provide sufficient current information documenting the general nature and extent of his/her disability and the functional limitations proposed to be accommodated. The student must recertify that he/she is able to meet the Technical Standards with their specific
accommodations. The School of Medicine reserves the right to request new or additional information.

Candidates for admission to the Marshall University Joan C. Edwards School of Medicine must meet the following Technical Standards:

- Must be able to obtain, process and learn information presented in classroom, laboratory and clinical experiences, including but not limited to lecture, anatomical dissection, and simulated and real treatment situations;
- Must be able to acquire information from a variety of sources, including but not limited to texts, journals, written documentation, videotapes, films, slides and advanced media resources;
- Must have the mental capacity to, in a timely manner, assimilate, learn and communicate large volumes of complex, technically detailed information, to perform clinical problem-solving, and synthesize and apply concepts and information from different disciplines to formulate evaluative and therapeutic judgments;
- Must be able to measure, calculate, analyze, synthesize and evaluate information;
- Must be able to comprehend three-dimensional relationships and understand spatial relationships of structures;
- Must be able to process information in a timely manner;
- Must be able to solve clinical problems in a timely manner;
- Must be able to observe simulated and real patients accurately close at hand and at a distance;
- Must be able to assess verbal and non-verbal communication from others;
- Must be able to demonstrate effective, efficient, and sensitive verbal, non-verbal, and written communication skills with faculty, peers, patients and other members of the health care team from different cultural and social backgrounds;
- Must be able to consistently perform a complete history and physical exam on any patient regardless of the patient’s race, religion, ethnicity, socioeconomic status, gender, age or sexual orientation.
- Must be able to tolerate long periods of sitting as well as long periods of physical activity;
- Must be able to manipulate parts of, or whole bodies of, simulated and real patients;
- Must be able to tolerate close physical contact with patients for instructional purposes while maintaining professional deportment;
- Must possess the emotional health necessary for the full use of intellectual abilities, the exercise of sound judgment, and the effective completion of all responsibilities attendant to the educational expectations, assessment and treatment of patients, and the development of mature, sensitive, and effective relationships with patients, family members, colleagues and others;
- Must be able to endure physically and mentally stressful workloads and function effectively and professionally under stress;
- Must be able to adapt to changing environments and expectations;
- Must be able to prioritize activities effectively;
- Must possess adequate sensory function to fulfill the minimum competency objectives for auscultation, percussion, and other physical assessment and treatment procedures commonly used in the medical practice;
- Must have the capacity to learn, model and abide by the professional competencies of the profession;
- Must have the ability to record examination and diagnostic results clearly, accurately and efficiently, and communicate them effectively to the patient and colleagues.
Admissions Committee Review

Following interviews, each interviewer will present the candidate to the committee. At least one of the interviewers must be present to discuss the candidate before the entire committee.

Following initial presentation by the interviewers, the applicant is discussed by the committee and one of three recommendations is made:

1) ACCEPT: Committee action of acceptance is immediately forwarded to the Admissions Office with the committee vote included.

2) HOLD: Applicants in this category present qualifications that are less competitive than applicants in the ACCEPT category. Applicants in the HOLD category will be reevaluated and are considered to remain in an active category. Applicants may also be placed in Hold by the committee in anticipation of the receipt of additional information.

3) REJECT: A rejected applicant’s application is immediately forwarded to the Admissions Office with the committee vote included.

A majority vote of those present will be necessary to designate the application as accepted or rejected. If a majority vote for acceptance or rejection is not reached, then the application shall remain on active status as a HOLD. Following committee recommendation of either ACCEPT or REJECT, Admissions Committee activity regarding the applicant ceases unless important additional information is received that should be reviewed and considered by the Admissions Committee.

Those applicants remaining in the HOLD category will undergo a second discussion and vote by the Admissions Committee. This process is defined as second-round evaluation. Those applicants typically will not undergo second-round evaluation until all applicants have undergone the initial first-round discussion and voting procedure, although an interviewer may request recall of an applicant prior to this timeframe based on additional information received.

At the second-round evaluation of applicants in the HOLD category, the applicant must be recommended as either an ACCEPT or REJECT. Second-round evaluations are conducted in a similar manner to the first-round process including presentation by interviewers; one interviewer should be present. Once the class is filled, applicants deemed acceptable by vote of the Admissions Committee will be placed on the waitlist.

An applicant’s application can be “recalled” for a second or additional review due to receipt of additional information and/or at the request of any member of the Admissions Committee. A request that a candidate be re-interviewed must receive a majority consensus of the Admissions Committee members attending that meeting. This request would be considered only if the member could provide specific cause for such action.

The Admissions Committee will extend acceptances to approximately 85 applicants. Once all slots have been filled, the remainder of the applicants acceptable for admission will go on the waitlist. In addition, the Admissions Committee will finalize decisions about applicants
who have previously been placed on HOLD, and those will either be REJECTED or will be moved from HOLD to the waitlist. The waitlist is not ranked. The Executive Committee has the formal delegated authority from the Admissions Committee to move applicants from the waitlist to the accepted list. The Executive Committee will use the following criteria to move a student from the waitlist to the accepted list:

- West Virginia residents
- Underrepresented Minorities in Medicine
- Applicants from rural communities
- Applicants who have had experiences or indicate interest in serving in a rural community

Review of Admissions Committee activities prior to forwarding letters of final disposition to applicants will be made by the Assistant Dean of Admissions, who will ensure that all documentation regarding entrance requirements, residency determination and other process compliance areas have been evaluated and verified.

Once a final decision has been made, applicants are notified in writing regarding their status. Applicants who are placed on the waitlist are encouraged to provide updated grades and information. The Executive Committee will make a selection from the waitlist to fill any openings per admissions policy and procedures.

Accepted applicants may request delayed/deferred matriculation into the school of medicine for a period of one year. To request delayed/deferred matriculation, the applicant must forward a letter addressed to the Admissions Committee describing the reason for the request. The request must be received by June 1 prior to matriculation. It is the responsibility of the Admissions Committee to review and approve all requests. Requests for delayed/deferred matriculation received after June 1 prior to matriculation, will be considered for medical reasons only. Deferred applicants are directed to contact the Office of Admissions for instructions on this process.

The Admissions Office will provide the Admissions Committee a report of the finalized class which will include how many waitlist individuals were admitted and on what general basis the admission decisions were made.
Application & Acceptance Protocols for Applicants

TRAFFIC RULES

MUJCESOM has adopted the recommendations provided in the AAMC Application and Acceptance Protocols to ensure timely notification to applicants regarding the outcome of their AMCAS application.

In accordance with the AAMC Application and Acceptance Protocols, often referred to as “Traffic Rules”, MUJCESOM will communicate admission decisions as follows:

- Notify all Regular MD program applicants of their acceptance on or after October 15 of each admission cycle, but no earlier. Schools and programs may notify applicants of admissions decisions other than acceptance prior to October 15.
- From October 15 to March 15, notify AMCAS within five business days of all admission actions, either written or verbal, that have been communicated to an applicant.
- From March 16 to April 30, notify AMCAS within two business days of all admissions acceptance, withdrawal, or deferral actions, either written or verbal, that have been communicated to an applicant. All admission actions are listed and defined on the AAMC website.
- From May 1 to the first day of class, notify AMCAS of all admissions actions within 24 hours.
- Notify AMCAS of each student’s matriculation within 24 hours.

CHOOSE YOUR MEDICAL SCHOOL TOOL

The Ad Hoc Working Group on Admissions Tools and Resources in partnership with the AAMC created the “Choose Your Medical School Tool” to help applicants communicate their decisions about which schools they plan to attend.

MUJCESOM has adopted the following guidelines for the “Choose Your Medical School Tool”:

February 19th through April 29th: Applicants holding one or more acceptance offers are requested to use the tool to select the school where they “Plan to Enroll”.

- During this time period, applicants who select “Plan to Enroll” can continue to hold other acceptances, remain on alternate lists and continue to interview at other schools.
- If applicants receive new offers, they can update this selection at any time, but they can select only one school at a time.
- Admissions staff will be able to see the aggregate number of applicants who have selected “Plan to Enroll” at our school or another school. However, we will not be able to see the name of the other school.

On or before April 15th: Applicants holding multiple acceptance offers, should narrow selection(s) to no more than three schools or programs, and withdraw acceptance(s) from all other schools or programs.
• This communication needs to be made by the applicant directly to the program. Notification to our program should be via email to Cindy Warren (warren@marshall.edu).

April 30th: Applicants need to choose the school or program to which he/she plans to matriculate and promptly withdraw acceptances from all other schools or programs.

• If an applicant receives additional acceptances following April 30th it is his/her responsibility to promptly notify any school(s) he/she has decided to not attend.

Beginning on April 30th: Applicants may use the CYMS tool to indicate one of two options: “Plan to Enroll” or “Commit to Enroll”. We expect that the “Plan to Enroll” option would only be selected by applicants who remain on a waitlist/alternate list for another school.

Selecting “Commit to Enroll” indicates that the applicant has made a final selection and has withdrawn all other applications.

• This selection does not automatically withdraw you from other programs. Applicants must communicate directly with all schools about their final decision according to each school’s specific policy. Notification to our program should be via email to Cindy Warren (warren@marshall.edu).

If an applicant selects “Commit to Enroll”, then all other schools where the applicant has an acceptance or alternate list offer will be notified of their selection. However, those schools will not know the name of the school that the applicant has selected.
### Important Deadlines and Timeline for the Admission Cycle:

<table>
<thead>
<tr>
<th>Activity</th>
<th>2020-21 Cycle for Class Entering 2021</th>
<th>2021-22 Cycle for Class Entering 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit AMCAS application</td>
<td>June 1, 2020 – Nov 1, 2020</td>
<td>June 1, 2021 – Nov 1, 2021</td>
</tr>
<tr>
<td>Situational Judgment Test Dates - CASPer</td>
<td>N/A</td>
<td>May 4, 2021 – Nov 16, 2021</td>
</tr>
<tr>
<td>Letters of Recommendation Deadline</td>
<td>December 15, 2020</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Supplemental Application Deadline</td>
<td>December 15, 2020</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>MCAT Deadline for last administration of exam to be considered for the cycle.</td>
<td>Last available test date of September, 2020</td>
<td>Last available test date of September, 2021</td>
</tr>
<tr>
<td>Interview season for In-State applicants</td>
<td>September through December, 2020</td>
<td>September through December, 2021</td>
</tr>
<tr>
<td>Interview season for Out-of-State applicants</td>
<td>December 2020 through January 2021</td>
<td>December 2021 through January 2022</td>
</tr>
<tr>
<td>Letters of Acceptance</td>
<td>Sent by mail - as accepted by Committee beginning October 15th</td>
<td>Sent by mail - as accepted by Committee beginning October 15th</td>
</tr>
<tr>
<td>Response to Letters of Acceptance</td>
<td>Can be emailed or mailed – Must be provided within 2 weeks of receipt of letter</td>
<td>Can be emailed or mailed – Must be provided within 2 weeks of receipt of letter</td>
</tr>
<tr>
<td>Accepted students should indicate “Plan to Enroll” via AMCAS Choose Your Medical School Tool.</td>
<td>Begins February 19, 2021</td>
<td>Begins February 19, 2022</td>
</tr>
<tr>
<td>Students with multiple offers of acceptance should narrow offers to no more than 3 medical schools</td>
<td>Begins April 15, 2021</td>
<td>Begins April 15, 2022</td>
</tr>
<tr>
<td>Students can use the “Commit to Enroll” option via AMCAS Choose Your Medical School Tool</td>
<td>April 30, 2021</td>
<td>April 30, 2022</td>
</tr>
<tr>
<td>Orientation</td>
<td>August 2, 2021</td>
<td></td>
</tr>
<tr>
<td><strong>Start Date of Classes</strong></td>
<td>August 9, 2021</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Once You’ve Been Accepted

ALL students accepted to the MD program including regular MD, MD/PhD, BS/MD, and students accepted through the MD Early Assurance program must meet the following entrance requirements:

- AMCAS Check Criminal Background
- Immunization Requirements
- Physical Exam
- Health Insurance
- American Heart Association’s HeartCode BLS for Healthcare Providers
- Illicit Drug and Alcohol Screening

For current details regarding each of these requirements please visit the webpage for “Once You’ve Been Accepted”.

Pathway Programs

BS/MD PROGRAM

PROGRAM OVERVIEW

The Marshall University BS/MD program allows students to complete the requirements for both the Bachelor of Science and Doctor of Medicine program in an accelerated seven-year program with:

- No MCAT required
- Guaranteed acceptance into medical school upon successful completion of program requirements
- Tuition waiver for the medical school portion of the program
- Option to participate in honors programs

ADMISSION REQUIREMENTS

This program is designed for highly motivated West Virginia high school students who have achieved the following criteria during their high school careers:

- Applicant must be a West Virginia resident. Residency status will be determined by the Marshall University Office of Admissions.
- Minimum composite ACT of 30 or an SAT composite equivalent 1390 minimum from a single test date, and a minimum ACT math score of 27 (SAT equivalent 630 minimum), from the same test date as the qualifying composite score.
- Applicants must have a minimum unweighted high school grade point average of 3.75 on a 4.0 scale at the end of their junior year of high school with the expectation that the applicant maintain academic success through their high school graduation.
• Applicants must take a situational judgment test in the format as established each year for the program, and prior to the deadline as required by the program.
• Three letters of recommendation are required to be submitted by the deadline, at least two of which must be from high school teachers who have had the candidates in class (math, science or an AP class) and are familiar with their academic performance.

CONTINUING REQUIREMENTS

• Students must declare a biology major
• Students must achieve an overall cumulative college GPA 3.50 by the end of the three years of the undergraduate portion of the program.
• Students must successfully complete at least 26 credit hours during each academic undergraduate year and remain in good academic standing.
• Students participate in enrichment programs offered during the three years of the undergraduate program.

CURRICULUM

Students will follow an accelerated undergraduate program in biological sciences. Students successfully completing their first year of medical school will receive their bachelor’s degree.

Students must meet all admissions requirements established by the medical school in accordance with the BS/MD program.

FINANCING YOUR EDUCATION

Students will receive a tuition waiver for four years of medical school. Undergraduate tuition, fees and other medical school expenses (books, etc.) are the responsibility of the student. Students are encouraged to explore financial aid resources available through these websites:

• http://www.marshall.edu/sfa/
• http://jcesom.marshall.edu/students/financial-assistance/

CONTACT US

Email: BSMDProgram@marshall.edu
MD EARLY ASSURANCE PROGRAM

The MD Early Assurance Program at Marshall University and the Marshall University Joan C. Edwards School of Medicine is a program with the goal of preparing undergraduate students for success in the MD program. The Program will admit applicants who are Marshall University students, both in-state and out-of-state, who are capable, qualified, and motivated to succeed in basic science and clinical studies and who upon graduation possess a high probability of meeting the health care needs of our state and region. Benefits of the program include:

- Students successfully completing the undergraduate portion of the MD Early Assurance Program will not be required to take the Medical College Admissions Test (MCAT).
- Students successfully meeting all requirements of the MD Early Assurance Program will be accepted into the Marshall University Joan C. Edwards School of Medicine upon completion of matriculation requirements.

This program is a unique opportunity with specific eligibility and application requirements and continuing obligations once a student is accepted into the program. Please see the tabs below for further information.

ELIGIBILITY REQUIREMENTS

This program is for students currently enrolled in Marshall University who have demonstrated a particular interest in a medical career, and the academic strength to excel in a demanding premedical curriculum. Applicants must:

- Be U.S. citizens or have permanent resident visas
- Apply during the spring semester of their second undergraduate year at Marshall University
- Have successfully completed two years of full-time study at Marshall University at the time of acceptance into the program, and be currently enrolled as a degree-seeking student
- Have completed the following MD prerequisites by the end of summer semester of their second undergraduate year at Marshall University: one year each of general biology or zoology, general chemistry and organic chemistry, and all associated labs.
- Have a minimum composite ACT of 24 or composite SAT of 1160
- Have a minimum 3.5 overall Biology, Chemistry, Physics, Math (BCPM) GPA and 3.5 overall cumulative undergraduate GPA at the conclusion of the summer semester of their application year

APPLICATION REQUIREMENTS

- Applicants must complete the online application.
- Applicants must obtain four letters of reference. Letters must include two college academic letters (at least one from science faculty), a letter from an employer or volunteer supervisor, and one from a professional in the community.
- Applicants must complete an online situational judgment test which may involve a minimal cost to the applicant. More details will be forthcoming on the MD Early
Assurance portion of the Marshall University Joan C. Edwards School of Medicine website. It is the responsibility of the applicant to check the website and their contact email frequently for updates on requirements.

- Applicants must complete interviews with School of Medicine Admissions Committee members.

CONTINUING REQUIREMENTS

- Participants must achieve an overall cumulative undergraduate GPA of 3.5 and a 3.5 Biology, Chemistry, Physics, Math (BCPM) GPA by the end of the undergraduate portion of the program.
- Participants must have completed all required premedical courses and must remain in good academic and institutional standing at Marshall University throughout the program.
- Participants must successfully complete a selection of 30 credit hours of 300-400 level courses during the undergraduate portion of the program. Participants must select from the courses identified on the list of courses in the tab below.
- Participants must complete shadowing and volunteering requirements for the program as well as a professionalism course as directed by the Program Director.
- Participants must meet all admissions requirements established by the medical school in accordance with the MD Early Assurance Program.
- Participants will be expected to remain in the undergraduate portion of the MD Early Assurance Program for the two academic years immediately following acceptance into the program in order to complete all advanced required coursework, volunteering, shadowing and professionalism requirements prior to matriculation into medical school.

RECOMMENDED COURSE LIST FOR UPPER LEVEL REQUIREMENT

300 LEVEL BIOLOGY COURSES

- BSC 302 – Principles of Microbiology (3 CR, Fall/Spring)
- BSC 304 – Microbiology Lab (2 CR, Fall/Spring)
- BSC 322 – Principles of Cell Biology (4 CR, Fall/Spring)
- BSC 324 – Principles of Genetics (4 CR, Fall/Spring)

400 LEVEL BIOLOGY COURSES

- BSC 417 – Biostatistics (3 CR, Fall/Spring)
- BSC 422 – Animal Physiology (4 CR Fall/Spring)
- BSC 428 – Neuroscience (3 CR, Spring)
- BSC 438 – Emerging Infectious Diseases (3 CR, Fall)
- BSC 448 – Introductory Immunology (3 CR, Spring)
- BSC 450 – Molecular Biology (3 CR, Fall)
- BSC 456 – Genes and Development (3 CR, Fall)
300 LEVEL CHEMISTRY COURSES

- CHM 365 – Introductory Biochemistry (3 CR, Fall/Spring)
- CHM 366 – Introductory Biochemistry Lab (2 CR, Spring)

400 LEVEL CHEMISTRY COURSES

- CHM 467 – Intermediate Biochemistry (3 CR, Spring)

*COURSE OFFERINGS ARE SUBJECT TO CHANGE. APPLICANTS MUST WORK WITH THEIR ACADEMIC ADVISOR TO ENSURE TIMELY COMPLETION OF REQUIREMENTS.

PROGRAM POLICIES AND PROCEDURES:

- MD Early Assurance Program Policy
- MD Early Assurance Procedural Document

FOR MORE INFORMATION, CONTACT THE EARLY ASSURANCE PROGRAM at MDEarlyAssurance@marshall.edu.
**PROJECT PREMED**

Project P.R.E.M.E.D., which stands for Providing Real-World Experiences for Marshall-Educated Doctors, was established in 2011 by faculty and students, to create opportunities for future doctors of color and implement additional efforts to address barriers for students who are underrepresented in the health professions. This program provides early exposure to the processes and preparation required for applying to and attending medical school.

**SELECTION CRITERIA**

- Completed application form
- A minimum grade point average of 3.0
- Students must be a college freshman, sophomore, junior or senior
- A letter of recommendation from a faculty member or university administrator
- A resume and personal statement
- Official Transcript
- US Citizenship or Permanent Residency required

**PROJECT P.R.E.M.E.D. STUDENTS WILL:**

- Participate in a five day visit on the Marshall University Joan C. Edwards School of Medicine campus
- Tour the Joan C. Edwards School of Medicine
- Attend medical school classes
- MCAT Preparation
- Meet faculty participating in medical research
- Participate in hands-on activities
- Meet medical school faculty, university administrators and community leaders.
- Receive a medical student mentor who will serve as a personal guide during the participants undergraduate experience and medical school processes

Lodging and meals are provided.

**CONTACT US**

Marshall University Joan C. Edwards School of Medicine  
Office of Diversity & Inclusion  
1600 Medical Center Drive  
Suite 2403-P  
Huntington, WV 25701  
Phone: 304-691-1607  
Fax: 304-691-1609  
Email: campbels@marshall.edu
Transfer Students

Transfer students will be considered for admission at the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) as advanced standing students for compelling personal circumstances with good academic performance. Transfer spaces are limited by attrition and shall be filled at the sole discretion of the Admissions Committee. Transfer students must be in good academic and professional standing at an LCME-accredited medical school.

In order to transfer into the Marshall University Joan C. Edwards School of Medicine (MUJCESOM) with advanced standing, applicants must meet the following criteria:

**ELIGIBILITY:**

- Must have “good standing” status (eligible to return) to their previous medical school, which must be a Liaison Committee on Medical Education (LCME) accredited school
- Must be a United States citizen or have a permanent resident visa
- Must be a legal resident of West Virginia, Kentucky, Maryland, Ohio, Pennsylvania, or Virginia, or have strong ties to the state of West Virginia as determined by the Admissions Office
- Must complete at least the last two years of the MUJCESOM curriculum
- Must provide an official United States Medical Licensing Examination (USMLE) Step 1 score report with a passing score in the 50th percentile or better. Board Scores must be received by July 15th of the year in which the transfer student would be enrolled at MUJCESOM
- Must have met the course requirements as listed in the application materials
- Must be accepted and eligible to enter no later than the second 3rd year rotation

**REQUIREMENTS:**

All applicants must provide the following for consideration:

- Completed application form for Transfer with Advanced Standing or an updated AMCAS application if available.
- Official transcripts from all schools attended
- Letter of “good standing” status from previous medical school
- Letters of reference:
  - Three written recommendations from professors who have taught the applicant in class are required. Two of these references must be from professors in the area of basic science and one from a clinical faculty member who can attest to the applicant’s clinical and/or diagnostic skills
  - Applicants should select professors who are familiar with them and can provide substantive comments regarding their academic career
  - Additional pertinent references are acceptable.
- Personal interview may be requested
- A $100.00 nonrefundable application fee is required.
- Criminal Background Check will be required on all applicants.
PROCESS:

- All application materials will be gathered and reviewed by the Office of Admissions.
- Applicants deemed acceptable may be invited for an interview by the Office of Admissions.
- Final decisions regarding admission will be made by the Admissions Committee.
- Accepted applicants are required to begin orientation by approximately mid-August.

DEADLINES:

Applications and all supporting materials, including references, must be received on or before May 1st of the year of enrollment at MUJCESOM. Official United States Medical Licensing Examination (USMLE) Step 1 score report must be received by July 15th of the year of enrollment at MUJCESOM.

Mail materials to:

Marshall University, Joan C. Edwards School of Medicine
Office of Admissions
1600 Medical Center Drive
Huntington, West Virginia 25701-3655
(304) 691-1738
III. FINANCIAL AID

- Financial Planning
- Financial Aid Links
- Financial Literacy & Debt Management Tools
- Scholarship Links
Financial Planning

The Office of Student Financial Assistance (OSFA) through a variety of services provides assistance to students in securing funding for their medical education as well as providing financial education relating to their personal financial needs. Assisting our students in understanding the financial assistance processes both federal and institutionally as well as providing financial literacy through a variety of debt management programs, will relieve some of the financial stress that may occur during their academic years and after graduation. Business hours are Monday through Friday from 8am to 5pm. Appointments are not necessary, though they are appreciated. All walk-ins are welcome.

Contact the MUSOM Office of SFA for assistance at madden2@marshall.edu or 304-691-8739.

Financial Planning Your Medical Education - What you need to know

Prior to your first year of Medical School

- Review the MUSOM Financial Aid Timeline for FAFSA for instructions on how to complete the FAFSA (Free Application for Federal Student Aid)
- Review the cost of attendance and procedures by reading the MUSOM New Student Newsletter
- Search outside scholarship programs
- Financially prepare yourself for your transition to medical school and consider relocation expenses
- Don’t forget to schedule an individual financial counseling session with the MUSOM Assistant Director of Student Financial Assistance at madden2@marshall.edu or call 304.691.8739 to arrange an appointment. Office location is at 1321 Hall Greer Blvd. Huntington, WV 25701

MS1 - First Year

- Know how to access your Loan Servicer(s) and monitor your debt
- If you borrowed during your undergraduate or graduate school years, you must contact your servicer(s) and obtain an in-school deferment at the beginning of your first year.
- Attend MUSOM Financial Literacy and Debt Management programs
- New Student Financial Aid Orientation
- Organize your debt by using AAMC’s Medloans Organizer and Calculator
- Explore AAMC’s Financial Wellness Program which is a free, online financial education resource that provides a variety of financial topics to help students become more financially savvy.
MS2 - Second Year

- Continue to organize and monitor your debt. If you are borrowing each year, be sure to take time to add the amount each year to your Medloans Organizer and Calculator.
- Check your credit report at least once a year. You can receive a free annual credit report at https://www.annualcreditreport.com/index.action.
- Know your options when faced with unforeseen expenses.

MS3 - Third Year

- Know the importance of financially planning early for MS4 away rotations and residency interviews.
- Know your financial options of federal and private loan assistance should you feel you need financial assistance for residency interviews or relocation expenses.

MS4 - Fourth Year

- **Participate in your Senior Loan Repayment Strategies Session in the spring prior to graduation to review loan repayment options and loan forgiveness programs.**
- All graduates will be notified of loan exit counseling options at the beginning of the spring semester prior to graduation.
  - Follow up with individual exit counseling with the MUSOM Office of SFA.
- Review the FinAid.org website for a list of creditable available private student loan options at www.finaid.org/loans/privatestudentloans.phtml. This site provides a comprehensive list of all private student loans so be sure to seek out only the Residency/Relocation loans. Please contact the lender directly for details regarding the eligibility requirements and timeframe of application. According to Marshall University Code of Conduct for Private Education Loans, the OSFA cannot recommend a specific loan program.
- Financially plan for your Residency relocation and opportunities.

Post-Graduation/Residency

- **Contact loan servicer(s) and complete necessary deferment/forbearance forms and/or determine loan repayment strategy.**
- You should really know your loan servicer(s) name and contact information at this point, but if not, you can login at the National Student Loan Data System (NSLDS) to find out. You will then need to contact your loan servicer(s) for information on repayment and/or appropriate forbearance forms.
Financial Aid Links

Please refer to the MUJCESOM Financial Assistance webpage for the most current information on tuition and fees, budgets, disbursement dates and other helpful resources.

**FINANCIAL AID BUDGETS** – Breakdown of tuition, fees, and other estimated costs for each year of medical school.

**DISBURSEMENT DATES** – Indicate the dates financial aid will disburse to students for each class.

**TASKS AND TIMELINE FOR RETURNING STUDENTS** – Visit this link for detailed steps and important deadlines necessary to receive financial aid.

**SATISFACTORY ACADEMIC PROGRESS POLICY** – This policy defines the requirements necessary to maintain eligibility to receive financial aid.

**TREATMENT OF FINANCIAL AID FOR TOTAL WITHDRAWAL** – This link will direct you to Marshall University main campus page for financial assistance where you will find specific information regarding the impact of withdrawal on financial aid.

Financial Literacy & Debt Management Tools

**AAMC FIRST** – The American Associate of Medical Colleges (AAMC) provides the FIRST (Financial, Information, Resources, Services and Tools) program to guide you in your path to medical school and beyond.

**AAMC MEDLOANS® ORGANIZER AND CALCULATOR (MLOC)** – MLOC is a secure location to organize and track student loans while also displaying possible repayment plans and costs based on the borrower’s student loan debt.

**BUDGET WORKSHEET** – An Excel template to help calculate how much you may need to borrow from unsubsidized loan funds.
Scholarship Links

**MUSOM SCHOLARSHIP PROGRAM** – Marshall University Joan C. Edwards School of Medicine policy, criteria and process for awarding institutional scholarships and tuition waivers.

**WV FINANCIAL INCENTIVE PROGRAMS FOR PHYSICIANS**

**NATIONAL HEALTH SCIENCES LOAN REPAYMENT PROGRAM**

**WV RECRUITMENT AND RETENTION COMMUNITY PROJECT (RRCP)**

**WV STATE LOAN REPAYMENT PROGRAM (SLRP)**

**APPLICATION FOR THE HEALTH PLAN SCHOLARSHIP**

The Health Plan scholarship provides need-based funds to medical and nursing students at WVU and Marshall University.
IV. MEDICAL EDUCATION

- Mission Statement
- Graduation Requirements
- Institutional Objectives
- Professionalism Standards
- Academic Calendar
- MD Curriculum at a Glance
- MD Course Descriptions
- Grading and Assessment
- Visiting Students
Office of Medical Education

MISSION STATEMENT

The Office of Medical Education is committed to providing quality patient care to the people of West Virginia and our surrounding communities by educating and training exemplary medical students. Our goal is to produce compassionate physicians who integrate the skills of lifelong learning and evidence based medicine into clinical practice. We are committed to providing programs and curricula that emphasize communication, professionalism, cultural differences, medical ethics, and humanistic aspects of medicine.

Bobby Miller, MD
Vice Dean of Medical Education
(304) 691-1313
miller12@marshall.edu

Nitin Puri, MD/PhD
Associate Dean of Medical Education
(304) 691-8828
purin@marshall.edu

Marie Frazier, MD, MSFS
Assistant Dean Academic Affairs
(304) 691-1300
frazierm@marshall.edu

Bonnie Beaver, MD
Assistant Director Career Advising
bbeaver@marshall.edu

Leonard White, MD
Assistant Director Academic Support
whitei@marshall.edu

Robert (Robbie) Ashworth, MA
Learning Specialist
MUMC Suite 3420A
(304) 691-1736
Fax - (304) 691-1740
ashwort7@marshall.edu

Robert Nance "Robbie"
Administrative Associate
(304) 691-8502
Fax - (304) 691-1740
nance37@marshall.edu
Graduation Requirements for the Doctor of Medicine Degree

The MD degree is conferred upon students who have satisfactorily completed the equivalent of four years of study in the medical sciences. All courses and clerkships, required and elective, must have been completed with a passing grade. A minimum of the final two years of study must be completed as a student at MUJCESOM. Continuous and successful progression toward the requirements for graduation throughout the curriculum is expected. In compliance with the LCME, students have a maximum of six years to complete the MD requirements. Maximum time for completing requirements may be waived to permit the student to engage in research or other scholarly pursuits.

The concept of satisfactory progress mandates monitoring of a student's academic performance through grades, professional behaviors, the number of credits successfully completed, and timely passage of the USMLE licensing examinations. The Academic and Professionalism Standards Committee may set conditions for meeting satisfactory academic progress.

The MD degree is awarded by MUSOM upon certification by the school's faculty that the student has successfully completed all requirements.

**MS 1 REQUIREMENTS:**

- Successful completion of all required First Year courses
- HIPAA certification
- Basic Life Support (BLS) certification (Must be valid for 2 years)
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Certification

**MS 2 REQUIREMENTS:**

- Successful completion of all required Second Year courses
- Successful completion of OSCE
- Successful passage of CBSE (Comprehensive Basic Science Examination)
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal

**MS 3 REQUIREMENTS:**

- Successful completion of all required Third Year clerkships
- Successful completion of Clinical Competency Examination
- HIPAA certification
- Basic Life Support (BLS) certification (Must be valid for 2 years)
- Industrial Occupational Health and Safety (OSHA) Bloodborne Pathogens Training
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal
MS 4 REQUIREMENTS:

- ACLS certification
- Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) Renewal
- OSHA recertification
- 100% Completion of the Patient Encounter and Procedure Logs as required for my graduating class
- Senior Loan Exit Interview completed before graduation (Financial Aid)
- Passage of the USMLE Step 2 CK*
- Passage of the USMLE Step 2 CS*
- 2 weeks of Required Emergency Medicine/EMS744
- 4 weeks of Sub-I [Must be from the approved list of Sub-I selective options]
- 2 weeks of ICU [Must be from the approved list of ICU selective options]
- 36 weeks of electives that apply toward 4th year graduation requirements.
Institutional Learning Objectives

Complementing the attributes defined in the Academic Honesty and Professionalism Policy are the Institutional Learning Objectives. These objectives are the foundation on which all educational activities in the medical curriculum are based and serve as the platform for the medical students as they develop into residents.

Patient Care
Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Medical Knowledge
Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care.

Practice-Based Learning and Improvement
Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

Interpersonal and Communication Skills
Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism
Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Systems-based Practice
Students must demonstrate an awareness of and responsiveness to the larger context and system of health care as well as the ability to call effectively on other resources in the system to provide optimal health care.

Critical Thinking
Students must be able to apply creative/critical thinking to develop new information and solutions for health care practices.
General Standards of Professionalism

The general public holds physicians to a high standard and expects them to monitor the professional behavior of their colleagues. As future physicians, medical students at the Marshall University School of Medicine have a responsibility to follow this model and guide their actions to serve in the best interest of their fellow students, patients, and faculty by maintaining the highest degree of personal and professional integrity. Students need to remain cognizant of the fact that they are representative of the medical profession in and out of the academic health environment. Therefore, allegations of misconduct by any medical student will be taken very seriously.

Definitions and Components of Professionalism Standards

Students represent the Marshall University School of Medicine and are expected to uphold the standards of physicianhood. High standards of behavior promote a spirit of community conducive to mutual trust among the students, patients, medical team and society. Medical students are expected to attempt to do that which is right in all of their dealings with fellow students, faculty, other health care professions, and patients. They are expected to promote the highest possible standard of behavior and moral conduct by adhering to the following Components of Professionalism Standards that are based upon, but not limited to, the American Board of Internal Medicine’s Project on Professionalism:

A. **Altruism:** Students should put the interest of patients and the health care team above self-interest and respect the privacy and the dignity of the patient. Altruism considers both the physical and the psychological wellbeing of the patient and implies compassionate care of the patient.

B. **Accountability:** Students are to be accountable to patients, other health care providers, the medical team, their fellow students, the society and the profession. The implied contract of the patient /physician relationship must be fulfilled. Accountability also implies reliability. Students are expected to attend all course activities, be prompt in their arrival, and complete all assignments, duties and tasks in a timely manner.

C. **Excellence:** Students are to strive to exceed ordinary expectations and to commit to lifelong learning.

D. **Duty:** Students are to accept commitment to service even at the cost of personal convenience.

E. **Honor and Integrity:** Students are required to maintain high personal standards and are expected to refuse to violate their personal or professional codes.

F. **Respect:** Students are to have a respect for others including colleagues, patients, their families, other health care providers and staff.
# Academic Calendar MS 1 & MS 2

## Marshall University Joan C. Edwards School of Medicine

### 2021-2022 Academic Calendar

#### MS1 & MS2

### FALL SEMESTER 2021

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>EVENT</strong></th>
<th><strong>CLASS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>JUL 1</td>
<td>Last Day to be Compliant with Immunization Policy to Remain Registered for Fall Term (HEP B third shot or HEP B TITER exception only)</td>
<td>MS 1</td>
</tr>
<tr>
<td>AUG 2 – 6</td>
<td>Orientation</td>
<td>MS 1</td>
</tr>
<tr>
<td>AUG 9</td>
<td>Start of “Molecular and Cellular Foundations” Course</td>
<td>MS 1</td>
</tr>
<tr>
<td>AUG 9</td>
<td>Start of “Cardiovascular, Renal and Respiratory” Course</td>
<td>MS 2</td>
</tr>
<tr>
<td>SEP 6</td>
<td>Labor Day - No Classes University Closed University Computer Services Unavailable September 4-6</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>SEP 20</td>
<td>Start of “Microbiology and Host Defense” Course</td>
<td>MS 1</td>
</tr>
<tr>
<td>OCT 25 – 29</td>
<td>Intercession</td>
<td>MS 1</td>
</tr>
<tr>
<td>NOV 1</td>
<td>Start of “Hematology and Oncology” course</td>
<td>MS 1</td>
</tr>
<tr>
<td>NOV 24 – 26</td>
<td>Thanksgiving Holiday Break – No Classes</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>NOV 29</td>
<td>Start of “Hormones and Reproduction” course</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>DEC 1</td>
<td>Last Day to be Compliant with Immunization Policy to Remain Registered for Spring Term (HEP B TITER Exception Only)</td>
<td>MS 2</td>
</tr>
<tr>
<td><strong>DEC 3</strong></td>
<td>Last day to <strong>completely</strong> withdraw for fall Semester</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td><strong>DEC 13 @ Noon</strong></td>
<td>Deadline to submit Fall FINAL grades via MILO</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td><strong>DEC 17</strong></td>
<td>Last Day of Semester</td>
<td>MS 1 &amp; 2</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER 2022

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>EVENT</strong></th>
<th><strong>CLASS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 3</td>
<td>First Day of Classes</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>JAN 3</td>
<td>Start of “The Musculoskeletal System” Course</td>
<td>MS1</td>
</tr>
<tr>
<td>JAN 17</td>
<td>MLK Holiday - No Classes/University Closed</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>FEB 4</td>
<td>Last Day of Classes</td>
<td>MS 2</td>
</tr>
<tr>
<td>FEB 7</td>
<td>Start of “Neural Network” Course</td>
<td>MS1</td>
</tr>
<tr>
<td>MAR 4</td>
<td>Comprehensive Basic Science Examination (CBSE)</td>
<td>MS 2</td>
</tr>
<tr>
<td><strong>APR 2</strong></td>
<td><em>Sit by Date for CBSE Second Attempt</em></td>
<td>MS 2</td>
</tr>
<tr>
<td>APR 18 – 22</td>
<td>Intersession</td>
<td>MS 1</td>
</tr>
<tr>
<td><strong>APR 22</strong></td>
<td>Last Day to <strong>completely</strong> Withdraw for Spring Semester</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>APR 25</td>
<td>Start of “Nutrition and Gastroenterology” course</td>
<td>MS 1</td>
</tr>
<tr>
<td>MAY 2 @noon</td>
<td>Deadline to submit Spring FINAL grades via MILO</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>MAY 28 – 30</td>
<td>University Computer Services Unavailable</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>MAY 30</td>
<td>Memorial Day</td>
<td>MS 1 &amp; 2</td>
</tr>
<tr>
<td>JUN 3</td>
<td>Last Day of Classes</td>
<td>MS 1</td>
</tr>
<tr>
<td><strong>JUN 6 – AUG 5</strong></td>
<td>Summer Break — Research Opportunities</td>
<td>MS 1</td>
</tr>
</tbody>
</table>
## Academic Calendar MS 3

### Marshall University Joan C. Edwards School of Medicine
#### 2021-2022 Academic Calendar
##### MS 3

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>CALENDAR NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUN 14 – JUN 25, 2021</td>
<td>Clinical Orientation</td>
<td>Schedule to be posted online by OME</td>
</tr>
<tr>
<td>JUN 28 – AUG 13, 2021</td>
<td>ROTATION 1</td>
<td>JUL 5 – University Closed (July Fourth Observation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JUL TBA – Risk Management Seminar</td>
</tr>
<tr>
<td>AUG 16 – OCT 1, 2021</td>
<td>ROTATION 2</td>
<td>SEP 6 – University Closed (Labor Day)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Computer Services Unavailable September 4-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Scheduling for Step 2 CS and Step 2 CK</td>
</tr>
<tr>
<td>OCT 4 – NOV 19, 2021</td>
<td>ROTATION 3</td>
<td></td>
</tr>
</tbody>
</table>

**WINTER BREAK / UNIVERSITY CLOSED – DEC 20, 2021 – JAN 4, 2022**

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>CALENDAR NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV 22 – JAN 21, 2022</td>
<td>ROTATION 4</td>
<td>Thanksgiving Holiday 25 – 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rising MS4 Scheduling Meeting</td>
</tr>
<tr>
<td>MAR 14 – APR 29, 2022</td>
<td>ROTATION 6</td>
<td>Final CCE’s Week of APR</td>
</tr>
</tbody>
</table>
## Academic Calendar MS 4

**Marshall University Joan C. Edwards School of Medicine**  
**2021-2022 Academic Calendar**  
**MS 4**

### FALL 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUN 28</td>
<td>First Day of Year 4</td>
</tr>
<tr>
<td>JUL TBA</td>
<td>Risk Management Seminar</td>
</tr>
<tr>
<td>JUL 5</td>
<td>University Closed – July Fourth Observation</td>
</tr>
<tr>
<td>JUL 16 @ noon</td>
<td>Application for August 2021 Graduation Due</td>
</tr>
<tr>
<td>AUG 1</td>
<td>Sit by Date for Step 2 CK &amp; CS</td>
</tr>
<tr>
<td>SEP 4 – 6</td>
<td>University Computer Services Unavailable</td>
</tr>
<tr>
<td>SEP 6</td>
<td>Labor Day – University Closed</td>
</tr>
<tr>
<td>SEP</td>
<td>NRMP Opens for Registration</td>
</tr>
<tr>
<td>SEP 10 @ noon</td>
<td>Application for December 2021 Graduation Due</td>
</tr>
<tr>
<td>OCT 15</td>
<td>Deadline to Finalize Fall Schedules</td>
</tr>
<tr>
<td>NOV 30</td>
<td>NRMP Early Registration Deadline – after Nov 30 will pay additional $50.00</td>
</tr>
<tr>
<td>DEC 11</td>
<td>Official Graduation Date for Fall Semester</td>
</tr>
<tr>
<td>DEC 17</td>
<td>Deadline to Finalize Spring Schedules</td>
</tr>
<tr>
<td>DEC 23 – JAN 3</td>
<td>Winter Break – University Closed</td>
</tr>
</tbody>
</table>

### SPRING 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 17</td>
<td>MLK JR. Day – University Closed</td>
</tr>
<tr>
<td>JAN 21 @ noon</td>
<td>Application for May 2022 Graduation Due</td>
</tr>
<tr>
<td>FEB 1</td>
<td>Ranking Opens</td>
</tr>
<tr>
<td>MAR 3</td>
<td>Rank Order List Certification Deadline</td>
</tr>
<tr>
<td>MAR TBA</td>
<td>Match Week</td>
</tr>
<tr>
<td>MAR TBA</td>
<td>Match Day</td>
</tr>
<tr>
<td>APR</td>
<td>Graduation Week Activities</td>
</tr>
<tr>
<td>APR 29</td>
<td>Investiture – Hooding/Graduation Ceremony</td>
</tr>
</tbody>
</table>

**Diploma Date APR 30.** Use this date on documentation for Residency and Medical Licensing applications—it will be the graduation date on your DIPLOMA

Approved by Curriculum Committee: November 19, 2020  
Approved by the Dean: November 23, 2020
The Curriculum at a Glance provides current and future students an idea of the overall course structure of medical school. It is not an enforceable contract and is subject to change without notice. The MD Curriculum is comprised of two phases—Phase I is the preclerkship phase of the MD Curriculum and Phase II is the clinical clerkship phase.

### PHASE ONE, PART 1 — FOUNDATIONS OF HEALTH AND DISEASE

<table>
<thead>
<tr>
<th>August</th>
<th>July (12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular and Cellular Foundations</td>
<td></td>
</tr>
<tr>
<td>Microbiology and Host Defense</td>
<td></td>
</tr>
<tr>
<td>Hematology and Oncology</td>
<td></td>
</tr>
<tr>
<td>The Musculoskeletal System</td>
<td></td>
</tr>
<tr>
<td>The Neural Network</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Gastroenterology</td>
<td></td>
</tr>
<tr>
<td>Summer and Research Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Physicians in Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Global and Local Issues in Medicine</td>
<td></td>
</tr>
<tr>
<td>Humanism and Ethics</td>
<td></td>
</tr>
<tr>
<td>Bias Training</td>
<td></td>
</tr>
<tr>
<td>Economics and Law of Medicine</td>
<td></td>
</tr>
<tr>
<td>Clinical and Translational Science</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Patient Care and Clinical Skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Early Patient Interactions</strong></td>
<td></td>
</tr>
<tr>
<td>6 weeks</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

### PHASE ONE, PART 2 — FOUNDATIONS OF HEALTH AND DISEASE

<table>
<thead>
<tr>
<th>August</th>
<th>April (9 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular, Renal and Respiratory Systems</td>
<td></td>
</tr>
<tr>
<td>Hormones and Human Reproduction</td>
<td></td>
</tr>
<tr>
<td><strong>USMLE STEP 1</strong></td>
<td></td>
</tr>
<tr>
<td>15 weeks</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

### PHASE TWO, PART 1 — REQUIRED CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>May</th>
<th>April (12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>Rotation 2</td>
</tr>
<tr>
<td>8 weeks</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Internal Medicine</td>
</tr>
</tbody>
</table>

### PHASE TWO, PART 2 — CAREER EXPLORATION

<table>
<thead>
<tr>
<th>May</th>
<th>April (12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER</td>
<td>ICU</td>
</tr>
<tr>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>
MD Curriculum Overview

Our revamped MD curriculum is vertically integrated and is organized in two parts—Phase 1 and 2. Phase 1 is the pre-clerkship phase with classroom pedagogy centered on clinical and foundational science disciplines. Phase 2 is the clerkship phase of the curriculum where students spend most of their time in the clinics learning and training alongside residents and physicians.

Phase 1, Part 1—MS1

In Year One, students begin with an Introduction to the Medical Profession week during which students are familiarized with the six Institutional Learning Objectives and begin to develop the attitudes and habits of professionals. This is followed by a 15-week integrated Molecular and Cellular Foundations course incorporating the fundamentals of biochemistry, genetics, cell biology, microbiology and immunology. A longitudinal course, Physicians in Practice, accompanies the courses of the fall semester and encompasses the attributes of “physicianhip”, including humanism and ethics, communication skills, professionalism attributes, foundations of clinical and translational sciences, and inter-professional education. The remainder of the year consists of an integrated systems-based curriculum, which includes all relevant foundational and clinical disciplines for the study of hematology, oncology, neurology, orthopedics, behavioral sciences, gastroenterology and nutrition. Longitudinal patient care course will complement the organ-system courses involving pedagogy on clinical and communication skills. Part 1 ends in a 9-week summer break with many opportunities for students to pursue a research elective.

Phase 1, Part 2—MS2

In part 2, students continue their integration of basic science with clinical medicine in a systems-based curriculum. Cardiology, pulmonology, nephrology, endocrinology, and reproductive health are covered in part 2 of the pre-clerkship phase of the curriculum. As before, longitudinal patient care course will complement the organ-system courses involving pedagogy on clinical and communication skills. Part 2 ends in a 8-week dedicated break to prepare students for their first licensure examination, STEP1 of the United Sates Medical Licensure Exam.

Phase 2, Part 1—MS3

In the clerkship phase of the curriculum, students works in the clinical settings, including hospital and ambulatory care. Students complete five eight-week clerkships in Family & Community Health, Internal Medicine, Obstetrics & Gynecology, Pediatrics, and Surgery and four-week clerkships in Psychiatry and Neurology. Students continue to develop their life-long learning and critical thinking skills in the context of patient care while beginning to develop appropriate patient assessment, diagnosis, and management skills. Students also have an opportunity to choose electives, including research during their third year of the curriculum.
Phase 2, Part 2—MS4

In Year Four, students complete a required four-week rotations in Emergency Medicine, four weeks in a Selective Sub-Internship and 2 weeks in a Selective ICU. They are provided increased autonomy in the assessment, diagnosis and management of patients in all clinical settings under the supervision of residents and attending physicians. Students complete their fourth year with a minimum of 26 weeks of electives, which gives them considerable flexibility in designing educational and clinical programs to meet their individual interests and needs. A separate electives catalog is located at www.musom.marshall.edu/students/senior-handbook.

MD Course Descriptions

PHASE I, PART 1

Physicians in Practice
Credit Hours: 4 Grade Mode: Pass/Fail

This longitudinal course encompasses competencies critical to practicing physicians, including communication skills, professionalism, patient care, humanism and ethics, team-building and bias training. Through variety of pedagogies and assessments, students will learn real-world skills and attitudes critical to effective care and service of the patients and the community. Skills and attributes introduced in this course will be integrated across the 4-year MD curriculum. A special emphasis will be placed on education of public health, clinical & translational sciences, and foundations of clinical inquiry.

Cellular and Molecular Basis of Health and Disease (CMB)
Credit Hours: 15 Grade Mode: Pass/Fail

CMB introduces the student to the fundamental concepts necessary to understand the structure and function of the human body at a cellular and molecular level. The course also incorporates foundational principles of infectious diseases and the host immune response to threats, both external and internal. The course incorporates principles of biochemistry, cell biology, genetics, microbiology and immunology. The course addresses the foundational concepts of microbiology and immunology. Variety of active and self-directed learning pedagogies, including team-based learning, clinical correlates, small group activities, and independent study of clinical cases complement the didactic material and help the student apply the material to medical problem solving.
Oncology and Hematology
Credit Hours: 6 Grade Mode: Pass/Fail

Oncology and Hematology encompasses foundational and clinical concepts of oncogenesis, hematological sciences, embryogenesis, and dermatology. The course will emphasize clinical applications of these key foundational and clinical subspecialties, and will serve as a bridge to the organ-system based part of the Phase 1 of the curriculum. Through active-learning and self-directed pedagogies students will be trained in new and emerging trends in care of patients with neoplastic and hematological disorders, including genetic screening for common cancers and targeted and biologic therapies for cancer treatment and prevention.

Orthopedics and the Neural Network
Credit Hours: 15 Grade Mode: Pass/Fail

This is first of the organ-system based, vertically integrated course of Phase I of the MD curriculum. The goal of this course is to provide students with foundations of determinants of health and disease of the musculoskeletal, nervous and behavioral system. The course encompasses an interdisciplinary approach to the evaluation and management of orthopedic, neurological and behavioral disorders. True vertical integration of relevant foundational science disciplines are leveraged to highlight the interplay of key concepts in the pathophysiology and management of diseases of the musculoskeletal, nervous and behavioral system. Variety of active and self-directed learning pedagogies, including team-based learning, clinical correlates, small group activities, and independent study of clinical cases complement the didactic material and help the student apply the material to medical problem solving. The course is centered on patient care and integrates with the longitudinal course “Patient Care and Clinical Skills” to enhance the understanding and application of foundational sciences to the practice of medicine.

Gastroenterology and Nutritional sciences
Credit Hours: 6 Grade Mode: Pass/Fail

The goal of this course is to provide students with foundations of determinants of health and disease of the gastrointestinal system and explore the effects of nutrition on human health and disease. True vertical integration of relevant foundational science disciplines are leveraged to highlight the interplay of key concepts in the pathophysiology and management of diseases of the digestive system. Variety of active and self-directed learning pedagogies, including team-based learning, clinical correlates, small group activities, and independent study of clinical cases complement the didactic material and help the student apply the material to medical problem solving. The course is centered on patient care and integrates with the longitudinal course “Patient Care and Clinical Skills” to enhance the understanding and application of foundational sciences to the practice of medicine.
**Patient Care and Clinical Skills 1**

Credit Hours: 4  Grade Mode: Pass/Fail

This skills-based course is centered on our Institutional Competencies relating to patient care, communication skills and practice-based learning. The goals of this course are to provide students with basic interviewing, physical examination and medical communication skills; allow students to correlate anatomy and physiology with normal and abnormal physical exam findings in ambulatory patients; reinforce the fundamental values of medical professionalism; and to help students view the broader context of health care using the relationship-centered care and integrated interviewing models. This longitudinal course integrates with other organ-system courses and enhances student learning by reemphasizing foundational concepts in the context of patient care.

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**MD Courses Descriptions**

**PHASE I, PART 2**

**Cardiovascular, Renal and Respiratory Systems**

Credit Hours: 15  Grade Mode: Pass/Fail

This course will help students master the foundational concepts and clinical correlations for diseases of the three vital organ systems. The course employs integrative approach to build foundations for understanding determinates of health and disease related to these organ systems. All relevant foundational disciplines, including anatomy, physiology, pathology, pharmacology, and radiology will be covered in this course. The educational goals of the course are achieved by providing holistic education with variety of pedagogical tools to bridge the gap from “Book to Bedside”. Through inductive reasoning, problem solving and continuous feedback, students learn to apply foundational concepts to clinical reasoning and patient care. The course also integrates with the longitudinal course “Patient Care and Clinical Skills” for well-rounded development of students across all Institutional Competencies.

**Hormones and Human Reproduction**

Credit Hours: 10  Grade Mode: Pass/Fail

The goal of this course is to provide students with foundations of determinants of health and disease of the endocrine and the reproductive system. True vertical integration of relevant foundational science disciplines are leveraged to highlight the interplay of key concepts in the pathophysiology and management of diseases of these. Variety of active and self-directed learning pedagogies, including team-based learning, clinical correlates, small group activities, and independent study of clinical cases complement the didactic material and help the student apply the material to medical problem solving. The course is centered on patient care and integrates with the longitudinal course “Patient Care and Clinical Skills” to enhance the understanding and application of foundational sciences to the practice of medicine.
Patient Care and Clinical Skills 2

Credit Hours: 4  Grade Mode: Pass/Fail

This skills-based course is centered on our Institutional Competencies relating to patient care, communication skills and practice-based learning. The goals of this course are to provide students with basic interviewing, physical examination and medical communication skills; allow students to correlate anatomy and physiology with normal and abnormal physical exam findings in ambulatory patients; reinforce the fundamental values of medical professionalism; and to help students view the broader context of health care using the relationship-centered care and integrated interviewing models. This longitudinal course integrates with other organ-system courses and enhances student learning by reemphasizing foundational concepts in the context of patient care.
MD Courses Descriptions

PHASE 2, PART 1

Family & Community Health – FCH 742
Credit Hours: 8 (8 weeks)  Grade Mode: Honors/Pass/Fail
The Family & Community Health Clerkship emphasizes continuity of patient care and patient-based student-directed learning in ambulatory settings. The course focuses on teaching clinical problem-solving skills as well as understanding preventive, community health, and patient education issues. Students also work with the Family Medicine Hospital team for a limited experience. Students are exposed to the rich variety of clinical experiences that comprise the specialty of Family Practice.

Internal Medicine – MED 742
Credit Hours: 8 (8 weeks)  Grade Mode: Honors/Pass/Fail
The Internal Medicine Clerkship provides a broad exposure to the core aspects of Internal Medicine. Students participate in a comprehensive multidisciplinary approach to inpatient medicine in addition to experience within the ambulatory general medical and subspecialty clinics. Students are expected to acquire knowledge and skills of major disease entities related to internal medicine patients and apply this to development of diagnostic and therapeutic plans, thereby providing personalized, scientific, evidence-based patient care.

Obstetrics/Gynecology – OBG 742
Credit Hours: 8 (8 weeks)  Grade Mode: Honors/Pass/Fail
The Obstetrics and Gynecology Clerkship is designed to provide the medical student a base of information regarding human reproduction and the function and dysfunction of the reproductive system. Students participate in the care of women with various gynecologic diseases, including endocrinopathies and neoplasia. Emphasis is placed upon family planning, screening for disease, and preventative care for women throughout life. The students learn the basis of antepartum, intrapartum, and postpartum care for low and at risk pregnancies. Students learn the physiologic response to normal pregnancy, and the effect of pregnancy on chronic disease.

The clerkship is centered at the Marshall University Medical Center in the Obstetrics and Gynecology Department for ambulatory patient care and Cabell Huntington Hospital being primarily used for in-patient care. The clerkship also utilizes the Edwards Cancer Center, Cabell Huntington Hospital Perinatal center and Cabell-Huntington Health department for ambulatory gynecology and obstetrics.

Pediatrics – PED 742
Credit Hours: 8 (8 weeks)  Grade Mode: Honors/Pass/Fail
The Pediatric Clerkship is an eight-week required clinical clerkship designed to involve students in the evaluation, assessment, care and counseling of pediatric patients and their families from infancy to young adulthood. During the rotation, two weeks will be spent at Cabell Huntington Hospital on the Pediatric Ward, one week in the Neonatal Intensive Care Unit, one week in the Pediatric Intensive Care Unit, one week in the Newborn Nursery and
three weeks will be divided between the various Pediatric Outpatient Clinics. During this clerkship, there will always be an Attending Physician and Pediatric Residents to supervise student education and serve as a resource for all questions.

**Psychiatry – PSI 742**
Credit Hours: 4 (4 weeks)  Grade Mode: Honors/Pass/Fail
The Psychiatry / Neurology Clerkship is designed to broaden the student’s knowledge of psychiatry, behavioral health issues, and neurology and how these relate to the practice of medicine. Students learn how to recognize and evaluate psychiatric and neurologic disorders. Students learn appropriate treatment and management approaches to psychiatric and neurologic illnesses. Students experience care in general medical, neurologic, and psychiatric settings, across the continuum of care. This includes time in outpatient and in-patient services, also including consultation for psychiatric and neurologic conditions in hospitalized patients.

**Neurology – NEU 742**
Credit Hours: 4 (4 weeks)  Grade Mode: Honors/Pass/Fail
The Neurology Clerkship is designed to broaden the student’s knowledge of primary neurologic pathology and how these relate to the practice of medicine. Students learn how to recognize and evaluate common neurologic disorder presentations. Students learn appropriate treatment and management approaches to neurologic illnesses. Students experience care in general outpatient and inpatient settings and across the continuum of care from new and emergent evaluations to routine follow-up of chronic conditions. The students will also be exposed to common procedures used in the evaluation and treatment of patients with neurology symptomatology including neurophysiologic studies, neuroimaging, botulinum injections and lumbar punctures. Four week rotation is not eligible for rural placement.

**Surgery – SUR 742**
Credit Hours: 8 (8 weeks)  Grade Mode: Honors/Pass/Fail
The Surgery Clerkship provides a core learning experience for medical students in the discipline of general surgery. Students have the opportunity to gain knowledge and skills basic to the practice of general surgery through formal classroom teaching and clinical activities, both in-patient and out-patient. Students rotate through one week of Orthopaedics and one week of Anesthesia as well as 2 days of breast surgery and urology. Four weeks can be spent at an approved rural rotation.

**Career Exploration Electives  TBD**
Credit Hours: 8 (8 weeks)  Grade Mode: Pass/Fail
All students must complete minimum 8-weeks of career exploration electives, which may include research projects, away rotations and specialty shadowing.
MD Courses Descriptions

PHASE 2, PART 2

Emergency Medicine – EMS 744
Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

This course is a required two week experience for all Fourth Year Students and must be successfully completed prior to graduation. Students are expected to complete a minimum of 40 hours per week in the Cabell Huntington Emergency Department. Students will evaluate patients and formulate effective testing and treatment strategies. Active participation in patient care and procedural skills is required.

Students will be assigned to see patients under the direct supervision of faculty preceptors. Scheduling of the students' shifts is to be at the convenience of the preceptors who work with the students. Midnight and weekend shifts are required.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE ONE OF THE FOLLOWING 2-WEEK SELECTIVE ICU EXPERIENCES

Selective ICU – NEONATOLOGY – PED 805
Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The student will observe and participate in the management of the high risk newborn in the Neonatal Intensive Care Unit with neonatologists, nurse practitioners, and pediatric residents. Emphasis will be placed on recognizing and assessing the high risk newborn, instituting acute therapeutic emergency measures, requisitioning appropriate laboratory studies and therapy under direct supervision. Daily assessment of nutritional needs and growth and development of the high risk infants will be among the student’s responsibilities. Reading and participation in selected diagnoses and/or management reports related to the patients in the unit is expected.

Selective ICU – INTERNAL MEDICINE INTENSIVE CARE UNIT – MED 833
Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The primary purpose of this elective is to provide the senior medical student with a diverse, well-rounded, meaningful, and focused exposure to the field of Critical Care Medicine. Students will have the opportunity to apply the basic physiology learned in their initial three years to the critically ill patient.

Selective ICU – PEDIATRIC CRITICAL CARE – PED 807
Credit Hours: 2 (2 weeks) Grade Mode: Honors/Pass/Fail

The student will observe and participate in the management of the critically ill pediatric patient. Emphasis will be placed on assessing and recognizing critically ill children and developing early intervention and daily treatment plans. The student will have primary responsibility for one or two patients on daily rounds. Reading and participation in selected diagnoses and/or management reports related to the patients in the unit is expected.
Selective ICU – SURGICAL INTENSIVE CARE UNIT – SUR 833
Credit Hours: 2 (2 weeks)   Grade Mode: Honors/Pass/Fail
The course objectives for this course include:

- Gain experience with monitoring and evaluation of the critically ill surgical patient.
- Provide a broad exposure to fundamental concepts of critical care including ventilator management, hemodynamic monitoring, fluids and electrolytes, and nutritional support.
- Develop an understanding and basic skills in the assessment, initial resuscitation, management and recovery of post-surgical intensive care patients from a wide variety of surgical disciplines including general, orthopedic, trauma, thoracic and urologic.
- Understand the indications for common surgical intensive care procedures.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE ONE OF THE FOLLOWING 4-WEEK SUBINTERNSHIPS

Subinternship in Family Medicine – FCH 827
Credit Hours: 4 (4 weeks)   Grade Mode: Honors/Pass/Fail
Students will perform at the level of an acting intern on the busy and lively family practice inpatient team. Patients followed by the family practice hospital service include newborn infants, children, adults, and critical care patients (ICU/CCU) in a 350-bed hospital. The subintern will perform admission histories and physicals on hospitalized patients and then function as the patients’ primary physician during the hospitalization under the close supervision of the chief residents and attending. The subintern will present his or her patients daily at a resident-directed, dynamic morning rounds. He or she assumes responsibility for ordering and interpreting laboratory data, choosing suitable treatments and communicating with patients and their families. Students are expected to follow a minimum of 2 patients daily while on the service. Attendance at weekly Family Practice Grand Rounds is required (90 minutes every Thursday afternoon, lunch is provided). Night call will be assigned to average every fourth to fifth night. Students on the Family Medicine Sub-Internship will review imaging studies on daily rounds and participate in weekly radiology sessions supervised by attending radiologists.

Subinternship in Internal Medicine – MED 827
Credit Hours: 4 (4 weeks)   Grade Mode: Honors/Pass/Fail
This Selective Medicine Course is a 4 week course that is organized as a sub-internship to provide senior students with a structured clinical internal medicine experience. Students assume the responsibilities of being an integral team member of an inpatient medical service and as such improve and build upon cognitive and technical clinical skills attained during the third year clerkship. This course is offered at the Huntington VA Medical Center only.
**Subinternship in OB – OBG 827**

Credit Hours: 4 (4 weeks)   Grade Mode: Honors/Pass/Fail

The course objectives for this course include:

- Learn the principles of antepartum care with specific attention to routine prenatal care and screening
- Identify, evaluate, and manage at risk pregnancies
- Develop the tools to evaluate and manage pregnant patients in the emergency room (triage) setting
- Learn the principles of management of labor including vaginal delivery
- Understand the indications for and techniques of labor induction
- Understand the principles of postpartum care with specific emphasis on breast feeding and contraception

**Subinternship in Orthopaedics – ORT 827**

Credit Hours: 4 (4 weeks)   Grade Mode: Honors/Pass/Fail

A 4th year subinternship in orthopaedic surgery is offered, providing experience in office and hospital management of diseases of the musculoskeletal system. Preference is given to those considering matching in orthopaedic surgery. Visiting Medical Students are allowed enrollment, but preference will be given to Marshall students. For those looking for an outpatient musculoskeletal experience only, please consider ORT 808.

Goals: The student will be introduced to office and hospital management of diseases of the musculoskeletal system. The goals of the course are to: 1) introduce the student to common musculoskeletal conditions as encountered by the orthopaedic department; 2) develop procedural, outpatient, and inpatient clinical skills relevant to orthopaedic surgery, 3) develop a solid knowledge base of musculoskeletal conditions, and 4) develop the skills needed to succeed as an intern on a busy orthopaedic service. The student will take up to four 1 week rotations through the available services at the time of his or her rotation, including Joint Replacement, Sports Medicine, Spine, Trauma, Hand, Foot and Ankle, and Tumor. Reasonable requests made at least one week prior to arrival will be honored on a “first come, first served” and basis.

**Subinternship in Pediatrics – PED 827**

Credit Hours: 4 (4 weeks)   Grade Mode: Honors/Pass/Fail

The student will function as a member of the house staff team observing and participating in the delivery of care of the pediatric hospital patient from the initial admission with the attending and resident. The complete evaluation of the patient, the planning of the clinical appraisal and care will be under the management of the student. All procedures, laboratory follow-through and therapeutic management of the patient will be coordinated with the pediatric resident to whom the student is assigned. Location of this elective is the Inpatient Pediatric Floor at Cabell Huntington Hospital – 5th floor.
Subinternship in Psychiatry – PSI 827
Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail
The course will prepare students to provide comprehensive and evidence-based care for hospitalized adult psychiatric patients. Duties will include: performing intake and follow-up assessments, documenting completed history and physical examinations (H&Ps) and daily progress notes, assisting in the development of comprehensive treatment plans, actively participating in treatment team discussions, coordinating patient follow-up care case management, coordinating care with therapists, psychologists, and nursing staff, and performing daily evaluations of patient safety.

Subinternship in Surgery – SUR 827
Credit Hours: 4 (4 weeks) Grade Mode: Honors/Pass/Fail
The surgical sub-internship (Sub-I) is a focused month designed to have students directly participate in the care of surgical patients; that is, initial evaluation, formulation of differential diagnoses, establishment of treatment plans and eventual daily care of the patient. It is important to emphasize that the student should function at the PGY-1 level with close supervision from the resident and attending surgical team. Students will actively participate on rounds, daily care tasks, procedures, and conferences.

The Sub-I is a chance for the soon-to-be resident to gain and/or polish the clinical skills critical for entering residency. The student should actively participate in procedures, clinical decision-making, and patient interaction. Call responsibility will be addressed by the attending surgeon and Chief Resident. This month is a chance to establish a preliminary comfort level in taking care of patients and is designed to simulate what it may be like as a PGY-1, with appropriate supervision. Although the patient population is primarily of a surgical nature, students will obtain a broad clinical exposure which will provide a solid experience for entrance into any type of residency program.
ALL STUDENTS MUST SUCCESSFULLY COMPLETE 36 WEEKS OF FOURTH YEAR ELECTIVE OPTIONS WITH THE FOLLOWING RESTRICTIONS:

A maximum of 16 weeks are permitted for Away Rotations

A maximum of 8 weeks are permitted for Non-Patient Contact electives, which include:

- ACH 813 Surgical Anatomy
- FCH 885 Med Spanish
- FCH 857 International Readings
- FCH 855 Rural Readings
- Research NEU 805, ORT 809, PED 809, PSI 820, SUR 814, PMC 785

Anatomy
Surgical Anatomy (ACB 813) - Sasha Zill, PhD and Kristi Aldridge, PhD (applies toward 8 week non-patient contact restriction)

Biochemistry
Biochemistry Research (BIC 820) - Don Primerano, PhD

Cardiology
Cardiovascular Research (CVS 816) – Ellen Thompson, MD
Clinical Cardiology (CVS 801) - Ellen Thompson, MD
Essentials of EKG (CVS 800) - Paulette Wehner, MD

Dermatology
Clinical Dermatology (MED 803) - Charles Yarbrough, MD

Emergency Medicine
Emergency Medicine (EMS 710) - Mitch Charles, MD

Family Medicine
Clerkship in a Local Health Department (FCH 806) - Mike KilKenny, MD
Hospice and Palliative Medicine (FCH 895) - Jacqueline “Nikki” Cole, MD
International Health (FCH 880) - Matt Curry, MD
Medical Spanish (FCH 885) - Katherine Steele, MD (applies toward 8 week non-patient contact restriction)
Outpatient Family Medicine (FCH 800) - Mitch Shaver, MD
Readings and Limited Practicum in International Medicine (FCH 857) - Carolyn Curtis, MD (applies toward 8 week non-patient contact restriction)
Readings in Rural Health (FCH 855) - Richard Crespo, PhD (applies toward 8 week non-patient contact restriction)
Rehabilitation Medicine (FCH 820) - Rabah Boukhemis, MD
Rural Family Medicine (FCH 888) - Mitch Shaver, MD
Rural Geriatrics (FCH 850) - Charles McCormick, MD
Special Projects(FCH 780) - Mitch Shaver, MD
Sports Medicine (FCH 845) - David Rupp, MD  
Subinternship in Family Medicine (FCH 827) - Stephen Petran, MD  
Wilderness Medicine (FCH 890) - Charles Clements, MD

**Interdepartmental**

Academic Medicine (IDM 801) - Adrienne Mays, MD  
Clinical Research (IDM 816) – TBD by department  
Culinary Medicine (IDM 830) – N. Andrew Vaughan, MD, MBA, CCMS

**Internal Medicine**

Advanced Clerkship in MED/PEDS (MED 828) - Eva Patton Tackett, MD  
Clinical Endocrinology and Metabolism (MED 805) - Henry Driscoll, MD  
Clinical Gastroenterology (MED 807) - Akash Ajmera, MD  
Clinical Hematology-Oncology (MED 811) - Toni Paciotes, MD  
Clinical Infectious Disease (MED 813) - Kara Willenburg, MD  
Clinical Pulmonary Disease (MED 821) - Imran Khawaja, MD  
Clinical Rheumatology (MED 823) - Ralph Webb, MD  
Hospital Medicine (MED 826) - Christine Gilkerson, MD  
Interdisciplinary Medicine (MED 830) - Shannon Browning, MD  
Nephrology (MED 817) - Zeid Khitan, MD  
Research in Hematology/Oncology (MED 816) - Mehier El-Hamdani, MD  
Rural Medicine (MED 888) - Shannon Browning, MD  
Special Projects in Medicine - Mehier El-Hamdani, MD

**Microbiology**

Research in Microbiology (MCB 813) - Don Primerano, PhD

**Neurology**

Clinical Neurology (NEU 829) - Paul Ferguson, MD  
Neurosurgery (NEU 803) - Anthony Alberico, MD  
Neurology/Neurosurgery Research (NEU 816) - Justin Nolte, MD *(applies toward 8 week non-patient contact restriction)*  
Pediatric Neurology (NEU 813) - Mitzi Payne, MD

**Obstetrics and Gynecology**

Special Topics in Obstetrics and Gynecology (OBG 780) - David Jude, MD  
Gynecologic Surgery (OBG 813) - Stephen Feaster, MD  
Adolescent Pediatric Gynecology (OBG 814) - Jennie Yoost, MD  
Maternal - Fetal Medicine (OBG 835) - David Chaffin, MD  
Gynecologic Oncology (OBG 850) - Nadim Bou Zgheib, MD  
Rural Obstetrics (OBG 888)  
Subinternship in OB (OBG 827) - David Jude, MD

**Ophthalmology**

Ophthalmology (OPH 804) - Russell Fry, MD
Orthopaedics
Subinternship in Orthopaedics (ORT 827) - Felix Cheung, MD
Introduction to Musculoskeletal Care (ORT 808) - Felix Cheung, MD
Orthopaedic Research Elective (ORT 816) - Franklin Shuler, MD, Ph.D (applies toward 8 week non-patient contact restriction)

Pathology
Forensic Pathology (PTH 802) - State Medical Examiner - Location: Charleston Medical Examiner’s Office
The Practice of Pathology (PTH 803) - Vincent Graffeo, MD

Pediatrics
Adolescent Medicine (PED 814) - Patricia Kelly, MD
Allergy & Immunology (PED 898) - Meagan Shepherd, MD
Ambulatory Pediatrics (PED 801) - Mark Wippel, MD
Child Development and Behavior (PED 825) - James Lewis, MD
Clinical Neonatology (PED 805) – Jennifer Gerlach, MD
Pediatric Cardiology (PED 808) - Jack Stines, MD
Pediatric Community Medicine (PED 806) - Christina Hensley, MD
Pediatric Critical Care (PED 807) – Jennifer Gerlach, MD
Pediatric Gastroenterology (PED 812) - Xavier Villa, MD
Pediatric Hematology/Oncology (PED 820) - Paul Finch, MD
Pediatric Research (PED 816) – Jennifer Gerlach, MD (applies toward 8 week non-patient contact restriction)
Primary Care Pediatrics (PED 803) - Joe Evans, MD
Subinternship in Pediatrics (PED 827) – Jennifer Gerlach, MD

Psychiatry
Child and Adolescent Psychiatry (PSI 801) – Kristina Bryant-Melvin, MD
Psychiatric Consultation (PSI 804) - Kelly Melvin, MD
Research in Psychiatry/Human Behavior (PSI 816) - Suzanne Holroyd, MD (applies toward 8 week non-patient contact restriction)
Rural Psychiatry (PSI 888) - Kelly Melvin, MD

Radiology
Radiology (RAD 810) - Peter Chirico, MD

Surgery
Anesthesiology (SUR 806) - Hosny Gabriel, MD
General Surgery (SUR 801) - David Denning, MD
Otolaryngology (SUR 808) - Scott Gibbs, MD
Plastic Surgery (SUR 809) - Adel Faltaous, MD
Rural Surgery (SUR 888) - David Denning, MD
Subinternship in Surgery (SUR 827) - David Denning, MD
Surgical ICU (SUR 833) - David Denning, MD
Surgical Research (SUR 816) - David Denning, MD (applies toward 8 week non-patient contact restriction)
Urology (SUR 811) - Lawrence Wyner, MD
MD Program Grading and Assessment

It is the policy of the Joan C. Edwards School of Medicine based upon the recommendations of the Liaison Committee on Medical Education (LCME) that all enrolled medical students are provided information regarding the JCESOM grading systems, assessments and narrative summaries.

There are three grading systems within the Marshall University Joan C. Edwards School of Medicine:

1. For the two pre-clinical years (MS1 & MS2), all required courses use the Pass/Fail grading system.

2. During the Clinical Clerkship (MS3) year, all clerkships utilize the Honors, Pass, Fail grading system.
   - The third year clinical clerkship departments will determine the grading bases to be used to obtain Honors, Pass and Fail within the clinical clerkship. Grading bases cannot be changed after the academic year has begun.

3. During the final (MS4) clinical year, courses are awarded Pass/Fail or Honors/Pass/Fail grades as outlined in the course syllabus.

Final grades will be entered in the MUSOM Scheduling system by the course director and submitted electronically or via grading sheets to the Marshall University Registrar’s Office during open grading periods.

Students cannot begin the next academic year without satisfactorily completing the previous academic year’s coursework and requirements to advance to successfully. Failure to complete course work without fulfillment of these criteria will result in a grade of “Fail”. The student will then be referred to the Academic & Professionalism Standards Committee for remediation, to repeat the course, or dismissal.

INCOMPLETE GRADES

- A grade of “I” (Incomplete) is given to indicate a student has not completed all course requirements.
- The incomplete grade is given at the discretion of the Clerkship or Course Director when due to extenuating circumstances preventing the student from completing the course requirements.
- Once the student has completed the requirements, the course director should notify the JCESOM Registrar to submit a change of grade form to the University Registrar’s Office.
- Incomplete grades will revert to a grade of “F” if not completed within one year.
WITHDRAWAL FROM JCESOM

- Students may choose to withdraw from courses at any time with approval from the Office of Medical Education. A student’s request to withdraw may not be granted solely because a student is failing a course(s); extenuating non-academic circumstances must also be documented to justify late withdrawal.

- To withdraw from the Marshall University Joan C. Edwards School of Medicine, a student must first meet with the Vice Dean of Medical Education. If the Vice Dean is not available, the student should request a meeting with the Dean of the Medical School.

- If the withdrawal is approved, there will be a W (Withdrawal) entered upon a student’s record when the student officially withdraws from a course or the school of medicine. The W will be entered on the transcript irrespective of the student’s academic standing in that course.

SUBMISSION OF GRADES - OVERALL

- Submission of grades is monitored by the JCESOM Registrar.
- Course Directors are to report all student grades within six weeks of the end of a course or clerkship.
- The JCESOM Registrar will notify the course director and/or clerkship coordinator of any missing grades on a monthly basis.

SUBMISSION OF GRADES - MS 1 AND MS 2 YEARS

- Submission of grades for the MS1 and MS2 year occurs at the end of the fall term (December) and the spring (May) term.
- Grades are to be submitted via Medhub© and MyMu/MILO to the Marshall University Registrar’s Office.
- Any course which ends after the respective grade entry time, should only enter grades in Medhub©. The JCESOM Registrar will request a grade sheet from the University Registrar’s office for grades to be entered once the course is completed.
- Students who have outstanding or incomplete assignments, should be issued a grade of incomplete.
- For all required MS1 & MS2 courses, the type of grading is Pass/Fail.

SUBMISSION OF GRADES - MS 3 YEAR

- Submission of grades for the MS3 year occurs at the end of the fall (December) and spring (May) terms.
- Grades are to be submitted in Medhub© and via MyMu/MILO to the Marshall University Registrar’s Office.
- Any course which ends after the respective grade entry time, should only enter grades in Medhub©. The JCESOM Registrar will request a grade sheet from the University Registrar’s office for grades to be entered once the course is completed.
- Students who have outstanding or incomplete assignments should be issued a grade of incomplete.
- For all Clinical Clerkships the type of grading is Honors, Pass, and Fail.
SUBMISSION OF GRADES - MS 4 YEAR

- Submission of grades for the MS4 year occurs at the end of the fall (December) and spring (May) terms.
- Grades are to be submitted via Medhub® and MyMu/MILO to the Marshall University Registrar’s Office.
- Any course which ends after the respective grade entry time, should only enter grades in Medhub®. The JCESOM Registrar will request a grade sheet from the University Registrar’s office for grades to be entered once the course is completed.
- Students who have outstanding or incomplete assignments, should be issued a grade of incomplete.
- The MS4 year type of grading is both Pass/Fail and Honors/Pass/Fail. These grading systems are set in place at the department level with support from the Office of Medical Education.
V. MD/PHD

- Program Overview
- Prerequisites
- Application
- Funding
- Academic Calendar
- Curriculum Overview
- Degree Requirements
- Course Descriptions
Biomedical Research, MD/PhD Program Overview

The Joan C. Edwards School of Medicine offers a combined M.D./Ph.D. degree in partnership with the Biomedical Research Graduate Program at Marshall University. The curriculum takes seven to eight years to complete. Students first take years one and two of medical school. During that time, they complete the requirements for BMR 785 (Introduction to Research). After passing the USMLE Step I exam at the end of year two, students begin Ph.D. coursework and research. This takes three to four years. After completing the Ph.D. requirements, students then complete years three and four of medical school. All of the requirements for both the M.D. and Ph.D. degrees must be met.

Up to 3 applicants are admitted each academic year.

MD/PhD Prerequisites

Prerequisite Courses

Prerequisites must be completed at an accredited college or university in the U.S. or Canada and must be passed with a grade of "C" or better by June 15 of the year of matriculation. The level of these required courses should be equal to courses for those majoring in these respective fields. If Advanced Placement or College Level Examination Program credits are on the college transcript, these may be accepted as a fulfillment of a prerequisite providing that there is evidence of proficiency in the subject: examples of proficiency may be successful completion of a more advanced course in that field or a strong Medical College Admission Test (MCAT) score.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology or Zoology (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Biochemistry (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>Physics (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Social or Behavioral Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highly Recommended Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics/Biostatistics or Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Cellular and Molecular Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
MD/PhD Application

Applicants interested in pursuing the combined degree should indicate this on their medical school AMCAS application. The AMCAS application period is from June 1 to November 1, with supplemental material due by December 15. Applications are accepted on a rolling basis and reviewed November 1 through December 15. Final decisions will be made by January 31. Applications and supplemental material will not be accepted beyond the above deadlines. A separate M.D./Ph.D. admissions subcommittee will review the applications.

Application Requirements:

- **MCAT** - The Medical College Admission Test (MCAT) is required and is used along with other data to predict success in preclinical course work. The MCAT must be taken within three calendar years prior to matriculation. Applicants are encouraged to review the Profile of Entering Students to determine if they have a competitive score.

- **GPA** - A minimum overall undergraduate GPA of 3.0 or better, or a post-baccalaureate (e.g., Master of Science) GPA of 3.4 or better, is preferred. Applicants with a GPA below 3.0 will be considered with exceptional research productivity [as evidenced by multiple peer reviewed publications] on a case by case basis.

- **LETTERS OF RECOMMENDATION** - Letters of recommendation must be provided from a premedical committee or from three faculty members who have taught the applicant. If three individual letters are provided, two of these recommendations must be from science professors and one of the three must be from the applicant’s major department. Additional letters of recommendation from other persons the applicant has performed research with are strongly encouraged. All letters must to be submitted via AMCAS by December 15 of the year prior to matriculation.

- **SUPPLEMENTAL APPLICATION** - An invitation to complete the Supplemental Application will be extended to applicants with a verified AMCAS application.

- **SUPPLEMENTAL APPLICATION FEE** - There is a nonrefundable supplemental application fee of $75 for West Virginia residents and $100 for nonresidents. The fee is waived if the applicant has received a fee waiver from AMCAS.

Applicants must demonstrate quality research outside of classes at the undergraduate or post-baccalaureate level in the form of recent, past five years, published abstracts for scientific meetings and/or publications.

Preference is given to West Virginia residents, Marshall University graduates, and students within the Masters of Science in Biomedical Research with Medical Sciences and Research Emphasis.

Regardless of the state of residency, applicants are considered only if they are U.S. citizens or have permanent resident visas.

All completed applications meeting minimum requirements will be screened by the MD/PhD Application Screening Committee. Approved applications will be forwarded to Biomedical Graduate staff for interview scheduling. Interviews are arranged only by invitation.
For students who want to strengthen their academic record and enhance their science foundation prior to applying for the MD/PhD program, Marshall University Joan C. Edwards School of Medicine (MU JCESOM) and the Office of Research and Graduate Education offers the ideal option. This program, commonly referred to as the Medical Sciences Program with an area of emphasis in research, is a rigorous, two-year, non-thesis degree that couples a challenging curriculum in basic medical sciences with significant research exploration. Research experience can significantly enhance an application for entry into medical school or an MD/PhD program at MU JCESOM or elsewhere, and subsequently for highly competitive residency training programs. Additionally, students may earn academic credit or be paid an hourly stipend for their laboratory time. Students in this program, as long as they meet admission criteria, will be interviewed for the MD/PhD program at JCESOM.

**MD/PhD Funding**

Applicants who are admitted to the MD/PhD program will receive the following:

- A tuition waiver for the entire length of the program
- A yearly stipend equivalent to the PhD student stipend (currently $25,000) for all years of the program. The stipend and tuition are considered in-house, no interest educational loans that will be forgiven by completion of the MD/PhD dual degree program

If a student chooses to leave the MD/PhD program, he/she will have to reimburse the School of Medicine for the stipend and tuition benefits received.

**MD/PhD Academic Calendar**

MD/PhD students will follow the MU Joan C. Edwards School of Medicine Academic Calendar while completing the MD requirements and will follow the Marshall University Huntington campus Academic Calendar while completing the PhD requirements.
**MD/PhD Curriculum Overview**

Students accepted into the MD/PhD program will initially complete first and second year course requirements for the MD program. During that time, they will concurrently complete the requirements for BMR 785 (Introduction to Research). After passing the USMLE Step I exam at the end of year two, students will begin their Ph.D. coursework and research. The graduate portion of the MD/PhD is up to three to four years of research, which is then followed by the third and fourth year of the medical program.

**NOTE:** The medical student courses meet the requirements for core PhD courses as determined by the student’s advisory committee and the Graduate Studies Committee.

Once students have entered graduate school they have to take the following required classes (Full time in Fall and Spring is nine credit hours and four credit hours for summer):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMR660</td>
<td>COMMUNICATIONS I</td>
<td>1</td>
<td>*See below</td>
</tr>
<tr>
<td>BMR661</td>
<td>COMMUNICATIONS II</td>
<td>1</td>
<td>*See below</td>
</tr>
<tr>
<td>BMR680</td>
<td>STUDENT SEMINAR</td>
<td>1</td>
<td>SHOULD ENROLL FOR 4 - 6 CREDITS REQUIRED TO GRADUATE</td>
</tr>
<tr>
<td>BMR 679</td>
<td>SPECIAL PROBLEMS</td>
<td>1</td>
<td>UP TO TWO CREDIT HOURS EARNED WHICH CAN QUALIFY FOR 2 HOURS OF BMR 680</td>
</tr>
<tr>
<td>BMR617</td>
<td>STATISTICAL TECHNIQUES FOR THE BIOMEDICAL SCIENCES</td>
<td>3</td>
<td>MAY SUBSTITUTE WITH CTS 600</td>
</tr>
<tr>
<td>CTS600</td>
<td>EPIDEMIOLOGY AND BIOSTATISTICS USED IN MEDICAL RESEARCH</td>
<td>3</td>
<td>MAY SUBSTITUTE WITH BMR 617</td>
</tr>
<tr>
<td>BMR644</td>
<td>RESEARCH CONDUCT</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BMR882</td>
<td>RESEARCH</td>
<td>1</td>
<td>UNLIMITED NUMBER OF CREDIT HOURS CAN BE TAKEN</td>
</tr>
</tbody>
</table>

One of the following journal clubs based on research interests for at least 3 credit hours is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS631</td>
<td>Neuroscience and Developmental Biology Literature Review</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BMS664</td>
<td>Obesity and Related Diseases Journal Club</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BMR665</td>
<td>Cardiovascular Disease Research Colloquium</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BMR652</td>
<td>Cancer Biology Colloquium</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PMC655</td>
<td>Toxicology Reviews</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CTS620</td>
<td>Introduction to Clinical Research</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*At least one presentation for each 660 and 661 at a national level scientific meeting as presenting author may substitute pending approval of student’s graduate committee

**May substitute for two credit hours of journal club

Other courses may be recommended by the student’s committee.
MD/PhD Degree Requirements

ADVISORY COMMITTEE FOR PhD

Student’s advisory committee should be formed no later than the end of the first year of graduate education or upon completion of 18 semester hours of credit. As soon as the committee has been identified, an Approval for Dissertation Topic and Committee Membership form is completed and submitted to the Director of Graduate Studies and the Vice Dean for Research and Graduate Education. The advisory committee will be selected by the student and research advisor with approval from the Vice Dean for Research and Graduate Education. The committee will be composed of at least five faculty members with appropriate expertise; one of the members may be from another institution. The student’s research advisor will act as the chairperson of the committee.

APPROVAL OF COURSE STUDY

It is essential for the student and advisory committee to carefully define a Course of Study by the end of the first year of graduate research. This is considered a basic contract between the student and the program and includes:

- Proposed dissertation topic
- All transfer credits
- Required and elective courses to be taken at Marshall University
- All competencies to be achieved by the student during graduate study. These details must be recorded on the Ph.D. Course of Study form and submitted for approval by the Director of Graduate Studies and the Dean of the Graduate College

ACADEMIC PERFORMANCE FOR ALL MD / PHD GRADUATE STUDENTS

- A passing grade on USMLE Step 1 is required before completion of the PhD component of the MD/PhD.
- Maintain a minimum of a 3.0 Grade Point Average (GPA). No more than six hours of C and no grades below C may be applied toward the degree.
- If the GPA falls below 3.0, the student will be placed on academic probation. Following notification of probation, the student will be counseled by his/her advisor. At this time, the deficiency will be identified and a written plan will be prepared for removing it within the next nine semester hours. This plan, co-signed by the student and the advisor, must be approved by the Graduate Studies Committee and Director of Graduate Studies before the student can register for additional coursework.
- If probationary status is not removed within nine semester hours, the Director of Graduate Education, in consultation with the Vice Dean for Research and Graduate Education and the Graduate Studies Committee, will determine whether the student is retained or dismissed from the program. Retention must be recommended by the advisor and student’s advisory committee and endorsed by the Graduate Studies Committee.
TIME LIMITATIONS

Students must meet all requirements for the Doctor of Philosophy degree within seven years from the date of enrollment in the first course to be used in the degree program. The Vice Dean for Research and Graduate Education may grant an extension upon recommendation by the Graduate Studies Committee. Absence due to military obligations, long serious illnesses, or similar circumstances beyond the student’s control may be considered valid reasons for an extension. It is the option of the advisory committee to require validation of outdated courses by special examination.

ADMISSION TO CANDIDACY

Admission to graduate study and enrollment in graduate courses does not guarantee acceptance as a candidate for the Doctor of Philosophy degree. This is only accomplished by satisfactorily passing a comprehensive qualifying examination and meeting all other specified requirements. The qualifying examination assesses whether the student has attained sufficient knowledge to undertake independent research. The examination should be completed at the end of the second year of study. The examination consists of written and oral components covering all areas specified in the Course of Study. The examination is prepared, administered and graded by the advisory committee. The written portion includes all coursework and relevant topics determined by the advisory committee. The student will be given 2-3 days to complete the written component of the examination.

Upon passing the written examination, the student may submit a grant proposal on the topic of his/her dissertation research or a related topic approved by the advisory committee. The proposal must be in the style of a National Institutes of Health (NIH) pre-doctoral grant proposal. Links to the instructions for the proposal format can be found on the BMR Graduate Program website. The grant proposal may be submitted within two months of completion of the written exam and given to the advisory committee members at least two weeks in advance of the oral defense. The oral examination consists of a defense of the grant proposal and, at the discretion of the advisory committee, may include topics from the written portion of the exam in which the student was deemed to be deficient. Successful completion of the qualifying examination is based on approval of the committee. Only one dissenting vote is permitted on each component. If necessary, a single portion of the examination may be repeated at the discretion of the advisory committee. The student must have the approval of the advisory committee to repeat either the written or oral component of the qualifying examination. The committee assesses the deficiencies and determines the time required for the student to make corrections. A student may take a given component of the qualifying examination no more than three times. Failure to pass this examination on the third attempt will result in dismissal from the BMR Ph.D. program. The advisory committee must complete an Admission to Candidacy for Ph.D. form after the student completes the examinations and submit it for approval by the Director of Graduate Studies and the Vice Dean for Research and Graduate Education.
Dissertation

All candidates must successfully complete a biomedical research project and prepare, submit, and defend a dissertation. The dissertation must present the results of the candidate’s individual investigation and make a definite contribution to the current state of knowledge. While conducting research and writing a dissertation, the student must register for Research (BMR 882) at the beginning of each semester or summer term for which progress is to be earned. No more than 15 hours of Research may be credited toward the degree. Candidates are to follow the general guidelines outlined in Publishing Your Dissertation: How to Prepare Your Manuscript for Publication and General Information About Dissertations. Copies of these documents are on file in the Office of Research and Graduate Education. Candidates must also follow the current Graduate College Guide for Preparation and Submission of Electronic Theses and Dissertations, which can be downloaded from the Graduate College website. Oral Defense of the Dissertation The oral defense of the dissertation is held during the semester or summer session in which all other degree requirements have been met. The advisory committee must read and tentatively approve the dissertation before the examination can be scheduled. The committee chairperson will complete an Approval to Schedule Dissertation Defense form and submit it for approval of the Director of Graduate Studies and the Vice Dean for Research and Graduate Education before the examination can be given. Such notification must occur at least two weeks before the proposed date of the defense. A portion of the defense is an open examination and sufficient time is required for adequate public notice.

The open examination usually takes the form of a one-hour seminar. This is followed by a thorough review of the dissertation by the advisory committee and the candidate. Successful completion of the defense requires the approval of all but one of the members of the advisory committee. The results (pass/fail) must be recorded on a Results of Dissertation Examination form, which is to be reported to the Office of Research and Graduate Education and forwarded to the Graduate College Office within 24 hours. Should the candidate fail the defense, reexamination may not be scheduled without the approval of the advisory committee and the Vice Dean for Research and Graduate Education.

All advisory committee members are to be present for the defense. If this is not possible, the Vice Dean for Research and Graduate Education, or designee, may permit one substitute for any member of the committee except the chairperson. A request for a substitute must be submitted in writing to, and approved by, the Vice Dean for Research and Graduate Education. The committee chairperson, the student, and both the original member of the committee to be replaced, and the substitute must sign this request. The substitute must have the same, or higher, graduate faculty status as the original member and represent the same academic discipline or area of emphasis.

Acceptance of Dissertation

Acceptance of the dissertation is a requirement for the doctoral degree. An accepted dissertation must bear the original signatures of at least all but one member of the advisory committee. If more than one member cannot approve the dissertation, the doctoral degree cannot be recommended. If the substitute member attends and approves the dissertation defense, he or she signs the dissertation. For complete information on the preparation and submission of electronic theses and dissertations see www.marshall.edu/graduate/current-students/edt.
MD/PhD Course Descriptions:

In addition to the courses described below, the student must successfully complete courses required by his/her area of emphasis and advisory committee. All courses will be defined in the student’s Ph.D. Course of Study form. The student must also pass a written and oral exam prior to becoming a Ph.D. candidate. These exams are set by the advisory committee and are outlined below under Admission to Candidacy. Before graduating, students are required to write and publish three peer-reviewed manuscripts, two of which must be as first author. To remain in good academic standing and to graduate, the student must have a minimum graduate GPA of 3.0.

**BMR 617 Statistical Techniques for the Biomedical Sciences**
3 Credit Hours Grade Mode: Graded
An application-oriented course in statistical concepts and techniques aimed at prospective researchers in the biomedical sciences

**BMR 631 Neuroscience and Developmental Biology Literature Review**
1 Credit Hour Grade Mode: Graded
A seminar course where published articles in the fields of neuroscience and developmental biology will be presented by students and faculty.

**BMR 644 Responsible Conduct of Research**
1 Credit Hour Grade Mode: Graded
Responsible conduct of research, including human subjects, live vertebrate animals, conflict of interest, mentor/mentee responsibilities, collaborative research, peer review, data management, research misconduct, and responsible authorship, with case discussions.

**BMR 652 Cancer Biology Colloquium**
1 Credit Hour Grade Mode: Graded
This is a mentored journal club for graduate students covering selected areas of current interest in cancer biology research.

**BMR 660 Communication Skills for Biomedical Sciences I**
1 Credit Hour Grade Mode: Graded
Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.
BMR 661 Communication Skills for Biomedical Sciences II
1 Credit Hour Grade Mode: Graded
Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.

BMR 664 Obesity and Related Diseases Journal Club
1 Credit Hour Grade Mode: Graded
A seminar course where published articles in the field of obesity and obesity-related diseases are presented and discussed.

BMR 665 Cardiovascular Disease Research Colloquium
1 Credit hour Grade Mode: Graded
A seminar-style series that will focus on recent advances in topics related to cardiovascular disease.

PMC 655 Toxicology Reviews
1 Credit hour Grade Mode: Graded
This course will provide a presentation and discussion of current literature in the area of toxicology. Fundamental principles and new discoveries will be emphasized.

CTS 600 Epidemiology and Biostatistics Used in Medical Research
3 Credit hours Grade Mode: Graded
This course provides a foundation for epidemiology and applied biostatistics in medical clinical and translational research.

CTS 620 Introduction to Clinical Research
3 Credit hours Grade Mode: Graded
This course provides an overview of all aspects of conducting clinical and translational research trials.
VI. STUDENT RESOURCES

- Office of Student Affairs
- Academic Support
- Career Development
- Medical Student Mentoring
- Study Space
- Health and Wellness
- Links to Student Services
Office of Student Affairs

The Joan C. Edwards School of Medicine's Office of Student Affairs is committed to meeting the personal, academic and professional needs of students throughout all four years of medical education. We support students by being accessible, responsive, and advocating on their behalf. We collaborate with administration and faculty to facilitate a positive learning environment based upon mutual respect between teacher and learner. We strive to foster an atmosphere in which differences are respected and valued so that students become accomplished team players and compassionate practitioners of medicine.

Amy Smith, M.Ed
Associate Dean, Student Affairs
(304) 691-8684
Fax: (304) 691-1727

Laura Christopher, MS
Assistant Director
Academic & Career Support Services
(304) 691-1730
Fax: (304) 691-1727

Cindy Canterberry, MS
Assistant Director
Student Financial Assistance
Phone: (304) 691-8739
Fax: (304) 691-8740

Cindy Obregon
Program Coordinator
(304) 691-8725
Fax: (304) 691-1727
Learning Communities

Learning communities strengthen the medical student experience through dynamic, engaged and relationship-centered communities for curricular and co-curricular learning and development. At Marshall, learning communities are divided into six houses that act as student-led networks that:

- Provide medical students a familiar cohort for the duration of their medical school experience
- Facilitate the development of trust and collaboration among the medical student body
- Support student efforts to adapt to and succeed in the culture of medicine in general and medical education in particular
- Provide students with a broad range of resources for learning, advising, support, teamwork and community engagement

For additional details, please go to the webpage for Learning Communities or contact learningcommunities@marshall.edu

Houses

WARREN HOUSE

This house is named in honor of Ms. Cindy A. Warren, a legend and beloved fixture of the Marshall University Joan C. Edwards. She is the first voice each accepted student hears and from that point on she continues to enrich their lives.

About Ms. Cindy Warren

Ms. Cindy Warren is the Assistant Dean of Admissions at Marshall University Joan C. Edwards School of Medicine, holding this position for more than 40 years.

Cindy was born and raised in Logan, West Virginia. She earned her bachelor’s degree in consumer science from Marshall University, followed by a master’s degree in counseling and rehabilitation. In 1977, Cindy began working in the Admissions Department at the Marshall School of Medicine, and she has informed every student of their acceptance into the school since that time.

When Cindy is not working, she enjoys rescuing animals, especially kittens and cats. Additionally, she is passionate about auctions and works part-time at a local auction house.
YINGLING HOUSE

A pharmacist and physician, Kevin W. Yingling, RPh, MD, is the namesake of Yingling House. He has devoted his 30+ year career to the training of medical and pharmacy students while setting a standard of quality patient care as an internal medicine physician.

About Dr. Kevin Yingling

Dr. Yingling has been a registered pharmacist since 1981, a licensed physician since 1990 and a consultant pharmacist since 1995.

Dr. Yingling received his B.S. degree in pharmacy from West Virginia University and his M.D. degree from Marshall University. He completed his residency and fellowship at the University of Cincinnati Medical Center. He has served as an honorary visiting academic fellow in clinical pharmacology at the University of Southampton in Southampton, England. He served as chairman of the Department of Internal Medicine at the Joan C. Edwards School of Medicine for more than 10 years before stepping into the role of founding dean of the Marshall University School of Pharmacy, a position he held until his retirement in 2016.

Dr. Yingling continues to serve as an associate professor of medicine and pharmacology at Marshall University and maintains an active base of patients. He volunteers his time as chairman of the board of directors for Cabell Huntington Hospital, and as a member of the board of directors for the Cabell-Huntington Health Department. He has also participated in faith-based and humanitarian medical missions to Russia, Bolivia, Honduras, Nicaragua and Haiti.

In 2010, Yingling was honored with the Laureate Award from the West Virginia Chapter of the American College of Physicians, recognizing excellence in medical care, education or research. He is a member of the Rho Chi Society and the Alpha Omega Society, pharmacy and medical honoraries, respectively. Dr. Yingling received the 2015 Distinguished Alumnus Award from the Joan C. Edwards School of Medicine and the 2017 Bowl of Hygeia award from West Virginia Pharmacy Association, the association’s most prestigious award.
RICHARDSON HOUSE

This house is named in memory of the late Laura L. Richardson, PhD, for her commitment and dedication to medical students’ successes during their preclinical education. She was highly respected by each student and always supported them throughout their schooling.

About Dr. Laura Richardson

Dr. Richardson served as Assistant Dean of Academic Affairs and Director of Pre-Clinical Education at Marshall University until her sudden passing in 2018. Dr. Richardson received a B.A. degree in biology from Newton College of the Sacred Heart, followed by a Master of Science in Biology from the University of Virginia. She then worked at Georgetown University as a research instructor prior to entering their PhD program and receiving her doctoral degree in cell biology. She received postdoctoral training at The Burnham Institute and the University of Tennessee before joining the Department of Anatomy at the Marshall University Joan C. Edwards School of Medicine.

Dr. Richardson was very enthusiastic about teaching both graduate and medical students, educating the students in the areas of cell biology and microscopic anatomy. She was instrumental in the education programs of first-year medical students at Marshall. She conducted research in the area of testicular cancer and received funding from the National Institutes of Health for her work. She was also a member of the American Society for Cell Biology, Society for the Study of Reproduction, and the American Society of Andrology.

Dr. Richardson was particularly proud of her leadership in the establishment of the Anatomy Outreach Program that brought Huntington-area high school students to the anatomy labs at Marshall, where they learned about career paths by spending time with medical students and faculty. The program has grown every year since it was created and supports efforts by the Marshall University Admissions Office to attract minority students and students from rural West Virginia to the medical school. She was equally as proud of her role as the director of the Human Gift Registry, a program that encouraged donation of human bodies for medical student education. Under Dr. Richardson’s leadership, donations for the Human Gift Registry more than doubled in recent years. To honor donors and their families, she organized an annual memorial service that has become an emotional touchstone for all who are involved.
CAMPBELL HOUSE

This house honors the accomplishments of Shelvy L. Campbell-Monroe, PhD, in heightening the level of diversity and inclusion programming, community outreach, and partnerships with the Marshall University schools of medicine and pharmacy. She continues to ensure a quality and inclusive environment for all students, faculty and staff.

About Dr. Shelvy Campbell

Dr. Campbell is the Assistant Dean for Diversity & Inclusion. A veteran of higher education administration, she has served in human resources, equity compliance, admissions, student financial assistance and student service positions at Marshall University for the past 25 years. She also served for many years as the Civil Rights and Equity Compliance Administrator at West Virginia State University Gus R. Douglass Land Grant Institute.

Dr. Campbell directs two summer residential pipeline programs designed to attract minority and underrepresented students to the medical and other health care fields. She serves as an advisor for the school of medicine’s Health Spectrum Alliance (LGBT student organization) and chairs the school’s Multicultural Advisor Committee. Dr. Campbell also serves on the university’s Women of Color Committee and as a Title IV Investigator. Dr. Campbell is a member of several community, state, and national organizational boards and councils including: Kanawha Valley Bureau of Senior Services, Charleston Family Resource Center, the National Office of Minority Health Regional Health Equity Council (RHEC), and the West Virginia Department of Health & Human Resources Newborn Hearing and Screening Advisory Board. She currently serves as the national program chair for the National Association of Medical Minority Educators (NAMME).

Dr. Campbell holds a bachelor’s degree in business administration from West Virginia State University, a master’s degree in industrial and employee relations and an education specialist degree from Marshall University as well as a doctorate in education from Capella University. Dr. Campbell is married to Lloyd Monroe, has one adult son, Jordan, and one granddaughter, Jocelyn.
MILLER HOUSE
This house recognizes Bobby L. Miller, MD, for his dedication in caring for our tiniest patients as well as for his leadership in medical education, heightening the curriculum and scholarship expectations of our medical students. He makes it his mission for every student to succeed.

About Dr. Bobby Miller

Dr. Miller has served as Vice Dean for Medical Education at the Marshall University Joan C. Edwards School of Medicine since 2016. He was born and raised in Ashland, Kentucky. He graduated magna cum laude with a Bachelor of Science in Biology from Marshall University. Dr. Miller also earned his medical degree from Marshall University, where he completed a combined internal medicine/pediatrics residency, during which he served as chief resident.

After completing fellowship training in neonatal-perinatal medicine at Baylor College of Medicine/Texas Children’s Hospital in Houston, Texas, Dr. Miller returned to join the Department of Pediatrics at Marshall. Prior to his role as vice dean, he served as Pediatric Residency Program Director for seven years. In addition to his role as vice dean of the medical school, Dr. Miller is a professor of pediatrics and medical director of the Neonatal Intensive Care Unit at Cabell Huntington Hospital/Hoops Family Children’s Hospital. He also maintains an active clinical practice.

Dr. Miller is married to Eric Hardin-Miller. They live on a farm with 50 chickens, two miniature donkeys, seven dogs, five cats, canaries and one giant South African leopard tortoise.
ZILL HOUSE

This house is named for Sasha Zill, Ph.D., a gross anatomy, neuroscience and surgical anatomy professor and researcher who has dedicated himself completely to his students and has set the highest standard for scholarly research at Marshall.

About Dr. Sasha Zill

Dr. Zill received a bachelor’s degree in zoology from Columbia University and a doctoral degree in anatomy from the University of Colorado. He has served on the faculty of Marshall University since 1987, earning the rank of full professor in 1994.

Dr. Zill has been recognized by the Joan C. Edwards School of Medicine for his teaching, receiving countless awards for Instructor of the Year, the Golden Apple Teaching Award, and the Innovation in Teaching Award. He was inducted into the Alpha Omega Alpha Medical Honor Society in 2009 and named an Honorary Alumnus by the Marshall School of Medicine Alumni Association in 2016.

Medical students have selected Dr. Zill numerous times to hood them at graduation. However, teaching is just one of his loves.

His research is what he calls his labor of love. He has dedicated his life’s work to understanding how the nervous system generates motor behaviors. Dr. Zill was on the cutting-edge of biorobotics. He collaborates with scientists across the globe and continues to produce fascinating research in neurobiology, which has been funded continuously since 1976, including grants from the National Institutes of Health, National Science Foundation and Office of Naval Research. With hundreds of publications, he embodies the type of scientist he encourages his students to be.
Office of Academic Support

Medical school is one of the most difficult educational endeavors that a student will ever encounter, and very often students have to learn new academic skills and techniques in order to both survive and thrive academically. It is difficult, but far from impossible. Every year students move forward toward fulfilling lifelong goals of becoming practicing physicians, and many of these students had a helping hand along the way. Just as you expect your patients to one day come to you with difficulties that you can help them with, we at the Office of Academic Support ask that you come to us when you are experiencing academic difficulties.

Below is a description of just some of the various ways that the Office of Academic Support can be of assistance to you:

Study Strategies

- Analyze and troubleshoot your current academic study skills and strategies
- Learn how to engage and achieve dynamic and multisensory study
- Get more out of lecture by previewing and active listening
- Diversify your contact with study material through self-testing and reviewing
- Learn how to use effective mnemonics and memory strategies

Test Taking

- Effectively read and work with vignette-style multiple choice questions
- Identify your common test taking mistakes and possible solutions
- Analyze your performance on classroom exams and board practice questions
- Establish strategies for Step and shelf exam preparation
- Address issues with pacing, answer changing, and test anxiety

Time Management

- Effectively manage and prioritize your use of time
- Achieve improved focus and concentrated study
- Minimize internal and external distractions
- Determine your ideal study space

Peer Tutoring

- Meet one-on-one with a peer to help clarify and better understand concepts covered in class
- Get a better understanding of how others have managed their medical school experience
- Attend test preparation sessions conducted by peer tutors

One-on-one consultation and instruction available
Skill-specific presentations offered throughout the year and upon request
Medical Student Career Development

The MCD program is a four year longitudinal course based on the AAMC Careers in Medicine (CiM) program. Beginning with the class of 2019, participation in the Medical Career Development Program will be a graduation requirement. Students use the CiM websites as their primary source of information.

The third and fourth year students will meet with the Associate Dean of Student Affairs annually to discuss the CiM objectives outlined below.

The Assistant Director of Academic and Career Support Services will serve as the liaison for the first and second year students. By utilizing The CiM four-phase model, the Assistant Director will help the medical students understand themselves and begin to explore their understanding career development.

Independent learning exercises are also completed by students throughout the year. The outcome measures of these are listed below.

<table>
<thead>
<tr>
<th>MCD YEAR</th>
<th>OBJECTIVES</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>Demonstrate familiarity with CiM as a resource for career development by attending a school sponsored introduction to Careers in Medicine workshop and complete the CiM’s Medical Specialty Preference Inventory (MSPI). Demonstrate evidence of identifying your career interests and personal values by CiM’s Physician Values in Practice Scale (PVIPS).</td>
<td>Completion of the MSPI to create a targeted starting point for further exploring specialty options Completion of the self-assessments and submitting a short narrative describing the results. Attendance of one “Career Conversation” session</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>Attend two or more specialty interest group meeting. Complete the CiM self-assessments to consider how they fit with the specialties that interest you.</td>
<td>Submit a personal reflection paper on your career development and attend two “Career Conversation” sessions</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>Attend school sponsored – student driven Career Development Workshops. Draft an updated Curriculum Vitae to Associate Dean of Student Affairs for feedback</td>
<td>Focus on Career choices as third year progresses. Submission of updated Curriculum Vitae and personal statement</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>Attend “Interviewing Seminar” and participate in one mock interview with your Medical School Advisor.</td>
<td>Attendance at “Interviewing Seminar” Completion of mock interview</td>
</tr>
</tbody>
</table>
MS 1 and MS 2 Student Mentoring Program

The Marshall Mentoring Program is a combined program that provides every undergraduate medical student with the opportunity for early clinical experiences and academic-career advising with a practicing clinical physician. The primary objective is to create collaborative relationships with students that will foster an atmosphere of connection, support and guidance. The advisory program portion of the program is based on the Association of American Medical Colleges Careers in Medicine (CiM) program and can be referenced at https://www.aamc.org/cim/advisorsandliaisons/advisors/advisingstudents/.

The Office of Student Affairs will provide oversight for the Marshall Mentor Program so please forward any questions or comments to Laura Christopher at 304-691-1730 or by email at christopherl@marshall.edu.

Student requirements (All students are responsible to making first contact with their mentor via email or telephone):

1. MS-1 STUDENTS ONLY: Completion of 12 hours of clinical shadowing beginning in the Spring Semester only.
2. MS-2 STUDENTS ONLY: Completion of 18 total hours of clinical shadowing in the second year of medical school. The hours can be divided up to best fit the student.
3. MS-3 and MS-4 STUDENTS ONLY: Completion of 1 hour of career advising session per semester and mock interview (MS-4 ONLY).
4. Provide all mentors with a copy of the Marshall Mentoring Program guide.
5. Provide documentation forms to their mentor and submit to the Office of Student Affairs as noted in the Marshall Mentoring Program Guide.

Mentor Responsibilities:

1. Respond to emails or phone messages from mentees when attempting to schedule first sessions.
2. Become familiar with resources available to students (see Marshall Mentoring Program)
3. Assure student confidentiality
4. Document both clinical shadowing and academic advising sessions. Students will provide mentors with documentation forms and a copy of the Marshall Mentoring Program Guide.

Link to the Marshall Mentoring Program Guide
Study Space

The school of medicines provides dedicated space for focus and study in each of the facilities utilized throughout all four of years of medical education. To maintain security, the following rules apply at all times in all facilities:

- Students must wear their ID badge.
- Students cannot leave doors propped open under any circumstance.
- Students cannot open the door for anyone seeking access. All individuals approved for access have the swipe cards that allow them to do so.
- Students are not to loan their swipe card to anyone.
- Students are not permitted to access clinical areas before or after business hours.

Robert W. Coon Education Building
1542 Spring Valley Drive

Access:
Medical Students have swipe care access to the CEB 24 hours a day, seven days a week.

Study Space:
On the third floor of this building, there are three small group rooms that seat up to 4 students each (with computers and white boards) and four small round tables. In the computer lab across the hall are ten computer stations, 29 study carrels, and five couches. In the adjacent library of the VAMC are an additional four study carrels and two large tables. The medical students also have access to the second floor lecture room when class is not in session. Study rooms on the main floor of the Coon Educational Building (Rooms 105 and 106) are available to reserve for in 2 hour increments. To reserve a room, a student may email Ms. Rebecca Huff at huffr@marshall.edu.

Parking:
During business hours, students must park in the student lot adjacent to and below the employee parking lot. After 4pm on weekdays, vehicles can be moved closer to the CEB (under the water tower), but on weekdays, students cannot park on the main level in front of the CEB or in the parking garage. On weekends and holidays, parking is available at all locations. The exception is the 24-hour handicap parking spots.

Security:
The Veterans Affairs Police Department can be reached at (304) 429-6755 ext. 2855. They are available to assist you while on the grounds of the Veterans Affairs Medical Center which includes the MEB.
Byrd Biotechnology Sciences Center (BBSC)
Third Avenue across from the Marshall University Science Building

Access:
Medical students have swipe card access to the BBSC 24 hours a day, seven days a week.

Study Space:
There are three small group rooms (Rooms 204, 205, 206) and a computer lab with 10 computer stations (Room 203) on the second floor near the bridge that connects to main campus. There is a lounge space and six study cubicles in the lobby area in front of the elevators on the second floor as well. This is available all day, does not get a lot of traffic, has lots of natural light with large windows, and comfortable seating with floor outlets for laptops. It has a capacity of about 15 students. On the third floor, students have access via their swipe ID to the small conference room in the administrative suite after 4 pm (301A). On the fourth floor, there is large conference room (Room 433) at the east end of the building available via swipe ID after hours.

Parking:
As assigned by Marshall University.

Security:
A security officer is present in the building or on the grounds at all times and is available by cell phone at (304) 696-3718 to address non-emergent or less serious security concerns.
Byrd Clinical Center (BCC)
1249 15th Street

Access:
Medical students have 24/7 swipe card access to the BCC (ground floor only). Swipe access before or after regular business hours is through the single door to the right of the main BCC entrance.

Study Space:
There are four small group rooms that can accommodate about 4 students each (group study) and in the computer lab, there are 19 computer/study carrels. The large auditorium/classroom is available for study space as is the Clinical Skills Laboratory (swipe card access) which can accommodate about 15 students. The students may also use the Clinical Skills exam rooms after hours. The lobby of the BCC has 4 individual study carrels and 3 tables for the students to use as viable study locations. **Note during the Spring term, these study locations are to be used only by second year students in preparation for the Step 1 Examination.**

Parking:
Parking on the street level parking deck is restricted to patients only between the hours of 7:00 a.m. - 5:00 p.m. Monday through Friday. Faculty, staff, and students are not permitted to park on the patient deck during these hours and will be subject to towing without advance warning. The lower level and intermediate level parking decks are available for all occupants of the building. Everyone choosing to park on the intermediate deck should exercise extra caution as this area is somewhat obstructed from general lines of sight and may pose increased security risks although cameras, lighting, and emergency call boxes are installed. Students who intend to access the building after 8 p.m. on weekdays must move their vehicles to the street level parking deck. The gates to the intermediate and lower level are locked on the weekends so students may park on the patient (street) level deck but their vehicles must be moved prior to 7am Monday morning.

Shuttle Bus:
A shuttle bus is available to transport students to and from the BCC to the MUMC. This service is offered 24 hours a day, 7 days a week. To schedule transportation, contact the shuttle bus driver at (304) 544-7433.

Security:
A security officer is present in the building or on the grounds at all times and is available by cell phone (304-634-5166) to address non-emergent or less serious security concerns.
Linda Holmes Wellness Center  
1320 Hal Greer Boulevard

**Access:**  
All medical students have swipe card access to the Linda Holmes Wellness Center 24 hours a day, seven days a week.

**Study Space:**  
This 4,200-square-foot center features five study rooms, group meeting space and a large gathering room. The center also houses the school’s student affairs and financial aid offices. The center is designed to provide a safe, convenient relaxation space for medical students when they need to take a break from studying to relax and decompress. The large gathering room is a great hang out space where students can shoot pool, play board games or watch a movie.

**Parking:**  
Students and staff are permitted to park in the lot behind the building. Alternatively students may park in general parking available at the Byrd Clinical Center and/or Cabell Huntington Hospital and be shuttled over. Parking lots to the north and south of the building belong to private businesses and are not permissible options.

**Security:**  
This facility remains locked at all times and is accessible only via ID swipe card.

Cabell Huntington Hospital Student Lounge 3rd Floor, CHH

In addition to the Linda Holmes Wellness Center, third and fourth year medical students have access to a student lounge located behind the Labor and Delivery waiting room on the third floor of Cabell Huntington Hospital. Students are able to relax during their down time during their clinical rotations. The students have access to a TV, couch and snacks 24/7.

**Security:**  
The student lounge is accessible only via ID swipe card.
Marshall University Medical Center
1600 Medical Center Drive

Health Sciences Library (HSL) in the MUMC

Access:
All medical students have swipe card access to the Health Sciences library 24 hours a day, seven days a week.

Study Space:
The HSL is located on the second floor of the MUMC. In the HSL outer atrium area there are 3 round tables that can seat 5 people apiece and 1 single table. There are also 2 small study rooms available in the outer area. There is a small enclosed computer room that 4 students can use at one time and computer stations along the way of the HSL and 2 computer stations to the right of the entrance of the HSL. Towards the back of the HSL office area, there are 3 study rooms available to students. Note- these study areas may not be always available during the SOM interview season, which usually is from October to February.

Parking:
Due to the construction of the Cabell Huntington Hospital parking garage, it is recommended that students park on the lower level of the Byrd Clinical Center and use the shuttle bus to be transported to CHH and to the MUMC. This service is offered 24 hours a day, 7 days a week. To schedule transportation, contact the shuttle bus driver at (304) 544-7433.

Security:
Cabell Huntington Hospital Security is present in the building or on the grounds. They can be contacted by calling (304) 526-2223.

Lewis Technology Center in the MUMC

The Lewis Technology Center is a computer lab on the second floor of the MUMC (to the left of the stairwell) that includes 17 study carrels. This is a shared space and students will have access during the day according to a calendar that will be posted. Students will have swipe access after business hours.
Medical Student Health and Wellness

Maintaining a healthy sense of emotional well-being is a vital component of success as a medical student and as a practicing physician. Because of the challenges that medical students inevitably face, part of maturing as a physician involves self-reflection, adaptability, and resiliency and that means learning to ask for help when it is needed.

- Medical Student Wellness Committee

Resources

- General Healthcare Providers
- Personal Counseling Services

Relaxation - This tool was recorded by Dr. William A. McDowell, professor emeritus and former chairman of the counseling department at Marshall University. The recording is designed to reduce anxiety and create a relaxed mind which will aid in areas for study, concentration, sleep and will reduce other symptoms of stress and anxiety. It has been utilized by students and health professionals with great success.

HEALTH CARE AND PERSONAL COUNSELING

The Marshall University Joan C. Edwards School of Medicine provides its students with access to diagnostic, preventive, and therapeutic health services. Listed below is a list of physician practices, broken down by specialties, where students and/or their families may receive medical care. Students are encouraged to be proactive in meeting their health care needs. LCME states that health professionals at a medical education program who provide psychiatric/psychological counseling or other sensitive health services to a medical student must have no involvement in the academic assessment or promotion of the medical student receiving those services (MS-27-A). Because of this policy, Marshall Health Psychiatry is excluded from the provider list; however, exceptions to this policy may be discussed with Amy Smith, Associate Dean of Students.

Marshall University Joan C. Edwards School of Medicine in collaboration with Cabell Huntington Hospital Counseling Center provides opportunities for medical students to gain access to counseling services. Students can make appointments by calling 304-526-2049 or ask the Associate Dean of Student Affairs for assistance. No referral is necessary.
The Counseling Center is located on the second floor of the Chafin Building at 517 Ninth Street in downtown Huntington. For your convenience, designated patient parking spaces are available on the 6th Avenue side of the building. Appointments are available from 11 a.m. to 7 p.m. on Monday, and from 8 a.m. to 5 p.m. on Tuesday, Wednesday and Thursday. In addition to counseling couples, families, children and adolescents, counselor specialties also include helping people facing ADHD/ADD, sexual addiction, drug & alcohol addiction and traumatic events. Faith-based counseling is also available. Appointments can be made by calling 304-526-2049. Inform the receptionist that you are a medical student.

STUDENT HEALTH INSURANCE

It is the policy of the Marshall University Joan C. Edwards School of Medicine that all enrolled medical students have health insurance. All students are automatically enrolled in the school sponsored student health insurance plan and per policy must “waive” out by demonstrating adequate health care coverage. All students who choose to waive out must do so annually by the date posted on the annual renewal notices.

In the event an enrolled student should suffer a disabling injury or illness that lasts longer than 90 days, the Marshall University Joan C. Edwards School of Medicine sponsors a disability benefit sponsored by the American Medical Association and underwritten by The Standard Insurance Co.

Contact Amy Smith at smith305@marshall.edu for questions regarding student health or disability insurance.

https://www.studentinsurance.com/  Student Disability Insurance
HEALTH CARE PROVIDERS AVAILABLE TO MEDICAL STUDENTS

**COUNSELING**

<table>
<thead>
<tr>
<th>Provider</th>
<th>Address</th>
<th>Phone</th>
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**FAMILY MEDICINE**

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<thead>
<tr>
<th>Provider</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>CHH Family Medicine Center</td>
<td>750 Oak St.</td>
<td>Kenova, WV 25530 304-453-1756</td>
</tr>
<tr>
<td>Huntington Internal Medicine Group</td>
<td>5170 US Rt 60 East</td>
<td>Huntington, WV 25705 304-528-4600</td>
</tr>
<tr>
<td>Marshall Health Family Medicine</td>
<td>1600 Medical Center Dr., Ste. 1500</td>
<td>Huntington, WV 25701 304-691-1100</td>
</tr>
<tr>
<td>St. Mary's Women &amp; Family Care Ctr.</td>
<td>143 Peyton St.</td>
<td>Barboursville, WV 25504 304-697-2035</td>
</tr>
<tr>
<td>Valley Health – East Huntington</td>
<td>3377 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-399-3335</td>
</tr>
<tr>
<td>Valley Health – Huntington</td>
<td>1301 Hal Greer Blvd.</td>
<td>Huntington, WV 25705 304-525-0572</td>
</tr>
<tr>
<td>Valley Health – Hurricane</td>
<td>3729 Teays Valley Rd., Ste. 100</td>
<td>Hurricane, WV 25526 304-760-6040</td>
</tr>
<tr>
<td>Valley Health – Westmoreland</td>
<td>2908 Auburn Rd.</td>
<td>Huntington, WV 25704 304-781-5800</td>
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**INTERNAL MEDICINE**

<table>
<thead>
<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Huntington Internal Medicine Group</td>
<td>5170 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-528-4600</td>
</tr>
<tr>
<td>Marshall Health Internal Medicine</td>
<td>Byrd Clinical Center</td>
<td>Huntington, WV 25701 304-691-1000</td>
</tr>
<tr>
<td>Valley Health – East Huntington</td>
<td>1249 15th St., Ste. 2000</td>
<td>Huntington, WV 25705 304-399-3335</td>
</tr>
<tr>
<td>Valley Health – Huntington</td>
<td>3377 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-525-0572</td>
</tr>
<tr>
<td>Valley Health – Hurricane</td>
<td>3729 Teays Valley Rd., Ste. 100</td>
<td>Hurricane, WV 25526 304-760-6040</td>
</tr>
<tr>
<td>Valley Health – Westmoreland</td>
<td>2908 Auburn Rd.</td>
<td>Huntington, WV 25704 304-781-5800</td>
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**OBGENTRICS / GYNECOLOGY**

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<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Advantage Health Care for Women</td>
<td>5187 US Rt. 60 East, Ste. 2</td>
<td>Huntington, WV 25705 304-525-5405</td>
</tr>
<tr>
<td>Huntington Women’s Health</td>
<td>1660 12th Ave.</td>
<td>Huntington, WV 25701 304-522-3420</td>
</tr>
<tr>
<td>Marshall Health OB/GYN</td>
<td>1600 Medical Center Dr., Ste. 4500</td>
<td>Huntington, WV 25701 304-691-1400</td>
</tr>
<tr>
<td>St. Mary’s Women &amp; Family Care Ctr.</td>
<td>143 Peyton St.</td>
<td>Barboursville, WV 25504 304-697-2035</td>
</tr>
<tr>
<td>Valley Health – A Woman’s Place</td>
<td>1630 13th Ave.</td>
<td>Huntington, WV 25705 304-697-2014</td>
</tr>
<tr>
<td>Valley Health – East Huntington</td>
<td>3377 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-399-3335</td>
</tr>
<tr>
<td>Valley Health – Hurricane</td>
<td>3729 Teays Valley Rd., Ste. 100</td>
<td>Hurricane, WV 25526 304-760-6040</td>
</tr>
<tr>
<td>Valley Health – Southside</td>
<td>723 9th Ave.</td>
<td>Huntington, WV 25701 304-529-0645</td>
</tr>
<tr>
<td>Valley Health – Westmoreland</td>
<td>2908 Auburn Rd.</td>
<td>Huntington, WV 25704 304-781-5800</td>
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**PEDIATRICS**

<table>
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<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Cabell Huntington Hosp. Pediatrics</td>
<td>1115 20th St., Suite 105</td>
<td>Huntington, WV 25701 304-399-4141</td>
</tr>
<tr>
<td>Marshall Health Pediatrics</td>
<td>1600 Medical Center Dr., Ste. 3500</td>
<td>Huntington, WV 25701 304-691-1300</td>
</tr>
<tr>
<td>St. Mary’s Pediatrics</td>
<td>2828 First Ave., Suite 305</td>
<td>Huntington, WV 25701 304-399-7565</td>
</tr>
<tr>
<td>Valley Health – Huntington</td>
<td>1301 Hal Greer Blvd.</td>
<td>Huntington, WV 25705 304-525-0572</td>
</tr>
<tr>
<td>Valley Health – Hurricane</td>
<td>3729 Teays Valley Rd., Ste. 100</td>
<td>Hurricane, WV 25526 304-760-6040</td>
</tr>
<tr>
<td>Valley Health – Southside</td>
<td>723 9th Ave.</td>
<td>Huntington, WV 25701 304-529-0645</td>
</tr>
<tr>
<td>Wee Care Pediatrics Group</td>
<td>5187 US Rt. 60 East</td>
<td>Huntington, WV 25701 304-399-5437</td>
</tr>
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</table>

**PSYCHIATRY**

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<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Prextera Center for Mental Health</td>
<td>3375 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-551-8310</td>
</tr>
<tr>
<td>Valley Health – East Huntington</td>
<td>3377 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-399-3335</td>
</tr>
<tr>
<td>Midland Behavior Health</td>
<td>3450 US Rt. 60 East</td>
<td>Barboursville, WV 25504 304-955-6300</td>
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**AFTER HOURS**

<table>
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<tr>
<th>Provider</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Cabell Huntington Urgent Care</td>
<td>2 Stonelcrest Dr.</td>
<td>Huntington, WV 25701 304-525-2206</td>
</tr>
<tr>
<td>Med Express</td>
<td>3120 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-522-3627</td>
</tr>
<tr>
<td>Med Express</td>
<td>10 Adams Ave.</td>
<td>Huntington, WV 25704 304-523-8838</td>
</tr>
<tr>
<td>NOW Care – HIMG</td>
<td>5170 US Rt. 60 East</td>
<td>Huntington, WV 25705 304-399-2273</td>
</tr>
<tr>
<td>St. Mary’s Urgent Care Center</td>
<td>2825 Fifth Ave.</td>
<td>Huntington, WV 25702 304-399-7182</td>
</tr>
<tr>
<td>Valley Health – Huntington</td>
<td>1301 Hal Greer Blvd.</td>
<td>Huntington, WV 25701 304-525-0572</td>
</tr>
</tbody>
</table>
Links to General Student Resources

ACADEMICS

Academic Calendar & Important Dates
Student Scheduler and MSPE
  “Guide to the MSPE” presentation by Amy Smith
LCME Report
National Residency Match Program (NRMP) "Match Day" Results
Graduation Requirements
Strategic Goals & Objectives

EVALUATIONS

Link to New Innovations

Evaluation of Professionalism

- General Standards of Professionalism
- Guidelines for Students
- Evaluation of 3rd Year Students

INSTRUCTIONAL RESOURCES

BLS Online Healthcare Provider Course Part I
IRB Certification
OSHA Blood-borne Pathogens Training | Adobe Flash Player Required (Download)

FORMS, STANDARDS, AND POLICIES

Student & Faculty Policies
Transcript Requests
Reasonable Accommodations Policies and Application Form
Request to Travel Form *NEW*
Name and Address Change Request Form
Criminal Background Checks
Graduation Application

COMMUNITY SERVICE

Community Service Activities
STUDENT SERVICES

Office of Student Affairs
Marshall Mentor Program
Peer Accountability Committee
Study Space and Building Access
Medical Student Career Development Program
Office of Student Financial Assistance
Marshall Medical HELP Program Resources

HEALTH AND WELLNESS

Medical Student Wellness
Student Health Insurance

HEALTHCARE RESOURCES

Healthcare Providers
CHH Counseling Center

RESEARCH

Student Research: Opportunities and Information
Student Travel for Research Presentations
Marshall Research Day
Office of Research Integrity
Clinical & Research Opportunities (AAMC)

STUDENT LIFE

Class Officers
Event Photos (White Coat Ceremony, Match Day, Investiture, Etc.).
Learning Communities
Student Organizations
Student Organizations Event Calendar
VII. POLICIES

- Admissions
- Academic, Professionalism, and Technical Standards
- Attendance
- Conflicts of Interest
- Educational
- Examinations
- Health, Disability and Impairment
- Faculty & Staff
Policy Links

Admissions
Admissions Policy
AMCAS Policy Regarding Criminal Background Checks
Admissions Committee Conflict of Interest Policy
Immunization Policy
Marshall University Joan C. Edwards School of Medicine Admissions Procedural Document
Medical Student Illicit Drug and Alcohol Screening Policy
Transfer Student Policy

Academic, Professionalism, and Technical Standards
Honor Code and Academic and Professionalism Standards, Leaves and Appeals
AMCAS Policy Regarding Criminal Background Checks
Criminal Background Check Policies & Procedures for Rising Third Year Students
[Policy | Background Check Website]
Dress and Personal Appearance UPDATED
Institutional Standards of Behavior Policy (Student Mistreatment Policy)
Student Illicit Drug and Alcohol Screening Policy
Student Impairment Policy NEW
Technical Standards

Attendance
MUSOM Inclement Weather Policy
Third Year Student Attendance
Fourth Year Student Attendance

Conflicts of Interest
Nepotism Policy
Conflict of Interest Policy

Educational
Compliance with Course Evaluations UPDATED
Course Audit Policy
Education Records: Privacy Rights / Student Records (FERPA)
Electives Policy
Identification of Students Experiencing Academic Difficulty
Patient and Procedure Logger Policy
Student Access to Records Policy
Student Grading Policy
Student Grading and Narrative Policy
Student Supervision Policy
Student Travel Policy *NEW*
Student Work Hours
Syllabus Policies
Visiting Students
Pre-Medical Student Shadowing

Examinations
First Year Students
Examination Policy
Second Year Students
Examination Policy
USMLE Step 1 Policy
MS 2 CBSSA Examination Policy
Third Year Students
NBME and Exam Policy
CCE Policy
Fourth Year Students
Required Comprehensive Radiology Examination
USMLE Step 2 Policy

Health, Disability and Impairment
Needle Stick / Blood and Body Fluid Exposure Protocol Summary
Health Insurance Requirement
Immunization Policy
Post-Exposure Policy for Management of Blood and Body Fluid Exposure
Reasonable Accommodations Policies and Application Form
Student Immunization and Physical Examination Form -- Instructions

Faculty and Staff
Medical School Faculty & Staff Policies