



**Western
University**
OF HEALTH SCIENCES

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

**Interview Day Guidebook
DO2028**

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Message from the Dean
David Connett, DO, FACOFP, *dist.*

On behalf of our faculty, staff, and administration, we welcome you to the College of Osteopathic Medicine of the Pacific. This is an exciting time to become a physician. The rapid state of global change and medical innovation is transforming the way we prepare our students to become physicians of the future.

We, at the College of Osteopathic Medicine of the Pacific (COMP) and COMP-Northwest, remain committed to ushering in a new generation of osteopathic physicians who serve their patients with purpose, passion, and proficiency. The faculty and staff at both campuses inspire a shared vision of a student-centered, inter-professional approach to learning with a meaningful emphasis on humanistic health care. We strive to model the way forward for our students and alumni by being leaders in our profession, our communities, and in the realm of academia.

Today's advanced technology and the ever-growing body of medical knowledge continue to move COMP and COMP-Northwest into a new era of medicine. A vigorous desire to heal, combined with their strong medical education, makes our students stand apart from the rest. We are excited you are here and look forward to learning more about you and your passion for medicine.



Western University of Health Sciences Mission Statement

Our mission is to produce, in a humanistic tradition, health care professionals, and biomedical knowledge that will enhance and extend the quality of life in our communities.

Vision

To continue to flourish as a pioneering institution that has enjoyed phenomenal growth we must build on our foundation in humanistic health sciences, The WesternU Way – the caring, respect, empathy, and trust that have ever made us so innovative, audacious, and nimble. This bedrock of values informs all that we do, ensuring our work is ever a beacon that reflects compassion as we serve our communities.

Guiding Values

Our guiding values include:

- Embodying humanism through caring, respect, empathy, and trust.
- Creating a pioneering culture of bold innovation, courage, and passion.
- Displaying a collaborative mindset in how we operate, how we educate, and how we deliver health care.
- Achieving excellence in all that we do.

University Outcome Domains

The University has adopted a set of eight outcome domains that serve to guide its academic programs in their development and ongoing quality improvement. Within each outcome domain, each academic program has developed specific ability-based outcomes appropriate to the particular degree program.

The eight domains are as follows:

- Critical Thinking
- Breadth and Depth of Knowledge in the Discipline/Clinical Competence
- Interpersonal Communication Skills
- Collaboration Skills
- Ethical and Moral Decision-Making Skills
- Life-long Learning Skills
- Evidence-based Practice
- Humanistic Practice

College of Osteopathic Medicine of the Pacific Mission Statement

The Mission of the College (COMP and COMP-Northwest) is to prepare students to become technically competent, culturally sensitive, professional, and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient centered healthcare with the distinctive osteopathic philosophy.

This is accomplished through excellence in curriculum, translational research, service, osteopathic clinical practice, and the enhancement of osteopathic graduate medical education.

Core Competencies in Support of the College's Mission Statement

- Medical Knowledge
- Osteopathic Philosophy
- Patient Centered Care
- Professionalism (Leadership)
- Interpersonal & Communication Skills
- Practice Based Learning & Improvement
- Systems Based Practice



Overview of WesternU Financial Aid Processes

Welcome! The information below is to provide you with a quick overview on how financial aid is processed at [our office](#). Please visit our website at <https://www.westernu.edu/financial/>, which has a lot of useful information.

If you have any questions or feedback, please contact our office at (909) 469-5353 or via email at finaid@westernu.edu. We look forward to assisting you!

Applying for Aid

THE PROCESS

Step 1: Complete the Free Application for Federal Student Aid (FAFSA)

- The Free Application for Federal Student Aid (FAFSA) is open for submission annually each October 1st.
- Create a Federal Student Aid [\(FSA\) ID](#)
- This FSA ID is used to sign your Free Application for Federal Student Aid (FAFSA) online. If you have an existing FSA ID, you are not required to create another one.
- Complete the Free Application for Federal Student Aid (FAFSA) -<https://studentaid.gov/>
- Western University of Health Sciences (WesternU) school code is 024827
- When completing the FAFSA application, transfer your federal tax information from two years ago (Prior-Prior Year).

Step 2: Review Student Budget/Cost of Attendance

- Student Budgets/Cost of Attendance are subject to change and costs vary each year.
- See [Page 6](#) for details.

Step 3: Requirements

- In early spring the Financial Aid Office will email your WesternU email account. This email will instruct you to login to your Student Portal to complete the listed requirements prior to disbursement of loan funds. Once requirements are completed, your financial College Finance Plan will be emailed to your WesternU email account. Awards typically are awarded by the beginning of June.

Step 4: Financial Aid Offer

Packaging and Award Policy

- Students at WesternU are packaged and awarded as independent graduate students. There are no Grants available to graduate students. Resources such as gift aid, scholarships, Military and the National Health Service Corps will be taken into consideration first when packaging and awarding students.
- All eligible students are then awarded in the unsubsidized loan and the balance in the Grad PLUS loan to meet the maximum of their budget. Students are awarded the maximum allowable in the Federal Direct Loan program's as per their program and the Department of Education.
- Outside scholarships are available! Please visit <https://www.westernu.edu/financial/scholarships/> for more details.

Loans

- Graduate professional students are eligible to borrow federal loans up to the cost of attendance minus other financial aid from the [Department of Education \(ED\)](#) and/or non-Department of Education lenders referred to as an Alternative loan.
- **ED Loans and Interest Rates for 2022/2023 Academic Year**
- Federal Direct Unsubsidized Loan 7.05% (T-Bill + 3.60%)
- Grad PLUS Loan 8.05% (T-Bill + 4.6%)
- The Federal Graduate PLUS loan requires a credit check. If loan is declined, student will need an Endorser.

Please remember that the interest rates for each academic year may vary based on what the 10-Year T-Bill will be by the end of May of each year. **In addition, there is an origination fee, which is assessed at the time of disbursement. For additional information visit our website <https://www.westernu.edu/financial/loan-counseling/>**

- Repayment begins 6 months after the student graduates or drops below half time enrollment. Limited deferments and forbearances are available to students upon graduation based on economic hardship.

Alternative Loan

- Eligible students are International, DACA, and those eligible to borrow ED loans.
- International and DACA students must secure a U.S. Citizen co-signer to obtain funding.
- Requires a credit check and is based on credit worthiness. Unlike ED's Loan program, approval is not guaranteed. The lending institutions determine interest rates of which there is no cap. Some lenders may charge an origination fee. Alternative loans may not have deferment/forbearance as an option.

Step 5: Disbursements Schedule

- Disbursement schedules are based on the student's program enrollment terms (fall and spring or fall, spring, and summer terms).
- The financial aid amount you've accepted will be disbursed to your Student Account. Loan funds will first be used to pay for [tuition and fees](#) and then the remainder of it will be deposited to your checking account.
- To view your disbursement schedule, please Login to your Student Portal.

Step 6: Meet with a Financial Aid Counselor

- Students who are borrowing ED loans for the first time at Western University of Health Sciences will receive an email with instructions to schedule their 30-45-minute mandatory New Student Information (NSI) Financial Aid group meeting.

Student Budgets

- Information is updated annually at the end of March.
- Please visit <https://www.westernu.edu/financial/financial-budgets/> for details.

2022/2023 Doctor of Osteopathic Medicine (DO) (COMP Northwest)	First Year 10	Second Year 12 Months	Third Year 12 Months	Fourth Year 12 Months	*ISAC/DONW 12 Months
Tuition & Fees					
Tuition	\$65,500	\$65,500	\$65,500	\$65,500	\$65,500
Student Body Fees	\$40	\$40	\$20	\$20	\$40
Graduation Fees	N/A	N/A	N/A	\$350	N/A
Top Hat	\$27	\$27	N/A	N/A	\$27
iPad	\$930	N/A	N/A	N/A	\$930
SEP Medical Equipment	\$1,066	N/A	N/A	N/A	\$1,066
Total Fees	\$67,563	\$65,567	\$65,520	\$65,870	\$67,563
Budget Items/Estimated Costs					
Books & Supplies	\$1,145	\$0	\$0	\$0	\$1,145
Living Expenses (R&B/Personal)	\$18,400	\$22,080	\$22,080	\$20,240	\$22,080
Transportation	\$3,521	\$3,977	\$9,544	\$9,348	\$4,164
COMLEX Level I	N/A	\$715	N/A	N/A	N/A
COMLEX Level II	N/A	N/A	\$715	N/A	N/A
ISSM	N/A	\$1,100	N/A	N/A	N/A
Drug Screening + Background Check	\$175	\$225	N/A	N/A	N/A
Total Budget Components	\$23,241	\$28,097	\$32,339	\$29,588	\$27,389
Loan Fees					
Direct Stafford Unsubsidized Loan Fees	\$452	\$499	\$499	\$475	\$499
Grad PLUS Loan Fees	\$2,052	\$1,987	\$2,164	\$2,156	\$2,049
Total Loan Fees	\$2,504	\$2,486	\$2,663	\$2,631	\$2,548
Total Budget	\$93,308	\$96,150	\$100,522	\$98,089	\$97,500

Note: Financial Aid student budgets are subject to change.



Welcome From the Office of Academic Affairs

Dear Prospective Student:

Thank you for your interest in the osteopathic medicine program at Western University of Health Sciences, College of Osteopathic Medicine of the Pacific and COMP Northwest!

We are very excited that you are considering WesternU/COMP and COMP-NW for your future training as an osteopathic physician. Our curriculum will stimulate and intellectually challenge you with a program that is scientifically rigorous, clinically relevant, and patient centered. Additionally, we have ensured that our program honors the significance of the “humanistic” elements of medicine such as interpersonal relationships, literature, art, altruism, interprofessional collaboration, and community service.

We fully recognize that the best physicians are the ones who are able to integrate both the sciences and the humanities into their interactions with patients and the medical community. Please review the information in the pages that follow for more specifics regarding WesternU/COMP’s educational program.

If you have any questions concerning WesternU/COMP or COMP-NW’s educational program, please don’t hesitate to contact us. If you send an email, please include your phone number.

Good luck!

Sincerely,

Gerald Thrush, PhD, Vice Dean Academic Affairs

gthrush@westernu.edu

Jesus Sanchez, DO Assistant Dean Pre-Clinical Education

jsanchez@westernu.edu

Colleen Talbot, PhD, Assistant Dean, Pre-Clinical Education ctalbot@westernu.edu

Stephanie White, DO, Associate Dean, Clinical Education swhite@westernu.edu

Curriculum Overview

COMP and COMP-NW's curriculum is a four-year, full-time academic and clinical program leading to the *Doctor of Osteopathic Medicine (DO)* degree. This curriculum stresses the interdependence of the biological, clinical, behavioral, and social sciences with an emphasis on preparing students for residency training and future clinical practice as part of an interprofessional health care team.

In order to fulfill its educational mission, COMP and COMP-NW identifies and develops the knowledge, skills, attitudes, and behaviors required to become physicians who are competent, compassionate, life-long learners with the distinctive osteopathic philosophy. This is accomplished through a variety of modalities including synchronous and asynchronous presentations and activities, small and large group interactions, hands-on laboratory sessions, clinical skills sessions, and a breadth of experience in patient care and healthcare through excellent clinical rotations. All these sessions are designed to support the professional development of students so that they can be successful in their future role within the medical profession.

COMP and COMP-NW aspires to promote a patient and profession-based curriculum that is responsive to the ever-changing needs of the healthcare environment. Therefore, COMP and COMP-NW faculty members are actively involved in a process of continuous quality improvement, which includes a systematic review and evaluation of each course. Improvements and innovations are implemented on an as needed ongoing basis to assure that COMP and COMP-NW's curriculum provides an excellent educational program for osteopathic medical students.

All COMP and COMP-NW students are required to take and pass the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA) Levels 1, 2CE, and 2PE before graduation. Additionally, during residency training, all DO graduates are expected to take and pass the COMLEX-USA Level 3 Exam for state licensure. Our COMLEX- USA first time pass rates and postgraduate residency placement rates can be found in the COMP Academic Outcomes section of our main webpage:

https://www.westernu.edu/ire/outcomes/outcomes_om/

Please see COMP's catalog for more details regarding the College's curriculum and educational programs: <https://www.westernu.edu/registrar/registrar-about/university-catalog/>

ISAC—Intensive Summer Anatomy Course

The purpose of ISAC is to prepare a small group of first-year students to be Anatomy Teaching Assistants and assist the Anatomy faculty during Anatomy Labs throughout the regular academic year. ISAC students get a head start on Anatomy by completing all of the Gross Anatomy dissections, from head to toe, working five days a week for six weeks during June and July. ISAC has the advantage of smaller class size and greater interaction time with faculty in the lab than during the regular academic year. In exchange, ISAC students who perform well and who demonstrate qualities that will make them good teachers are expected to become Anatomy Teaching Assistants if selected by the faculty. Teaching Assistantships are paid positions.

The Scope of ISAC

ISAC satisfies your Anatomy Lab component. If you pass all of the ISAC practical exams, you will not need to take the Anatomy Lab practical exams during the regular academic year. This is one of the main advantages of ISAC for students—more time to study. ISAC students are still responsible for the lecture material and taking the didactic (multiple-choice) exams and quizzes in the fall and spring courses, which include anatomy questions. ISAC has lectures to support the labs, but it does not have didactic exams—only lab practical exams. When the regular academic year begins, ISAC students attend lectures and take didactic exams along with their peers.

Selection of TAs and TA responsibilities

All ISAC students who successfully complete ISAC are candidates for a Teaching Assistantship and expected to apply. The faculty will select the final list of Teaching Assistants based on each candidate's knowledge base, ability to communicate, professionalism, commitment to and enthusiasm for mastering anatomy, and interactions with classmates. Anatomy TAs perform two tasks. First, they assist faculty in the lab during scheduled dissections, helping their peers perform dissections. Second, before each Anatomy practical exam, the TAs set up a mock practical exam to help their peers prepare for the real thing. These responsibilities amount to approximately 45 - 65 hours of lab time spread across nine months.

If you have questions about ISAC on the Lebanon campus, please contact Dr. Edie Sperling at esperling@westernu.edu.

If you have questions about ISAC on the Pomona campus, please contact Dr. Jeremiah Scott at jscott@westernu.edu.

Summer Preparedness and Readiness Course (SPaRC)

Course Dates: June 2023

The Summer Preparedness and Readiness Course (SPaRC) is a three-week program designed to prepare incoming students for the rigors of their chosen program. SPaRC provides students with an introduction to applicable courses, skills, and competencies in an interprofessional education healthcare setting while easing their transition to a professional graduate program. SPaRC also helps students evaluate their strengths and weaknesses in the areas of academics and inter and intra-personal development. Before the school year begins in August, SPaRC participants have been introduced to deans and faculty, know how to access crucial resources on campus, have experienced and dealt with information overload, and best of all have already connected with fellow students in and outside of their programs.

Upon completing SPaRC, students:

- Realistically understand the academic demands of their program
- Are able to utilize academic-based learning and wellbeing coping strategies
- Have been introduced to their college dean and faculty
- Know how to access crucial resources on campus
- Have developed supportive friendships with students in and outside of their program

Content Includes:

Sciences:

- Skeletal system
- Gross anatomy
- OMM
- Pharmacology

WesternU specific aspects:

- Service learning
- Study skills
- Test taking skills
- Life balance

How to Apply

Incoming WesternU students, find out how to sign up here:

<http://www.westernu.edu/lead/lead-summer-prep/>

*For further information about SPaRC, please contact
Neil Patel, PhD, Director, LEAD patelnm@westernu.edu*

Sample OMS I Fall and Spring Semester Course Schedule

Introduction to the Study of Osteopathic Medicine 5 WEEKS	Foundations of Osteopathic Medicine 1 4 WEEKS	Assessment Week	Conference Week	Foundations of Osteopathic Medicine 2 6 WEEKS	Assessment Week	Conference Week
Integrated Skills for the Study of Medicine 1						
University – Interprofessional Education						

PRE-CLINICAL CURRICULUM
YEAR 1

OMS 1 FALL SEMESTER AUGUST - DECEMBER

Foundations of Osteopathic Medicine 3 8 WEEKS	Assessment Week	Conference Week	Foundations of Osteopathic Medicine 4 8 WEEKS	Assessment Week	Conference Week	High-Yield Review 2 WEEKS
Integrated Skills for the Study of Medicine 2						
University – Interprofessional Education						

OMS 1 SPRING SEMESTER JANUARY – JUNE

PRE-CLINICAL CURRICULUM
YEAR 1

Sample OMS II Fall and Spring Semester Course Schedule

Advanced Study of Osteopathic Medicine 3 WEEKS	Foundations of Osteopathic Medicine 5 8 WEEKS	Assessment Week	Conference Week	Foundations of Osteopathic Medicine 6 4 WEEKS	Assessment Week	Conference Week
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Integrated Skills for the Study of Medicine 3

University – Interprofessional Education

PRE-CLINICAL CURRICULUM
YEAR 2

OMS 2 FALL SEMESTER AUGUST - DECEMBER

Foundations of Osteopathic Medicine 7 6 WEEKS	Assessment Week	Conference Week	Foundations of Osteopathic Medicine 8 5 WEEKS	Assessment Week	Conference Week	High-Yield Review 2 WEEKS	Dedicated Board Study 4 WEEKS
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Integrated Skills for the Study of Medicine 4

University – Interprofessional Education

OMS 2 SPRING SEMESTER JANUARY – JUNE

PRE-CLINICAL CURRICULUM
YEAR 2

Note: Course titles, topics, and sequence subject to change

COMP Clinical Curriculum Outline

OMS--III Clinical Education Requirements (The sequence of rotations & blocks is based on the selection of the student during the rotations lottery)			
Quantity	Type	Discipline	Duration
1	Core	Family Medicine	4 weeks
1	Core	Surgery	4 weeks
2	Core	Internal Medicine—General (IM-1 and IM-2)	2 x 4 weeks
1	Core	Psychiatry	4 weeks
1	Core	OB/GYN	4 weeks
1	Core	Pediatrics	4 weeks
1	Core	OMM	4 weeks
3	Elective	Elective	3 x 4 weeks

OMS-IV Clinical Education Requirements			
Quantity	Type	Discipline	Duration
1	Required	Emergency Medicine	4 weeks
1	Required	Sub-Internship	4 weeks
1	Required	Residency Based Selective	4 weeks
6	Elective	Elective	6 x 4 weeks
1	N/A	Vacation	8 weeks

COMP-Northwest Clinical Rotation Sites

The clinical training sites for COMP-Northwest are in “core areas”. The current core areas are:

Area A: Tacoma, WA

Description: Seattle, Chehalis, Olympia, Vancouver, and Gig Harbor WA

Area B: Astoria, OR

Description: Seaside, Warrenton OR

Area C: Portland OR

Description: Tigard, Milwaukie, Beaverton, Gladstone, Hillsboro, Tualatin, Clackamas, Gresham, Happy Valley, and Mount Hood OR

Area D: Salem OR

Description: McMinnville, Dallas, Stayton, and Silverton OR

Area E: Corvallis OR

Description: Lebanon, Albany, Newport, Sweet Home, and Lincoln City OR

Area F: Eugene OR

Description: Springfield, Coburg, and Florence OR

Area G: Bend OR

Description: Redmond, Prineville, Madras, and Sisters OR

Area H: Roseburg, OR

Description: Sutherlin and Winston

Area I: Medford, OR

Description: Grants Pass, Ashland, and Klamath Falls OR

Area J: Humboldt CA

Description: Eureka, Arcata, Fortuna, Mad River, and Redding CA

Travel from campus and between clerkship sites is the financial responsibility of the student, as well as housing costs.

Affiliation agreements are maintained between hospitals and larger clinics confirming and delineating the responsibilities of the school and the rotation site. Individual credentialing of teaching physicians as Clinical Faculty (for core rotations) and Preceptors (for elective rotations) is required and updated every five years.

Students who participate in a Longitudinal Track Program in their first and second year will have the opportunity to continue that track into their clinical years and will have opportunities to pursue electives to fulfill the requirements of their chosen track (Lifestyle Medicine, Rural Health, Chronic Care, etc.)

Interprofessional Practice & Education



What is Interprofessional Practice & Education (IPE) at WesternU?

Collaboration and teamwork among healthcare professionals are important aspects to the delivery of high-quality patient care. A landmark report by the Institute of Medicine suggests healthcare workforce preparation should include IPE.

“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. Interprofessional education is a necessary step in preparing a 'collaborative practice-ready' health workforce that is better prepared to respond to local health needs.” Source: World Health Organization (2010): Framework for Action on Interprofessional Education & Collaborative Practice

WesternU's IPE curriculum places students from multiple professions together in large and small team classrooms. The goal is for WesternU graduates to demonstrate an understanding of other health professions and to provide and promote a team approach to patient care and healthcare management, ultimately leading to improved safety and quality of care.

This collaboration of professions directly reflects the "one health, one medicine, one vision" idea, employing a curriculum designed to do no less than revolutionize health professions education in this country - breaking down the silos that characterize so many university campuses today. Improved service to patients and enhanced student-centered learning were primary reasons for establishing WesternU's IPE curriculum.

As national healthcare organizations and employers emphasize the importance of a team-based approach to healthcare, developing skills as part of an interprofessional team becomes essential to graduates. As ambassadors for WesternU's broad interprofessional approach, our graduates will simultaneously cement WesternU's reputation as a leader in graduate health-sciences education and raise the bar for patient care throughout the United States.

WesternU is a major institution to develop a comprehensive program helping students from many health professions learn how to work as a cohesive health care team. Why are we doing this? Because:

- As national healthcare organizations and employers emphasize the importance of a team-based approach to healthcare, it is likely that education as part of an interprofessional health care team will enhance graduates' expertise and increase their employment opportunities.
- Graduates will be better prepared to work in patient-centered team-based care at the onset of their careers reinforcing their effectiveness and improving patient outcomes.
- As populations grow larger and older, provider shortages are increasing. Thus, coordinated care is even more essential and valued.
- Learning to take an interprofessional approach to population-based challenges such as global pandemics will benefit society during critical times.
- Patients will receive timely care from the most appropriate healthcare providers—minimizing cost and maximizing patients' potential for improvement and recovery—thanks to the collaborative care that can be created as the result of interprofessional practice.

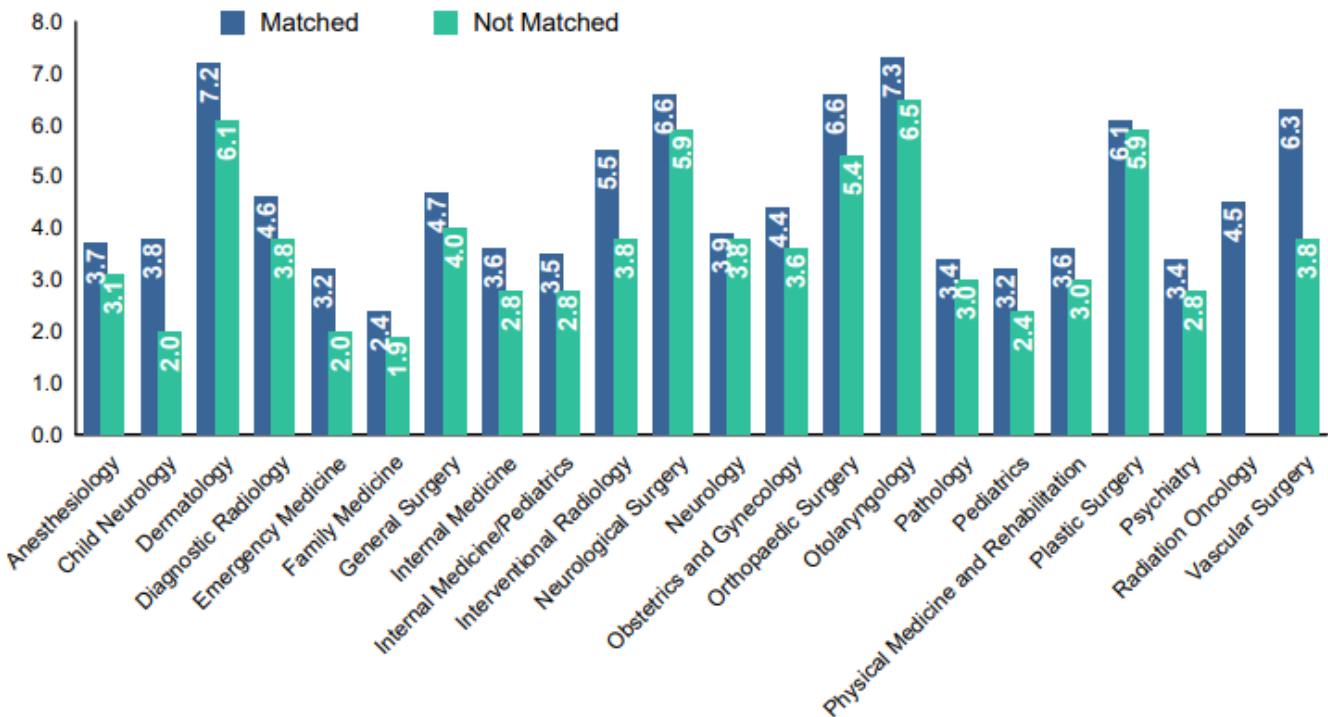
Our future graduates will have distinctive collaboration and communication outlooks and skills, which will ultimately benefit patients. Learn more at <http://www.westernu.edu/interprofessional/home-page/>

COMP –Northwest Research Why Do Research?

Research helps to build the critical thinking skills that will allow you to develop into a fantastic physician. Depending on the specialty, research experiences can also increase your chances of matching to your preferred specialty. The 2022 NRMP Charting Outcomes of the Match report shows that both allopathic and osteopathic medical students with research experience were more likely to match with their preferred specialty compared to those who did not have research experience. A research experience could be anything from clinical case studies, literature reviews, survey research to clinical trials, prospective research studies, anatomy and/or basic medical science research studies. Either way all medical students are encouraged to do research and enhance their journey here at COMP Northwest.

**Chart
8**

**Mean Number of Research Experiences of U.S. MD Seniors
by Preferred Specialty and Match Status**

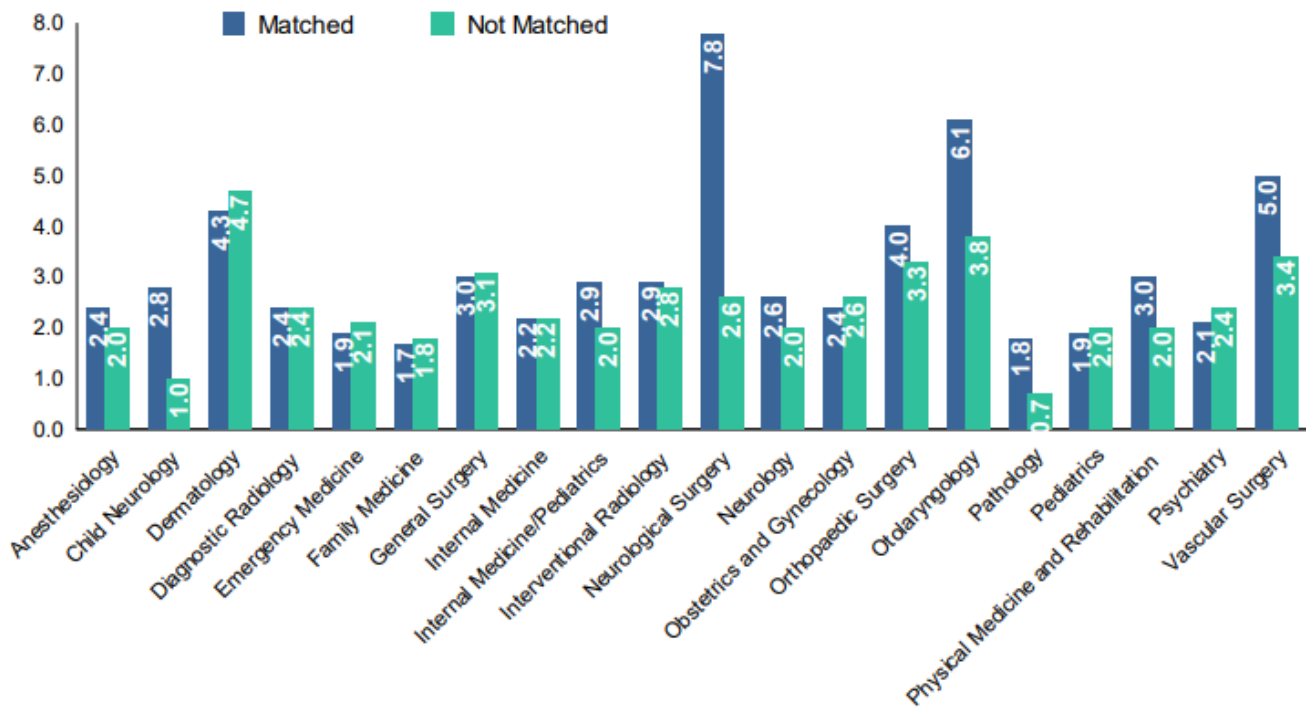


Source: NRMP Data Warehouse

Applicants were asked to report the number of research experiences entered in their Electronic Residency Application Service (ERAS) applications. The experiences are not verified or evaluated and quality may vary greatly. Chart 8 shows the average number of research experiences by preferred specialty and Match outcome. U.S. MD seniors averaged 4.0 research experiences, with 74 percent reporting this information. For all specialties, matched U.S. MD seniors had a higher average number of research experiences. Data were not reported for unmatched U.S. MD senior applicants preferring Radiation Oncology.

Chart 10

Mean Number of Research Experiences of U.S. DO Seniors by Preferred Specialty and Match Status

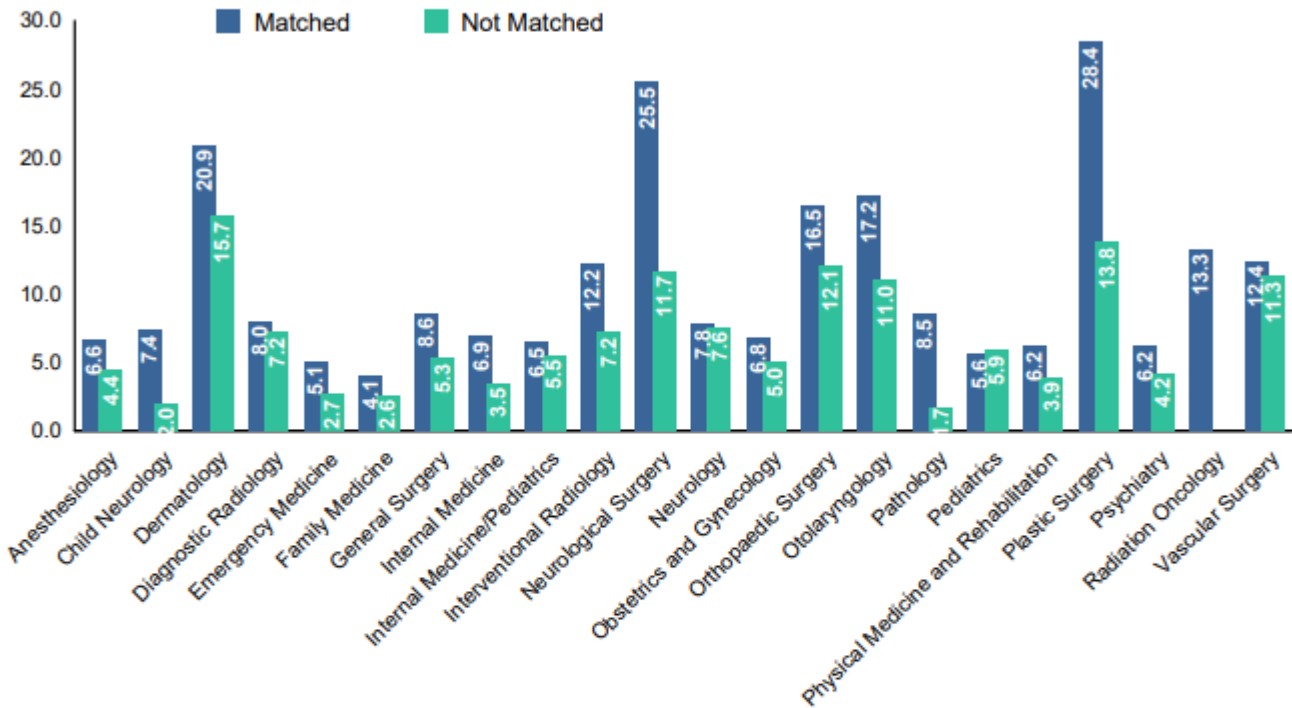


Source: NRMP Data Warehouse

Applicants were asked to report the number of research experiences they entered in their Electronic Residency Application Service (ERAS) applications. The experiences are not verified or evaluated and quality may vary greatly. Chart 10 shows the average number of research experiences by preferred specialty and Match outcome. U.S. DO seniors averaged 2.2 research experiences, with 88.0 percent reporting at least one research experience. The average numbers of research experiences were higher for matched U.S. DO seniors among competitive specialties such as Orthopaedic Surgery and Otolaryngology.

Chart 9

Mean Number of Abstracts, Presentations, and Publications of U.S. MD Seniors
by Preferred Specialty and Match Status



Source: NRMP Data Warehouse

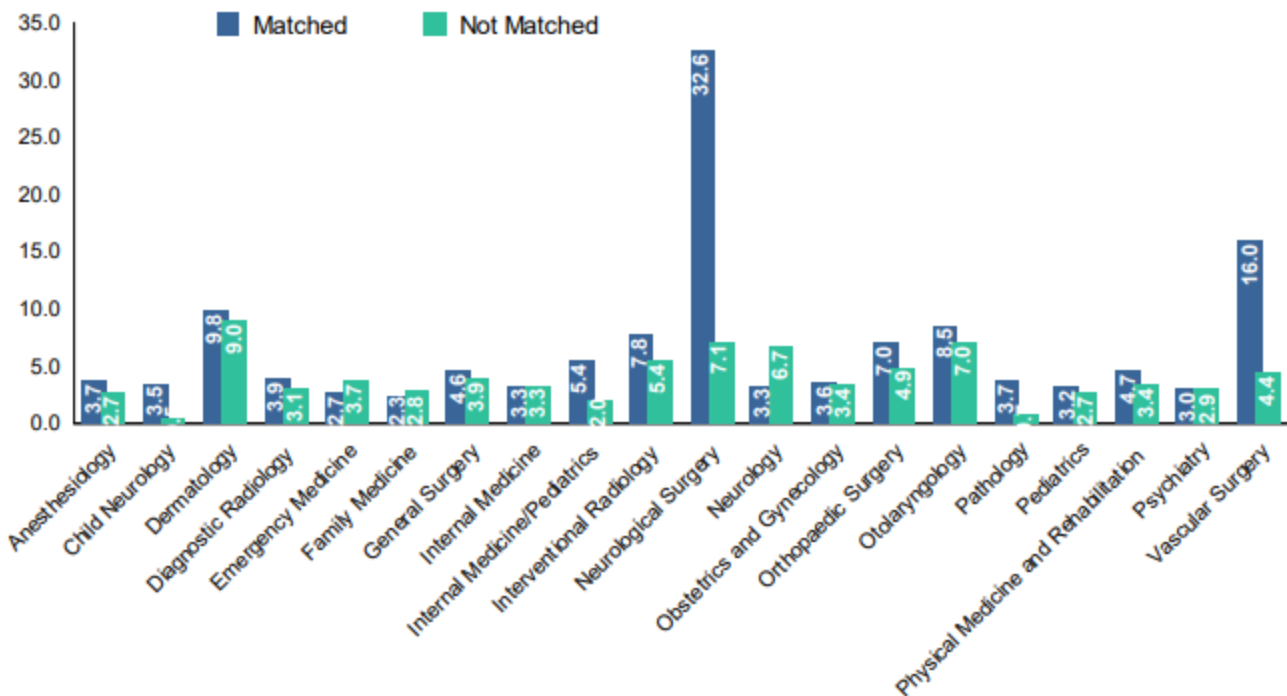
Applicants were asked to list the number of abstracts, presentations, and publications they reported in their ERAS applications. This information is self-reported and may include peer-reviewed articles, abstracts, poster sessions, and invited national or regional presentations. Some residency programs may independently verify and even review publications for applicants in whom they have an interest, but most probably do not.

Many applicants report abstracts, presentations, or publications, sometimes dozens or even hundreds. In the individual specialty sections, we distinguish between no publications, 1 to 5 publications, and more than 5 publications. Chart 9 shows the average number of publications by preferred specialty and Match outcome.

U.S. MD seniors averaged 8.1 publications, with 73.9 percent reporting this information. Matched U.S. MD seniors had a higher mean number of abstracts, presentations, and publications in all specialties except Pediatrics. Data were not reported for unmatched U.S. MD senior applicants preferring Radiation Oncology.

Chart 11

Mean Number of Abstracts, Presentations, and Publications of U.S. DO Seniors by Preferred Specialty and Match Status



Source: NRMP Data Warehouse

Applicants were asked to list the number of abstracts, presentations, and publications they reported in their ERAS applications. This information is self-reported and may include peer-reviewed articles, abstracts, poster sessions, and invited national or regional presentations. Some residency programs may independently verify and even review publications for applicants in whom they have an interest, but most probably do not.

Many applicants report abstracts, presentations, or publications, sometimes dozens or even hundreds. In the individual specialty sections, we distinguish between no publications, 1 to 5 publications, and more than 5 publications. Chart 11 shows the mean number of publications by preferred specialty and Match outcome.

More than three quarters of U.S. DO seniors (87.3%) reported at least one publication, with an average of 3.4 publications per applicant. Matched U.S. DO seniors reported more publications in most specialties. Anesthesiology, Child Neurology, Dermatology, Diagnostic Radiology, General Surgery, Internal Medicine/Pediatrics, Neurological Surgery and Vascular Surgery are notable examples. There are large gaps between the reported numbers of publications by matched and unmatched U.S. DO seniors for Neurological Surgery and Vascular Surgery, but the numbers of U.S. DO seniors who preferred those specialties are small and the means are easily skewed.

Infectious Disease Research

Schistosomiasis is a neglected tropical disease that infects over 200 million people worldwide, primarily in tropical, developing regions like Sub-Saharan Africa. The blood fluke parasites that cause schistosomiasis multiply within freshwater snails before emerging and penetrating the skin of human patients. The parasites establish within the circulatory system and inflict a chronic inflammatory disease, which can have profound effects on individual health and population productivity. Our research, funded through the National Institutes of



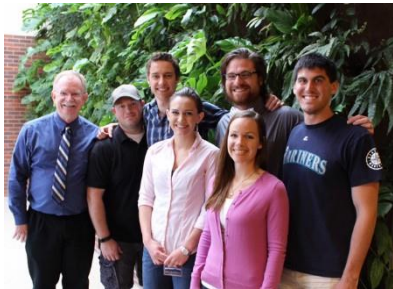
Health, is aimed at improving human health by breaking transmission through snail vectors. Students may work directly on-site with our team in Kenya or in the COMP-NW laboratory using genome wide association (GWAS) to determine the genetic mechanisms of vector competence and/or resistance to schistosome infection.

One Health Research—Movement of vector borne diseases and antimicrobial resistance across landscape gradients.

In collaboration with Oregon State University, this program teams up a group of interprofessional students for an intensive research experience over the summer in Costa Rica. Veterinary, public health, ecology, and microbiology students team up with our students for a four-week research experience in Costa Rica. The program teaches collaboration among disciplines as much as accomplishing research goals related to understanding how landscapes can influence the spread of vector borne diseases as well as antimicrobial resistance.



Role of Environmental Factors in Neurodevelopmental Disorders and Neurodegenerative Disease



Up to 1 billion people, ~ 1 in 6 of the world's population, suffer from neurological disorders, from Alzheimer and Parkinson disease, strokes, multiple sclerosis and epilepsy as well as neurodevelopmental disorders. Environmental factors are suspected of playing a large role in both the onset and severity of both neurodegenerative disease and neurodevelopmental disorders, in addition to genetics, aging, and other factors. Our lab is investigating a prototypical neurodegenerative disease in the Western Pacific with features of ALS, Parkinson's disease and an Alzheimer-like dementia (ALS/PDC) that is linked with early life exposure to toxins. ALS/PDC is a well-documented environmentally induced neurodegenerative disease that has relevance for

understanding the role of environmental chemicals (e.g., cigarette smoke, pesticides, air pollutants) in related neurodegenerative diseases (e.g., ALS, Parkinson disease, Alzheimer disease). There is a strong association between early life exposure to plant toxins and ALS/PDC, but animal models of this disease are lacking. Our lab is using patient derived human neuroprogenitor cells (hNPCs) to unlock the environmental cause of this neurodegenerative disorder. We are also using the development of hNPCs into the various neural cell types of the human brain as a model to determine the role of environmental chemicals as 'triggers' of neurodevelopmental disorders. We are currently examining the impact of environmental toxins that are suspected etiological factors for epilepsy, schizophrenia and ataxia.

Basic Science and Molecular Mechanisms of Aging

Aging is the primary risk factor for most major diseases, including cardiovascular disease and cancer. Current clinical approaches involve combatting age-associated diseases individually, commonly after the disease manifests. Targeting molecular pathways that have been found to modulate organismal aging has the potential to delay the onset and progression of multiple age-associated diseases simultaneously. Our research is focused on understanding conserved aspects of aging by studying the simple model eukaryotic organism, *Saccharomyces cerevisiae* (Baker's yeast). In one project, we are screening through drugs already clinically approved for use in humans in order to identify novel clinically safe inhibitors of one of the most promising conserved biological pathways robustly shown to influence aging, the mTOR pathway. Additionally, we are modeling clinical disease-associated mutations in mTOR. We also have a strong basic science focus on understanding how eukaryotic cells work, with an emphasis on intracellular pH homeostasis.



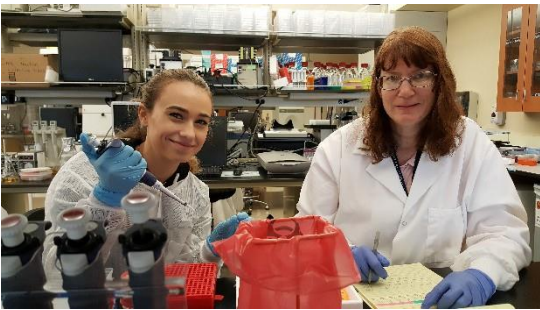
Autonomic and cardiovascular dysfunction in surgical populations

Our translational research group includes investigators at Western U, Oregon Health & Science University, and the University of Oregon to understand how autonomic and cardiovascular dysfunction impact clinical outcomes in surgical populations. We aim to answer these questions using clinically-relevant animals models, patient samples, and patient clinical data.



Currently, we have two main areas of interest. The first is to investigate the effects of obesity on autonomic and vascular dysfunction, in a rat model of traumatic hemorrhage and shock. The second is to understand how the vasoactive hormones released from neuroendocrine tumors alter autonomic, cardiac and vascular function, specifically in patients who require surgical resection of their disease.

Point-of-Care Device for Pathogens Detection



There is a strong need for new technologies that enhance surveillance of disease-causing infection through an ability to sensitively and selectively detect pathogens. To meet this need, we propose to create and deploy a robust easy-to-use, field-deployable, quantitative platform for rapid pathogen screening that involves one-step cell lysis and pathogen inactivation in parallel with reagent binding and fluorescence readout. These robust and ruggedized point-of-care diagnostic tools will have important implications concerning our ability to rapidly identify infected patients. Our current project is focused on the detections of SARS-CoV-2 nucleic acid signatures. Future project involving students will include the development of tests for other viruses, like tuberculosis, schistosomiasis, influenza, and water borne pathogens.

Clinical Research – Student Wellness and Sports Medicine



Medical school is a time of intense difficulty; intellectually, emotionally, and physically; and medical students report higher levels of psychological distress than their peers. Measuring student wellness and burnout, finding preventative resources to reduce depression and anxiety, the effect of exercise on student wellbeing, and the impact of self-awareness training are all ongoing projects.



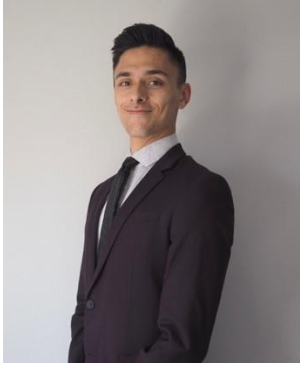
A second area of clinical focus is sports medicine, with studies on NCAA gymnasts, professional cyclists, female Jiu jitsu athletes, and others. The majority of these projects are spurred by student research questions and interests, which leads to guidance and training in the research process and a collaborative partnership.

Morphological variation with respect to primate diet and locomotion



My interdisciplinary and international research broadly speaking focuses on developing and testing the use of skeletal proxies for diet and locomotion in primate and human evolution. To this end, I explore dental topography metrics (2D and 3D) and limb musculoskeletal variability functionally related to locomotor activities in modern and extinct primates, including humans. I also use modern primate models to reconstruct diet and locomotion in extinct primates from East Africa.

How Are Students At COMP-Northwest Expanding The Research World As We Know It?



David Beckett, Class of 2025, Co-President of the Research Club – Lebanon

Research was something I knew I wanted to continue in medical school due to my previous experience in clinical research. Once I started, I realized how open faculty were to providing opportunities to students and helping them get started. I am currently working on a few projects ranging from IHC to survey studies and was even fortunate to get a publication and presentations during my first year! Research club is here to help students find these opportunities, learn about the regulatory processes, and reach their fullest potential in research. Regardless of someone's previous experience, our goal is to help students quench that thirst for knowledge and become involved with the various projects at WesternU!



Cesar Cornejo Ochoa, Class of 2025, Co-President of the Research Club – Lebanon

After doing some research in undergrad at the University of Portland, I knew I wanted to be involved in some form of research during medical school. However, I did not have any idea on what professors to reach out to or any specific ideas to pursue. My concerns were eased when I found out how receptive and excited professors are to talk about their research projects with students and set up meetings to see if their projects are a good fit. Many professors are also receptive to hearing original research ideas from students and working with them to get them started. I was lucky to join Dr. Arney's lab and start working on an anthropology project involving 3D scans of mandibles. Additionally, I was able to start a study involving sleep apnea with other classmates through the research track, and join a sepsis study through Samaritan in Corvallis.

Now, as part of the leadership team of the Research Club, I hope to help classmates be involved in research by connecting students and faculty as well as providing students with resources on where/how to present their work. I am always open to help other students as much as I can, so feel free to reach out if you have questions about research at WesternU or research club.



Nathan Lytton, Class of 2025, Secretary of the Research Club – Lebanon

When I first started medical school, I knew I wanted to participate in research but had very little clue where to start or who to talk to. The research club put on events about how to find research and posted information that helped me land my own research position over the summer. I felt I benefitted from the Research Club's outreach and wanted to participate in some way, and it turned out that way is being secretary! I plan to help forward the club's goal of helping students get started navigating the wide variety of research at WesternU.



Sydney Jennings, Class of 2025, Vice President of the Research Club – Lebanon

Before coming to medical school, I found myself infatuated with research as an undergraduate, so much so that I pursued a Master’s degree in research. Research is one of my passions and I knew that I wanted to continue to do research once in medical school. One of the many things that attracted me to WesternU was the countless opportunities for all students to join current projects or even start their own. I am currently involved in a partner project between WesternU and my previous university that is investigating DNA methylation patterns and heavy metal content in placental and meconium samples of a metal exposed population. Being able to create a partnership project between these two universities is something unique that WesternU has allowed me to do. I would like to use my officer position to encourage students to pursue current research or even create a new project at WesternU. I will also work to help students access various opportunities to present their projects. Being able to share my passion for research through my position will be extremely rewarding!



Craig Yamaguchi, Class of 2025, Conference Coordinator of the Research Club – Lebanon

Conducting research throughout medical school has shown me the importance it has to further the field of medicine and learn more about the many different fields it has to offer. I’m currently working on a few manuscripts on varying public health related topics such as behavioral health, homelessness, and integrating new health systems. Research has been such an amazing way to explore new topics that I have not come across before. I hope to see the Research Club grow and expand more so that many students can learn and benefit from the different resources that’re out there.



Heaton Oakes, Class of 2025, Fundraising Coordinator of the Research Club – Lebanon

Before coming to WesternU, I was very involved with research. I knew I wanted to get involved at medical school, and Research Club has been a great way to do that. Currently, I’m working on a project on investigating neurodegenerative disease by performing immunohistochemistry staining on human cerebral cortex tissues. Coming from a microbiology background, it has been a blast to learn more sophisticated staining techniques as well as microscopy. I’m excited to help Research Club have an awesome year!



Greta Brown, Class of 2025, Outreach Coordinator of the Research Club –Lebanon

Spending time in the research lab is something that I am very familiar with. I knew coming into medical school I wanted to be doing research, but I initially felt overwhelmed about how to get started and establish contacts. Becoming a part of the Research Club community helped connect me to classmates and faculty with similar interests to pursue projects. I am currently involved in a retrospective study on perioperative management of patients with obstructive sleep apnea, with the purpose of assessing risks to these surgical patients in order to improve their care in the future. Now and moving forward, my primary plan is to be involved in clinical research. My mission is to continue to develop a culture within the research club that emphasizes camaraderie. Research is never a solo endeavor and is best carried out by a team. My goal is

to continue to foster a community within the club where support and advice are there when needed.



Krisha Hidalgo, Class of 2025, Marketing Coordinator of the Research Club

Starting as a research lab technician at WesternU’s Pomona campus back in 2017, WesternU has always given me amazing opportunities in medical research! Last year, I finished my Masters from WesternU’s MS Biomedical Sciences program. With Dr. Arezoo Campbell’s Lab, I studied vaccine adjuvants and their neurological cellular responses, including cytokine signaling. Recently, I helped Dr. Andrius Baskys in genomic sequencing and analysis of patients who presented to his clinic with neurological deficiencies. With the help of amazing faculty members, I’ve been published in a high impact factor journal and was able to present my findings in research symposiums. If you hope to do research as a medical student, the Research Club is a friendly and welcoming space that will show you how to become involved.

Office of Career and Professional Development (OCPD)

The Office of Career and Professional Development (OCPD) at COMP advises, counsels, and mentors osteopathic medical students in pursuit of their ideal medical career. The longitudinal curriculum includes workshops, lectures, and small group sessions beginning from your first day at medical school through graduation. The office provides calendars, timelines, and resources for board preparation and residency placement. Over the last five years, COMP students maintained a 96% or higher residency placement rate. Our goal at WesternU is to provide each student with the highest quality mentorship to be successful along their professional career path.

As a resource center, we offer:

- Developing your Brand
- Medical Specialty Advising
- Careers in Medicine Website
- Development of the comprehensive academic portfolio – Medical Student Performance Evaluations (MSPE)
- Personal Statement review
- Notable Characteristics review
- Curriculum Vitae review
- Residency application process with timelines overview
- Interview preparation with Mock Interviews and use of the web-based tool “Big Interview”
- Residency Open House notifications
- Match Day Celebration activities

Placement Rates (2019 to 2023)

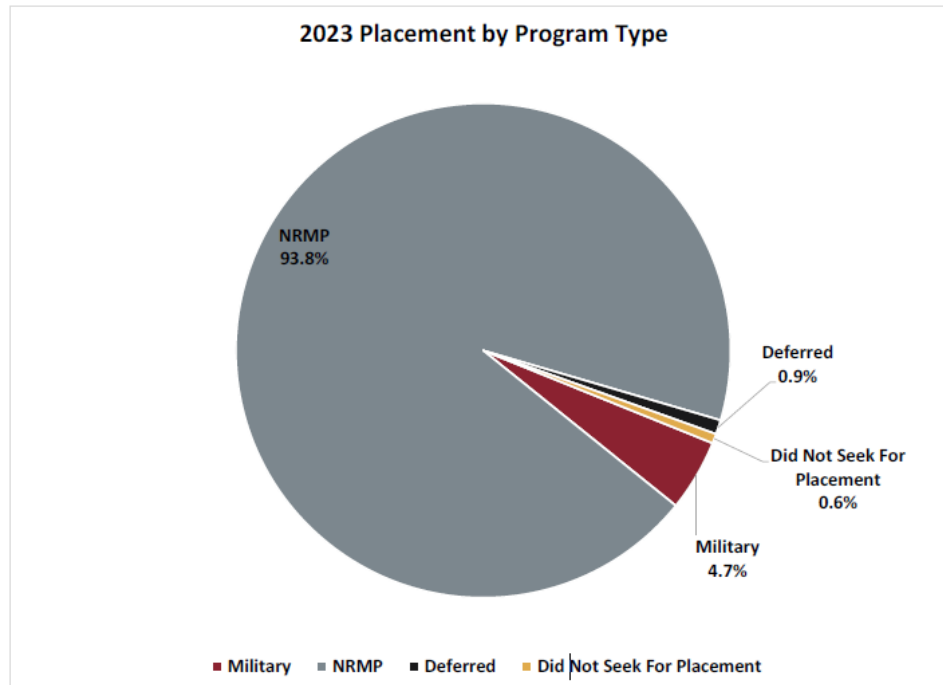
Class	Total Graduates	Placement Rate
DO/DONW Class of 2023	320	98.4%
DO/DONW Class of 2022	324	99.1%
DO/DONW Class of 2021	316	97.8%
DO/DONW Class of 2020	315	96.8%
DO/DONW Class of 2019	328	98.8%

Class of 2023 Placement Rates

The DO/DONW class of 2023 is comprised of 320 students, three of whom deferred their placement to the 2024 cycle and two did not seek placement. The chart below details the placement rate for the 315 DO/DONW students that participated in the 2023 cycle by program/placement type.

Program	2023
NRMP	299
Military	15
Urology Match	1
Deferred	3
Did Not Seek Placement	2
Total Placed:	315
Placement Rate:	98.4%

Class of 2023 Placement by Program Type



Class of 2023 Placement by Specialty

Placement by Specialty

Specialty	Total Placed	% of Total
Anesthesiology	13	4.1%
Child Neurology	3	1.0%
Dermatology	3	1.0%
Emergency Medicine	29	9.2%
Family Medicine	88	27.9%
General Surgery	5	1.6%
Internal Medicine	80	25.4%
Internal Medicine/Pediatrics	3	1.0%
Medicine - Preliminary	3	1.0%
Neurology	5	1.6%
Obstetrics-Gynecology	10	3.2%
Orthopedic Surgery	4	1.3%
Pathology – Anatomic and Clinical	3	1.0%
Pediatrics	20	6.3%
Phys Medicine & Rehab	13	4.1%
Psychiatry	16	5.1%
Radiology – Diagnostic	7	2.2%
Surgery – Preliminary	3	1.0%
Transitional Year	6	1.9%
Urology	1	0.3%
Total:	315	100.0%
Total Primary Care*:	191	
Primary Care %:	60.6%	

**Based on HRSA definition of primary care specialties.*

If you have questions about how the Office of Career & Professional Development can help you, please contact:

COMP

Lisa Warren, DO - lwarren@westernu.edu - (909) 469-8492

Marian Safaoui, MD – msafaoui@westernu.edu – (909) 706-3934

Brenda Samaan, MA - bsamaan@westernu.edu - (909) 706-3745

Lacey Avila - lavila@westernu.edu - (909) 469-8274

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COMP-Northwest

Matthew M. Eschelbach, DO eschelbachm@westernu.edu – (541) 259-0431

Jess Reynolds, M.Ed. - jareynolds@westernu.edu – (541) 259-0203

Michael Giulietti, MA - mgiulietti@westernu.edu – (541) 259-0274

University Student Affairs Support Services Academic Year 2022-2023

Learning Enhancement and Academic Development (LEAD) <https://www.westernu.edu/lead/lead-about/>

LEAD specializes in five main topics that support students through their academic journey here at WesternU. The five main areas include: a) one-on-one academic counseling; b) tutoring; c) the annual Summer Preparedness and Readiness Course (SPaRC); d) the Wellbeing Initiative; and e) various workshops relevant to student life. All LEAD services are free of charge to the WesternU community and all services are completely confidential. The Office of Student Affairs serves as a direct link to the LEAD office and its services.

Academic Counseling In one-on-one academic counseling sessions, students can improve their competencies in a range of areas, including study strategies, test taking; focus and retention, time management, stress management, academic and professional writing skills, and more. Each 50-minute session is designed to address the student's unique needs. Appointments are confidential and free to all WesternU students. Students can schedule as many sessions as needed.

Appointments are conducted online via Zoom, and when students return to campus, appointments can be done in person in the LEAD Office and via Zoom.

Tutorial Assistance Program (TAP) This program offers peer-based, small group content review sessions. To receive TAP support, students must first meet with a LEAD academic counselor and then students must request a tutor. Our LEAD tutors are current and alumni students who have successfully completed the coursework students are requesting.

Wellbeing Initiative The initiative consists of Wellbeing workshops with topics that focus on student wellness. These activities aim to teach students skill sets to stay healthy and well while going through their rigorous programs. The office connects academic guidance with the mission of caring for students in a humanistic way.

Harris Family Center for Disability and Health Policy (CDHP)

We're on your side! ^{HF}CDHP is an advocate for students with permanent or temporary disabilities. Our goal is to ensure that all university programs and activities are accessible – by providing accommodations and services so students with disabilities can successfully complete their academic goals.

To learn additional information about the services we offer or to start the interactive process, which may take up to six weeks, please view our webpage at <https://www.westernu.edu/cdhp/>. Here you will find information on how to register for accommodations, required documentation, and other helpful information about our center. To contact our center, you may call (909) 469-5441 or email disabilityaccommodations@westernu.edu.

Please keep in mind, there are no charges to you for services that are needed to support your educational program. We are here to help you succeed!

Fitness Benefits <http://www.westernu.edu/students-or/students-services-fitness-or/> Stefanie

WesternU wants to keep you both mentally and physically fit while you are a student, so we offer the opportunity for you up-to \$100 subsidy for your fitness membership. This benefit is optional for those who chose to take advantage; you are not required to have a gym membership.

1. **SamFit (WesternU Oregon Students Only)** - WesternU pays SamFit \$100 on your behalf and you pay the difference. To receive this benefit, you MUST purchase via WesternU's CashNet page and by the September 1st deadline.
2. **Reimbursement to any non-SamFit Gym** – You may be eligible for an up-to \$100 reimbursement for an annual/pre- paid membership or a month-to-month membership (excluding SamFit or LA Fitness). Many local gyms offer discounted memberships for our students, including a contracted rate with LA Fitness. Deadlines and restrictions apply, visit the website linked above for complete details.

Note: Please keep in mind that gyms may experience forced closures during your active memberships due to the

COVID19 pandemic. Many gyms, including LA Fitness, may not be offering refunds for closure dates but may compensate members in alternative methods.

Counseling - <https://www.westernu.edu/students-or/students-services-or/students-services-counseling-or/> We are pleased to provide all full-time students access to an Employee Assistance Program (EAP) for students through OptumHealth. Under the EAP for students, you and any member of your immediate household are eligible for up to six free counseling sessions for each “incident” or situation. Counseling includes but is not limited to emotional well-being, financial planning, work, and school issues. Counseling services may be accessed by telephone, via the web, or face-to-face. An on-campus counselor is also available at least 12 hours a week on each campus. Counseling is also provided through the Faculty Advisor Program and Deans.

Identification Badges - Student identification badges must be worn at all times while on campus.

Health Insurance - <https://www.westernu.edu/registrar/registrar-about/registration-information/student-health-insurance/>. As a full-time WesternU student, you must show during registration EACH academic year that you have a current health insurance policy. We encourage you to “shop around” for a health insurance plan that meets your specific needs. Many students are enrolled in plans offered by Blue Cross, Kaiser Permanente, HealthNet, PacifiCare, Aetna, US Healthcare, and United Healthcare. Many companies out there can give you the coverage you need for your specific health concerns. If you are unfamiliar with insurance terminology, [HealthCare.gov](https://www.healthcare.gov) provides a glossary of health insurance terms that may be helpful as you review and compare your insurance options. Coverage requirements for all students seeking to waive out of the school sponsored insurance plan are as follows:

- ACA compliant domestic health insurance plan for the entire academic year, including summer and holidays.
- Deductible of no more than \$1,000 per policy year (\$2,000 for family plan)
- Plan must utilize a provider network in the area of the campus you are attending for primary care, specialty, hospital, and diagnostic care

Should you choose not to go with another health insurance plan or if you do not show proof of insurance by the deadline, you will automatically be enrolled in the Aetna Student Health insurance plan which includes basic dental and vision coverage. This plan is designed to cover you for routine care and in the event of a major medical emergency. Under this plan, students have access to a network of healthcare providers. Listed below are some of the additional main highlights of this insurance plan. For complete details visit our health insurance page at www.westernu.edu/registrar/registrar-about/registration-information/student-health-insurance/ or call WesternU’s insurance broker, HSA Consulting at (888) 978-8355 or by email at westernu@hsac.com.

NOTE: There is a University-owned medical center (Patient Care Center) located on the WesternU Campus in Pomona, California and students are welcome to use this medical facility. There are no free services to students. Students may want to call in advance to verify that the wait time will be minimal. The Patient Care Center accepts many types of insurance including the insurance plan described above.

Student Parking At COMP-Northwest, there is currently no charge for student parking. A valid parking permit, which you will receive at registration, is required. Parking is available on a first come, first served basis.

Housing (<https://www.westernu.edu/students-or/students-housing-moving-or/>) - All of our on-campus students live in the surrounding communities many of which are within walking and biking distances. Some students choose to live within a 10 to 30-minute driving radius. The **University Student Affairs** office provides as many resources as possible to **assist students in finding housing**. This includes online housing and profiles of available rentals and roommate referral service for students wishing to share housing. Upon acceptance to WesternU, you will be able to access these online services through the U portal. It is the student’s responsibility to secure his or her own housing. For the Lebanon area, a list of local apartment complexes is available to view at [local apartment complexes](#). It is recommended that you secure housing at least two weeks before the first day of orientation.

Student Government Association, Community Service & Clubs

<https://www.westernu.edu/students-or/students-government-or/>

<https://www.westernu.edu/students-or/students-clubs-1-or/>

WesternU has a very active Student Government Association (SGA) on campus that serves as the voice of our students. In addition, we have over 160 different clubs between the Lebanon and Pomona campuses comprising of such diverse groups that include, but are limited to, nationally affiliated professional organizations, cultural/religious groups, and interest-based groups. Our clubs and classes take part in a variety of community service events each year including offering free health screenings at numerous health fairs, youth mentoring, senior center activities, and community nutrition education.

Every year in August, we host a Club Day where you have an opportunity to visit various club booths to discuss their mission and join as a member.

In addition, if you are interested in journalism, we encourage you to get involved in the publication of the **WesternU Humanism Magazine**. The magazine is written and edited by students under the direction of faculty advisors.

Diversity. We are proud of our diverse student body, and the many extracurricular activities offered on campus reflect that diversity. We offer a wide range of opportunities with campus organizations that include cultural, religious, medical, and fine arts clubs. The cultural diversity present on our campus provides students with an appreciation and respect for people of all backgrounds. Diversity, equity, and inclusion are important items integrated in our medical school curriculum.

Admissions

Admissions Office Staff

The Assistant Director of Admissions and two Admissions Counselors staff the Admissions Office. Admissions Operations processes your applications and forward them to the Admissions Office Staff for review in consideration to interview in addition to counseling prospective applicants. They also assist in the planning and execution of interview day activities. The Assistant Director of Admissions works closely with the Admissions Committee to prepare files and reports for committee meetings. This position is also responsible for all communication to you from the admissions committee in addition to monitoring class enrollment for the Lebanon campus.

Admissions Committee

Our Admissions Committee is comprised of faculty who have many years of experience in medical school admissions. They are conscientious in their review of applications and consider all aspects of each file knowing that professional potential is just as important as academic ability and places high value on Cognitive, Experiential, and Cultural diversity. Our Admissions Committee is the group on campus that makes recommendations on acceptance to the college Dean. Your interviewers assist the Admissions Committee by gathering information in a personal interview session. The Admissions Committee uses all this information to make a recommendation on admission. The Chair of the Admissions Committee and the Assistant Director of Admissions will meet with the Dean for review of committee recommendations and final decisions. Once the approval has been given, all candidates will receive an email notification of a status update to their application. Candidates will be able to log onto their account to review updates. This process can take up to 28 working days to accomplish.

Interviews occur between August and April each year with an May option if necessary and acceptances occur on a rolling basis until the class is filled.

Admissions Committee Decisions

Offer of Acceptance

If you are offered a seat in the program, you will receive a phone call and an email notification. An offer of acceptance does not imply that your application is complete or that we have verified outstanding coursework and your degree, or that we are in receipt of all required documents. Your status page will outline the conditions of your acceptance, please read it carefully and if you have questions, contact your admissions counselor. Accepted candidates are directed to our

Admitted Student Web Page. There you will find instructions, deadlines, and copies of documents you need to complete or take to your physician to complete. All documents must be received prior to registering for classes.

- Our non-refundable acceptance deposit is \$2,000. Offers received through December 15th split the acceptance deposit into two \$1,000 payments.
- Offers received after December 15th require one acceptance deposit of \$2,000
- Your offer letter is the final notification on the acceptance deposit due date(s). You are responsible for remitting the deposits in a timely manner. If we do not receive your deposit according to the schedule outlined in your offer letter, your offer is rescinded and your place is offered to another applicant.
- Deposits are made electronically by credit card. The Admitted Students web page will have detailed instructions on how to remit your non-refundable acceptance deposit.

Waitlist Status

- Only used if the class is full and the committee recommends to accept
- Waitlist status is for this year only
- Waitlist candidates are the first to be offered a seat if one becomes available
- Waitlist is relatively short each year

Alternate Status

- Alternate status is for this year only
- Alternates are not ranked
- Alternate files will be periodically reviewed for consideration of an offer of acceptance.

Students selected as alternates will be notified of their status update electronically and may continue to add information to their application, i.e., letters of recommendation, new grades, volunteer work, clinical experience, and community service experiences. Any information that you would like the admissions committee to be aware of can be uploaded to your application by logging into your SLATE status page.

Deny Status

Students who are not selected for the program will be notified of their status update electronically. We interview 450 or more applicants annually and offers of acceptance to all qualified applicants is not possible. The Admissions Committee must make difficult decisions on candidates. Information can be provided explaining this decision if requested. Please contact your admissions counselor.

Background Check

The hospitals associated with our clinical education program require background checks on all incoming students to ensure the safety of the patients treated by students in our program. You will also be required to order a second background check in sufficient time for it to be reviewed by the hospitals prior to starting your clinical rotations. A background check typically takes 3 business days to complete. As an adult, if you have international residential history (6 months or longer) within the last 7 years, you must request an international background check. If you request an international background check, the domestic background check will automatically be included. You are a **NEW STUDENT** even if you have consecutive enrollment in an on-campus graduate program so please carefully follow the instructions given. You must notify the Admissions Office of any convictions that occur between the completion of your background check and your enrollment at WesternU.

PreCheck, Inc., a firm specializing in background checks for healthcare workers, conducts the background checks. Your order must be placed online through StudentCheck. Your background check should **not** be requested prior to February 1st of the entering year.

Personal Competencies for Admission and Matriculation

A candidate for admission to the COMP/COMP-Northwest Doctor of Osteopathic Medicine Program must possess, or be able to achieve through reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below

throughout their progression in the program. These personal competencies may also be referred to as technical standards in documents from the Commission on Osteopathic College Accreditation (COCA). The practice of medicine requires the performance of specific essential functions that fall into broad categories, which include but are not limited to the categories defined below.

Graduation from the Doctor of Osteopathic Medicine program signifies that the individual is prepared for entry into graduate medical education (GME). It therefore follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and be able to render a wide spectrum of osteopathic medical patient care. The student must be able to integrate, consistently, quickly, and accurately, all information received by whatever sense(s) employed. In addition, the individual must have the intellectual ability to learn, analyze, synthesize, and apply various types of information in a self-directed manner within the context of patient care. These requirements are consistent with acceptable clinical norms for licensed physicians.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at Disability Accommodations (e-mail) or (909) 469-5297 or visit the HFCDHP web site.

Special Note: Students who require a reasonable accommodation to meet the competencies outlined in the College Catalog are expected to contact, expeditiously, the HFCDHP in order to begin the interactive process. Due to the unique nature of the Osteopathic Principles and Practices discipline, the Neuromusculoskeletal/Osteopathic Manipulative Medicine (NMM/OMM) Department may assess and approve certain non-essential modifications to standard maneuvers/techniques, for students who possess a temporary physical/medical condition and/or who may meet the criteria of a qualified individual with a disability under the ADA. **If approved, these modifications are limited only to the NMM/OMM course and will be provided to HFCDHP for record keeping.** In the event that the NMM/OMM Department is unable to identify and/or approve a non-essential modification, that individual will be referred directly to HFCDHP.

For important information please refer to the [College Catalog](#) for the complete Personal Competencies for Admissions and Matriculation.

Completion of Your Application and Required Documents

We must be in receipt of **all required documents by June 1 of the entering year**. It is your responsibility to contact your Admissions Counselor and/or the Admissions Coordinator to confirm that we have **verified** receipt of all required documents.

- Official transcripts will be provided to us by AACOMAS. If you have additional coursework that was not included in your application, it is your responsibility to provide official transcripts for this work by June 1.
- **Prerequisite coursework must be completed prior to enrollment at WesternU/COMP. If we have not confirmed all prerequisite coursework as complete, you will not be eligible to enroll.** The deadline for completion of this work is June 1
- **Confirmation of completion of a Baccalaureate degree prior to enrollment is a requirement. If you have not provided documentation via an official transcript, you will not be eligible to enroll.** If your degree will not be posted to your transcript by June 1, we will need to confirm completion of all requirements for the Baccalaureate degree with the registrar at your college/university and get the date of posting. Contact your Admissions Counselor to arrange this.

Admitted Students Health Clearance Document Requirement

Student Health and Safety

New matriculants into WesternU's health professions programs must submit evidence that they are in good health and be able to withstand the physical and mental pressures commonly placed upon professional students. All incoming students are required to submit a full medical history as well as the results of a physical examination, that is no more than 6 months old, prior to matriculation. New incoming students are required to submit all documentation as described

in the [Student Health Packet](#). All documents are to be submitted at one time. Student Health cannot release holds until all required documents have been received and accepted. Those students who are returning to WesternU after a lapse of enrollment of at least six (6) months are required to submit an updated history and physical exam, including a valid TB clearance before they will be cleared to resume matriculation. Additionally, serum blood titers are valid for no more than 4 years from the date they were originally processed. Any form or documentation required by the Student Health Office can be emailed to stu-emphealth@westernu.edu or faxed to 909-706-3785. *It is the student's responsibility to ensure all forms are submitted to the Student Health Office. Students should not depend on their healthcare provider's office or their college to submit required documents on their behalf. Student Health does not have access to other systems, e.g., VSAS, where some student forms are uploaded and stored.*

For the complete list of requirements, please refer to the [University Catalog](#).

Need Help?

The following links will assist you as you prepare to register for classes.

Acceptance Deposit	dfulton@westernu.edu
Award Letters and Check Disbursements	finaid@westernu.edu
Status Page Password Instructions and Issues	admissions@westernu.edu
Documents Status	admissions@westernu.edu
Counseling: Employee Assistance Program (EAP)	www.westernu.edu/students/students-services-counseling
Fitness	www.westernu.edu/students/students-services-fitness/
Health Insurance	www.westernu.edu/students/students-services-insurance
Harris Family Ctr. For Disability & Health Policy	slawler@westernu.edu
Holidays and Winter Break	StudentAffairsOR@westernu.edu
Housing	https://www.westernu.edu/students-or/students-housing-moving-or/students-housing-apartments-or/
Learning Enhancement and Academic Development	bodriscoll@westernu.edu
Laptop Set-up	helpdesk@westernu.edu
Orientation/Welcome Week: Event Information	StudentAffairsOR@westernu.edu
Orientation Week: Excused Activity Absence Request	StudentAffairsOR@westernu.edu
Registration	registrar@westernu.edu
WesternU Email Access Issues	helpdesk@westernu.edu

Important Dates to Remember

FAFSA – October 1

- If you intend to request financial aid, you should plan to file your FAFSA after October 1. Our school code is **024827**. The school code is the same for the Pomona and Lebanon campus.

WICHE – October 1

- If you are a legal resident of Arizona, Montana, New Mexico, Washington, and Wyoming, you may be eligible for a scholarship. Contact your state **WICHE** Office.

On-line Registration – July 1

- Registration information and instructions will be emailed by late June, and you may register online at your convenience between July 1 and July 31. Registration must be completed by **July 31**.
- **ISAC Students** on-line registration takes place between May 15 and May 31. Registration must be completed by **May 31**.

New Student Activities

- **ISAC Student Orientation - June 17** - ISAC Orientation takes place the first day of ISAC class, attendance is mandatory.
- **New Student Orientation – July 29– August 1**. Attendance is **mandatory**. ISAC Student attendance at New Student Orientation is **mandatory**.
- **Convocation – August 2**- Convocation officially opens the new academic year attendance is **mandatory**.
- **White Coat Ceremony August 2** – immediately follows Convocation attendance is **mandatory**.
- **First Day of Class - August 12**. - Attendance is **mandatory**.

NOTE: Attendance at all Orientation, Convocation, White Coat, and First Day of Class activities is **mandatory**. An excused absence can only be obtained from the COMP Dean or their designee. ***Failure to participate in new student activities may result in the rescindment of your offer of acceptance.***

COMP and COMP-Northwest Administrative Contacts

Admissions Office

Donna Fulton, MS, Assistant Director of Admissions
Susan Hanson, MS, Associate Director of Admissions
Chris Noe, Admissions Counselor
Stefanie Eckert, Admissions Counselor

admissions@westernu.edu
dfulton@westernu.edu
shanson@westernu.edu
cnoe@westernu.edu
eckerts@westernu.edu

Office of Student Affairs

Mirabelle Fernandes Paul, EdD, Assistant Dean of Student Affairs
Shauna Lieu, MS Assistant Director of Student Affairs

mfernandespaul@westernu.edu
slieu@westernu.edu

Office of Career and Professional Development

Matthew Eschelbach, DO, Director, Career Development

eschelbachm@westernu.edu

Michael Giulietti, MA, Assistant Director, Career Development Specialist
Jess Reynolds, MEd, Career Development Specialist

mgiulietti@westernu.edu
jareynolds@westernu.edu

Office of Academic Affairs

Colleen Talbot, PhD, Assistant Dean, Academic Affairs

ctalbot@westernu.edu

Financial Aid

Linda Frenza, Co-Director, Financial Aid
Theresa Poullard, Co-Director, Financial Aid
Cindy Hines, Assistant Director of FA Compliance
Modesto Gonzalez, Counselor
Betty Villagomez, Counselor
Berennisse Behr, Counselor
Ralph Araujo, Counselor

lfrenza@westernu.edu
tpoullard@westernu.edu
chines@westernu.edu
megonzales@westernu.edu
bvillagomez@westernu.edu
bbehrr@westernu.edu
raraujo@westernu.edu

Intensive Summer Anatomy Course (ISAC)

Jeremiah Scott, PhD (Pomona)
Edie Sperling, DPT (Lebanon)

jscott@westernu.edu
esperling@westernu.edu

Recruitment

Luke Rauch, MAIS, Recruitment and Public Relations

lrauch@westernu.edu

University Student Affairs

Christy Ho, Director for University Student Affairs
Alana Nuño, Executive Assistant
Jessica Kersey, Assistant Director for University Student Affairs

hoc@westernu.edu
nunoa@westernu.edu
jkersey@westernu.edu

Center for Disability and Health Policy (CDHP)

Sandra Lawler, Asst. Director of Accommodations and Resource Ctr.

slawler@westernu.edu

Learning Enhancement and Academic Development (LEAD)

Brian O'Driscoll, MA

bodriscoll@westernu.edu

Technical Support

techsupport@westernu.edu

Lead Ambassadors

Jill Manalang
Byron Lee

jillianperl.manalang@westernu.edu
byron.lee@westernu.edu

COMP NORTHWEST CLASS OF 2021 FAST FACTS



Bachelors: 83%
Masters: 17%

Oregon: 35
PNW (Including OR): 65
Other States: 42



3,014
Average hours
of health care
experience

GEOGRAPHIC AREA POPULATION:

- 49,999 or Less: 37.4%
- 50,000 or Greater: 62.6%

PLACE OF BIRTH

89% IN THE U.S.

11% OUTSIDE THE U.S.

URM: 19%



Western University

OF HEALTH SCIENCES



Creating New Opportunities for the Excellence in Osteopathic Education WesternU proudly expanded the oldest osteopathic medical program on the west coast in Pomona, California to Lebanon, Oregon in 2011. COMP-Northwest has 100 seats per year, blends its educational model into the local community and partners with regional clinical providers. Our medical students learn the skills necessary to become excellent doctors and are prepared to serve diverse areas with skilled health care access.

Osteopathic Medicine is a distinctive and comprehensive approach to the practice of medicine. It requires that Doctors of Osteopathic Medicine (DOs) master both the science of medicine and the osteopathic practice of medicine.

- The **Science of Medicine** requires the mastery of the complex functioning of the human body and the wide range of medical knowledge and technology that can be applied to both maintain health and treat disease.
- The **Osteopathic Practice of Medicine** teaches the DO to view the patient as a total person and not a disease. DOs believe that wellness is the goal of medicine and assist patients to achieve wellness through a unified body, mind and spirit.

Lebanon Medical Campus

WesternU COMP-Northwest – Lebanon



The COMP-Northwest building is a 54,000 square foot, state of the art educational facility. The building includes one 187 seat lecture hall, one 100 seat multi-purpose classroom/teaching space, a nine-room clinical skills laboratory, 14 small-group breakout rooms, anatomy laboratory, OMM lab, simulation lab, and a student center.

Samaritan Health Sciences Campus

The COMP-Northwest facility is built on the 50-acre Samaritan Health Sciences Campus across from the Samaritan Lebanon Community Hospital in Lebanon, Oregon.



Health Club and Activity options - Lebanon

The SamFit Health Club located across the street offers a discounted rate to WesternU, or there are several local Cross-Fit gyms, a community swimming pool, biking and jogging trails, community sports teams and more to keep you fit.



Edward C. Allworth Veterans Home

Students in our LC3 longitudinal track, military medicine club and more may find themselves engaging with patients at the Edward C. Allworth Veterans Home also on the campus. It is one of the latest in a handful of health care facilities boasting a home-like design. Inside, veterans have their own room and bathroom, surrounding a shared community area and kitchen.



Best Western Premier Boulder Falls Inn

This 84-room hotel and restaurant is built around a lush one-acre Japanese-inspired garden, featuring multiple waterfalls, walking paths, gazebos, and a beautiful collection of koi. A great place to unwind between studying or a place for visiting family members to stay while in town.



Boulder Falls Center

The Boulder Falls event center is part of the facilities we use to host several COMP-Northwest events throughout the year including graduation, match day and more. In addition to business and health care meetings and conventions, the facility is available for community activities. Built along a second side of the Japanese garden it is ideal for special occasions.



Our Community – Lebanon, OR

Population: 19,033

Location and Activities



Lebanon is 85 miles south of Portland, 45 miles north of Eugene, and eight miles east of I-5. Elevated at 347 feet, Lebanon is ideally located to take maximum advantage of all that Oregon has to offer. Lebanon is located 35 minutes from the Cascade Mountains, a great place for hiking, skiing, hunting, mountain biking, camping, and fishing. Lebanon is just a 45 minute drive from the metropolitan areas of Eugene or Salem. Within a 90

minute drive, the list expands to include the scenic Oregon Coast, as well as Portland. The Lebanon community has developed an excellent city trail system and enthusiastically supports its annual Strawberry Festival, home of the “World’s Largest Strawberry Shortcake.”

Industry

Lebanon has a rich history in timber related industries. However, the community’s economic base has diversified with the arrival of high technology companies, health occupation training, and several manufacturers. The Mid-Willamette area is one of the fastest growing areas in Oregon. Please visit the Chamber of Commerce website at www.lebanon-chamber.org/or the City of Lebanon website at www.ci.lebanon.or.us/ for more information.

Community

Agriculture has always been a strong element in the area’s economy. With four-lane access to the freeway, some professionals choose to live in Lebanon and commute to other areas for work. Housing alternatives in Lebanon are wide-ranging in style, age, cost, and surroundings. The cost of housing is extremely moderate compared to other West Coast locations. Opportunities for continued education are abundant as Oregon State University in Corvallis is just 20 miles away, and the University of Oregon in Eugene is within a 45-minute drive. Linn-Benton Community College in Albany is only 14 miles from Lebanon.

Education

K-12 system includes the following schools:

Elementary schools: Cascades School, Green Acres School, Hamilton Creek School (K-8), Pioneer School, Riverview, East Linn Christian (K-12) and Sand Ridge Charter School (K-8).

Middle Schools: Hamilton Creek School (K-8), Lacombe School, Seven Oak Middle School, and East Linn Christian (K-12)

High School: Lebanon High School, and East Linn Christian (K-12)

Colleges: Linn-Benton Community College, Health Occupations Center (next door to WesternU)

Housing

Students can secure housing that is appropriate to their needs. The University Student Affairs Office maintains a directory of referrals. There are multiple housing options in Lebanon and within the Willamette Valley. In Lebanon, the Cascade Ridge and The Lodges Apartments are the more popular apartment complexes with our students, but numerous other options have opened in recent years.

Transportation Information

Parking is offered at the Lebanon Campus free of charge.

Bicycle racks are located on the north and south sides of the building.

The City of Lebanon operates the Lebanon Inter-Neighborhood eXpress (LINX) shuttle that runs north to south on Main Street, connecting Cascade Ridge Apartments with Walmart. In addition to those stops, the LINX shuttle has five other stops throughout the day. The shuttle runs from 7 a.m. to 6 p.m. Monday through Friday. More information may be found at www.ci.lebanon.or.us/LINX.

Linn County also operates a shuttle that has a route between Sweet Home, Lebanon, and Albany. The cost is \$1 per ride. Please check the schedule for the routes and departure/arrival times. More information can be found at www.linnshuttle.com.

Library Information



In addition to the resources on campus, first and second year COMP-Northwest students can check out books from the Harriet K. and Philip Pumerantz Library in Pomona and have them sent to the Lebanon campus for pickup in the Bookstore at no additional charge.

Students attending the COMP-Northwest Campus will be able to use the resources at the Lebanon Public Library. The Lebanon Public library maintains the Western University of Health Sciences collection. The current library hours are Monday – Tuesday: 10:00am – 6:00pm; Wednesday: 10:00am – 7:00pm; Thursday - Friday 10am-5pm; - Saturday noon – 5:00pm. The library is closed on Sunday.

Food Options



Food and beverage vending machines are available in the Student Center. Samaritan Lebanon Community Hospital has a cafeteria with high-quality, low-cost options. Lebanon offers numerous dining options on Main Street, including Mexican, deli sandwiches, Thai, burgers, and pizza. You'll also find several great cafes, bakeries, and brew pubs within a mile of campus. The Lebanon Downtown Farmers Market takes place every Thursday, May 22 to Oct. 23 from 2 to 6 p.m.

Policies and Procedures

Western University of Health Sciences Accreditation

Western University of Health Sciences is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC). WASC's statement of accreditation status can be found at <https://www.wscuc.org/institutions/western-university-of-health-sciences/>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the United States. While it is not officially regulated by the government, it is regularly reviewed by the [U.S. Department of Education](#) and the [Council for Higher Education Accreditation](#).

College of the Osteopathic Medicine of the Pacific Accreditation

The academic program of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific/College of Osteopathic Medicine of the Pacific-Northwest is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), which is recognized by the United States Department of Education (USDE). The College has received accreditation status from the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address, email, and phone number of the accrediting agency are: Secretary, COCA; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; E-mail predoc@osteopathic.org; Telephone 312/202-8124; Fax 312/202-8424.

In addition to the COCA, COMP-Northwest is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030.

Catalog Overview

The [University Catalog](#) is now available on-line. The files are in PDF format and will require [Acrobat Reader](#) to view. To ease download times for viewing, we have broken up the catalogue into major sections, academic program by academic program. In addition, the information contained in the Student Handbooks has been incorporated into the catalog. University Academic Policies and Procedures are contained as a section within each program component.

- Student Employment
- Harris Family Center for Disability and Health Policy
- Psychological Counseling Services
- Sexual Harassment
- Drug Free Environment
- Dress Code
- Standards of Academic and Professional Conduct
- Attendance and Absences
- Background Investigation

Diversity Statement

The students, faculty, administration, and staff of Western University of Health Sciences place great value on diversity. For us, it is a philosophy of inclusion, with pluralism and academic freedom as its foundation. WesternU is committed to an open environment that promotes, accepts, and celebrates different points of view.

WesternU is a community of individuals in which diversity is recognized as being the core of our intellectual, social, cultural, physical, emotional, and moral lives. We are enriched by our encounters with one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. Our understanding and acceptance of one another in the campus environment contributes to our ability to care for our patients, who live in a diverse society.

We acknowledge our guaranteed rights of free expression under the First Amendment to the Constitution of the United States. However, we also hold unique responsibilities as individuals, answerable for our own behavior and fully accountable for our actions. Seeking balance between rights and responsibilities makes us keenly aware of the dangers of defamatory, libelous, or obscene behavior, the value of community and the importance of respecting our differences and commonalities.

As individuals committed to health professions education in the osteopathic tradition, we embrace the important principle of caring for the whole person-in body, mind and spirit.

Notice of Non-Discrimination and Equal Opportunity

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race (inclusive of traits historically associated with race, including hair texture and protective hairstyles), color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, age, religion, creed ((including religious observances, practices, dress, head scarves, beards, and grooming standards associated with one's religious beliefs or practices), medical condition (as defined by statute), genetic information, marital status, pregnancy (including childbirth, breastfeeding or related medical conditions), veteran status or any other characteristic protected by law. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

Safety and Security: Your Right to Know

The security of all members of the campus community is of vital concern to the Western University of Health Sciences. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, information concerning campus security programs, recommended personal safety practices, the authority of the University security guards, campus disciplinary procedures and campus crime statistics for the most recent three-year period is now available at <https://www.westernu.edu/safety/safety-handbook/>. The information included in this document has been prepared by the Office of Health and Safety using statistical and other information supplied by the Pomona Police Department and Campus Security.

Interview Day Evaluation Survey

Approximately one to two days after your interview, a link to the Interview Day Evaluation Survey will be emailed to you. The information that you provide will remain confidential. Your comments are important to us and we hope that you will take a few minutes to complete it. We consider your comments when planning our future interviews and will help us to provide constructive feedback to faculty, staff, and students. If you do not receive the survey link, please contact the admissions office to request it.