

THE UNIVERSITY OF SOUTH DAKOTA

SANFORD SCHOOL OF MEDICINE

For information on Medical School admissions, write or call
Office of Medical Student Affairs
Sanford School of Medicine
414 E. Clark Street
Vermillion, S.D. 57069-2390

Ph. (605) 658-6300; FAX (605) 677-5109

This Bulletin is published by the University of South Dakota Sanford School of Medicine, which reserves the right to alter the contents at any time. Any changes apply to all current or prospective students. The faculty reserves the right to alter the curriculum, the schedule of required courses, and other regulations affecting admission and graduation requirements. Students are expected to keep well informed with respect to such changes.

The University of South Dakota is an equal education/equal opportunity institution, committed to providing all qualified students the opportunity to obtain a university education without regard to their race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability. The University of South Dakota does not discriminate in employment, in the recruitment or admission of students, or in the operation of any program or service. Inquiries should be directed to the Equal Opportunity & Title IX Office online at <http://www.usd.edu/human-resources/titleix> or calling 605-677-5651.

Many additional resources can be accessed through the USD Sanford School of Medicine web site at www.usd.edu/med or the Medical Student Affairs web site at: <http://www.usd.edu/medicine/medical-student-affairs>

TABLE OF CONTENTS

HISTORY	3
MISSION	3
VISION STATEMENT	3
DIVERSITY STATEMENT.....	4
MEDICAL STUDENT COMPETENCIES	4
ORGANIZATION	6
SCHOOL OF MEDICINE ADMINISTRATION	7
DEGREE PROGRAMS THROUGH THE SCHOOL OF MEDICINE	8
DEGREE PROGRAMS THROUGH THE GRADUATE SCHOOL.....	8
GRADUATE MEDICAL EDUCATION	8
RESEARCH.....	9
EDUCATIONAL FACILITIES AND RESOURCES	9
ADMISSIONS	12
TECHNICAL STANDARDS FOR ADMISSION,	15
CONTINUATION AND GRADUATION	15
ENTERING AND VISITING STUDENT IMMUNIZATION POLICY	17
STUDENT AFFAIRS FINANCIAL AID	20
CURRICULUM OVERVIEW	25
DEPARTMENTS AND REQUIRED COURSES.....	26
PILLAR 1	26
PILLAR 2	27
PILLAR 3	29
ACADEMIC CALENDARS AND HOLIDAY POLICIES	32
Curriculum Summary	33
AFFIRMATION OF THE PHYSICIAN	42

HISTORY

THE UNIVERSITY OF SOUTH DAKOTA

The University of South Dakota was established at Vermillion by the Dakota Territorial Legislature in 1862 and began classes in 1882. The University of South Dakota has the responsibility of serving all of South Dakota by providing high quality education at the undergraduate and graduate levels. The University of South Dakota has multiple health education programs including the Sanford School of Medicine

USD SANFORD SCHOOL OF MEDICINE

The School of Medicine at the University of South Dakota was organized and convened classes in September of 1907. The original curriculum consisted of two years of medical science. As medical education in the United States evolved over the next several decades, the USD School of Medicine remained a two-year school and students left the state to complete their last two years of medical school at other institutions across the country. Finally, in 1974 the South Dakota Legislature authorized the development of a four-year medical school at USD, with a particular focus on family medicine. Less than one year later, provisional accreditation was granted by the Liaison Committee on Medical Education (LCME). The School graduated its first Doctors of Medicine as a four-year school on May 14, 1977.

Over time, facilities grew to accommodate the changing needs of medical education. The Andrew E. Lee Memorial Medical Building was opened on September 5, 2008 and houses the teaching facilities for the Pillar 1 students, research laboratories and offices for the Basic Biomedical Sciences faculty and selected administrative offices. In December of 2005, the school name changed through a philanthropic gift by Mr. T. Denny Sanford, and became the University of South Dakota Sanford School of Medicine.

MISSION

The mission of the University of South Dakota Sanford School of Medicine is to provide the opportunity for South Dakota residents to receive a quality, broad-based medical education with an emphasis on family medicine. The curriculum is to be established to encourage graduates to serve people living in the medically underserved areas of South Dakota, and is to require excellence in the basic sciences and in all clinical disciplines.

The University of South Dakota Sanford School of Medicine is to provide to its students and to the people of South Dakota excellence in education, research and service. To these ends, the School is to provide educational pathways leading to both the Doctor of Medicine and the Doctor of Philosophy Degrees.

Quality health care for the people of South Dakota is addressed by undergraduate, graduate and continuing educational programs as well as by basic and applied medical research. The Sanford School of Medicine should serve as a technical resource in the development of health care policy in the state and provide extension and research initiatives to improve the health care of the citizens of the state.

VISION STATEMENT

The University of South Dakota Sanford School of Medicine will be a leader in educating students who with knowledge, skill, and compassion dedicate their lives to the well-being of their patients, their community, and their profession.

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 sex, race, color, creed, rural background, socioeconomic status, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, and veteran status. 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.

MEDICAL STUDENT COMPETENCIES

The faculty of the USD Sanford School of Medicine have identified the following competencies as objectives for its educational program.

Patient Care:

Students are expected to participate in supervised patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Students are expected to:

- Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and families.
- Perform an appropriate history and physical exam, formulate a differential diagnosis, and develop a management plan for common and/or important conditions in the core clinical disciplines of family medicine, internal medicine, neurology, OB/Gyn, pediatrics, psychiatry and surgery.
- Use information technology for appropriate documentation, to support patient care decisions, and for patient education.
- Participate in the common and/or important medical and surgical procedures in the core clinical disciplines.
- Assist in providing health care services aimed at preventing health problems or maintaining health; work with health professionals, including those from other disciplines, to provide patient-focused care.

Medical Knowledge:

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care. Students are expected to:

- Acquire, integrate and apply established and emerging principles of basic and clinically supportive sciences to the care of patients and other aspects of evidence-based healthcare.
- Demonstrate an investigatory and analytic thinking approach to clinical situations involving human health and disease.

Practice-Based Learning and Improvement:

Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Students are expected to develop skills and habits to:

- Identify strengths, deficiencies, and limits in one's knowledge and expertise.
- Set learning and improvement goals.

- Identify and perform appropriate learning activities.
- Incorporate formative evaluation feedback into daily practice.
- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
- Use information technology to optimize learning.
- Participate in the education of patients, families, students, residents, and other health professionals.

Interpersonal and Communication Skills:

Students must demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families, and health professionals. Students are expected:

- Communicate effectively with patients and families, as appropriate, across a broad range of socioeconomic and cultural backgrounds.
- Establish rapport and demonstrate empathy with patients and their families.
- Communicate effectively with physicians, other health professionals, and health related agencies.
- React appropriately to difficult situations including ethical dilemmas, conflicts, and noncompliance.
- Work effectively as a member of a health care team.
- Formulate timely, legible, medical records that are routinely used in medical practice.

Professionalism:

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Students are expected to demonstrate:

- Compassion, integrity and respect for others.
- Responsiveness to patient needs that supersedes self-interest.
- Respect for patient privacy and autonomy.
- Accountability to patients, society, and the profession.
- Sensitivity and responsiveness to diverse patient population, including but not limited to race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age genetic information, veteran status or disability.
- An awareness of potential conflicts of interest.
- Reliability, availability, and timeliness of task completion.

Systems-Based Practice:

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care. Students are expected to:

- Work effectively in various health care delivery settings and systems relevant to their clinical specialty.
- Develop awareness of risks, benefits, and costs associated with patient and population-based care
- Develop leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
- Advocate for quality patient care and safety.
- Work in interprofessional teams to enhance patient safety and improve patient care quality.

ORGANIZATION

The USD Sanford School of Medicine (SSOM) is organized under a Dean who also serves as the Vice President of Health Affairs of the University. The Dean is assisted by the following: Dean of Faculty Affairs; Dean of Basic Biomedical Sciences; Dean of Medical Student Education; Dean of Medical Student Affairs; and by Associate Deans for Research, for Faculty Development, for Diversity and Inclusion, for Graduate Medical Education, and for each of the three clinical campuses. The Dean of Health Sciences also reports to the Dean in her role as Vice President for Health Affairs. The medical school is divided into the Division of Basic Biomedical Sciences and eight Clinical Departments for the delivery of medical education. The Division of Basic Biomedical Sciences provides instruction in the foundational areas including Gross and Microscopic Anatomy, Embryology, Neurosciences, Biochemistry, Physiology, Microbiology and Pharmacology. Throughout the first three semesters (Pillar 1), these subjects are taught in integrated and system based courses that include Pathology (coordinated by the Pathology Department) and Clinical Foundations courses (coordinated by the Department of Family Medicine).

Clinical education is offered on campuses and sites established throughout the state. Campuses for clinical instruction are located in Sioux Falls, Rapid City and Yankton with about one half of the class based in Sioux Falls and one quarter of the class in either Yankton or Rapid City. There are also approximately nine students located in one of the Frontier and Rural Medicine (FARM) sites across the state. The clinical departments include Pathology, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics and Adolescent Medicine, Psychiatry, Neuroscience, and Surgery. Sections in the department of Surgery include Anesthesiology, Neurosurgery, Ophthalmology, Orthopedics, Otolaryngology, Plastic Surgery, and Urology. Dermatology is a division within the department of Internal Medicine, and Radiology is a section in the department. Emergency Medicine is a part of the Family Medicine Department. As a community-based medical school, community facilities are utilized for medical student education. Through affiliation agreements with community hospitals in Sioux Falls, Yankton and Rapid City, the Veterans Administration hospitals in Sioux Falls, Ft. Meade and Hot Springs, and other private hospitals throughout the state, outstanding clinical educational opportunities are available. A quality educational experience is assured by the coordinated involvement of significant numbers of clinical faculty under the oversight of the Medical Education Committee. The participation of the USD Sanford School of Medicine faculty in graduate and continuing medical education programs completes the continuum of medical education provided by the school. The need for physicians in South Dakota, particularly in smaller, rural communities is recognized in the orientation of the School of Medicine toward family medicine. The organizational structure of the School of Medicine, the adaptation of the school to multiple locations in communities throughout the state, and the increased emphasis on ambulatory clinical training reinforces the concept that quality medical education and effective patient care can be accomplished in a variety of settings.

SCHOOL OF MEDICINE ADMINISTRATION

Mary D. Nettleman, M.D., M.S., M.A.C.P., Dean/Vice President Health Affairs

Deans/Associate Deans/Assistant Deans:

Tim Ridgway, M.D., Executive Dean, Dean of Faculty Affairs and Sioux Falls Campus Dean
Jason Kemnitz, Ed.D., Assistant Dean for Academic Development and Faculty Affairs
Janet Lindemann, M.D., M.B.A., Dean, Medical Student Education
Mark Beard, M.D., M.H.A., Assistant Dean, Medical Student Education
Paul Bunger, Ph.D., Dean, Medical Student Affairs
Pasquale Manzerra, Ph.D., Assistant Dean, Medical Student Affairs and Admissions
Suzanne Reuter, M.D., Assistant Dean, Medical Student Affairs
William Mayhan, PhD., Dean, Basic Biomedical Sciences and Vermillion Campus Dean
Steven Waller, Ph.D., Associate Dean, Basic Biomedical Sciences
Nedd Brown, Ed.D., Associate Dean, Graduate Medical Education
Archana Chatterjee, M.D., Ph.D., Senior Associate Dean, Faculty Development
Lori Hansen, M.D., Yankton Campus Dean
Robin Miskimins, Ph.D., Associate Dean, Research
Matthew Simmons, M.D., Rapid City Campus Dean
Gerald Yutzenka, Ph.D., Associate Dean, Diversity & Inclusion

Staff:

Sue Bak, RN, Yankton Campus Education Coordinator
Heather Buckley, RN, Rapid City Campus Education Coordinator
Peter Carrels, Communications Coordinator
Carmen Hammond, Executive Assistant to the Dean
Julie Kriech, Director of Finance
Cathy J. Logue, RN, MA Coordinator of Student Professional Support Services
Teri Christensen, RN, Sioux Falls Campus Education Coordinator
Lisa Sorensen, Director of Human Resources
Edd Storey, Director of Development & Planned Giving

Departmental Chairs:

Susan Anderson, M.D., Chair Family Medicine
Archana Chatterjee, M.D., Ph.D., Chair Pediatrics
Jerome Freeman, M.D., Chair Neurosciences
Keith Hansen, M.D., Chair Obstetrics/Gynecology
Michael Koch, M.D., Chair Pathology
Timothy Soundy, M.D., Chair Psychiatry
Gary Timmerman, M.D., Chair Surgery
Russell Wilke, M.D., Ph.D., Chair Internal Medicine

Phone numbers:

Rapid City Office: 605-394-5105

Sioux Falls Office: 605-357-1300

Yankton Office: 605-668-3065

Vermillion Offices:

Admissions: 605-658-6302

Basic Biomedical Sciences: 605-658-6322

Diversity and Inclusion: 605-658-6328

Student Affairs: 605-658-6300

DEGREE PROGRAMS THROUGH THE SCHOOL OF MEDICINE

DOCTOR OF MEDICINE: The Doctor of Medicine degree is granted to students who have been approved by the Student Progress and Conduct Committee as having achieved the graduation requirements which include achieving an appropriate level of the Medical Student Education Competencies.

In order to graduate, a student must have successfully completed the required four-year curriculum of the SSOM with:

- a) A grade of C or better in all required courses and completed a total of 166 credits. There are 128 required credits and 38 elective credits in the curriculum.
- b) A minimum cumulative grade point average of 2.00 on a 4.00 scale (all deficient and failing grades are included in the calculation of the GPA, but Pass/Fail courses are not)
- c) A passing score on USMLE Step 1 (must attain a passing score in three or fewer attempts)
- d) A passing score on USMLE Step 2-CK (must attain a passing score in three or fewer attempts)
- e) A passing score on the school administered OSCE (or appropriate remediation as determined by the Medical Education Committee)
- f) Documentation of having taken the USMLE Step 2-CS (required to take this exam, but a passing score is not required for graduation)

A diploma will not be released until grades are submitted to the registrar for all registered courses and all other requirements are met. The Honors that apply to the degree are "*summa cum laude*" for a cumulative medical school grade point average of 3.90 or higher; "*magna cum laude*", for a 3.80 to 3.89 cumulative GPA; and "*cum laude*", for a 3.70 to 3.79 cumulative GPA.

PHYSICIAN SCIENTIST PROGRAM: The USD Sanford School of Medicine has a combined degree program to award both the MD and the PhD after completion of the program. Students admitted to this separate degree program complete Pillar 1 (3 semesters of Basic Sciences) of the MD curriculum, then conduct research for three or four years for the PhD component, then return to the MD curriculum for Pillar 2 (two semesters), and Pillar 3 (three semesters). Both degrees are awarded at the completion of the program. Individuals interested in further information in this area should contact the Medical School Admissions office (605-658-6302) or the Basic Biomedical Sciences office (605-658-6322).

DEGREE PROGRAMS THROUGH THE GRADUATE SCHOOL

GRADUATE DEGREES IN THE BASIC SCIENCES: The USD Sanford School of Medicine has long recognized the importance of research and graduate education. Creative young investigators provide the faculty for new or expanding medical schools, and personnel for medical research teams. Teaching and research are inseparable parts of the philosophy of student training. Graduate education leading to the Master of Sciences or the Doctor of Philosophy degree is offered in the Division of Basic Biomedical Sciences with options for research in a variety of fields. Individuals interested in further information in this area should contact the Division of Basic Biomedical Sciences at 605-658-6322.

GRADUATE MEDICAL EDUCATION

The University of South Dakota Sanford School of Medicine has Graduate Medical Education programs (Residencies) based in Sioux Falls in the specialty areas of Internal Medicine, Pathology, Pediatrics, Psychiatry, Surgery, Interventional Cardiology and a Transitional Year. It also sponsors fellowships in Cardiovascular Disease, Child Psychiatry, and Geriatrics. The School also has affiliations with the Family Medicine residencies based in Sioux Falls and Rapid City.

RESEARCH

The USD Sanford School of Medicine is committed to both training physicians and the advancement of fundamental knowledge in the medical sciences. A professionally trained faculty participates in a wide array of scholarly endeavors that include conducting basic, clinical and applied research. Faculty research plays an important role in developing the individual faculty member and enhancing the environment in which the medical students are trained. The research program provides significant opportunities for medical students to become involved in research throughout their medical school career and supports the training of students as Physician Scientists in the MD/PhD program.

EDUCATIONAL FACILITIES AND RESOURCES

The newly reconstructed Lee Medical Building, opened in the fall of 2008, houses the Division of Basic Biomedical Sciences, the animal care facilities, and five lecture rooms including three auditoriums with seating capacities of 222, 104 and 48. There are 19 meeting rooms ranging in capacity from 10 to 20 participants, five clinical exam rooms, and a full-class size teaching laboratory. Auditoriums and most meeting rooms are equipped with videoconferencing and webcasting technology. The research facilities for the Division are also located in this building. The Lommen Health Sciences Library is located on the USD campus and is housed in the ID Weeks Library building.

In 1994 the Health Science Center was opened in Sioux Falls, which houses the administration of the Medical School, faculty and staff offices, as well as student teaching and support areas. In 1998, the Karl and Mary Jo Wegner Health Science Information Center opened adjacent to the Health Science Center. This is a state of the art electronic resource facility dedicated to serve the health information needs of all health professions students of South Dakota as well as health care practitioners and the public.

While the print holdings of the USD Libraries as well as the Wegner Center are at their primary locations, the resources and services are available electronically to all campuses and faculty and students at the USD Sanford School of Medicine.

The Parry Center for Clinical Skills and Simulation opened in 2012 and is used to teach clinical communication, physical examination and technical skills for health professionals at all levels of learning. Located in 6,300 square feet of space on the lower level of the Wegner Health Science Information Center in Sioux Falls, the facility features 10 clinical exam rooms, two high-fidelity simulation labs, a task/debriefing room and a classroom.

The school also provides faculty and student support and teaching space in both Yankton and Rapid City. The Rapid City campus has been training students since 1948 with administrative offices added in 1975. Approximately fifteen Pillar 2 students and fifteen Pillar 3 students complete their clerkships and electives at that campus. The current facilities were completed in 2001, and accommodate 6 administrative offices, 3 telecommunication rooms, 4 conference rooms, a clinical skills laboratory and student lounge with lockers and study areas. In 2013, the facilities were remodeled adding more student study area and lounge space.

The Yankton campus has a long history of medical education. In 1952, a surgical residency began followed by Internal Medicine and Obstetrics and Gynecology. All programs ended by 1989 due to the significantly expanding population in Sioux Falls. Medical students were trained in the traditional “clerkship block” model until 1991 when the Yankton Model Program was instituted. The Yankton Model Program was later named the Yankton Ambulatory Program to emphasize the primary format for training students. The curriculum is ambulatory based, integrated across medical specialties, student centered, and emphasizes continuity of care. The Yankton Ambulatory Program has become a model for other medical schools, and has drawn particular interest from schools that are either expanding to other

campuses or for the development of new schools. This system of medical education was the beginning of the widely accepted Longitudinal Integrated Clerkship (LIC) model of medical education, and is now the model used at all locations at the . In 2007, Avera Sacred Heart Hospital constructed dedicated educational space for student computer access, study areas, videoconferencing, library services, administrative offices and conference rooms. The Yankton Medical clinic is the primary ambulatory teaching site with an affiliated clinic in Vermillion. Psychiatric education occurs at the South Dakota Human Services Center. OB/GYN clinics occur at the Yankton Medical clinic and the Indian Health Service in Wagner, South Dakota.

The University Of South Dakota Sanford School Of Medicine's rural track is called the Frontier and Rural Medicine (FARM) program. It is a unique opportunity for a select group of students to obtain nine months of their core clinical training in carefully selected rural communities. At their rural clinical sites, students participate in the full spectrum of rural medicine as they provide supervised care and follow patients and their families over time in clinic, hospital, and extended care settings. The current FARM sites include: Milbank, Mobridge, Parkston, Pierre, Spearfish, Vermillion, and Winner.

The School of Medicine, as a community-based medical school, does not own a teaching hospital. Clinical teaching involving hospitalized patients and related services is conducted in affiliated community teaching hospitals. The major affiliated hospitals participating are located in Sioux Falls, Yankton and the Rapid City area.

Avera McKennan Hospital & University Health Center (Sioux Falls): This is a 545-bed Joint Commission accredited facility with annual discharges of over 24,000. In addition to offering the full array of general care services, the facility places an emphasis on medical research, and has well-established kidney, pancreas and bone marrow transplant programs. The Avera McKennan integrated network includes the 110-bed free-standing Avera Behavioral Health Center and coordinated outpatient counseling service. Avera McKennan has been involved in teaching programs for over 70 years. Avera McKennan jointly sponsors with Sanford Medical Center a residency program in Family Medicine, and is affiliated with School of Medicine sponsored residency programs of Psychiatry (Adult and Child), Internal Medicine, and a Transitional program. Avera McKennan has a long-standing commitment to sponsoring continuing medical education. Specialty workshops for health care personnel round out the teaching activities of Avera McKennan. Avera McKennan is a member of Avera Health, comprised of 300 care locations in 100 communities in five states.

Avera Sacred Heart Hospital (Yankton): Avera Sacred Heart Hospital is a 144-bed regional health care facility that offers a wide array of general and specialty care services. It is a non-profit organization that is accredited by the Joint Commission. Education has been a part of Avera Sacred Heart Hospital's philosophy since it opened its doors in 1897. In addition to its role as one of the major teaching hospitals for medical students, an aggressive program of continuing medical education is conducted through the efforts of the Hospital and its medical staff.

Sioux Falls VA Health Care System (Sioux Falls): This health care system includes a 98-bed medical center with a 6-bed intensive care unit, 6-bed inpatient mental health unit, 28-bed acute medical/surgical unit, and 58-bed transitional care unit. Five outpatient clinics are also located in Watertown, Wagner, and Aberdeen, SD and Sioux City and Spirit Lake, IA. Specialized programs include but are not limited to: oncology, traumatic brain injury, post-traumatic stress, chronic disease management, visual impairment, home based primary care, dental, pain management, and women's health. As a Dean's Committee Hospital, medical student teaching is a major commitment. In addition, residency training is provided in the areas of surgery, psychiatry and pathology through affiliated programs of the USD Sanford School of Medicine.

Sanford USD Medical Center (Sioux Falls): Sanford USD Medical Center, a 545-bed Joint Commission and Magnet designated facility provides tertiary care services including a Level II Verified Trauma Center, a Level-III perinatal center, a cardiac program encompassing both open-heart surgery and cardiac catheterization, and a renal dialysis program that includes both hemodialysis and continuous ambulatory

peritoneal dialysis (CAPD). A full array of general care services and specialty services is also provided. Sanford USD Medical Center's commitment to education is well known. Physician education is provided through affiliation with the USD Sanford School of Medicine, joint sponsorship of the Family Medicine Residency and affiliations with the School of Medicine's Transitional, Pathology, Internal Medicine, Surgical and Pediatric Residency Programs as well as the Cardiology Fellowship program.

Rapid City Regional Hospital: Rapid City Regional Hospital (RCRH) is a not-for-profit, 417-bed health care facility - the largest serving western South Dakota. The Rapid City Regional Hospital Family Medicine Residency Program provides residents an opportunity to care for patients and their families in the outpatient setting at the Family Medicine Residency Clinic and on the inpatient service (including OB) at RCRH. Residents also perform hospital rotations with physician mentors and attend weekly educational conferences. The program is accredited by the Accreditation Council for Graduate Medical Education and uses the talents of a full-time faculty of board-certified Family Medicine physicians. RCRH is part of Regional Health, an integrated health care system with the purpose of helping patients and communities live well. With headquarters in Rapid City, S.D., the system provides community-based health care in more than 20 communities in two states and 32 specialty areas of medicine. As the largest private employer in western South Dakota, Regional Health is comprised of five hospitals, 24 clinic locations, and employs nearly 5,000 physicians and caregivers. Regional Health is committed to the future of medicine, with medical training partnerships, its family medicine residency program, and more than 130 active research studies.

Other Affiliations:

Medical Student education is conducted at over 50 hospitals and clinics throughout South Dakota. As a community based medical school, these resources are essential to the medical education program. Students spend time at these sites as part of the Clinical Foundations courses in Pillar 1, as well as during parts of Pillar 2. These sites are extremely important in the Pillar 3 curriculum as they provide many options for clinical electives as well as the required Rural Family Medicine rotation.

ADMISSIONS REQUIREMENTS

The study and practice of medicine requires scholarship, empathy, integrity and responsibility. Although academic excellence is a necessary qualification for completion of the medical curriculum, high college grades and high MCAT scores alone are not sufficient for admission to the University of South Dakota Sanford School of Medicine. Evidence of a broad education and other life experiences that demonstrate an individual's potential as a generalist physician are desirable in every applicant. A commitment and acknowledgement of a responsibility to serve others is expected. As an undergraduate, the premedical student should pursue in depth a field of study that includes the foundational coursework necessary for a successful career in medicine. Within that context, the school does not give preference to a particular major. The School is particularly interested in broadly educated applicants, with demonstrated competence in the natural sciences, who have taken advantage of a variety of intellectual opportunities and possess a healthy combination of personal integrity, motivation, intellectual ability, and interpersonal skills with a sense of dedication to serve others. In addition to acquiring specific knowledge, the applicant should acquire certain other basic problem solving skills and aptitudes such as the ability to read with speed, comprehension and retention; the ability to understand concepts and draw logical conclusions; the ability to adapt quickly to new and different circumstances, and the skills necessary to learn independently. Only applicants who have earned at least 64 semester credits of college course work will be reviewed for possible admission. If offered admission, they must have submitted transcripts of all college credits earned indicating at least 90 semester credit hours, or preferably a baccalaureate degree, from an accredited institution prior to matriculation. Applicants must also have taken the Medical College Admission Test (MCAT) within three years of the deadline for applications (November 1).

In preparation for Medical School, students are strongly encouraged to obtain a broad background in the natural and social sciences and the humanities. In addition, good oral and written communication skills are considered essential. The School of Medicine expects courses in English, especially literature and composition, the Social and Behavioral Sciences, and the Humanities to be included in the requirement for completion of the baccalaureate degree. The School of Medicine requires that students preparing for application obtain appropriate background in the following areas: BIOLOGY (2 semester courses), GENERAL (INORGANIC) CHEMISTRY (2 semester courses), ORGANIC CHEMISTRY (1 semester course required, 2 semester courses recommended), BIOCHEMISTRY (1 semester course), MATHEMATICS (1 semester course), STATISTICS (1 semester course), and PHYSICS (2 semester courses). Required courses should be the same as the foundation courses required of majors in each area and should include a laboratory experience when available. Although not required, the school also recommends the following coursework for excellent preparation for medical school: Genetics, Microbiology, Physiology, Psychology, and Sociology. If Advanced Placement or CLEP credits are on the transcript and have counted towards the undergraduate degree, these credits may be accepted as fulfillment of a prerequisite providing there is evidence of proficiency in the subject. Examples of proficiency may be the successful completion of a more advanced course in that field at the college/university level, or a strong MCAT score in that subject area.

PERSONAL ATTRIBUTES

In addition to the attributes previously listed, students are expected to demonstrate the virtues which dispose them to ethical choices, and which commit them to the principles that guide their actions demonstrating beneficence, autonomy, justice, and non-maleficence.

APPLICATION PROCEDURES

The School of Medicine participates in the American Medical College Application Service (AMCAS) which allows applicants to complete one application and have it forwarded to any of the participating medical schools. AMCAS applications (as well as MCAT applications) are submitted electronically by accessing the appropriate links from www.aamc.org. When applying to the USD Sanford School of

Medicine, the deadline for submitting the application and all required materials including official transcripts to AMCAS is November 1st for admission to the class starting the following July. The School does not participate in the Early Decision program.

The academic record portion of the application should be carefully and completely recorded by the applicant. Reports of courses in progress and courses completed after the applicant submits his or her application to AMCAS may be requested by the Admissions Committee prior to evaluation of the applicant. Applications may be submitted to AMCAS before the MCAT has been taken. The MCAT scores can be released by the applicant and will be forwarded by AMCAS to the Admissions Committee as soon as they are available. The Admissions Committee will only accept MCAT scores from within three years prior to the application deadline of November 1st. (November 1, 2014 – October 31, 2017 for the November 1, 2017 application deadline)

Applicants must have taken the MCAT and completed at least 64 college level credits by the application deadline. They should also have completed most of the prerequisites and be enrolled in any remaining prerequisites by the time the Admissions Committee reviews their completed file. Besides the requirements listed above (including submission prior to deadlines) a completed application file includes the verified AMCAS application, the Supplemental application, at least three letters of reference (a premedical faculty committee consisting of at least 3 faculty may submit a single document in lieu of the 3 individual letters), a photograph for ID purposes, and a \$35 application fee. All information received during the application process becomes the property of the USD Sanford School of Medicine.

Following initial screening of applicants, South Dakota Residents who meet academic standards and a few selected non-residents with strong ties to South Dakota are sent a Supplemental application and invited to interview. Current academic standards require a 3.10 or higher for a cumulative undergraduate GPA and a 496 or higher for the MCAT2015 (23 or higher for the MCAT taken prior to April 2015). The Supplemental application package contains all the additional information and forms needed to arrange for the interviews. It is highly unlikely that a non-resident applicant with no ties to South Dakota will be offered a Supplemental application.

Interviews are scheduled through the Program Assistant for Admissions in the office of Medical Student Affairs, and are conducted one-on-one and face-to-face with two members of the Admissions Committee. Because of the community base of the medical school, these interviews may take place in Vermillion, Sioux Falls or Yankton, or in a physician practice site in the region. Applicants agree to participate in the interview process at their own expense, including travel between interview sites.

Applicants are chosen for admission based on intellect, character, achievements and motivation. Information about the applicant considered by the Admissions Committee includes: academic ability as indicated by the applicant's scholastic records; ability to recall information and perform in a stressful and time dependent environment as reflected in the MCAT scores; curiosity, learning habits, personal character, leadership skills and other attributes as indicated by letters of reference; achievements outside the classroom and motivation for medicine as indicated by experiences and narrative responses in the application; and assessments of personal integrity, motivation, communication skills, goals, and maturity as determined by the interviews. Among the other factors that are considered by the committee are: desire to practice in South Dakota, interest in primary care and Family Medicine in particular, a rural background, a broad-based educational experience which includes a balance of science and non-science coursework, volunteer or service experiences particularly those providing for the needs of underprivileged individuals, ability to bring diversity or diversity experiences to the school, and an understanding of the career.

The Admissions Committee usually meets at monthly intervals between December and February to evaluate completed applications. Letters of acceptance are sent within a few days of the Committee decision. Each application is considered on its own merits and in comparison with all other applications in the current applicant pool. Acceptance of the offer of admission to the USD Sanford School of Medicine constitutes an agreement by the student to abide by the rules of student promotion, dismissal

and graduation, to accept their clinical campus assignment for Pillar 2 that is made during Pillar 1, and to abide by the provisions of the Code of Professional Conduct. A deposit of \$100 is required within two weeks of the date of notification of acceptance. An applicant may withdraw at any time prior to June 1 upon written notice to the Program Assistant for Medical School Admissions and will receive a refund of this deposit. For accepted applicants who matriculate, the deposit is either applied toward the first semester tuition or refunded to the student. Accepted applicants are expected to complete the program of studies as recorded on their application and to forward final transcripts prior to matriculation. Accepted applicants are required to undergo a criminal background check prior to matriculation. The School reserves the right to withdraw an acceptance offer for any applicant who fails to comply with the provisions of acceptance or there is a record of criminal activity that violates the school standards for admission.

Accepted applicants may request in writing to the Assistant Dean of Medical Student Affairs and Admissions, a deferred matriculation into medical school for a period of one year. Each request must contain the reason for the deferment and the planned activities for the deferred year. Applicants with approved requests are automatically accepted into the next entering class provided that: (1) the application is not withdrawn by the applicant; (2) the applicant writes a short report describing activities undertaken during the intervening year; (3) the applicant has not been convicted of a felony or other crimes that violate the school standards for admission during the intervening year; and (4) the applicant has submitted a new AMCAS application in accordance with policies that apply to Delayed Matriculates.

ACCEPTED APPLICANTS AND ALTERNATES

Currently, there are up to 71 students accepted into the first year class with 67 in the regular MD program, up to 2 admitted into the Physician Scientist (MD/PhD) program, and up to 2 admitted through the Indians into Medicine Program (INMED). In addition the Admissions Committee also places approximately 35 applicants on an alternate list for filling any vacancies that may occur prior to the start of the academic year. When an applicant receives a letter offering a position on the alternate list, he or she is also notified of their rank order on that list. To accept their alternate position, applicants must sign the appropriate form and submit \$100 deposit. If the applicant is subsequently offered acceptance the deposit will be applied to the tuition bill. The deposit will be refunded if an alternate is not offered a position when the class closes (second Monday of classes). Any individual who remains on the alternate list at that time, must submit a full, new application if they desire future admission consideration.

The Admissions Committee may offer acceptance to the Physician Scientist (MD/PhD) program for up to two students each year. The Standing Subcommittee for the MD/PhD program of the Admissions Committee reviews these applicants, and makes their recommendations to the Admissions Committee for offers of acceptance, and an alternate list for these two positions in the class. If these two positions are not filled, they remain vacant for that year.

The Admissions Committee may offer acceptance to two students who are part of the Indians Into Medicine (INMED) program in partnership with the University of North Dakota School of Health Sciences. There is a separate alternate list to fill those two positions. If these two positions are not filled, they remain vacant for that year.

APPLICANTS FOR ADVANCED STANDING

Due to the unique nature and timing of the three Pillar schedules, applicants for advanced standing or transfer will not be considered.

TECHNICAL STANDARDS FOR ADMISSION, CONTINUATION AND GRADUATION

The USD Sanford School of Medicine (SSOM) affirms that no applicant to Medical School will be excluded on the basis of race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age, genetic information, veteran status, or disability. Otherwise qualified applicants with a disability will be considered in relation to the guidelines listed below.

In evaluating applicants for admission and preparing medical students for graduation, it is essential that the integrity of the curriculum be maintained, that those elements necessary for the education of the physician be preserved, and that the health and safety of patients be maintained. While reasonable accommodation can be made for certain disabilities, those candidates and students who have a disability will be held to the same performance standards as their peers who do not have that disability.

Because the MD degree signifies that the holder is a person prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge, skills, and ability to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, candidates for the MD degree from the SSOM must have certain sensory and motor functions that permit them to carry out the activities described in the sections that follow. They must be able to consistently, quickly and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the MD degree must have abilities and skills of five varieties including:

- I. Observation
- II. Communication
- III. Motor
- IV. Intellectual, Conceptual, Integrative and Quantitative abilities
- V. Behavioral and Social Attributes

Technological accommodation may be available to assist for some disabilities in certain of these areas, but a candidate and student should be able to perform in a reasonably independent manner without reliance on a trained intermediary to replace the candidate's judgment or power of assessment and observation.

I. Observation:

The candidate and student must be able to participate in activities determined to be essential by the faculty. This may include physiologic and pharmacologic demonstrations, anatomic dissection, microscopic studies of microorganisms, observation of tissues of normal and pathologic states, and accurate observation of the numbers and patterns on diagnostic instruments and simulations. They must be able to observe a patient accurately at a distance and close at hand with the ability to observe patient responses to physical exams. Observation necessitates the functional use of the senses of vision, hearing and somatic sensation.

II. Communication:

The candidate and student must be able to speak to, hear, and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with colleagues and patients. Communication includes not only speech but reading and writing. They must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. They must be able to read and record observations in a legible, efficient and accurate manner including the effective use of electronic documentations.

III. Motor:

The candidate and student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of such care reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, placement of catheters, the application of pressure to stop bleeding, suturing of simple wounds, assisting in surgical procedures, and the performance of simple obstetrical maneuvers. They must have adequate endurance to carry out clinical activities for extended periods of time. They must possess adequate sensorimotor function and equilibrium to assume reasonable body postures when performing these skills and to perform them in a manner that does not compromise test accuracy, treatment effectiveness, or patient safety.

IV. Intellectual, Conceptual, Integrative and Quantitative Abilities:

The candidate and student must have sufficient cognitive abilities which would include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition they must be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. They must be able to perform these problem solving skills in a timely manner.

V. Behavioral and Social Attributes:

The candidate and student must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective relationships with patients. They must be able to adapt to changing environments, recognize multiple points of view, identify personal reactions and responses, and integrate these into clinical decision-making. They must be able to communicate with and care for, in a non-judgmental way, persons whose culture, sexual orientation, or spiritual beliefs are different from their own.

{ Updated version approved by Administrative Staff 7-13-2016; approved by legal counsel 7-15-2016 }

ENTERING AND VISITING STUDENT IMMUNIZATION POLICY

This policy applies to all of Health Affairs programs, not just to the MD or MD/PhD program of the Medical School.

For the protection of the health of our students and because of the risks of exposure to infectious diseases to which students are subjected in the course of clinical work, certain tests and immunizations are required. Entering and visiting students are required to provide documentation of all required immunizations to the program prior to matriculation or visit. As these immunizations are part of the School(s) on-going affiliation agreements with our clinical sites, students will not be allowed to register or participate in any clinical activities until documentation is provided.

Health Affairs Requirements:

- Students are required to follow the Immunization Compliance Policy of their specific program.
- For students in programs requiring full compliance with the USD Health Affairs Immunization Policy, the immunization form must be completed with the appropriate signatures. Include copies of titer reports and other medical records when applicable.

1. **Measles (Rubeola), Mumps, Rubella.** One of the following is required:

- All students born after December 31, 1956 are required to have medically signed proof of TWO properly administered immunizations.

OR

- Immune titers for measles (rubeola), mumps, and rubella.

2. **Hepatitis B immunization.** ALL students are required to receive HBV vaccination (3 doses at 0, 1 and 6 months). *The first two doses of the three dose series are required prior to the start of classes.* A positive HEP B titer without proof of vaccine dates is accepted if unable to obtain immunization dates.

AND

Hepatitis B titer.

- Test for anti-HBs or HbsAB (HBV surface antibodies). Recommended 1-2 months after completion of the vaccination series.
- Students admitted with *documented* prior vaccination history must also provide immune status documentation. If that is not available, current immune status will be determined by the titer.
- A copy of the titer report must accompany immunization form or be provided as soon as it is available.
- Those who do not seroconvert when the titer is done 1-2 months following the series should be revaccinated with a full series with the titer repeated 1-2 months after the last immunization.
- Those who do not seroconvert when the titer has been delayed greater than 12 months since the initial series may choose to obtain one additional booster dose of the vaccine with the titer repeated 1-2 months after the last immunization. If the second titer remains below 10mIU/mL, the person will complete the series followed by another titer.
- If after a second series, titers remain below 10mIU/mL, the person is considered at risk for acquiring HBV.

3. **Varicella/Chicken Pox immunity.** One of the following is required.

- Varicella Titer if the student has had the chicken pox that indicates immunity (copy of titer report must accompany immunization form);

OR

- Two doses of varicella immunization is indicated if there is no history of the disease or if the varicella titer is negative. Recommended interval is 4-8 weeks between doses.

4. **Tdap (tetanus, diphtheria, adult pertussis).** One life time dose of Tdap (tetanus, diphtheria, adult pertussis) is required. Tdap vaccine can be administered to healthcare workers without concern for the length of time since the most recent Td vaccine. If it has been longer than 10 years since the Tdap, a Td or Tdap booster is required.
5. **Upon admission: TB Skin Tests or Interferon Gamma Release Assay (IGRA)**
 - **Initial Two-Step TB Skin Test:** Documentation of two TB skin tests is required. If the first is negative, a second TB skin test will be given in 1-3 weeks. The second negative will confirm lack of infection (any two documented TB skin tests completed within a 12 month period can meet this requirement.)
 - OR**
 - **Interferon Gamma Release Assay (IGRA)**
 - History of BCG vaccine is NOT a contraindication for tuberculin testing. TB skin test reactivity caused by BCG vaccine generally wanes with time. If more than 5 years have elapsed since administration of BCG vaccine, a positive reaction is most likely a result of *M. tuberculosis* infection.

During enrollment:

6. **Annual TB Skin Test:**
 - Students are required to have an annual TB Skin Test
 - OR**
 - IGRA
 - OR**
 - Annual symptom checklist if history of latent TB.

If there is a lapse greater than 13 months between annual TB skin tests, the two-step TB skin test will be repeated.

Students with a positive TB skin test or IGRA:

Are required to provide documentation from their health care provider including the following:

- Result of the positive TB skin test (date placed, read, measurement in mm, signed by a health care provider) or IGRA report.
- Chest x-ray report.
- Determination by the health care provider if this is latent TB infection or active TB disease.
- Treatment; including what it was, when started, when completed, etc.

Students who have active TB disease will be restricted from school and patient contact until they have provided documentation that satisfies the infection prevention policies of the health care facilities where the student trains.

Students with a known history of a positive TB skin test/latent disease will complete a symptom checklist annually.

7. **Annual Influenza vaccination:**
The influenza vaccine is required by December 1st annually.

Recommended Immunizations:

- **Meningococcal (meningitis) vaccine.** Recommended for students living in college dormitories who have not been immunized previously or for college students under 25 years of age who wish to reduce their risk.
- All 11 to 12 year olds should be vaccinated with a meningococcal conjugate vaccine (Menactra[®] or Menveo[®]). A booster dose is recommended at age 16 years. Teens and young adults also may be vaccinated with a serogroup B meningococcal vaccine. In certain situations, other children and

adults could be recommended to get any of the three kinds of meningococcal vaccines. Students should consult with their physician about the appropriate vaccine for their specific risk.

- **Childhood DTP/DTaP/DPT and polio vaccines.**

STUDENT AFFAIRS FINANCIAL AID

EXPENSES AND FINANCIAL AID

For 2016-2017, tuition is \$29,555 per year for residents of South Dakota and \$70,823 per year for non-residents. Fees for first year students total approximately \$2,151.

MALPRACTICE AND DISABILITY INSURANCE

All students are required to have malpractice and long-term disability insurance. Students will be enrolled in the university group policy which is billed directly on the tuition and fee statement. Contact the Office Medical Student Affairs for more information on insurance.

HEALTH INSURANCE

Students must provide proof of enrollment in a major medical health plan prior to attending classes or rotations. Minimum requirements are a deductible of \$7,500 or less for maximum out of pocket expenses, mental health and chemical dependency coverage.

THE FINANCIAL AID PROCESS

To benefit the student who wishes to apply for financial assistance, the Office of Medical Student Affairs has prepared this section which provides the types of financial aid available at SSOM, as well as advice about the best way to make arrangements for obtaining aid. Call 605-658-6303 to schedule a financial aid appointment.

BASIS FOR AWARDS

Most funding described in this section is awarded on the basis of financial need. Federal regulations require that any assistance provided from federal funds be contingent upon a careful determination of the student's financial need. These regulations entail important practical consequences for many kinds of financial aid available at SSOM, such as Perkins Loans, Loans for Disadvantaged Students, and Primary Care Loans. Thus the technique of need analysis is employed as a means of arriving at a reasonable estimate of the ability of the applicant and of the applicant's family to contribute to educational expenses.

For Title VII funds, parental information is required. A calculated amount of contribution expected from parents is determined through consideration of such circumstances as the family's income, total assets, and number of dependents. Students are expected to defray part of their expenses by contributing their savings or summer earnings, or both. Financial need in this context may be defined as the difference between the cost of attending SSOM and the amount of the contribution by the student and the student's family.

The primary responsibility for the funding of the cost of education lies with the student and the student's family. However, in some cases, the amount that the student and the student's family can contribute is not sufficient to meet all of the costs of attending medical school. For students who find themselves in need of financial assistance to supplement their family contribution, the following information is offered.

WHO IS ELIGIBLE FOR FINANCIAL AID?

A student must have a satisfactory credit rating to be eligible for any form of financial assistance. Additional requirements to qualify for financial aid programs, and to maintain eligibility for these programs, are that an applicant must: be a U.S. citizen or permanent resident, be accepted for admission to SSOM, be enrolled in good standing as a full-time student, be registered with the Selective Service if a male and at least 18 years-old and under 26 years old, not be in default on a previous student loan or owe a refund on any Title IV funds received at another educational institution, maintain satisfactory progress and be creditworthy. Income and assets will determine the type of financial assistance that the student will be eligible to receive. If the expected family contribution exceeds the limit set to prove eligibility for need-based programs, there are non-need based loan programs for which students may apply.

WHAT ARE THE COSTS OF EDUCATION?

The "student budget", on which all financial assistance will be based includes tuition for in-state and out-of-state residents as well as other costs. Other costs included are required fees, books and supplies, housing, (which includes food and utilities), transportation costs, and other miscellaneous expenses. These other costs are estimates of the average costs for an entire class. However, because of the variety of locations where required educational experiences are offered, there may be individual differences in the cost of transportation that students are required to pay. Many students through good budgeting and money management find that their expenses are far less than those quoted in the budget.

FINANCIAL ASSISTANCE

To be considered for most types of financial aid, the student must complete a Free Application for Federal Student Aid (FAFSA) to determine need. The need analysis is based on a formula established by the federal government and the analysis determines how much the student and their family are expected to contribute toward educational expenses. If the student is independent, only their (and their spouse, if married) income, assets, and other resources will be considered. If the student is dependent, their parents' financial information will also be considered in determining financial need. The amount of aid the student is eligible for is determined by subtracting the amount they (and their family, if dependent) are expected to contribute from the cost of the educational budget.

Dependent vs. Independent Status: Students should complete the student and the parent portions of the FAFSA regardless of whether they are independent or dependent, married or single. This will permit the USD Sanford School of Medicine Student Financial Aid Committee to consider them for every type of aid available and will prevent delays in evaluating them for special need financial aid requiring parental tax information. Providing parental information will not adversely affect the loans they are eligible for if independent and it may qualify the student for additional aid. Students should encourage parents to complete their income tax returns early so that this information is available early in the application process if required.

LIVING ACCOMMODATIONS

For housing in Vermillion during Pillar 1, the University has several dormitory rooms or on-campus apartments to accommodate students. Information on the various options available can be found at <http://www.usd.edu/student-life/university-housing> Applications may be obtained from the University Housing office.

Students should be aware that some rental options are not available for a six-month lease for the third semester. Be sure you have an agreement in writing that allows you to move after Pillar 1. The Vermillion community offers a variety of rooms, apartments, mobile homes and houses for rent to students. Current listings of available rentals may be obtained at <http://www.vermillionapartments.com/> or through relators in town, but rental arrangements must be made between the student and the individual landlord.

Medical students residing in Yankton, Rapid City or Sioux Falls for Pillars 2 and 3 have multiple options within those communities. Students in the FARM program have access to housing provided by the community during their time at the FARM site.

Pillar 3 medical students taking clerkships in the various communities across the state may be given assistance in finding housing by their faculty and, in a few cases, a community may provide housing options while taking a clinical rotation at that site.

BOARD

Medical students living in Vermillion may choose from one of several meal plans offered to students on the campus. These plans vary widely in terms of the number of meals included. Please check the website for current services and costs at <http://www.usd.edu/student-life/campus-dining>. In some cases, students at the clinical campuses may obtain reduced rates for meals in the affiliated hospitals.

GRANT AND FELLOWSHIPS

USD SANFORD SCHOOL OF MEDICINE ALUMNI STUDENT SCHOLARS PROGRAM:

The SSOM Alumni Student Scholars Program (ASSP) is a cooperative program between the USD Sanford School of Medicine (SSOM), the SSOM Alumni Relations Council and the University of South Dakota to identify and retain outstanding SD high school students dedicated to the mission of the USD Sanford School of Medicine. ASSP was instituted in 1992, when the first cohort of undergraduate ASSP scholars was selected, and SSOM graduated the first ASSP physicians in 2000. Beginning in 2007, a maximum of four \$2,000 per year, renewable, undergraduate scholarships (Promise Scholarships) are awarded by USD Admissions to South Dakota high school seniors who have been designated as Alumni Student Scholars Program (ASSP) scholars by the SSOM Alumni Relations Council. The ASSP scholars are selected based on a competitive process which takes into account, among other things, excellent academic achievement, interest in pursuing a career in medicine, especially in a primary care specialty, evidence of volunteer service, leadership and other personal qualities inherent in being a good physician, and dedication to the mission of the USD Sanford School of Medicine. At time of selection, ASSP scholars are provided conditional admission to SSOM upon satisfactory completion of all ASSP undergraduate education requirements. The SSOM Alumni Relations Council provides a \$1,000 stipend for successful completion of an undergraduate clinical preceptorship experience with a primary care physician.

Beginning with the SSOM entering class in 2011, the SSOM Alumni Relations Council provides each of the ASSP medical students with a \$1,000 medical school tuition scholarship which is renewable, with satisfactory progress, for up to 4 years of medical school education. In addition, each year members of the ASSP cohort entering SSOM are eligible to compete for one \$5,000 tuition scholarship provided by the SSOM, which is renewable for the remaining three years of medical school when satisfactory progress is maintained.

Complete information about the ASSP program is found at <http://www.usd.edu/medicine/medical-student-affairs/alumni-student-scholar-program> with forms for online application available through https://usd.scholarships.ngwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpId=407 or by contacting the contacting the USD Admissions Office.

TYPES OF FINANCIAL AID AVAILABLE

If a student withdraws or is dismissed from medical school, these loans become due immediately.

Primary Care Loans (PCL): A low cost federal loan for medical students committed to primary health care practice. Graduates must enter a residency training program in family medicine, internal medicine, pediatrics, combined medicine/pediatrics or preventive medicine and complete their residency in four years. Loan amounts are based on eligibility and the amount of PCL funds available. The maximum award each year is the cost of education (Student Budget). Amounts beyond this may be awarded to 3rd and 4th year students. The interest rate is 5% and begins to accrue when the graduate enters repayment and repayment begins when borrower enters practice provided they have completed a deferment each year. Parental information is required. If the graduate decides not to enter primary care the loan will default to 7% interest.

Loans for Disadvantaged Students (LDS): A low cost federal loan to assist disadvantaged students having need. Loan amounts are based on eligibility and the amount of LDS funds available. The maximum award each year is the cost of education (Student Budget). The interest rate is 5% and begins to accrue when the graduate enters repayment and repayment begins when borrower enters practice provided they have completed a deferment form each year. Parental information is required.

Scholarships for Disadvantaged Students (SDS): The purpose of this federal program is to provide financial assistance to disadvantaged health profession students that demonstrate need. Scholarship awards are based on eligibility and the amount of SDS funds available. The maximum award each year is

the cost of attendance. Because these funds are scholarships, they do not need to be repaid. Parental information is required.

Medical School Bequest Fund (BEQ): This fund consists of donations from friends of the medical school for the purpose of low interest (6%) loans to needy medical students. The Program Assistant for Financial Aid in the Student Affairs office, and Dean of Medical Student Affairs determine the amounts of the awards. The fund is managed by the South Dakota State Medical School Endowment Association and you must provide a co-signer.

South Dakota State Medical Association Loans (SDSMA): This fund consists of donations from members of the State Medical Association, alumni, and friends of the SSOM. A maximum of \$10,000 per year per student can be loaned from this fund by the SSOM with a maximum accumulated total of \$40,000. Recommendations must be approved by the Officers of the Endowment Board of Directors.

For both the BEQ and the SDSMA funds, a student must qualify with an overall GPA of 2.5 or above, loan maximum per year is \$10,000 and you must have a co-signer. The interest is 6% annual rate compounded monthly. The maturity on these loans is 5 years after medical school graduation. If the student remains in post-graduate training beyond 5 years, they may renegotiate for an additional two years. After the two additional years, further negotiation of the loan will include an interest rate at 1% above the current prime rate, and repayment will be placed on an amortization schedule of 5, 10 or 15 years. Interest statements will be mailed semi-annually and interest may be paid annually or at the time of loan repayment.

Short Term Emergency Loans: Small loans, which are interest free, are provided to meet emergency needs. Loans are to be repaid with the next financial aid disbursement. The amount of these loans varies dependent upon circumstances, but generally the loan amount is \$2,000 or less. To apply for these loans the student must see the Program Assistant for Financial Aid in the Office of Medical Student Affairs.

Scholarships: Scholarships are awarded to medical students based on academic achievement, financial need, and criteria established by the donors. Students must complete a scholarship questionnaire each spring and the SSOM Financial Aid Committee will determine which students are the best fit the criteria established by the donors. For a complete listing of scholarships and awards please see The Medical School catalog under the Medical Student Affairs Section.

EXTERNAL SOURCES OF AID

Unsubsidized Federal Direct Stafford

Loan Fee: 1.069%
Fixed Interest Rate for 7/1/16 – 6/30/17: 5.31%
Interest Capitalization Features: Once at repayment
Annual Loan Limits: \$40,500
Cumulative Loan Limits: \$224,000 minus approved subsidized amount
Minimum Loan Limits: \$1,000 or eligible amount, whichever is less
Repayment Terms: 10 years maximum
Eligibility: Enrolled in an approved medical school

Graduate Plus Direct Loans

Loan Fee: 4.276%
Fixed Interest Rate for 7/1/16 – 6/30/17: 6.31%
Interest Capitalization Features: Once at repayment
Annual Loan Limits: Cost of Education minus other financial aid
Repayment Terms: 10 years maximum

Eligibility: Enrolled in an approved Medical School, established credit criteria, must apply for Stafford Program, and be a US citizen or permanent resident.

Perkins Student Loans: A federal program of long term, low interest (5%) loans to assist students who demonstrate exceptional financial need. Loan amounts vary depending on need and other aid received.

Armed Forces Health Profession Scholarship Programs (HPSP)

Definition: A scholarship support program while commissioned in one of the branches of the U.S. Armed Forces.

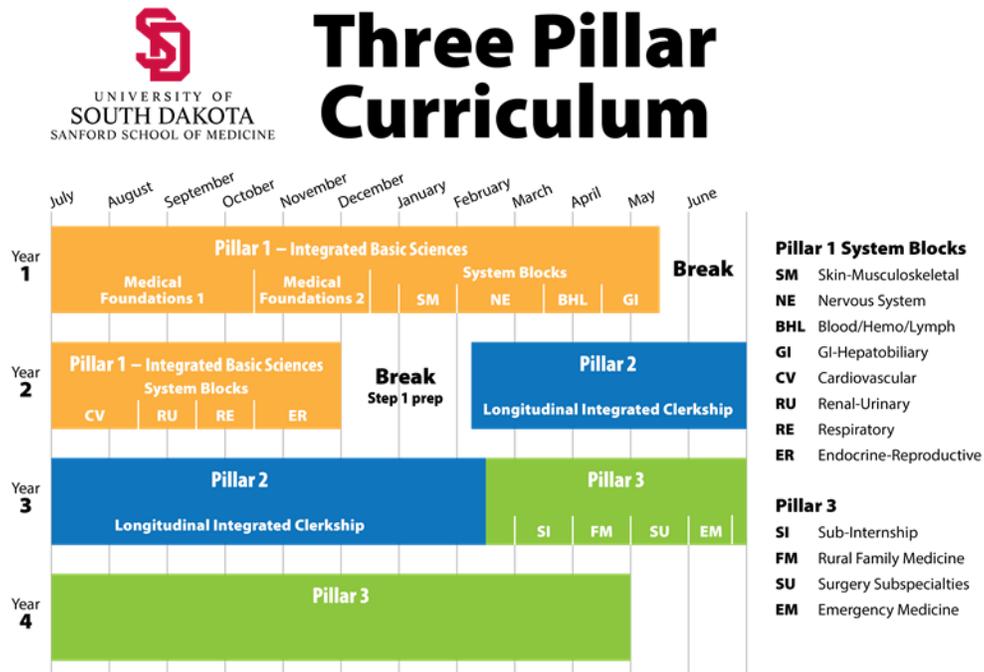
Eligibility: Must be a U.S. citizen enrolled in medical school and motivated for a military career. Must not be over the age of 28, unless prior military service.

Amount: A stipend of approximately \$2,122 per month while not on active duty, payment of tuition and fees, and reimbursement for required books and supplies.

Obligation: One year of service for each year of support with a minimum of two years' service after graduation.

See an Armed Forces Recruiter for additional information.

CURRICULUM OVERVIEW



The curriculum is divided into three Pillars.

Pillar 1 (3 semesters in Vermillion): a thorough knowledge of the Basic Biomedical Sciences is emphasized with clinical application, problem solving skills, case based and team based learning, and history taking with physical exam skills. The core subjects of Anatomy, Biochemistry, Physiology, Embryology, Histology, Microbiology, Pharmacology and Pathology are delivered in a blended curriculum that includes two Foundations courses, followed by eight courses that are systems based.

Pillar 2 (2 semesters at one of 3 clinical campuses or at one of the Frontier and Rural Medicine sites): students participate in a Longitudinal Integrated Clerkship approach to medical education. This approach to teaching the clinical clerkships incorporates a blended curriculum of Internal Medicine, Surgery, Obstetrics/Gynecology, Psychiatry, Neurology, Pediatrics and Family Medicine. The emphasis during Pillar 2 also includes achieving six competencies: Interpersonal & Communication skills; Patient care; Practice-based Learning and Improvement; Medical Knowledge; Professionalism; Systems-based Practice. Students at all clinical sites participate in Introduction to Physical Diagnosis, Friday Academy, Ethics, and Radiology.

Pillar 3 (3 semesters based at one of the 3 clinical campuses): includes required rotations in Rural Family Medicine, Emergency Medicine, a Sub-Internship, and two Surgical Specialties of two weeks each for a total of 15 credits of required rotations. Pillar 3 students also complete 38 credits of electives.

DEPARTMENTS AND REQUIRED COURSES

All required courses available from the various departments in the USD Sanford School of Medicine (SSOM) are listed in this bulletin. Numerous elective courses are also available and students have access to the information about those courses within the SSOM web portal.

BASIC BIOMEDICAL SCIENCES

The Division of Basic Biomedical Sciences is responsible for Pillar 1 (3 semesters). The instruction of Gross and Microscopic Anatomy, Embryology, Neurosciences, Biochemistry, Physiology, Microbiology, and Pharmacology are taught as integrated disciplines with a systems-based organization. Pathology is also incorporated into all of the integrated courses. This curriculum is designed to present the medical student with a broad foundation that will enable them to build upon these disciplines in their clinical training and medical practice. Courses are designed to direct students towards problem-solving and life-long learning skills in addition to understanding the clinical application of the basic biomedical sciences.

Besides their commitment to teaching Medical Students, Faculty in the Basic Biomedical Sciences are involved in teaching undergraduate students and are responsible for the Ph.D. and Master's programs within the Division. As such, there is a major emphasis on current research and the development of investigative collaborations and opportunities for medical students to be involved in research.

The Integrated Medical Curriculum (IMC) courses are listed with the department that has primary responsibility for that curriculum. The number of credits approximates the number of weeks duration of the course.

PILLAR 1

DEPARTMENT OF INTEGRATED MEDICAL CURRICULUM: (Basic Biomedical Sciences)

IMC 501 Medical Foundations 1: 12 credit hours.

This course provides a strong foundation in the preclinical basic sciences with emphasis in human anatomy, biochemistry, embryology, and physiology.

IMC 502 Medical Foundations 2: 8 credit hours.

This course provides a strong foundation in the preclinical basic sciences with emphasis in microbiology, immunology, pharmacology, pathology, epidemiology and biostatistics.

IMC 601 Skin/Musculoskeletal Systems: 3 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the skin and musculoskeletal systems.

IMC 602 Nervous System: 6 credit hours (7 credit hours beginning with class of 2021).

This course provides the medical student with a working understanding of the organization and anatomy and histology, physiology, microbiology, pharmacology, pathology, and psychopathology of the central and peripheral nervous systems.

IMC 603 Blood/Hemo/Lymphatic System: 3 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the blood/hematopoietic/lymphoreticular systems.

IMC 604 Gastrointestinal/Hepatobiliary System: 4 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the gastrointestinal and hepatobiliary system.

IMC 605 Cardiovascular System: 5 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the cardiovascular system.

IMC 606 Renal/Urinary Systems: 4 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the renal and urinary system.

IMC 607 Respiratory System: 4 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the respiratory system.

IMC 608 Endocrine/Reproductive Systems: 5 credit hours.

This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the endocrine and reproductive systems.

DEPARTMENT OF FAMILY MEDICINE

IMC 503 Clinical Foundations 1: 2 credit hours.

This is the first part of a three course sequence introducing the medical student to the clinical knowledge, attitude and skills required for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

IMC 609 Clinical Foundations 2: 2 credit hours.

This is the second part of a three course sequence introducing the medical student to the clinical knowledge, attitude and skills require for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

IMC 610 Clinical Foundations 3: 2 credit hours.

This is the third part of a three course sequence introducing the medical student to the clinical knowledge, attitude and skills require for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

PILLAR 2

DEPARTMENT OF INTEGRATED MEDICAL CURRICULUM (Competency-based courses overseen by the Office of Medical Education)

IMC 701 Physical Diagnosis: 1 credit hour (for class of 2021 course eliminated and content distributed to other courses).

This course will introduce the medical student to the art of effective interviewing and examining a patient. At the end of this course, the student should be competent and comfortable with performing a complete history and physical examination on the patient.

IMC 700 Interpersonal/Communications: 4 credit hours

At the end of this course the student will demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families and health professionals.

IMC 705 Patient Care: 4 credit hours.

In this course students are expected to participate in supervised patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

IMC 710 Practice-based Learning and Improvement: 4 credit hours.

At the end of this course the student will be able to demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

IMC 715 Medical Knowledge: 4 credit hours.

At the end of this course the student will be able to demonstrate a working knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care.

IMC 720 Professionalism: 4 credit hours.

At the end of this course the student will be able to demonstrate a commitment to carrying out professional responsibilities, and an adherence to ethical principles.

IMC 725 Systems-based Practice: 3 credit hours.

This course will provide the student an awareness and understanding of the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

IMC 730 Friday Academy: 2 credit hours.

This is a weekly seminar series that utilizes lecture, small group learning, simulation, and interactive sessions to address clinical concepts within the core clinical disciplines of family medicine, internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry and surgery. Additional topics include ethics, health care quality and patient safety, medical imaging, healthy policy, cultural humility, and discussion of various societal health issues.

DEPARTMENT OF FAMILY MEDICINE

FAMP 710 Family Medicine Pillar 2: 4 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Family Medicine clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Family Medicine practice setting.

DEPARTMENT OF INTERNAL MEDICINE

MEDC 714 Internal Medicine Pillar 2: 4 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Internal Medicine clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Internal Medicine practice setting.

RADI 715 Radiology: 1 credit hour.

This course provides students the opportunity to experience the clinical skills, knowledge, and problem solving skills necessary to provide care for patients using medical imaging modalities.

DEPARTMENT OF NEUROSCIENCES

NEUR 724 Neurology-Pillar 2: 2 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Neurology clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Neurology practice setting.

NEUR 705 Ethics: 1 credit hour.

This course explores the moral values and norms that guide the actions of health and human service professionals and influences the delivery and the reception of healthcare and human services. The focus is on both urban and rural, with special emphasis on underserved communities.

DEPARTMENT OF OBSTETRICS/GYNECOLOGY

OGYN 714 Clerkship Obstetrics/Gynecology-Pillar 2: 4 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Obstetrics/Gynecology (OB/GYN) clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the OB/GYN practice setting.

DEPARTMENT OF PEDIATRICS

PEDS 714 Clerkship Pediatrics-Pillar 2: 4 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Pediatrics clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for children and adolescents in the Pediatrics practice setting.

DEPARTMENT OF PSYCHIATRY

PTRY 714 Clerkship Psychiatry-Pillar 2: 3 credit hours.

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Psychiatry clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Psychiatry practice setting.

DEPARTMENT OF SURGERY

SURG 714 Clerkship-Surgery-Pillar 2: 4 credit hours

A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Surgery clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Psychiatry practice setting.

PILLAR 3

DEPARTMENT OF FAMILY MEDICINE

FAMP 823 Emergency Room: 3 credit hours. The required rotation will introduce the student to the clinical practice of Emergency Medicine. The student will be exposed to a wide spectrum of emergency and non-emergency problems; recognize that the patient defines urgency; understand how the emergency department relates to the other departments and services; develop and improve essential clinical services and further develop the ability to quickly define the relevant history and physical with selective use of ancillary services to achieve the most efficient and effective emergency assessment and management.

FAMP 810 Rural Family Medicine: 4 credit hours. This required rotation in a rural community will improve the student's skills in and understanding of the doctor-patient interaction, office-based ambulatory care, and the rural environment for medical practice.

FAMP 803 Sub-internship in Family Medicine: 4 credit hours. This rotation is one option for the required sub-internship. The overall objective of this course is to improve fourth year students' clinical skills in an inpatient setting. In this course, students will refine their skills in history taking and physical exams, improve their diagnostic problem solving and management skills as they relate to their patients, and develop expertise in patient education and discharge planning.

DEPARTMENT OF INTERNAL MEDICINE

MEDC 806 Sub-internship in Internal Medicine: 4 credit hours.

This rotation is one option for the required sub-internship. The Sub-internship in Internal Medicine will provide an inpatient education experience where the Pillar 3 medical student functions at the level of a first-year resident.

DEPARTMENT OF OBSTETRICS/GYNECOLOGY

OGYN 806 Sub-internship in Obstetrics-Gynecology: 4 – 8 credit hours.

This rotation is one option for the required sub-internship. An inpatient medical experience where the Pillar 3 medical student functions at the level of a first-year resident.

DEPARTMENT OF PEDIATRICS

PEDS 805 Sub-internship in Pediatrics: Pediatric ICU 4 - 8 credit hours. This rotation is one option for the required sub-internship. The sub-internship in the Pediatrics: Neonatal ICU will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

PEDS 806 Sub-internship in Pediatrics: Neonatal ICU 4 - 8 credit hours. This rotation is one option for the required sub-internship. The sub-internship in the Pediatrics: Neonatal ICU and Hospitalist will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

PEDS 806 Sub-internship in Pediatrics: Hospitalist 4 - 8 credit hours. This rotation is one option for the required sub-internship. The sub-internship in the Pediatrics: Neonatal ICU and Hospitalist will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

PEDS 809 Sub-internship in Pediatrics Neonatal ICU and Hospitalist – Rapid City: 4 – 8 credit hours. This rotation is one option for the required sub-internship. The sub-internship in the Pediatrics Neonatal ICU and Hospitalist will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

PEDS 815 Pediatric Cardiology Sub-internship 4 - 8 credit hours.

This rotation is one option for the required sub-internship. The sub-internship in the Pediatrics Cardiology will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

DEPARTMENT OF PSYCHIATRY

PTRY 815 Sub-internship in Psychiatry 4 - 8 credit hours. This rotation is one option for the required sub-internship. The Sub-internship in Psychiatry will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

DEPARTMENT OF SURGERY

SURG 764-1 Anesthesia SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with an anesthesiologist and learn basic skills in anesthesia.

SURG 764-2 ENT SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with an ENT surgeon and learn basic skills in ENT surgery.

SURG 764-3 Neurosurgery SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with a neurosurgeon and learn basic skills in neurosurgery.

SURG 764-4 Ophthalmology SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with an ophthalmologist and learn basic skills in ophthalmology.

SURG 764-5 Orthopedics SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with an orthopedic surgeon and learn basic skills in orthopedic surgery.

SURG 764-6 Urology SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with a urologist and learn basic skills in urology surgery.

SURG 764-7 Plastic Surgery SURGERY SPECIALTIES: 2 credit hours. This rotation is one option for the two required surgery specialty selectives. The student will work with a plastic surgeon and learn basic skills in plastic and reconstructive surgery.

SURG 806 Surgery Sub-internship: 4 credit hours.

This rotation is one option for the required sub-internship. The sub-internship in the Surgery will provide an inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident.

ACADEMIC CALENDARS AND HOLIDAY POLICIES

The Medical Education Committee approves the academic calendars. This includes beginning and ending dates for each year as well as identifying student holidays or student holidays that may change from year-to-year.

YEAR 1 = Pillar 1 (1st and 2nd semester)

Classes begin on the third Monday of July and end on the Friday before Memorial Day.

USD-SSOM observes the following holidays for the first year:

Labor Day, Native American Day, Veteran's Day, Thanksgiving (Recess includes Wednesday and Friday), Christmas/New Year's (Recess is two weeks and starts the week which includes Christmas, or when Christmas is observed), Martin Luther King Day, Presidents Day, Good Friday Recess.

YEAR 2 = Pillar 1 (3rd semester) and Pillar 2 (4th semester)

Classes begin six weeks after Memorial Day (July 5th for Class of 2021). Third semester holidays include Independence Day, Labor Day, Native American Day, Veteran's Day; Thanksgiving (Recess includes Friday).

The 4th semester begins on the second Monday of February. Pillar 2 is 52 weeks long.

During Pillar 2, the following 6 holidays are observed: Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, and New Year's Day. During this Pillar, students are granted an additional 6 days that they may take as 'vacation' days, but these must be scheduled in advance with their Pillar Education Coordinator. Students are not allowed to take off days that include mini-blocks, cultural colloquium, or exam dates.

YEAR 3 = Pillar 2 (5th semester) and Pillar 3 (6th semester)

Pillar 2 continues during the 5th semester and observes the holidays/holiday policy listed above.

Pillar 3 (6th semester) starts the Monday after completion of Pillar 2 and ends the Friday before the first Monday of July. There are no established holidays during Pillar 3, so days off are arranged by the student if they are doing a 'flexible time' week, or at the discretion of the department if the student is taking a course during a typical holiday.

YEAR 4 = Pillar 3 (7th and 8th semesters)

Pillar 3 (7th semester) continues the first Monday of July and continues through the 8th semester until Friday the day before the Saturday of the University Commencement in May. Refer to the notation above to clarify holidays during Pillar 3.

The calendar year for Pillar 3 is several weeks longer than is required to fulfill the number of credits for graduation. Students may use their flexible weeks to interview for residency programs, complete additional coursework, review for and take USMLE Step 2-CK and Step 2-CS, complete a research project, or take 'vacation' days.

Curriculum Summary

Doctor of Medicine Program

The curriculum is divided into three Pillars.

During Pillar 1 (3 semesters in Vermillion) a thorough knowledge of the Basic Biomedical Sciences is emphasized with clinical application, problem solving skills, case based and team based learning, and history taking with physical exam skills.

During Pillar 2 (2 semesters at one of 3 clinical campuses or at one of the Frontier and Rural Medicine sites), students participate in a Longitudinal Integrated Clerkship (LIC) approach to medical education. The LIC incorporates a blended curriculum of Internal Medicine, Surgery, Obstetrics/Gynecology, Psychiatry, Neurology, Pediatrics and Family Medicine. The emphasis during Pillar 2 also includes achieving six competencies: Interpersonal & Communication skills; Patient care; Practice-based Learning and Improvement; Medical Knowledge; Professionalism; Systems-based Practice. Students also participate in Friday Academy, Ethics, and Radiology.

Pillar 3 (3 semesters at one of the 3 clinical campuses) includes required rotations in Rural Family Medicine (4 wks), Emergency Medicine (3 wks), a Sub-Internship (4 wks), and two Surgical Specialties of two weeks each (4 wks). Students complete 38 credits of electives.

Classes of 2018-2021^(*)

Pillar 1: 3 semesters (60^(*) credits)

Course/Number	Name	Credit Hours
<u>First Year, semester 1</u>		
IMC 501	Medical Foundations-1	12
IMC 502	Medical Foundations-2	8
IMC 503	Foundations of Clin Med-1	2
Credits		22
<u>First Year, semester 2:</u>		
IMC 601	Skin and Musculoskeletal	3
IMC 602	Nervous System	6 ^(*)
IMC 603	Blood/Hemo/Lymphatic	3
IMC 604	GI and Hepatobiliary	4
IMC 609	Foundations of Clin Med-2	2
Credits		18
<u>Second Year, semester 3:</u>		
IMC 605	Cardiovascular System	5
IMC 606	Renal & Urinary System	4
IMC 607	Respiratory System	4
IMC 608	Endocrine & Reproductive	5
IMC 610	Foundations of Clin Med-3	2
Credits		20
Total Credits Pillar 1		60 ^(*)

Pillar 2: 2 semesters (53^(*) credits)

<u>Second Year, semester 4:</u>		
IMC 701 ^(*)	Physical Diagnosis	1
PEDS 714	Pediatrics	4
OGYN 714	Obstetrics/Gynecology	4
SURG 714	Surgery	4
MEDC 714	Internal Medicine	4
PTRY 714	Psychiatry	3
NEUR 724	Neurology	2
FAMP 710	Family Medicine	4
Credits		26 ^(*)

Third Year, semester 5:

IMC 700	Interpersonal/Communication	4
IMC 705	Patient Care	4
IMC 710	Practice-based Learn/Improve	4
IMC 720	Professionalism	4
IMC 725	Systems-based Practice	3
IMC 730	Friday Academy	2
NEUR 705	Ethics	1
RADI 715	Radiology	1
Credits		23

Third Year, semester 6:

IMC 715	Medical Knowledge	4
Total Credits Pillar 2		53 ^(*)

Pillar 3: 3 semesters (53 credits)

<u>Third year semester 6 continued and fourth year semesters 7 & 8:</u>		
FAMP 810	Rural Family Medicine	4
FAMP 823	Emergency Medicine	3
SURG 764	Surg Specialties (2 of 7) ⁽¹⁾	4
Sub-I	Choose 1 ⁽²⁾	4
Required		15
Elective		38
Total Credits Pillar 3		53
GRAND TOTAL CREDITS		166

^(*) For the Class of 2021, IMC 602 becomes 7 credits; total Pillar 1 credits change to 61; Pillar 2 credits change to 52; IMC 701 is dropped.

⁽²⁾ Two rotations of two weeks each: choose two from: Anesthesiology; ENT; Neurological Surgery; Ophthalmology; Orthopedics; Plastic Surgery; Urology

⁽³⁾ Sub-I: choose one: FAMP 803; MEDC 806; PEDS 806; PTRY 815; SURG 806

Sanford School of Medicine Calendar

Class of 2021 – Pillar 1

Academic Terms Fall 2017, Spring 2018, Fall 2018

Approved by MEC 6/8/2017

2017

<u>Week</u>	<u>Month</u>	<u>Date</u>	<u>Days</u>	<u>Event</u>
<u>1</u>	F1-1	Jul 17-21	[M-F]	Start of Classes: Foundations 1 - Essentials
<u>2</u>	F1-2	Jul 24	[M]	Foundations 1
<u>8</u>	F1-8	Sept 4	[M]	*Labor Day – No Classes
<u>13</u>	F1-13	Oct 9	[M]	*Native American Day – No Classes
<u>14</u>	F1-14	Oct 16-20	[M-F]	Assessment Week**: Foundations 1
<u>15</u>	F2-1	Oct 23	[M]	Start of Classes: Foundations 2
<u>17</u>	F2-3	Nov 10	[F]	*Veteran’s Day - Observed – No Classes
<u>19</u>	F2-5	Nov 22-24	[WRF]	*Thanksgiving Recess – No Classes
<u>20</u>	F2-6	Nov 27	[M]	*Classes resume
<u>22</u>	F2-8	Dec 11-15	[M-F]	Assessment Week**: Foundations 2 & CBSE
<u>23-24</u>	Dec 18-Jan 1	[M-M]		Holiday break

<u>Topic</u>	<u>Weeks</u>	<u>Credits</u>
Foundations 1	14	12
Foundations 2	8	8
Clinical Foundations #1	--	2
Vacation	2	--
Total	24	22

2018

<u>Week</u>	<u>Month</u>	<u>Date</u>	<u>Days</u>	<u>Event</u>
<u>25</u>	SM-1	Jan 2	[T]	Start of Classes: Skin & Musculoskeletal Systems
<u>27</u>	SM-3	Jan 15	[M]	*Martin Luther King Day – No Classes
<u>28</u>	SM-4	Jan 22-26	[M-F]	Assessment Week**: Skin & Musculoskeletal Systems
<u>29</u>	NS-1	Jan 29	[M]	Start of Classes: Nervous System
<u>32</u>	NS-4	Feb 19	[M]	*President’s Day – No Classes
<u>36</u>	NS-8	Mar 19-23	[M-F]	Assessment Week**: Nervous System
<u>37</u>	BL-1	Mar 26	[M]	Start of Classes: Blood/Lymphoreticular Systems
<u>37</u>	BL-1	Mar 30	[F]	*Good Friday – No Classes
<u>40</u>	BL-4	Apr 16-20	[M-F]	Assessment Week**: Blood/Lymphoreticular Systems
<u>41</u>	GI-1	Apr 23	[M]	Start of Classes: Gastrointestinal System
<u>45</u>	GI-5	May 21-25	[M-F]	Assessment Week**: Gastrointestinal System & CBSE

Summer Break = Weeks 46-50: May 28 – June 29

<u>Topic</u>	<u>Weeks</u>	<u>Credits</u>
Skin/Musculoskeletal	4	3
Nervous System	8	7
Blood/Lymphoreticular	4	3
Gastrointestinal System	5	4
Clinical Foundations #2	--	2
Summer Break	5	--
Total	26	19

Continued next page

Class of 2021 – Pillar 1 continued

Academic Terms Fall 2017, Spring 2018, Fall 2018

2018

Week	Month	Date	Days	Event
51	CV-1	Jul 2	[M]	Start of Classes: Cardiovascular System
51	CV-2	Jul 4	[W]	*Independence Day – No Classes
56	CV-6	Aug 6-10	[M-F]	Assessment Week**: Cardiovascular System
57	RU-1	Aug 13	[M]	Start of Classes: Renal-Urinary System
60	RU-4	Sept 3	[M]	*Labor Day – No Classes
61	RU-5	Sept 10-14	[M-F]	Assessment Week**: Renal-Urinary System
62	RS-1	Sept 17	[M]	Start of Classes: Respiratory System
65	RS-4	Oct 8	[M]	*Native American Day – No Classes
66	RS-5	Oct 15-19	[M-F]	Assessment Week**: Respiratory System
67	RE-1	Oct 22	[M]	Start of Classes: Reproductive & Endocrine Systems
70	RE-4	Nov 12	[M]	*Veteran’s Day, Observed - No Classes
71	RE-5	Nov 21-23	[W-T]	*Thanksgiving Recess – No Classes
73	RE-7	Dec 3-7	[M-F]	Assessment Week**: Reproductive/Endocrine & CBSE
74		Dec 10	[M]	Start of USMLE Step 1 Review Time

2019

81	Feb 2	[S]	LAST DAY TO TAKE USMLE STEP 1
----	-------	-----	-------------------------------

February 4, 2019 - Monday – Start of Pillar 2

Topic	Weeks	Credits
Cardiovascular	6	5
Renal/Urinary	5	4
Respiratory	5	4
Reproductive/Endocrine	7	5
Clinical Foundations #3	--	2
Vacation	2	--
USMLE Step 1 Review Time	6	--
Total	31	20
Total for Pillar 1	81	61

*Holiday

[M = Monday; T = Tuesday; W = Wednesday; R = Thursday; F = Friday; S = Saturday]

** Assessment Week schedule: Monday = exam; Tuesday CBSE three times during the year for entire class; Tuesday AM = notification of students required to remediate; Tuesday – Friday = time off for students not required to remediate unless Tuesday is a CBSE day; Tuesday – Thursday = study days for those required to remediate; Friday = reassessment for those required to remediate. When Monday is a holiday, the assessment week begins on Tuesday, but still is completed on Friday.

CBSE = Comprehensive Basic Science Exam

Approved by Medical Education Committee 06/08/2017

Class of 2020

Academic Terms Fall 2016, Spring 2017, Fall 2017

Pillar 1

2016

<u>Week</u>	<u>Month</u>	<u>Date</u>	<u>Days</u>	<u>Event</u>
<u>1</u>	F1-1	Jul 18-22	[M-F]	Start of Classes: Foundations 1 - Essentials
<u>2</u>	F1-2	Jul 25	[M]	Foundations 1
<u>8</u>	F1-8	Sept 5	[M]	*Labor Day – No Classes
<u>13</u>	F1-13	Oct 10	[M]	*Native American Day – No Classes
<u>14</u>	F1-14	Oct 17-21	[M-F]	Assessment Week**: Foundations 1
<u>15</u>	F2-1	Oct 24	[M]	Start of Classes: Foundations 2
<u>17</u>	F2-3	Nov 11	[F]	*Veteran’s Day – No Classes
<u>19</u>	F2-5	Nov 23-25	[WRF]	*Thanksgiving Recess – No Classes
<u>20</u>	F2-6	Nov 28	[M]	*Classes resume:
<u>22</u>	F2-8	Dec 12-16	[M-F]	Assessment Week**: Foundations 2
<u>23-24</u>	Dec 19-Jan 2	[M-F; M-M]		Holiday break

<u>Topic</u>	<u>Weeks</u>	<u>Credits</u>
Foundations 1	14	12
Foundations 2	8	8
Clinical Foundations #1	--	2
Vacation	2	--
Total	24	22

2017

<u>Week</u>	<u>Month</u>	<u>Date</u>	<u>Days</u>	<u>Event</u>
<u>25</u>	SM-1	Jan 3	[T]	Start of Classes: Skin & Musculoskeletal Systems
<u>27</u>	SM-3	Jan 16	[M]	*Martin Luther King Day – No Classes
<u>28</u>	SM-4	Jan 23-27	[M-F]	Assessment Week**: Skin & Musculoskeletal Systems
<u>29</u>	NS-1	Jan 30	[M]	Start of Classes: Nervous System
<u>32</u>	NS-4	Feb 20	[M]	*President’s Day – No Classes
<u>35</u>	NS-7	Mar 13-17	[M-F]	Assessment Week**: Nervous System
<u>36</u>	BL-1	Mar 20	[M]	Start of Classes: Blood/Lymphoreticular Systems
<u>39</u>	BL-4	Apr 10-13	[M-R]	Assessment Week**: Blood/Lymphoreticular Systems
<u>39</u>	BL-4	Apr 14	[F]	*Good Friday – No Classes
<u>40</u>	GI-1	Apr 17	[M]	Start of Classes: Gastrointestinal System
<u>44</u>	GI-5	May 15-19	[M-F]	Assessment Week**: Gastrointestinal System

Summer Break = Weeks 45-49: May 22 – June 23

<u>Topic</u>	<u>Weeks</u>	<u>Credits</u>
Skin/Musculoskeletal	4	3
Nervous System	7	6
Blood/Lymphoreticular	4	3
Gastrointestinal System	5	4
Clinical Foundations #2	--	2
Summer Break	5	--
Total	25	18

Continued next page

Class of 2020

Academic Terms Fall 2016, Spring 2017, Fall 2017

Pillar 1

2017

<u>Week</u>	<u>Month</u>	<u>Date</u>	<u>Days</u>	<u>Event</u>
51	CV-1	Jul 5	[W]	Start of Classes: Cardiovascular System
56	CV-6	Aug 7-11	[M-F]	Assessment Week**: Cardiovascular System
57	RU-1	Aug 14	[M]	Start of Classes: Renal-Urinary System
60	RU-4	Sept 4	[M]	*Labor Day – No Classes
61	RU-5	Sept 11-15	[M-F]	Assessment Week**: Renal-Urinary System
62	RS-1	Sept 18	[M]	Start of Classes: Respiratory System
65	RS-4	Oct 9	[M]	*Native American Day – No Classes
66	RS-5	Oct 16-20	[M-F]	Assessment Week**: Respiratory System
67	RE-1	Oct 23	[M]	Start of Classes: Reproductive & Endocrine Systems
69	RE-3	Nov 10	[F]	*Veteran’s Day, Observed - No Classes
71	RE-5	Nov 22-24	[W-F]	*Thanksgiving Recess – No Classes
73	RE-7	Dec 4-8	[M-F]	Assessment Week**: Reproductive/ Endocrine & CBSE
74		Dec 11	[M]	Start of USMLE Step 1 Review Time

2018

81 Feb 3 [S] LAST DAY TO TAKE USMLE STEP 1

February 5 - Monday – Start of Pillar 2 Campus Orientation Program

<u>Topic</u>	<u>Weeks</u>	<u>Credits</u>
Cardiovascular	6	5
Renal/Urinary	5	4
Respiratory	5	4
Reproductive/Endocrine	6	5
Clinical Foundations #3	--	2
USMLE Step 1 Review Time	8	--
<u>Total</u>	<u>30</u>	<u>20</u>
Total for Pillar 1	81	60

*Holiday

[M = Monday; T = Tuesday; W = Wednesday; R = Thursday; F = Friday; S = Saturday]

** Assessment Week schedule: Monday = exam; Tuesday AM = notification of students required to remediate; Tuesday – Friday = time off for students not required to remediate; Tuesday – Thursday = study days for those required to remediate; Friday = reassessment for those required to remediate.

CBSE = Comprehensive Basic Science Exam

Approved by Medical Education Committee 03/10/2016

		Class of 2020 Pillar 2		
Monday of the week		Sioux Falls & Rapid City	Yankton	FARM
2/5/2018	Week 1	Orientation & Phys DX	Orientation & Phys DX	Orientation & Phys DX
2/12/2018	Week 2	Orientation & Phys DX	Orientation & Phys DX	Orientation & Phys DX
2/19/2018	Week 3	Fam Med	Fam Med	Peds*
2/26/2018	Week 4	Fam Med	Fam Med	Ob/Gyn
3/5/2018	Week 5	Fam Med	Fam Med	Surg
3/12/2018	Week 6	Int Med*	Int Med (variable times)	Int Med
3/19/2018	Week 7	Peds	Neurology (variable times)	Neurology
3/26/2018	Week 8	Surg	LIC Begins	Psych
4/2/2018	Week 9	Ob/Gyn		Fam Med
4/9/2018	Week 10	Psych		Fam Med
4/16/2018	Week 11	Neurology		Fam Med
4/23/2018	Week 12	LIC Begins		LIC Begins
4/30/2018	Week 13			
5/7/2018	Week 14			
5/14/2018	Week 15			
5/21/2018	Week 16			
5/28/2018 (Mon)	Memorial Day	Holiday	Holiday	Holiday
5/29/2018 (Tue)	Week 17	LIC	LIC	LIC
6/4/2018	Week 18			
6/11/2018	Week 19	CCSE/Friday the 15th	CCSE/Friday the 15th	CCSE/Friday the 15th
6/18/2018	Week 20	LIC	LIC	LIC
6/25/2018	Week 21			
7/2/2018	Week 22			
July 4 (Wed)	Independ Day	Holiday	Holiday	Holiday
7/9/2018	Week 23	LIC	LIC	LIC
7/16/2018	Week 24			
7/23/2018	Week 25			
7/30/2018	Week 26			
8/6/2018	Week 27	EXAM WEEK	EXAM WEEK	EXAM WEEK
8/13/2018	Week 28	Cultural Colloquium	Cultural Colloquium	Cultural Colloquium
8/20/2018	Week 29	LIC	LIC	LIC
8/27/2018	Week 30			
9/3/2018 (Mon)	Labor Day	Holiday	Holiday	Holiday
9/4/2018 (Tue)	Week 31	LIC	LIC	LIC
9/10/2018	Week 32			
9/17/2018	Week 33			
9/24/2018	Week 34			
10/1/2018	Week 35			
10/8/2018	Week 36			
10/15/2018	Week 37			
10/22/2018	Week 38			
10/29/2018	Week 39			
11/5/2018	Week 40			
11/12/2018	Week 41			
11/19/2018	Week 42			
11/22/2018 (Thur)	Thanksgiving	Holiday	Holiday	Holiday
11/26/2018	Week 43	LIC	LIC	LIC
12/3/2018	Week 44			
12/10/2018	Week 45			
12/17/2018	Week 46			
12/24/2018 (Tue)	Week 47			
Dec 25 (Tue)	Christmas	Holiday	Holiday	Holiday
12/31/2018	Week 48	SCL	SCL	SCL
Jan 1 Tue)	New Year's Day	Holiday	Holiday	Holiday
1/7/2019	Week 49	SCL	SCL	SCL
1/14/2019	Week 50	SCL	SCL	SCL
1/21/2019	Week 51	SCL	SCL	SCL
1/28/2019	Week 52	EXAM WEEK	EXAM WEEK	EXAM WEEK
2/4/2019	Week 53	OSCE/Clinical Colloquium	OSCE/Clinical Colloquium	OSCE/Clinical Colloquium
2/11/2019	Start Pillar 3	Pillar 3	Pillar 3	Pillar 3
LIC = Longitudinal Integrated Clerkship		Miniblocks have a		* Miniblocks have a
SCL = Student Centered Learning		variable sequence		variable sequence

Class of 2019: Pillar 2

Monday of the week		Sioux Falls & Rapid City	Yankton	FARM sites
2/6/2017	Week 1	Orientation & Phys DX	Orientation & Phys DX	Orientation & Phys DX
2/13/2017	Week 2	Orientation & Phys DX	Orientation & Phys DX	Orientation & Phys DX
2/20/2017	Week 3	Fam Med	Fam Med	*Peds
2/27/2017	Week 4	Fam Med	Fam Med	Ob/Gyn
3/6/2017	Week 5	Fam Med	Fam Med	Surg
3/13/2017	Week 6	Int Med	Int Med (variable times)	Int Med
3/20/2017	Week 7	Peds	Neurology (variable times)	Neurology
3/27/2017	Week 8	Surg	LIC Begins	Psych
4/3/2017	Week 9	Ob/Gyn		Fam Med
4/10/2017	Week 10	Psych		Fam Med
4/17/2017	Week 11	Neurology		Fam Med
4/24/2017	Week 12	LIC Begins		LIC Begins
5/1/2017	Week 13			
5/8/2017	Week 14			
5/15/2017	Week 15			
5/22/2017	Week 16			
5/29/2016 (Mon)	Memorial Day	Holiday	Holiday	Holiday
5/30/2017 (Tue)	Week 17	LIC	LIC	LIC
6/5/2017	Week 18			
6/12/2017	Week 19	CCSE/Friday the 16th	CCSE/Friday the 16th	CCSE/Friday the 16th
6/19/2017	Week 20	LIC	LIC	LIC
6/26/2017	Week 21			
7/3/2017	Week 22			
July 4 (Tue)	Independ Day	Holiday	Holiday	Holiday
7/10/2017	Week 23	LIC	LIC	LIC
7/17/2017	Week 24			
7/24/2017	Week 25			
7/31/2017	Week 26			
8/7/2017	Week 27	EXAM WEEK	EXAM WEEK	EXAM WEEK
8/14/2017	Week 28	Cultural Colloquium	Cultural Colloquium	Cultural Colloquium
8/21/2017	Week 29	LIC	LIC	LIC
8/28/2017	Week 30			
9/4/2017 (Mon)	Labor Day	Holiday	Holiday	Holiday
9/5/2017 (Tue)	Week 31	LIC	LIC	LIC
9/11/2017	Week 32			
9/18/2017	Week 33			
9/25/2017	Week 34			
10/2/2017	Week 35			
10/9/2017	Week 36			
10/16/2017	Week 37			
10/23/2017	Week 38			
10/30/2017	Week 39			
11/6/2017	Week 40			
11/13/2017	Week 41			
11/20/2017	Week 42			
11/23/2017 (Thur)	Thanksgiving	Holiday	Holiday	Holiday
11/27/2017	Week 43	LIC	LIC	LIC
12/4/2017	Week 44			
12/11/2017	Week 45			
12/18/2017	Week 46			
Dec 25 (Mon)	Christmas	Holiday	Holiday	Holiday
12/26/2017 (Tue)	Week 47	LIC	LIC	LIC
Jan 1 (Mon)	New Year's Day	Holiday	Holiday	Holiday
1/2/2018 (Tue)	Week 48	SCL	SCL	SCL
1/8/2018	Week 49	SCL	SCL	SCL
1/15/2018	Week 50	SCL	SCL	SCL
1/22/2018	Week 51	SCL	SCL	SCL
1/29/2018	Week 52	EXAM WEEK	EXAM WEEK	EXAM WEEK
2/5/2018	Week 53	OSCE/Clinical Colloquium	OSCE/Clinical Colloquium	OSCE/Clinical Colloquium
2/12/2018	Start Pillar 3	Pillar 3	Pillar 3	Pillar 3

LIC = Longitudinal Integrated Clerkship

SCL = Student Centered Learning

SANFORD SCHOOL OF MEDICINE CALENDAR

Pillar 3: Class of 2019

Three Semesters: Spring 2018, Fall 2018, Spring 2019
Approved by Medical Education Committee 6/8/2017

Week	Start	End	Course	Notations	Special	Week
1	2/12/2018	2/16/2018			Monday, Feb 12	1
					Start of Pillar 3	
2	2/19/2018	2/23/2018		No RFM this week		2
3	2/26/2018	3/2/2018		No RFM this week		3
4	3/5/2018	3/9/2018		No RFM this week		4
5	3/12/2018	3/16/2018				5
6	3/19/2018	3/23/2018				6
7	3/26/2018	3/30/2018				7
8	4/2/2018	4/6/2018				8
9	4/9/2018	4/13/2018				9
10	4/16/2018	4/20/2018				10
11	4/23/2018	4/27/2018				11
12	4/30/2018	5/4/2018				12
13	5/7/2018	5/11/2018				13
14	5/14/2018	5/18/2018				14
15	5/21/2018	5/25/2018				15
16	5/28/2018	6/1/2018				16
17	6/4/2018	6/8/2018				17
18	6/11/2018	6/15/2018				18
19	6/18/2018	6/22/2018				19
20	6/25/2018	6/29/2018			Fri, 6/29-end of spring semester; Sat, 6/30-Step 2CK deadline	20
21	7/2/2018	7/6/2018			Monday, July 2	21
					Start of fall semester	
22	7/9/2018	7/13/2018				22
23	7/16/2018	7/20/2018				23
24	7/23/2018	7/27/2018				24
25	7/30/2018	8/3/2018				25
26	8/6/2018	8/10/2018				26
27	8/13/2018	8/17/2018				27
28	8/20/2018	8/24/2018				28
29	8/27/2018	8/31/2018				29
30	9/3/2018	9/7/2018				30
31	9/10/2018	9/14/2018			Saturday, Sept 15 ERAS open to Programs?	31
32	9/17/2018	9/21/2018				32
33	9/24/2018	9/28/2018				33
34	10/1/2018	10/5/2018				34
35	10/8/2018	10/12/2018				35
36	10/15/2018	10/19/2018				36
37	10/22/2018	10/26/2018				37
38	10/29/2018	11/2/2018				38
39	11/5/2018	11/9/2018				39
40	11/12/2018	11/16/2018				40
41	11/19/2018	11/23/2018				41
42	11/26/2018	11/30/2018				42
43	12/3/2018	12/7/2018			Friday, Dec 7	43
					End of fall semester	
44	12/10/2018	12/14/2018			Monday, Dec 10	44
					Start of spring semester	
45	12/17/2018	12/21/2018				45
46	12/24/2018	12/28/2018				46
47	12/31/2018	1/4/2019			Monday, Dec 31	47
					Step 2-CS deadline	
48	1/7/2019	1/11/2019				48
49	1/14/2019	1/18/2019			Tuesday, Jan 15	49
					ROL opens	
50	1/21/2019	1/25/2019				50
51	1/28/2019	2/1/2019				51
52	2/4/2019	2/8/2019				52
53	2/11/2019	2/15/2019				53
54	2/18/2019	2/22/2019		No RFM this week	Wednesday, Feb 20	54
					ROL closes	
55	2/25/2019	3/1/2019		No RFM this week		55
56	3/4/2019	3/8/2019		No RFM this week		56
57	3/11/2019	3/15/2019			Mar 11-15	57
					MATCH WEEK	
58	3/18/2019	3/22/2019				58
59	3/25/2019	3/29/2019				59
60	4/1/2019	4/5/2019				60
61	4/8/2019	4/12/2019		No Required courses		61
62	4/15/2019	4/19/2019		No Required courses		62
63	4/22/2019	4/26/2019		No Required courses		63
64	4/29/2019	5/3/2019		No Required courses	Friday, May 3	64
					Graduation Convocation	
					Saturday, May 4	
					Commencement	

53 credits required for Pillar 3 for class of 2019

Requirements: 15 credits; 3 wks ER; 4 wks FAMP; 4 wks Sub-Internship; 2 courses of 2 wks each in Surgery specialties;

RFM NOT AVAILABLE WEEKS 2-4, NOR WEEKS 54-56

Electives: 38 credits; 1 may be counted for "Healer's Art"

No required courses permitted during weeks 61-64

Maximum credits in one department = 24

Maximum credits as a visiting student = 16

Shaded area represents end of one semester and start of another

Diagonal lines: Specific courses not available these weeks

SANFORD SCHOOL OF MEDICINE CALENDAR						
Pillar 3: Class of 2018						
Three Semesters: Spring 2017, Fall 2017, Spring 2018						
Approved by Medical Education Committee 11/12/2015; modified 5/12/2016						
Week	Start	End	Course	Notations	Special	Week
1	2/6/2017	2/10/2017			Monday, Feb 6	1
2	2/13/2017	2/17/2017			Start of Pillar 3	2
3	2/20/2017	2/24/2017		No RFM this week		3
4	2/27/2017	3/3/2017		No RFM this week		4
5	3/6/2017	3/10/2017		No RFM this week		5
6	3/13/2017	3/17/2017				6
7	3/20/2017	3/24/2017				7
8	3/27/2017	3/31/2017				8
9	4/3/2017	4/7/2017				9
10	4/10/2017	4/14/2017				10
11	4/17/2017	4/21/2017				11
12	4/24/2017	4/28/2017				12
13	5/1/2017	5/5/2017				13
14	5/8/2017	5/12/2017				14
15	5/15/2017	5/19/2017				15
16	5/22/2017	5/26/2017				16
17	5/29/2017	6/2/2017				17
18	6/5/2017	6/9/2017				18
19	6/12/2017	6/16/2017				19
20	6/19/2017	6/23/2017				20
21	6/26/2017	6/30/2017			Fri, June 30: Step 2-CK deadline; End of spring semester	21
22	7/3/2017	7/7/2017			Monday, July 3	22
23	7/10/2017	7/14/2017			Start of fall semester	23
24	7/17/2017	7/21/2017				24
25	7/24/2017	7/28/2017				25
26	7/31/2017	8/4/2017				26
27	8/7/2017	8/11/2017				27
28	8/14/2017	8/18/2017				28
29	8/21/2017	8/25/2017				29
30	8/28/2017	9/1/2017				30
31	9/4/2017	9/8/2017				31
32	9/11/2017	9/15/2017			Friday, Sept 15: ERAS open to Programs	32
33	9/18/2017	9/22/2017				33
34	9/25/2017	9/29/2017				34
35	10/2/2017	10/6/2017				35
36	10/9/2017	10/13/2017				36
37	10/16/2017	10/20/2017				37
38	10/23/2017	10/27/2017				38
39	10/30/2017	11/3/2017				39
40	11/6/2017	11/10/2017				40
41	11/13/2017	11/17/2017				41
42	11/20/2017	11/24/2017				42
43	11/27/2017	12/1/2017			Friday, Dec 1	43
44	12/4/2017	12/8/2017			Monday, Dec 4	44
45	12/11/2017	12/15/2017			Start of spring semester	45
46	12/18/2017	12/22/2017				46
47	12/25/2017	12/29/2017			Sunday, Dec 31	47
48	1/1/2018	1/5/2018			Step 2-CS deadline	48
49	1/8/2018	1/12/2018				49
50	1/15/2018	1/19/2018			Monday, Jan 15	50
51	1/22/2018	1/26/2018			ROL opens	51
52	1/29/2018	2/2/2018				52
53	2/5/2018	2/9/2018				53
54	2/12/2018	2/16/2018				54
55	2/19/2018	2/23/2018		No RFM this week	Wednesday, Feb 21	55
56	2/26/2018	3/2/2018		No RFM this week	ROL closes	56
57	3/5/2018	3/9/2018		No RFM this week		57
58	3/12/2018	3/16/2018			Mar 12-16	58
59	3/19/2018	3/23/2018			MATCH WEEK	59
60	3/26/2018	3/30/2018				60
61	4/2/2018	4/6/2018		No Required courses		61
62	4/9/2018	4/13/2018		No Required courses		62
63	4/16/2018	4/20/2018		No Required courses		63
64	4/23/2018	4/27/2018		No Required courses		64
65	4/30/2018	5/4/2018		No Required courses	Friday, May 4	65
					Saturday, May 5	
					Commencement	

53 credits required for Pillar 3 for class of 2018
 Requirements: 15 credits; 3 wks ER; 4 wks FAMP; 4 wks Sub-Internship; 2 courses of 2 wks each in Surgery specialties;
RFM NOT AVAILABLE WEEKS 3-5, NOR WEEKS 55-57
 Electives: 38 credits; 1 may be counted for "Healer's Art"
 No required courses permitted during weeks 61-65
 Maximum credits in one department = 24
 Maximum credits as a visiting student = 16

Shaded area represents end of one semester and start of another
 Diagonal lines: Specific courses not available these weeks

Affirmation of the Physician

The following oath is read by students at orientation and graduation.

Now being admitted to the high calling of the physician, I solemnly pledge to consecrate my life to the care of the sick, the promotion of health and the service of humanity.

In the spirit of those who have inspired and taught me, I will seek constantly to grow in knowledge, understanding and skill and will work with my colleagues to promote all that is worthy in the ancient and honorable profession of medicine. My professionalism and intellectual curiosity will be laced with compassion for the individual in an impersonal world.

The health and dignity of my patient will ever be my first concern. I will hold in confidence all that my patient relates to me. I will not permit considerations of race, religion, nationality or social standing to come between me and my duty to anyone in need of my services. Compensation for my services will be fair and tempered by individual needs.