

College of Osteopathic Medicine of the Pacific
College of Osteopathic Medicine of the Pacific-Northwest

COCA EXECUTIVE SUMMARY REPORT

2022 COCA
Comprehensive
Site Visit



Paula M. Crone, DO
Vice President, WesternU Oregon
Dean, College of Osteopathic Medicine of the Pacific
& COMP-Northwest

FUTURE PHYSICIANS

“There has never been a time when our society has needed caring, compassionate, patient centered and community minded physicians more than now. Despite the pandemic, this truly is a good time to be a medical student. Medical education all over the country had to adapt and shift almost overnight due to the unprecedented times imposed by COVID 19. For WesternU, COMP and COMP-Northwest, we were well poised to manage it and pivoted to seamlessly transition our curriculum to ensure our students stayed on track with their learning objectives. Out of pandemic conditions, new innovations in education and learning are continuously arising, transforming curriculum to higher levels, and developing new opportunities and best practices. Just as the delivery of health care transitioned, so did medical education and I am exceedingly proud of our COMP and COMP-Northwest Faculty and Staff and their dedication to our student’s education. In this time of change and uncertainty, our team has risen to focus on all the possibilities and always remembers that at the heart of everything we do is our student and at the end of every thought, every action and every deed for our student is their future patient.”

*Paula M. Crone, DO, Vice President, WesternU Oregon
Dean, College of Osteopathic Medicine of the Pacific and COMP-Northwest*

INTRODUCTION

College of Osteopathic Medicine of the Pacific (COMP) and COMP-Northwest completed their last comprehensive accreditation visit with the COCA in Spring 2015. At that time, all standards were found to be met. Since that time, we have continued to view the accreditation process as an opportunity for continuous improvement, especially regarding academic outcomes and student experience. We are proud of the efforts of our faculty and staff to assess, review, and evolve our curriculum and the faculty, facilities, and services supporting that curriculum. We believe that this summary of the COCA Standards and Elements demonstrate our compliance with each of these elements. At times, we have provided additional content to showcase areas where we believe we are exceptional. Our hope is that this summary helps you to better understand COMP and COMP-Northwest and our commitment to meeting our mission to inspire technically competent, culturally sensitive, professional, and compassionate physicians who become lifelong learners.

COMP-PASSION

The pandemic and wildfires hit our local COMP and COMP-Northwest communities hard. The entire College rose to the call for help in vaccine clinics, fire shelters, food pantries and medical clinics. Making masks, fundraising, supporting displaced fire victims, moving livestock, writing letters to shut-ins, delivering groceries, running errands, scheduling appointments, swabbing arms, giving shots, and supporting each other when emotions swelled into tears, grief and exhaustion. Our faculty, staff and students positively impacted their communities and represented the best of who we are as at COMP and COMP-Northwest.



FIVE THAT DRIVE

The health care and services industry is rapidly changing, both strategically and operationally. The following market trends have been identified as critical catalysts of transformation impacting the emerging qualifications and demands of future physicians.

**01**

INTEGRATED TECHNOLOGY ACROSS THE CARE CONTINUUM

Advanced electronic health platforms are moving beyond the Electronic Medical Record (EMR) to connect patients and providers asynchronously, increasingly empowering patients toward more proactive health management.

02

PROGRESSIVE & EMERGING CARE MODELS

Health care has quickly mainstreamed innovative models of medicine such as digital health, precision medicine, and point-of-care testing and treatment.

03

EVIDENCED-BASED & OUTCOMES-DRIVEN MEDICINE

Patient outcomes, safety of delivery of care and continuous quality improvement are driving standards of care and reimbursement models.

04

GLOBAL & POPULATION HEALTH MANAGEMENT

Targeting global and community populations for proactive disease management and prevention will become the focus in a new post-pandemic world.

05

MEDICAL & SOCIAL JUSTICE

The serious health outcomes affecting ethnic populations around the world, paralleled by the public demand for social justice have forged a new level of commitment and expectation from the medical community.

POINTS OF PRIDE

Pacing medical education with the trajectory of health care and medicine is critical to the success of our future physicians. Students today come into osteopathic medical school as digital natives, grounded in social justice, and biased in their right for health and wellness. They think differently, challenge openly and defend their vision of the future.

Providing opportunities and experiences in which they can develop skills, competence and lessons-learned are vital to their success as physician leaders. We actively work with our students to explore and expand innovative projects and programs.

01**DIGITAL DOCTOR BAG**

Leveraging technology for medicine and clinical care

02**APPLE RECOGNITION**

Digital Doctor Bag Development Group of students/staff/faculty

03**TECH INTERNSHIPS**

Students work with tech vendors on product design and build out

04**LONGITUDINAL TRACKS**

Experiential learning in targeted areas of interest

05**RETHINKING MED ED**

Integrated curriculum fusing digital technology & student experience

06**EXPANSION OF SIMULATION**

Expanded simulations footprint for clinical and pre-clinical education

07**SCHOLARLY ACTIVITY**

Excellence and renewed focus in research and scholarly activity

08**DIVERSITY & INCLUSION**

College Office of DEI, curriculum developed and pipeline programs

09**TELEMEDICINE**

Didactic and clinical skills in the art of virtual and remote medicine

10**MEDWELL**

Trademarked wellness program and Nutrition in Medicine Lectures

11**COMMUNITY SERVICE**

Connecting medical students to community-based health challenges.

12**DUAL ENROLLMENT PROGRAM**

Simultaneous MPH degree with DO degree for medical students

1.0 MISSION & GOVERNANCE

1.1 PROGRAM MISSION

The Mission of the College of Osteopathic Medicine of the Pacific (COMP) and COMP-Northwest is to prepare students to become technically competent, culturally sensitive, professional and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient centered healthcare with the distinctive osteopathic philosophy. This is accomplished through excellence in curriculum, translational research, service, osteopathic clinical practice and the enhancement of osteopathic graduate medical education.

Western University of Health Sciences (WesternU) Mission: To produce, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life in our communities.

COMP & COMP-Northwest are one college, two campuses with a college mission that is in alignment with the WesternU mission and is also focused on preparing our students to become osteopathic physicians ready to enter graduate medical education. We have a mission revision process that is reviewed, typically along with the strategic planning process, to ensure that the statement continues to provide guidance in completion of strategic and work plans and aligns with the mission of the University. The mission revision process includes review by the Dean's leadership team, the faculty and our students, prior to submission to the Board of Trustees.

Our last review of the mission occurred in March 2019 and no changes were made at that time. The WesternU Board of Trustees recently reaffirmed the COMP & COMP-Northwest mission on November 12, 2021.

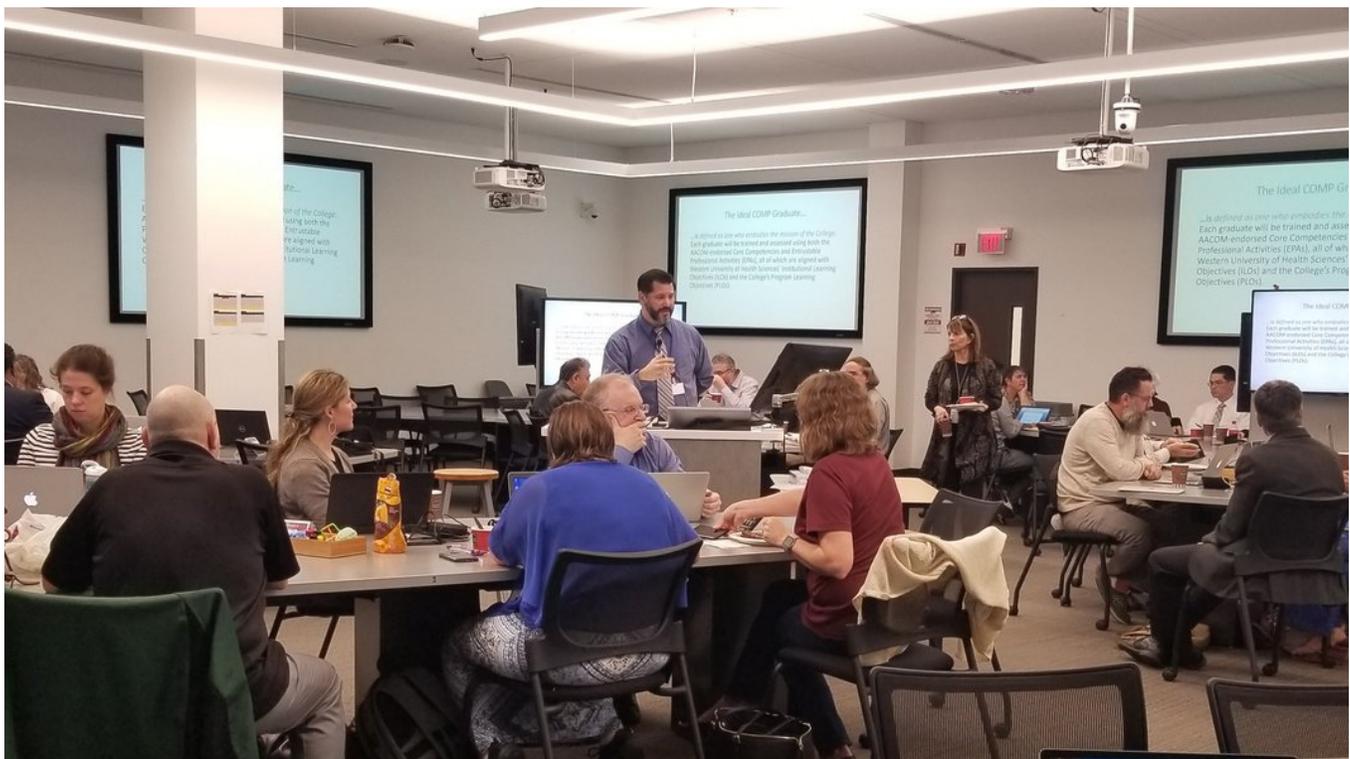


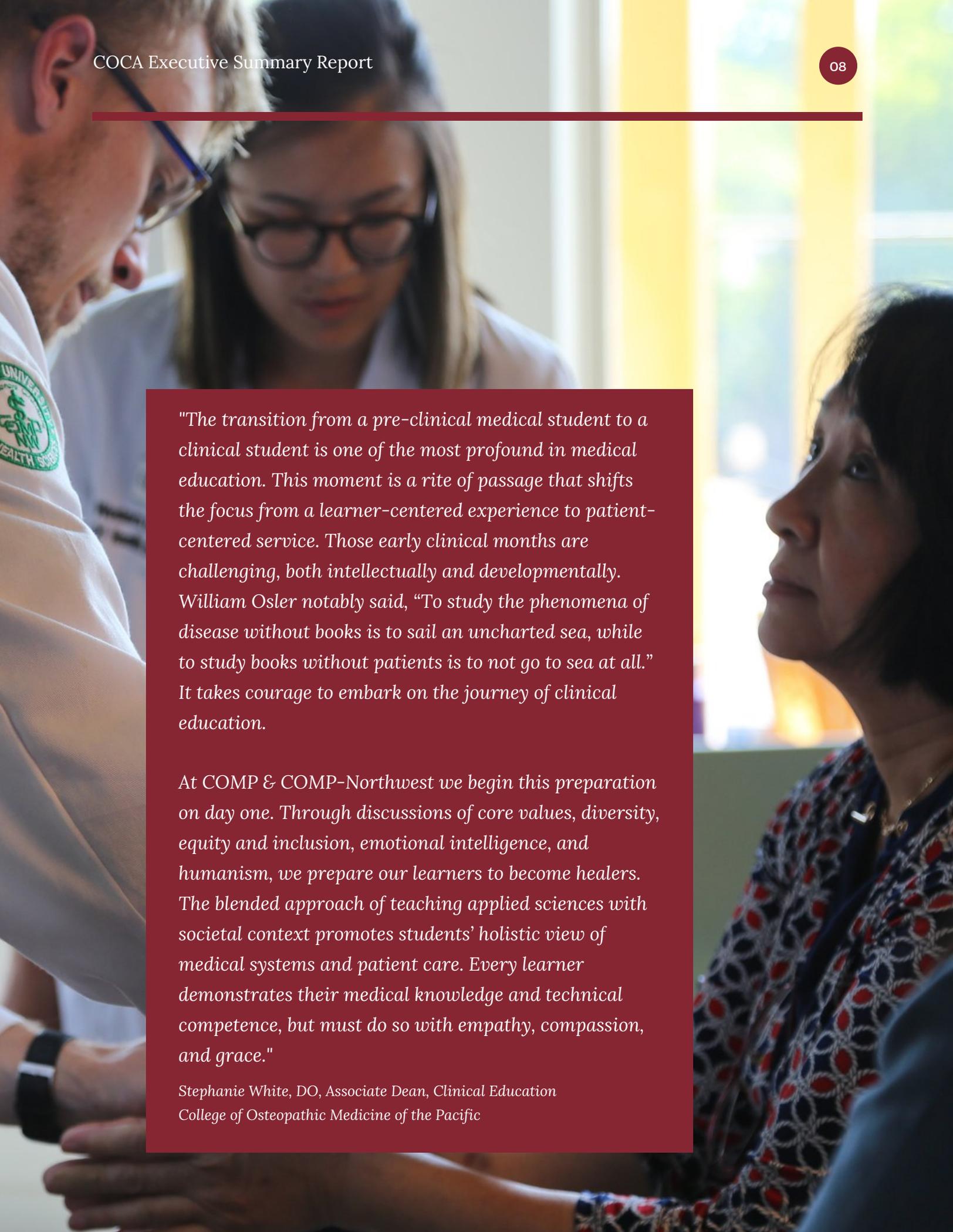
1.2 STRATEGIC PLAN

WesternU initiated a university-wide campaign in AY17-18 to establish a comprehensive strategic plan, beginning with “listening sessions” across the university through focus groups, surveys, and targeted meetings of all faculty, staff, and students. The campaign formally launched in Summer of 2018 with a Strategic Conclave for executive leadership to define the new “pillars” of success for WesternU. Numerous faculty, staff, and administration representatives from both COMP and COMP-Northwest participated in helping to define scope, scale, and metrics for these university-wide initiatives.

Simultaneously, COMP and COMP-Northwest leaders hosted internal focus groups and listening sessions for faculty, staff, and students to build upon the new WesternU pillars and define key strategies for the future success of the college. College strategies emerged and tactics were defined by the Executive Leadership Team, Department Chairs, and managers. The final COMP & COMP-Northwest Strategic plan was approved and implemented in AY18. The WesternU and College strategic plan was built around the pillars:

- Educational Excellence & Online Learning
- Interprofessionalism
- Collaboration & Partnerships
- Innovation & Operational Excellence
- Revenue Diversity





"The transition from a pre-clinical medical student to a clinical student is one of the most profound in medical education. This moment is a rite of passage that shifts the focus from a learner-centered experience to patient-centered service. Those early clinical months are challenging, both intellectually and developmentally. William Osler notably said, "To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is to not go to sea at all." It takes courage to embark on the journey of clinical education.

At COMP & COMP-Northwest we begin this preparation on day one. Through discussions of core values, diversity, equity and inclusion, emotional intelligence, and humanism, we prepare our learners to become healers. The blended approach of teaching applied sciences with societal context promotes students' holistic view of medical systems and patient care. Every learner demonstrates their medical knowledge and technical competence, but must do so with empathy, compassion, and grace."

*Stephanie White, DO, Associate Dean, Clinical Education
College of Osteopathic Medicine of the Pacific*

COMP & COMP-NORTHWEST STRATEGIC PLAN AY18-22

EDUCATIONAL EXCELLENCE & ONLINE LEARNING

Optimize both student experience and curriculum to meet the demands of the learners of the future.

01

INNOVATE MED ED

Implement innovative educational models that embrace new and evolving technologies for student interactive learning including experiential learning, online education, integrated delivery models, advanced simulation and virtual immersive reality.

02

LEVERAGE METRICS & DATA

Leverage data analytics, learning systems technology and predictive performance models to continually assess and improve curricular quality, faculty performance and student outcomes.

03

INTEGRATE CURRICULUM

Optimize and integrate curricular content and delivery across all four years of medical education to improve student experience and facilitate each learner's competencies in the knowledge, skills and professionalism critical to future value-based, patient centered, interprofessional health care.

04

OPTIMIZE RESIDENCY PLACEMENT

Optimize student success in residency placement through personalized career mapping, academic assessment and professional development.

05

IMPROVE STUDENT EXPERIENCE

Strengthen the focus on student experience across all four academic years.

INTERPROFESSIONALISM

Inclusive teamwork to assure students are competent in providing expert, collaborative, value-based care.

06

EXPERIENTIAL LEARNING IN INTERDISCIPLINARY CARE

Enhance experiential learning in the areas of emerging delivery models, interdisciplinary care and population health through clinical partnerships and innovative technologies.

COLLABORATION & PARTNERSHIPS

Explore affinity and alignment with other universities, health systems, community organizations, and outside innovators.

07

DEVELOP STRATEGIC PARTNERSHIPS

Leverage the campus-wide framework of the Center for Innovation to explore development of innovative new technologies and care models through strategic partnerships with industry and academic partners.

08

ADVOCATE FOR THE OSTEOPATHIC PROFESSION

Strengthen federal and state legislative involvement in policy and advocacy for medical education, health care workforce development, population-based care delivery and the osteopathic profession.

09

IMPROVE COMMUNITY HEALTH

Strengthen community outreach through the Longitudinal Tracks Programs to improve community health, immerse students in population-based care and cultivate relationships among academic, clinical and community partners.

10

STRENGTHEN CLINICAL AFFILIATIONS

Strengthen and expand affiliation with external clinical partners aligned with the WesternU mission of educating and developing the health care work force of the future.

INNOVATION & OPERATIONAL EXCELLENCE

Create an adaptable culture of innovation, strong financial stewardship, strategic planning, and building core competencies in executive enterprise leadership and management.

11

IMPROVE OPERATIONAL EFFECTIVENESS

Enhance the efficiency and effectiveness of fiscal, operational and management practices across both campuses by utilizing well-defined strategies, goals, metrics and timely dashboard reporting.

12

DEVELOP LEADERS

Advance leadership and management training for planning, development and implementation of strategic goals for the university, campus and college.

13

EXPLORE CLINICAL INNOVATION

Explore clinical innovation and excellence in patient care through quality care, patient experience & clinical scope.

REVENUE DIVERSITY

Expand philanthropy, new tuition sources (new campuses, CME, online courses, new degree programs), and corporate sponsorship of innovation and technology transfer efforts to move them to commercial success.

14

STRENGTHEN ECONOMIC IMPACT

Diversify and strengthen the economic impact of COMP's educational, research and clinical programs.

15

CULTIVATE PHILANTHROPIC PARTNERS

Enhance the coordination and partnership with WesternU Advancement to identify philanthropic support for the planning and development of new campuses, programs, facilities and technology. Continue to steward the philanthropy of all who invest in the future of the WesternU campuses.

16

DEVELOP NEW REVENUE STREAMS

Develop strategically positioned new programs, facilities and campuses that support the WesternU mission, enhance the experience for students, faculty, staff, patients and visitors, strengthen the economy for the community and provide new revenue streams.

WESTERNU WAY

The WesternU Way embodies values of caring, respect, empathy and trust. We are bold, nimble, and audacious. We ensure our work is ever a beacon that reflects compassion as we serve our communities. We uplift humanism, caring, and wellness in all that we do.

17

ENSURE WELLBEING AND RESILIENCE

Strengthen the focus on student, faculty and staff health, emotional well-being and resiliency by enhancing the organizational culture.

18

ADVANCE MEDICAL AND SOCIAL JUSTICE

Advance the programs and culture of COMP and COMP-Northwest as culturally sensitive, diverse & inclusive campuses to maintain a welcoming and safe environment for all learners, faculty, staff, patients and those visiting our campus sites.

19

BUILD HEALTHY COMMUNITIES

Advance community outreach to provide a healthier future for vulnerable and rural communities locally, regionally and globally.



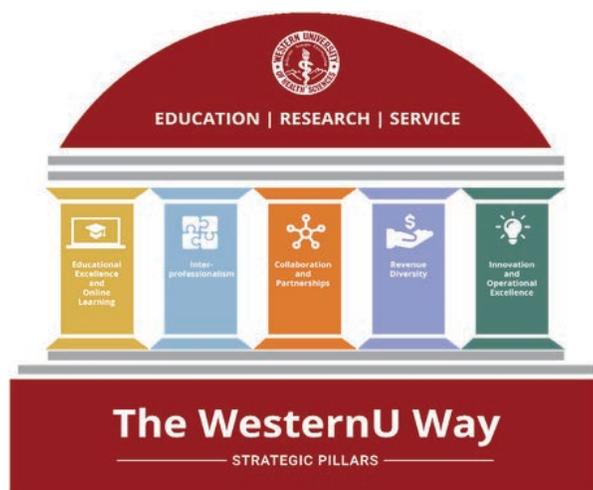


"I consider myself quite fortunate to have landed in such a place for my medical school training. I always knew it was going to be a challenge in multiple regards, but I didn't really expect to love it as much as I did. I created relationships that are dear to me and will last a lifetime. Not only with peers but staff, administrators, and attending as well. In the end, I think that's what makes all of the difference: relationships. Those people not only supported me, but they gave me opportunities to see so many facets of the field of medicine. From national conferences and research presentations, to administrative challenges, all of the way to community engagement and bedside manner. For me, med school was always going to be hours of work learning the material. But I wasn't expecting the people around me to provide such a richness to my education outside of the textbooks. It's easy to see why this culture exists at COMP-Northwest, as Dr. Crone is the personification of support and friendship. I've come to realize that the lessons I learned outside of the textbook are sometimes what medicine is really all about."

Matthew LaPlante, DO 2021

Philip Prosser, PhD, Founding Professor
Western University of Health Sciences
Cited by the Board of Trustees - Aug. 2018





1.3 LICENSING AND REGIONAL / INSTITUTIONAL ACCREDITATION

WesternU maintains institutional accreditation through the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). Regarding approval by the State of California, we were grandfathered by the Bureau of Postsecondary Private Education (BPPE) in the State of California and no routine submission of documents to operate in CA is required. WesternU also has approval from the State of Oregon Office of Degree authorization to provide degrees to graduates of the COMP-Northwest campus.

1.4 GOVERNANCE & PROGRAM POLICIES

WesternU has a Board of Trustees and they have developed bylaws addressing oversight of the university. There are 15 BOT members representing medicine, education, other health professions, law, and business.

WesternU and COMP & COMP-Northwest have policies in place to address Conflict of Interest for the WesternU BOT and all employees. In addition, there are a number of policies focused on due process for all employees, students, faculty and credentialed instructional staff. These policies are included in the WesternU and COMP/COMP-Northwest catalogs as well as the Employee and Faculty Handbooks.

BOARD OF TRUSTEES

WESTERNU BOARD OF TRUSTEES

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Chair

The Hon. Consuelo M. Callahan, LL.M., JD
Vice Chair

Tony L. Chan, PharmD
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Daniel G. Aldrich III, PhD

Xiangmin D. “Min” Cui, PhD

Kelly Day

Michael A. Okaty, JD, LL.M.

Dianne Philibosian, PhD

Rob Richardson, DO



1.5A NON-DISCRIMINATION

It is the policy of Western University of Health Sciences (WesternU) to provide applicants for employment and student admission, faculty, staff, and students a workplace and an academic environment that emphasizes dignity and respect for others and to maintain an environment for prospective applicants, faculty, staff, and students that is free of all forms of discrimination, harassment, and retaliation.

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment. Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

1.6 DEGREE GRANTING BODY

As detailed in the WesternU BOT bylaws, degrees are conferred by the Board of Trustees upon recommendation from the President, Provost, College Dean, and faculty of the applicable college, that students eligible to graduate have satisfactorily completed the requirements of the degree for graduation.

In COMP & COMP-Northwest, the Student Performance Committee first reviews the potential list of graduates and then recommend to the College faculty as a whole, the awarding of the degree of Doctor of Osteopathic Medicine upon satisfactory completion of all requirements for graduation as stated in the College Catalog. The COMP & COMP-Northwest Faculty assembly then meets to review and vote on the candidates. This occurred in the 2020-2021 academic year on February 18, 2021, whereby the list of graduates was provided and voted upon. The list was then sent to the Dean and subsequently to the Provost, President, and the WesternU Board of Trustees.

1.7 CLINICAL EDUCATION AFFILIATION AGREEMENTS

For COMP & COMP-Northwest students to enter clinical rotations and begin the OMS III curriculum, the student must successfully complete the OMS I and OMS II curriculum and the mandatory service hours. Students are also required to complete additional requirements that include but are not limited to, successful completion of Basic and Advanced Cardiac Life Support Courses (BLS and ACLS), successful completion of Introduction to Clinical Education, an additional criminal background check, and completion of all mandatory trainings and health requirements. Students must have taken the COMLEX-USA Level 1 examination prior to beginning clinical rotations.

COMP and COMP-Northwest contract with clinical rotation sites via an affiliation agreement. Whether a hospital or an individual preceptor at an outpatient clinic, the affiliation agreement details what agreements are made between WesternU/COMP & COMP-Northwest and the rotation site. These affiliation agreements also detail the rights and responsibilities of students rotating at that clinical site.

We currently have over 50 signed affiliation agreements with clinical sites as well as agreements with over 220 contracted preceptors.



2.0 LEADERSHIP AND ADMINISTRATION

2.1 DEAN QUALIFICATIONS

Dr. Paula M. Crone is the Dean of COMP & COMP-Northwest and she:

1. earned her D.O. degree from the College of Osteopathic Medicine of the Pacific on June 14, 1992
2. has a medical license from the Oregon Medical Board with no current or prior Board orders or agreements on file
3. is AOA Board certified in Family Medicine
4. has served as Dean for the College of Osteopathic Medicine of the Pacific (COMP) & COMP-Northwest since 2013.

2.2 FULL TIME DEAN

Dr. Crone's WesternU employment contract with addendum details her job responsibilities as Dean for COMP & COMP-Northwest. As indicated, this is a 12-month, full-time position and Dr. Crone does not have any conflicting, secondary employment. The Dean's job description incorporates a faculty title, college Dean title, and university administrative title.

2.3 ACADEMIC AND ADMINISTRATIVE LEADERSHIP

The COMP & COMP-Northwest organizational structure includes the Dean as the senior executive for the college with the Vice Deans, Chief Diversity, Equity & Inclusion Officer as well as the Senior Director of Operations reporting to her. The Vice Deans each have the college Assistant and/or Associate Deans reporting to them. The Vice Dean structure includes: two campus Vice Deans (one for COMP and one for COMP-Northwest), as well as a Vice Dean of Academic Affairs and a Vice Dean of College Affairs that span the two campuses.

DEAN, COMP & COMP-NORTHWEST



*"At the end of every thought,
every action, every deed,
there is a patient."*

*Paula M. Crone, DO,
Vice President, WesternU Oregon
Dean, College of Osteopathic Medicine
of the Pacific and COMP-Northwest*

As a national leader in medical education, Paula M. Crone, DO has dedicated much of her career to the success of her fellow physicians. From their application to medical school, to achieving residencies of choice, to advocating industry standards and policy across the medical education community, Dr. Crone's passion for her profession and the patients it serves has established her legacy as the dynamic and innovative Dean of one of the largest medical schools in the nation.

In addition to serving as Dean for the College of Osteopathic Medicine of the Pacific (COMP) in Pomona, CA, and the College of Osteopathic Medicine of the Pacific-Northwest (COMP-Northwest) in Lebanon, OR, she is the Vice President for WesternU Oregon, serving as senior leadership for all colleges on the WesternU campus in Oregon. She serves on numerous national councils, committees and boards including the AACOM Dean's Council, AACOM Executive Committee, the Heatherington Foundation for Innovation and Education in Health, and the Samaritan Lebanon Community Hospital Governing Board.

Dr. Crone's leadership was integral to the founding of COMP-Northwest, serving as Founding Site Dean from its inception until 2013, when she was instated as Dean of COMP and COMP-Northwest and Vice President of the Oregon campus. A cornerstone in establishing COMP-Northwest was the medical staff of Eastmoreland Hospital in Portland, where Dr. Crone was the Program Director for the Family Medicine residency and trained DO physicians in the Pacific Northwest. Additionally, she provided executive leadership for her private primary care practice in Portland, OR. As an alumna of COMP herself, Dr. Crone has dedicated her legacy to the success of the college and its future physicians.

2.4 ACCREDITATION STANDARD COMPLAINT POLICIES AND PROCEDURES

COMP & COMP-Northwest has a published policy and procedure regarding accreditation complaints and includes the opportunity to file confidential complaints directly with the COCA. The complaint policy/procedures are published both on our website as well as in the College catalog. The procedures include:

- publishing the policy/procedures in the College Catalog
- the College will attempt to resolve a complaint if brought forward to the College.
- if the complaint is not resolved and/or the complainant wishes to file a complaint directly with the COCA, the College follows the procedure as noted on the COCA Website. The College will respect the confidentiality of such complaints and provide a non-retaliatory environment. The contact information for the COCA is posted in the College Catalog.

In a memo dated December 1, 2021, the COM received an email notification from the COCA advising that a complaint had been filed against the COM. This is the only complaint filed with the COCA since our last comprehensive site visit in 2015.

A thorough investigation was conducted by the COM and a response to the complaint was submitted to the COCA. The COCA-EC reviewed the complaint at its meeting on January 6, 2022 and concluded that there is insufficient evidence of a violation of the COCA Standards cited in the complaint to merit further investigation.



3.0 FINANCE

3.1 FINANCIAL RESOURCES

Revenue for COMP and COMP-Northwest is generated from tuition and fees, grants and contracts, and philanthropy. Expenses include direct expenses for personnel, educational costs, and other college operating costs, all reflected as direct expenses. Indirect expenses are those expenses managed by the University on behalf of the college, such as facilities and university administrative services, and paid based on a formula, after all direct expenses are handled. This continues to leave the college with adequate monies for delivery of academic and student services.

The total income for the past three fiscal years exceeds \$80 million with direct and indirect expenses of approximately \$70 million.

3.2 FINANCIAL PLANNING AND BUDGETING

Each fiscal year, the University conducts a budget development/request process involving all colleges and support units. As part of this process, the college is given the opportunity to submit budget requests for consideration and to identify college level budget priorities. Under the Dean's leadership, the COMP Budget Advisory Committee (CBAC), which is composed of a cross sectional representation of faculty and staff, reviews and recommends all budget requests that are collected from the departments within the college. Once the COMP/COMP-Northwest budget requests have been submitted to the University, the WesternU leadership reviews each request with final approval from the WesternU Board of Trustees.

3.3 BUDGETARY AUTHORITY

As stipulated in the Dean’s job description and contract, Dr. Crone is a full-time employee with budgetary authority for the college.

3.4 FINANCIAL AUDIT

WesternU utilizes Independent Certified Public Accountants to conduct an annual financial audit. The audit report was completed on June 30, 2021 with comparative summarized financial information for June 30, 2020.



4.0 FACILITIES

4.1 FACILITIES

PRE-CLINICAL EDUCATION FACILITIES

During the first two years of medical school, our students are primarily on campus for learning activities and hands-on instruction. On both campuses, there are lecture rooms and clinical skills labs, including standardized patient encounter rooms to accommodate our class sizes. On the COMP campus, there are two large lecture rooms accommodating over 350 students. On the Lebanon campus, there is one large lecture room that accommodates up to 190 students plus another flexible learning space that can function as a classroom. There are dedicated OMM labs on both campuses, each with enough tables to accommodate $\frac{1}{2}$ of the students for a given lab. We also have an anatomy lab for cadaveric dissection and, as with the OMM lab, the labs on both campuses are designed to accommodate half a cohort of students for each session. Each campus also has clinical skills labs that are equipped to mimic a doctor's office. These CSLs are primarily used for standardized patient encounters/OSCEs. On the Lebanon campus, there are 9 CSLs and on the Pomona campus, there are 22 CSLs.

On both campuses, there are small group breakout rooms typically accommodating 8-10 students per room. On the Pomona campus, there are 54 breakout rooms and on the Lebanon campus, there are 14 breakout rooms. These are designed to accommodate small group learning and student study space. Each campus also includes meeting space for faculty/students as well as an administration suite, faculty offices, research space, and staff office/workspace.

Virtual Tour

View our campuses
and facilities.



PRE- CLINICAL FACILITIES ADJUSTMENTS RELATED TO COVID-19 PANDEMIC

Like many other institutions of higher education, COMP and COMP-Northwest were forced to make significant adjustments to its access to campus facilities due to the global COVID-19 pandemic. We opted to provide blocks of learning dedicated to the hands-on portions of our pre-clinical curriculum (Osteopathic Manipulative Medicine, Clinical Medical Reasoning, and Anatomy) in the Spring of 2021. We leased a local warehouse space on the Pomona Fairplex campus that spanned 30,000 square feet. On our COMP-Northwest campus, we were able to expand in the building to safely prepare our students for their hands-on experiences.

As we prepared for AY 2021-2022, we leased a space on the campus of the Claremont School of Theology (CST) to realign the hands-on portions of curriculum with the didactic portions of our curriculum and still maintain some level of social distancing. Our Osteopathic Manipulative Medicine (OMM) and Clinical Medical Reasoning (CMR) hands-on curriculum occurs as integrated portions of our curriculum at CST while Anatomy Lab and Standardized Patient experiences occur on the Pomona Campus. Again, on our COMP-Northwest campus we were able to expand in the building to safely prepare our students for their hands-on experiences.

After assessing the benefits from the additional space at the Pomona Fairplex and CST, we have opted to expand the on-campus OMM lab and create new space for the clinical skills training on the Pomona campus. The additional spaces are anticipated to be completed prior to the start of the 2022-2023 academic year.

Should the construction be delayed, students will be able to continue learning in the existing lab spaces on our Pomona campus.

CLINICAL FACILITIES

For the second two years of medical school, clinical education primarily occurs at healthcare sites. Core clinical rotation facilities are assessed directly by clinical education team members during site visits. An internal check list is utilized for each visit. Study space, call rooms, lounge areas and classrooms are required components of each tour. Students submit end of rotation evaluations for all core rotations where they rate facilities, study space, and call rooms. Additionally, students are interviewed for all aspects of their experiences including the clinic or hospital facilities. If facility deficits are identified, COMP or COMP-Northwest team members partner with the site to identify additional space or resources. In the event no adequate space is available, discussions regarding capacity reduction occur.

4.2 SECURITY AND PUBLIC SAFETY

WesternU has established safety/security policies and procedures which are publicly posted on the WesternU website and in employee handbooks and the student catalog. In addition, both campuses have employed security personnel who monitor the campuses and work closely with local police departments. We have an emergency response system that, when needed, can broadcast emergency information to faculty, staff and student cell phones via text, voice message, and e-mail.

WesternU, as mandated by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, annually collects and publishes crime statistics related to WesternU personnel and property.

COMP and COMP-Northwest have a plan in place for use in the event of a natural disaster, local and regional acts of violence, etc., to check in with affected students and offer immediate and long-term support as needed. For students participating in a University-sponsored curricular or extracurricular activity, including off-site locations, below is our safety protocol:

1. Office of Academic Affairs (OAA) generates a list of students located at that location.
2. A report of such events and lists of students that are possibly affected are sent to the Office of Student Affairs (OSA) and College Dean.
3. Welfare checks are performed on each student via cell phone calls and texts either by contacting them directly or working with rotation site coordinators. If neither is reachable, students' emergency contact may be contacted.
4. The College Dean is kept aware.
5. University Student Affairs (USA), in conjunction with COMP and COMP-Northwest OSA, works with OptumHealth to offer special services in the wake of the event for those affected.
6. COMP and COMP-Northwest OSA send the students affected a list of resources. OSA also makes the student's faculty advisor aware of the situation.
7. OSA sends a general email to all students, faculty and staff offering support services.
8. OSA checks in with students affected in the following weeks and contacts USA for crisis counseling as needed.

4.3 INFORMATION TECHNOLOGY

The WesternU IT department relies on feedback received in the annual student and biennial employee customer service surveys to inform our strategic plans for the upcoming year. The information is used to identify what is working well and should be maintained plus the opportunities to improve the customer experience with University technology and IT support services. We use the comments to evaluate opportunities for improvement to enable customers to leverage technology to solve problems and increase the efficiency of academic and University business processes.

Commonly used software includes Elentra, our learning management system, which is the primary source for learning activity scheduling, curricular document posting, curriculum-based discussion boards, gradebook, and communication related to the curriculum. We use ExamSoft for computer-based testing within the pre-clinical curriculum blocks and we also have the “COMP Connect” software, a college app that allows direct access to campus information, orientation information, direct faculty and peer communication, direct access to online resources and communications.

4.4 LEARNING RESOURCES

All students, faculty and staff of COMP and COMP-Northwest have 24-hour access to all online resources. Our University Library has developed a robust collection of resources including Access Medicine, UpToDate, PubMed, and numerous periodicals, including over 5500 electronic journals and textbooks. All COMP and COMP-Northwest students are trained on how to access these resources and have direct access through the Elentra learning management system platform.

For the students on rotations, on top of 24-7 electronic access to library resources including “Up-to-date”, we utilize Aquifer Medical Cases, Online MedEd, GIBLIB (library of surgical videos/interviews/resources), and T-Res allowing students to produce a case log of patient encounters and procedures during their third and fourth year of medical school.

The Pumerantz library also has a print collection that can be delivered to students on either the Pomona or Lebanon campus. WesternU also participates in the interlibrary loan system and can deliver, mostly at no cost, a variety of resources to faculty and students.

5.0 LEARNING ENVIRONMENT

5.1 PROFESSIONALISM

COMP and COMP-Northwest students are introduced to concepts of professionalism during Welcome Week, and those concepts are laid out in the catalog. There is consistent reinforcement through the longitudinal Integrated Skills for the Study of Medicine (ISSM) courses. The students are re-oriented prior to their transition from pre-clinical to clinical activities, and those concepts are published in the Clinical Education Manual. Standards of academic integrity, professionalism and student conduct are detailed in the student Catalog and the COMP & COMP-Northwest Clinical Education Manual.

Additional instances to present professionalism exist in curricular and co-curricular activities. The students are asked to sign a code of conduct during orientation week. Ethics, professional identity, and professionalism are presented through multiple activities.

EDUCATION IN CULTURAL COMPETENCE

COMP and COMP-Northwest's strategy to prepare students to be culturally competent and serve all their future patients is to provide longitudinal curricular and co-curricular learning opportunities that expose to learners to various barriers and solutions to equitable patient care. Students can earn credit towards special mention in their MSPE as participants of a co-curricular program 'Humanism in Medicine,' by attending/participation in monthly Diversity Talks events and completing a capstone project in their clerkship years. Through clubs and student government, student leaders are empowered to lead learning and service events that increase DEI consciousness among their peers. Our ultimate goal is to provide the skills necessary to graduate DEI champions that are fluent in providing quality care to all, but importantly to the most vulnerable.

EDUCATION IN PATIENT SAFETY

Students received education in patient safety through pre-clinical Conference Weeks, which provide emphasis on Practice Based Learning and Improvement and Systems Based Practice. The WesternU Interprofessional Education program is built on the National IPEC Competencies, including patient safety. TeamSTEPPS is taught in the second year Interprofessional Education courses (IPE) and includes a basic Institute for Healthcare Improvement certificate in patient safety and quality improvement upon completion by the end of the OMS II year.

EDUCATION RELATED TO INTERPROFESSIONAL COLLABORATIVE PRACTICE

Interprofessional Education (IPE) has been part of the curriculum for all students enrolled at WesternU since 2009. WesternU's IPE program is currently taught in two program phases. Phase I is delivered to all first-year students and Phase 2 is delivered to second-year students. The courses share five competency domains, as adapted from the IPEC core competency domains for interprofessional education: communication, collaboration, teams and teamwork in healthcare, scope of practice, and One Health. Students use the skills they learned in their first two years as they move into their clinical rotations during their 3rd and 4th years and become a functioning member of an interprofessional team.

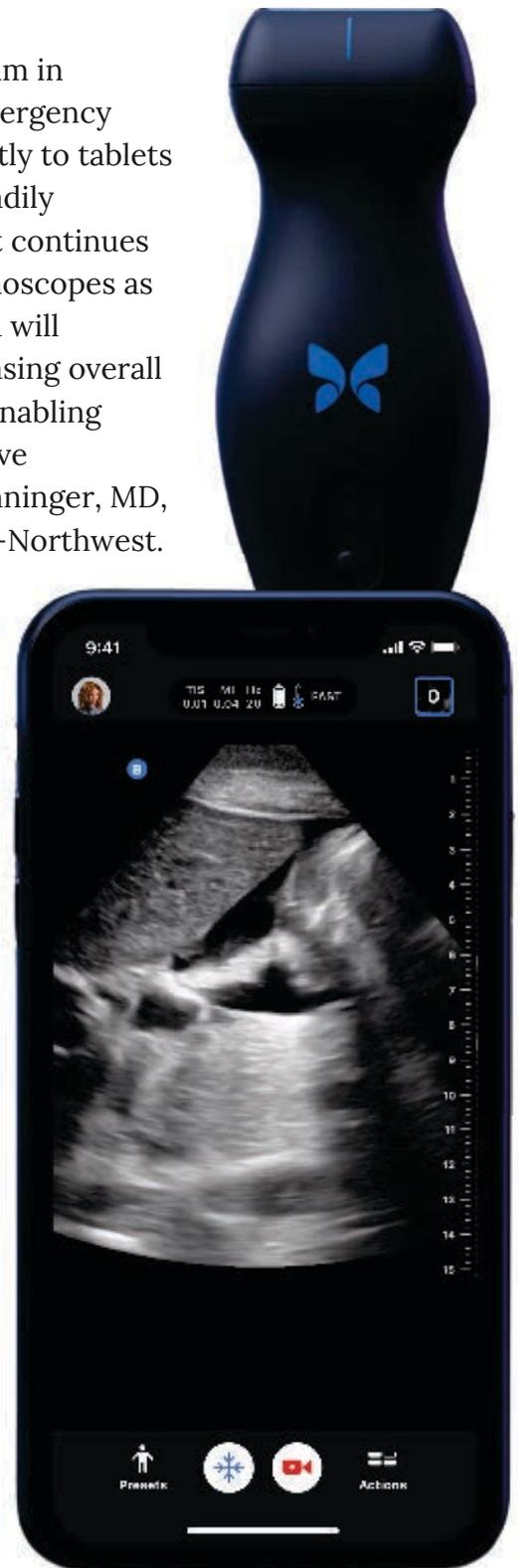


HI-TECH DIAGNOSTICS

Point of care ultrasound (POCUS) is fast becoming mainstream in medicine and has been established as standard of care in Emergency Medicine across the nation. Handheld devices that link directly to tablets and smart phones have improved portability and are now readily available in physicians' white coat pockets. As the price point continues to drop, the future may place POCUS devices alongside stethoscopes as the iconic signature tools of medicine. "Handheld ultrasound will expedite decision-making, safety and efficiency while decreasing overall non-provider patient time within healthcare facilities, thus enabling more patients to be seen while providing a valuable interactive experience for both the provider and patient," said Brion Benninger, MD, Executive Director of the Medical Anatomy Center at COMP-Northwest.

COMP and COMP-Northwest have embedded this technology into pre-clinical curriculum to train students at the onset of their education on the cutting-edge tools of their trade. Two-hour didactic sessions, followed by four-hour hands-on workshops, are held throughout the academic years one and two. Both campuses host ad hoc sessions in tandem with their respective ultrasound clubs for medical students seeking to master these skills. These devices are part of the larger Digital Doctor Bag Program that defines the COMP and COMP-Northwest vision for the future of medical practice.

"As a medical educator for the last 15 years, in my opinion nothing bridges the basic sciences such as anatomy and physiology with clinical medicine like bedside ultrasonography," said Joachim Brown, DO, Assistant Professor, Office of Medical Education at COMP. "Teaching bedside ultrasonography techniques and interpretation to medical students not only reminds students why they chose a career in medicine but it reinforces my passion to practice and teach medicine."



5.2 DIVERSITY

To increase diversity among students, we have created and support pathway programs like DREAM, SHPEP, the MSMS Specialized Master's Program, and the Health Career Ladder, as well as active admissions linkage agreements with other undergraduate institutions. These programs are designed to empower and encourage students from communities that lack representation in healthcare.

DREAM (DIVERSITY RECOGNIZED EMPHASIZED ASSIMILATED INTO MEDICINE)

COMP-Northwest launched this program in the summer of 2018. This is an annual program designed to empower Underrepresented Minority (URM) college students to achieve their career goals in medicine. The workshops and talks are designed to provide aspiring DREAMers with the skills needed to successfully complete the medical school application process.

SHPEP (SUMMER HEALTH PROFESSIONS EDUCATION PROGRAM)

The primary goal of the SHPEP program is to strengthen the academic proficiency, clinical commitment, compassion, and to enhance the career development of students underrepresented in the health professions and to prepare them for successful application and matriculation to a health professions program. WesternU is one of twelve sites chosen nationally through a competitive grant application process through the RWJ Foundation.

HEALTH CAREER LADDER

The Health Career Ladder (HCL) has entered its 10th year as a unique multi-institutional formal alliance of WesternU with Pomona Unified School District, Sherman Indian High School & Anahuacalmecac International University Preparatory of North America, fostering a unique program empowering students and parents to become health professionals “from our community, for our community”, as well as to promote healthy lifestyles in a population with epidemic levels of lifestyle-related diseases endemic to Pomona. The Health Career Ladder is an umbrella that encompasses the Pomona Health Career Ladder, American Indian Health Career Ladder, and Lebanon Health Career Ladder. Our collaboration has created a network and pathways to assist parents and students in becoming physicians as well as other healthcare professionals.

WESTERNU MSMS PROGRAM

Since 2010, WesternU has led a specialized master's program in medical sciences designed to create opportunities for students from underrepresented and diverse backgrounds to enter medical school. Twenty students from this program are able to achieve direct admission into COMP after meeting specific academic metrics.

LINKAGE PROGRAMS

WesternU and COMP have partnered with several partner institutions to assist specific undergraduate and graduate students to achieve admission to our program.



"The COMP Office of Diversity, Equity and Inclusion (ODEI) was created in July of 2020 to deliver intentional learning experiences that prepare students to be the best allies possible for their patients, as well as to empower our faculty and staff to recruit and serve URIM students. ODEI works in conjunction with the College's DEI Council that is comprised of students, faculty, staff and administrators. The curriculum design for DEI topics leverages innovative, student-led, growth mindset principles that empower learners to work as teams that move the needle on awareness of personal and systemic oppressions. An extra-curricular, monthly lecture series has been established and titled Diversity Talks. Additionally, we are partnering with University Advancement to fund raise for scholarships for URM students to support their success at WesternU."

Mirabelle Fernandes Paul, EdD, Chief Diversity, Equity and Inclusion Officer
College of Osteopathic Medicine of the Pacific and COMP-Northwest

5.3 SAFETY, HEALTH, & WELLNESS

COMP and COMP-Northwest ensure the safety and well-being of our faculty, staff, and students through multiple policies, procedures, and educational endeavors described in our Catalogs and Clinical Education Manual. These include policies related to safety on campus and in clinical environments, safety in laboratory activities, and mental and physical wellness, including fatigue mitigation. Addressing wellness and fatigue mitigation were key factors in the transition to our iMED curriculum. Our Conference Week, which takes place after each block (4 per year) of the pre-clinical curriculum, is designed to present content related to wellness, incorporating planned “blank space” in the schedule and flexibility in student’s schedules.

We further our goals of improving student wellness through regularly scheduled activities in our MEDWell program. Each week, Mindfulness Monday (focusing on mind-body connections such as meditation), Wellness Wednesday (focusing on healthy and communal eating), and Fitness Friday (group exercises in the campus esplanade such as yoga, HIIT, or walking) create opportunities to improve the mind-body-soul integration and enhance social connection with students, faculty, and staff. Nutrition in Medicine is a regularly occurring lecture series addressing evidence-based nutritional information to prepare our students to provide this type of care for their patients.

Our longitudinal track curriculum creates opportunities for students to find enhanced purpose in their education by addressing their specific interests. Specifically, a Lifestyle Medicine track, led by faculty and staff with specific training in diet, exercise, and behavioral health, aims to engender good practice habits in our students which they can pass on to their patients in the future. A relatively new technological addition is COMPCConnect, a platform which allows students, faculty, and staff to communicate about upcoming events, activities, and workshops. It also includes discussion boards around topics such as nutrition, fitness, and wellness.

5.4 LEARNING RESOURCES

Policies regarding student supervision are presented to the students by the Department of Clinical Education during orientation as students transition from pre-clinical to clinical education. The policies are described in the Clinical Education Manual which is posted in the Learning Management System and on the College Website. Preceptors and clinical training sites are also provided a copy of the Clinical Education Manual with the policies for supervision incorporated. These policies are reviewed upon initial credentialing, during routine clinical education site visits, and during preceptor development sessions.

6.0 CURRICULUM

6.1 CURRICULUM DESIGN AND MANAGEMENT

The COMP & COMP-Northwest Curriculum Committee (CC) is comprised of faculty from both campuses representing each of the college's academic departments. The members of the committee are elected by their department. There is also representation of each cohort of students (years one through four) from both campuses. The Dean can select up to two individuals, including administrators, to also serve as voting members on the committee. There are also a number of individuals who support our curriculum and serve as non-voting ex officio members.

The charge and responsibility of the CC is described in the COMP & COMP-Northwest Faculty Handbook and the meeting dates and minutes are maintained in a Microsoft teams site. The CC generally meets twice per month and these meetings are open to all faculty.

6.2 PROGRAMMATIC LEVEL EDUCATIONAL OBJECTIVES

COMP and COMP-Northwest utilize the AOA Osteopathic Core Competencies as the programmatic level educational objectives (PLOs). These objectives include:

- Osteopathic Philosophy and Osteopathic Manipulative Medicine
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- System-based Practice

These PLOs are tracked and tagged via Elentra, our learning management system and via ExamSoft, our computer-based testing software. The PLOs are posted on our college website and included in each course syllabus.

DIGITAL DOCTOR BAG PROGRAM

The 21st Century has initiated an era of technology integration into healthcare. Patients, physicians, and the entire interprofessional team engage technology to accomplish their day-to-day activities. Recognizing this, we are embracing a generation that has utilized technology from their earliest years. As technology continues to advance in our world, the trajectory of medicine must follow suit. The Digital Doctor Bag program leverages technology, providing easy access to software, digital medical devices, and communication tools that a medical student will need to be prepared for the modern healthcare landscape.



For over 100 years, the 'black doctor bag' has carried the tools of the physician and symbolized their work. Today we are training a generation of physicians who are adept in technology and prepared for a hi-tech practice leveraging digital home monitoring devices, telemedicine visits, and electronic medical records for asynchronous communications between patients and doctors. COMP and COMP-Northwest have made a commitment to be on the leading edge of these advancements to maintain a positive learning experience for our students. We truly believe that investing in programs like the Digital Doctor Bag will lead to the excellence that we expect from our osteopathic medical graduates.



6.3 MAXIMUM LENGTH OF COMPLETION

As detailed in the College catalog, “The Doctor of Osteopathic Medicine program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the DO program may be administratively withdrawn.”

COMP and COMP-Northwest take the requirement to graduate all students within 6 years very seriously and has, on a number of occasions, administratively withdrawn students for failure to complete all requirements within this established timeline. However, due to serious and compelling medical reasons, we have allowed one student to exceed the 6-year rule.

6.4 OSTEOPATHIC CORE COMPETENCIES

The College delivers an integrated curriculum that addresses the 7 osteopathic core competencies throughout the 4-year student educational experience.

OSTEOPATHIC PRINCIPLES & PHILOSOPHY

Foundations of OPP/OMM and associated psychomotor skills are delivered in preclinical didactic and hands-on instruction. It is further expanded during the 3rd year OMM rotation and in the 4th year didactic series, OSCE requirement, and rotation assessments.

MEDICAL KNOWLEDGE & PATIENT CARE

Delivered through longitudinal didactics, workshops, online modules, clinical grand rounds and lectures spanning all 4 years. Patient Care begins day one when students are assigned partners who serve as practice patients for clinical skills training and is further developed within the standardized patient program. This is reinforced with live patient care during the 3rd and 4th year.

SIM CENTERS OF EXCELLENCE

A prioritized growth opportunity for COMP and COMP-Northwest is the establishment of a state-of-the-art simulation center of excellence for each campus that leverages technology and experiential learning to optimize the competitiveness, competency, and skill of our future physicians. Through the generosity of two visionary donors funding for both simulation centers has been granted. The timeline incorporating state of the art simulation into our curriculum is increasingly imperative, as the pandemic impacts preceptor availability, residency auditions, and hands-on training. To remain relevant in medical education excellence, COMP and COMP-Northwest cannot merely catch up to, but must surpass, the current trajectory of simulation training being utilized in medical education today.

The vision for a simulation center of excellence is to create one of the nation's top healthcare simulation learning center. We will combine simulated patient encounters, manikins, wearable technology, virtual reality, skills trainers, and cadaveric tissue to provide an exceptional learner experience. We will train our students to be the most prepared graduates and future residents in the nation. They will be trained in a high tech, controlled environment on competencies such as history and physical skills, diagnostic skills, medical procedures, teamwork and communication, psychiatric patient encounters, trauma and surgery, and medical record keeping. Beyond all that, it will position COMP and COMP-Northwest as premier training sites for students, residents, and physicians across the west coast.



INTERPERSONAL AND COMMUNICATION SKILLS & PROFESSIONALISM

Addressed during the Clinical Medicine and Reasoning (CMR) education through case presentations, standardized patient experiences, and simulation. This competency is emphasized and further assessed through the 3rd and 4th years. The COMP student is held to a high standard regarding Professionalism, which is interwoven into all learning activities.

PRACTICE-BASED LEARNING AND IMPROVEMENT & SYSTEMS BASED PRACTICE

Met through workshops, modules, and integrated learning sessions in the preclinical curriculum and through clinical rotation presentations. The Systems-Based Practice competency is met through didactic sessions on healthcare delivery systems and exposure to health care insurance, safety, and quality in health care in years 1-4 while, working with members of the interprofessional healthcare team.

6.5 SCIENTIFIC METHOD

COMP and COMP-Northwest include instruction on the scientific method in both the preclinical and clinical curriculum. Foundational instruction is provided in the preclinical years with specific lecture-based learning activities and interactive workshops. There are lectures in biostatistics, epidemiology, how to conduct a research study, (including study design and the IRB process), and the ethics associated with human research. There are opportunities within the curriculum for students to use their new understanding in reading and applying content from medical literature.

In the clinical years, students are expected to use that knowledge in the longitudinal ISSM 5 and ISSM 6 courses. In both courses, students are asked to identify topics where they need to fill in knowledge gaps and then find and read relevant articles in medical literature. In the ISSM 5 (3rd year) course, students are tasked to identify five topics in each rotation and then read at least two peer-reviewed papers for each topic. In addition to the core curriculum, there are opportunities for students to receive more individualized instruction and experience in the scientific method via research projects. Both campuses have a Biomedical and Clinical Research longitudinal track (with a total of 40-50 students/year) that includes a monthly journal club and supplemental lectures on validity of the results, IRB protocol preparation and practice serving as a peer reviewer.

DISTINGUISHED APPLE HONORS

The College of Osteopathic Medicine of the Pacific (COMP) and COMP-Northwest have been recognized as an Apple Distinguished School for 2021- 2024 for the Digital Doctor Bag program.

“The Digital Doctor Bag program has transformed the way we deliver curriculum in the classroom and how we communicate with our students,” said COMP and COMP-Northwest Dean Paula Crone, DO '92. “The selection of COMP and COMP-Northwest as an Apple Distinguished School, combined with positive feedback from students and faculty, highlight the Digital Doctor Bag program’s success.”

Apple Distinguished Schools are centers of innovation, leadership, and educational excellence. They use Apple technology to connect students to the world, fuel creativity, deepen collaboration, and make learning personal.



“By becoming fluent in using an iPad now, I believe we are better prepared for residency and our future practices because we will be able to navigate new technology smoothly and effectively,” said COMP-Northwest student Jeanette Helgerson.

The Digital Doctor Bag program provides each osteopathic medical student with an iPad that is integrated into their daily activities, from academic studies to learning telemedicine and ultrasound to connecting with peers, professors, and staff via a custom communications app, COMP Connect.

“The iPad ... gives us a way to pivot to meet our students where they are,” said COMP and COMP-Northwest Vice Dean Edward Barnes, MD, FACP. “They have been using these devices since they were very young and now the way we are using them has been of a great improvement in the way that we teach them, communicate with them and give them the tools that they need to become the doctors that they are going to be.”



Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

6.6 OSTEOPATHIC PHILOSOPHY & OMM

COMP and COMP-Northwest deliver an integrated curriculum that includes the core competency of Osteopathic Philosophy/Osteopathic Manipulative Medicine throughout the 4-year student educational experience. Specifically, the foundations and psychomotor skills set of OPP/OMM are delivered in preclinical years 1 and 2 through didactic and hands-on instruction, and further expanded in clinical years 3 and 4 through the required 3rd year OMM rotation experience, and 4th year didactic and OSCE requirements and rotation assessments of hands-on use of OMM.

The first year OPP course includes the fundamentals of diagnosis and principles and osteopathic treatment modalities. In the second year OPP course, foundational knowledge is reinforced and expanded to include diagnosis of the extremities and new techniques that require finer palpatory skill, emphasis of the musculoskeletal system as a gateway to the viscera, and application and integration of the distinctive osteopathic approach to patient care through integrated learning sessions.

COMP and COMP-Northwest require a Core OMM Rotation in the third year, where students are expected to apply their knowledge of osteopathic philosophy, principles and practice and skills to actual patients in true clinical situations under the guidance of a preceptor. Finally, in the fourth year, students with a strong foundation in OPP and OMM are expected to apply this knowledge at every rotation site and record 10 osteopathic treatments during their 4th year.



6.7 SELF-DIRECTED LEARNING

Our curriculum incorporates ample opportunities to expose and encourage students to partake in self-directed learning. In-class “seat time” averages 24 hours/week, providing “white space” which allows student flexible study time and more time to engage with their medical education on their own terms. Within the curriculum are sessions that require students to begin to identify what they need to learn more about on their own and encourages them to synthesize and apply content to novel situations. Many of these sessions are followed by large group activities and student presentations that help the student determine whether they were successful in their self-directed activities.

Conference week sessions encourage students to begin to identify topics they are interested in and learn more about them. These occur twice per semester and mimic a medical conference where students have a choice of sessions to attend. As students move into their preparation for their board exams and clinical rotations, they further apply their self-directed learning skills. We offer 8 weeks of dedicated board study for Level 1 and 3 weeks for Level 2 CE. The ISSM 5 and 6 courses, longitudinal over the 3rd and 4th years, respectively, require students to independently identify content that they were not adequately exposed to on any given rotation and find appropriate resources to supplement their learning.

6.8 INTERPROFESSIONAL EDUCATION

Interprofessional Education (IPE) has been part of the curriculum for all students enrolled in the various Colleges associated with WesternU since 2009. WesternU’s IPE program is currently taught in two program phases. Phase I is delivered to all first-year students and Phase 2 is delivered to the second-year students. The courses share five competency domains, as adapted from the IPEC core competency domains for interprofessional education: communication, collaboration, teams and teamwork in health care, scope of practice, and One Health. IPE in the first year utilizes patient centered cases to develop professional identity, communication skills, and respect for diversity and equity. IPE in the 2nd year requires the student to learn and apply advanced tools and strategies that are crucial to developing a collaborative healthcare team. This includes emphasis on patient safety through simulation, Institute for Healthcare Improvement courses, and TeamSTEPPS education. Students use the skills they learned in their 1st two years as they move into their clinical rotations during their 3rd and 4th years and become a functioning member of an interprofessional healthcare team.

6.9 & 6.10 CLINICAL EDUCATION & EXPERIENCE

A. For COMP & COMP-Northwest students to enter clinical rotations and begin the OMS III curriculum, the student must successfully complete the OMS I and OMS II curriculum and the mandatory service hours. Students are also required to complete additional requirements that include but are not limited to, successful completion of Basic and Advanced Cardiac Life Support Courses (BLS and ACLS), successful completion of Introduction to Clinical Education, an additional criminal background check, and completion of all mandatory trainings and health requirements. Students must have taken the COMLEX-USA Level 1 examination prior to beginning clinical rotations.

B. Clinical Experiences on rotations are the primary method of education in the third year. The students are exposed to a variety of patients and skills in different healthcare settings, as detailed in the rotation syllabi. During the third year, each student is required to complete the following core rotations:

- Family Medicine
- NMM/OMM
- Internal Medicine (two months)
- OB/GYN-Women's Health
- Pediatrics
- Surgery
- Psychiatry

The remaining rotations in the third year are electives. During the third year, students are required to have at least one D.O. preceptor (achieved during the NMM/OMM required core rotation), work with resident physicians, and complete at least one rotation in an inpatient setting. In the fourth year, students are required to participate in an emergency medicine rotation, a sub-internship in medicine or surgery, and a selective rotation with residents in the same discipline (e.g., surgical resident on a surgery rotation). The remaining five rotations are electives.

The expectations for each rotation, including specific learning objectives and procedural skills, are detailed in the syllabi. Each syllabus is provided to both the students and the physician preceptors.

C. Over the past three years, COMP & COMP-Northwest had an average of 320 students entering the third year. Below is a summary table of the available core clinical clerkship rotations.

Core Clerkship type	# of rotation slots available	DO attending (# slots available)	# Inpatient slots available*	# with Resident slots available
NMM/OMM	486	Yes (all 486 slots)	12 slots	12 slots
Family Medicine	644	Yes (561 slots)	135 slots	210 slots
Internal Medicine	1042	Yes (847 slots)	907 slots	625 slots
OB/GYN	445	Yes (295 slots)	437 slots	146 slots
Pediatrics	516	Yes (269 slots)	382 slots	176 slots
Psychiatry	367	Yes (267 slots)	344 slots	178 slots
Surgery	539	Yes (245 slots)	545 slots	280 slots
Sub-Specialty Selectives	380	Yes (156 slots)	287 slots	114 slots
TOTAL # of slots available	4039 (not including sub-specialty rotations)	3126 (including sub-specialty rotations since can be used for selective)	3049 (including sub-specialty rotations since can be used for selective)	1741 (including sub-specialty rotations since can be used for selective)

D. The requirements for the clinical education curriculum are published in the College catalog and also included in the COMP & COMP-Northwest Clinical Education manual. Included in the clinical education manual is the rotations lottery process for initial assignment of rotations. Additional policies address timing for confirmation of rotations to ensure each student has ample notice to complete their rotations required for graduation.



TECH INTERNSHIPS



COMP and COMP-Northwest have partnered with GIBLIB, a national leader in surgical continuing education videos, to enable our medical students to build out an exciting new education platform. The GIBLIB team and our future physicians have created the Virtual GIBLIB Medical Student Clerkship Program for General Surgery, a study resource utilizing the highest quality surgical GIBLIB videos specifically augmented to prepare them to excel in the OR as a medical student. This interactive video-based curriculum gives students the chance to view surgery from a surgeon's point of view, while gaining insights into what they may be asked as a medical student in the OR. GIBLIB partners with renowned surgeons from Mayo, Cleveland Clinic and Cedar Sinai to produce dynamic videos for this educational experience. This curriculum was crafted by our medical students for medical students around the world and targets the highest yield topics that are thrown at them while scrubbed in.

Working directly with the GIBLIB design and engineering teams, our students continue to develop curriculum, overlays and assessments that change the future of clinical education. This curriculum will prepare them for their OR experience on general surgery clerkships. By completing the 12 core general surgery videos and quizzes, medical students will have the exposure and knowledge necessary to be comfortable alongside their surgical team. In addition to the videos, our students have provided vital background information for a deep dive into the pathology, procedure, and key literature.

COMP and COMP-Northwest students are now working on new educational offerings with the GIBLIB design team. They are proactively driving market research into what medical students need to be successful in today's challenging clinical learning environment.



Get Started | GIBLIB Virtual Medical Student Clerkship Program - General Surgery

A general surgery study resource utilizing high quality GIBLIB videos of core surgeries performed on real patients, so you can excel in any situation when you're scrubbed in.

www.giblib.com/education/western-university/access

6.11 COMPARABILITY ACROSS CLINICAL EDUCATION SITES

As part of the rotation review process, rotation data regarding comparable educational experiences is assembled and presented to the department chairs or designee for review. Data analyzed include student COMAT performance, COMLEX-USA level 2 CE performance, along with student rotations evaluation data. Each clinical chair, in their role as course director of the core rotations, make plans for improvements in the didactic and experiential aspects of each rotation. These improvements are reviewed and approved by the curriculum committee.

6.12 COMLEX-USA

Successful completion of the COMLEX-USA Level 1, COMLEX-USA Level 2 Cognitive Evaluation (CE), and COMLEX-USA Level 2-Performance Evaluation (PE) are requirements for graduation from the College. Given the recent suspension of the administration of the COMLEX-USA Level 2-Performance Evaluation (PE), COMP & COMP-Northwest are following the NBOME and COCA guidelines to ensure that the COM attests to each students' knowledge and skills in order to graduate and enter graduate medical education. The comprehensive COMLEX policies, including criteria for sitting for the exams, timing of the exams, and remediation of failed attempts at COMLEX are found in the Student Catalog and Clinical Education Manual.



7.0 FACULTY AND STAFF

7.1 FACULTY AND STAFF RESOURCES AND QUALIFICATIONS

COMP and COMP-Northwest has 92 full and part-time faculty; 23 are assigned to the COMP-Northwest campus. To deliver our curriculum, we stream content between the campuses and ensure that all students have access to faculty on both campuses. Each campus has discipline experts, both in the basic and clinical sciences to provide students access to faculty with a range of content expertise. The departments responsible for delivering hands-on instruction (OMM, clinical medicine and reasoning, and anatomy), include on-site faculty on each campus to deliver in-person hands on instruction.

Each faculty member's workload is determined in consultation with the respective department chair; the faculty time is split between teaching, service to the college, and scholarly activity. For many of the clinical faculty, clinical service is also part of their workload. Workload is prioritized to ensure that all education can be delivered in years one through four. Efforts are made to balance teaching expectations across multiple faculty members with similar areas of content expertise. Our faculty workload calculations demonstrate adequacy for delivery of curriculum, service to the college and university, and time for research and scholarly activity.



CUTTING-EDGE CURRICULUM

COMP and COMP-Northwest boasts an integrated curriculum that incorporates foundational clinical skills into the curricular blocks. This comprehensive construct is designed to fuse anatomic physiology and pathology concurrently with clinical skills and osteopathic manipulative techniques that are aligned with the scientific topics.

A key differentiator for our curriculum is the quarterly Conference Weeks. Students immerse in a unique process of longitudinal professional development in which they select topics of interest to personalize their growth as a student doctor. This opportunity continues to be a highly dynamic and positive experience for all COMP and COMP-Northwest students.

The Conference Week framework mimics that of a professional development conference. As physicians in the future, students will be expected to continue their education through continuing medical education requirements and will choose activities by individual preference and medical specialty. Conference Week has been designed to instill life-long learning and provides multiple opportunities throughout the first three years of medical education to build this important skillset.

Wellness and professionalism activities have been intentionally embedded strategically throughout their training. Student attendees choose from a variety of wellness-based and professional development activities designed to expand their skillsets as future physicians, as well as promote their overall well-being.



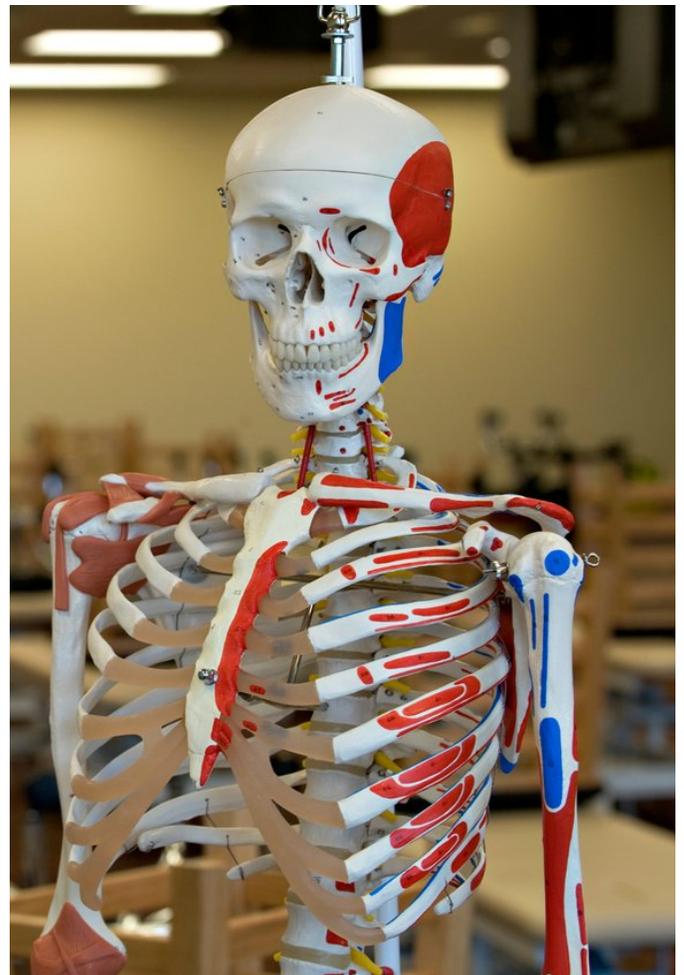
7.2 FACULTY APPROVALS AT ALL TEACHING SITES

All employed faculty must demonstrate the needed qualifications for the position as documented in the job description. These qualifications, including degree, licensure, and certification are verified prior to hire and on a cyclical basis by the operations team.

To assure appropriate qualifications and credentials for clinical faculty/preceptors who teach and supervise osteopathic medical students, each preceptor must complete a rigorous credentialing process.

The credentialing process includes:

- an application, including: CV, active state license, evidence of current board certification/eligibility, evidence of malpractice insurance and DEA registration to the College credentialing specialist
- the credentialing specialist runs a national practitioner databank inquiry on the applicant
- telephone appointment between the applicant and the Assistant/Associate Dean of Clinical Education or their designee
- application is reviewed by the Department Chair and Vice Dean
- application is sent to WesternU Provost for evaluation for approval
- once approved, the initial appointment is made to the appropriate academic rank as defined in the University faculty handbook
- for credentialed clinical faculty, they are re-credentialed every five years



LONGITUDINAL TRACKS



The Longitudinal Tracks programs are preclinical elective experiential educational programs that are organized around a specific theme of interest. Our current programs have accommodated over 700 students since their inception. We now have 7 tracks on each campus, and there are currently pre-clinical elective tracks that provide students opportunities in patient care, community service, scholarly activity, and personalized mentoring by their Track Director.



Longitudinal Chronic Care Course (LC3 Track)

Students are paired with a patient living with a chronic disease to experience healthcare through their patients eyes.



Lifestyle Medicine Track

Students acquire skills in nutrition, exercise and stress management education through innovative hands-on training..



Global Health Track

Students gain an understanding of why global health initiatives have the potential to reduce poverty, build stronger economies and promote peace.



H-art of Medicine Track

The H-art of Medicine Longitudinal Track explores the arts as a tool for healing both for restoration of self-well-being, and as potential tools future practitioners can use to help their patients achieve better health by focusing on the whole person of body, soul, and spirit.



Applied Anatomy Track

The focus of the track will be educating students about the various facets of surgical practice, procedures-based medicine and proper technique common to interventional medical practice.



Rural Health Track

Students learn about issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities.



Business in Medicine Track

The Business in Medicine track will introduce students to the business skills necessary to understand healthcare delivery systems, lead multi-disciplinary teams and apply data analytics.



Community Health Track

An innovative approach to learning about issues pertinent to the practice of medicine and addressing issues of population health in underserved communities.



Health, Justice & Equity Track

The Health, Justice & Equity Track provides students the opportunity to further explore diversity, equity, and inclusion in healthcare and how health outcomes from different cultures and communities are affected from lack of representation and policies that properly and adequately address their disparities. This track will create culturally humble advocates for underrepresented and underserved communities, empowering students to be leaders in health justice and equity to improve health outcomes in historically minoritized/marginalized communities.



Biomedical & Clinical Research Track

Students acquire skills necessary to conduct scientific studies and participate in laboratory, clinical or osteopathic manipulative medicine (OMM) research projects under a mentor of their choice.

7.3 DEPARTMENT CHAIR QUALIFICATIONS

COMP & COMP-Northwest have an academic department structure including both basic science and clinical departments with a department chair and, depending on the size of the department, often a Vice Chair as well. As detailed in the department chair job description, each must have a terminal degree along with classroom experience and 5+ years of progressive administrative leadership responsibilities in higher education or related areas.

The COMP & COMP-Northwest academic departments are:

- **Medical Anatomical Sciences** – Mohammed Elsalanty, PhD (Chair); Edie Sperling, DPT (Vice Chair)
- **Basic Medical Sciences** – Nissar Darmani, PhD (Chair); Michelle Steinauer, PhD (Interim Vice Chair); Raj Kandpal, PhD (Vice Chair)
- **Clinical Sciences** – Chaya Prasad, MD (Chair)
- **Family Medicine** – Kay Kalousek, DO (Chair); Kathryn Potter, MD (Vice Chair)
- **Internal Medicine** – Emmanuel (Mike) Katsaros, DO (Chair); Nishita Patel, MD (Vice Chair)
- **Neuromusculoskeletal Medicine / Osteopathic Manipulative Medicine** – Rebecca Giusti, DO (Chair); Janice Blumer, DO (Vice Chair)

7.4 PRIMARY CARE LEADERSHIP

COMP and COMP-Northwest maintain a Department of Family Medicine, which provides our Primary Care Leadership. The Chair of the Department of Family Medicine, Dr. A. Kay Kalousek, is an osteopathic physician with an active medical license and active board certification from the AOBFP, with additional certification in HIV medicine. Prior to becoming chair, Dr. Kalousek has held multiple COM leadership roles including Dean of the ATSU School of Medicine in Arizona.

PHYSICIANS OF THE FUTURE



Medicine has forged a post-pandemic future where delivery of care has moved beyond hospital walls. Although telemedicine proved operationally sound for over 20 years, culture and compensation prohibited mainstream adoption. The pandemic has opened new markets and changed consumer perception. Medical students today must be competent in digital care delivery and proficient in emerging technologies.

At initial onset of the pandemic COMP and COMP-Northwest quickly partnered with physician leaders at Offsite Care and Global Offsite Care to place medical students on the front lines of intensive care units and in hospitals around the world. Students virtually sat bedside with these physicians, exploring treatment options and witnessing virologic history as it unfolded.

They joined physicians across nine countries for Global Grand Rounds to hear their case presentations, logistical barriers and mitigation strategies to protect their patients and the communities they serve. Medical students were soon invited to present on correlating topics, providing the latest information and research to physicians virtually across the globe.

This collaboration on training and educating the next generation of physicians continues through a dynamic myriad of programs and projects. This includes elective rotations in both outpatient and inpatient telemedicine that feature robust learning experiences with patients and providers across the western states.

7.5 OMM/OPP LEADERSHIP

The Chair of the NMM/OMM department, Dr. Rebecca Giusti, is an osteopathic physician with an active medical license and active board certification from the AOBNMM. Prior to becoming chair, Dr. Giusti was a full-time faculty member for approximately eight years. As detailed in the Chair of NMM/OMM job description, the Chair is responsible for establishing the NMM/OMM curriculum and is expected to promote, by example and precepting, a general atmosphere of respect for knowledge, thought, and inquiry in NMM/OMM and Osteopathic Principles and Practice (OPP).

7.6 FACULTY DEVELOPMENT

The Center for Excellence in Teaching and Learning (CETL) is a university wide center that provides training for both faculty and staff to help promote professional development related to the scholarship of education and the art of learning. CETL offers many trainings on a wide variety of topics and provides additional resources to help prepare faculty and staff to not only be better educators, but to also be more prepared for student engagement. An example of such trainings includes the Academic Bootcamp which is an intensive 4-day training designed to prepare faculty to excel in teaching by focusing on topics such as learning objectives, designing the learning experience, assessing the student, and online pedagogy. COMP and COMP-Northwest are actively involved with the content planning of CETL events and are present at all monthly meetings.

7.7 FACULTY ASSOCIATION

As detailed in the COMP & COMP-Northwest handbook, we have a COMP faculty assembly that serves as a forum for faculty participation and the free exchange of ideas and concerns of all faculty. As detailed in the Bylaws for the COMP & COMP-Northwest faculty assembly: “The purpose of the COMP/COMP Northwest Faculty Assembly is to provide an effective forum in order to focus on the educational mission of the college, address the needs and concerns of the faculty, formulate positions on key issues representing faculty consensus, and make decisions within its delegated scope of authority.” The COMP & COMP-Northwest faculty assembly meetings once a month. The Chair of the Faculty Assembly is selected biennially via a vote of the faculty.

7.8 FACULTY APPOINTMENT AND ADVANCEMENT

The WesternU Faculty handbook provides guidance, structure, and directives for all faculty within the University. COMP and COMP-Northwest maintain an active college specific faculty handbook, which supplements the guidelines set forth in the University Faculty Handbook. These handbooks detail the policies/procedures for faculty appointment, renewal of appointment, promotion, granting of tenure, and remediation. In addition, the handbook details faculty due process, evaluation, lines of communication, and privileges and benefits for the faculty. The Office of the Provost has a Division of Faculty Affairs with an Associated Provost devoted to assisting faculty with understanding and adhering to these policies, especially in support of Promotion and Tenure.



8.0 SCHOLARLY ACTIVITY

8.1 RESEARCH AND SCHOLARLY ACTIVITY STRATEGIC PLAN

As detailed in our most recent COMP & COMP-Northwest Research Strategic Plan (2021-2027), the College recognizes the synergistic relationship between teaching and research. The faculty will educate students to create, integrate and communicate biomedical knowledge. Our goal is to make biomedical discoveries and educate clinicians and scientists as future leaders in healthcare.

Our core research values include:

- The College will encourage faculty development through resource commitment and will recognize and reward merit.
- The faculty recognizes the importance of DO student involvement in research.
- The College and faculty will strive for continuous improvement in quality research.
- The College will support current and future research and focus on the development of WesternU-initiated research clusters.
- The College will encourage collaboration and communication with surrounding institutions through seminars, conference participation, teaching and research.
- The faculty and administration are committed to promoting research ethics, integrity, and honesty.
- The College and administration will be respectful of and contribute to diversity among faculty, students and staff engaged in research activities.

The COMP & COMP-Northwest research strategic plan is in alignment with the overall College strategic plan and builds upon the past research strategic plan (2012-2020). The research strategic plan was developed as a collaboration between the COMP & COMP-Northwest Faculty Research Committee and the COMP & COMP-Northwest Associate Dean for Research. The draft strategic plan was provided to the faculty and administration for their review and was subsequently approved by a vote of the COMP & COMP-Northwest Faculty Assembly.

RESEARCH EXCELLENCE

COMP and COMP-Northwest proudly provide a wide range of research opportunities through which students can have a direct impact and learn needed practical skills. We offer state-of-the-art facilities and labs where faculty and students work side-by-side to advance knowledge in biotechnology with the ultimate goal of improving quality of life. Our renowned faculty are published in some of the most advanced medical journals worldwide.

Faculty publication and contribution through scholarly activity has improved three-fold over the past decade. Current leadership has reaffirmed the importance of scientific discovery which has elevated engagement and submissions. Research opportunities are critical to the success of our graduates as they submit applications to residencies in the single accreditation system. Our faculty actively mentor, teach and serve as PIs on multiple student research projects throughout the year. Students may join existing longitudinal research projects or propose novel projects aligned with their personal interests.

2018-2019

190 full manuscripts were published and 143 students were involved.
110 abstracts were published and 110 students involved

2019-2020

179 full manuscripts published and 143 students were involved
171 abstracts published and 66 students were involved

2020-2021

257 full manuscripts were published and 165 students involved
173 abstracts published and 145 students were involved

EXTRAMURAL FUNDING:

2019- \$3.5 M

2020 - \$2.6 M

2021 - \$3.5 M

NIH MEDICAL RESEARCH SCHOLAR

College of Osteopathic Medicine of the Pacific student Fady Guirguis is the first WesternU student to be selected for a prestigious National Institutes of Health (NIH) research program.

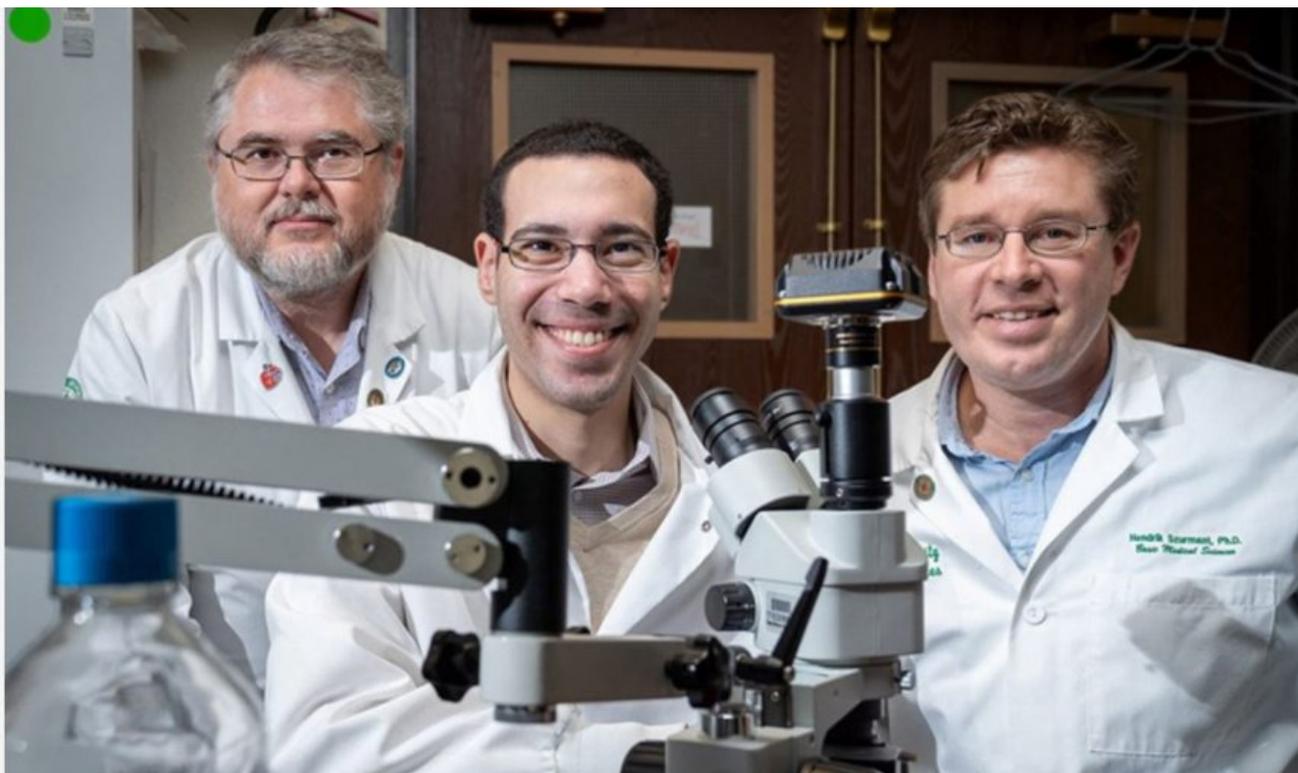
NIH's Medical Research Scholars Program (MRSP) attracts the brightest talent from across the country. Medical, dental and veterinary students live on the intramural campus of NIH in Bethesda, Maryland and conduct basic, clinical or translational research for one year.

Guirguis credited the support he received at WesternU for motivating him to apply. He joined COMP's Biomedical and Clinical Research longitudinal track as a first-year student, led by COMP Associate Professor Hendrik Szurmant, PhD. Szurmant, COMP Assistant Professor Sebastien Fuchs, MD, PhD, and WesternU Vice President for

External and Clinical Affairs David Baron, DO, MSED, helped Guirguis prepare for his MRSP interview. They also provided letters of recommendation, along with COMP Dean Paula Crone, DO '92 and COMP and COMP-Northwest students.

"They supported me every step of the way," Guirguis said. "I am very glad I am offered this opportunity because I realize the significance of the experiences and the skills I will acquire from the MRSP in preparing me for my career." Guirguis' goal is to become a physician-scientist.

"I want to use what I learn in medical school, clinical training and clinical practice to know what problems need to be solved to determine the questions that need to be addressed in my lab. And then how to translate my findings in the lab to the bedside," he said.



8.2 RESEARCH AND SCHOLARLY ACTIVITY BUDGET

The COMP & COMP-Northwest has a track record of providing funding via a research budget to support faculty and student research and scholarly activity. In addition to the general operational and personnel budget within the College, we also receive financial support from WesternU as well as direct funding to student research support.

COMP and COMP-Northwest Research Budget

Research and Scholarly Activity Support - College level	2019	2020	2021
Faculty Development*	\$200,000	\$200,000	\$200,000
Research Salary Support	\$3,101,306	\$2,980,486	\$2,978,927
Research Support Designated Funds **	\$1,587,781	\$1,376,565	\$1,461,731
Intramural Grants	\$28,237	\$20,000	\$25,000
Research Donations	\$252,362	\$224,691	\$281,307
Total	\$5,169,686	\$4,801,742	\$4,946,965

*= COMP & COMP-NW supports faculty presentation/participation in National/International meetings at \$2,500 per faculty

** = Research Support Includes COMP/WesternU research startups, publication costs, laboratory supplies equipment repair and maintenance supported by designated funds

COMP and COMP-Northwest Student Research Support	2019	2020	2021
Expenditures for Student Research	\$103,668	\$154,619	\$112,991

***= Includes Summer Research Fellowships, publication costs, travel and meeting costs for research presentations

Additional Research Support - University level	2019	2020	2021
Extramural Research Grants	\$3,346,827	\$2,606,418	\$3,544,474
WesternU Animal Care Salary	\$540,173	\$540,173	\$540,173

WesternU Office of Sponsored Programs and Contract Management maintains several employees including:

- i. Senior Vice President for Research & Biotechnology
- ii. Assistant Vice President of Sponsored Programs and Contract Management
- iii. Post Award & Intellectual Property Services Manager
- iv. 2-3 grant specialists

“What makes COMP a unique medical school is its culture and humanistic tradition. Faculty are dedicated to ensuring the success of their medical students so that one day they serve their patients with proficiency and compassion. While challenging, the pandemic has also served to amplify the college’s efforts in training the next generation of osteopathic physicians.”

Marcel Fraix, DO, MBA, Associate Dean, Admissions & Enrollment, Chair & Professor, Dept. of Physical Medicine & Rehabilitation, College of Osteopathic Medicine of the Pacific



8.3 OMM/OPP RESEARCH & SCHOLARLY ACTIVITY

In keeping with the NMM/OMM department's support of the College and WesternU research and scholarly activity goals, the NMM/OMM department has established several internal strategies to help the College achieve recognition as a national leader in OMM research. The department strives to develop and maintain a solid infrastructure and culture of research for NMM/OMM faculty and DO students. The goal is to maintain and grow a clearly defined and well-focused research program that integrates with the University Research Clusters to advance osteopathic medical knowledge. The department has worked to introduce, support, and reinforce the teaching and implementation of research methodology across all four years to position DO students to excel in evidence-based osteopathic medical practice and continue to engage in research activities that improve the practice of medicine and patient care.

The department supports and encourages DO student and clinical faculty participation in research activities sponsored by organizations such as Osteopathic Physicians and Surgeons of California (OPSC), Osteopathic Physicians and Surgeons of Oregon (OPSO), California Medical Association (CMA), American Osteopathic Association (AOA), American Medical Association (AMA), American Association of Colleges of Osteopathic Medicine (AACOM), and the American Academy of Osteopathy (AAO). The department works to provide the research literature for the above referenced organizations to be used for advocacy and policy making throughout the osteopathic and allopathic professions, and at statewide and national levels. The department facilitates opportunities for research to promote scholarly activity for DO student career and professional development portfolios. Members of the department serve as peer reviewers for JOM and other publications and encourage and mentor students to serve in similar capacities. The department encourages interdepartmental and translational research collaborations with basic science, anatomy, and clinical departments, and fosters student participation in these activities. The attainment of intramural and extramural funding, use of available technology and utilization of available research staff and other resources is another major focus of the NMM/OMM department.

To further focus on scholarly activity, the department has established a regular Journal Club specifically dedicated to the exploration of osteopathic research literature, both domestic and international. The NMM/OMM faculty participate in and advise the members of the Journal Club. Regular presenters are primarily the department's Pre-Doctoral Teaching Fellows, and visiting and rotating students attend the Journal Club sessions as well.

The department has been successful for some years in retaining its own research assistant to support ongoing research projects, grant applications and grant management, assist with preparation of publications, and other departmental scholarly efforts.

The NMM/OMM department was privileged to make a major contribution to osteopathic literature by way of overseeing the recent development and publication of the fourth edition of the Foundations of Osteopathic Medicine textbook. This is the flagship text on osteopathic medicine for the osteopathic profession. Michael A. Seffinger, DO, FAAFP served as the Executive Editor, and Raymond J. Hruby, DO, MS, FAAO (Dist.) served as Section Editor for the Somatic Component section of the book. Contributors to this book from Western University included approximately 32 faculty members and 12 students. An example of current clinical research in the NMM/OMM department is a study to investigate the possibility of using OMT to potentiate the effects of a COVID-19 vaccine.

8.4 STUDENT PARTICIPATION IN RESEARCH & SCHOLARLY ACTIVITY

Students remain an integral part of research at COMP and COMP-Northwest. Policies and procedures allow students to engage in faculty projects or to develop their own projects in basic medical sciences, clinical sciences, and translational sciences. Students on both campuses showcase their research successes via presentations at state conferences (OPSC and OPSO), specialty societies, and national and regional conferences. In addition, both campuses host an annual research symposium for students to showcase their work. At the recent 2021 research symposia, over 100 students representing OMS I – IV cohorts were co-authors on the research talks/abstracts. Outside of the local research symposia, our students participate in national and international research meetings. Recently, at the Western Student and Resident Medical Research Forum held in Carmel, CA from January 20-22, 2022, 44 COMP & COMP-Northwest students had abstracts submitted and a number had presentations at that research meeting. Two of our students were honored with awards at this medical student/resident research meeting.

Additional opportunities to engage in research include participating in the Biomedical and Clinical Research (BCR) track, a four year-longitudinal program that aims to train students in research and provide the necessary knowledge to motivate and facilitate students to pursue research past medical school. Currently the BCR track accepts up to 37 COMP & COMP-Northwest students each year. Students who wish to do so can also complete a research month as a fourth-year clinical elective.

9.0 STUDENTS

9.1 ADMISSIONS POLICY

Admissions policies and procedures are detailed in the College Catalog. They also appear on the WesternU Prospective Student Website.

9.2 ACADEMIC STANDARDS

Academic standards and policies are detailed in the University and/or College Catalog. Policies impacting clinical students (OMS III and OMS IV) are also reiterated in the Clinical Education Manual. These are reviewed as part of the orientation process annually.

9.3 TRANSFER POLICIES

Transfer applications from students studying at schools accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation will be considered on a case-by-case basis. All potential transfer students must meet the admissions criteria as defined in the catalog. Transfers will only be considered to begin the third year and all transfer students must have successfully completed COMLEX-USA Level 1 prior to acceptance into the College. All transfer students must complete at least 50% of the educational program at the College. Prior coursework transferred from another institution will not be included in the student's WesternU GPA calculation. In addition, transfer students are excluded from class rank calculations. Transfer students must fulfill all graduation requirements as identified by the College. Transfers will not be considered for students attending Liaison Committee on Medical Education (LCME) accredited Colleges of Medicine.



“Visiting with classmates, getting to catch up. Everyone was really excited to be back because hands-on learning is such an important part of our medical school experience. It’s a social experience as well, having the support of other students around instead of studying by ourselves. This just reminds ourselves we are all in this together, learning from one another.”

*Bisma Khwaja, DO 2023
College of Osteopathic Medicine of the Pacific*

9.4 SECURE STUDENT RECORDKEEPING

WesternU requires employees to take mandatory compliance training on important topics and enforces such training to remain compliant with all state or federally mandated staff education or training requirements. Accordingly, all employees, including WesternU faculty and staff, are required to complete mandatory Family Educational Rights and Privacy Act (FERPA) training within thirty (30) days of hire or contract date, and on a yearly basis thereafter.

9.5 ACADEMIC COUNSELING

Academic Counseling is a collaborative effort by COMP and COMP-Northwest faculty, staff, and administration as well as the WesternU LEAD (Learning Enhancement & Academic Development) office. Below is a synopsis of the major aspects of academic counseling provided by each of these groups.

FACULTY ADVISOR COUNSELING

COMP and COMP-Northwest Office of Student Affairs (OSA) manage a robust faculty advising program. Faculty advisors are paired 1:1 with incoming students upon acceptance into the program and remain with that student for all four years. OSA sets up opportunities for connection between students and advisors before and during orientation week. Advisors receive advisor training on an annual basis and newly hired faculty receive one-on-one training before they begin advising. When a student has failed in one or more courses, board exams, rotations, or has breached the student honor code, the advisor is notified and is able to support the student.

COURSE/BLOCK/ROTATION FACULTY COUNSELING

Block leads, faculty and rotations preceptors meet with students as needed to discuss curriculum, provide learning resources, and answer student questions about content and/or performance.

LEAD

The Office of Learning Enhancement & Academic Development (LEAD) offers academic counseling services at no additional cost to all students, online, by telephone, or face to face. Examples of academic counseling services include study strategies, time management, test taking strategies, learning styles, leadership skills, stress management, focus skills, communication skills, academic editing, graduate research skills, ESL assistance, group dynamics, online learning, and wellbeing. In addition to the academic counseling services, LEAD coordinates the Tutorial Assistance Program to connect students with peer tutors for content clarification and review sessions. These tutoring sessions can be held in person or online and are of no cost to students. LEAD also offers a Summer Preparedness and Readiness Course (SPaRC) for incoming first year students and students repeating the first year. SPaRC is a multi-week program designed to prepare students for the rigors of their chosen program.

OSA SUPPORT AND SUCCESS PLANNING

Students who receive a 'no pass' on a milestone assessment (i.e., course, rotation, COMAT, or COMLEX) meet to discuss barriers to success and provide advice and encouragement to help plan for success moving forward. We call these "Success Planning Meetings". A minimum of three individuals meet with the student after each failure: 1 member of the Learning Enhancement and Academic Development Office (LEAD), 1 member of the Office of Student Affairs (OSA), and the appropriate academic advisor. Academic advisors are typically the faculty board advisor for a COMLEX retake, Specialty-Specific Clinical Chair for a COMAT retake, Assistant Dean for Academic Affairs, or Discipline Chair for a course remediation, and a member of the Clinical Education Department for rotation repeats. Additional team members are enlisted as appropriate to the student's circumstances. The student submits a form via SharePoint in advance of the Success Planning Meeting to provide background information, and then the members of the support team document their recommendations in the SharePoint form and a summary of these notes is provided to the student and their advisor via SharePoint shortly after the last meeting. The process is tied in with our Student Performance Committee and is coordinated by the Student Affairs Coordinator.

COMMUNITY CONNECTIONS

Community Service Learning is a strategic networking program that connects medical academic curriculum to community-based health challenges. First-year and second-year medical students must fulfill mandated hours of participation in various projects that support our local Pomona and Lebanon communities, but many volunteer far beyond the number of hours required. These future physicians work on the frontlines and learn teamwork, social justice, advocacy and the complexity of systemic issues. COVID-19 suspended many in-person projects so the students turned their efforts to virtual and off-site support of these communities. Projects ranged from providing clinical outreach before the pandemic, awareness campaigns for healthy living, outreach to homeless populations, tutoring of K-12 students and ongoing health education. For 2020, the combined total hours of Community Service Learning by our first-year and second-year students was 15,920. We are proud of our students for their dedication to helping our communities thrive, especially during the difficult times of a world-wide pandemic.



LICENSING EXAMINATION ASSISTANCE COUNSELING

The Boards Assistance Task Force (BATF) is comprised of specially trained faculty who provide personalized board assistance for both the COMLEX level 1 and level 2 licensing exams as well as the USMLE step exams. During the second year, all students are paired with a BATF boards advisor for 1:1 coaching and support throughout the COMLEX level 1 and USMLE Step 1 boards exam cycle. Strategic advisement is provided especially when students don't pass courses or receive unsatisfactory scores on practice exams, COMLEX exams, and the USMLE. As part of the standard assessment process, it became clear that a similar system is needed for COMLEX Level 2CE preparation. That has been instituted for students at highest risk of a Level 2 failure or for students who request an advisor.

9.6 CAREER COUNSELING

The mission of the Office of Career & Professional Development (OCPD) is to provide medical students with the resources, support, and expert advice necessary to make good career decisions on specialty choice and to be successful in the residency match. The OCPD strategic plan document outlines the key stakeholders, benchmarks for success, faculty development, and career and professional development activities by class year.

The OCPD Process & Protocol for Student Advising document defines GME readiness and provides further details regarding the timeline for supporting current students in addition to the process for identifying and supporting students who need extra preparation before starting residency.

Career development is a lifetime process of self-assessment, career exploration, career-decision making, and implementation. To assist our osteopathic medical students through this process, we have developed excellent resources utilizing technology, faculty advisors, career seminars, and student interest groups. The ultimate goal is to provide a high quality, individualized, and holistic approach in professionally developing each individual to his/her long-term career goal.

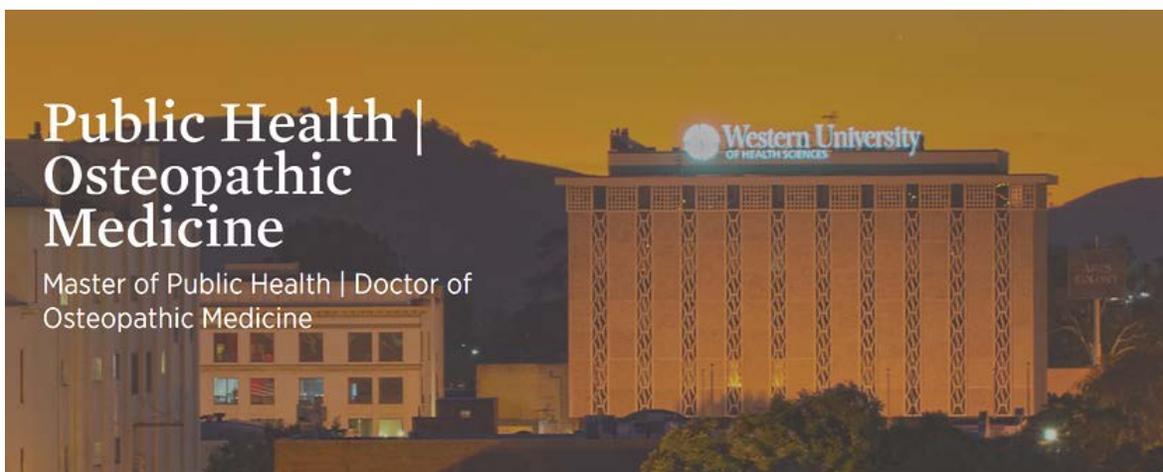
DUAL ENROLLMENT PROGRAM

Recognizing the inherent synergy between osteopathic medicine and public health, and the growing interest among osteopathic medical students to earn a Master of Public Health (MPH) concurrently with the Doctor of Osteopathic Medicine (DO), CGU has partnered with Western University of Health Sciences College of Osteopathic Medicine to offer this unique dual enrollment program.

CGU's School of Community and Global Health and the Department of Population Health Science at Western University of Health Sciences College of Osteopathic Medicine of the Pacific (WesternU/COMP) designed the DO/MPH dual enrollment program at CGU for WesternU/COMP students who wish to acquire a deeper understanding of the history, organization, philosophy, and theories that undergird public health practice and research. The MPH degree also provides an enhanced appreciation for the myriad social determinants of health, the importance of community-based health promotion interventions and program planning, as well as the complexities of health services delivery.

Program highlights:

- Designed specifically for DO students at WesternU/COMP to be completed in four years with both degrees conferred simultaneously upon satisfactory completion of all programmatic requirements. The application process has been streamlined and takes minimal time to complete due to coordination and sharing of documents between CGU and WesternU/COMP.
- Gives you access to the full complement of the MPH program with a choice of three concentrations: Applied Biostatistics and Epidemiology; Health Promotion, Education and Evaluation; and Leadership and Management.
- Uniquely equips you to impactfully improve the health and well-being of populations and communities.
- Prepares you to assume leadership positions in non-profit, governmental, advocacy, and other types of organizations both nationally and internationally.



CAREER DEVELOPMENT CURRICULUM

YEAR 1 TOPICS/EVENTS

- Lecture topics: Introduction to the residency specialty selection and match process, Career Plan overview, choosing a specialty, residency process, importance of didactics, networking, summer plans, and branding
 - Deliverables – submission of CV and completion of a self-assessment on Careers in Medicine
- Provide resources of Careers in Medicine from AAMC. OCPD specialists provide training on how to use the site.
- On demand OCPD appointments offered – centered on specialty tracks, clubs to be involved in, scholarships, and research opportunities
- Encourage regularly scheduled faculty/mentee sessions
- Career Seminar Series in collaboration with specialty clubs

YEAR 2 TOPICS/EVENTS

- Continued faculty/student workshops for advising. Mandatory one-on-one advisor meeting – provide topics for discussion & worksheet
- Board Preparation – paired with board assistance task force advisor– effective tools for studying, materials, yearlong preparation – early in second year
- Career Seminar Series in collaboration with specialty clubs
- Fourth Year Matched Students to speak at a round table – discuss experience and preparation into clinical years.
- On demand OCPD appointments offered – centered on picking rotation tracks, document reviews (bios and applications for scholarships), and board preparation advice
- Lectures provided: board preparation, selection of rotation track, choosing electives, CVs, writing Bios, and presenting yourself on rotations
 - Deliverables – brand statements, target goals, and rotation electives

YEAR 3 TOPICS/EVENTS

- Residency Fair event
- Lecture topics: professionalism, asking for LORs, audition rotations, CVs, MSPE, NC, and brand statements
- 4th year networking session after match
 - Deliverable document reviews by OCPD team: NC, brand, personal statements, and CVs

YEAR 4 TOPICS/EVENTS

- Meet with each individual student to review all residency documents and an application strategy plan
- Mock interview for all students as an “in person” and use of Big Interview
- Review and identify high risk students and schedule regular meetings and guidance to ensure successful match
- Pulse surveys – November, January, April
 - # programs applied, # interviews offered, # programs ranked
- On demand appointments for review of rank list
- Identify high risk students to prepare for not matching and SOAP process
- Follow up with students who did not match and prepare for opportunities in the following year
- Prepare students to be alumni – connect through LinkedIn and mentoring

OUTCOME MEASURES

- Statistical measures
 - % students matched
 - % left unmatched after SOAP process
 - Military, SF, Canadian NRMP, 1st choice, 2nd choice specialty, rank order list
 - Comparison data with other colleges, Osteopathic, Allopathic
 - % primary care vs. specialty choices
 - Improvement in board pass rate and overall average
 - Early high risk identified students – matched outcome (long term)
- Student satisfaction
 - Survey assessment annually of services



9.7 FINANCIAL AID AND DEBT MANAGEMENT COUNSELING

Students in all 4 years who receive financial aid are required to complete financial aid and debt counseling sessions prior to matriculation, during any breaks in enrollment (leave of absence or suspension), and at the end of enrollment (withdrawal, dismissal, or graduation). Counseling is provided in individual/group/electronic formats facilitated by WesternU Financial Aid Counselors and guest Certified Financial Planners. Additional optional meetings with the Office of Financial Aid are offered upon request. The College has provided financial planning lectures offered to students during conference weeks and students who attend earn conference week credit.

9.8 MENTAL HEALTH SERVICES

Regardless of location, all enrolled students have 24/7/365 access to counseling, mental health, and other services through Optum Behavioral Health including personal counseling on any topic, emotional well-being, legal assistance, financial planning, substance abuse/recovery, and senior care/childcare matters. Whether on our California or Oregon campuses, or on rotation anywhere in the nation, students may schedule virtual or in-person counseling appointments with certified therapists and psychologists and receive up to 6 free sessions per topic. Students on international rotation may meet with an Optum provider virtually, and if there were a mental health emergency the student would be promptly returned to the United States for treatment. The Student Behavioral Health Assistance Policy and Procedure is published on the University Policy site and the details regarding counseling and mental health services are provided on the Counseling Services Web Pages.

During routine business hours, COMP and COMP-Northwest also provide on-campus counselors on both the Pomona and Lebanon campuses and information for accessing these individuals is detailed on the WesternU website. This service is at no cost to the students. The College is additionally contracted with Claremont Counseling & Support Center (near COMP), and Linn County Mental Health (near COMP-Northwest). If the College is made aware of a student who requires urgent mental health services the Office of University Student Affairs contacts the on-call provider who can either provide advice regarding how to handle the situation, speak directly to the student by phone, or go to the student's location to assess their needs. If needed, the provider will direct them to the nearest inpatient/outpatient facility for appropriate care.

Additionally, we provide students with the opportunity to connect with upperclassmen and young alumni through the COMPeer Mentoring Program. Struggling students are paired with colleagues who have successfully navigated the same challenge(s) the student is currently experiencing. Additionally, a variety of live and virtual mindfulness activities are available each month to students through the MEDWell program (Mindfulness, Exercise, and Diet through Work, Engagement & Lifelong Learning), as well as through the Developing Mental Wellness Seminar Series (an eight-week optional seminar) offered by a faculty psychiatrist to provide additional support during the pandemic.

Students are made aware of these services by routine email reminders, newsletters and announcements during Interview Day, Orientation, Annual Re-Oriented (2nd-4th years), and students are directed to the Student Support Resources Documents for COMP and COMP-Northwest, and the University's Counseling Services Web pages.

9.9 PHYSICAL HEALTH SERVICES

ON CAMPUS

While near campus students can seek physical healthcare services at WesternU Health: Pomona (COMP) and at Samaritan Health Services (COMP-Northwest). We also provide students with a list of Physical and Mental Health Service Locations during 1st Year Orientation and annually.

OFF CAMPUS

When away from campus, students are encouraged to use their health insurance providers' mobile application or web site to identify conveniently located health service providers. Students are reminded of these resources at least annually.

Whether on campus or off, students enrolled in the WesternU negotiated Aetna plan can find a doctor, check benefits and coverage information, access their medical ID card, or locate an Urgent Care center via the Aetna mobile application. Students enrolled in another health insurance plan are encouraged to check their providers website or mobile application for comparable information. This information can be accessed via the Student Support Resources Documents for COMP and COMP-Northwest which are sent to students multiple times per year via email and shared live at Townhall meetings.

MEDWELL



MEDWell is our signature trademarked program at COMP and COMP-Northwest. Its acronym stands for: Mindfulness, Exercise and Diet through Work, Engagement and Lifelong Learning. We believe that wellness is not a program; it is a culture. Our health does not have a starting or stopping point, we live our lives in our bodies 24 hours a day. MEDWell is how we help you maintain your global health while you navigate the challenging and rewarding experience of medical school. We offer weekly and monthly activities to promote a healthy lifestyle as well as embed wellness sessions within each conference week.

- **Mindful Mondays** provide mindfulness sessions that consist of activities like meditation, journaling, music and yoga.
- **Wellness Wednesdays** offer prerecorded healthy plant-based recipe demonstrations, and in-person Salad Socials when permitted.
- **Fitness Fridays** we exercise together. Core, bodyweight, yoga, virtual 5ks, and other themed workouts.
- **Nutrition in Medicine (NiM)** series is driven by student interest in the power of nutrition and how it relates to human health and disease. Each session will be presented by faculty and guest lecturers who are leaders in the field of evidence-based nutrition.



9.10 NON-ACADEMIC HEALTH PROFESSIONALS

To protect the privileged status of the clinician/patient relationship and to ensure that the academic career of a student is not subject to bias due to knowledge acquired because of a therapeutic relationship, COMP and COMP-Northwest are committed to both the rights of students as patients and to the rights of students to receive education, earn grades, and attain academic advancement without bias or favoritism. Both as patients and as learners, students have the right to strict confidentiality of their health and medical conditions, inclusive of both physical and mental health or learning disability. It is not uncommon for our students to seek clinical care from a clinician who also serves as faculty at the college they are enrolled. Hence, we have created a policy and procedure about the grading of students by academic and non-academic health care professionals in order to provide boundaries and expectations to address potential conflict of interest of clinical faculty regarding education and patient care of COMP and COMP-Northwest medical students. It is the responsibility of a faculty grader (college faculty, staff or clerkship preceptor) to recuse themselves from grading a student as soon as they become aware of the conflict. COMP and COMP-Northwest faculty are made aware of this by vehicles like the faculty handbook, clinical education manual, presentation at faculty assembly, and appointment letters sent to clinical rotations preceptors.

9.11 HEALTH INSURANCE

The policies and procedures regarding health insurance are published on the Student Health Insurance web page, the Health Sciences Assurance Consulting (HSAC) web page, and the WesternU Catalog. These policies and procedures are presented to students during interview day as well as during orientation, and students are required to acknowledge the policy every semester during online registration. Health insurance forums are offered annually to students who are interested in further information or clarification regarding health insurance offerings, requirements, and opt-out procedures, etc.

If a student chooses to do an international rotation, they are additionally required to purchase international coverage during that timeframe (see International Health Rotation Application). Financial Aid is available to cover these expenses. If a student is injured while on rotation, they are eligible for secondary insurance through WesternU and details are published in the Clinical Education Manual (CEM).

10.0 GRADUATE MEDICAL EDUCATION

10.1 OSTEOPATHIC EDUCATIONAL CONTINUUM

COMP and COMP-Northwest provides personnel and budgetary resources to support the following departments and offices on both campuses: the Department of Clinical Education, Office of Career and Professional Development, Graduate Medical Education, and Continuing Medical Education. Each is involved in the continuum of osteopathic education and works collaboratively to support and enhance the osteopathic mission to both our internal and external partners.

10.2 ACGME ACCREDITED GME

Significant resources and personnel are dedicated to the development and integration of the clinical education program into graduate medical education on both campuses. This provides the students with opportunities to train with residents during their core rotations leading to enhanced opportunities to match into local residency programs or to develop the skills necessary to match into highly competitive programs throughout the United States.

Personnel serving on our GME development team include the Vice Deans, the Assistant Dean of Graduate Medical Education, and appointed GME faculty. COMP and COMP-Northwest have a vast network of affiliated GME sites across California, Nevada, Oregon and Washington that we have helped to develop, support, or maintain. This accounts for 329 documented PGY-1 positions available in our network. Our GME partnerships also provide the affiliated institutions with benefits including library access, IRB support and CITI research training access, biostatistician support, teaching opportunities, continuing medical education, and faculty development through the Center for Excellence in Teaching and Learning.

“The process of being a healthcare provider is a longitudinal one, from the moment of deciding to become a physician until one retires. Our medical students have been progressing along this pathway, successfully learning the medical knowledge necessary to take care of patients with chronic and acute conditions, as well as preventative medicine. Along the way, the students have gained an understanding of the culture of medicine and identified where they best fit in the medical paradigm. As Directors of the Office of Career and Professional Development, we have observed the students grow, developing their residency portfolios and impressing program directors with their academic, scholarly, and service contributions. Residency program directors have been equally impressed with our medical students, as noted by the diverse specialty selection and high placement rate. Residency programs will continue to monitor our graduates through milestones along their training. We are confident that COMP has provided the framework of medical knowledge foundation, clinical skills, and professional development to ensure that our medical students are prepared for their residency training to become excellent future independent clinicians.”

Lisa Warren, DO, MBA
Assistant Dean, Graduate Medical Education
Office of Career and Professional Development
College of Osteopathic Medicine of the Pacific



10.3 OSTEOPATHIC RECOGNITION OF GME

Through OPTI-West, COMP and COMP-Northwest support the development and ongoing recognition of osteopathic recognition for the ACGME accredited residency programs that we are involved with. This support includes:

- Osteopathic Recognition
- Application Support
- Personnel Support
- Osteopathic Manipulative Medicine Teaching
- OMM/OPP Research Support
- Continuing Education Opportunities

10.4 GME PLACEMENT RATES

Class of 2021 Placement Data

MATCH PROGRAM	NUMBER OF STUDENTS PLACED
ACGME	299
MILITARY	7
SF MATCH	1
UROLOGY MATCH	2
DID NOT PLACE	7
TOTAL MATCHED	309/316 = 97.8%



11.0 PROGRAM & STUDENT ASSESSMENT & OUTCOMES

11.1 PROGRAM ASSESSMENT

COMP and COMP-Northwest conduct an academic Program Review to guide faculty and administrators in the development of academic programs to ensure the achievement of Programmatic Learning Outcomes (PLOs). The Program Review process is intentionally designed to evaluate the effectiveness of the existing academic programs towards meeting the PLOs and our mission.

In addition, the Program Review process will provide a systematic way to improve academic outcomes, faculty and staff effectiveness, and student experience by evaluating:

- Adequacy of resources needed to sustain quality
- Relevancy of the curriculum within the evolution of osteopathic medicine
- Currency of curricular delivery methods and pedagogy
- Success of the program in terms of student achievement of competencies.



11.2 STUDENT EVALUATION OF INSTRUCTION

PRE-CLINICAL EDUCATION COURSES (OMS I AND II)

The Curriculum Committee, block/course leaders, and faculty receive student feedback through a variety of evaluations. There are specific instruments for the student to provide anonymous feedback on each block/course and another to provide feedback for all faculty members teaching within a particular block/course. Additionally, the student curriculum representatives from a particular cohort will hold a focus group with a random group of 10-15 classmates to discuss a block/course that recently concluded, and they will develop a summary report to submit for review by the Curriculum Committee. All pre-clinical student evaluations and student focus groups forms are deployed via Elentra by the Assessment and Outcomes Office (AOO). The faculty have allotted time during each conference week for students to work on their evaluations after a given block has concluded and the submission rate is typically over 90%. Once these forms are complete, the Assessment and Outcomes Office (AOO) submits them to the Curriculum Committee and relevant Course/Block leads so that the information can be incorporated into the Course/Block Report, individual teaching faculty, and their supervisor. To encourage that appropriate changes are implemented within the curriculum, based on student feedback, the Course/Block Reports asks the Course/Block directors to identify changes that will be made to the Course/Block in the subsequent academic year based in part on the student evaluations.

CLINICAL EDUCATION COURSES (OMS III AND IV)

All clinical student evaluations of faculty are conducted via an e-mail notification that students receive upon completion of each third-year or fourth-year rotation/course. This e-mail contains a hyperlink/URL that takes them to the survey instrument. Students are sent notification that the survey is available one day after the rotation has ended and subsequent reminders are sent weekly to students until they complete the rotation survey. The anonymous student evaluations are received by the COMP and COMP-Northwest Office of Academic Affairs (OAA) Clinical Education Department and are subsequently sent to the lead for the clinical discipline and made available to the curriculum committee.

11.3 STUDENT DEBT OUTCOMES

The data on average debt load and student loan default rates are published on the WesternU website on pages addressing all financial and budgetary information for current and prospective students.

11.4 STUDENT SURVEY

The COM administration explained the importance of the COCA student survey and encouraged student participation. Verbal and written messaging occurred via: 1) curriculum committee meetings; 2) pre-clinical student townhall meetings; 3) at select Student Government Association leadership meetings; and 4) via e-mail messages. Copies of the e-mail messages are included below. The overall COMP and COMP-Northwest response rate to the COCA student survey was over 60% for both campuses.

11.5 PROGRAM AND STUDENT OUTCOMES – ANNUAL AND MID-CYCLE REPORTS

COMP and COMP-Northwest follow the COCA requirements for reporting. Documentation is available upon request.



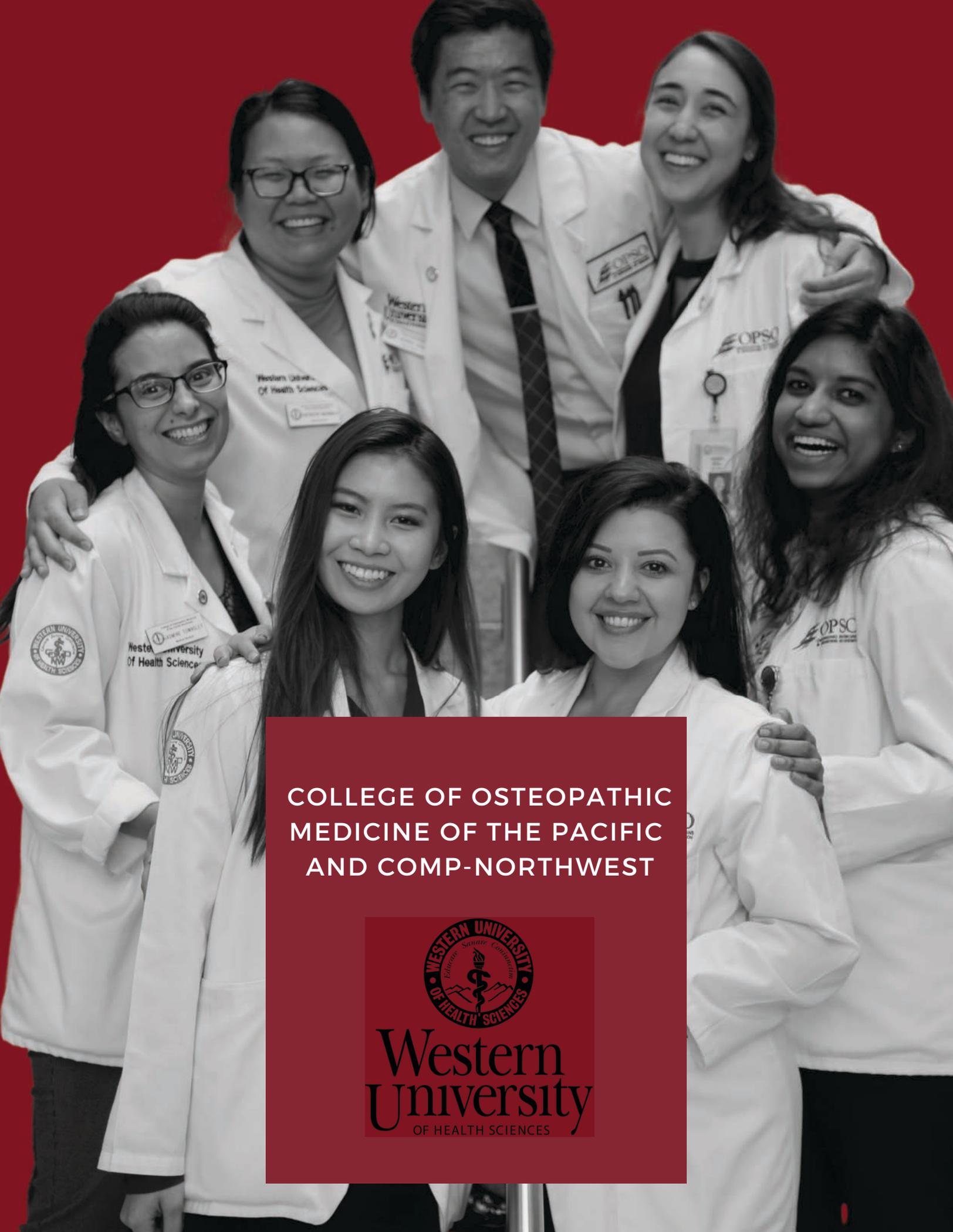
SHAPING OUR PAST INTO POSSIBILITY

In 1977, a small group of founders embraced the idea of creating a college of osteopathic medicine in the western United States, and asked Philip Pumerantz, PhD, to come to California to start the college and serve as founding president. They had a name (the College of Osteopathic Medicine of the Pacific—COMP), a President (Dr. Pumerantz) and a vision—a new, high-quality college of osteopathic medicine. Their new president faced an enormous task—he was president of a medical college with no students, no faculty, no buildings, no classrooms, no equipment, and little money.

On October 2, 1978—less than 13 months after Dr. Pumerantz and his family arrived from Chicago—classes began for the 36 members of the Charter Class of the College of Osteopathic Medicine of the Pacific. By the time of their graduation in 1982, COMP was fully accredited.

Since that humble inception, Western University of Health Sciences (WesternU) has grown to include nine health sciences colleges: the College of Osteopathic Medicine of the Pacific (COMP) and COMP-Northwest; the College of Health Sciences; the College of Pharmacy; the College of Graduate Nursing; the College of Veterinary Medicine; the College of Dental Medicine; the College of Optometry; the College of Podiatric Medicine; and the Graduate College of Biomedical Sciences. We have expanded to two campuses (Pomona, CA and Lebanon, OR) where we enroll more than 3,600 students, and employ more than 1,000 people.

The College of Osteopathic Medicine of the Pacific (COMP) and the College of Osteopathic Medicine of the Pacific-Northwest (COMP-Northwest) have experienced substantial growth and expansion since their inception. Today, as the fourth largest medical school in the nation, spanning two campuses, and currently exploring further growth opportunities, a clear vision of tomorrow is securing our success. Building upon the foresight and innovation of our founders, we are reimagining the future of medical education.



COLLEGE OF OSTEOPATHIC
MEDICINE OF THE PACIFIC
AND COMP-NORTHWEST



Western
University
OF HEALTH SCIENCES