

**SANFORD SCHOOL OF MEDICINE**

# **Student Advisor Handbook**

**2017-2018**



UNIVERSITY OF  
**SOUTH DAKOTA**  
SANFORD SCHOOL OF MEDICINE

Produced by  
Office of Medical Student Affairs  
See page 18 for a Glossary of Abbreviations  
Version 17.1 – 7/12/17

# Student Advisor Handbook

## ***Purpose of Advisor Handbook:***

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

## **Purpose of the Advisory System:**

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

- 1) Serve as an advocate and counselor for the student in their interactions with the faculty, the administration, other professional staff and patients.
- 2) Serve as a resource person for the student concerning the school, the field of medicine, career choices, guidance through the curriculum, and specific decisions relating to Pillar 3 schedules.
- 3) Serve as a counselor for the student when they appear before the Student Progress and Conduct Committee, or when they are in conflict with policies, or when they believe they are not being treated fairly, or in other settings where the student would benefit by faculty representation.

## ***Advisory System Guidelines:***

### **The Pillars**

The curriculum is presented in 3 pillars with Pillar 1 being 3 semesters of Basic Biomedical Sciences, Pillar 2 being 2 semesters of Clinical Clerkships taught in a Longitudinal Integrated format, and Pillar 3 being 3 semesters with a combination of required rotations and electives.

## **All Four Years**

Throughout their medical education, students will be assigned to a Faculty Advisor for each of the three Pillars. For Pillar 1, the Faculty Advisor will be from the Basic Biomedical Sciences. For Pillar 2, the students will be assigned to one of the Longitudinal Integrated Clerkship (LIC) Coordinating Committee members as their Faculty Advisor. For Pillar 3, the student will have the opportunity to select a Clinical Faculty member who may be someone who practices in the student's area of specialty interest.

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

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

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

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

## Pillar 1

During the first three semesters, each student will be assigned an advisor from the faculty in the Basic Biomedical Sciences

Faculty serve as an advisor for a group of approximately 7 students. Students are in these same groups for small group activities such as PBL/TBL, Healers Art, etc.

Advisor position requirements; faculty who possess the following traits:

- Enthusiasm
- Accountability
- Good judgment
- Positive mindset

Role and responsibilities:

- Dedication to medical student education, advising, and professional development.
- Advisors will serve not only as academic advisors but also as mentors and leaders for a group of approximately 7 Pillar 1 medical students.
  - The goal of the groups is to promote a sense of community, belonging, and camaraderie facilitates first year students' transition to medical school.
  - Increase student satisfaction with advisory system.
- Become more familiar with the overall wellness program, as well as resources available to advisors.
- Meet with advisees over lunch during orientation and face to face meeting at least one additional time as a group each semester (lunch provided).
  - **Dates of Advisor/Advisee Lunches** – Please put these on your calendar:
    - July 20, 2017; 12:00-1:00pm – Get to know your students/advisees!
    - November 30, 2017; 12:00-1:00pm
    - May 9, 2018; 12:00-1:00pm
    - December 2018 – Date TBD

- Track students' progress. Meet in a timely manner with those students who are experiencing any difficulties.
- See Academic Advising Protocol on page 6.

## **Pillar 2**

During the two semesters of Pillar 2, each student will be assigned to a member of their LIC Coordinating Committee, who will serve as the student advisor. The LIC advisors are encouraged to meet with their assigned student several times during the LIC and required to meet with them 2 times during Pillar 2, at the mid-term and the conclusion of the LIC.

## **Pillar 3**

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

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

## **Academic Advising**

### **Subject: Academic advising, counseling and tutoring protocol for identifying and assisting students with academic difficulties.**

The office of Medical Student Affairs coordinates the academic advising, counseling and tutoring services that integrates the efforts of Course/Clerkship Directors, Faculty and students.

#### **Identifying students with Academic difficulties (Pre-clerkship)**

- Student progress during each block is monitored in weekly meetings attended by Block Directors, the Assistant Dean of Student Affairs (AD-SA) and the Coordinator of Student Professional Support Services (C-SPSS)
- Students identified as experiencing academic difficulties are noted by AD-SA and C-SPSS and Faculty Advisors are notified to contact their advisee for an informal discussion
- If Advisor deems the academic difficulty as temporary, no action is taken other than to remind student of available resources and inform AD-SA/C-SPSS to continue to monitor student progress over next several weeks to ensure temporary nature of recent setback
- If Advisor deems the student as a moderate/high level risk, then they are referred to C-SPSS for a more formal discussion to determine need to refer student to our Assistant Dean of Academic Development and Faculty Affairs and/or Student Counseling services (if non-academic issues are involved). Students will be encouraged to visit with faculty content experts in current block and offered Peer-tutoring.
- The longitudinal academic progress of students in Pillar 1 is monitored by the AD-SA to identify students at-risk for Step 1. At-risk students receive individual academic and personal counseling by the AD-SA and C-SPSS and as per SSOM policy (see Student Affairs Handbook under Performance on USMLE) may be eligible for a delay in taking Step 1.

#### **Identifying students with Academic difficulties (Clerkship)**

- Monthly meetings are held with the LIC Coordinating Committees on each campus and each students' progress in the clinical curriculum is reviewed (SPEL data, H&Ps, call

requirements, online cases) including performance in the six clinical competencies.

- The Assistant Dean of Student Affairs attends each monthly campus meeting to review student progress and notifies the Assistant Dean of Academic Development Faculty Affairs (ADADFA) at student request or if student is experiencing academic difficulty.
- Following the first set of NBME subject exams, the students' exam results are reviewed and students with poor performances receive a mandatory referral to the ADADFA.
- Students who perform poorly on the first set of NBME subject exams are offered weekly one-on-one peer tutoring.
- Students may self-refer to ADADFA or Assistant Dean of Student Affairs to access peer tutoring at any point in Pillar 2.

### **Referral to Assistant Dean of Academic Development Faculty Affairs (ADADFA)**

- Student will undergo a thorough academic analysis that includes a self-reported interview analysis, learning inventory, and determination of base need of remediation.
- Student and ADADFA will design a learning plan focusing on student specific needs and learning style.
- ADADFA will receive weekly emails from the students pertaining to study, and preparedness.
- ADADFA will initiate monthly voice or video follow up with student.

## ***Career Counseling***

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

The NRMP web site <http://www.nrmp.org> provides current information on schedules and policies regarding the Match, along with data about match results by specialty.

The web site "FREIDA" lists information on every accredited residency and fellowship training program in the USA, and is found at <http://www.ama-assn.org/ama/>, then scroll to 'Medical Students' and then find 'FREIDA Online'.

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

Students are automatically authorized to sign in to the *Careers in Medicine* secure site. Faculty who wish to have access to the *Careers in Medicine* web site should email a request to [Suzanne.Reuter@usd.edu](mailto:Suzanne.Reuter@usd.edu) so that she can generate a temporary password to access the site.

## ***Student Longitudinal Follow-up Program***

This program is separate from the advisory system, but may seek the assistance of the advisor in helping the student. The program



functions in collaboration with the Pillar 1 Course Directors Group as well as the Pillar 2 Longitudinal Integrated Clerkship Coordinating Committees.

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

### ***Professional Behavior Reports***

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

### ***Suggested Topics For Discussion***

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

First Semester: Pillar 1

1. What are the significant events that have drawn you towards medicine?

2. What adjustments have you made in your time management and approach to learning that assure your success throughout medical school?
3. What specialty fields have you explored prior to medical school?
4. How are you feeling about the increased scholarly workload of medical school?

#### Second Semester: Pillar 1

1. How do you plan to invest your summer break?
2. What have you learned so far about medical school that you wish you knew when you started a few months ago?
3. What plans have you implemented to assure success on United States Medical Licensure Exam (USMLE) Step 1?
4. What areas of medicine have interested you the most thus far?

#### Third Semester: Pillar 1

1. What steps have you taken to stay focused on your overall career goals?
2. What are your plans for a final review and your timing for taking the USMLE Step 1?
3. Do you feel you need to talk to someone about your Step 1 Prep?

#### Fourth Semester: Pillar 2

1. Which specialty areas are you finding of greater interest, and how do you plan to evaluate those areas further?
2. What have been your greatest challenges in adjusting to the clinical educational program?
3. What are some of the important attributes you have seen in practicing clinicians that you hope to emulate?

#### Fifth Semester: Pillar 2

1. What are your plans for scheduling USMLE Step 2-CK, (Clinical Knowledge) and Step 2-CS (Clinical Skills) exams?
2. How are you preparing for Step 2-CK and 2-CS?
3. What visiting student rotations are you planning?
4. What areas of interest do you plan to include in your Pillar 3 electives?
5. Have you completed your 'Career Counseling' session with Dr. Reuter yet?

### Sixth Semester: Pillar 3

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

### Seventh Semester: Pillar 3

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

### Eighth Semester: Pillar 3

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

### **Web Site Information**

**USD:** <http://www.usd.edu>

- The main page for the University

**Sanford School of Medicine:** <http://www.usd.edu/med>

- The home page for the School of Medicine which contains links to the programs and departments of the SSOM.

**SSOM, MD program, Student Affairs:**

<http://www.usd.edu/medicine/medical-student-affairs>

- The home page for Medical Student Affairs.

**AAMC:**

<http://www.aamc.org>

- The AAMC web site for access to many resources including medical school applications, statistics about medical schools, residency applications and financial aid.

**CAREERS IN MEDICINE:**

<http://www.aamc.org/students/medstudents/cim>.

- The *CAREERS IN MEDICINE* web site contains a resource for specialty information and provides workforce data for specialties in the USA.

**FREIDA:**

Fellowship and Residency Electronic Interactive Database

<http://www.ama-assn.org/ama/>, then go to 'Medical Students' and then to 'FREIDA Online'

- This is the web site for resources for all residency programs. This site provides contact information, length of programs, program policies, and can be sorted by specialty, region or state.

## Getting to Know the Staff

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

**Paul C. Bungler, Ph.D., Dean of Medical Student Affairs (Lee Med 101F) Phone: 658-6300; (Sioux Falls office on Wednesdays, Room 314, Phone 357-1422) [Paul.Bunger@usd.edu](mailto:Paul.Bunger@usd.edu)**

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

**Pasquale Manzerra, Ph.D., Assistant Dean of Medical Student Affairs and Admissions (Lee Med 101E)**

**Phone: 658-6300; [Pat.Manzerra@usd.edu](mailto:Pat.Manzerra@usd.edu)**

- Director of Admissions for the Medical School
- Oversight of the admissions process for Indians into Medicine Students
- Oversight of admissions for the Physician Scientist program
- Coordinator of Recruitment efforts
- Member of the Basic Sciences longitudinal follow-up program
- Advisor to the Medical Education Committee
- Oversight of the SSOM Wellness program

**Suzanne Reuter, MD, Assistant Dean Medical Student Affairs (Pillar 2/3) Office: HSC 315 Phone: 357-1336**

[Suzanne.Reuter@usd.edu](mailto:Suzanne.Reuter@usd.edu)

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

**Gerald Yutzenka, Ph.D., Associate Dean, Diversity and Inclusion (Lee Med Room 210) Phone: 658-6328;**

[Gerald.Yutzenka@usd.edu](mailto:Gerald.Yutzenka@usd.edu)

- Provides leadership and support for efforts to diversify the students, faculty and staff of the medical school
- Serves as Associate Director of the Indians into Medicine (INMED) satellite office
- Chair of the SSOM Diversity Health Affairs Committee and the Diversity Dialogues Committee, and serves as Co-Chair of the USD President's Council on Diversity and Inclusiveness
- Coordinator of the Alumni Student Scholars program
- Advisor to the Admissions Committee

**Cathy Logue, RN, MA**

**Education Coordinator, Clinical Foundations, Student Professional Support Services Coordinator (Lee Med Room 219)**

**Phone: 658-6333; [Cathy.Logue@usd.edu](mailto:Cathy.Logue@usd.edu)**

- Coordinator of Student Professional Support Services
- Assists with preparation strategies for USMLE, and other areas of academic success
- Referral resource for mental health, illness, anxiety, self-care, or other needs of the students
- Maintains confidentiality with student issues, except in cases where reporting is required by existing laws.

**Kay Austin, Registration Officer (Lee Med 101D)**

**Phone: 658-6304; (Sioux Falls office on Thursdays, room 315,**

**Phone: 357-1424) [Kay.Austin@usd.edu](mailto:Kay.Austin@usd.edu)**

- Registration for all students including course change, class drop/adds, and recording grades.
- Manages students' permanent academic files, vaccination and immunization records, and student listservs.
- Coordinates production of Student ID name badges, and recording official student name changes
- Advisor for AMSA and MSA Student Organizations
- Serves as Chief Proctor for NBME subject exams, trains NBME proctors for certifications, and finalizes the USMLE applications.
- Coordinates Pillar 3 scheduling, and VSAS (Visiting Student Application Service)
- Coordinates student applications for Residency training with ERAS (Electronic Residency Application services, and the NRMP (National Residency Application Services).
- Certifies graduation for each student

**Jason Kemnitz, Ed.D., Asst Dean of Academic Development and Faculty Affairs (HSC 317)**

**Phone: 357-1534; [Jason.Kemnitz@usd.edu](mailto:Jason.Kemnitz@usd.edu)**

- Serves as academic (learning) advisor for USDSSOM students
- Directs learning plans for students with academic challenges.
- Works as ombudsmen on behalf of USDSSOM students
- Directs academic Faculty Development for faculty (including advisors)

**Carol Hemmingson, Program Assistant I (Lee Med 101C)**

**Phone: 658-6303; (Sioux Falls office on Tuesdays, room 315, phone 357-1422); [Carol.Hemmingson@usd.edu](mailto:Carol.Hemmingson@usd.edu)**

- Financial aid counselor for the medical school and liaison with USD Financial Aid Office.
- Assists students in completing their FAFSA forms, supervises the Stafford, SDS, LDS, and PCL loan programs, alternative loans, emergency loans, residency interview/relocation loans, and South Dakota State Medical Association Loans.
- Develops Cost of Education budgets, notifies students of regulations and deadlines, assists with loan disbursements, and maintains confidential financial aid files.
- Coordinates distribution of scholarships, and notifies students of scholarship opportunities, both within and outside USD
- Coordinates debt management program for medical students, as well as entrance and exit interviews for all Title IV loans & Title VII loans (Stafford, LDS & PCL).
- Maintains documentation of health, disability, and liability insurance for all medical students and documents enrollment and change of status for the insurance programs.

**Jill Christopherson, Program Assistant I (Lee Med 101B)**

**Phone: 658-6302; [Jill.Christopherson@usd.edu](mailto:Jill.Christopherson@usd.edu)**

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



**Janet Macy, Senior Secretary (Lee Med 101A)**

**Phone: 658-6301; [Janet.Macy@usd.edu](mailto:Janet.Macy@usd.edu)**

- Assists with documentation and distribution of scholarships, including contacts between recipients and donors
- Assists with financial aid counseling for current and future medical students
- Coordinates the restricted visiting student options for D.O. students
- Collates information for summer, international and volunteer experiences
- Assists with Student Progress and Conduct committee
- Collects and reviews all insurance documentation for medical students

**Melinda Robinson Student Affairs Senior Secretary (Lee Med Suite 101 Main Desk)**

**Phone: 658-6300; [Melinda.Robinson@usd.edu](mailto:Melinda.Robinson@usd.edu)**

- Receptionist, Office of Medical Student Affairs, and first contact to direct questions to the proper resource
- Documents student absence requests during Pillar 1 including emergency absence and communication with faculty
- Documents student addresses and contact information
- Coordinates Student Lounge facility and lockers
- Assists the Associate Dean for Diversity and Inclusion
- Assists in the course drop/add process
- Coordinates student/staff travel arrangements along with travel reimbursements.

**Nikki Hinrich, Student Affairs Senior Secretary (Lee Med Suite 101 Main Desk)**

**Phone: 658-6396; [Nikki.Hinrich@usd.edu](mailto:Nikki.Hinrich@usd.edu)**

- Manager of student affairs databases and web pages
- Assists admissions with prospective students and orientation programs
- Assists registration with recording grades, transcript auditing, and reporting
- Coordinates Pillar 3 Visiting Student Application Service documentation

## **Glossary of Abbreviations**

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

## **DIVERSITY STATEMENT**

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

## **Student Mistreatment and Reporting**

The medical learning environment is expected to facilitate students' acquisition of the professional attitudes necessary for effective and compassionate health care. This requires mutual respect between teacher and learner, and the avoidance of mistreatment.

Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include sexual harassment; discrimination or harassment based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, genetic information, veteran status, or disability; humiliation; psychological or physical punishment; or the use of grading and other forms of assessment in a punitive manner. Sanford School of Medicine adheres to the Board of Regents policies regarding mistreatment or harassment as stated in the Board of Regents Policy Manual on Governance (see links below).

For additional information:

Section 1:17 – Sexual Harassment;

**<http://www.sdbor.edu/policy/documents/1-17.pdf>**

Section 1:18 – Human Rights Complaint Procedures;

**<http://www.sdbor.edu/policy/documents/1-18.pdf>**

Section 1:19 – Equal Opportunity, Non-Discrimination, Affirmative Action; **<http://www.sdbor.edu/policy/documents/1-19.pdf>**

Section 1-23 – Employee-Employee and Faculty-Student Consensual Relationships;

**<http://www.sdbor.edu/policy/documents/1-23.pdf>**

### **Procedure for Reporting Student Mistreatment**

**REPORTING:** Any student may report alleged cases of violation of this policy to any one of the following:

- Dean or Assistant Dean of Medical Student Affairs, (605- 658-6300)
- Dean of Clinical Faculty (605-357-1306) or a Campus Dean (Rapid City 605-394-5105; Yankton 605-668-3065; Vermillion 605-658-6324)
- Coordinator of Student Professional Support Services, (605-658-6333)

- Health Affairs Human Resources Director, (605-357-1388)
- Directly to another faculty member

## Quick Reference Chart

**Main Office Phone**

**605-658-6300**

**Main Office FAX**

**605-677-5109**

Kay Austin	<a href="mailto:Kay.Austin@usd.edu">Kay.Austin@usd.edu</a>	605-668-6304
Dr. Paul Bunger	<a href="mailto:Paul.Bunger@usd.edu">Paul.Bunger@usd.edu</a>	605-658-6300
Jill Christopherson	<a href="mailto:Jill.Christopherson@usd.edu">Jill.Christopherson@usd.edu</a>	605-658-6302
Carol Hemmingson	<a href="mailto:Carol.Hemmingson@usd.edu">Carol.Hemmingson@usd.edu</a>	605-658-6303
Nikki Hinrich	<a href="mailto:Nikki.Hinrich@usd.edu">Nikki.Hinrich@usd.edu</a>	605-658-6396
Dr. Jason Kemnitz	<a href="mailto:Jason.Kemnitz@usd.edu">Jason.Kemnitz@usd.edu</a>	605-357-1534
Cathy Logue	<a href="mailto:Cathy.Logue@usd.edu">Cathy.Logue@usd.edu</a>	605-658-6333
Janet Macy	<a href="mailto:Janet.Macy@usd.edu">Janet.Macy@usd.edu</a>	605-658-6301
Dr. Pasquale Manzerra	<a href="mailto:Pat.Manzerra@usd.edu">Pat.Manzerra@usd.edu</a>	605-658-6300
Dr. Suzanne Reuter	<a href="mailto:Suzanne.Reuter@usd.edu">Suzanne.Reuter@usd.edu</a>	605-357-1336
Melinda Robinson	<a href="mailto:Melinda.Robinson@usd.edu">Melinda.Robinson@usd.edu</a>	605-658-6300
Dr. Gerald Yutrzenka	<a href="mailto:Gerald.Yutrzenka@usd.edu">Gerald.Yutrzenka@usd.edu</a>	605-658-6328

### ***SUMMARY OF ADVISOR RESPONSIBILITIES***

1. Meet with advisee at least once per semester and file a listing of these advisor/student contacts with the office of Medical Student Affairs.
2. Serve as student representative and counselor.
3. Serve as faculty resource for students.
4. Identify areas where students need assistance and make referrals when necessary.
5. Immediately report student allegations of mistreatment.
6. Keep a personal log sheet of official contacts for your file.