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

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

FRIDAY, SEPT. 28, 2018

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

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

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

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Pushing the Limits of Treatment in Rural America

“Some were in shock, the fire alarms were blaring, the adrenaline was pumping, people were screaming for help. We walked through dark, desolate areas, looking for victims.” First-year student Jordan Williams described the scene he encountered while at an elementary school in Bogota, Wyoming. Despite knowing that this scenario was not real, it didn’t stop students from feeling true panic and horror, and more often than not, reality set in. With the rise of school shootings in our country, these scenes are becoming increasingly common. With victims being portrayed by both adults and children with realistic wounds, the situation felt very real to the students. The school shooting scene was close to home and made us truly imagine what this could be a real situation for any of us. The acting and makeup made the experience (that much more real, as well. I couldn’t believe I saw blood spilling out of limbs, but it could very well be what we see during a mass casualty incident.”

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

During the shooting scenario, students unexpectedly stepped into the role of a paramedic. We moved patients out of the school, described 911 calls, ‘the wounded and handicapped shooter was hanging out of the treatment area. It was very stressful as we transported patients. It took us a while to tune in to help the victim because we felt more at ease helping the injured. Even though some of the injuries were not as serious, by the end of the scenario, we realized that the shooter was still a patient that needed our attention.” Multiple students reflected later on how to best communicate with each other during the shooting scenario.

During another scenario, students were informed that an explosion had taken place at an oil and gas facility. Upon arriving at the scene, they faced victims with burns, carbon monoxide poisoning, broken bones, disorientation, and more. Students learned to triage and prioritize patients, determine the mode of transport, and coordinate care. We worked with a medical team, all while facing toxic environmental hazards, working in tight or potentially dangerous spaces, dealing with distractions, and more. “I learned how difficult it is to [play] a scene and take a minute to check if the environment is safe,” said Ruthana Carmichael, DMD. “She was clear on how the scenario ended, and we had to stay calm and communicate with each other team of responders. It was so great to have that leadership opportunity to really test my skills.”

While not participating in a scenario, many of the first responders also took time to teach the students important skills. “I was taught how to start an IV and intubate a patient,” one student recalled. “I work there and I didn’t expect to learn any new skills.”

They were beyond amazing, always realities and eager for us to learn everything we could.” They had the time to talk to their experience and ask in more knowledge from them. I have a newfound respect for first responders after spending time with them and seeing firsthand how much they do for the patients and how much incredible knowledge they have. I would not trade this experience for anything. It was a hard knocks the best experience I had during my first year of medical school.”
FEATURE STORY/ARTICLE SECOND PLACE: NSU-KPCOM

BEATING ADDICTION

2006 ALUMNUS SHARES HARROWING STORY OF OPIOID DEPENDENCE

BY SCOTT COLON, M.S., APhA

DR. KRISH N. RATIL, COLLEGE OF OSTEOPATHIC MEDICINE
DEC 17, 2018 / BY OHIO UNIVERSITY HERITAGE COLLEGE OF OSTEOPATHIC MEDICINE

The research odyssey of John Kopchick

Dr. John Kopchick poses for a portrait in his lab at Ohio University in Athens, Ohio on March 20, 2018.

“Sit all started with a little mouse.”

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

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

Kopchick, who came to Ohio University in 1997 as holder of the Milton and Lawrence H. Goll Eminent Scholar Endowed Professorship of Molecular and Cellular Biology in our medical college and director of the growth, diabetes and obesity section of the then-new Eshleman Biotechnology Institute, was working with a graduate student to modify the DNA of a laboratory mouse.
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2018-19 Vol. 1

Maine's Osteopathic Medical School
NEWSLETTER SECOND PLACE: ICOM

IN THIS ISSUE

- Message from Leadership ................................................................. 2
- ICOM Makes History with Ribbon Cutting ...................................... 3-4
- Class of 2022 Celebrates Milestone at Inaugural White Coat Ceremony .... 5
- See You in 40 Years: ICOM Buries a Time Capsule ............................. 6
- ICOM Awards $35K in Inaugural Scholarships to Idaho Students ............ 7
- Gov. Otter Honored with Room Naming Ceremony ........................... 8-9
- Faculty Spotlight: Jennifer Goto, MD .............................................. 10-11
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In Kirksville and Mesa, their colleagues agreed. “Together we’ll conquer that Facebook newsfeed!”

Each month they meet to make content retweetable in reach and engagement. ATSU is unstoppable.

A.T. Still University
April 27, 2018

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

43 Likes 26 Comments 10 Shares 1.4K Views

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The ARCOM Difference
The ARCOM Difference is... Its curriculum! This four year College of Osteopathic Medicine offers an innovative "hands-on" curriculum, featuring team-based and interactive learning strategies. Courses are integrated into all three of the basic science courses each semester using a systems-based approach. Each student is expected to demonstrate competence in the previous semester and apply newly acquired knowledge in order to understand more complex systems interactions. The majority of the course includes team-based learning components in which the students apply their knowledge to solving case-based problem scenarios. This type of educational model has shown to be particularly successful in helping students engage in their own learning while building critical thinking skills, team interaction, and cultural proficiency.
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