

ATSU first impressions

Spring 2012 | a magazine from A.T. Still University Admissions



KCOM docs deliver space care



Get application tips from admissions counselors



Students aid in tornado aftermath





ATSU first Impressions

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ATSU-SOMA's inaugural D.O. class celebrates at the Innovators' Gala.

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A.T. STILL UNIVERSITY |  ATSU

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First Impressions is published twice a year for students interested in pursuing a career in health and making a difference in the lives of others. The magazine is published by Admissions and Communication & Marketing, A.T. Still University, 800 W. Jefferson St., Kirksville, MO 63501.

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A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

ATSU's mission



Please recycle.

academics

campus

community

location

Doctor of Osteopathic Medicine
Master of Biomedical Sciences

est. 1892

est. 1995

Master of Athletic Training
Doctor of Audiology
Transitional Doctor of Audiology (online)
Master of Occupational Therapy
Master of Physician Assistant Studies
Doctor of Physical Therapy
Transitional Doctor of Physical Therapy (online)
Master of Advanced Occupational Therapy (online)
Master of Advanced Physician Assistant Studies (online)
Doctor of Health Sciences (online/residential blend)
Master of Human Movement (online/residential blend)

A.T. Still University

1 university
5 schools
20 programs

School of Osteopathic Medicine in Arizona

Doctor of Osteopathic Medicine

est. 2006

est. 1999

School of Health Management

Master of Public Health (online)
Master of Public Health – Dental Emphasis (online)
Master of Health Administration (online/residential blend)
Doctor of Health Education (online)

est. 2003

Arizona School of Dentistry & Oral Health

Doctor of Dental Medicine
Certificate in Orthodontics



Class profile

Degree: Doctor of Osteopathic Medicine

D.O. graduates: 92
M.P.H. graduates: 2
Average MCAT: 24.4
Avg. GPA: 3.6 cumulative
3.24 science
Avg. age: 27
States represented: 30

Community campus locations:
Alabama, Arizona, California, Hawaii, Ohio, Oregon, New York, South Carolina, Washington

Where they're going:
77 students, or 83.7 percent of graduates are entering primary care or National Association of Community Health Center specialties



ATSU-SOMA's inaugural class of 92 D.O.s realize a dream, for themselves and those who made it all possible.

More than 1,000 guests joined the 92 School of Osteopathic Medicine in Arizona graduates for commencement at the Mesa Arts Center on June 3.

The first commencement at ATSU-SOMA is a story of revolutionizing medical education, of proactively addressing the public's health-care needs, of social responsibility, and of innovation.

"Today is a dream come true – for every one of you and certainly for me," said keynote speaker and SOMA Founding Dean Douglas Wood, D.O., Ph.D., who also serves as ATSU's senior vice president – academic affairs.

Of the advice he conferred to his protégées was the message to "always be the doctor." Act as a professional, dress as a professional, don't use foul language, respect your patients, continually develop your character, and have integrity.

Dreams come true



South view



ATSU board approves Missouri dental school, construction of facility

At their Founder's Day meeting in Kirksville, the ATSU Board of Trustees approved a \$26-million bond issue for constructing and equipping a new building on ATSU's Mis-

souri campus to establish the Missouri School of Dentistry & Oral Health. This positive decision by the board is a critical step toward matriculating 40 students in the fall of 2013. The 61,000-square-foot facility, on two floors, will be an inter-professional education and dentistry school building to house not only the dental school, but also space for medical students from ATSU's Kirksville College of Osteopathic Medicine.

In addition to approving the bond issue for construction and equipment, the board also endorsed a change from a dental program (distant-site branch campus) under ATSU's highly successful Arizona School of Dentistry & Oral Health (ASDOH) to a stand-alone school of dentistry and oral health. This new approach will allow the Kirksville school more flexibility and enhance the process of accreditation by CODA, the national Council on Dental Accreditation.

Board Chair Carl G. Bynum, D.O., M.P.H., '75, presided over the meeting and called the decision "a major move forward in establishing a new ATSU dental school in Missouri that will have lasting benefits for the citizens of Kirksville and for the underserved population of the state."

Added ATSU President Jack Magruder, "I am grateful to the board for their guidance and encouragement during the many months of developing the dental school and am extremely proud of what we have accomplished and will accomplish in the future. A dental school based in Kirksville will have a tremendous positive impact on the city and state and will graduate highly competent and caring professionals who will carry out our mission and vision to serve the underserved."

Construction on the Interprofessional Education & Dentistry School Building is expected to begin in spring 2012 and will be located on ATSU property facing Jefferson Street east of existing University buildings. The design and plans for the building have been developed by Cannon Design, an architectural firm based in St. Louis.

The next step for the Missouri School of Dentistry & Oral Health is accreditation from CODA. No students can be recruited or admitted until accreditation is achieved. ATSU-ASDOH Dean Jack Dillenberg, D.D.S., has "a high level of confidence that accreditation will occur in a timely fashion." In addition, ATSU will continue to work on establishing partnerships with community health centers for the clinical training of its dental students.

One step closer

Space care

Alums are docs to nation's astronauts

In orbit or on the ground, our astronauts are in good hands with three ATSU-KCOM alumni caring for their health. Drs. J.D. Polk, Tarah Castleberry, and Scott Savage talk about their journey with NASA.



Follow the trajectory of the career of J.D. Polk, D.O., '93, from Kirksville to the space agency and it would seem his success was written in the stars. Attracted to emergency medicine as a teen in Washington Courthouse, Ohio, Dr. Polk came to KCOM in 1989. A flight surgeon for Metro-Health Life Flight in Cleveland, where he spent nearly every day for five years in a helicopter, Dr. Polk also served as Ohio's EMS director, and has been a Lt. Col. in the U.S. Air Force Reserve and a critical care air transport flight surgeon since 1997. He joined NASA in 2004 as a flight surgeon, was named chief of medical operations and then chief of clinical operations, and was tapped as deputy chief medical officer and chief of space medicine for NASA's Johnson Space Center in Houston in 2009.

Now the No. 2 doc at NASA's Johnson Space Center, he had quite a year in 2010. In addition to managing a \$45 million budget and providing healthcare for the 17,000-person workforce at the space center, as well as the nation's astronauts, he accepted another assignment in August that would redirect his focus from 250 nautical miles above Earth to 2,300 feet below it.

After 33 miners became trapped in Chile's San José copper and gold mine in the world's driest desert, the Chilean government contacted a host of experts across

the world, including NASA, to ensure their safe rescue. From Aug. 30 to Sept. 5, Dr. Polk and a NASA team visited Chile to consult on their physical and mental health, as well as what would eventually be a 13-foot-long steel rescue capsule.

Because of the team's experience in training and planning for emergencies and caring for astronauts in the hostile, distant environment of space, nearly all of its 16 pages of health recommendations were put to use in the miners' rescue.

"It was an outstanding challenge, and we were happy to rise to it," Dr. Polk says. "This was something that could showcase for folks that what we do in space flight is immediately applicable and does translate to the ground." The miners returned to the surface after 69 days underground.

One of about 25 physicians under Dr. Polk's direction, Tarah Castleberry, D.O., '98, spent five years as a flight surgeon for a Marine Corps F-18 squadron and the U.S. Navy Blue Angels before joining NASA in 2009.

Her first mission at NASA is as the deputy flight surgeon for a chemical engineer who will

spend six months on board the International Space Station (ISS). Her job is to help prepare him for life aboard the ISS as the crew's medical officer. By the time he launches in November 2011, she will have spent two years working with him, going to his training, and monitoring his health. She then will monitor him throughout his six months in orbit and for three to four months as he



On her first flight, Dr. Castleberry admits, "I was nervous, sick to my stomach and anxious, not knowing what to expect. I thought, 'I can't believe I'm a doctor and I get to do this.'"

completes post flight rehabilitation and testing.

"I think the neatest thing is seeing the international partners and how well we all work together," she says. "And it's not just the physicians who coordinate, but the operations from NASA in general and the governments and agencies that all have to work together."

Despite the international intrigue, the job isn't all that glamorous, she insists. "When you get up close, you see that it's a lot of hard-working people who have a common goal working together as a team." Although glamour might



Dr. Polk, third from left, met with President Barack Obama on Oct. 28, 2010, along with members of the NASA team and other Americans involved in the rescue of 33 trapped Chilean miners. NASA officials presented NASA's Exceptional Achievement Medal to five agency employees, including Dr. Polk.

be debatable, "It's a pretty cool place to work," she says. "I think a lot of us here are attracted by the awe-inspiring job that is exploration – who we are as humans and where we are in the universe."

Scott Savage, D.O., '87, just finished his first two years of training and his first tour in Star City, Russia, as the physician for a crew member of the International Space Station.

"It's the best job I've ever had, and I've had some good jobs," he says. Some of those jobs include spending 12 years in the military, some of which involved serving as a U.S. Air Force flight surgeon for F-15 and T-38 squadrons; spending a number of years in emergency medicine and police medicine; and working in prison medicine in Ohio before taking what he calls a research job at St. Mary's Hospital in Knoxville, Tenn. He also has taught for the National Procedures Institute and just published three chapters in "Pfenninger and Fowler's Procedures for Primary Care, 3d Ed."

These days, he's working with an emergency operations group of engineers from all disciplines that runs through emergency procedures on the ISS and makes sure its equipment keeps pace with technology and that procedures work. "The space station is an active laboratory," he says, "and we're finding out new things every day we didn't know before, which we hope will eventually make it into medicine."

No matter what's on his plate on any given day, thoughts of his medical training, which he began with the intention of becoming a plastic surgeon, are top of mind. "The philosophy we trained under at KCOM was more holistic than standard medicine, and that just works well here," Dr. Savage says.



ATSU at NASA in the form of Drs. Castleberry and Savage, with their boss, Dr. J.D. Polk, center. Says Dr. Savage: "I have a lot of respect for J.D. as a leader, and I don't say that lightly. I've seen them come, and I've seen them go. But he's a very good man, and we're fortunate to have him."

"We deal with people who are healthy who want to stay healthy, so a background in dietary, nutrition, osteopathic medicine, and rural medicine is what you need to do that well." In regard to training in rural medicine, "A space station is about as remote as you get – you can't exactly get an ambulance out there. When you're out there on your own with very few resources, you still have to do the job. KCOM trained me very well for those sorts of challenges."



See the International Space Station for yourself at <http://spaceflight1.nasa.gov/realdata/sightings/> or point the camera of your mobile device at the QR code below. Just enter your state and city and find out where and when it will be visible.

Text SCAN to 43588 to get a free scanner app for your mobile phone.



Fadi A.
ASHS PT student

What he can't live without



Family & Friends

My family and friends' support has been crucial – they have given me guidance, inspiration, and continued words of wisdom that have motivated me during the tough times in graduate school.



Soccer

Soccer is a great way for me to take my mind off school each week.

The students' *professor* Paleontologist brings new life to Anatomy



"I'm looking at dead things, and they come alive in my hands."

Anatomy Chair Peter Kondrashov, Ph.D., is living proof there's no substitute for passion. When you love what you do, your excitement is contagious. Thus explains his success in the classroom and popularity among students.

"I'm hyper; I get excited when I teach. I'll say, 'look at this cute cell,' and the class just dies laughing. You need to like what you're doing, or it's not going to go well," he says.

Of course passion is only part of the equation. Dr. Kondrashov, an international researcher trained as an anatomist at Moscow State University, also knows his subject matter. In addition, he is a self-described "laid-back guy," who forms a positive rapport with students based on mutual respect. "I very much respect the students, and I think they notice that," he says.

Putting himself in the student's figurative seat helps. "I always try to remember when I was a student," he says. "I think one of the mistakes that a lot of teachers make is that they forget where the students are and don't connect with them. I try to look at material not as an expert but as a student."

Born on the border between Russia and Asia "in the middle of nowhere," Dr. Kondrashov is the son of a geologist who moved the family to Moscow when he was a toddler. It wasn't until 2001 that Dr. Kondrashov moved to the United States to accept a teaching job at Northwest Missouri

State University in Maryville to teach anatomy and histology. He joined ATSU-KCOM in 2006 – primarily so that he could devote more time to his research – and became Anatomy chair three years later.

An active researcher, he collaborates with international researchers, reconstructing life from bones and fossils. From such treasures, he can "see the creature behind it," achieving a better understanding of what the animal was like anatomically and how it lived. "Basically, I'm looking at dead things, and they come alive in my hands," he says. Ongoing papers include research on a 55-million-year-old skeleton from New Mexico and a sloth-like creature from Mongolia. In total, he has described about 10 species of animals new to science.

Teaching "is really where my passion is," he says. Other passions include traveling, always with his camera, and working and playing outdoors. His office walls display a colorful collection of butterfly photos taken on his many adventures.

Still, at the end of the day, bags unpacked, he's happy to return to Kirksville. "I love my job, I love my career, my family, and my life here," he says.

"Selecting ATSU as the school to obtain my graduate degree in Physical Therapy was one of the best decisions I have ever made. Being part of the PT program at ATSU has far surpassed my expectations. The holistic philosophy at ATSU, along with the positive feedback I received about the faculty, were two integral reasons for choosing ATSU.

"The PT faculty understands that the profession is ever-changing and our role in healthcare is needed now more than ever. Their dedication, knowledge, and drive to teach,

along with their volunteer work within the community, are just some of the assets that make our faculty so valuable.

"Furthermore, establishing lifelong friendships within my class that will continue as we become professionals has been a wonderful benefit. Interactions with classmates who share the same excitement and drive for our profession is a great motivation. Our class feels like one big family in which we all want to see each other succeed."



Food

I love to try different types of food and make it a point to eat out every two weeks and just clear my mind.



Hiking

Hiking allows me to challenge myself and enjoy nature at the same time.



Music

Music lets me clear my mind and relax.

Day in the life



Sutira S.
SOMA D.O. student

6 a.m. Wake up/"roll out of bed"

6:30 a.m. Indoor cycle class or yoga at home – "Exercise keeps me energized for the day."

8 a.m. Class starts

Noon Lunch – "I enjoy going to lunchtime speakers. It inspires and educates me on topics relevant to my career."

1-5 p.m. Class

5-6 p.m. Listen to music while cooking dinner and preparing for tomorrow's activities

7 p.m. Eat dinner and watch Netflix

8-10:30 p.m. Study

11 p.m. Bedtime – "Getting a good night's rest is essential to how I stay motivated and focused."

Hometown: Marshfield, Wis.

School: School of Osteopathic Medicine in Arizona

Program: Doctor of Osteopathic Medicine

Community Health Center campus: HealthPoint, in Washington state, focused in King County

Career plans: "I intend to continue on my path to serving the community as a primary care physician, most likely in family practice and obstetrics."

Before entering medical school: Sutira worked in various programmer/analyst roles at S.C. Johnson & Son, Inc. after graduating from University of Wisconsin, Madison in 2001 with a B.B.A. in information systems analysis and design. In search for her passion and a lifelong career, Sutira studied to become a yoga instructor. "Every personal connection I made through teaching yoga propelled my ambitions to become a family practitioner dedicated to helping others heal holistically in mind, body, and spirit." In 2007 she left a successful career as a senior systems analyst and designer to follow her heart in pursuit of medical school.

In her spare time: Sutira hikes the urban trails of Phoenix, plays disc golf, has movie dates with her husband, cooks, and talks to her mom on the phone.

On ATSU-SOMA: "The SOMA family is dedicated to helping you achieve your dreams. Every one of my fellow students is brilliant, connected, and dedicated to serving others. The support from the faculty is exceptional, and their experience and insight is invaluable."



A typical day ...



"During undergrad I took an EMT course and loved it. After that, I knew I was supposed to be in the medical field," says Jody. Before applying to medical school, she worked as an EMT, an athletic trainer, and a medical assistant at a pediatrics clinic.

Campus, culture, and community

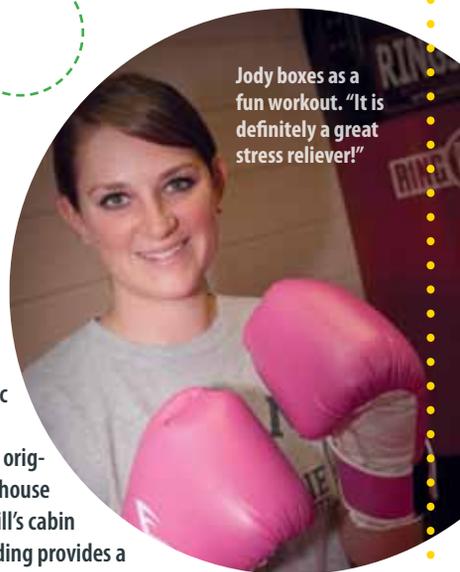
Raised overseas, second-year D.O. student Jody F. spent the majority of her life in Japan, Malaysia, and England. Even having experienced many interesting cultures, Jody has found it easy to love the close-knit community ATSU's Missouri campus has to offer.

"My favorite thing about campus is the town of Kirksville. The campus really goes beyond the physical borders of the school," says Jody. "The citizens of Kirksville welcome ATSU students with open arms. Shops around town give student discounts, and everyone is willing to help in any way they can, whether it be last minute dry-cleaning services that you forgot you really needed or neighbors shoveling your driveway after a snow storm or pet-sitting and checking your mail when you get to go home on a break."

She says that school pride is another one of her favorite things about campus.

"Being the founding osteopathic school and having the original schoolhouse and A.T. Still's cabin in our building provides a sense of history and tradition that you can't get anywhere else."

And, the camaraderie is second to none. "I love that our campus is attached to Northeast Regional Medical Center. During lunch at the hospital cafeteria, which actually serves great food, students eat with professors and clinicians, providing a sense of community," Jody says. "This also further encourages collaboration among students, physicians, and professors that is emphasized as an important part of our medical education."



Jody boxes as a fun workout. "It is definitely a great stress reliever!"

Alumni return to Haiti



To support Drs. Davis and O'Neill, visit <http://mcand-aaron-for-haiti.blogspot.com> to donate and to follow their blog posts. For more information about Heart to Heart, visit <http://hearttoheart.org>.

Aaron Davis, D.O., '08, Wichita, Kan., returned to the earthquake ravaged Haitian capital of Port-au-Prince in February 2011 as part of a continued relief effort to provide humanitarian aid to its people. He was accompanied by fellow ATSU-KCOM graduate Maryclaire O'Neill, D.O., '08, a family and community medicine resident at the University of New Mexico, in conjunction with Heart to Heart International.

In 2010, Drs. Davis and O'Neill teamed with Heart to Heart International alongside a contingent of fellow doctors,

nurses, and EMTs to establish a health clinic in Port-au-Prince. "The destruction was utter – their entire culture is gone: schools, hospitals, the government, everything," Dr. Davis says.

More than a year later, 1 million Haitians remain internally displaced, malnourished, and suffering from cholera and other ailments. In February Dr. Davis returned to the clinic he helped start, located in Belaire, Port-au-Prince, for two weeks of around-the-clock medical aid.

First steps

Preparing your application for a health professions school is an important process. The difference between successful and unsuccessful applications often lies in the manner cumulative experiences are portrayed in the application. Effective completion of application components helps you stand out among thousands of other applicants. By developing your academic background and out-of-class experiences, you set yourself apart – leading to an interview, and ultimately, acceptance.

Preparing your health professions school application

{Application tips}

- Submit your application close to the admissions cycle's opening date. Late applications may hinder your ability to secure an interview and/or acceptance to a program.
- Be honest and genuine about your intentions and who you are as a person. University representatives want to have a good impression of why you are applying for medical school and what your motivations are for your career path.
- Be concise, but detailed. You have a lot of information to share within a limited space. Avoid overuse of prepositions and use active verbs and convey clear imagery.
- Avoid jargon/slang/acronyms to eliminate confusion or misinterpretation of the activities in which you are involved.
- List all jobs/activities/shadowing. List experiences from your college freshman year through current date, even if they are not medically related. Gaps of time without explanation can be a red flag.
- Explain obvious red flags. If you know areas within your application may be questioned, address them honestly. Do not assume those areas will be overlooked. A reasonable, honest explanation can help University representatives evaluate whether or not the situation is problematic for entry.
- Explain personal growth. Share how you have overcome obstacles to become a competitive applicant.
- Share examples. Tell us who you are through your experiences and stories.
- Prepare for the application process in advance by becoming informed regarding prerequisites/requirements, which often take several years to complete. Research this information early in your college career so as not to delay successful completion or graduation.
- Proof all application materials carefully and seek feedback from those who can provide sound advice. Use all available resources such as campus writing center experts, experienced faculty or professional mentors, or someone with proven writing skills.
- Use specified application services, as indicated. Follow directions to avoid delays in the application process.
- Build relationships for letters of recommendation. The strongest letters of recommendation are from people who truly know you and not those with whom you have had minimal contact.
- Research schools in advance and know the mission and culture of schools for which you plan to apply. Apply to schools that fit your personality and personal philosophy.
- Contact an Admissions representative to check your application's status to ensure all applications materials have been received and your file is complete.

**first
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for reference

Chances are you've come across an unfamiliar term or a curious-looking acronym while investigating schools, degree programs, and admissions requirements. This curriculum dictionary promises to satisfy your curiosity and expand your health sciences lexicon.

A-D-P –noun

An academic degree planner (ADP) is the official list of a student's courses and the quarter and year in which they will be taken.

ap-plied dis-ser-ta-tion –noun

The written thesis by a candidate for ATSU's Doctor of Health Education degree is integrated throughout the coursework, unlike a traditional cumulative dissertation.

block test-ing –noun

Testing on all subjects with questions combined into a series of exams given on the same day.

B-O-C –noun

The Board of Certification, Inc. (BOC) provides a certification program for entry-level athletic trainers (ATs) and is required for admission to ATSU's post-professional master's degree program in athletic training. The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC-certified ATs. The BOC has the only accredited certification program for ATs in the United States.

Clin-i-cal pres-en-ta-tion cur-ric-u-lum mo-del –noun

A curriculum model where learning is facilitated by clinical faculty and is based on approximately 120 ways patients present to physicians that represent common patient complaints. The presentations serve as a starting point for the generation of relevant curricular content.

C-H-C –noun

Community Health Centers (CHCs) are not-for-profit healthcare providers to America's medically underserved communities. ATSU is the only university with an established partnership with the National Association of Community Health Centers.

COM-LEX-U-S-A –noun

The Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) is a test series designed to assess the osteopathic medical knowledge and clinical skills considered essential for osteopathic generalist physicians to practice medicine without supervision.

Di-sci-pline-bas-ed cur-ric-u-lum

A curriculum model designed about specific academic and clinical subjects, that may or may not be aligned in the overall curriculum to complement the learning process for students.

e-lec-tive –noun

Optional course(s) selected by students to complete their curricular requirements.

fel-low-ship –noun

Period of medical training that a physician may undertake after completing a specialty training program (residency). During this time (usually more than one year), the physician is known as a fellow. Fellows are capable of acting as attending physician or consultant physician in the generalist field in which they were trained, such as internal medicine or pediatrics. After completing a fellowship in the relevant sub-specialty, the physician is permitted to practice without direct supervision by other physicians in that sub-specialty, such as cardiology or oncology.

in-tern-ship –noun

Training period (usually one year) for a physician who has completed a significant part of their academic curriculum, but does not have a full license to practice their field unsupervised.

mod-ules –noun

A specialized curricular unit based around a concept or cohesive group of ideas.

N-B-O-M-E –noun

The National Board of Osteopathic Medical Examiners (NBOME) is a not-for-profit corporation dedicated to serving the public and state licensing agencies by administering examinations testing the medical knowledge of those who seek to serve the public as osteopathic physicians.

O-M-M –noun

One of the defining features of osteopathic medicine is the use of manual medicine, known as OMM, or osteopathic manipulative medicine. Patients of osteopathic physicians benefit not only from the application of the latest advancements in modern medicine, but they also get to experience this hands-on treatment that was first described by A.T. Still in 1874.

Ô-M-T –noun

Osteopathic manipulative treatment, or OMT, includes treatment regimens from osteopathic physicians ranging from stretching and kneading of soft tissues to actual movement of the larger bones of the skeleton.

O-T-M –noun

Osteopathic Theory and Methods

pass rates –noun

The percentage of students passing a given board exam.

prac-ti-cum –noun

A course, often in a specialized field of study, designed to give students supervised practical application of a previously or concurrently studied theory.

pre-cep-tor –noun

A practicing physician giving practical training to a medical student.

pre-cep-tor-ship –noun

Short, intensive clinical experiences that are built into the curriculum that have direct supervision of a physician.

prob-lem-based learn-ing –noun

Student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of a facilitator of learning who provides appropriate scaffolding of that process by (for example) asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments.

res-i-den-cy –noun

A person who has received a medical degree, podiatric medicine degree, or dental medicine degree, and who practices medicine under the supervision of fully licensed clinicians, usually in a hospital or clinic. A medical residency may follow the internship year or include the internship year as the first year of residency. The medical residency can also be followed by a fellowship, during which the physician is trained in a sub-specialty. Successful completion of residency training is a requirement to practice medicine in many jurisdictions.

R-L-I –noun

A Residential Learning Institute (RLI) is the required residential portion of specified online courses. Students must attend campus for a week of classes at the end of the online course.

sche-mas –noun

In the clinical presentation model, curriculum is designed around common patient complaints, where each complaint is taught in a flow-chart, called a schema, helping students develop clinical reasoning skills as they develop a diagnosis and treatment plan.

U-S-M-L-E –noun

The United States Medical Licensing Exam (USMLE) assesses a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills that constitute the basis of safe and effective patient care.

Joplin tornado

journal

KCOM student shares story of help and hope

Katie D., a fourth-year D.O. student on rotation in Joplin, Mo., experienced first-hand the horrors of the deadliest tornado to hit the United States in 60 years. In her journal excerpt below, she tells of that fateful day, which she lived out alongside fellow fourth-year KCOM D.O. student and boyfriend Michael K. Both students spent the hours immediately following the tornado at Freeman Health System, a 404-bed, three-hospital system in Joplin.



After we heard the first tornado alarm we turned on the television and watched the local news for updates. The news station warned of softball size hail and the possibility of a rain-wrapped tornado. Michael and I ran back and forth between the front and back doors to see from which direction the storm was approaching. The sky we saw out our back door was eerily familiar. It was the deepest gray-blue color, which reminded us both of the Kirksville sky witnessed in 2009. We decided to prepare for the worst.

Then the second tornado alarm went off. Michael quickly grabbed a flashlight and radio and threw blankets down in the bathtub. Just as the lights began to flicker we were settling into the tub. When they went out completely, Michael lay on top of me for protection. We heard pelting rain and an unusual rumbling getting louder and louder until it was suddenly deafening. We heard cracking, snapping, shattering, and crashing sounds – sounds of our house being pulled apart. Water began dripping on us. Insulation began falling on us. Despite my eyes being clenched shut, I could sense it was somehow lighter in the bathroom. At one point, even with Michael completely covering me, I felt pulled upward as if there was suction around us. It was a sensation that thankfully lasted only a moment.

When the sounds finally subsided we found ourselves wet and covered in insulation. We could see sky through the new holes in the roof. A portion of the ceiling directly above us had broken apart and was lodged between the shower curtain and the wall, miraculously sheltering us. Insulation, glass, dirt, leaves, and wood were scattered everywhere.

After ensuring our neighbors were safe and accounted for, and parents and friends had been contacted, we both agreed without hesitation that we had to get to the Freeman hospital. Both our vehicles were trapped under building structures and therefore unusable. In drenched clothes and shoes, we hailed a ride from a stranger driving by.

Once we arrived at Freeman, victims of the tornado and hospital personnel flooded in through every entrance. It was chaos. After checking in with a charge nurse and receiving general location assignments, we acquired dry scrubs and frantically changed in one of the nursing stations. We had no stethoscopes, trauma shears, pens, or medical equipment of any sort to utilize other than the flashlight Michael had grabbed before the tornado struck.

We started performing rapid assessments of patients, assisting residents, nurses, and physicians as needed, and obtaining basic patient identification information such as name, date of birth, allergies, major medical conditions, and major injury sites. After 10 minutes of working side-by-side with Michael, the initial shock was overshadowed by the need to act. With an unspoken understanding Michael and I parted ways.

Over the course of the eight hours spent at Freeman following the tornado, I witnessed more traumatic injuries than I hope to ever again. I contributed to an unsuccessful code necessarily performed on the emergency department hallway floor. I cleaned wounds, sutured, and at times held limbs together. I encountered patients I felt I could do nothing more for than hold their hands. And at times, that is exactly what I did.

At around 2 a.m., emotion was starting to break through, and I was getting shaky. Michael and I decided to turn our attention to our current status: we had no home to return to, no transportation, and no communication with family since the tornado struck. We needed a plan for ourselves. With our overwhelming new reality beginning to dawn on us, it was such a relief to have the insistent help of other students, physicians, and nurses who offered their home to us. Even after caring for hundreds of patients that night in Freeman, our medical community wanted to continue to care for us.



Swim, bike, run

NEMO Triathlon makes a splash



Every fall in Kirksville, triathletes participate in the annual Northeast Missouri Triathlon held at Thousand Hills State Park. Hundreds compete individually and in teams in the $\frac{3}{4}$ -mile swim, 18-mile bike ride, and 5-mile race to the finish line, including a large number of ATSU students, faculty, and staff. The NEMO Triathlon is one of the longest running events sanctioned by USA Triathlon, the governing agency for the sport. Since the inaugural race in 1985, more than 40,000 people have visited Kirksville to take part in the triathlon. For more information, visit www.nemotriathlon.org.

Raema's story



The Dental Care West community clinic at ATSU-ASDOH impacts the lives of special needs patients by providing quality dental care at reasonable prices. Watch Raema's story on ATSU's YouTube channel at <http://tinyurl.com/ATSU-RaemaStory>.

You Tube

Broadcast Yourself™

ATSU-SOMA students aid tornado-ravaged Alabama town

In May, third-year ATSU-SOMA students Jennifer R. and Andrew T. volunteered with the American Red Cross (ARC) in Hackleburg, Ala., a town of 1,400 people hit by tornadoes on April 27. "Because it is such a small town, it took about two days after the tornadoes for anyone to even realize that the town had suffered such catastrophic damage," says Jennifer, whose apartment was near the epicenter of damage.

Teaming with physicians from Cincinnati Children's Hospital Medical Center and ARC nurses, the students completed health assessments of tornado victims, including those who had run out of their medication and were beginning to have symptoms of previously controlled conditions, as well as volunteers who had been injured while working. Jennifer and Andrew also volunteered at the FEMA site, unloading and sorting donations.

"This was a wonderful experience for both of us," says Jennifer. "We were able to use the medical skills that we learned over the past two years at SOMA while helping in this extraordinary situation."



ATSU cares for Valley residents at Community Health & Wellness Day

East Valley residents received free health screenings and services courtesy of ATSU and Chandler CARE Center during the fourth annual Free Community Health & Wellness Day at the Chandler CARE Center in February. Services included general medical exams, hearing and vision screenings, oral health exams, balance assessments, and vital health recordings. All services were provided by ATSU students and supervised by ASDOH, ASHS, and SOMA faculty.

Osteopathic medicine and physician assistant students provided 70 medical exams and ASDOH students provided oral hygiene instruction for 100 people, dental screenings for 98 patients, fluoride varnish to 88 patients, and made 11 sports mouth guards.

“Interacting with the families,” said first-year ATSU-SOMA student Jared R., “reminds all of us why we chose to pursue this profession — to help people and to impact people’s lives.”



Day in the life



Aimee P.
SHM D.H.Ed. student



Hometown: Parkersburg, W.V.

School: School of Health Management

Program: Doctor of Health Education

Career plans: Aimee will continue her work as an education specialist. “I want to continue in my profession in order to help others be successful. I am also a registered radiologic technologist, so I will be able to apply what I am learning to that profession as well. I want to help educate radiologic technologists at both the local and state level.”

Before going back to school: Aimee led a busy life working two jobs, enjoying her family, and pursuing her goal of a doctoral degree. “I spent two years looking at programs and schools trying to decide what would be best for me, my schedule, and my family. I chose ATSU because of its D.H.Ed. program and curriculum.”

In her spare time: Aimee and her husband love to travel to different state parks around West Virginia. “When I am not studying or working, I am busy with my husband and seven grandchildren.”

On ATSU-SHM: “My favorite part about ATSU is the convenience. I can take classes at my pace based on both my schedule and finances, and I love being able to contact my professors who are always willing to help in any way they can. I look forward to each week and what I am going to learn.”

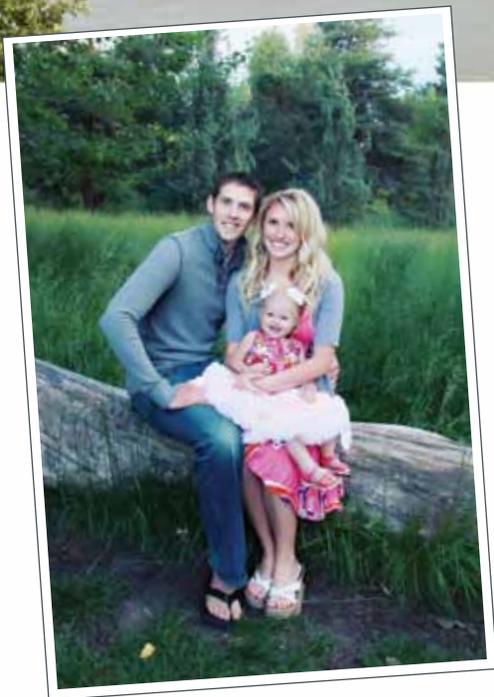
6 a.m. Get ready for work, check class discussion board

8 a.m.-5 p.m. Work full-time job as an education specialist in a health system in Southeastern Ohio

5-10 p.m. Work evening part-time imaging job as a radiologic technologist (three to five days a week) or teach in an adjunct capacity at the local community college (one night a week)

In between work: Study, read, post discussion questions/answers, write, perform literature reviews – “I take classes 100 percent online, so I go to class whenever I want! My favorite place to study is on our front porch. I take my laptop or books outside and read and work.”

A typical day ...



Chelsey R., wife of KCOM D.O. student Tyler, comes to Kirksville from Orem, Utah.

Day in the life

First impressions

"Everyone [at ATSU] is so friendly and nice. We love how many students have families and young children."

Fun times

"We love walking to the park together, going to the pool, having bonfires in our backyard, and getting together with friends to play games."

Support system

"[At ATSU,] I am a part of the Student Advocate Association (SAA), and it gives so much support to spouses! There is an activity for every interest, and there are tons of other spouses that are going through the exact same thing as you. SAA has been a fun way to get to know lots of people and make life-long friends."

Chelsey's fave five

1. Kirksville Aquatic Center
2. Thousand Hills State Park
3. Nauvoo, Ill., day trips (approximately two hours away)
4. Visiting the Amish (in La Plata about 15 minutes away)
5. The parks



Kirksville is a triad of educational prominence, simple living, and outdoor recreation.

Kirksville, Mo.



Fast stats

Population 17,504
 Average temperature January 23°F, July 76°F
 Cost of living index 81 (low, U.S. average is 100)

Thousand Hills State Park
 Explore 3,215 acres and visit the marina, beach, dining lodge, trails, cabins, and Native American petroglyphs. Don't forget camping and fishing.

Go downtown
 Enjoy local wares at the Farmers' Market, catch a flick at the Downtown Cinema 8, and grab a ronza at Pagliai's Pizza.

Kirksville Arts Association
 View monthlong exhibits in the gallery, take a community art class, and enjoy the theatrics of Curtain Call Theater.



Day trips

Within a few hours you can be in one of these great cities, enjoying the sites, shopping, and restaurants.

- 80 miles to Columbia
- 122 miles to Jefferson City
- 180 miles to Kansas City
- 214 miles to St. Louis

Things to do

Kirksville Aquatic Center
 Bring the family, splash around in wave pools, and jet down curvy water slides.

Kirksville Country Club & Golf Course
 Relax with 18 holes, plus a driving range, pool, lounge, and restaurant.

Thunder Ridge MX Park
 Dirt bikes and ATVs soar on this 1.7-mile natural terrain race track.

Location

Things to do

Fast stats

Population 462,486
 Average temperature January 54°F, July 91°F
 Cost of living index 89 (low, U.S. average is 100)

Apache Trail

Arizona's historic and scenic Route 88 winds through deserts and mountains, by cliff dwellings, along lake shores, and through old mining towns and beautifully eroded canyons.

Saguaro Lake

Visit Precision Marine and rent a boat, take a relaxing Desert Belle Paddleboat tour, then eat at the yummy Lakeshore Restaurant.

Mesa Arts Center

Live performances, contemporary art galleries, and 400+ performing and visual arts education classes are sure to entertain.

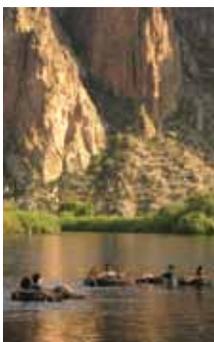
MLB-Cubs Spring Training games

Mesa is the place to be for Cubs spring training action every March. The Chicago Cubs play at Hohokam Park, centrally located in Mesa and convenient from all areas of the Valley.

Salt River Tubing

A recreational paradise offering "chills and thrills," you can enjoy a "floating picnic" and experience the natural wonders of the river — wild horses, big horn sheep, blue herons, and majestic mountains.

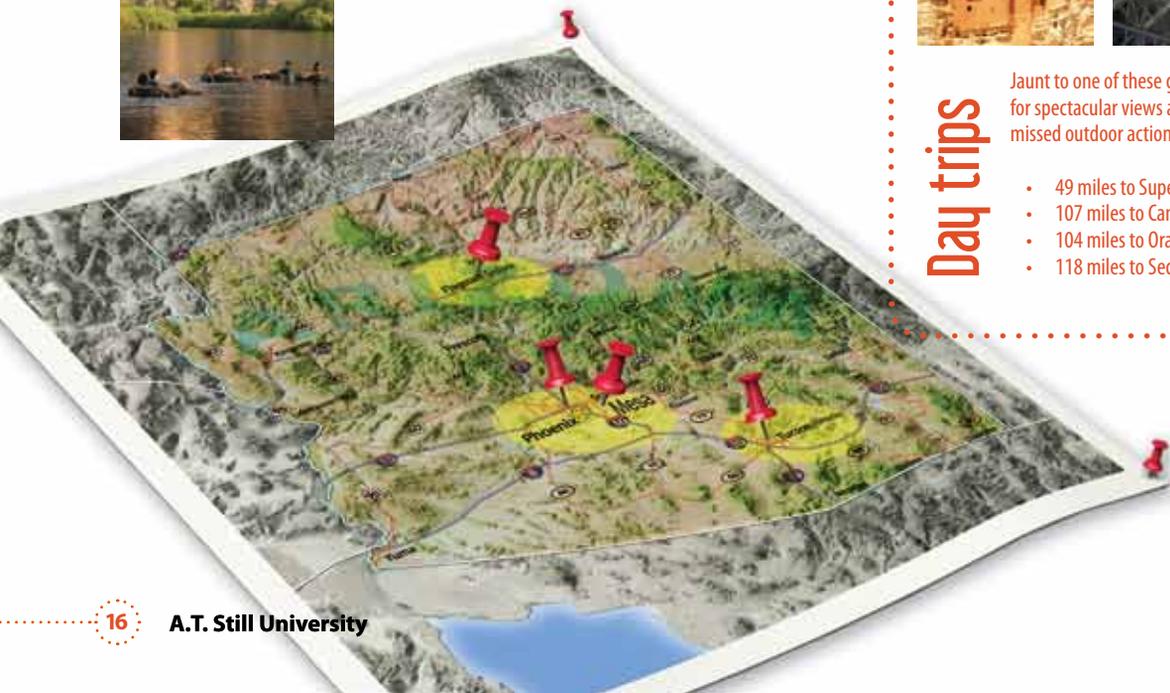
Mesa shines as a desert



Day trips

Jaunt to one of these great locations for spectacular views and can't-be-missed outdoor action.

- 49 miles to Superior
- 107 miles to Camp Verde
- 104 miles to Oracle
- 118 miles to Sedona



urban retreat where landscapes are legendary and tradition and heritage are valued.

Mesa, Ariz.



Faith G., wife of D.O. student, Shaun, and mother to 13-month-old son, Cruz, moved from Provo, Utah, for Shaun to attend ATSU-SOMA.

Day in the life

Thoughts on the Southwest

"I was excited to move to Arizona. I always thought it was pretty and the people seemed nice. My favorite thing about this state is the fact that I can be outdoors most of the year avoiding the cold."

First impressions of ATSU-SOMA

"It's a very nice facility with an innovative approach to medical school – sending the students to the Community Health Campuses (CHCs) during their second year. I think it is a great opportunity for students to get clinical exposure. Also, the faculty and students have all been very welcoming to me as a student's spouse."

Staying in the Valley of the Sun

With her husband, Shaun, being assigned to a CHC in Arizona, Faith is able to enjoy three more years in the warm Arizona sun. "I have really enjoyed living in Arizona. I love the weather! The summers are hot, but it's worth it the other nine months of the year!"

Favorite pastimes

With the Arizona sun beaming 300+ days a year, Faith takes advantage by barbecuing, attending spring training games, shopping at outside malls such as SanTan Village, and keeping cool at splash pads/pools at local marketplaces. "There are great shopping malls and discount stores within a close proximity, as well as many pools in the area. Spring training games are also a fun time of the year to sit on the grass and watch baseball."

- Faith's fave five**
1. Joe's Real BBQ in Gilbert
 2. Splash pad at Tempe Marketplace
 3. SanTan Village in Gilbert
 4. Scottsdale Stadium – San Francisco Giants spring training games
 5. Oreganos in Downtown Gilbert

location

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