Purpose of Advisor Handbook:

This handbook provides a ready resource for faculty in their role as medical student advisors. It includes an explanation of the advisory system, a sample log sheet of visits, a summary of the CAREERS IN MEDICINE program, useful web sites, a description of the Medical Student Affairs staff duties with a quick reference list of these duties, and a summary of the responsibilities of advisors. The role of advisors is becoming increasingly important in helping students navigate the complex route from matriculation to graduation.

Purpose of the Advisory System:

The purpose of the Advisory System is to assist students in three ways:

1) Serve as an advocate and counselor for the student in their interactions with the faculty, the administration, other professional staff and patients.

2) Serve as a resource person for the student concerning the school, the field of medicine, career choices, guidance through the curriculum, and specific decisions relating to Pillar 3 schedules.

3) Serve as a counselor for the student when they appear before the Student Progress and Conduct Committee, or when they are in conflict with policies, or when they believe they are not being treated fairly, or in other settings where the student would benefit by faculty representation.

Advisory System Guidelines:

The Pillars
The curriculum is presented in 3 pillars with Pillar 1 being 3 semesters of Basic Biomedical Sciences, Pillar 2 being 2 semesters of Clinical Clerkships taught in a Longitudinal Integrated format, and Pillar 3 being 3 semesters with a combination of required rotations and electives.
All Four Years
Throughout their medical education, students will be assigned to a Faculty Advisor for each of the three Pillars. For Pillar 1, the Faculty Advisor will be from the Basic Biomedical Sciences. For Pillar 2, the students will be assigned to one of the Longitudinal Integrated Clerkship (LIC) Coordinating Committee members as their Faculty Advisor. For Pillar 3, the student will have the opportunity to select a Clinical Faculty member who may be someone who practices in the student’s area of specialty interest.

Faculty advisors may be granted access to the academic files of their advisees. This access is through the Office of Medical Student Affairs in Vermillion. All information in the student file must be handled in accordance with the federal regulations as specified in The Family Education Rights and Privacy Act as amended June 19, 1976. For the advisor, this means that no information from the file may be shared with a third party unless the student requests inclusion of this information when providing a letter of reference.

The Office of Medical Student Affairs will notify the advisor of any academic deficiency, referral from the Student Longitudinal Follow-Up Committee, a Code of Professional Conduct violation, or a referral to the Student Progress and Conduct Committee.

The Office of Medical Student Affairs serves all students in the areas of counseling for academic, personal or mental health needs, and will provide referrals to secondary sources when appropriate. In matters of academic standing, financial aid (including emergency loans), leaves of absence, or for temporary absences (missing 3 days or more) due to illness or personal reasons, the student should be referred to the Office of Medical Student Affairs.

The advisory program requires at least one meeting of the student and the advisor during each semester of the academic year. It is expected that both the student and the advisor will work to arrange these meetings. Each semester the advisor is required to document the date/s of their meeting with a student, and provide that listing if requested by the Office of Medical Student Affairs.


Pillar 1
During the first three semesters, each student will be assigned an advisor from the faculty in the Basic Biomedical Sciences. The advisor will be expected to maintain a log sheet of advisor/advisee contacts. The advisor will retain these log sheets in their files to remind them to interact with advisees at least once per semester, and to serve as a significant resource for recall of events if an advisee experiences difficulties.

Pillar 2
During the two semesters of Pillar 2, each student will be assigned to a member of their LIC Coordinating Committee, who will serve as the student advisor.

Pillar 3
During the final three semesters (Pillar 3), each student may select a clinical advisor from a list of clinical faculty who have volunteered to be advisors as compiled by the campus Education Coordinator at the student’s clinical campus. If the student has no preference for a particular advisor, the campus Educational Coordinator will assign an advisor.

The student and advisor should meet frequently during Pillar 3 with a particular emphasis on Purpose #2 as listed on page 2. After working with the student to plan Pillar 3, the faculty advisor is an important resource to assist the student with Residency application plans.

Career Counseling
When counseling students for Residency training, the Faculty Advisors should be aware of the current resources available. In addition to the direct resources from the Dean of Medical Student Affairs, the Assistant Dean of Medical Student Affairs and the Associate Dean for Graduate Medical Education, the faculty advisors should become familiar with three significant on-line resources: the National Resident Matching Program, FREIDA and Careers in Medicine.

The NRMP web site [http://www.nrmp.org](http://www.nrmp.org) provides current information on schedules and policies regarding the Match, along with data about match results by specialty.
The web site "FREIDA" lists information on every accredited residency training program in the USA, and is found at http://www.ama-assn.org/ama/, then scroll to ‘Medical Students’ and then find ‘FREIDA Online’.

The Careers in Medicine web site provides resources for the student and advisor featuring their ‘Specialty Pages’, and is accessible through a secure site found at http://www.aamc.org, then look for the Careers in Medicine link under the heading of ‘Medical Students’. This program consists of multiple resources designed to assist the student in understanding the options for choosing a specialty and selecting and applying to a residency program. There are resources that apply throughout all four years of medical school. For any questions on the Careers in Medicine resource, please contact Paul C. Bunger, Ph.D., Dean of Medical Student Affairs Paul.Bunger@usd.edu or Suzanne Reuter, MD, Assistant Dean of Medical Student Affairs Suzanne.Reuter@usd.edu.

Students are automatically authorized to sign in to the Careers in Medicine secure site. Faculty who wish to have access to the Careers in Medicine web site should email a request to Paul.Bunger@usd.edu so that we can generate a temporary password to access the site.

**Student Longitudinal Follow-up Program**

This program is separate from the advisory system, but may seek the assistance of the advisor in helping the student. The program functions in collaboration with the Pillar 1 Course Directors Group as well as the Pillar 2 Longitudinal Integrated Clerkship Coordinating Committees.

The primary purpose of this program is to identify strengths and weaknesses of students and to recommend areas of improvement where appropriate. A secondary purpose of this program is to promote continuity of evaluation and the transmission of evaluation information among course/clerkship directors, campus Deans and Educational Coordinators, and student advisors. The educational leadership for each campus (may include Educational Coordinator and Campus Dean) will have meetings with course directors or coordinators on their campus at appropriate intervals to discuss the academic progress and non-cognitive qualities of each student on that campus. When a deficiency is identified, the procedure to correct it will depend on the
nature and gravity of the problem. Attempts to rectify each problem will be made as simply and quickly as possible. Continuity will be accomplished by the transmission of information between the Educational Coordinators, the Campus Deans and the Office of Medical Student Affairs.

**Professional Behavior Reports**

The school has adopted an ‘Exemplary Professional Behavior’ as well as ‘Unprofessional Behavior’ reporting system. Advisors will be informed if these documents affect their advisees. They can be found at [http://portal.usd.edu/academics/med/professionalism-report-forms.cfm?casLogin=1](http://portal.usd.edu/academics/med/professionalism-report-forms.cfm?casLogin=1) in the Medical School Portal.

**Suggested Topics For Discussion**

The following topics are suggestions for the regular semester meeting with the student. Obviously, there are many other topics that may arise, but these are particularly relevant during the semester suggested.

First Semester: Pillar 1
1. What are the significant events that have drawn you towards medicine?
2. What adjustments have you made in your time management and approach to learning that assure your success throughout medical school?

Second Semester: Pillar 1
1. How do you plan to invest your summer break?
2. What have you learned so far about medical school that you wish you knew when you started a few months ago?
3. What plans have you implemented to assure success on United States Medical Licensure Exam (USMLE) Step 1?

Third Semester: Pillar 1
1. What steps have you taken to stay focused on your overall career goals?
2. What are your plans for a final review and your timing for taking the USMLE Step 1?
Fourth Semester: Pillar 2
1. Which specialty areas are you finding of greater interest, and how do you plan to evaluate those areas further?
2. What have been your greatest challenges in adjusting to the clinical educational program?
3. What are some of the important attributes you have seen in practicing clinicians that you hope to emulate?

Fifth Semester: Pillar 2
1. What are your plans for scheduling USMLE Step 2-CK, (Clinical Knowledge) and Step 2-CS (Clinical Skills) exams?
2. How are you preparing for Step 2-CK and 2-CS?
3. What visiting student rotations are you planning?
4. What areas of interest do you plan to include in your Pillar 3 electives?

Sixth Semester: Pillar 3
1. Which specialty have you decided will be your goal, and what is your ‘parallel’ plan if that appears to be a significant challenge?
2. Where do you plan to apply for residency programs?
3. What steps can you take this semester to enhance your strength as an applicant?

Seventh Semester: Pillar 3
1. How have you planned your interviews to assure that you keep your commitments to the courses, but are available for interviewing?
2. What measures have you taken to assure that your documentations for drop/adds, visiting student sites, ERAS, etc. are completed in a timely fashion?
3. What criteria are you seeking in a residency so that you will have insight when it is time to rank programs?

Eighth Semester: Pillar 3
1. What are your plans for transitioning to the residency, once you have identified your location?
2. How have you organized your debt management program so that you understand the impact of financial decisions on your future?
3. What key advice would you want to give a new student if you had the opportunity?
Web Site Information

USD: http://www.usd.edu
• The main page for the University

Sanford School of Medicine: http://www.usd.edu/med
• The home page for the School of Medicine which contains links to the programs and departments of the SSOM.

SSOM, MD program, Student Affairs: http://www.usd.edu/medicine/medical-student-affairs
• The home page for Medical Student Affairs.

AAMC: http://www.aamc.org
• The AAMC web site for access to many resources including medical school applications, statistics about medical schools, residency applications and financial aid.

CAREERS IN MEDICINE: http://www.aamc.org/students/medstudents/cim.
• The CAREERS IN MEDICINE web site contains a resource for specialty information and provides workforce data for specialties in the USA.

FREIDA: Fellowship and Residency Electronic Interactive Database http://www.ama-assn.org/ama/, then go to ‘Medical Students’ and then to ‘FREIDA Online’
• This is the web site for resources for all residency programs. This site provides contact information, length of programs, program policies, and can be sorted by specialty, region or state.

NBME: http://www.nrmp.org, then go to “Match Data” in their “Quick Links” section
• This web site shows results from previous matches, the programs that were unfilled, and has information about the priorities of Program Directors.
Getting to Know the Staff

The staff of The Sanford School of Medicine, Office of Medical Student Affairs, is always willing to help the students. However, there may be times students don’t know whom to contact if they have a certain question. The information below will help advisors serve as a resource for the students. The Medical Student Affairs Offices are located in Suite 101 on the main floor of the Lee Medical Building in Vermillion.

Paul C. Bunger, Ph.D., Dean of Medical Student Affairs (Lee Med 101F) Phone: 658-6300; (Sioux Falls office on Wednesdays, Room 315, Phone 357-1422) Paul.Bunger@usd.edu

- Oversight for individualized student assistance and scheduling for out of phase students, including students with Leave of Absence, or delayed for academic or health reasons
- Co-author of the Medical Student Performance Evaluation letters
- Chair of the Basic Sciences Student Longitudinal Follow-up Program
- Advisor to the Admissions Committee, the Medical Education Committee, the Financial Aid Committee, and the Student Progress and Conduct Committee
- Advisor for the Frontier and Rural Medicine (FARM) Coordinating Committee
- Oversight of career counseling for preparation for residency training

Pasquale Manzerra, MD, Assistant Dean of Medical Student Affairs and Admissions (Lee Med 101E) Phone: 658-6300; Pat.Manzerra@usd.edu

- Director of Admissions for the Medical School
- Oversight of the admissions process for Indians into Medicine Students
- Oversight of admissions for the Physician Scientist program
- Coordinator of Recruitment efforts
- Member of the Basic Sciences longitudinal follow-up program
- Advisor to the Medical Education Committee
- Oversight of the SSOM Wellness program
Suzanne Reuter, MD, Assistant Dean Medical Student Affairs
(Pillar 2/3) Office: HSC 317 Phone: 357-1336
Suzanne.Reuter@usd.edu

- Directs students towards graduation with an emphasis on students during Pillar 2 and Pillar 3 that are located on all three major clinical campuses as well as the Frontier and Rural Medicine (FARM) sites
- Assists with the Medical Student Performance Evaluation (MSPE) with an emphasis on Pillar 2 performance
- Coordinates Match ceremonies, Graduation Convocation, and Awards Ceremonies for students
- Coordinates efforts to prepare students for Residency applications including assisting students with preparation of applications

Gerald Yutrzenka, Ph.D., Associate Dean, Diversity and Inclusion (Lee Med Room 210)
Phone: 658-6328; Gerald.Yutrzenka@usd.edu

- Provides leadership and support for efforts to diversify the students, faculty and staff of the medical school
- Serves as Associate Director of the Indians into Medicine (INMED) satellite office
- Chair of the SSOM Diversity Health Affairs Committee and the Diversity Dialogues Committee, and serves as Co-Chair of the USD President’s Council on Diversity and Inclusiveness
- Coordinator of the Alumni Student Scholars program
- Advisor to the Admissions Committee
Cathy Logue, RN, MA
Education Coordinator, Clinical Foundations, Student Professional Support Services Coordinator (Lee Med Room 219)
Phone: 658-6333; Cathy.Logue@usd.edu
- Coordinator of Student Professional Support Services
- Assists with preparation strategies for USMLE, and other areas of academic success
- Referral resource for mental health, illness, anxiety, self-care, or other needs of the students
- Maintains confidentiality with student issues, except in cases where reporting is required by existing laws

Kay Austin, Registration Officer (Lee Med 101D)
Phone: 658-6304; (Sioux Falls office on Thursdays, room 315, Phone: 357-1424) Kay.Austin@usd.edu
- Oversight of all course changes, class drop/adds, and recording grades.
- Manages students’ permanent academic files, vaccination and immunization records, and student listservs.
- Coordinates production of Student ID name badges, and recording official student name changes
- Advisor for AMSA and MSA Student Organizations
- Serves as Chief Proctor for NBME subject exams, trains NBME proctors for certifications, and finalizes the USMLE applications.
- Coordinates Pillar 3 scheduling, and VSAS (Visiting Student Application Service)
- Coordinates student applications for Residency training with ERAS (Electronic Residency Application services, and the NRMP (National Residency Application Services).
- Certifies graduation for each student
Jill Christopherson, Program Assistant I (Lee Med 101B)
Phone: 658-6302; Jill.Christopherson@usd.edu

- Coordinates the admissions process for both the regular MD program as well as the subcommittee for the MD/PhD (Physician Scientist) program.
- Manages the online AMCAS application process and the Supplemental online applications.
- Coordinates the orientation program for the entering class,
- Assists with recruitment efforts for prospective students.
- Advisor for the Medical Student Admissions Ambassadors (MSAA).

Carol Hemmingson, Program Assistant I (Lee Med 101C)
Phone: 658-6303; (Sioux Falls office on Tuesdays, room 315, phone 357-1422); Carol.Hemmingson@usd.edu

- Financial aid counselor for the medical school and liaison with USD Financial Aid Office.
- Assists students in completing their FAFSA forms, supervises the Stafford, SDS, LDS, and PCL loan programs, alternative loans, emergency loans, residency interview/relocation loans, and South Dakota State Medical Association Loans.
- Develops Cost of Education budgets, notifies students of regulations and deadlines, assists with loan disbursements, and maintains confidential financial aid files.
- Coordinates distribution of scholarships, and notifies students of scholarship opportunities, both within and outside USD.
- Coordinates debt management program for medical students, as well as entrance and exit interviews for all Title IV loans & Title VII loans (Stafford, LDS & PCL).
- Maintains documentation of health, disability, and liability insurance for all medical students and documents enrollment and change of status for the insurance programs.
Pat Mulloy, Student Affairs Senior Secretary (Lee Med Suite 101 Main Desk)
Phone: 658-6300; Pat.Mulloy@usd.edu
- Receptionist, Office of Medical Student Affairs, and first contact to direct questions to the proper resource
- Documents student absence requests during Pillar 1 including emergency absence and communication with faculty
- Coordinates student mail distribution
- Documents student addresses and contact information
- Coordinates Student Lounge facility and lockers
- Assists the Associate Dean for Diversity and Inclusion

Janet Macy, Senior Secretary (Lee Med 101A)
Phone: 658-6301; Janet.Macy@usd.edu
- Assists with documentation and distribution of scholarships, including contacts between recipients and donors
- Assists with financial aid counseling for current and future medical students
- Coordinates the restricted visiting student options for D.O. students
- Collates information for summer, international and volunteer experiences
- Assists with Student Progress and Conduct committee
- Collects and reviews all insurance documentation for medical students

Michelle Carlson, Student Affairs Senior Secretary (Lee Med Suite 101 Main Desk)
Phone: 658-6396; Michelle.L.Carlson@usd.edu
- Manager of student affairs databases and web pages
- Assists admissions with prospective students and orientation programs
- Assists registration with recording grades, transcript auditing, and reporting
- Coordinates Pillar 3 Visiting Student Application Service documentation
Glossary of Abbreviations

AAMC: Association of American Medical Colleges  
AMCAS: American Medical Colleges Application Services  
AMSA: American Medical Student Association  
ERAS: Electronic Residency Application Services  
FAFSA: Free Application for Federal Student Aid  
FARM: Frontier and Rural Medicine  
FREIDA: Fellowship & Residency Electronic Interactive Database  
INMED: Indians Into Medicine  
LDS: Loans for Disadvantaged Students  
LIC: Longitudinal Integrated Clerkships  
MSA: Medical Student Association  
MSAA: Medical School Admissions Ambassadors  
NBME: National Board of Medical Examiners  
NRMP: National Residency Matching Program  
PCL: Primary Care Loans  
SDS: Scholarships for Disadvantaged Students  
SSOM: Sanford School of Medicine  
USMLE: United States Medical Licensure Exam  
VSAS: Visiting Student Application Services

DIVERSITY STATEMENT

The University of South Dakota Sanford School of Medicine values diversity and its essential role in achieving the educational, scholarship, and service missions of the school. Therefore, the medical school is committed to both recruitment and retention of students, residents, faculty, and staff who through their diversity enrich the learning environment and promote inclusive excellence. We recognize diversity as relating to race, ethnicity, creed, rural background, socioeconomic status, gender, sexual orientation, age, and disability. In addition, we value persons with broad life experiences, with records of service to disadvantaged populations, and with other attributes that may enhance the learning community. The medical school has chosen three areas of emphasis on diversity to enrich the learning environment and promote inclusive excellence: American Indians, rural, and gender.
STUDENT MISTREATMENT and REPORTING POLICY

The SSOM adheres to the Board of Regents policies regarding mistreatment or harassment as stated in the Board of Regents Policy Manual on Governance. Mistreatment either, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process: Examples of mistreatment include sexual harassment; discrimination or harassment based on race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age, or disability; humiliation, psychological or physical punishment or the use of grading and other forms of assessment in a punitive manner. All of these policies can be accessed through the BOR web site at:

Section 1:17 – Sexual Harassment; https://www.sdbor.edu/policy/documents/1-17.pdf


Section 1-23 – Employee-Employee and Faculty-Student Consensual Relationships; http://www.sdbor.edu/policy/documents/1-23.pdf

REPORTING: Any student may report alleged cases of violation of these policies to any one of the following:

- Dean of Medical Student Affairs or either Assistant Dean of Medical Student Affairs, 658-6300
- Dean of Clinical Faculty (357-1306) or a Campus Dean (Rapid City = 394-5105; Yankton = 668-3065; Vermillion 658-6324)
- Coordinator of Student Professional Support Services, 658-6333
- Health Affairs HR Director, 357-1388
- Directly to another faculty member
SUMMARY OF ADVISOR RESPONSIBILITIES

1. Meet with advisee at least once per semester and file a listing of these advisor/student contacts with the office of Medical Student Affairs.

2. Serve as student representative and counselor.

3. Serve as faculty resource for students.

4. Identify areas where students need assistance and make referrals when necessary.

5. Immediately report student allegations of mistreatment.

**ADVISOR LOG SHEET**

To be maintained and retained by the advisor.

Student Name______________________________

Advisor Name______________________________

“The advisory program requires a meeting of the student and the advisor during each semester of the academic year.”

T=topics were discussed  
R=referred student to someone else  
F=feedback received on results of referral

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