College of Osteopathic Medicine

Administration

Peter A. Bell, D.O., MBA, FACOEP-dist, FACEP
Dean
Professor of Family and Emergency Medicine

Joseph W. Brewer, B.S., Ph.D.
Associate Dean for Research

Michael G. Hueber, M.Sc., D.O.
Assistant Dean of Clinical Rotations
Assistant Professor of Family Medicine

Timothy O. Leonard, M.D., Ph.D.
Senior Associate Dean for Medical Education
Associate Professor of Pathology, Department of Specialty Medicine

Sherri L. Martin
Director of Accreditation, Affiliations, and Credentialing

Ray L. Morrison, D.O., F.A.C.O.S.
Assistant Dean of Clinical Education
Academic and Career Advisor
Chair of Surgery (Department of Specialty Medicine)

Michael B. Weigner, M.D., FACEP
Associate Dean of Clinical Affairs
Associate Professor of Emergency Medicine

Departments and Faculty

Department of Anatomical Sciences

R. James Swanson, BSN., M.S., Ph.D.
Chair and Professor

Leslie Hammer, M.A., Ph.D.
Assistant Professor of Anatomy

Bo Liu, Ph.D.
Assistant Professor of Anatomy

Amanda E. Troy, M.S. Ph.D.
Assistant Professor of Anatomy

Jason E. Wells, B.S., Ph.D.
 Associate Professor of Neurosciences  
 Chair, Division of Neurosciences  
 OMS-I Curriculum Director  
 Vice-Chair, Department of Anatomical Sciences

**Department of Family Medicine**

Lauri Ann Maitland, M.P.H., D.O.  
Associate Professor of Family Medicine

Raena M. Pettitt, D.O.  
Chair, Assistant Professor of Family Medicine

Mark E. Rolfs, D.O.  
Assistant Professor of Family Medicine

Sigmund P. Seiler, M.D.  
Associate Professor of Family Medicine

**Department of Integrative Physiology and Pharmacology**

Anthony J.M. Bauer, Ph.D.  
Associate Professor of Physiology

Kenneth J. Dormer, M.S., Ph.D., FAHA  
Chair and Professor of Physiology

Joseph C. Gigliotti, Ph.D.  
Assistant Professor of Physiology

C. David Ianuzzo, M.Sc., Ph.D.  
Professor of Physiology

John R. Martin, Ph.D.  
Professor of Pharmacology

Eugene S. Patterson, B.S., Ph.D.  
Professor of Pharmacology

**Department of Internal Medicine**

Kathleen P. Bogacz, M.D., FACP  
Assistant Professor

Carl R. Hoegerl, B.S., M.Sc., D.O.  
Chair and Professor of Neurology

Charles R. Joseph, M.D.  
Assistant Professor of Neurology

**Department of Molecular and Cellular Sciences**

Mark. E. Hemric, B.S., Ph.D.  
Professor of Biochemistry

Yingguang Liu, M.M., Ph.D.  
Associate Professor of Microbiology
Matthew K. Pelletier, B.S., Ph.D.
Director of Assessment and Outcomes
Associate Professor of Human Genetics

Scott M. Severance, Ph.D.
Assistant Professor of Biochemistry

Department of Osteopathic Manipulative Medicine / Osteopathic Principles and Practices

Eric E. Gish, D.O., FHP
Associate Professor
Director of Osteopathic Integration

James W. Kribs, B.A., D.O.
Chair and Associate Professor

Michael D. Lockwood, D.O.
Professor

Department of Primary Care

Kimberly M. DeVolld, M.D.
Assistant Professor of Pediatrics, Division of Pediatrics

David J. McLario, M.S., D.O., FAAP, FACEP
Associate Professor of Pediatrics

Olubukola I. Ojuola, M.D., M.P.H., PGDipEd.
Chair, Division of Pediatrics

John G. Pierce, B.S., M.D.
Chair, Division of Women's Health

Department of Specialty Medicine

Amanda M. Baright, B.S., B.A., D.O.
Assistant Professor, Division of Surgery

Laura J. Potter, M.D.
Assistant Professor of Emergency Medicine

Chris M. Thomson, M.S., M.D., FACEP
Associate Professor

Division of Behavioral Health

Linda S. Mintle, M.S.W., Ph.D.
Chair

PROGRAM DIRECTORS
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

ACCREDITATION
The College of Osteopathic Medicine is provisionally accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation.
(AOA-COCA) in the United States.

PURPOSE
Liberty University College of Osteopathic Medicine [LUCOM] exists to educate osteopathic physicians in a Christian environment. LUCOM prepares physicians who dedicate themselves to excellence in the practice of osteopathic medicine through service toward their fellow man, life-long learning, and the advancement of medical knowledge. Instilling the Christian values of integrity and professionalism, LUCOM trains physicians who will provide ethical, compassionate, competent, and patient-centered osteopathic medical care.

GOALS
1. To recruit and graduate osteopathic medical students who have a servant’s heart and are committed to providing care to underserved and underrepresented patients in Virginia, Southeastern United States, across the United States of America and the globe.
2. To recruit a diverse student body that has a desire to serve disadvantaged urban and rural underserved populations.
3. To place an emphasis on recruitment of students from Virginia and the Southeastern United States who share our mission, vision and values and are likely to practice in the region and help advance its health and economic status.
4. To honor and preserve the history and philosophy along with the art and science of osteopathic medicine through the teaching of historical principles and practices and the incorporation of up to date scientific knowledge, research, clinical and biomedical sciences.
5. To provide an osteopathic medical education that is holistic, evidence based, community focused, and patient-centered with excellence as its expected standard.
6. To teach students by design, example and mentorship the treatment of the patient as an integrated whole; incorporating the mind, body and spirit.
7. To develop graduates who are qualified to enter any medical discipline upon graduation yet dominantly enter primary care, preventive and community based practices in our service area. This will be accomplished through the design of the curriculum, the type and location of the clinical educational opportunities provided and the leadership of the faculty role models that are provided by the COM.
8. To advance the careers, knowledge, skills and personal lives of the faculty and staff of the COM through support for scholarly activity, research, faculty development, a positive environment and respect.
9. To contribute to the advancement of medical knowledge and advance the quality of health care for society through educational, scientific and clinical research, promotion of effective health policy and other scholarly activity.
10. To be a contributing member of the greater Liberty University, Lynchburg, and Virginia communities by contributions to educational, professional, societal affairs and through works of service.
11. To support and advance osteopathic and other professional medical associations through leadership, support, contributions of service, development of policies, expansion of knowledge, and collaborative efforts.
12. To develop clinical education opportunities in rural and underserved areas of Virginia, local as well as distant regions of the United States and globally, to
provide quality clinical educational opportunities for LUCOM students and residents.

13. To develop clinical opportunities in rural and underserved areas of Virginia that will provide expanded access for patients’ healthcare through the efforts of LUCOM faculty, students and residents.

14. To develop and maintain national and international medical outreach and mission programs to train clinicians to serve in underserved areas of Virginia, the United States and the developing world.

15. To collaborate with our affiliated hospitals and clinical partners to develop graduate medical education programs for osteopathic and other health professions graduates, provide educational opportunities for health care professionals at the same time the programs provide healthcare and educational services to our region.

CURRICULUM
The curriculum is built around a semester schedule utilizing an integrated, interdisciplinary, systems-based model with an emphasis on active learning. It combines lecture demonstration with active learning techniques including team learning activities, interactive classroom learning, case-based education, a strong emphasis on utilization of simulation, and standardized patient events. It emphasizes biomedical and clinical interdisciplinary collaboration, guiding students to develop a holistic, and importantly, an osteopathic approach to medicine. We continually correlate basic scientific information and methodology with fundamental clinical application.

After an introductory foundations course during the first 6 weeks of the curriculum, the remainder of the first year consists of a system-based look at normal structure and function – from the molecular level to the whole-person level – as well as general pathological processes that affect human health. During the second year of the student’s education, a second pass through the system-organized courses places more emphasis on the pathological conditions common to humans that detract from human health during the second year of the student’s education. Throughout the first two years, students have an active introduction to and interaction with challenges related to the professional, ethical, moral, humanitarian, and business aspects of the life and work of a physician. Additionally, students examine the dynamic nature of national and global health policy and health care delivery.

Students have extensive lab based active learning opportunities during the first two years designed to develop problem solving, osteopathic principles and manipulative techniques, diagnostic and clinical skills. Students have extensive anatomy education with cadaveric education encountered across the first two years of the curriculum.

Students begin clinical exposure in their second semester, with shadowing experiences, standardized patients, simulation encounters and patient care opportunities that give them exposure to and prepare them for the “real world” of medicine.

Each student’s clinical exposure expands in the second year. Students have increased opportunity to interact with standardized patients and high fidelity
simulators on campus as well as be involved, under physician supervision, with real patients in the office and hospital setting.

Students are assigned to one of LUCOM’s core clinical education centers for their entire third year of medical school. Clinical rotation experiences are supplemented with an on-line, computer based module curriculum based on best practices established by each core discipline provided by the faculty of the COM. This foundational clinical education ensures quality, consistency and coordination of the students’ clinical education as well as preparation for graduate medical education (GME) and board examinations. In the fourth year of medical school, each student has ample opportunity to explore GME training opportunities through four to six elective rotations. During the hospital based sub-internships - consisting of three core selective rotations in medicine, emergency medicine and surgery - students are expected to develop the knowledge and skills required to be a resident in their desired GME training program.

Our core curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education in any medical discipline, with an emphasis on preparing students to become community based and primary care physicians.

A notable aspect of the clinical program is a required month long rotation in a rural practice setting. In community health centers, rural clinics and hospitals throughout the state of Virginia, our students participate in providing health care to medically underserved and indigent patients. Our students learn to treat various patients whose lifestyles, practices, and attitudes toward health care differ from those seen in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom.

LUCOM students have the opportunity to perform clinical rotations globally during their OMS-3 and OMS-4 year, as well as the opportunity to participate in medical outreach events during break times beginning near the end of the first year of education.

PROGRAM LEARNING OUTCOMES
Upon successful completion of the Doctor of Osteopathic Medicine, the student will be able to:

1. Demonstrate the medical knowledge, skills as well as competency in the seven core competencies established by the osteopathic profession at a level consistent with a graduate osteopathic physician.
2. Demonstrate the ability to apply inductive and deductive reasoning to problem solve for the advancement of the patient’s health and wellbeing.
3. Demonstrate their preparation for entry into graduate medical education programs leading to specialization in their medical practice discipline of choice.
4. Demonstrate the ethical and professional standards and the servant’s heart expected of an osteopathic physician by the public, the profession, the faculty and the University.
5. Demonstrate the capacity and skills required to advance medical knowledge as well as personal and professional life-long learning.
6. Demonstrate that they are patient-centered, holistic, evidence-based,
community focused physicians with excellence in practice as their standard.

DEGREE COMPLETION PLAN
The degree completion plan for the Doctor of Osteopathic Medicine can be accessed online at:
https://www.liberty.edu/media/1290/pdfs/LUCOM-Academic-Catalog.pdf.

ADDITIONAL INFORMATION
To learn more about the College of Osteopathic Medicine, please visit the website at http://www.liberty.edu/lucom/index.cfm?PID=28013.