

UNIVERSITY OF PIKEVILLE

KENTUCKY COLLEGE OF OSTEOPATHIC MEDICINE

ACADEMIC CATALOG

2026

The University of Pikeville – Kentucky College of Osteopathic Medicine reserves the right to make any changes to the content of this document at any time without advance notice.

Effective on July 1, 2011, the name Pikeville College changed to the University of Pikeville and the medical school, previously known as Pikeville College School of Osteopathic Medicine (PCSOM), became the Kentucky College of Osteopathic Medicine (KYCOM).

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KENTUCKY COLLEGE OF OSTEOPATHIC MEDICINE

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DEAN'S WELCOME



A message from the Dean…

Welcome to the Kentucky College of Osteopathic Medicine (KYCOM)!

As we begin a new academic year, I am honored to welcome you to a community grounded in compassion, service, academic excellence, and the osteopathic philosophy of care. Since its founding, KYCOM has remained steadfast in its mission to educate exceptional physicians committed to improving the health and well-being of underserved communities throughout Central Appalachia and beyond.

The Class of 2030 brings together talented and dedicated students from Kentucky and across the nation, each arriving with unique experiences, perspectives, and aspirations. At KYCOM, you will be challenged, supported, and equipped with the knowledge, skills, and resources necessary to succeed in medical school and in the practice of medicine. From advanced diagnostic equipment and osteopathic manipulative medicine (OMM) training tables to iPads, educational software, and essential learning resources, we are committed to fostering student success.

Just as important as the tools you receive is the community that surrounds you. Our faculty and staff are deeply invested in your personal and professional growth and are committed to maintaining a culture of mentorship, accessibility, and support. We believe meaningful relationships and a strong sense of purpose are essential components of becoming an outstanding physician.

As a KYCOM student, you are joining a proud tradition of osteopathic physicians who are making a lasting impact in rural and underserved communities across the region and throughout the country. Your journey here will shape not only your future, but also the lives of the patients and communities you will one day serve.

On behalf of the entire KYCOM family, welcome. We are proud to be part of your medical education journey and look forward to witnessing your growth, achievements, and future contributions to the profession of osteopathic medicine.

I wish you a meaningful and memorable year ahead.

Warmest regards,

Joe Kingery, D.O., MBA, FAAFP, FACOFP

Dean, Kentucky College of Osteopathic Medicine

ACADEMIC CALENDAR 2026-2027

Summer/Fall 2026	
Monday May 25 2026	4th Year Summer Term Begins
July 20 – 24 2026	1st Year Orientation Class of 2029
July 23 – 24 2026	2nd Year Orientation Class of 2028
Monday July 27 2026	First Day of Classes (1st and 2nd Years)
Monday July 27 2026	3rd Year Rotations Begin
Monday September 7 2026	Labor Day (Holiday/No Classes – 1st and 2nd Years)
Friday September 11 2026	4th Year Summer term Ends
Monday September 14 2026	4th Year Fall Term Begins
October 21 – 23 2026	Fall Break (OMED dates) (No Classes – 1st and 2nd Years)
November 25 – 27 2026	Thanksgiving Break (No Classes – 1st and 2nd Years)
Friday December 11 2026	End of Fall Semester (1st, 2nd, 3rd Years)
Friday December 18 2026	4th Year Fall Term Ends
Spring 2027	
Monday January 4 2027	3rd and 4th Year Spring Rotations Begin
Monday January 4 2027	First Day of Classes (1st and 2nd Years)
Monday January 18 2027	Martin Luther King Jr. Day (No Classes – 1st and 2nd Years)
March 15 – 19 2027	Spring Break (No Classes – 1st and 2nd Years) AAO Convocation
Friday March 26 2027	Good Friday (No Classes – 1st and 2nd Years)
April 15 and 16 2027	Hillbilly Days (No Classes – 1st and 2nd Years) TENTATIVE
Saturday May 8 2027	Health Professions Commencement
Friday May 14 2027	1st and 2nd Year End of Spring Semester
Friday May 21 2027	3rd and 4th Year End of Spring Semester

Academic calendar dates are subject to change

ABOUT THE KENTUCKY COLLEGE OF OSTEOPATHIC MEDICINE

Medicine in the Mountains

The Kentucky College of Osteopathic Medicine (KYCOM) was established to provide Medicine in the Mountains; it is Keeping the Promise. When KYCOM enrolled its first students in 1997, its founding dean, John A. Strosnider, D.O., stated that our medical school "is proudly committed to providing the Appalachian region with highly trained, competent, confident, and patient-friendly primary care osteopathic physicians." A recent analysis of graduates' specialties and practice locations revealed that 70 percent practiced in a primary care specialty and 41 percent are located within our Appalachian region

Mission

The mission of the University of Pikeville - Kentucky College of Osteopathic Medicine (KYCOM) is to provide students with an osteopathic medical education that emphasizes primary care, encourages research, promotes lifelong scholarly activity, and produces graduates who are committed to serving the health care needs of communities in rural Kentucky and other Appalachian regions.

Goals and Objectives

Kentucky College of Osteopathic Medicine (KYCOM) educates its students to become competent and compassionate osteopathic physicians. Given KYCOM's mission, its emphasis is on developing primary care physicians for underserved and rural communities. The following goals and objectives guide attainment of the KYCOM mission:

1. To recruit and graduate osteopathic medical students who are dedicated to alleviating the shortage of medical services in rural and underserved areas of Kentucky, Appalachia, and the nation.
    a. Recruit students from Kentucky, Appalachia, the neighboring region, and other rural and underserved areas.
    b. Recruit students with a strong desire to practice patient-centered medical care in medically underserved communities.
2. To offer a curriculum that integrates a strong foundation of medical knowledge with the professional, cultural and ethical traits desired in its students and graduates.
3. To educate osteopathic medical students in the art and science of osteopathic medicine using the most current research in clinical and basic science.
    a. Provide opportunities for research and scholarly activity for students and faculty.
    b. Advance medical knowledge and the quality of health care through educational, scientific, and clinical research.
4. To provide a curriculum that promotes and measures student competencies to enhance the development of future osteopathic physicians who are competent practitioners of patient-centered, quality medical care.
    a. Prepare students to pass the COMLEX-USA board exams.
    b. Incorporate clinical teaching throughout the four-year curriculum.
    c. Promote the acquisition of the core competencies during student clinical rotations.
5. To develop and maintain clinical education sites in rural and underserved Kentucky and Appalachian areas that promote providing rural primary care within our region.
6. To prepare physicians committed to improving access to quality, competent, and patient-centered medical care for all, with an emphasis on developing primary care physicians for underserved and rural communities.
7. To prepare KYCOM students to enter and succeed in postgraduate training programs.
8. To cultivate an appreciation of lifelong learning in KYCOM students and graduates through the development of scholarly inquiry skills.

Osteopathic Medicine

Osteopathic medicine practices a whole person approach to health care. Instead of just treating specific symptoms, osteopathic physicians focus on the patient as a whole. Both osteopathic physicians (D.O.s) and allopathic physicians (M.D.s) are trained as complete physicians in that both types of physicians are fully trained and licensed to practice medicine, perform surgery, and prescribe medications in the U.S. Osteopathic physicians' training includes an additional focus that centers on treating the body by improving its natural functions through osteopathic manipulative treatment (OMT). Through the manual manipulation of joints and soft tissues, OMT aims to restore the body's structural integrity so it can function in a natural and healthy way. Osteopathic physicians (D.O.s) have full practice rights in all 50 states and in many foreign countries. Osteopathic physicians can and do provide a full range of specialty and subspecialty medical services, and practice in many of the nation's most prestigious hospitals. Moreover, many D.O.s practice primary care in medically underserved areas. This reality accounts for the fact that while D.O.s make up only ten percent of physicians nationally, they care for more than 18 percent of the U.S. population.

History

In September, 1993, Chad Perry, a prominent attorney from Paintsville, Kentucky, and his wife Judy Perry, conceived the idea of creating an osteopathic medical school in the Appalachian region of Eastern Kentucky. Together with a group of supporters, they began to investigate the possibility of a school in Eastern Kentucky. The supporters believed that creation of an osteopathic medical school was the best way to help alleviate the shortage of primary care physicians in rural Eastern Kentucky. According to Mr. Perry, his support of the development of an osteopathic medical school for this region arose from the fact that osteopathic physicians "tend to stay in rural areas and in family practice." KYCOM enrolled its first students in 1997.

Accreditation

KYCOM is part of the University of Pikeville, which was established in 1889 as a small Presbyterian college located in Pikeville, Kentucky. The University of Pikeville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and doctoral (D.O.) degrees. Any questions about the accreditation of the University of Pikeville may be directed to the Commission on Colleges at 404-679-4500 or to 1866 Southern Lane, Decatur, Georgia 30033-4097. Additionally, inquiries may be made to the University of Pikeville at 606-218- 5250 or to 147 Sycamore Street, Pikeville, Kentucky 41501. Kentucky College of Osteopathic Medicine has been granted accreditation by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA). This body is recognized by the U.S. Department of Education as the accrediting agency for colleges educating osteopathic physicians and surgeons. Further information about the COCA accreditation process can be obtained at https://osteopathic.org/accreditation/

Commitment to Rural Medicine

KYCOM offers a four-year program toward attainment of the degree of Doctor of Osteopathic Medicine (D.O.). The College's purpose is to educate future primary care physicians to practice in rural Kentucky and other underserved areas. KYCOM opened in 1997 with an entering class of 60 students. The Commission on Osteopathic College Accreditation (COCA) granted approval to KYCOM to increase the size of its entering class to 135 students beginning with the Class of 2016 that entered July 30, 2012.

KYCOM continues to receive national recognition for its commitment to educating osteopathic physicians who practice in rural areas that are medically underserved, particularly within the Eastern Kentucky region that the College's mission serves. For several years, KYCOM has ranked among the top medical schools in the country with regard to the percentage of graduates entering primary care residencies and number of graduates practicing in rural areas. KYCOM is keeping its promise to ease the shortage of primary care physicians in rural Kentucky and Appalachia. Seventy percent of KYCOM graduates practice in a primary care specialty with approximately forty percent practicing within Appalachia.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY

The University of Pikeville's policy with respect to its student educational records adheres to the requirements and regulations of the Family Educational Rights and Privacy Act. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Education records are records that are directly related to a student, maintained by an educational agency or institution, or by a party acting for the agency or institution. Record means any information maintained in any way, including, but not limited to handwriting, video, audio tape, computer media, film, print, microfilm and microfiche.

The Family Educational Rights and Privacy Act (FERPA), (20 U.S.C. § 1232g; 34 CFR Part 99), is a federal law that protects the privacy of student education records. FERPA places limitations on the disclosure of personally identifiable information maintained by University of Pikeville with respect to students and limits access to educational records; including the right to inspect and review; right to consent to disclosures, with certain exceptions; the right to obtain copies; the right to seek amendment or correction of such records through informal and formal internal procedures; and the right to place a statement in such educational records explaining any information which the student believes to be inaccurate or misleading.

In accordance with FERPA regulations, the University of Pikeville holds certain information to be "directory information," and therefore, subject to disclosure without prior consent from the student. Unless written objection is received no later than 30 days from the commencement of the academic year, the University of Pikeville designates the following items as directory information:

- Student's Name
- Address
- Electronic mail address (UPIKE only)
- Telephone listing
- Date and place of birth
- Photographs
- Major field(s) of study
- Dates of attendance
- Enrollment Status (full-time; part-time, undergraduate, graduate, professional)
- Most recent previous school attended
- Degrees awarded
- Classification/Grade Level
- Name of the undergraduate, graduate, and/or professional school attended
- Participation in officially recognized activities and sports
- Weight and height of athletes
- Honors and awards received

Educational records may be disclosed to school officials (administrators, staff, faculty, coaches, individuals and/or organizations to whom the University has contracted or are conducting studies on behalf of the University for services, studies, or research) who have a "legitimate educational interest" in the student without prior consent of the student. "School official" is defined by the Department of Education as the following:

- Person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff)
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent)
- Person serving on the Board of Trustees; and/or
- Student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks

A school official has a "legitimate educational interest" if a review of a student's record is necessary to fulfill the official's professional responsibilities to the University. School officials may have legitimate educational interests both in students who are currently enrolled and in those who are no longer enrolled.

If a significant threat to the health or safety of a student or other individual is determined, university personnel may disclose information from education records to any person, including parents, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. University personnel must maintain a record of the significant threat that formed the rational basis for the disclosure.

Other exceptions to education records include: sole possession records, records created and maintained by a law enforcement unit for a law enforcement purpose, employment records (unless contingent on attendance), medical records made and maintained in the course of treatment and disclosed only to those individuals providing treatment, records that only contain information about a student after he or she is no longer a student at the University of Pikeville (i.e. alumni records).

Objections must be in writing, signed and dated by the student, and be directed to the University of Pikeville Registrar's Office. Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act may be directed to: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202-8520. For additional information: http://www.aacrao.org.

NOTICE OF NONDISCRIMINATION

The University of Pikeville does not discriminate on the basis of race, ethnicity, color, sex, gender, gender identity, sexual orientation, religion, national origin, age or disabilities in its programs, activities, hiring, or the admission of students.

The following person has been designated to handle inquiries regarding nondiscrimination policies under Title IX:

Bethany Kingery
Title IX Coordinator
Executive Director of Compliance and Legal Affairs
University of Pikeville
147 Sycamore Street
Pikeville, KY 41501
bethkingery@upike.edu
606-218-5344

The following person has been designated to handle inquiries regarding other nondiscrimination policies:

Lindsey Wertz
AVP of Operations and Human Resources
University of Pikeville Laughlin Cottage
147 Sycamore Street
Pikeville, KY 41501
lindseywertz@upike.edu
606-218-5216

If either individual is unavailable, inquiries concerning any nondiscrimination policy may be directed to the other individual.

CAMPUS SAFETY AND SECURITY

The University of Pikeville promotes a safe and secure environment to ensure the safety and well-being of the campus community. The University of Pikeville Public Safety Department is located in Condit Hall and is open at all times. All criminal or suspicious activity as well as any emergencies on campus should be reported directly to the University of Pikeville Public Safety Department by phoning 911 or 606-218-5940.

Campus Public Safety

The Clery Act is a federal statute requiring all colleges and universities participating in federal student aid programs to publish an annual security report that accurately discloses campus crime statistics and security information. This report may be found on the UPIKE website at http://www.upike.edu/StudentServices/publicsafety/crime_reporting.

Sexual Assault Prevention

The University of Pikeville is committed to providing a supportive learning environment and fostering safe, healthy relationships among our students. As such, the institution and members of our community will not tolerate the offenses of dating violence, domestic violence, sexual assault and stalking. The University encourages any member of the University community who has experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking, or knows of another member of the community who has experienced sexual harassment, sexual assault, domestic violence, dating violence or stalking, to report the incident to the University. In case of an emergency or ongoing threat, a survivor should get to a safe location and call 911. Calling 911 will connect you with local police. Students and employees who have experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking should report incidents to Dr. Bethany Kingery, who serves as the University's Title IX Coordinator at bethkingery@upike.edu or 606-218-5344.

KYCOM ADMINISTRATION

Joe E. Kingery, DO, MBA, FACOFP, FAAFP	Dean of the Kentucky College of Osteopathic Medicine
Cathryn J. Caudill, PhD	Associate Dean for Academic Affairs
Ayesha Ghayur, MD, PhD	Assistant Dean of Curriculum and Evaluation
Margorzata Simm, PhD	Associate Dean for Biomedical Sciences
Maleshea Hopkins, DO, FACOFP	Associate Dean for Clinical Affairs
Antoinette Justice, DO	Associate Dean for Osteopathic Medical Education
Laura E. Griffin, DO, FAAO	Associate Dean for Osteopathic Principles & Practices Integration
David A. Falletta, EdD	Director of Student Affairs and Academic Excellence
Daniel Donner, FAAC	Director of Financial Aid
Carla Branham	University Registrar
David Osborne	KYCOM Admissions Program Manager

KYCOM Academic Department Heads

Primary Care	Shylah Napier, DO, Chair
Osteopathic Principles and Practice	Laura E. Griffin, DO, FAAO, Chair

KYCOM Contact Information

Administrative Offices are open weekdays from 8:00 am to 5:00 pm. KYCOM observes customary holidays. Visitors are strongly encouraged to make appointments before visiting the campus to ensure that the person they need to see is available. KYCOM's address is:

Kentucky College of Osteopathic Medicine
University of Pikeville
147 Sycamore Street
Pikeville, KY 41501

Dean's Office	(606) 218-5410/Fax (606) 218-5447
Academic Affairs	(606) 218-5488/Fax (606) 218-5491
Basic Sciences	(606) 218-5421/Fax (606) 218-5491
Clinical Rotations	(606) 218-5418/Fax (606) 218-5168
Graduate Medical Education	(606) 218-5504/Fax (606) 218-5167
Osteopathic Medical Education	(606) 218-5419/Fax (606) 218-5491
Community Clinic	(606) 218-5398/Fax (606) 218-5492
Student Affairs	(606) 218-5400/Fax (606) 218-5255
Admissions	(606) 218-5409/ Fax (606) 218-5405
Financial Aid	(606) 218-5254/Fax (606) 218-5256
Registrar's Office	(606) 218-5193/Fax (606) 218-5212

ADMISSION INFORMATION

Information for Prospective Students

COMLEX-USA

The National Board of Osteopathic Medical Examiners (NBOME) administers the Comprehensive Osteopathic Medical Licensing Examination (COMLEX- USA) board examinations that consist of Levels 1, 2 CE, and 3. The purpose of the COMLEX-USA board examination series is to assess the osteopathic medical knowledge and clinical skills required for osteopathic generalist physicians to practice medicine without supervision.

KYCOM requires that its medical students take and pass the COMLEX Levels 1 and 2 CE board examinations as part of their graduation requirements. Additionally, they must successfully pass a clinical competency assessment during their rotations. Following graduation and as part of residency training, KYCOM graduates also must pass the COMLEX-USA Level 3 examination.

KYCOM COMLEX FIRST-TIME PASS RATES					
	2021-2022	**2022-23**	**2023-24**	**2024-25**	**2025-26**
COMLEX LEVEL I	84.4%	83.5%	80.82%	92.65%	93.13%*
COMLEX LEVEL 2-CE	92.7%	92.7%	89.92%	81.21%	92.81%*
COMLEX LEVEL 2-PE	Clinical Skills Attestation	Clinical Skills Attestation	Clinical Skills Attestation	Clinical Skills Attestation	Clinical Skills Attestation
COMLEX LEVEL 3	98.6%	91.87%	93.04%	89.06%*	Not Yet Available

**Currently in progress; all students have tested.*

Residency Placements

Graduates of the KYCOM Classes of 2018 through 2025 seeking residency positions have obtained placements in graduate medical education programs offered by the Accreditation Council for Graduate Medical Education (ACGME) or by the United States Military. Information on placements by specialty and or institution may be found at the KYCOM website at Residency Placements | UPIKE.

Admission

The University of Pikeville - Kentucky College of Osteopathic Medicine seeks to recruit students who will help KYCOM fulfill its mission of providing students with an osteopathic medical education that emphasizes primary care, encourages research, promotes lifelong scholarly activity, and produces graduates who are committed to serving the health care needs of communities in rural areas, particularly those in rural Kentucky and other Appalachian regions.

KYCOM is a private institution that encourages applications from qualified students who are interested in pursuing a career in osteopathic medicine. In accordance with KYCOM's mission to educate osteopathic physicians trained in rural primary care, qualified applicants from Kentucky will be given preference for admission to KYCOM.

Applicants to KYCOM are considered with respect to their intellectual ability, scholastic achievement, commitment, and suitability to succeed in the study of osteopathic medicine. In addition, all individuals are required to meet Technical Standards to be considered for admission. KYCOM adheres to the University of Pikeville's policy on nondiscrimination and considers all applicants for admission and financial aid without regard to race, ethnicity, color, sex, gender, gender identity, sexual orientation, religion, national origin, age or disabilities.

ACADEMIC REQUIREMENTS

The minimum academic requirements for admission to the first-year class are:

1. A baccalaureate degree from a regionally accredited college or university. The baccalaureate degree must be earned prior to matriculation in the medical school program.
2. The Medical College Admissions Test (MCAT). Students must take the exam and have the official scores sent to KYCOM. MCAT test scores are valid for three years from the original test date.
3. Satisfactory completion of the following college courses, including laboratory work:

English Composition and Literature	6 Semester Hours
General Chemistry	8 Semester Hours
Organic Chemistry	8 Semester Hours *(4 hours of which can be Biochemistry)*
Physics	8 Semester Hours
Biological Sciences	12 Semester Hours

These basic requirements must be passed and taken for credit at an accredited college or university.

Computer proficiency is an essential skill that will assist students with KYCOM course work. Therefore, it is strongly recommended that each entering student should have a good working knowledge of common PC use and applications. KYCOM utilizes the latest Microsoft Office® and Windows® applications.

TECHNICAL STANDARDS

KYCOM complies with the nondiscrimination policies of the University of Pikeville and does not discriminate based on race, ethnicity, color, sex, gender, gender identity, sexual orientation, religion, national origin, age, or disabilities. In doing so, however, KYCOM must maintain curriculum requirements deemed essential to the education of an osteopathic physician. KYCOM does not discriminate against qualified individuals with disabilities and is committed to providing reasonable accommodations in accordance with applicable law.

KYCOM recognizes that there are varying levels of disability and needs and is committed to supporting those with disabilities who, with reasonable assistance, can meet the established technical standards. These standards identify reasonable expectations of osteopathic medical students and physicians in performing common functions. Students who, with reasonable assistance, can meet the technical standards to be successful in the KYCOM curriculum and to practice osteopathic medicine safely and competently are considered for admission.

A candidate for the D.O. degree must have multiple abilities and skills, including: observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social attributes. While accommodations may be made for various disabilities, a candidate must be able to perform in a reasonably independent manner throughout their enrollment at KYCOM.

Observation

The candidate must be able to acquire a level of required information as represented through demonstrations and experiences in the basic sciences. This includes but is not limited to information conveyed through physiologic and pharmacological demonstrations in animals, as well as microbiologic cultures and microscopic images of microorganisms and tissues in normal and pathologic states. Furthermore, a candidate must be able to observe a patient accurately, at a distance and close at hand; acquire information from written documents; and see information presented in images in media such as paper, film, slide, video or computer monitor. Observing and acquiring information from these sources usually requires functional visual, auditory, and somatic sensation, enhanced by other sensory modalities. The use of a trained intermediary in such cases would compromise performance, as it would be mediated by another individual's power of selection, observation, and experience.

Communication

Candidates must be able to communicate effectively, efficiently, and sensitively with patients and their families, and with all members of the health care team. A candidate must be able to interpret X-ray and other graphic images and digital or analog representations of physiologic phenomenon (such as EKGs). Assistive devices may be used if necessary.

Motor

Candidates and students should possess the motor skills necessary to provide general care and emergency treatment to patients and to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests, and diagnostic procedures. Examples include cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performing simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Sensory

Osteopathic candidates need exceptional sensory skills. It is therefore necessary to thoroughly evaluate individuals who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation, and any malformations of the upper extremities.

Strength and Mobility

Osteopathic treatment often requires upright posture with sufficient lower extremity and body strength. Therefore, individuals with significant limitations in these areas would be unlikely to successfully complete the requirements for a D.O. degree. Mobility required for emergency codes and CPR is also required.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

The candidate must be able to measure, calculate, reason, analyze, and synthesize in a timely fashion. In addition, the candidate should be able to comprehend three- dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

Candidates must possess the emotional health required to fully use their intellectual abilities, to responsibly attend to the diagnosis and care of a patient, and to develop mature, sensitive, and effective relationships with patients.

Candidates and students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of patients.

Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational processes.

ACCOMMODATIONS/ADA

Accommodations under the Americans with Disabilities Act (ADA)

The University of Pikeville and the Kentucky College of Osteopathic Medicine are committed to providing equal educational access for students with disabilities in accordance with the Americans with Disabilities Act (ADA) and applicable law. Students seeking academic accommodations should contact the UPIKE Disability Resource Center (DRC) to establish eligibility and obtain an official accommodation letter. Accommodations are implemented in coordination with the DRC and course faculty.

Disability Resource Center
204 Administration Building
147 Sycamore Street
Pikeville, KY 41501
(606) 218-4484 | (606) 218-5501
Fax: (606) 218-4472
DRC@upike.edu

Students should provide accommodation letters to the course director as early as possible to ensure timely implementation.

APPLICATION PROCESS

KYCOM participates with other colleges of osteopathic medicine in the centralized application services offered by the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Prospective students must initiate their application to KYCOM by submitting a Primary Application through AACOMAS, which may be obtained by contacting:

AACOMAS
5550 Friendship Boulevard,
Suite 310 Chevy Chase, MD
20815-7231
Phone: (301) 968-4190
aacomas@aacom.org

Prospective students who have their applications sent to KYCOM for consideration and meet the minimum requirements for admission will be emailed, by the KYCOM Admissions Office, instructions on how to access an online KYCOM Secondary or Supplemental Application. Please note that all application materials received become the property of KYCOM and are not returned to any applicants regardless of determination.

Applicants to KYCOM should submit their complete applications no later than March 1 for review. However, applicants are urged to submit their completed application dossiers to KYCOM as early as possible, since KYCOM admits students on a continuous or rolling basis. Application review begins during summer. Interviews generally begin in August and run through April or until the entering class is filled.

KYCOM will review applicant files only after all of the following materials have been received:

1. A completed AACOMAS application and a completed KYCOM supplemental application, including official MCAT Scores;
2. A nonrefundable supplemental application fee of $75 that is payable to KYCOM; and
3. Letters of recommendation
    a. Requirement: A letter from a physician (preferably a D.O. who is a member of the AOA);
    b. Requirement: At least one of the following options.
        i. Letter from Pre-med Committee.
        ii. Letter from a pre-med advisor and a letter from a science faculty member who is familiar with the applicant's academic work; and
        iii. Letters from two different science faculty who are familiar with the applicant's academic work
4. Recommendations must be written within the two years prior to making application.
5. All applicants and students are required to meet KYCOM Technical Standards that are on the Secondary Application. Please read KYCOM's statement of Technical Standards and affirm that you meet these standards.

6. In addition, all applicants to KYCOM must affirm that, if accepted, they will meet all immunizations requirements prior to enrollment.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Students who wish to further strengthen their academic preparation for medical school may consider completing UPIKE's Master of Science in Biomedical Sciences program. This program provides additional coursework and experiences that may enhance an applicant's academic credentials and readiness for professional study. Participation in this program is entirely optional and does not guarantee admission to the College of Osteopathic Medicine.

For detailed information regarding curriculum, admission requirements, costs, and outcomes, prospective students should consult the UPIKE catalog and admissions materials of the UPIKE Master of Science in Biomedical Sciences program.

ADMISSION INTERVIEWS

The major criteria for rating applicants are academic excellence, commitment to osteopathic primary care, commitment to practice medicine in an underserved area, and personal characteristics. Academic excellence is measured by assessing results of the Medical College Admissions Test, grades, and grade point averages. The degree of difficulty of the program at which the applicant studied is also considered.

After the initial assessment, selected applicants are invited to interview. Interviews are offered virtually or in-person with one or two faculty members.

ADMISSION DECISIONS

After the interviews, the Admissions Committee reviews the interviewers' recommendations. The committee then determines which of the interviewed applicants are to be extended offers of admission, placed on a hold list, or denied admission. Applicants are notified as soon as final admissions decisions are made.

An acceptance fee is required from successful applicants (See Tuition and Fees). Acceptance is conditional until all required documentation is received. Transcripts must be on file prior to matriculation.

Integrity

Prospective students seeking admission to KYCOM are expected to demonstrate integrity and professionalism throughout the application and matriculation process. Any intentional misrepresentation, falsification, or omission of all requested application and matriculation information is reason for rejection or dismissal. KYCOM reserves the right to deny admission to any applicant for any reason it deems sufficient. Further, matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and personal conduct between the time of their acceptance and their matriculation at KYCOM.

TRANSFER POLICY

Advanced standing is not generally granted. However, students with exceptional academic credentials earned at another college or university may petition the Associate Dean for Academic Affairs for credit for one or more courses offered by KYCOM.

KYCOM TRANSFER POLICY

Student transfers to KYCOM are rare. Student requests for transfer to KYCOM should be directed to the Admissions Office. KYCOM does not encourage transfer students, but will consider them in special circumstances. Any transfer student accepted at KYCOM may, at the discretion of the Associate Dean for Academic Affairs, receive credit for courses taken at another medical school.

1. Credits may be transferred only from medical schools and colleges accredited either by the Commission on Osteopathic College Accreditation (COCA) or by the Liaison Committee on Medical Education (LCME). Transfer credits are given only if the student is eligible for readmission to the previously attended COCA or LCME accredited medical school.
2. When a student transfers from another COCA-accredited College of Osteopathic Medicine (COM) to KYCOM, the last two years of instruction must be completed at KYCOM, which grants the D.O. degree.
3. When students transfer from an LCME-accredited medical school or college to KYCOM, at least two years of instruction must be completed at KYCOM.
4. In the case of LCME transfers, KYCOM's requirements for osteopathic manipulative medicine must be completed prior to graduation.

FINANCIAL AID & TUITION

Financial aid counseling and assistance is provided to medical students regarding securing financial support to help meet the costs of medical education. Although the **Office of Financial Aid** assists students with funding for their medical education, the student is primarily responsible for securing this financing. This means that such things as supplying personal or family documentation, ensuring that a student qualifies for loans by having a favorable credit report, and providing monies for prior commitments are the student's obligations under the system. All documents requested must be received before financial assistance will be processed.

The average osteopathic physician is at least $254,987 in debt by the time they graduate from a college of osteopathic medicine (**AACOM Summary Report**). During schooling, most students are required to live at a modest level. The primary obligation for financing a medical education lies with the student, the student's parents, and/or the student's spouse. The federal agencies that make funds available for borrowing do so with the understanding that medical students who receive financial loans should maintain modest living costs.

Every student applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) to assess aid eligibility. UPIKE complies with the federal requirements that all students who receive financial assistance from Title IV and Title VII funds must maintain satisfactory Academic Progress. Information about satisfactory Academic Progress requirements may be found on the UPIKE Financial Aid website. Students may file loan applications and check the status of loans through the Office of Financial Aid or online at **https://studentaid.gov**.

Financial aid as awarded or borrowed under federal programs cannot exceed the KYCOM standardized student budget. Funds are allowed for a student's direct educational costs and for reasonable, approved personal living costs while they receive an education. Students must manage their financial aid funding prudently to make it work comfortably. Students must carefully monitor and adhere to their approved budgets.

KYCOM Advantage

The vision of KYCOM's founding Dean was to ensure that every student has access to the same educational opportunities and tools for success, regardless of their financial background. To achieve this goal, KYCOM provides its students with an OPP table, white coat, scrubs, diagnostic equipment (stethoscope, ophthalmoscope, etc.), an iPad, and all required texts. All KYCOM students are provided membership in the American Osteopathic Association (AOA), Student Osteopathic Medical Association (SOMA), and the Kentucky Osteopathic Medical Association (KOMA). Exam fees for the National Board of Osteopathic Medical Examiners COMLEX- USA Level 1 and Level 2 CE board exams are paid by KYCOM (first attempts only). In addition, the KYCOM Advantage also includes a COMLEX–USA Level 1 examination preparation program and practice question banks for the COMLEX Level 1 and Level 2 CE.

TUITION, FEES AND REFUNDS

Tuition and Fees

KYCOM's tuition is $59,750. Students are billed each semester and payment is due the first week of the semester. Questions about tuition, billing, and payments should be directed to the **University of Pikeville Business Office**. Questions about financial aid should be directed to the **University of Pikeville Office of Financial Aid**. Tuition is subject to change annually. The University reserves the right to change the schedule of tuition and fees without advance notice and to make such changes applicable to current and future students.

Tuition Refunds

Students are billed each semester and payment is due in accordance with the institution's policies. No part of the tuition fee will be refunded to a student who withdraws for any reason after the fourth week of the beginning of an academic semester. The academic semester begins on the first day of classes as listed in the KYCOM Academic Catalog.

A request for withdrawal requires completion of a form that is initiated in the KYCOM Office of Student Affairs and is reviewed and signed off by other support offices on campus. This request must be received before the close of business during the week in which the refund is requested. The request for a tuition fee refund requires prior written notification of withdrawal from KYCOM. The tuition fee refund shall be prorated as follows:

- 100% during the first week of an academic semester;
- 75% during the second week of an academic semester;
- 50% during the third week of an academic semester; and
- 25% during the fourth week of an academic semester.

No course, clerkship, or rotation will be credited toward promotion, graduation, or subsequent credit if a student has not paid the required tuition and fees, including any additional tuition incurred by repeating any portion of the regular program.

The Board of Trustees of the University of Pikeville reserves the right to change the schedule of tuition and fees, without advance notice, and to make such changes applicable to current and future students of KYCOM. They may establish additional fees or charges for special services whenever, in their opinion, such actions are deemed advisable. All inquiries concerning the above policies and all requests for refunds should be directed to the University of Pikeville Business Office and KYCOM Office of Student Affairs and Academic Excellence.

SCHOLARSHIPS AND LOANS

Information on scholarship availability is on the **KYCOM website**. Please also refer to **www.aacom.org** and **www.aof-foundation.org** for information on scholarship opportunities.

Loans

The primary loan sources for medical students are the federal Stafford loan programs. These programs have maximum borrowing amounts, which are as follows:

- Federal Stafford Loans:
    - Unsubsidized loans – $40,500 - $47,167 per year
    - Cumulative debt – $224,000
- Federal GRAD PLUS Loan:
    - Cost of education less financial aid per year

The amount a student can borrow is based on criteria defined by the U.S. Department of Education, the KYCOM standardized student budget, and student's level of federal loan indebtedness. The Unsubsidized Stafford Loan accrues interest from disbursement date. Borrowers must consider the repayment implications and avoid excessive borrowing. KYCOM has a federally mandated obligation to keep a student's indebtedness to a minimum. A student will receive counseling annually while enrolled about the nature of their debt and the projected payment schedule.

BORROWING MONEY FROM THESE PROGRAMS IS A PRIVILEGE, NOT A RIGHT; REGULATIONS CONTROLLING THESE PROGRAMS CHANGE PERIODICALLY. STUDENT LOANS ARE ONLY TO BE USED FOR APPROVED EDUCATION-RELATED EXPENSES AND PERSONAL LIVING EXPENSES.

Default is the failure of a borrower to make an installment payment when due or to meet other terms of the promissory note. If this happens, it is reasonable to conclude that the borrower no longer intends to honor the obligation to repay. Defaulted loans are reported to national credit agencies, thus affecting credit ratings and future ability to borrow money. KYCOM encourages students to borrow responsibly, budget prudently, and limit living costs. If a student's loan goes into default, the University, the organization that holds the loan, the state, and the federal government can all take action to recover the money. The federal government can deny a school's participation in the student loan programs if the school's default rate is too high. Further, the University will withhold release of student records of any individual who is in arrears or in default under any loan or loan program, where such arrears or default adversely affects the University in any way.

Federal Loan Eligibility Requirement - Satisfactory Academic Progress

KYCOM complies with the federal requirement that all students who receive financial assistance from Federal Student Aid funds must maintain Satisfactory Academic Progress (SAP) toward attainment of their degree. Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at the University of Pikeville. Progress is determined by length of program, hours attempted versus hours earned (passing rate), and grade point average (GPA).

Length of Program: The time frame in which a student must complete their degree cannot exceed more than 150% of the published length of the student's program of study. KYCOM students must complete their program within six years. A KYCOM student may need additional time to complete the curriculum due to academic or personal situations, fellowships, or other circumstances. Approved leaves of absence may, where permitted by federal regulations, be excluded when calculating a student's maximum eligibility period for federal financial aid. However, approved leaves of absence count toward KYCOM's six-year maximum timeframe for completion of the Doctor of Osteopathic Medicine degree unless otherwise approved by the Dean. The Office of Financial Aid will notify students who are ineligible for continued assistance and will provide them with information regarding their repayment status. Students who are beyond the six-year maximum time may consult with the Office of Financial Aid for other funding options.

66.67% Passing Rate: In order for a UPIKE student to be on-track to graduate with a degree from the University of Pikeville at an acceptable rate, the student must successfully complete at least 66.67% of all credit hours attempted. Successful completion is defined as completing the course with a grade above 70% or P. Please note that courses attempted but withdrawn from (received a W) will count against the passing rate.

Grade Point Average (GPA): Satisfactory Academic Progress GPA requirements for a UPIKE student ensures the student is maintaining a satisfactory academic level to be successful in their academic endeavors. The minimum acceptable grade point average for KYCOM students is 70%.

SAP Progressions

Financial Aid SAP Warning: Students who do not meet the GPA or Passing Rate criteria in their first semester/term will be placed on Financial Aid SAP Warning. Students are still eligible for financial aid during this term but must bring the GPA and/or Passing Rate up at the end of the semester/term in which they are on Warning.

Financial Aid SAP Suspension: If while on Warning, the GPA and/or Passing Rate does not improve to the required level, the student will be placed on SAP Suspension. While on SAP Suspension, the student will be ineligible for Federal, State, or institutional aid.

Regaining financial aid eligibility: Students must graduate or take courses at their own expense until they improve their GPA or Passing Rate.

Improve GPA: The student must raise their GPA above minimum requirement by taking courses at their own expense. Once this is achieved, the student is required to notify the Office of Student Financial Aid they have reached the minimum GPA requirement for further financial aid processing. Students may not use hours earned off campus to improve their UPIKE GPA.

Improve Passing Rate: The student must take the next semester's courses at their own expense and meet the minimum requirement of passing at least 67% of the attempted credit hours. Once the classes have been taken and passed successfully, the student must notify the Office of Financial Aid for further financial aid processing.

Federal loan SAP status is separate from academic standing, academic probation, remediation, or dismissal decisions made by KYCOM.

Student's Right to Appeal SAP Suspension

Students experiencing an extenuating circumstance that prevents them from completing the minimum standards set within the UPIKE Satisfactory Academic Progress policy have the right to appeal the decision with the UPIKE Financial Aid office. The appeal must be submitted in writing and must explain the following items:

1. A description of the extenuating circumstance (i.e. death, personal injury, or illness, etc.)
2. An academic plan that explains how the minimum requirements and satisfactory progress will be met in the next term.
3. Documentation supporting the above

Decisions will be communicated to the student by email. If the appeal is denied, the student will not be eligible to receive any institutional, state, or federal financial assistance, and the student will be required to pay for classes at their own expense or through a private loan. If the appeal is approved, the student will be placed on financial aid probation and may be placed on an SAP Academic plan for more than one term. After the probated term, the student will be monitored again and must meet the minimum standards of SAP or successfully complete the SAP academic plan designed for the student upon SAP appeal approval.

SAP Academic Plans are designed on a student-by-student basis and approved by the Director of Financial Aid.

Return of Title IV Funds Policy

It is the responsibility of the Office of Financial Aid to complete the calculation of the Title IV returns within the time frame required by federal regulation. Any student with Title IV funding that has attended at least one class will be run through the R2T4 calculation process. The Office of Financial Aid provides the student with a withdraw calculation form once R2T4 has been completed. Students are instructed to complete the counseling online at www.studentaid.gov. The University of Pikeville returns the calculated amount to the appropriate sources which may result in a bill owed to the University. The student received notification from the Business Office of any remaining balance.

Title IV Return Calculation Procedures

The following steps outline the general procedures used to calculate a Title IV return:

1. Determine the percentage of aid earned by calculating the percentage of the period that the student completed.
2. Determine the amount of earned aid by applying the percentage of the total Title IV aid that was or could have been disbursed.
3. Determine the amount of unearned aid by subtracting earned aid from disbursed aid.
4. If unearned funds must be returned, determine the University's and student's shares.

The portion of unearned funds the University is responsible for paying is returned by the University immediately. The student is then notified of the University's responsibility to return funds to the federal aid program and is subsequently billed via balance on their institutional account for any funds the University was required to return. Any funds returned by the University represent a debt owed by the student to the University of Pikeville. A student may not enroll in subsequent terms or have academic records released until such time that all debts have been repaid to the institution. The University of Pikeville is required to return unearned financial aid assistance in a particular order when a student officially or unofficially withdraws.

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Federal Pell Grant
6. Federal SEOG
7. TEACH Grant

Veterans Affairs Education Benefits

Department of Veterans Affairs education benefits are authorized to veterans and qualified dependents under specific chapters of Title 38, U.S. Code (USC). Eligibility for these benefits is determined solely by the Department of Veterans Affairs. Students eligible to receive VA education benefits from the Montgomery GI Bill® (active-duty reserve/guard or dependent) must provide their Certificate of Eligibility and contact the VA Certifying Official (Office of Financial Aid) to complete the application process. ® GI BILL is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Financial Aid and Debt Management Counseling

Students are required to attend and complete all Financial Aid and Debt Management Counseling sessions and Exit Interviews as communicated by the Office of Financial Aid, the KYCOM Office of Student Affairs, and/or the Office of the Dean.

ACADEMIC INFORMATION

Academics

The curriculum of KYCOM is expressly designed to provide students with essential elements of the biomedical and clinical sciences and to meet the mission and objectives of KYCOM. The preclinical curriculum features integration of clinical applications and/ or osteopathic principles within biomedical science courses and forms the foundation for the third and fourth year clinical curriculum. During year one of the KYCOM curriculum students learn fundamental concepts of medicine and begin development of their physician patient care skills through educational coursework that utilizes standardized patients and human models. During year two, clinical skills development progresses and

students participate in clinical encounters with community physicians. The sequence of topics is coordinated in both years so that once a topic has been introduced in one course, it may be expanded upon in other courses. Student patient care skills and competencies are further developed in clinical rotations during years three and four.

Osteopathic Principles and Practices (OPP) Fellowship Opportunity

KYCOM offers a one-year undergraduate teaching fellowship program in Osteopathic Principles and Practices/Anatomy. Those selected for the OPP fellowship enter a 5-year program at KYCOM, thereby extending graduation by 1 year. The fellowship offers an invaluable way to enhance skills in Osteopathic Manipulative Medicine (OMM) and to gain experience in medical education. OPP Student Fellows assist in teaching Osteopathic Principles and Practices, Gross Anatomy, and other clinical skills under the supervision of the course directors/department chairs. OPP Student Fellows also see patients at the KYCOM OPP clinic and provide tutoring as needed to students who require assistance. The OPP Student Fellowship selection process occurs during the second year, and OPP Student Fellows participate in the on-campus portion of the fellowship program in one of two different tracks during their clinical years. OPP Student Fellows receive a stipend and tuition waiver for the fellowship year.

KYCOM Rotation Selection Process

The KYCOM Clinical Affairs Department coordinates the rotation selection process. Students participate in a rotation selection process to secure a third-year site to complete core rotations during the second year of study. The selection process includes application and lottery sites, as well as a hardship application process for students who seek a specific location. The Dean's Administrative Council is responsible for determining what factors constitute a hardship, the process by which students can apply for hardship considerations, and for reviewing and approving student hardship applications. Students must meet the established criteria for their hardship application to be considered. KYCOM core rotation hub sites are community-based and may change yearly. KYCOM cannot guarantee that a student will receive a specific location.

KYCOM Third- and Fourth-Year Curriculum Guidelines

Students must read the Clinical Rotations Manual that is applicable to each class, which contains policy guidelines regarding student expectations, participation, and successful completion of the KYCOM third- and fourth-year clinical curriculum. The manual provides detailed information on the clinical curriculum, expectations for student conduct and performance, student evaluation guidelines, grading policies, and related information. The KYCOM clinical science faculty review Student Assessment Forms for third- and fourth-year students each quarter to ensure that the students' performances are meeting or exceeding the educational objectives set for the respective clinical rotations.

COMLEX-USA Examinations

General Requirements

Graduation from KYCOM requires successful completion of COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (CE) examinations. **Failure of three attempts on any COMLEX-USA examination will result in dismissal from KYCOM.**

Level 1

Students must take COMLEX-USA Level 1 upon successful completion of the first two years of the KYCOM curriculum and prior to entering third-year clinical rotations.

Initial Readiness Assessment

At the conclusion of the second academic year, all students must complete an institutional COMSAE to assess readiness for COMLEX Level 1.

- Students who achieve a score of 450 or higher on an institutional COMSAE qualify to sit for the COMLEX Level 1 examination and are expected to take the exam before beginning clinical rotations.
- Students who score below 450 must complete additional study and take a second institutional COMSAE no earlier than June 1 and no later than July 1.
- Students who score below 400 on the second institutional COMSAE are required to enroll in a commercial board preparation program approved by the Office of Academic Affairs.
    - The student must submit weekly progress reports to the Director of Academic Progress and follow the timeline and guidance of the commercial program.
    - Failure to comply with these requirements will result in referral to the Academic Progress Committee (APC).
- Any additional COMSAEs administered beyond the first institutional exam are at the student's expense.
- Only institutional COMSAE forms administered through KYCOM are acceptable for qualification purposes; scores from student-purchased COMSAE forms will not be accepted.
- A minimum of two weeks of additional study time is required between institutional COMSAE attempts.

Qualification to Sit for COMLEX Level 1

To be approved to sit for the COMLEX-USA Level 1 examination, a student must either:

1. Achieve a minimum score of 450 on a subsequent institutional COMSAE, or
2. Submit documentation of successful completion (e.g., certificate or verification) from an approved commercial board preparation program to the Director of Academic Progress for review and approval.

When required, subsequent institutional COMSAEs must be taken no later than 7–10 days prior to a student's scheduled COMLEX-USA examination date. If the COMSAE score is below 450, the student must reschedule their COMLEX examination before they are within four days of the originally scheduled test date.

If a student is within four days of their test date and they have not met the above criteria, the student's eligibility to sit will be revoked with the NBOME and they will be referred to the Professional Conduct and Ethics (PC&E) Committee for possible disciplinary action.

Timeline

All students must take COMLEX-USA Level 1 before beginning third-year rotations or by a date established by the Associate Dean for Academic Affairs, whichever occurs first. Students who have not taken the examination by December 31 of the third year will be referred to the APC for review, which may include a mandatory academic leave of absence. A mandatory academic leave of absence may not extend past the end of the spring semester of the student's third academic year, and does count against the 6-year maximum timeframe for graduation.

Students must notify both Clinical Affairs and their Clinical Core Site Coordinator of any changes to their testing schedule. Failure to do so may result in a referral to the PC&E Committee.

Failure and Retake

A student who fails Level 1 may be removed from clinical rotations and required to complete a formal study program. The second attempt must occur within 90 days of receiving the first score.

A second failure will result in referral to the APC, which will establish a study plan and timeline for the third and final attempt. Failure to achieve a passing score by the end of the third academic year will result in an APC hearing for possible dismissal.

Level 2 CE

KYCOM requires the Level 2 CE examination to be taken after successful completion of Level 1 and years one, two, and three of osteopathic medical education, which includes successful completion of all core/required rotations and the CAPSTONE course.

Initial Readiness Assessment

Upon becoming eligible for Level 2 CE, all students must complete an institutional COMSAE to assess readiness for the examination.

- Students who achieve a score of 450 or higher on an institutional COMSAE qualify to sit for the COMLEX-USA Level 2 CE and are expected to schedule the examination during the fourth year.
- Students who score below 450 must meet with the Director of Educational Support to develop an individualized study plan in OST 899 and complete additional preparation prior to retesting.
- Students who score below 400 on a second institutional COMSAE are required to enroll in a commercial board preparation program approved by the Office of Academic Affairs and must submit weekly progress reports to the Director of Academic Progress in accordance with the program's timeline.
- Any additional COMSAEs administered beyond the first institutional exam are at the student's expense.
- Only institutional COMSAE forms administered through KYCOM are acceptable; scores from student-purchased COMSAE forms will not be accepted.
- A minimum of two weeks of additional study time is required between institutional COMSAE attempts.

Qualification to Sit for COMLEX Level 2 CE

To be approved to sit for the COMLEX-USA Level 2 CE, a student must either:

1. Achieve a minimum score of 450 on a subsequent institutional COMSAE, or
2. Submit documentation of successful completion (e.g., certificate or verification) from an approved commercial board preparation program to the Director of Academic Progress for review and approval.

When required, subsequent institutional COMSAEs must be taken no later than 7–10 days prior to a student's scheduled COMLEX-USA Level 2 CE examination date. If the COMSAE score is below 450, the student must reschedule their COMLEX examination before they are within four days of the originally scheduled test date.

If a student is within four days of their scheduled COMLEX date and has not met the above qualification criteria, their eligibility to sit will be revoked with the NBOME, and they will be referred to the Professional Conduct and Ethics (PC&E) Committee for possible disciplinary action.

Timeline

All students must take COMLEX-USA Level 2 CE between the start of the fourth academic year and December 1 of that same year. Students are strongly encouraged to take the Level 2 CE by August or September of their fourth year to ensure that scores are available when residency application platforms open to program directors. Students who fail to take the examination by December 1 will be referred to the Academic Progress Committee (APC) for review, which may include a mandatory academic leave of absence. A mandatory academic leave of absence may not extend past the end of the spring semester of the student's fourth academic year, and does count against the 6-year maximum timeframe for graduation.

Students must notify both Clinical Affairs and their Clinical Core Site Coordinator of any changes to their testing schedule. Failure to do so may result in a referral to the PC&E Committee.

Failure and Retake

A student who fails Level 2 CE may be removed from clinical rotations and required to complete a formal or commercial board-study program. The second attempt must occur within 90 days of receiving the first score.

A second failure will result in referral to the APC, which will determine a study plan and timeline for the third and final attempt. Failure to successfully complete all COMLEX-USA requirements within two years of the start of the fourth year of study will result in dismissal from KYCOM.

ACADEMIC POLICIES

KYCOM students are evaluated based on their performance on assignments and achievements on regularly scheduled written and practical examinations. The results of the examinations, along with reports concerning attendance, conduct, and professional attributes, are considered by the KYCOM Academic Progress Committee to determine student eligibility for advancement to the next semester, for promotion into the next year of the KYCOM curriculum, and for graduation.

Students are expected to develop and demonstrate qualities, attitudes, and behavioral patterns appropriate to a career in osteopathic medicine and consistent with the osteopathic oath taken at the time of graduation throughout the KYCOM program of medical education. Students are expected to maintain high standards of personal and professional behavior in interactions with patients, peers, members of the healthcare team, and the members of the faculty and staff, and to follow KYCOM and healthcare facility policies and procedures. Integrity is an essential personal quality for successful completion of this D.O. program. Further, students are expected to abide by University, local, state, and federal regulations, and laws. Student matters may be forwarded to the Academic Progress Committee for its deliberation and recommendation on whether the student may continue in the curriculum should concerns arise in any of these areas.

Academic Progress

Students must fulfill any incompletes and remediate all failures, including failure of a clinical rotation, prior to beginning the subsequent year's curriculum. Upon recommendation of the Academic Progress Committee, students may be required to complete the following before advancing to the next academic year:

a. Pass a retest examination or remedial course offered by KYCOM faculty;
b. Earn a 70% grade or better at another institution acceptable to the appropriate course director with the concurrence of the appropriate Associate Dean and the KYCOM Dean; or
c. Repeat failed course(s) at KYCOM.

Remediation

All faculty and staff are committed to student success and therefore strongly desire all students to perform well academically. In rare and specific circumstances, academic remediation may be the optimal strategy to ensure students achieve competency in required course material and minimize the disruption of their progress through the KYCOM curriculum.

Remediation is defined as a way of addressing unsatisfactory performance in the overall course (final letter grade of F). It is an opportunity for students to demonstrate improvement and satisfactory performance in course content without having to repeat the course. Remediation is a privilege given to students and is predicated upon active and complete cooperation with any warnings or interventions, as evaluated by the Academic Progress Committee.

Academic remediation is not intended to allow students to progress through the curriculum without adequate knowledge of the required course material. It also is not a means to enable students to enroll in courses without demonstrating competency in prerequisite material. KYCOM recognizes that remediation may not be appropriate for students who have performed unsatisfactorily in multiple content areas within a course or multiple courses within a semester.

Restrictions

The Remediation Policy applies to all required didactic KYCOM courses. Students with a final grade of 70% or better are not eligible to use remediation to improve their grade in a course. The course director is the final arbiter of course grades. The Academic Progress Committee regularly reviews course failures and decides which students are eligible to remediate courses; decisions are communicated to Course Directors and the student's academic advisor.

Procedures

- Remediation is applicable to students who would have typically earned below 70% in the course. Only students in good academic standing are eligible for remediation.
- Remediation of failed courses will occur during the summer break. A student may remediate up to 8 credit hours. The Academic Progress Committee reviews remediation opportunities and communicates decisions to course directors and students at the conclusion of each semester.
- Students are expected to complete remediation by July 1st of the academic year in which the course was taken. Upon successful completion of remediation, a grade of 70% will be recorded on the student's transcript and the original course grade retained in parentheses. Quality points for determining the student's GPA will be re-assigned to the remediated grade.
- Students unsuccessful with remediation will be reviewed by the Academic Progress Committee for repeating the year or dismissal.

Retesting

Retesting is a special designation available to students who fail a course but have a cumulative average of 67.5% or greater.

Procedures

- Students will be given a grade of "R" in the course and given one additional opportunity to retest during academic breaks.
- Retests must occur no later than 30 days from the end date of the semester, and within 7 days if mid-semester (fall and spring break).
- Mid-semester break retesting opportunities are only available when breaks fall after the conclusion of a block.
- If the student successfully passes the retest opportunity, the "R" is then removed from the student transcript and replaced by a grade of 70%. The original course grade will not be recorded on the student's transcript.
- Students may retest in only one course per semester; additional failures will require remediation and will be reported on the transcript.
- If a student is unsuccessful with the retest opportunity or has an unexcused absence for the scheduled retest, the R grade will revert to the original cumulative average. Students unsuccessful with retesting will be reviewed by the Academic Progress Committee for remediation.

Credit by Examination

Advanced standing is generally not granted. However, students with exceptional academic credentials earned at another college or university may petition the Associate Dean for Academic Affairs for credit for one or more courses offered by KYCOM.

Evaluation of Student Academic Performance – First- and Second-Year Courses

Examinations are regularly scheduled and are a course requirement. Students are evaluated based on their performance on assignments as well as on their achievements on written and practical examinations. The results of the examinations, along with reports concerning attendance, conduct, and potential professional attributes, are considered by Academic Progress Committee following each semester as it determines student performance and eligibility for promotion into the next academic year.

Grades: First- and Second-Year Courses

70% is the minimum acceptable passing grade. Any final grade or cumulative course block exam average below 70% is a failing grade for a course. Grading policies for each individual course will be provided in the course syllabus.

Grades: Third- and Fourth-Year Courses

Information on grades issued for clinical rotations are found in the KYCOM Clinical Rotations Manual applicable to each class.

Grade Point Average Calculation

Grade point average (GPA) calculations are based on grades attained for all courses completed in the four-year KYCOM curriculum, and are numerical averages. Each course, regardless of credit hours or its duration, reports one final percentage grade for each student. Percentage grades are reported as whole numbers. These final percentage grades are weighted according to the number of credits for a particular course in calculating grade point averages. Pass/fail courses must be passed to meet curriculum requirements but are not utilized in determining grade point average.

Award of Honors for a Semester During Years 1 and 2

KYCOM does not report class ranks on student transcripts. Students in Years 1 and 2 (preclinical years) who earn a cumulative average of 90% or higher during a semester will receive an Honors designation for that semester.

Award of Honors for Year 3

Students in Year 3 who earn a score of 90 or higher on all their core rotations will receive an Honors designation. Students must be in good standing with no COMLEX board exam failures to be eligible for Honors designation.

Graduation with Award of Honors

Students will Graduate with an Award of Honors if they earn a cumulative average of 90 or higher during Years 1 – 3 (preclinical years and core rotations). Students must be in good standing and must not have incurred any COMLEX board exam failures. They will receive a certificate and honor cords to wear during commencement.

Grade Appeals – First- and Second-Year Courses

Students may appeal a course grade if they believe it to be an error using the following process:

1. The student must submit a written request for a grade review to the Course Director within five business days of final course grades being posted. This request must include a detailed explanation of why the students believes the grade was an error and, if applicable, supporting documentation.
2. The Course Director has five business days to render a decision on the appeal and inform the student in writing of their decision to uphold the original grade or change the grade. The Course Director must report grade changes to the Office of Academic Affairs as soon as a decision is reached.
3. The student may appeal the disputed course grade to the appropriate Associate Dean if the Course Director denies the student's grade appeal. This appeal must be done in writing and within five business days of the student receiving written notice from the Course Director denying the original grade appeal.
4. The Associate Dean has five business days to render a decision on the appeal and inform the student in writing of their decision to uphold the original grade or change the grade. The Associate Dean must report grade changes to the Office of Academic Affairs as soon as a decision is reached. The decision of the Associate Dean is final and not subject to further appeal.

In cases where the Course Director is also the Associate Dean in charge of that course, the student will make one appeal to the Course Director/Associate Dean and any subsequent appeal will be made to the Academic Progress Committee (APC). In this situation, the decision of the APC is final and not subject to further appeal.

Grade Appeals – Third- and Fourth-Year Rotations

Students may appeal a rotation grade if they believe it to be an error using the following process:

1. The student must file a written request for a grade review with the Office of Clinical Affairs within 30 days of posting of final grades. This request must include a detailed explanation of why the students believes the grade was an error and, if applicable, supporting documentation.

2. Clinical Affairs will inform the student of their decision in writing within ten calendars days of receipt of the student appeal. Clinical Affairs must report grade changes to the Registrar's Office as soon as a decision is reached.
3. The student may request an APC hearing if the Office of Clinical Affairs denies the appeal. This request must be submitted in writing within ten calendar days of notification of the decision to deny the appeal.
    a. Upon receipt of the appeal hearing request, the APC may:
        i. Reject the student's appeal and uphold the original grade, or;
        ii. Hold an appeal hearing, after which it will determine whether to uphold the original grade or change the grade. The committee will communication its decision to the student and the Office of Clinical Affairs in writing within 10 calendar days. The decision of the APC is subject to review and alteration by the KYCOM Dean, whose decisions are final.
        iii. The decision of the Dean will be sent in writing to the student, APC, and the Office of Clinical Affairs. The Office of Clinical Affairs will then report grade changes to the Registrar's Office immediately upon notification.

Grade Reports

Students will be informed of their final course grades upon completion of each course in a timely manner.

ACADEMIC WARNING AND ACADEMIC PROBATION

Students who complete any course, clinical rotation, or COMLEX-USA board examination with a failing grade are automatically placed on Academic Warning by the Academic Progress Committee (APC). The Academic Warning status is only used internally at KYCOM and is not a reportable status on a student's transcript or to outside agencies or individuals. Students placed on Academic Warning will be required to meet with their KYCOM Faculty Advisor and the KYCOM Director of Educational Support (DES).

Students on Academic Warning are encouraged to focus on their medical studies and eliminate distractions that could detract from their academic success. They are restricted from holding any club/organization or class office, may not represent KYCOM at events, and may not attend national conventions or mission trips. They may, however, still be involved with clubs and organization meetings and campus events. The Academic Warning status will be removed when the failed course or COMLEX-USA examination is successfully remediated. However, if a student is placed on Academic Warning for a failed clinical rotation, they will NOT be removed from Academic Warning when the clinical rotation is remediated.

If a student on Academic Warning fails a second course, a second clinical rotation, or a second attempt at their COMLEX-USA examination, they will be placed on Academic Probation by the Academic Progress Committee. Students on Academic Probation are required to meet with DES and provide regular updates on their study plans and academic progress. Academic Probation is reported on student transcripts and in the Medical Student Performance Evaluation (MSPE).

Students on Academic Probation must be focused on their medical studies and must eliminate distractions that could detract from their academics. They are restricted from holding any club/organization or class office, may not represent KYCOM at events, and may not attend national conventions or mission trips**.** They are discouraged from being involved with clubs and organization meetings and campus events so they can devote time and focus on their studies. **Students on Academic Probation who fail a course, clinical rotation, or COMLEX-USA exam may be dismissed from KYCOM**.

Academic Probation and restrictions will end once a student successfully remediates and passes the failed courses or COMLEX-USA examination. Any student who fails two clinical rotations will remain on Academic Probation for the remainder of their enrollment at KYCOM and may be recommended for dismissal if they fail a third clinical rotation, even if the prior clinical rotation failures have been remediated.

Student Academic Progress
The Academic Progress Committee regularly reviews the academic progress of students.

Administrative Leave
The Academic Progress Committee may recommend a student for Administrative Leave to the KYCOM Dean. See *Administrative Leave* in the *Student Policies* section of the *KYCOM Student Handbook*.

GRADUATION REQUIREMENTS
At a faculty meeting preceding commencement, the Academic Progress Committee certifies to the faculty the names of those students eligible for the degree of Doctor of Osteopathic Medicine, contingent upon the successful completion of all academic, administrative, and financial requirements of the College. The faculty will entertain a motion to approve the candidates and submit the list to the University of Pikeville Board of Trustees for approval.

A student who has fulfilled all requirements will be granted the degree of Doctor of Osteopathic Medicine. The student requirements for graduation from KYCOM are as follows:

- Satisfactorily meets all the curricular, legal, and financial requirements of KYCOM and of the University.
- Completes all graduation requirements for the D.O. degree within six calendar years (including any Leave of Absences).
- Passes the COMLEX-USA Level 1 and Level 2 CE examinations, and Capstone within the number of attempts and timelines specified by KYCOM.
- Is at least 21 years of age.
- Demonstrates the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.
- Demonstrates suitability for the practice of medicine as evidenced by the assumption of responsibility for patient care and integrity in the conduct of clinical activities.
- Attends, in person, the ceremony at which the degree is conferred.

Late Graduate Status
Students who will complete their graduation requirements after the May date of graduation for their class may email a request to the KYCOM Dean to participate in the May commencement ceremony with their class if they have already passed their Capstone and will complete their remaining clinical rotations before July 1 of that year. Once approved, students must participate in the commencement ceremony.

December Graduation
Students who complete their graduation requirements and clinical rotations on or after July 1st and by the last day of the calendar year will be considered a graduate of the class that graduated in May of that year. For example, a student who completes their graduation requirements in November 2025 will officially graduate with the Class of 2025. The criteria for a December graduation are the same as required for May graduations. **December graduates are required to travel to campus so their Osteopathic Oath can be administered in person by the KYCOM Dean.** This should be coordinated with the Office of the KYCOM Dean. December graduates can request to participate in the following May Commencement Ceremony but are not required to do so.

Registration Status
Full time = 2 credit hours
Part time = 1 credit hour

Withdrawing
Any student who withdraws in the first week of classes will not receive ‘W’ grades. If a student withdraws after the first week of classes, the ‘W’ grade will be visible on the transcript.

2026-2027 KYCOM CURRICULUM

FIRST YEAR

Course	OST#	Credit Hours
Fall Semester		
Becoming an Osteopathic Physician (*Summer option*)	500	2
Special Topics in Medicine 1	510	1
Musculoskeletal System	521	5
Scientific Foundations of Medicine	523	3
Cardiopulmonary & Renal Systems	524	4
Osteopathic Patient Care 1	527	5
Biostatistics & Epidemiology	529	1
Integrated Case Studies 1	532	2
	Fall Total	**23**
Spring Semester		
Special Topics in Medicine 2	511	1
Osteopathic Patient Care 2	528	5
Infection & Immunity	530	4
Metabolism & Nutrition, the GI System	531	4
Integrated Case Studies 2	533	2
Genitourinary System & Reproduction	535	1
Nervous System with Head & Neck	536	4
	Spring Total	**21**
	Year 1 Total	**44**

SECOND YEAR

Fall Semester		
Special Topics in Medicine 3	610	1
Foundations of Clinical Practice	625	2
Musculoskeletal Disease and Dermatology	626	2
Osteopathic Patient Care 3	627	5
Pulmonology and HEENT	629	3
Cardiovascular Disease and Hematology	630	4
Endocrinology	631	2
Integrated Case Studies 3	632	2
Gastroenterology	634	2
	Fall Total	**23**
Spring Semester		
Special Topics in Medicine 4	611	1
Osteopathic Patient Care 4	628	5
Integrated Case Studies 4	633	2
Renal and Urogenital Disease	635	3
Obstetrics and Human Development	636	2
Multisystem Disease	637	1
Psychiatry	638	1
Neurology	639	3
	Spring Total	**18**
	Year 2 Total	**41**

Credit Hour Definition in Years 1 and 2

In Years 1 and 2 of the KYCOM Curriculum, a credit hour is defined as one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week, or 2 hours of laboratory instruction and a minimum of one hour of out-of-class student work each week. In practical terms, 1 credit hour is equivalent to 15 hours of direct instruction or 30 hours of laboratory in a semester.

YEAR ONE COURSE DESCRIPTIONS

OST 500 Becoming an Osteopathic Physician: Success in Medical School and Practice

This course provides an introduction to the knowledge, skills, and professional behaviors essential for success in medical school and the practice of medicine. Through a combination of asynchronous learning, interactive sessions, and reflective activities, students explore evidence-based study strategies, wellness and resilience, professionalism, communication skills, nutrition, health systems science, health disparities, ethics, and emerging areas of healthcare delivery such as telemedicine. The course emphasizes professional identity formation, patient-centered care, and the social and systems-based contexts that influence health and healthcare delivery.

OST 510 and 511 Special Topics in Medicine 1 and 2

Osteopathic physicians and other professionals present lectures on specific topics related to the osteopathic profession and the practice of primary care medicine, with an emphasis on physician competencies, personal care, and professional development. The course also provides a context for student reflection on professional identity formation.

OST 521 Musculoskeletal System

This course presents the macroscopic and microscopic structure of the skeletal and muscular systems of the human body. The course encompasses the anatomy, histology, and physiology of the musculoskeletal systems with an introduction to the embryology of the entire body. With the aid of clinical correlations, an introduction to pathophysiology is included in aspects of the course to introduce students to the clinical language that would be found in the healthcare environment. Course emphasis is placed on the correlation between anatomical structure and physiological function along with clinical and imaging applications. The laboratory includes such resources as cadaver dissection, bones, models, radiographs, MRIs, and CT scans.

OST 523 Scientific Foundations of Medicine

This comprehensive course is designed to give students a deep understanding of the relationship between the structure and function of biological macromolecules, cells, and tissues of the human body. Students will explore the critical role of homeostasis and the regulatory mechanisms in maintaining physiological balance. The course will also equip the students with the knowledge to apply genetic principles to solve problems related to inheritance patterns and allele frequencies. Furthermore, students will gain insight into the diagnostic and therapeutic applications of histo-pathological, molecular, and biochemical techniques. Finally, the course will cover the principles of drug-body interactions, including pharmacokinetics and pharmacodynamics, to understand how drugs affect the body and how the body processes drugs. By the end of this course, students will have a solid foundation in human biology, genetics, pathology, and pharmacology, enabling them to apply their knowledge to real-world medical problems and study other medical courses.

OST 524 Cardiopulmonary & Renal Systems

The course is an integrative study of the anatomy, histology, and physiology of human cardiovascular, pulmonary, and renal systems. The course will focus on the relations between the structures and functions in each system as well as the relations among systems. Observation will be made on the structure and properties of living cells, tissues, and selected organ systems. Emphasis will be placed on the integration of organs/systems and homeostatic control mechanisms. Introductory concepts of pathophysiology and pharmacology will be included to highlight these control mechanisms in cardiovascular, pulmonary, and renal physiology and disease.

OST 527 Osteopathic Patient Care 1

This course is the first part of the Osteopathic Patient Care course series for first-year steopathic medical students. This course will provide students with an introduction to clinical osteopathic medicine, including osteopathic diagnosis and manipulative treatment, physical examination and other clinical skills. The course will cover the foundational principles and practical applications of the osteopathic tenets, manual diagnosis and manipulative treatment of somatic dysfunction, and anatomic and neuromuscular physiologic concepts necessary for understanding the basis of osteopathic manipulative treatment. Additionally, the course will teach students how to obtain a thorough patient history, perform a comprehensive physical examination, and

document the history and physical exam in the SOAP note format. The course will also incorporate simulation, diagnostic imaging and other procedural skills as well as beginning the introduction to development of the behaviors and attitudes or physician.

OST 528 Osteopathic Patient Care 2

This course is the second part of the Osteopathic Patient Care course series for first-year steopathic medical students. This course will provide students with an introduction to clinical osteopathic medicine, including osteopathic diagnosis and manipulative treatment, physical examination and other clinical skills. The course will cover the foundational principles and practical applications of the osteopathic tenets, manual diagnosis and manipulative treatment of somatic dysfunction, and anatomic and neuromuscular physiologic concepts necessary for understanding the basis of osteopathic manipulative treatment. Additionally, the course will teach students how to obtain a thorough patient history, perform a comprehensive physical examination, and document the history and physical exam in the SOAP note format. The course will also incorporate simulation, diagnostic imaging and other procedural skills as well as beginning the introduction to development of the behaviors and attitudes or physician.

OST 529 Biostatistics & Epidemiology

This course is designed to introduce students to basic concepts of biostatistics and epidemiology. Students will learn how to critically evaluate published studies and understand the study design, analyses, and conclusions drawn from the studies. Students will also learn about medicolegal principles and the application of evidence-based medicine in clinical practice.

OST 530 Infection & Immunity

This course combines basic clinical immunology and infectious pathogens knowledge. The immunology topics include the structure and function of the immune cells and lymphatic organs, lymphocyte development and activation, all aspects of antigen presentation, antibody diversity, complement and cytokine function, hypersensitivity reactions, and vaccinations. We also discuss transplant and tumor immunology and immunodeficiencies. The infection part of the course includes knowledge of viral, bacterial, fungal, and parasitic pathogens in the context of their morphology, pathogenicity, and host-pathogen relationship. In addition, the course introduces epidemiology, pathogen identification, infection prevention, and therapy. The laboratory sessions teach basic bacterial staining techniques and microscopy.

OST 531 Metabolism & Nutrition, the GI System

This course emphasizes the development, integration and regulation of cells, tissues and organs responsible for digesting, absorbing, utilizing and distributing dietary micro- and macronutrients. Introduction of clinically relevant nutritional deficiencies and excess, along with genetic and developmental pathologies will serve to reflect divergence from normal biochemical and physiological function. The course is designed to encourage the development of skills in analysis, preliminary diagnosis and theoretical application of nutritional, pharmacological and osteopathic treatment interventions. Cadaver dissection laboratories will assist in understanding macroscopic anatomy.

OST 532 Integrated Case Studies 1

KYCOM strives to ensure that curriculum objectives are delivered in an integrated manner to bridge the gap between basic and clinical sciences. Integrated case studies (ICS) course will help students to develop clinical reasoning, cognitive and analytical skills. The Integrated cases are designed for the first-year osteopathic medicine curriculum and are aimed to achieve certain learning objectives of basic and clinical sciences such as anatomy, biochemistry, pathology, physiology, pharmacology, and osteopathic medicine. The cases are well aligned with the themes of lectures delivered during the same time span.

OST 533 Integrated Case Studies 2

This is an introductory level course for OMS students, designed to encourage clinical reasoning for the clinical knowledge base. This course uses a small-group learning structure and patient cases to reinforce concepts introduced during lectures. Topics are aligned with gastrointestinal system and metabolism, genitourinary system, nervous system and endocrine regulation, and infection/immunity topics as they are considered in related courses.

OST 535 Genitourinary System & Reproduction

This course presents the macroscopic anatomy, microanatomy, and physiological role of the urinary and reproductive systems within the context of normal function and development, with some discussion of the consequences associated with the abnormal function of these systems. Cadaver dissection laboratories will assist in understanding macroscopic anatomy.

OST 536 Nervous System with Head & Neck

This course aims to provide a comprehensive understanding of the anatomy of the head and neck; the structure and organization of the brain, spinal cord, and peripheral nerves; and an understanding of the pathways and tracts in the central nervous system. Students will learn to recognize deficits in cranial nerves, motor and sensory function, reflexes, and coordination. Students will also become familiar with common neurological disorders such as stroke, epilepsy, multiple sclerosis, Parkinson's disease, Alzheimer's disease, and peripheral neuropathies. The course will consist of large group lectures and cadaver dissection laboratories.

YEAR TWO COURSE DESCRIPTIONS

OST 610 and 611 Special Topics in Medicine 3 and 4
Osteopathic physicians and other professionals present lectures on specific topics related to the osteopathic profession and the practice of primary care medicine, with an emphasis on physician competencies, personal care, and professional development. The course also provides a context for student reflection on professional identity formation.

OST 625 Foundations of Clinical Practice
This course is designed to provide a broad knowledge of mechanisms of disease and pharmacologic treatment that will help students transition to year two of the curriculum. The course emphasizes foundational concepts in general pathology and pharmacology, including topics in genetics, autonomic nervous system pharmacology, environmental and occupational disease, and special topics in pediatrics.

OST 626 Musculoskeletal Disease and Dermatology
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with musculoskeletal and integumentary disorders. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 627 Osteopathic Patient Care 3
This course is the first part of the Osteopathic Patient Care course series for second-year steopathic medical students. The course is designed to provide students with the skills necessary for success in their clinical rotations including history gathering, physical examination, osteopathic diagnosis and manipulative treatment. The course builds on the foundational principles and practical applications of the osteopathic tenets, appropriate verbal and non-verbal communication skills, and physical exam and diagnosis, as well as expanding on the osteopathic manipulative treatments covered in the first-year coursework. Students will learn to take a thorough patient history, perform a comprehensive physical examination, and document the history and physical exam in the SOAP note format. The course also incorporates simulation, diagnostic imaging, other procedural skills, and interprofessional collaboration.

OST 628 Osteopathic Patient Care 4
This course is the second part of the Osteopathic Patient Care course series for second-year steopathic medical students. The course is designed to provide students with the skills necessary for success in their clinical rotations including history gathering, physical examination, osteopathic diagnosis and manipulative treatment. The course builds on the foundational principles and practical applications of the osteopathic tenets, appropriate verbal and non-verbal communication skills, and physical exam and diagnosis, as well as expanding on the osteopathic manipulative treatments covered in the first-year coursework. Students will learn to take a thorough patient history, perform a comprehensive physical examination, and document the history and physical exam in the SOAP note format. The course also incorporates simulation, diagnostic imaging, other procedural skills, and interprofessional collaboration.

OST 629 Pulmonology and HEENT
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with disorders of the respiratory system, head, eyes, ears, nose, and throat. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 630 Cardiovascular Disease and Hematology
This course develops the osteopathic medical student's knowledge of the foundational mechanisms of disease as they apply to the clinical evaluation of patients with cardiovascular, lymphatic, and blood disorders. Through a blend of direct instruction and case-based learning, the course integrates essential concepts from pathology, microbiology, and pharmacology with clinical

sciences. This multidisciplinary approach enables students to better understand and apply current recommended and best practices in patient assessment and management.

OST 631 Endocrinology
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with endocrine disorders. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 632 Integrated Case Studies 3
This is the third in a series of four semester-based courses in Years 1 and 2. Through a case-based learning approach, students work in small groups to explore illustrative patient disease cases that are designed to align with their second-year weekly coursework. Cases integrate content from foundational basic science disciplines such as anatomy, histology, biochemistry, immunology, and physiology, and frame this knowledge within the clinical practice of an osteopathic physician, developing student skills in clinical reasoning and teamwork.

OST 633 Integrated Case Studies 4
This is the fourth in a series of four semester-based courses in Years 1 and 2. Through a case-based learning approach, students work in small groups to explore illustrative patient disease cases that are designed to align with their second-year weekly coursework. Cases integrate content from foundational basic science disciplines such as anatomy, histology, biochemistry, immunology, and physiology, and frame this knowledge within the clinical practice of an osteopathic physician, developing student skills in clinical reasoning and teamwork.

OST 634 Gastroenterology
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with disorders of the gastrointestinal system. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 635 Renal and Urogenital Disease
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with disorders of the renal and genitourinary systems. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 636 Obstetrics and Human Development
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with disorders of the female reproductive system, breast, and childbirth. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 637 Multisystem Disease
This course develops the osteopathic medical student's understanding of foundational mechanisms of disease, as applied to the clinical evaluation of patients presenting with disorders that manifest with impacts to multiple body systems. Through direct and case-based instruction, the course integrates concepts in pathology, microbiology, and pharmacology with the clinical sciences, applying these disciplines to better understand current recommended practice in patient assessment and management.

OST 638 Psychiatry
This is an introductory level course in behavioral medicine for the second-year osteopathic medical student. It is designed to serve as a preparatory course for the third year and fourth year clinical experience as well as usage throughout clinical practice. The course is didactic in nature and is presented in PowerPoint lecture format to discuss the diagnosis, classification, and treatment modalities of behavioral disorders noted in the general public and in primary care medicine. Topics for discussions include, but not limited to are thought disorders, mood disorders, anxiety disorders, organic disorders, disorders in children, and psychopharmacology.

OST 639 Neurology

Through direct and case-based instruction, this course develops the osteopathic medical student's understanding of neurological disorders in terms of: pathogenesis, etiology, clinical presentation, diagnosis, neuroimaging and diagnostic tests, and treatment/management. The course integrates multiple biomedical science disciplines as well as a current clinical practice perspective from clinical faculty. The examination of CNS and PNS disorders will be organized by distribution pattern and pathogenic categories, including: neurophysiological, vascular, neuroimmunological, infectious, neurodegenerative, oncological, congenital/developmental, traumatic, neuroendocrine, and neurocutaneous.

OST 799: National Board Preparation Level 1

The National Board Preparation Course is designed to aid students in preparing for their COMLEX Level 1 examination. During the course, students will follow a study plan individualized for their unique board preparation needs. The course may be reassigned for students who have not passed the COMSAE Phase 1 benchmark or COMLEX Level 1 and may consist of an approved external immersion program.

OVERVIEW OF CLINICAL ROTATION CURRICULUM – YEARS 3 *and* 4

The mission of the University of Pikeville - Kentucky College of Osteopathic Medicine (KYCOM) centers on the preparation of students as competent practitioners of primary care medicine. A successful KYCOM graduate will, after completion of the program, demonstrate sufficient knowledge, skill sets, experiences, values, and behaviors that meet established professional standards, supported by the best available medical evidence, that are in the best interest of the well-being and health of the patient. The maturation process from clinical years three to four, and ultimately to successful graduation, is the shared responsibility of the individual student, KYCOM, and the hospitals and physicians that provide the clinical experiences.

Students are assigned to third-year Core Clinical Rotations at KYCOM clinical sites within Kentucky and at clinical sites in surrounding states and beyond. The required Core Clinical Rotations include Family Medicine, General Internal Medicine, Pediatrics, General Surgery, Women's Health, Emergency Medicine and Psychiatry. The required Selective Clinical Rotations consist of Clinical Osteopathic Medicine, a Surgical subspecialty, Rural Medicine, a Medicine Subspecialty, and OST 899 or one other Selective.

During the third and fourth years, a total of 20 rotation blocks are provided to complete a minimum of 78 weeks of rotation requirements that include:

1. 36 weeks of required Core Clinical Rotations (9 blocks)
2. a minimum of 18 weeks of Selective Clinical Rotations (5 blocks)
3. 24 weeks of Elective Clinical Rotations (6 blocks)

The schedule includes two weeks at the end of the third year devoted to clinical skills evaluation plus four weeks of winter holiday breaks (2 weeks per year, per KYCOM calendar).

Students matriculating with or before the Class of 2025 who have previously completed board preparation and successfully passed COMLEX Level 2 are automatically granted an exception to the OST 899 course requirement. Verification of board preparation completion will be conducted by the Office of Academic Affairs. Approved exceptions will be noted in the student's academic record.

Credit Hour Definition in Years 3 and 4

In Years 3 and 4 of the KYCOM Curriculum, a credit hour is defined as one week of supervised activity in a clinical rotation.

YEAR 3 REQUIRED CLINICAL ROTATION DESCRIPTIONS

Each required clinical rotation is 4 weeks in length. Each selective or elective 4-week rotation or 2-week online rotation is 4 or 2 credit hours, respectively.

OST 705 Women's Health

Women's Health is a mandatory third-year core rotation. The third year osteopathic medical student is introduced to the evaluation and management of the adult female patient in inpatient and outpatient settings. Preventive care, family planning, malignancy, infectious diseases, urinary, ovarian and uterine disorders, endocrine disorders, and the obstetrical patient are inclusive within the women's health program.

OST 706 Pediatrics

Pediatrics is a mandatory third-year core rotation. The third year osteopathic medical student is introduced to the care of infants, children, and adolescents in the outpatient population. Common childhood diseases, genetic and developmental disorders, preventive health care, physical examination skills, and diagnosis and management strategies are among the rotation's experiences.

OST 708 Family Medicine I

Family Medicine I is a mandatory third year core rotation that may be served in either the inpatient or outpatient setting. The third year osteopathic medical student is progressed from the clinical courses introduced during the two pre- clinical years to their application in patient care. A hospital setting is preferable, however, course objectives can be achieved in an office setting. Preventive care, family planning, end of life care, acute and chronic care applied across all age groups, coordination of medical services, and the operation of a professional practice are among the many experiences gained over the four weeks.

OST 709 Family Medicine II

Family Medicine II is a mandatory, third year core rotation that may be served preferably in an office-based setting, however, can be accomplished in an inpatient setting. The osteopathic medical student is, under preceptor supervision, actively engaged in both the care and the medical decision-making for both the inpatient and outpatient population. During the four weeks, the osteopathic medical student will evaluate patients, develop comprehensive care plans, and experience the responsibilities associated with physician actions. Prerequisite: OST 708.

OST 710 Emergency Medicine

Emergency Medicine is a mandatory, four-week, hospital-based, third year rotation that affords the medical student the opportunity to learn in an Emergency Medicine setting. The osteopathic medical student, under the supervision of an emergency medicine specialist, sees the essentials of Emergency Medicine through observation and performance of clinical procedures, hands-on clinical experiences, and direct interaction with faculty, individual patients, and families. Integration of clinical skills and evidence-based medicine is achieved with an emphasis on didactic discussions, and the development of clinical skills. Pre-requisites: General Internal Medicine I, General Internal Medicine II, Family Medicine I, General Surgery, Pediatrics, and Woman's Health.

OST 718 Psychiatry

Psychiatry is a mandatory, third-year core rotation completed in either an inpatient or outpatient setting. The osteopathic medical student is under preceptor supervision and is actively engaged in the evaluation and care of the psychiatric patient. During the four weeks, the osteopathic medical student will interview and evaluate patients, perform history and physical exams, and develop multiaxial assessments on all patients.

OST 720 General Internal Medicine I

General Internal Medicine I is a mandatory third year core rotation. The third-year osteopathic medical student is progressed from second year preclinical courses to practical application in the clinical setting. Students will develop their understanding of the pathophysiology of cardiovascular, cerebrovascular, pulmonary, renal, gastrointestinal, and endocrine disorders from the patient population seen. As a member of the internal medicine team, under the supervision of a general internist, the osteopathic medical student participates in the admission, hospital care, discharge, and outpatient care of the patients served.

OST 721 General Internal Medicine II

General Internal Medicine II is a mandatory third year core rotation. The osteopathic medical student, under the supervision of a general internist and residents, is encouraged to incorporate evaluative skills and experience-based medical information to develop a comprehensive treatment regimen based on logical medical decision-making.

OST 740 General Surgery
General Surgery is a mandatory third-year core rotation. The third year osteopathic medical student is introduced to the evaluation and management of the surgical patient. Objectives include: 1. To provide a framework for care of the surgical patient, 2. To identify and apply core osteopathic concepts to the care of the surgical patient, 3. To experience the pathophysiology relevant to affected organ systems and the efficacy of surgical care, 4. To expose students to an evaluative approach to diagnosis and management of the surgical patient by use of physical examination, laboratory and diagnostic testing, evidence-based medicine, and 5. To provide knowledge of common operative procedures and equipment.

OST 750 Osteopathic Patient Care for Clinical Rotations I
This third-year course is a continuation of the OPC I-IV courses and will serve to further expand and develop the world of osteopathic patient care through a multifaceted approach. The course is a standard didactic program for third year students and a companion course to the clinical rotations. Content consists of recorded modules and online exercises that align with each rotation as the student progresses through the required core rotations. Content is delivered via video recordings in addition to pre-video and post-video exams through the LMS. Essential components of the course will include reinforcement of principles of medical issues incurred after graduation including but not limited to, osteopathic manipulative treatment, physicians' relationship with patients and social dilemmas in medicine, pain management, physician payment systems, substance abuse, landmark trials and Good Samaritan laws. Additionally, the course will incorporate many of the other requirements required of third year students, including but not limited to Level 2 board study activities, preparation for the application and match process, journal clubs and other assignments. Consolidation of these requirements will facilitate monitoring of progress for the students and KYCOM administration, faculty and staff.

OST 751 Osteopathic Patient Care for Clinical Rotations II
This third-year course is a continuation of the OPC I-IV courses and will serve to further expand and develop the world of osteopathic patient care through a multifaceted approach. The course is a standard didactic program for third year students and a companion course to the clinical rotations. Content consists of recorded modules and online exercises that align with each rotation as the student progresses through the required core rotations. Content is delivered via video recordings in addition to pre-video and post-video exams through the LMS. Essential components of the course will include reinforcement of principles of medical issues incurred after graduation including but not limited to, osteopathic manipulative treatment, physicians' relationship with patients and social dilemmas in medicine, pain management, physician payment systems, substance abuse, landmark trials and Good Samaritan laws.Additionally, the course will incorporate many of the other requirements required of third year students, including but not limited to Level 2 board study activities, preparation for the application and match process, journal clubs and other assignments. Consolidation of these requirements will facilitate monitoring of progress for the students and KYCOM administration, faculty and staff.

YEAR 4 SELECTIVE AND ELECTIVE COURSE DESCRIPTIONS

OST 800 Clinical Osteopathic Medicine Selective
Clinical Osteopathic Medicine is a mandatory selective rotation. This rotation is intended to give student the opportunity to apply the principles and techniques they've studied over the first two years in the context of the patient care experience. The understanding of the interrelationships of the body systems, and the interpretation of physical findings are incorporated into the diagnosis and treatment of muscular, articular, visceral and other structural dysfunction. The osteopathic medical student is introduced to the osteopathic approach to evaluation and management of medical/surgical patients in both the outpatient and hospital setting.

OST 808 Addiction Medicine Elective
Addiction Medicine is an elective, fourth year medical student, rotation, served primarily in an in-patient setting. The elective is intended for the osteopathic medical student to experience the reality of the physician-patient relationship through an active and observational clinical experience. The osteopathic medical student is, under preceptor supervision, and actively engaged in the evaluation and care for both the hospitalized and ambulatory patient. During the four weeks, the osteopathic medical student will interview and evaluate patients, perform an admission history and physical on all admitted patients, and develop assessments and care plans on all patients seen.

OST 809 Rural Medicine Selective
Rural Medicine is a mandatory primary care selective rotation, and is four weeks in duration. It is a fourth year rotation that

may be served preferably in an office based setting, however, can be accomplished in a hospital out-patient clinic. The osteopathic medical student is, under preceptor supervision, actively engaged in both the care and the medical decision-making for the delivery of the healthcare needs to the out-patient population. During the four weeks, the osteopathic medical student will evaluate patients, develop comprehensive care plans and experience the responsibilities and challenges associated with physician care in a medically underserved area. Requisites: Community Population < 5000 people, Nearest Full Service Hospital > 50 miles, Local Hospital Bed Capacity < 100 beds, and Preceptor Specialty may include Family Medicine, Internal Medicine, Pediatrics, or Women's Health. Prerequisites: Family Medicine I, Family Medicine II, General Internal Medicine I, Pediatrics, General Surgery I, and Women's Health.

OST 818-853 Medicine Selective or Elective

The medical selective is a four-week clinical rotation that may be served with subspecialists from the general fields of family medicine, internal medicine, or pediatrics. The osteopathic medical student is given the opportunity to observe and participate in the management and care of patients referred for specialty consultation. The experience can serve either the in-patient or out-patient population. Prerequisites: Completion of Internal Medicine I, Family Medicine I and Pediatrics.

OST 862 Psychiatry Specialty Studies Selective or Elective

The Psychiatry Online elective is a two-week or four-week course to be completed through the university LMS. The student will explore the fundamental principles of psychiatric practice, including the diagnosis, treatment, and management of common mental health disorders.

OST 865 Radiology Online Medicine Selective

Diagnostic Radiology is a four-week or two-week course to be completed online through the university LMS. The Radiology course can fulfill the medical selective requirement or can serve as elective time. This online course will cover: general diagnostic radiology, pediatric radiology, vascular and interventional radiology, nuclear radiology, neurological radiology, and breast imaging. This course will serve to further expand and develop the world of radiology to the osteopathic medical student.

OST 873-887 Surgery Specialty Studies Selective or Elective

The surgery selective is a hospital based, four-week clinical rotation that may be served with the subspecialists from the surgery field. The fourth year osteopathic medical student is engaged to exercise diagnostic skills to evaluate the surgical patient, hone surgical skills as an assistant in the operating room suite, and develop an appreciation for evidence based surgical care criteria. Assignments are inter-disciplinary, and subject to the operative schedule. Suggested surgical departments may include colorectal, urologic, head and neck, cardiovascular, peripheral-vascular, thoracic, and neurosurgery. Prerequisite: General Surgery

OST 896 International Rotation Elective

This international rotation is a four-week fourth year rotation that is completed in an out-patient setting. The osteopathic medical student is, under preceptor supervision, actively engaged in both the care and the medical decision-making for the delivery of the healthcare needs to the out-patient population. During the four weeks, the osteopathic medical student will evaluate patients, develop comprehensive care plans and experience the responsibilities and challenges associated with physician care in a medically underserved area. A maximum of eight weeks may be completed on an international rotation. See the U.S. Department of State website for travel advisory levels. Only Level 1 or Level 2 travel advisory areas will be approved. Prerequisites: Family Medicine I, Family Medicine II, General Internal Medicine I, General Surgery I, Pediatrics, and Women's Health.

OST 899 National Board Preparation Level 2

The National Board Preparation Course is designed to aid students in preparing for their COMLEX Level 2 CE examination. During the course, students will follow a study plan individualized for their unique board preparation needs. The course may be reassigned for students who have not passed the COMSAE Phase 2 benchmark or COMLEX Level 2 CE and may consist of an approved external immersion program.

KYCOM General Electives

OST 583 Introduction to Healthcare Simulation

This course provides a comprehensive introduction to modern healthcare simulation (HS), including the historical origins of HS; types of simulators, including mannequins, task trainers, standardized patients, “serious games,” and virtual and enhanced reality; types of HS programs; funding and management of HS programs; educational development in HS; faculty development in HS; HS research; and HS standards and accreditation. Required components include weekly discussion forum participation, weekly assignments, and completion of a Final Project with a class presentation of project outcomes.

OST 950 Elective Course: Research Methodology

This course offers students in the second semester of year one the opportunity to develop a research project. First "An overview of research methodology including basic concepts employed in quantitative and qualitative research methods”. The main objective of this couse is to give guidance to students when pursuing their research project. This course describes all phases of the research including but not limited to, formulating a hypothesis, performing literature search, desiging the study, writing the prospectus, colecting data, analyzing data, writing results in manuscript format for ultimate submission for publication. The course was designed in such a way that both non-experienced students and those with previous research experience will find the course provides insight.

OST 960 Military Medical Systems

Military medical care spans basic preventive care; combat medicine; dietetics; and research-driven roles in the laboratory. The overarching goal is to improve the lives of soldiers and their families. In this course, you will complete the requirements for officer training of your branch of military service during an elective rotation in your normal training sequence. You can expect to learn about the different facets of military medical care and how the military combines these facets to serve soldiers, veterans, dependents, and the global community as a whole.

OST 965 The Mindful Physician

This elective course provides a survey of mindfulness practices that develop physician capacities for delivering high-quality care. The evidence for mindfulness practices in healthcare will be examined, with a focus on those known to influence physician qualities of curiosity, presence, and compassion. The potential impact of mindfulness practices on physician mental health will also be explored.

ASSESSMENT OF AOA CORE COMPETENCIES

The AOA supports seven core competencies, the first being “osteopathic philosophy and osteopathic manipulative medicine (OMM).” Osteopathic medicine is a complete system of medical care with a philosophy that combines the needs of the patient with the current practice of medicine, and emphasizes the interrelation between structure and function that appreciates the body's ability to heal itself.

Osteopathic philosophy is a concept of healthcare that embraces the unity of the living organism's structure (anatomy) and function (physiology). Osteopathic philosophy emphasizes the following principles:

- The human being is a dynamic unit of function,
- The body possesses self-regulatory mechanisms that are self-healing in nature,
- Structure and function are interrelated at all levels, and
- Rational treatment is based on these principles.

In addition to competency in osteopathic philosophy and OMM, the AOA's core competencies include osteopathic patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. For example, osteopathic philosophy requires that residents and physicians demonstrate evidence that preventive medicine is part of the treatment plan for patient care (OPC), that the patient's family is involved in decision making (ICS), and that osteopathic manipulative treatment (OPP) is documented in the treatment plan (PBL). The AOA Core Competencies and the assessment methods utilized by KYCOM to measure these competencies are described in the student assessment plan that follows.

AOA CORE COMPETENCY DESCRIPTIONS: 2018 BLUE RIBBON COMMISSON OUTCOMES

Osteopathic Principles and Practices (OPP)

OPP 1.1. KNOWLEDGE OF OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT
OPP 1.2 SKILLS IN OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT
OPP 1.3 INTEGRATION OF OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT INTO CARE

Osteopathic physicians must demonstrate knowledge of osteopathic principles and practice such that care of patients is approached from the distinct behavioral, philosophical, and procedural aspects of osteopathic medical practice related to the four tenets of osteopathic medicine: 1) the body is a unit; the person is a unit of body, mind, and spirit; 2) the body is capable of self-regulation, self-healing, and health maintenance; 3) structure and function are reciprocally interrelated; and 4) rational treatment is based on an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function. Osteopathic physicians must recognize, diagnose, and treat patients with somatic dysfunction using osteopathic manipulative treatment (OMT) in the clinical setting. While osteopathic tenets are considered foundational to the other competency domains herein, this classification emphasizes the distinctive osteopathic foundation and approach to patient care, including osteopathic principles, the treatment of somatic dysfunction, and the use of OMT.

Osteopathic Patient Care (OPC)

OPC 2.1 DATA GATHERING
OPC 2.2. DIFFERENTIAL DIAGNOSIS
OPC 2.3 ESSENTIAL CLINICAL PROCEDURES.
OPC 2.4 PATIENT CARE MANAGEMENT
OPC 2.5 PATIENT EDUCATION.

Osteopathic physicians must provide osteopathic medical care that is patient centered, compassionate, safe, effective, evidence based, timely, efficient, and equitable in order to promote health and the body's self-regulatory and self-healing nature, in both the care of the patient and the care of communities and populations. Osteopathic physicians must provide these elements of effective osteopathic patient care, as appropriate to their scope of practice, to patients in a broad range of diverse and special populations in varied clinical settings, including outpatient, inpatient and home care settings, across the lifecycle.

Medical Knowledge (MK)

MK 3.1 FOUNDATIONAL BIOMEDICAL SCIENCES KNOWLEDGE BASE
MK 3.2 CLINICAL SCIENCES KNOWLEDGE BASE
MK 3.3 CONTINUOUS KNOWLEDGE-BASE DEVELOPMENT AND LIFELONG LEARNING

Osteopathic physicians must demonstrate the understanding and application of established and evolving principles of foundational biomedical and clinical sciences integral to the practice of patient-centered osteopathic medical care. As with the other competency domains, application of knowledge is about ability (ie, knowledge put into action). Cognitive and other learning science theorists explain that the acquisition of declarative knowledge in biomedical and clinical sciences, the conscious knowledge that something is the case, progressively transforms into procedural knowledge (knowing how to do something). This gradual transformation leads the osteopathic physician to develop a problem and task-specific knowledge base that is integrated across individual disciplines. It is this knowledge base that provides a foundation for competent patient-centered osteopathic medical care. An osteopathic physician with a fluent knowledge base in foundational biomedical and clinical sciences, for example, would be able to explain principles of health, disease, and diagnostic and treatment options to patients. Included in this knowledge base is the articulation of core scientific and clinical practice principles relevant to osteopathic medical practice (eg, health and the body's innate capacity to heal, differential diagnoses, disease etiologies, indications and contraindications, assessment of the risks and benefits of diagnostic and therapeutic interventions).

Osteopathic Medical Practice-Based Learning and Improvement (PBL)

PBL 4.1	FUNDAMENTAL EPIDEMIOLOGIC CONCEPTS
PBL 4.2	CLINICAL DECISION-MAKING TOOLS
PBL 4.3	EVIDENCE-BASED MEDICINE PRINCIPLES AND PRACTICES
PBL 4.4	CLINICAL SIGNIFICANCE OF RESEARCH EVIDENCE AND STATISTICAL INFERENCES
PBL 4.5	TRANSLATING EVIDENCE INTO PRACTICE AND CONTINUOUS LEARNING
PBL 4.6	CONTINUOUS EVALUATION, FEEDBACK, AND REFLECTION FOR THE IMPROVEMENT OF OSTEOPATHIC CLINICAL PRACTICE

Practice-based learning and improvement is the continuous self-evaluation of osteopathic medical practice, utilizing evidence-based medicine approaches to develop best practices that will continuously improve patient experiences of care, reduce inefficiencies and redundancies, and result in optimal and equitable patient care outcomes. Osteopathic physicians must assimilate and apply evidence-based medicine principles and practices, fundamental biostatistical and epidemiologic concepts, clinical decision-making skills, and methods to evaluate relevance and validity of established and evolving scientific evidence. Osteopathic physicians must also appraise the clinical significance of research evidence. Osteopathic physicians must demonstrate the use of best medical evidence, practical strategies for integrating evidence-based principles and practices into patient care, and systematic methods relating to continuous self-evaluation of clinical practice patterns and practice-based improvements, including those that reduce medical errors and promote health. Osteopathic physicians must set learning and quality improvement goals and must incorporate feedback and reflection into daily practice.

Interpersonal and Communication Skills (ICS)

ICS 5.1	ELICITING INFORMATION
ICS 5.2	RAPPORT BUILDING
ICS 5.3	INFORMATION GIVING
ICS 5.4	WRITTEN AND/OR ELECTRONIC DOCUMENTATION AND COMMUNICATION

Osteopathic physicians must demonstrate the knowledge, skills, experience, attitudes, values, and behaviors that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with the patient and surrogates, the patient's family members and caregivers, and other members of the interprofessional collaborative team. Osteopathic physicians must also demonstrate the ability to effectively document and synthesize clinical findings, diagnostic impressions, and diagnostic and treatment instructions in verbal, written, and electronic format. Communication in the English language is essential, as is communication with other members of the health care team, patients, and others when language barriers or other challenges to effective communication are encountered. Interpersonal and communication skills for osteopathic medical practice are based on the incorporation of appropriate knowledge, experience, attitudes, values, and behaviors to determine the nature of the patient's concern or complaint; to develop, maintain, and conclude the therapeutic relationship; and to facilitate patient education, shared decision making, and implementation of diagnostic and care plans. These skills include active listening involving verbal and nonverbal behaviors, as well as effective documentation and synthesis of clinical findings and impressions. This set of knowledge, skills, experience, attitudes, values, and behaviors extends to the medical interview and to communication with the patient, family members, caregivers, and other members of the interprofessional collaborative team. it is essential for osteopathic medical practice that the approach be patient centered, holistic, comprehensive, compassionate, and respectful, contributing to an understanding of the patient, family, and caregiver perspectives and facilitating trust and therapeutic patient-physician relationships.

Professionalism (P)

P 6.1	KNOWLEDGE OF ETHICS AND PROFESSIONALISM
P 6.2	HUMANISTIC BEHAVIOR
P 6.3	PRIMACY OF PATIENT NEED
P 6.4	ACCOUNTABILITY AND DUTY IN THE PHYSICIAN-PATIENT RELATIONSHIP
P 6.5	CULTURAL COMPETENCY
P 6.6	ETHICAL PRINCIPLES IN PRACTICE AND RESEARCH

Osteopathic physicians must understand and adhere to the ethical, behavioral, and social science principles that underpin medical professionalism competency, demonstrating accountability to patients, society, and the profession. Osteopathic physicians must consistently display high moral and ethical standards in the conduct of medical education, training, research, and practice. This conduct includes properly establishing, maintaining, and concluding the physician-patient relationship in a manner that is altruistic, compassionate, and conscientious. Osteopathic physicians must exemplify integrity, humanistic behavior, and a responsiveness to the needs of patients that supersedes self-interest. They must show respect for the patient as a person and demonstrate cultural sensitivity and responsiveness to a diverse patient population. While professionalism also includes a commitment to excellence and continuous professional development, these attributes are classified in the PBL domain.

Systems-Based Osteopathic Medical Practice (SBP)

SBP 7.1	HEALTH SYSTEMS AWARENESS
SBP 7.2	ENGAGEMENT WITH INTER-PROFESSIONAL HEALTH CARE TEAMS FOR OPTIMAL PATIENT- AND POPULATION-CENTERED CARE
SBP 7.3	ABILITY TO INCORPORATE CONSIDERATIONS OF COST AWARENESS AND RISK-BENEFIT ANALYSIS IN CARE
SBP 7.4	ADVOCACY FOR ALL PATIENTS WITHIN THE HEALTH CARE SYSTEM
SBP 7.5	IMPROVEMENT OF HEALTH SYSTEMS AND PATIENT SAFETY

Osteopathic physicians must understand the larger context and systems of health care and a broader system of linked goals. They will effectively identify and utilize system resources to maximize the health of the individual and the community or population at large. This facilitates improving the individual experience of care, improving the health of populations, and reducing the per capita costs of care. osteopathic physicians must work well as members and leaders of an interprofessional health care team, identifying areas for improvement to promote care and a culture that enhances quality and patient safety, as well as reduce medical errors, inequities, needless pain and suffering, helplessness, and waste and other inefficiencies.

KYCOM STUDENT ASSESSMENT PLAN

Mission Statement

The mission of the University of Pikeville - Kentucky College of Osteopathic Medicine (KYCOM) is to provide men and women with an osteopathic medical education that emphasizes primary care, encourages research, promotes lifelong scholarly activity, and produces graduates who are committed to serving the health care needs of communities in rural Kentucky and other Appalachian regions.

The Goals and Objectives of the DO Program are derived from the seven core Osteopathic Competencies, as described in the 2018 Blue Ribbon Commission Report.

Goals and Objectives	Outcomes	Assessment Methods	Additional Tools
To educate Osteopathic medical students in the art and science of osteopathic medicine using the most current research in clinical and basic sciences. *a. Provide opportunities for research and scholarly activity for students and faculty.* *b. Advance medical knowledge and the quality of health care through educational, scientific, and clinical research.*	***Osteopathic Philosophy and Osteopathic Manipulative Treatment (OPP)*** The Candidate shall demonstrate… OPP 1.1: KNOWLEDGE OF OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT OPP 1.2: SKILLS IN OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT OPP 1.3: INTEGRATION OF OSTEOPATHIC PRINCIPLES, PRACTICE, AND OMT INTO CARE	***First and Second Year:*** • OPP course/lab • OPC course/lab • ISAs and OSCEs • Clinical Involvement • COMLEX Level 1 • Block exams • In-class quizzes ***Third and Fourth Year:*** • KYCOM Video/OMT grand rounds • 4th year case presentation • Clinical rotations • COMLEX Level 2-CE • KYCOM Alumni Survey	• *External Surveys including the AACOM Survey of Student Indebtedness and Career Plans* • *COMLEX Level 3*

Goals and Objectives	Outcomes	Assessment Methods	Additional Tools
To provide a curriculum that promotes and measures student competencies to enhance the development of future osteopathic physicians who are competent practitioners of patient- centered, quality medical care. a. Prepare students to pass the COMLEX-USA board exams. b. Incorporate clinical teaching throughout the four-year curriculum. c. Promote the acquisition of the core competencies across the curriculum. d. Develop and maintain clinical education sites in rural and underserved Kentucky and Appalachian areas that promote rural primary care within our region.	***Patient Care (OPC)*** The Candidate shall effectively perform… OPC 2.1: DATA GATHERING OPC 2.2: DIFFERENTIAL DIAGNOSIS OPC 2.3: ESSENTIAL CLINICAL PROCEDURES. OPC 2.4: PATIENT CARE MANAGEMENT OPC 2.5: PATIENT EDUCATION.	***First and Second Year:*** • Systems course/lab • OPC course/lab • ISAs and OSCEs • Clinical Involvement • COMLEX Level 1 ***Third and Fourth Year:*** • KYCOM Video/OMT grand rounds • 4th year case presentation • Clinical rotations • COMLEX Level 2-CE • Capstone course with skills attestation • Preceptor evaluations • KYCOM Alumni Survey • COMAT • Patient logs	• *AACOM Survey of Student Indebtedness and Career Plans* • *Other External surveys* • *Non-traditional medical opportunities (e.g., health-related mission trips)*
To offer a curriculum that integrates a strong foundation of medical knowledge with the professional, cultural and ethical traits desired in its students and graduates.	***Medical Knowledge (OMK)*** The Candidate will demonstrate the understanding and application of… MK 3.1: FOUNDATIONAL BIOMEDICAL SCIENCES KNOWLEDGE BASE MK 3.2: CLINICAL SCIENCES KNOWLEDGE BASE MK 3.3: CONTINUOUS KNOWLEDGE-BASE DEVELOPMENT AND LIFELONG LEARNING	***First and Second Year:*** • Systems course/lab • OPC course/lab • ICS course series • ISAs and OSCEs • Clinical involvement • COMLEX Level 1 ***Third and Fourth Year:*** • KYCOM Video/OMT grand rounds • 4th year case presentations • Clinical rotations • Preceptor evaluations • COMAT scores • KYCOM Alumni Survey	• *External surveys including the AACOM Survey of Student Indebtedness and Career Plans* • *OPP fellowships* • *AOA poster presentations* • *Clinical research opportunities with KYCOM preceptors* • *Other research opportunities*

Goals and Objectives	Outcomes	Assessment Methods	Additional Tools
To cultivate an appreciation of lifelong learning in KYCOM students and graduates through the development of scholarly inquiry skills.	***Practice-based Learning and Improvement (PBL)*** The Candidate will assimilate and apply… PBL 4.1: FUNDAMENTAL EPIDEMIOLOGIC CONCEPTS PBL 4.2: CLINICAL DECISION-MAKING TOOLS PBL 4.3: EVIDENCE-BASED MEDICINE PRINCIPLES AND PRACTICES PBL 4.4: CLINICAL SIGNIFICANCE OF RESEARCH EVIDENCE AND STATISTICAL INFERENCES PBL 4.5: TRANSLATING EVIDENCE INTO PRACTICE & LIFELONG LEARNING PBL 4.6: CONTINUOUS EVALUATION, FEEDBACK, AND REFLECTION FOR IMPROVEMENT OF OSTEOPATHIC CLINICAL PRACTICE	***First and Second Year:*** • Systems course/lab • Biostatistics & Epidemiology course • ICS course series • Clinical Skills course/lab • Filming and analysis of volunteer patient focused History & Physical • Clinical Involvement • COMLEX Level 1 ***Third and Fourth Year:*** • 4th year case presentation • Clinical rotations • Preceptor evaluations • COMLEX Level 2-CE	• *External surveys including the AACOM Survey of Student Indebtedness and Career Plans*
To offer a curriculum that integrates a strong foundation of medical knowledge with the professional, cultural and ethical traits desired in its students and graduates.	***Interpersonal and Communications Skills (ICS)*** The Candidate will effectively engage in… ICS 5.1: ELICITING INFORMATION ICS 5.2: RAPPORT BUILDING ICS 5.3: INFORMATION GIVING ICS 5.4: WRITTEN AND/OR ELECTRONIC DOCUMENTATION AND COMMUNICATION	***First and Second Year:*** • Systems course/lab • OPC course/lab • ICS course series • ISAs and OSCEs • Filming and analysis of volunteer patient focused History & Physical • Clinical Involvement ***Third and Fourth Year:*** • 4th year case presentation • Clinical rotations • Preceptor evaluations • KYCOM Alumni Survey	• *Participation in student organizations (e.g. SGA, SOMA, CMDA, etc.)* • *COMLEX Level 1* • *External surveys including the AACOM Survey of Student Indebtedness and Career Plans* • *COMLEX Level 3*

Goals and Objectives	Outcomes	Assessment Methods	Additional Tools
To prepare physicians committed to improving access to quality, competent, and patient-centered medical care for all, with an emphasis on developing primary care physicians for underserved and rural communities.	***Professionalism (P)*** The Candidate shall understand and adhere to… P 6.1: KNOWLEDGE OF ETHICS AND PROFESSIONALISM P 6.2: HUMANISTIC BEHAVIOR P 6.3: PRIMACY OF PATIENT NEED P 6.4: ACCOUNTABILITY AND DUTY IN THE PHYSICIAN-PATIENT RELATIONSHIP P 6.5: CULTURAL COMPETENCY P 6.6: ETHICAL PRINCIPLES IN PRACTICE AND RESEARCH	***First and Second Year:*** • Systems course/lab, attendance and attire • OPC course/lab • Clinical Involvement • Community involvement ***Third and Fourth Year:*** • OMS4 student case presentation • Clinical rotations/ patient interactions • Capstone course with skills attestation • Preceptor evaluations • KYCOM Alumni Survey	• *External surveys including the AACOM Survey of Student Indebtedness and Career Plans* • *Census data: practices located in rural and/ or federally medically underserved areas*
To train physicians who understand the larger context and systems of health care and a broader system of linked goals in healthcare delivery.	***Systems-based Practice (SBP)*** The Candidate shall demonstrate… SBP 7.1: HEALTH SYSTEMS AWARENESS ENGAGEMENT WITH INTER-PROFESSIONAL SBP 7.2: HEALTH CARE TEAMS FOR OPTIMAL PATIENT- AND POPULATION-CENTERED CARE SBP 7.3: ABILITY TO INCORPORATE CONSIDERATIONS OF COST AWARENESS AND RISK-BENEFIT ANALYSIS IN CARE SBP 7.4: ADVOCACY FOR ALL PATIENTS WITHIN THE HEALTH CARE SYSTEM SBP 7.5: IMPROVEMENT OF HEALTH SYSTEMS AND PATIENT SAFETY	***First and Second Year:*** • Systems course/lab • OPC course/lab • ICS course series • Filming and analysis of volunteer patient focused History & Physical • Clinical Involvement ***Third and Fourth Year:*** • OMS4 student case presentations • Clinical rotations • Preceptor evaluations • COMLEX Level 2-CE • KYCOM Alumni Survey	• *COMLEX Level 1* • *External surveys including the AACOM Survey of Student Indebtedness and Career Plans* • *COMLEX Level 3*

POSTGRADUATE MEDICAL EDUCATION

The University of Pikeville-Kentucky College of Osteopathic Medicine is newly accredited by the Accreditation Council for Graduate Medical Education (ACGME) as a Sponsoring Institution. The Sponsoring Institution places great emphasis on the importance of assisting new and existing Graduate Medical Education (GME) programs. We aim to accomplish this task using a structured, mission-driven approach that aligns with the COCA standards. The UPIKE-KYCOM Office of GME works with our existing core rotation sites to support development of core competency curriculum. Focus areas include osteopathic principles, patient-centered care, and clinical skills. An annual professional development session is held for the core clinical rotation sites so that they are provided the most up-to-date guidelines on clinical training standards as set by KYCOM, COCA, and the ACGME.

The Office of GME assists in facilitating the transition from Undergraduate Medical Education (UME) to GME. It assists in providing support to students in career advising, residency application support and planning, and CV development. GME programs that the UPIKE-KYCOM Sponsoring Institution support or develop will ideally attract our graduates and assist in sustainability and workforce stability.

The UPIKE-KYCOM Office of GME is staffed with the Designated Institutional Official (DIO) and the Director of Graduate Medical Education. The Office of GME reports to and is supported by a representative group from the University Board of Trustees.

PERSONNEL

University of Pikeville Administration

Burton J. Webb, PhD	President
The Honorable Paul E. Patton	Chancellor, Governor of Kentucky, 1995-2003
Lori Werth, PhD	Executive Vice President and Chief Strategy Officer
Barry L. Bentley, MBA	Vice President for Finance and Business Affairs
Joe E. Kingery, DO, MBA, FACOFP, FAAFP	Dean of the Kentucky College of Osteopathic Medicine
Renee Reeder, OD, FAAO, FBCLA, FSLS, FIACLE	Dean of the Kentucky College of Optometry
Jill Keaton, DMD	Dean of the Tanner College of Dental Medicine
Laura Damron	Assistant Vice President for Advancement and Alumni Relations
Karen Damron, PhD	Dean of the College of Nursing and Human Services
Ella Smith-Justice, PhD	Dean of the College of Arts and Sciences
Mathys J. Meyer, PhD	Vice President for Student Success
Marissa Greer, EdD	Vice President of Academic Affairs
Chris Harris, DBA	Dean of the Coleman College of Business

KYCOM Administration

Joe E. Kingery, DO, MBA, FACOFP, FAAFP	Dean of the Kentucky College of Osteopathic Medicine
Cathryn J. Caudill, PhD	Associate Dean for Academic Affairs
Ayesha Ghayur, MD, PhD	Assistant Dean for Curriculum and Evaluation
Malgorzata Simm, PhD	Associate Dean for Biomedical Sciences
Maleshea Hopkins, DO	Associate Dean for Clinical Affairs
Antoinette Justice, DO	Associate Dean for Osteopathic Medical Education
Laura E. Griffin, DO, FAAO	Associate Dean for Osteopathic Principles and Practices Integration
David A. Falletta, EdD	Director of Student Affairs and Academic Excellence

KYCOM Academic Department Heads

Primary Care

Shylah Napier,DO, Chair

Osteopathic Principles and Practice

Laura E. Griffin, DO, FAAO, Chair

KYCOM Faculty

Gbolahan Afolabi, PhD, MHA, MBBS	Anatomy
Olga Avilova, MD, PhD	Anatomy and Pathology
Sujin Bao, PhD	Biochemistry
Michael S. Carnes, DO, FAAO	Osteopathic Principles and Practice
Cathryn J. Caudill, PhD	Pathology
Abilash Chandrakumari, MD, PhD	Pathology
Damian Cole, DO	Osteopathic Principles and Practice
Sarah Crawford, DO	Family Medicine
Danny Driskill, JD, EMT-P	Family Medicine
Saima Ejaz, PhD	Physiology
Sarah Evans, PhD	Microbiology
Ayesha Ghayur, MD, PhD	Pathology
Muhammad Nabeel Ghayur, PhD	Pharmacology
Candi Griffey, DO	Family Medicine
Laura E. Griffin, DO, FAAO	Osteopathic Principles and Practice
Guichun Han, PhD	Physiology
Maleshea Hopkins, DO, FACOFP	Family Medicine
Helen Ibeawuchi, MD	Physiology
Antoinette Justice, DO	Family Medicine and OPP
Joe E. Kingery, DO, MBA, FACOFP, FAAFP	Family Medicine
Matthew Lazenka, PhD	Anatomy
David L. McWhorter, PhD	Anatomy
Shylah Napier, DO	Pediatrics
Erica Noble, PhD	Anatomy
Malgorzata Simm, PhD, FCM	Microbiology and Immunology
Julia H. Smith, DHEd	Anatomy
Edward Stiles, DO	Osteopathic Principles and Practice
J. Michael Younger, PhD	Biochemistry
Dana R. Ziegler, PhD	Anatomy

KYCOM Clinical Course Chairs

Naveed Ahmed, MD	Neurology
Ross Cline, DO	Endocrinology
William Coulter, DO	Musculoskeletal Disease and Dermatology
G. Jason Hunt, DO	Surgery
Peter Oliver, MD	Psychiatry
Rakesh Sachdeva, MD	Gastroenterology
Seema Sachdeva, MD	Foundations of Clinical Practice
Kurt Sowers, MD	Renal and Urogenital Disease
Tiffany Thompson, DO	Obstetrics and Human Development
Mark Veronneau, DO	Pulmonology and HEENT
Anthony Yonts, DO	Cardiovascular Disease and Hematology