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SCHOOLS OF MEDICINE

Welcome to the Schools of Medicine Academic Bulletin

In the past three decades, the University of South Carolina's School of Medicine located in Columbia (USCSOM-Columbia) has emerged as a national leader in primary care medical education, pioneering research, and providing humanistic patient care. Founded in 1975, the USCSOM-Columbia campus is situated on a beautiful 100-acre suburban campus, just four miles from the main campus of the University of South Carolina. The School of Medicine's 20 year affiliation with the Greenville Health System, South Carolina's largest public hospital, was enhanced in 2011 with the formulation of a second four-year University of South Carolina School of Medicine, USCSOM-Greenville, located on the Greenville Memorial Hospital Campus. USCSOM-Greenville is separately accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges, making the University of South Carolina one of only seven universities in the United States with two or more four-year campuses for medical education.

Mission: To improve the health of the people and diverse communities of South Carolina and beyond through innovative medical education and research, and compassionate, exceptional patient care.

The School of Medicine reserves the right to make changes in curricula, degree requirements, course offerings, and all School of Medicine academic regulations at any time when, in the judgment of the faculty, the dean, the president, or the Board of Trustees, such changes are in the best interest of the student, the University, or the School of Medicine.

Registration at the University of South Carolina assumes the student's acceptance of all published regulations, including both those which appear in this School of Medicine Bulletin and all others found in any official announcement such as Carolina Community. When two or more regulations contained in University publications appear to be inconsistent, the regulations appearing in this bulletin shall control. When two or more School of Medicine regulations appear to be inconsistent, the regulations in force at the time the student entered the School of Medicine shall control.

Bulletin Updates and Corrections

Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins

The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information

Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which

appear in this document and all others as applicable in any official announcement

The University has established procedures to certify that all classroom activities are conducted by individuals with spoken and written proficiency in the English language at a suitable level. Student complaints concerning the English proficiency of an individual with classroom responsibilities should follow the grievance procedures available from the Office of the Provost on the Columbia campus.

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University USC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

With a flagship campus recognized by the Carnegie Foundation as a top research and community engaged institution and nationally ranked in start-up businesses, and an eight-campus system that confers nearly 40% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. The University of South Carolina System provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

USC Columbia Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses' accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Questions about the accreditation of the University of South Carolina Columbia may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org) (<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sacscoc.org%2F&data=05%7C01%7CPECKLER%40email.sc.edu%7Cce94f195c22542c4ee1f08dab13e5a31%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638017178606752932%7CUnknown%7CTWFPbGZsb3d8eyJWJioiMC4wLjAwMDAilCJQJioiV2luMzliLCJBtIl6lk1hawWwILCJXYCl6Mn0%3D%7C3000%7C%7C>).

%7C&sdata=LTQqz4sYY4SG09LZDcnGxvNTYU7AysmJABMBYeAV63w%3D&reserved=0)).

In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

College of Arts and Sciences

In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.

Moore School of Business and the School of Accounting

American Assembly of Collegiate Schools of Business.

College of Education

National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs.

College of Engineering and Computing

Programs in chemical engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The programs in computer science and computer information systems are accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

School of Hospitality, Retail, and Sport Management

Accreditation Commission for Programs in Hospitality Administration.

School of Law

American Bar Association, Association of American Law Schools.

College of Information and Communications

The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association.

School of Medicine

Liaison Committee on Medical Education of the American Medical Association-Association of American Medical Colleges.

School of Music

National Association of Schools of Music.

College of Nursing

Commission on Collegiate Nursing Education.

College of Pharmacy

American Council on Pharmaceutical Education.

Arnold School of Public Health

Accreditation in Physical Therapy Education, Council on Academic Accreditation of the American Speech-Language-Hearing Association, Council on Education for Public Health, National Council for Accreditation of Teacher Education, National Association of State Directors of Teacher Education and Certification.

College of Social Work

Council on Social Work Education.

University Officials

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The School of Medicine - Columbia

Vision, Mission, Values

Vision

To be part of a vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies.

Mission

We serve the people of South Carolina and beyond through exemplary medical and health education, transformative research, and compassionate patient care.

Values

Excellence

We are committed to achieving the highest levels of personal and professional performance in all our endeavors.

Professionalism

We adhere to the highest standards of behavior guided by the values and practices of our professions.

Collaboration

We partner with individuals, teams, institutions and communities to enhance the value of our efforts.

Diversity and Inclusion

We create and sustain an inclusive and diverse environment, demonstrating in word and deed our commitment to valuing and supporting each other and those whom we serve.

Compassion

We are resolute in our efforts to relieve suffering and promote fairness.

History

In 1973, after considerable prior public discussion and planning, the South Carolina Commission on Higher Education and the State Legislature authorized the University of South Carolina to apply for a grant from the Veterans Administration to assist in the development of the medical school; the grant (funded through the Teague-Cranston Act) was approved in 1974. Faculty recruitment and curriculum planning began in 1975 and in 1976 the School of Medicine received provisional accreditation from the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges. In February 1977, the school was granted approval for the admission of the first class of 24 medical students in the fall of 1977.

The Charter Class graduated in May 1981, at which time the School of Medicine was fully accredited by the Liaison Committee on Medical Education. Medical student class size has more than tripled since the entrance of the first class.

The School of Medicine's educational programs were further augmented by the establishment of the Ph.D. Program in Biomedical Science in 1981, the M.S. Program in Genetic Counseling in 1985, the M.S. Program in Nurse Anesthesia 1993, and the M.S. Program in Biomedical Science in 1998. The University's M.S. Program in Rehabilitation Counseling program was transferred to the School of Medicine in 1994. A M.S. Program in Physician Assistant Studies opened in 2017. Residency programs in emergency medicine, family medicine, internal medicine, neurology, obstetrics and gynecology, ophthalmology, orthopaedic

surgery, pediatrics, plastic surgery, preventive medicine, psychiatry, and surgery are cosponsored with Prisma Health and the Dorn Veterans Administration Medical Center. Fellowships in surgical, medical, and psychiatric specialties are offered by individual School of Medicine departments in conjunction with Prisma Health.

The School of Medicine's basic science campus, consisting of fully renovated historic buildings, is located four miles from the Columbia campus of the University of South Carolina. The complex provides excellent teaching and research facilities. Most clinical departments are located on the campus at Prisma Health-Richland in central Columbia.

Affiliated hospitals in Columbia include the WJB Dorn Veterans Administration Medical Center, the Prisma Health including Prisma Health Richland Hospital and Prisma Baptist Medical Center. In 2014, the School of Medicine's affiliation with the Greenville Hospital System (GHS) ended. That affiliation had provided School of Medicine students the opportunity for completion of core third- and fourth-year clerkships and rotations at the GHS facility. The last students from the School of Medicine trained at GHS graduated in 2015.

The School of Medicine started a regional branch campus in 2014 that allows third- and fourth-year students to take core clerkships in Florence, SC. Faculty have been credentialed in all clerkships in addition to elective areas. A regional assistant dean, student services director, and site assistant clerkship directors have been hired. Feedback has been good with students reporting hands on opportunities in procedures, close apprentice-like teaching relationships with faculty and family medicine residents, and great support from the community and institutions. The students at Florence are also enrolled in a longitudinal professional leadership seminar. This partnership is in collaboration with MUSC Health Florence, McLeod Health System, and Francis Marion University.

To aid expanding activities among the various sites and institutions, the School of Medicine has established an extensive high definition video conferencing system at all three Columbia campuses, assisted GHS-UMC in developing a comparable video conferencing capability in Greenville, and installed and maintains video conference units at all three Rural Primary Care Education Centers. The School of Medicine has developed a reputation for its primary care medical education and for the excellent quality of students graduating from the medical school. The medical school collaborates closely with state agencies involved in health service delivery, sponsors research focused primarily on South Carolina health care needs, and provides a wide range of clinical care services to South Carolinians.

To further enhance the educational opportunities for our students, the School of Medicine also signed affiliation agreements with Grand Strand Regional Medical Center in Myrtle Beach, SC to allow third- and fourth-year student electives, and with Providence Hospital in Columbia for part of the surgery clerkship.

Additionally, the School of Medicine has begun integration with its major partner's practices, Prisma Health. This integration will add additional training sites and faculty for education, provide ability for the health care system to provide population health services, and to better serve our patients and learners due to an improved financial environment.

In 2006, the School of Medicine began an integrated ultrasound curriculum for medical students, the first in the nation. Since that time, the School of Medicine has hosted the First and Second World Congress on Ultrasound in Medical Education, and started the first Primary Care

Ultrasound Fellowship in 2011 among many other accomplishments and initiatives in ultrasound for students.

The School of Medicine

The School of Medicine Campus

The Offices of Admissions and Enrollment Services, Student and Career Services, Curricular Affairs and Media Resources, and Diversity and Inclusion, as well as basic science departmental offices and laboratories and the Medical Library are located on the School of Medicine campus adjacent to the Dorn Veterans Affairs Medical Center. The Office of the Dean and clinical department offices are located primarily on the Prisma Health Richland Medical Park campus.

Library Facilities

The School of Medicine Library serves as the School of Medicine's information gateway to over 10,000 biomedical electronic journals, over 1,300 electronic textbooks (Access Medicine, Clinical Key), over 90 biomedical databases (MEDLINE, Cochrane Library, Essential Evidence Plus, Micromedex, Web of Science), a diagnostic decision support system (DxPLAIN), and consumer health information. The library also is a member of PASCAL (Partnership Among South Carolina Academic Libraries) and participates in a state-wide Shared Library Services Platform along with dozens of other academic institutions across South Carolina. This platform, a discovery tool for collective online catalogs, allows the sharing of resources statewide, and includes access to PASCAL Delivers, the mechanism for the cooperative loaning of materials.

The Library's print collection consists of more than 71,000 volumes. The Library provides information resources to meet the needs of the School's faculty, staff, and students and the larger UofSC community, area health care professionals, and consumers. In its role as a resource library in the National Network of Libraries of Medicine Southeastern/Atlantic Region, the Library also provides information services to all health care professionals in South Carolina. Professional librarians offer reference services, customized literature searches, and a series of on-demand classes for faculty and students on Current Awareness Tools, PubMed, Ovid, and evidence-based medicine resources. Librarians also offer course-integrated instruction to meet the specific needs of students and optimize their research and information literacy skills.

Numerous online tutorials are available to provide an overview of an e-resource and can help users improve their searching skills. The Library Liaison Service actively supports the faculty and staff of the School of Medicine, and fosters communication between the Library and School of Medicine departments. Liaison Librarians offer instruction on the use of various library resources and advise on library services and policies.

A Computer Classroom with ten workstations and an instructor's workstation is available for instructional purposes. School of Medicine students and faculty also have access to all of the print and electronic resources available from the Thomas Cooper Library of the University of South Carolina. Located on the University's main campus, the Thomas Cooper Library provides access to over 270,000 electronic journals and has a collection of nearly 3 million bound volumes. To further explore the School of Medicine Library's resources, consult the Library's web site (<http://uscmcd.sc.libguides.com/>).

Affiliated Hospitals

Prisma Health Richland

Prisma Health Richland is one of the largest acute-care facilities in South Carolina and a community teaching hospital that serves patients from

every corner of the state. Boasting the region's only Level I emergency/trauma center, the Richland campus also includes the state's only freestanding heart hospital, the first children's hospital in South Carolina, and the region's only primary stroke center. Prisma Health Richland is the Midlands' hub of surgical excellence, offering robotic surgery and incision-free gamma knife radiosurgery in addition to hosting operating rooms for neurosurgery, heart surgery, and orthopaedic, laparoscopic and ear/nose/throat procedures. Among the hospital's other world-class facilities and specialty services are a simulation center, breast center, cancer centers, women's services, a mental/behavioral health services network, and an acclaimed research division that sponsors and conducts innumerable clinical trials. Through its affiliation with the University of South Carolina School of Medicine, Prisma Health Richland hosts over 20 residency and fellowship programs in a wide range of specialties and subspecialties. The hospital is the clinical home to residencies in dentistry, emergency medicine, family medicine, internal medicine, neurology, obstetrics/gynecology, ophthalmology, orthopaedic surgery, pediatrics, plastic surgery, preventive medicine, psychiatry and surgery. Fellowship programs include EMS and simulation, emergency medicine ultrasound, sports medicine, cardiology, endocrinology, geriatrics, infectious disease, pulmonary, child and adolescent psychiatry, forensic psychiatry, geriatric psychiatry, and critical care.

Dorn Veterans Affairs Medical Center

The WJB Dorn Veterans Administration Medical Center is one of the most active VA Medical Centers in the South Carolina-Georgia region which includes Primary Care, Specialty Care, Mental Health, Acute, Medical, Surgical, Psychiatric, Physical Medicine and Rehabilitation, Neurology, Oncology, Dentistry, Geriatrics and Extended Care. Community-Based Outpatient Clinics are located in Anderson, Greenville, Florence, Orangeburg, Spartanburg, Sumter and Rock Hill, SC. VA Administrative support is provided for the Florence National Cemetery in Florence, SC and Fort Jackson National Cemetery in Columbia, SC; the Vet Centers located in Greenville, SC and Columbia, SC; and the VA Regional Office, which is located on the west side of the Dorn VAMC campus.

South Carolina Department of Mental Health

Various clinical facilities of the South Carolina Department of Mental Health provide diverse clinical experiences for medical students: G. Werber Bryan Psychiatric Hospital provides inpatient psychiatric and forensic treatment and evaluation services to adults; Patrick B. Harris Psychiatric Hospital, provides inpatient psychiatric treatment to adults; Morris Village, provides inpatient treatment for adults with alcoholism and drug abuse or addiction and addiction accompanied by psychiatric illness; C. M. Tucker Nursing Care Center, comprised of two licensed nursing homes (Roddey, a general nursing home; Stone, a veterans nursing home) providing intermediate and skilled long-term care.

Carolinas Hospital System

Carolinas Hospital System is located in Florence, SC. Home to the area's first accredited Chest Pain Center, the hospital provides comprehensive acute care, cancer care, cardiac care, emergency/trauma services, maternity care, and an array of specialized rehabilitation programs.

MUSC Health Florence

MUSC Health Florence is located in Florence and serves the Pee Dee region of South Carolina. A Level II trauma center and one of four designated perinatal centers in the region; the facility includes a heart and vascular center and one of the nation's largest hospital-based health and fitness centers.

Rural Primary Health Care Centers

The John A. Martin Primary Health Care Center, located adjacent to the Fairfield Memorial Hospital in Winnsboro, South Carolina, 35 miles from Columbia, provides medical care to residents of primarily rural Fairfield County and serves as teaching facilities for medical students during the third-year family medicine clerkship.

Academic Regulations

Honor Code

All students enrolled in the School of Medicine are members of the student body of the University of South Carolina and are, therefore, subject to the regulations found in the Carolina Community, a publication of the University's Division of Student Affairs and Department of Academic Support. The Carolina Community contains a description of the procedures for administration of the Honor Code and other University policies. Questions regarding these policies may be directed to personnel in the School of Medicine Office of Student and Career Services.

Students enrolled in the School of Medicine adhere to the University Honor Code, as follows: It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline. A violation of the Honor Code may result in suspension or dismissal from the School of Medicine.

Student Conduct and Behavior

Students enrolled in the School of Medicine should conduct themselves in an appropriately professional manner as defined by the School of Medicine Policy on Evaluation of Personal and Professional Conduct. Conduct should be in conformity with the high moral and ethical standards of the profession as well as within the legal constraints of any law-abiding community.

Policy on Evaluation of Personal and Professional Conduct

Medical students have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, colleagues, faculty, staff, and, most important, the patients who participate in their education.

Evaluation of the personal and professional conduct of medical students will include the following general and specific considerations:

1. The student will show concern for the welfare of patients. He or she will:
 - a. display a professional attitude in obtaining medical histories and physical examinations;
 - b. act appropriately and respectfully in all verbal and nonverbal interactions with patients;
 - c. treat patients with respect and dignity, both in the presence of patients and in discussions with professional colleagues; and
 - d. display concern for the total patient.
2. The student will show concern for the rights of others. He or she will:
 - a. demonstrate a considerate manner and cooperative spirit in dealing with professional staff, colleagues, and members of the health-care team;

- b. treat all persons encountered in a professional capacity with equality regardless of race, religion, sex, handicap, sexual orientation, or socioeconomic status; and
 - c. assume an appropriate and equitable share of duties among peers and colleagues.
3. The student will show evidence of responsibility to duty. He or she will:
 - a. effectively and promptly undertake duties, follow through until their completion, and notify appropriate persons in authority of problems;
 - b. be punctual and present at rounds, conferences, and all academic and clinical obligations;
 - c. notify course and clinical clerkship directors (or other appropriate persons) of absence or inability to attend to duties;
 - d. see assigned patients regularly and, with appropriate supervision, assume responsibility for their care; and
 - e. ensure that he or she can be promptly located at all times when on duty.
 4. The student will be trustworthy. He or she will:
 - a. be truthful and intellectually honest in all communications;
 - b. accept responsibility and establish priorities for meeting multiple professional demands and for completing work necessary for the optimal care of patients;
 - c. accurately discern when supervision or advice is needed before acting; and
 - d. maintain confidentiality of all patient information.
 5. The student will maintain a professional demeanor. He or she will:
 - a. maintain appropriate standards of personal appearance, attire, and hygiene for the patient population served;
 - b. maintain emotional stability and equilibrium under the pressures of emergencies, fatigue, professional stress, or personal problems; and
 - c. be responsible in the use of alcohol and prescription drugs and avoid their effects while on duty.
 6. The student will possess those individual characteristics required for the practice of medicine. He or she will:
 - a. be capable of making logical diagnostic and therapeutic judgments;
 - b. communicate effectively with patients, supervisors, and peers;
 - c. establish appropriate professional relationships with faculty, colleagues, and patients; and
 - d. show evidence of the ability to be perceptive, introspective, and insightful in professional relationships.

are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a "Confidentiality Indicator" on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

- The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records

Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.

- In connection with a student's application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence or the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

Release of Directory Information

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean's and President's List
- University Email Address
- City, State, and Zip Code Associated with a Student's Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a "Confidentiality Indicator" on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Transcripts and Other Documents

All transcripts must be requested in writing from the Office of the University Registrar. A fee of \$12 is charged for each transcript copy requested, unless the transcript is for use with a current application to The Graduate School. <http://registrar.sc.edu/html/transcripts/default.stm>.

No transcript will be issued to/for a student who is indebted to the University.

With the exception of copies made for internal University use, no copy of a student's record will be released to anyone (including the State Department of Education) without the student's written consent.

Medical Licensure

Each state has its own licensing board with its own medical licensure requirements. Consequently, although the Doctor of Medicine program at the University of South Carolina School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME), thereby making its graduates eligible for professional licensure in the state of South Carolina, students must complete the process and requirements for professional licensure in the state of their residency. For students who are not living and completing residency in South Carolina, the following link provides information regarding medical licensure specific to individual states throughout the U.S.

<https://www.fsmb.org/contact-a-state-medical-board> (<https://www.fsmb.org/contact-a-state-medical-board/>)

If a current student is considering relocating to another state after being admitted into the Doctor of Medicine program, the student must contact the Director of Enrollment Services to discuss how the move may impact their ability to participate in academic courses and clinical rotations in a different state.

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) is a comprehensive assessment of a student's performance in achieving the educational objectives of the University of South Carolina School of Medicine-Columbia's medical school curriculum. It is neither a letter of recommendation nor the school's prediction of the student's future performance in a residency program. The MSPE is prepared by faculty and staff in the Offices of Undergraduate Medical Education, Student Affairs, and Academic Affairs and transmitted to post-graduate programs to which the student is applying. Students will have the opportunity to select their preferred MSPE writer from a small pool of faculty.

The MSPE, as an institutional assessment, is considered a component of the student's academic record, and thus students at the University of South Carolina School of Medicine-Columbia have the option to review the MSPE in its entirety prior to its transmission. The student is permitted to correct factual errors in the MSPE but not to revise any evaluative statements. The student may, however, appeal to the Associate Dean for Undergraduate Medical Education for changes to evaluative statements. The Associate Dean for Undergraduate Medical Education has the final authority as to the content of the MSPE.

The MSPE is required for fellowship applications and for re-applicants going back through the Match, and it will be resubmitted in its entirety for graduates who request/require its resubmission. Once submitted to residency programs, the MSPE becomes a permanent part of the medical student record and will not be updated or changed to reflect activities or accomplishments during residency.

Appeals Regarding University Records

To ensure that records are not inaccurate or misleading, an appropriate hearing board provides students the opportunity to challenge the content of University records, and a procedure for requesting correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the petitions committees of the individual campuses.

Policy on Registration/Records/Diploma Holds

Registration Hold

Every student is expected to discharge all obligations to the University as promptly as possible. Students who fail to meet their obligations to the University will not be permitted to register for classes.

Transcript and Diploma Holds

No student or individual duly authorized by the student shall be issued a copy of the student's transcript or receive verification, oral or written, of information contained therein, or be issued a diploma if the student is indebted to the University, the School of Medicine or any affiliated training institutions or agencies and/or if a student is in arrears or default on student loans, and/or if a student fails to participate in required assessment activities. However, requests for verification of enrollment will be fulfilled in circumstances required for student loans as required for use of Title V funds.

Evaluating the Curriculum

A realistic medical curriculum must be flexible, capable of withstanding continuous monitoring, and capable of adjustment to accommodate current changes in medical education brought about by changes in the needs of society. The Curriculum Committee, therefore, with the assistance of special subcommittees and with faculty and student input, continually monitors the curriculum in order to ensure that the goals and objectives of the curriculum and the School of Medicine are achieved.

Academic Workload Policy for Students in the Preclinical Curriculum

The University of South Carolina School of Medicine-Columbia recognizes that the time spent in acquiring knowledge is critical to achieving a solid and sound medical education. However, in order to ensure that the learning objectives and intended learning outcomes are not complicated by scheduled contact hours in the preclinical educational experience, this policy places limitations on the weekly academic workload.

Educational engagement hours (i.e., didactic and self-directed learning) for medical students in the preclinical curriculum are not to exceed an average of 20 hours of required educational activity per week when averaged over the total semester's weekly class schedule. An additional 10 hours of scheduled group activity (e.g. laboratories, small group case-based sessions, problem based learning) is allowed per week.

The academic workload expectations for each course (i.e. the assigned period of contact hours allotted to a course each week) will correspond

to the number of assigned credit hours. Each self-directed learning hour is given the same weight as a didactic hour when calculating a course's contact hours.

The monitoring of all scheduled educational activities, and thus the student academic workload, resides with the Curriculum Committee with input from respective subcommittees and assistance from the Office of Curricular Affairs. - Approved 12-10-2015

Class Attendance

Absences

Enrollment in the School of Medicine obligates students to complete all assigned course work promptly and to attend classes on a punctual and regular basis. Absences, whether excused or unexcused, do not absolve the student of these responsibilities.

Grade Penalties for Excessive Absences

Students are expected to attend all regular class sessions. The course or clerkship director has the prerogative to exact a grade penalty for excessive absences. Unsatisfactory class attendance may be considered adequate reason for the instructor to refer to the Student Promotions Committee for consideration in the promotion process.

Notification of the Office of Student and Career Services

Any student who finds it necessary to be absent from a quiz, examination, or other required academic experience due to an emergency situation, illness, or hospitalization, is required to notify the Office of Student and Career Services and the affected course/clerkship director(s) of the reason for the absence prior to the absence or as soon as possible thereafter. Notification should be in the form of a phone call, voice message, or email to both the Office of Student and Career Services and the course/clerkship director(s). When requested, the student will provide written verification of the reason for the absence from the treating physician or other professional to the assistant dean for student affairs. Within the guidelines of University of South Carolina policy, the course/clerkship director will determine whether or not an absence from class shall be excused. Under these guideline, absences from examinations, structured laboratory assignments, or other academic requirements may be made up at the discretion of the course or clerkship director.

Lack of Notification

Any student who does not provide appropriate notification to the Office of Student and Career Services and/or who does not provide written verification of the reason for the absence when requested to do so may forfeit the opportunity to make up missed examinations and/or other academic experiences.

Inclement Weather Policies for M-I and M-II Students

School of Medicine M-I and M-II classes are canceled when University of South Carolina classes are canceled in times of inclement weather. School of Medicine M-I and M-II classes begin on a delayed schedule when University of South Carolina classes begin on a delayed schedule in times of inclement weather.

Inclement Weather and Holiday Policies for M-III and M-IV Students

The inclement weather and holiday policies that have been developed and approved for M-III and M-IV students are discussed in the Student Handbook to Clinical Rotations and in the Clerkship Director Handbook,

both of which may be accessed through the Office of Curricular Affairs Webpage.

Grading System

Credit Grades

The grade point average (GPA) is calculated by dividing the total grade points earned by the hours attempted for credit.

Description	Letter Grade	GPA	Numerical Grade ¹
Superior	A	4.0	90-100
Above Average	B+	3.5	85-89
Average	B	3.0	80-84
Satisfactory	C+	2.5	75-79
Marginal	C	2.0	70-74
Poor	D	1.0	65-69
Failure	F	0.0	below 65

Course grades of D or lower cannot be accepted for degree requirements.

¹ Any final numeric grade in a course or clerkship whose first decimal place is calculated to be .5 to .9 shall be rounded to the next whole number, while grades whose first decimal place is calculated to be .0 to .4 should be rounded down to the lower number.

Other Symbols

Other symbols used in the grading system are defined below. These grades do not carry grade points.

S - Satisfactory or passing to be used in evaluating work done on a Pass-Fail basis

U - Unsatisfactory or failure to be used in evaluating work done on a Pass-Fail basis

W - Withdrawal passing, or without penalty, from a course or clerkship

WF - Withdrawal failing, or with penalty, from a course or clerkship

AUD - Course or clerkship was carried on an audit basis

I - Incomplete failure to complete some portion of the assigned work in a completed course or clerkship

NR - No report to be used in the absence of any of the above grades; a temporary mark, to be replaced subsequently by a regular grade, which can be used only when no grade has been assigned

The faculty of the School of Medicine is committed to the philosophy that satisfactory performance is expected of all students. No single course or clerkship or area of study is deemed to be more important than any other. The required courses and clerkships of the curriculum are all essential for the practice of medicine, regardless of the student's future specialty choice.

GPA/Honors/Class Rank

At the conclusion of each academic semester and academic year, the class rank for each student is calculated on the basis of cumulative GPA. The GPA for a student who has repeated a semester/year includes all hours attempted and grades earned. For purposes of promotion only

under the minimum 2.000 GPA rule, hours and grades earned during the original year are not considered in GPA calculation.

Graduation honors are based on the cumulative GPA at the end of the fourth year. Honors are noted on the student's diploma and transcript as follows: cum laude 3.500 - 3.749; magna cum laude 3.750 - 3.999; summa cum laude 4.000. Transfer students from schools which assign grades on a pass/fail basis or which do not award grade points are not eligible for graduation honors. To be eligible for honors, transfer students must earn the qualifying grade point average for all work completed at the University of South Carolina, as well as for the transfer work.

Student Appeal of Grades

The procedures herein shall not extend to matters of grading student work where the substance of a complaint is simply the student's disagreement with the grade or evaluation of his/her work. Such matters shall be discussed by a student and his/her instructor; final authority shall remain with the instructor. Students have the right to be graded in an equitable manner, free from arbitrary bias or capriciousness on the part of faculty members. The basis of a student grievance shall be a violation of Teaching Responsibility policies contained in the Faculty Manual (http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf); or a violation of the policies on Protection of Freedom of Expression or Protection against Improper Disclosure, as stated in the Carolina Community.

Students who believe they have the right to grieve under this policy should, within 30 calendar days of receiving a grade, contact the Associate Dean for Medical Education and Academic Affairs to review the appeals process.

1. *Appeal of a Course Grade and/or Written Evaluation*
 - a. *Initiating an Appeal*
 - i. Students must submit all appeals in writing to the course/ clerkship director.
 - ii. Students must send copies of the appeal to the Associate Dean for Medical Education and Academic Affairs.
 - iii. The written appeal must clearly state the grievance.
 - iv. Students must initiate an appeal within 30 calendar days of notification of the grade or evaluation.
 - b. *Appeal to the Course or Clerkship Director Level One*
 - i. The first level of appeal of a course grade and/or written evaluation is to the course or clerkship director.
 - ii. Should the course or clerkship director determine that there is a reason to change the course grade or evaluation in the student's favor, the director will send a request for revision to School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the course or clerkship director will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the course or clerkship director's decision within ten working days of the student's appeal.
 - c. *Appeal to the Department Chair Level Two*
 - i. If the course or clerkship director's decision is not favorable to the student, the student's clerkship director's decision.
 1. For departmentally based courses, the student may appeal the course or clerkship director's decision to the department chair.

2. For team-taught courses, the student may appeal the course or clerkship director's decision to the department chair responsible for management of the course.
 3. The appeal must be made within 10 days of receiving the decision from the course or clerkship director.
- ii. After consultation with the course or clerkship director, the department chair may uphold the director's decision or support the student appeal. Should the department chair determine that there is a reason to change the course grade or evaluation in the student's favor, the department chair will send a request for revision to the School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the chair will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the department chair's decision within ten working days of the student's appeal.
- d. *Appeal to the Grade Change Committee Level Three*
- i. If the student is dissatisfied with the decision of the department chair, the student may submit a written appeal to the Grade Change Subcommittee via the School of Medicine Registrar with a copy of the appeal to the Associate Dean for Medical Education and Academic Affairs.
 - ii. The written appeal must state grounds for the grievance.
 - iii. The appeal must be made within 10 days of receiving the decision from the department chair.
 - iv. The Grade Change Subcommittee will then either:
 1. Rule that the appeal lacks the merit to warrant a hearing and will uphold the decision of the department chair.
 2. Rule that the appeal has the necessary merit for a hearing and will schedule a hearing on the appeal.
 - v. The Grade Change Subcommittee decision is the final decision for Course grade or Written Evaluation appeals.
2. Faculty Grievance Procedure
- a. A faculty member who feels that he/she has been aggrieved as a result of a student appeal proceeding has the right to appear before the Faculty Grievance Committee and present his/her case of the committee.

Curriculum Accommodations

The School of Medicine will provide reasonable accommodations for students with documented disabilities. Students wishing to request accommodations should make application to the University's Office of Student Disability Services. Once accommodations are approved, the School of Medicine will be notified. The application must be made in a timely manner prior to any coursework for which accommodation is requested. The assistant dean for preclinical curriculum, when indicated, will advise course directors and other pertinent faculty as to the nature and extent of the accommodations to be provided. The School of Medicine, through the subcommittee of the Curriculum Committee, appointed by the chair, retains the right to request additional information, including test results and diagnostic information from a qualified professional, concerning accommodations that extend beyond the following: extended time for written exams, a separate room for exams, and a note taker. Students receiving accommodations will be held to the same technical standards for graduation as other students.

The assistant dean for preclinical curriculum will also assist students in applying to the National Board of Medical Examiners for permission to

take the United States Medical Licensing Examination (USMLE) under nonstandard conditions.

Leave of Absence, Administrative Leave, and Withdrawal

I. Leave of Absence

1. Request for a Leave of Absence. For a variety of reasons, it may become temporarily impossible for a student to continue a medical education. It is appropriate under such circumstances that the student present all available information and details of the situation through the assistant dean for student affairs to the Leave of Absence Committee.
2. Leave of Absence Committee. The Leave of Absence Committee is composed of School of Medicine faculty members (or their faculty designees) and the assistant dean for student affairs who serves, without vote, as secretary to the committee. The committee makes recommendations to the dean regarding the granting of a leave of absence to any student who requests a leave, informs the dean regarding the academic standing of the student at the time of the student's request for a leave, and makes recommendations to the dean regarding a student's return from a leave of absence to full-time student status. According to School of Medicine regulations, a student will be considered as being in good academic standing if he or she had an overall 2.000 grade point average at the conclusion of the prior semester and had passing grades in all courses in the current semester at the time of the request for a leave of absence. A student who leaves the school in good academic standing and returns will not be considered as repeating the semester or year. A student who leaves the school not in good academic standing and returns will be considered as repeating the semester or year. Any student granted a leave of absence is assigned a grade of W in all courses or clerkships in which he or she was enrolled. In that a leave of absence relieves the student of usual academic responsibilities in the School of Medicine, the Leave of Absence Committee reserves the right to recommend to the dean that a leave of absence be granted with stated conditions, stipulations, and/or contingencies that, in the opinion of the committee, are in the best interest of the student, will serve to document the student's ability to return to full-time student status at the conclusion of the leave of absence, and/or will preserve the integrity of the School of Medicine curriculum.
3. Procedure. Each student who requests a leave of absence will be invited to meet with the Leave of Absence Committee and to present relevant materials for the committee's review, including such statements and professional opinions that the student believes will support a request for a leave of absence. The Leave of Absence Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee. The student may be accompanied to the committee meeting by one or two advisors of personal choice. The committee meeting is an informal, nonadversarial proceeding. The student may consult with the chosen advisor(s) at any time during the meeting, but the advisor(s) will not be permitted to speak on the student's behalf or to ask questions of committee members. The committee will inform the dean and the student, in writing, of its recommendation.
4. Decision of the dean. After receiving the recommendation of the Leave of Absence Committee, the dean or his/her designee will

invite each student for whom the committee has recommended that a leave of absence not be granted to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials (including a personal statement of a maximum of 10 pages, double-spaced) for the dean's review. The student can be accompanied to this meeting by one or two advisors of personal choice and can consult with the advisor(s), but the advisor(s) will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student in writing within 10 working days of this meeting of the decision regarding a leave of absence and of the process of review in the dean's decision.

5. Length of a Leave of Absence. No leave of absence will be granted for a period of time exceeding 12 consecutive months. Any student taking a leave of absence for more than 16 weeks during the third year or fourth year of the medical curriculum will be required to complete the entire third year or fourth year in sequence upon a return to full-time student status.
6. Number of Leaves of Absence. Except under extraordinary circumstances, the School of Medicine will grant only one leave of absence to any student during his or her medical education.
7. Return from Leave of Absence. The Leave of Absence Committee reserves the right to require a meeting with a student prior to his or her return from a leave of absence in order to document the ability to resume full-time student status in the School of Medicine. At this meeting, the student may submit to the Leave of Absence Committee such statements and/or professional opinions that the student believes will support the contention that he or she is prepared to resume full-time student status. The Leave of Absence Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about the student's return from a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee.
8. Independent Evaluation. The School of Medicine reserves the right to require a student to undergo an independent evaluation, at the School of Medicine's expense, by a physician mutually agreeable to the student and the School of Medicine prior to the student's return from a leave of absence to full-time student status.
9. Review Process. The review process for any decision made by the dean of the School of Medicine can be found in Section V of the "Student Promotions Committee" section.

II. Administrative Leave

During the course of a student's medical education it may become necessary for the student to be placed on administrative leave. A student may be placed on administrative leave due to academic, personal, and/or professional reasons. The associate dean for medical education and academic affairs, in consultation with the chair of the Leave of Absence Committee and the dean, may place a student on administrative leave.

All policies and procedures related to a leave of absence (Section I. A.-I.) will be in effect for any administrative leave.

Any student who is unsuccessful on a first or second attempt at Step 1 of the United States Medical Licensing Examination (USMLE) will be placed on administrative leave according to the policies and procedures for promotion and graduation.

III. Withdrawal

Occasionally a student may decide to withdraw from the School of Medicine without an approved leave of absence. All withdrawals will be made in accordance with University of South Carolina policies if the student is to receive a tuition refund and have the proper grades recorded on the transcript. The School of Medicine uses the University schedule for refunds for any student who is dismissed or who withdraws.

A student who withdraws from the School of Medicine and who subsequently wishes to return to school must make application through the Admissions Committee as a new applicant.

Promotion and Graduation

I. United States Medical Licensing Examination

1. Requirements. Students in the School of Medicine are required to pass the United States Medical Licensing Examination (USMLE) Steps 1 and 2 prior to graduation. Students are required to pass Step 1 in order to be promoted to the third year and to progress to third-year clerkships. Students are permitted a maximum of three attempts at Step 1 and at Step 2. Failure on the third attempt at Step 1 or Step 2 will render students subject to dismissal from the School of Medicine. Students must be enrolled in the School of Medicine in order to take Step 1 or 2.
2. Timelines. Students must adhere to certain timelines and follow established application procedures in order to allow sufficient time for score reporting prior to various promotion deadlines.
 - a. Step 1. Second-year students are required to complete applications for Step 1 during the second year in sufficient time to ensure a test date by the end of June and the beginning of third-year clinical clerkships. Students must take Step 1 prior to beginning any third-year clinical clerkships or electives. Second-year students must receive an equivalent passing score on the NBME Comprehensive Basic Science Examination (CBSE) before sitting for the first attempt at Step 1. Any student not receiving an equivalent passing score on the CBSE by the start of the next academic year will sit out of the first clerkship in order to retake the CBSE and then attempt Step 1. Any student not passing the CBSE by the end of the first eight weeks of the academic year will remain out of the fall academic semester, during which time the student will be expected to continue to prepare for and successfully retake the CBSE, and then sit for Step 1 in time to receive a passing score before the start of the next academic semester. Any second-year student who is unsuccessful on a first attempt at Step 1 and has started a clerkship will immediately be pulled from the clerkship and placed on administrative leave. The student will not earn academic credit for the clerkship and a grade of W will be received. The second attempt shall be scheduled within eight weeks of the beginning of the third year. After completion of the second attempt the student will re-enter the third year of medical education in the next scheduled eight-week clerkship. Any student who extends preparation time beyond what is stated in this policy will need to request a leave of absence and will then be required to have a passing score reported at least two weeks before being allowed to return to educational activities. Any student placed on administrative leave for more than 16 weeks during the third or fourth year of the medical curriculum will be required to complete the entire third year or fourth year in sequence upon a return to full-time student status.

Any second-year student who is unsuccessful on a second attempt at Step 1 will immediately be placed on an administrative leave of absence for the remainder of that academic year in order to prepare for the third and final administration of Step 1 and is expected to complete an application in sufficient time to ensure a test date and score reporting by the beginning of the first third-year clerkship period of the next academic year. In the interim, the student will not be permitted to progress further in the third year of medical education. The student will not earn academic credit for the first clinical clerkship; a grade of W will replace the Incomplete grade.

Any student who is successful on a third attempt at Step 1 will begin third-year clerkships in the first clerkship period of the subsequent academic year and is required to complete the entire third year in sequence.

- b. Step 2. Fourth-year students are expected to complete applications for Step 2 Clinical Knowledge (CK) in sufficient time to ensure test dates by the end of the fall academic semester (which falls on the last day of the sixth MIV rotation block). Any student who has not completed either portion of the Step 2 examination by this deadline will be pulled from rotation(s) until such time as the examination is taken.
- Any student not passing the Step 2 examination will not receive credit for the USMLE Step 2 Preparation Block (DMED D647), which in turn necessitates the student adding another elective to their fourth-year schedule.
- Any fourth-year student who is unsuccessful on a first or second attempt at Step 2 CK is expected to complete an application in sufficient time to ensure a test date that will allow sufficient time for the score to be reported by May 15. This date allows time for academic reporting to be complete for the May graduation from the School of Medicine.

II. Requirements for Promotion

1. Academic Progress. In order to be promoted to the next academic year or to be permitted to continue to the next academic semester, a student must be recommended for promotion or continuation to the dean by the Student Promotions Committee. A student should maintain at least a 2.000 grade point average in order to be promoted to the next academic year or permitted to continue to the next academic semester. A student receiving less than a 2.000 grade point average in an academic semester or academic year or less than a 2.000 cumulative grade point average is subject to dismissal.
 - a. Unacceptable Progress. A student who receives a D in a course or clerkship while maintaining a 2.000 grade point average will be considered as making unacceptable progress and will be required to meet with the Academic Review Subcommittee and to repeat the course or clerkship.

A student permitted to repeat a clinical clerkship must repeat the clerkship at the University of South Carolina School of Medicine; a student permitted to repeat a preclinical course may repeat the course at another medical school approved by the course director and the assistant dean for preclinical curriculum. If the student fails to achieve a C or better grade in the repeated course or clerkship, the student will be subject to dismissal from the School of Medicine or will be required to repeat the academic year, at the discretion of the dean in consultation with the Student Promotions Committee.

Upon satisfactory completion of the repeated course or clerkship, both the original D grade and the grade received in the repeated course or clerkship will be recorded on the student's transcript.
 - b. Repeat of Course Failed. The grade of F is used to denote failure in a course or clerkship; a student receiving a grade of F in one or more courses or clerkships is subject to dismissal. A student receiving an F grade in a course or clerkship may be permitted by the dean, in consultation with the Student Promotions Committee, to repeat the course or clerkship. A student permitted to repeat a clinical clerkship must repeat the clerkship at the University of South Carolina School of Medicine; a student permitted to repeat a preclinical course may repeat the course at another medical school approved by the course director and the assistant dean for preclinical curriculum. If the student fails to achieve a C or better grade in the repeated course or clerkship, the student will be subject to dismissal from the School of Medicine or will be required to repeat the academic year, at the discretion of the dean in consultation with the Student Promotions Committee. Upon satisfactory completion of the repeated course or clerkship, both the original F grade and the grade received in the repeated course or clerkship will be recorded on the student's transcript. Grade points and credit hours for both grades will be calculated into the cumulative grade point average which is used for promotion decisions and in the determination of class rank. In the case of a continuing course (Biochemistry, Pathology), if a student receives an F grade in the first semester and the student is permitted by the dean, in consultation with the Student Promotions Committee, to continue to the next semester, the student will be required to attend classes in that course during the second semester and take all course examinations on a Pass-Fail basis and then repeat the entire course.
 - c. Repeated Semester/Year. A student will not usually be permitted to repeat more than one academic semester or academic year. A student who is repeating the semester or year must receive a grade of C or better in repeated courses or clerkships in order to be promoted to the next academic year or permitted to continue to the next academic semester. A student who fails to receive a grade of C or better in repeated courses or clerkships is subject to dismissal.

If a student is required to repeat an academic semester or academic year, grade points and credit hours from the original semester or year will not be calculated into the cumulative grade point average for the purpose of promotions decisions. For all other purposes, grade points and credit hours from the original academic semester or academic year will be calculated into the cumulative grade point average.
 - d. Unsatisfactory Evaluation in Personal and Professional Conduct. A student who receives an Unsatisfactory evaluation in the personal and professional conduct portion of a third- or fourth-year clerkship evaluation will receive an Incomplete grade in that clerkship. The student may or may not be permitted to continue in other clerkships. Remediation may be determined by either the clerkship director or by the Student Conduct Subcommittee, if the clerkship director chooses to refer the issue to this committee. Remediation may include repeating the clerkship or, alternately, repeating the component(s) of the clerkship identified

as necessary by the clerkship director; or by completing other requirements as outlined by either the clerkship director or the Student Conduct Subcommittee.

If referral is made to the Student Conduct Subcommittee, the committee's recommendations will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee for review. The Student Promotions Committee will make recommendations to the dean regarding academic alternatives for a student who has received (an) Unsatisfactory evaluation(s) in personal and professional conduct in a third- or fourth-year clerkship.

If a second Unsatisfactory assessment is received in the personal and professional conduct portion of the professional evaluation in a repeated clerkship, then the student will be subject to dismissal. If the student receives Exemplary or Effective grades in personal and professional conduct and a C or higher letter grade in the repeat clerkship, the student will be permitted to continue in the third or fourth year. Any additional Unsatisfactory grades in personal and professional conduct during the third year or during the fourth year will render the student subject to dismissal.

2. Personal and Professional Conduct. Student progress is based upon professional performance which includes both cognitive mastery of the basic and clinical sciences and personal and professional conduct that reflects the high standards of moral and ethical behavior and judgment necessary for professional practice as a physician. Factors which could result in a student's suspension or dismissal from the School of Medicine, regardless of grades in basic science course work and clinical clerkships and electives, include, but are not limited to, violations of the School of Medicine Policy on Evaluation of Personal and Professional Conduct, violations of University regulations as described in the Carolina Community, or conviction of a criminal offense.

III. Requirements for Graduation

Upon recommendation by the School of Medicine faculty, the University of South Carolina will confer the degree of Doctor of Medicine upon candidates who have:

1. attained the School's educational objectives as evidenced by satisfactory completion of prescribed basic science courses and clinical clerkships and electives and acquisition of all required clinical skills;
2. passed Steps 1 and 2 of the USMLE;
3. completed the clinical skills attainment document;
4. complete requirements for Institute for Healthcare Improvement (IHI) Open School Certification;
5. attended the University of South Carolina School of Medicine on a full-time basis for a minimum of two years; and
6. discharged all financial obligations to the School of Medicine and to the University.

Students enrolled in the School of Medicine will have six (6) years from the date of matriculation to complete their degree for Doctor of Medicine not including any additional time needed to complete a dual degree. If a student fails to complete his or her degree within the specified time, he or she will be recommended for dismissal by the Student Promotions Committee.

In order to graduate in the May commencement ceremony, fourth-year students must complete successfully all academic requirements by May 31.

Student Promotions Committee

I. Academic Review Subcommittee

The Academic Review Subcommittee, composed of the chair of the Student Promotions Committee and faculty members who are not department chairs, meets at the end of each semester and at other times, as necessary, with each student who is subject to dismissal based upon School of Medicine academic regulations. The committee develops recommendations for consideration by the Student Promotions Committee regarding the student's continued enrollment and/or academic progress in the School of Medicine.

Each student who is subject to dismissal will be invited to meet with committee members in order to discuss his or her individual situation and to present relevant materials for the committee's review. The student may be accompanied to the committee meeting by one advisor of personal choice. The committee meeting is an informal, nonadversarial proceeding. The student may consult with the advisor at any time during the meeting, but the advisor will not be permitted to speak on the student's behalf or to ask questions of committee members. Given the confidential nature of this committee, the committee meeting and its deliberations are closed to nonmembers. Only the student appearing before the committee and his/her advisor will be allowed to attend. They will be excused during the deliberation of the committee.

Each student who is subject to dismissal has the right to submit, prior to the committee meeting, relevant materials, including copies of a personal statement (maximum 10 pages, double-spaced), for review by the Academic Review Subcommittee and the Student Promotions Committee. Recommendations from the Academic Review Subcommittee will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee.

II. Student Promotions Committee

The Student Promotions Committee, acting for the faculty, makes recommendations to the dean regarding each student's continued enrollment and/or academic/professional progress in the School of Medicine, including continuation to the next academic semester, promotion to the next academic year, suspension, dismissal, or any variation thereof that in the opinion of the committee is appropriate. Voting members of the committee include those faculty members who are the chairs of School of Medicine departments (or their designees) and two faculty members elected by the Faculty Representation Committee. Voting committee members will elect the chair of the Student Promotions Committee at the first meeting of each academic year. The associate dean for medical education and academic affairs will serve, without vote, as executive secretary to the committee.

The Student Promotions Committee will receive information of various types, including, but not limited to, grades, evaluations, narrative comments from course and clerkship directors, and recommendations from members of the Academic Review Subcommittee, the Student Conduct Subcommittee, and/or from personnel in the Office of Medical Education and Academic Affairs, and, where indicated, opinions from other sources, including, but not limited to, faculty members, personnel at School of Medicine-affiliated hospitals, consultants, and representatives of relevant professional organizations.

The Student Promotions Committee reserves the right, in its deliberations about recommendations to the dean, to consider all relevant information that bears on a student's fitness to become a physician. All

recommendations are made by the Student Promotions Committee to the dean, who will have the final decision within the School of Medicine.

The Student Promotions Committee will meet at the conclusion of each semester and, as necessary, at other times during the year. Criteria for continued enrollment and academic progress will be reviewed regularly. The committee will inform the dean and the student, in writing, of its recommendations. Given the confidential nature of this committee, the committee meeting and its deliberations are closed to nonmembers of the committee.

III. Academic/Professional Alternatives

The Student Promotions Committee may recommend to the dean any of the following academic alternatives:

1. permitting the student to continue to the next academic semester;
2. promoting the student to the next academic year;
3. promoting the student to the next academic year, contingent upon satisfactory completion of all academic deficiencies and contingent upon re-review by the committee;
4. requiring the student to repeat successfully a course, a clerkship, an elective, the academic semester, or the academic year;
5. suspending the student from the School of Medicine for a specified period of time, up to a maximum of one calendar year;¹
6. dismissing the student from the School of Medicine; or
7. a combination of any of the above-mentioned academic alternatives.
8. other sanctions/remediations deemed educationally and/or professionally beneficial to the student.

IV. Decision of the Dean

After receiving the recommendations of the Student Promotions Committee, the dean will invite each student for whom the Student Promotions Committee has recommended any academic alternative other than A or B (above) to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials (including a personal statement of a maximum of 10 pages, double-spaced) for the dean's review. The student may be accompanied to this meeting by one advisor of personal choice and may consult with the advisor, but the advisor will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student, in writing, within 10 working days of this meeting of the dean's decision and of the process of review of the dean's decision.

In the case of the dismissal of a first- or second-year student, a first- or second-year student will be permitted to remain enrolled in first- and second-year courses during the review process, but, if the review process has not been completed by the commencement of the third year, a second-year student will not be permitted to begin the third year until the outcome of the review process has been determined.

In the case of the dismissal of a third- or fourth-year student, notwithstanding the student's right to a review of the dean's decision, the decision of the dean is effective with the date of the dean's letter informing the student of dismissal. A third- or fourth-year student who has been dismissed from the School of Medicine will not be permitted to continue to engage in patient care activities, will not be permitted to remain enrolled in clinical clerkships or electives, and will not be considered to be enrolled in the School of Medicine.

A student will not receive grades in any courses completed during the period of the review process and will receive any refund of tuition and

fee payments according to the schedules published by the University of South Carolina.

V. Review Process

A final request for review may be made to the provost of the University of South Carolina of any decision made by the dean of the School of Medicine. This request for review must be made, in writing, within 10 working days of the student's receipt of the dean's decision.

During the review process, the student will be invited to submit to the provost a personal statement (maximum 10 pages, double-spaced) in which the grounds for the request for review are explained. There will be four possible grounds for a request for review:

1. that the decision of the dean is not supported by substantial evidence;
2. that a procedural violation has occurred that has prejudiced the dean's deliberations;
3. that, when the record is reviewed as a whole, the decision of the dean is punitive rather than academically appropriate; and/or
4. that the dean's decision is an arbitrary and capricious one.

The provost can reverse, affirm, or modify the dean's decision. Any modification of the dean's decision by the provost cannot require greater remedial effort on the part of the student than that required by the dean's original decision regarding an academic alternative.

Ideally, the outcome of the provost's review will be communicated to the student, in writing, within 30 days of the date of receipt of the request for a review. The provost's review will consist of an assessment of the student's existing record in the School of Medicine, with no new information being provided by the student or by the School of Medicine.

¹ At the end of the period of suspension, the student will submit to the Student Promotions Committee such statements and/or professional opinions believed to support the contention that the reasons for suspension have been resolved and that he or she is capable of returning to full-time student status. The Student Promotions Committee will review the statements and professional opinions presented in making its recommendations to the dean about the return of the student to full-time student status, but such statements or opinions presented are not binding on the Student Promotions Committee.

The School of Medicine reserves the right to require a student seeking to return to full-time student status from a period of suspension to undergo an independent evaluation, at the School of Medicine's expense, by a physician mutually agreeable to the student and to the School of Medicine. The report from this independent evaluation will be submitted to the Student Promotions Committee for its review prior to its making its recommendation to the dean about a student's return to full-time status, but the statements or opinions presented in this report are not binding on the committee.

Following receipt of a recommendation from the Student Promotions Committee that a student not be permitted to return to full-time status after a period of suspension, the dean will invite the student to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials, including a personal statement (maximum 10 pages, double spaced) for the dean's review. The student may be accompanied to this meeting by one advisor of personal choice and may consult with the advisor, but the advisor will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student, in

writing, within 10 working days of this meeting of the decision and of the process of review.

Administration

Administration

Dean: Leslie W. Hall, M.D.

Senior Associate Dean of Strategic Academic Affairs: R. Caughman Taylor, M.D.

Associate Dean for Academic Affairs: Joshua T. Thornhill IV, M.D.

Associate Dean for Diversity and Inclusion: Carol L. McMahon, M.D.

Associate Dean for Graduate Medical Education: Charles J. Carter, M.D.

Associate Dean for Undergraduate Medical Education: Carol A. Nichols, Ph.D.

Associate Dean for Research and Graduate Education, Francis G. Spinale, M.D., Ph.D.

Associate Dean for Student Affairs: Eric R. Williams, M.D.

Assistant Dean for Administration and Finance: Derek B. Payne, M.B.A.

Assistant Dean for Clinical Curriculum and Assessment: Brian D. Keisler, M.D.

Assistant Dean for Clinical Learning: James W. Cook, M.D.

Assistant Dean for Continuous Professional Development and Strategic Affairs: J. Matthew Orr, Ph.D.

Assistant Dean for Diversity and Inclusion: Robert M. Rhinehart, Ph.D.

Assistant Dean for Executive Affairs and Director of Library Services: Ruth A. Riley, M.S.

Assistant Dean for Information Technology and Chief Information Officer: D. Lindsie Cone, M.D.

Assistant Dean for Medical Student Education-Florence: Alan G. Sechtin, M.D.

Assistant Dean for Preclinical Curriculum: Falcia H. Harvey, Ph.D.

Director of Admissions and Enrollment Services/Registrar: Robert M. Rhinehart, Ph.D.

Department Chairs

Chair, Department of Cell Biology and Anatomy: Wayne E. Carver, Ph.D.

Chair, Department of Family and Preventive Medicine: Jamee H. Steen, M.D.

Chair, Department of Internal Medicine: Sharon B. Weissman, M.D.

Chair, Department of Neurology: Souvik Sen, M.D.

Chair, Department of Neuropsychiatry and Behavioral Science: Meera Narasimhan, M.D.

Chair, Department of Obstetrics and Gynecology: Berry A. Campbell, M.D.

Chair, Department of Orthopaedic Surgery: Christopher G. Mazoué, M.D.

Chair, Department of Pathology, Microbiology and Immunology: Mitzi Nagarkatti, Ph.D.

Chair, Department of Pediatrics: R. Caughman Taylor, M.D.

Chair, Department of Pharmacology, Physiology and Neuroscience: Marlene A. Wilson, Ph.D.

Chair, Department of Radiology: Floyd E. Bell III, M.D.

Chair (Interim), Department of Surgery: Julian A. Kim, M.D.

Admissions

Applicants admitted to the University of South Carolina School of Medicine are selected by an admissions committee composed of members of the basic science and clinical science faculties of the School of Medicine, University faculty, medical students, and area clinicians. In making selections from each year's group of applicants, members of the Admissions Committee recognize that they are selecting future physicians. The admissions procedure is therefore an effort to select

applicants who possess the individual characteristics required for both the study and practice of medicine.

The Admissions Committee considers all aspects of an applicant's application in the decision-making process. We use a holistic process to review each application, taking into account an applicant's unique academic and professional background. As a South Carolina based school, we prioritize applicants who have a significant connection to South Carolina.

Technical Standards

Technical Standards for Admission, Retention and Graduation.

The School of Medicine has adopted the following technical standards:

The curriculum of the University of South Carolina School of Medicine Columbia has been designed to provide a general professional education leading to the medical doctor (M.D.) degree and to prepare undifferentiated students to enter graduate medical training in a wide variety of medical specialties and sub-specialties. All candidates for admission to and all current students at the School of Medicine, herein after designated as candidates for the M.D. degree, should possess sufficient intellectual capacity, physical ability, emotional and psychological stability, interpersonal sensitivity, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, professional attitudes, and clinical abilities required to pursue graduate medical education and to meet all requirements for medical licensure, which are not necessarily as flexible as the School of Medicine's requirements. All candidates should be aware that the academic and clinical responsibilities of medical students may, at times, require their presence during day and evening hours, seven days per week. Candidates should be able to tolerate physically taxing workloads and to function effectively under stress. Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation.

While the School of Medicine fully endorses the spirit and intent of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992, and the ADA Amendments Act of 2008, it also acknowledges that certain minimum technical standards must be present in candidates for admission, retention and graduation. Patient safety and well-being are considered as major factors in the determination of requirements regarding the physical, cognitive, and emotional abilities of all candidates. Those individuals who would constitute a direct threat to the health or safety of themselves, patients, or others are not considered suitable candidates for admission or retention in medical school.

The delineation of technical standards is required by the Liaison Committee on Medical Education to confirm that accreditation standards are being met. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any qualified candidate for whom reasonable accommodation will allow fulfillment of the complete curriculum. A "qualified person with a disability" is an individual with a disability who meets the academic and technical standards requisite to admission or participation in the School of Medicine's educational programs, with or without reasonable accommodations. Each applicant to the School of Medicine, as part of the school's supplemental application, is required to acknowledge in writing the reading, understanding, and meeting of all technical standards. Candidates for admission who have a disability and use accommodations should begin discussions with the University of South Carolina Student Disability Resource Center (<http://www.sa.sc.edu/sds/>) either prior to or as soon as the offer of admission

is received and accepted. All candidates (admission candidates and current students) with disabilities bear the responsibility of providing that office with current information documenting the general nature and extent of the disability and the proposed accommodations. Evaluating and facilitating accommodation requests is a collaborative effort among the candidate, the School of Medicine, and the USC Student Disability Resource Center. The School of Medicine reserves the right to request new or additional information through the Student Disability Resource Center should a candidate/student have or develop a condition that would place patients, the candidate/student, or others at risk or that may affect his/her need for accommodation.

The School of Medicine has established the following technical standards for admission to, retention in, and graduation from, the M.D. program:

- Observation

Candidates/students must be able to observe demonstrations, collect data, and participate in experiments and dissections in the basic sciences, including but not limited to, demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. Candidates/students must be able to accurately observe patients and integrate these observations with the findings obtained during the elicitation of a medical history and performance of a physical examination in order to develop an appropriate diagnosis and establish a therapeutic plan.

- Communication

Candidates/students must be able to communicate effectively and efficiently in the English language in oral and written form with patients and their families and all members of the health care team. They must be able to obtain a medical history and perform a mental status examination, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates/students must be able to accurately and clearly record information.

- Motor Function

Candidates/students must possess the capacity to perform complete physical examinations and diagnostic maneuvers. Candidates/students should be able to respond to emergency situations in a timely manner and to execute motor movements required to provide general and emergency treatment to patients. They must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities. Candidates/students must be mobile and able to function independently within the clinical environment.

- Intellectual-Conceptual, Integrative and Quantitative Abilities

Candidates/students must be able to ultimately make logical diagnostic and therapeutic judgments. Candidates/students should be able to make measurements, calculate, and reason; to analyze, integrate, and synthesize data; and to problem-solve. Candidates/students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Candidates/students should be able to integrate rapidly, consistently, and accurately all data received by whatever sense(s) employed.

- Behavioral and Social Attributes

Candidates/students must be able to establish appropriate relationships with a wide range of faculty members, professional colleagues, and patients. Candidates/students should possess the personal qualities of integrity, empathy, concern for the welfare of others, interest, and motivation. They should possess the emotional and psychological health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities associated with the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, patients' families, and professional colleagues. They must be able to adapt to changing environments, to be flexible, and to function in the face of ambiguities inherent in the clinical situation.

In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While compensation, modification, and accommodation can be made for some disabilities on the part of candidates/students, candidates must be able to perform the duties of a student and of a physician in a reasonably independent manner. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if it requires a substantial modification in an element of the curriculum that is considered essential, if it lowers academic standards, or if it poses an undue administrative or financial burden. The use of a trained intermediary would result in mediation of a candidate's judgment by another person's powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission, retention, or graduation would constitute an unacceptable substantial modification, except in rare circumstances, and is not permitted.

The School of Medicine will consider for admission any candidate who has the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed at regular intervals not only on the basis of their academic abilities, but also on the basis of their non-academic (physical, interpersonal, communication, psychological, and emotional) abilities to meet the requirements of the curriculum and to graduate as skilled and effective medical practitioners. The faculty and administration bear significant responsibility in ensuring that the technical standards are maintained by all candidates.

Preparation

While the School of Medicine does not have any prerequisite requirements, for most applicants a strong preparation in the natural sciences is highly recommended including general biology, general chemistry, organic chemistry, and biochemistry. Further advanced studies in the biological, physical and/or chemical sciences is encouraged.

Preference is given to applicants who will, upon enrollment, hold a bachelor's degree. Applicants occasionally are admitted on the basis of 90 semester hours of outstanding undergraduate achievement.

As a matter of policy, the School of Medicine can accept applications only from those individuals who are currently citizens of the United States or who are permitted by the Immigration and Naturalization Service to reside permanently in the United States.

The School of Medicine can accept applications only from those individuals who have completed their undergraduate premedical educations at a college or university in the United States or Canada.

The Medical College Admissions Test (MCAT)

All applicants to the School of Medicine are required to take the Medical College Admissions Test (MCAT). The MCAT should be taken no more than four years prior to the time of application and no later than the fall by the end of September of the year of application. The MCAT is offered several times each year and is administered in colleges and universities throughout the country. It is recommended that applicants consider taking the MCAT at least two times. Registration materials can be accessed at <http://www.aamc.org/students/mcat/registration.htm>

Application Procedures

Inquiries concerning admission should be addressed to:

admissions@uscmed.sc.edu

Office of Admissions and Enrollment Services
School of Medicine
University of South Carolina
School of Medicine VA Campus Bldg. 3
Columbia, SC 29208
803-216-3625

The School of Medicine participates in the American Medical College Application Service (AMCAS). Applications are submitted electronically and can be accessed at www.aamc.org (<http://www.aamc.org>). Applications are available on-line after May 1 and may be submitted after June 1. The deadline for submission of applications to AMCAS is November 1.

Following receipt and individual screening of the initial AMCAS application in the School of Medicine Office of Admissions and Enrollment Services, secondary application materials (including evaluations and a nonrefundable \$95 processing fee) will be requested from all qualified applicants selected to receive further consideration. Interviews on the School of Medicine campus are at the invitation of the Admissions Committee and are a required part of the admissions process for all applicants. For the 2021 cycle, all interviews will be virtual.

The deadline date of November 1 refers only to the date by which the basic application materials must be received at the AMCAS office; December 15 is the deadline date for receipt of all secondary application materials in the Office of Admissions and Enrollment Services. It is in the best interest of the applicant to submit the completed application as early in the application/admissions process as possible. It is the responsibility of the applicant to ensure that all application materials are received in the Office of Admissions and Enrollment Services by the deadline date. No application will be considered until all application materials have been received.

Admission Procedures

Offers of admission are made on a rolling basis after October 15 and throughout the year. An applicant who is offered a position in the next entering class will be required to accept or decline the offer within a two-week period. A \$250 non-refundable seat fee will be due with the Commit to Enroll selection beginning May 1.

An offer of admission is contingent upon the satisfactory completion of all requirements and conditions of admission.

Admitted applicants will be required to submit official transcripts from every college and university attended to the School of Medicine director of enrollment services/registrar prior to matriculation. These transcripts will be included in their School of Medicine academic records.

Assignment of Students for Third and Fourth Year Clinical Rotations

This policy will outline the procedures and guidelines for the assignment of students to either the Columbia campus or the Florence Regional campus for their third and fourth year clinical rotations. In assigning students to a clinical campus, the primary goal is to ensure adequate educational resources for every student to meet the educational objectives of the curriculum. While student preference will be considered in the assignment process, there is no guarantee that a student will be assigned to their preferred campus.

Application

Applicants, at the time of application, will be notified both on the School of Medicine's Website and through published material that two clinical campuses are available for assignment during the third and fourth year of medical school. On their secondary application, applicants will be asked if they are applying to be considered for the Columbia campus, Florence Regional campus, or both campuses.

Interview Day

Applicants will be invited for interviews based on guidelines established by the Admissions Committee and independent of campus preference. During interview day, applicants will be presented with information about both clinical campuses and have an opportunity to ask questions.

Offer Letter

When applicants are made an offer of acceptance into the class, they will be informed that assignment to a clinical campus will occur early in their first year. By accepting the offer the applicant will acknowledge that while they will be able to state a preference, there is no guarantee that they will be assigned to their preferred campus.

Matriculation

At the time of the applicant's matriculation into the School of Medicine in early-August, they will be scheduled for mandatory tours of the facilities and meetings with selected faculty from both clinical campuses. After the completion of the tours, students will be required to submit their preference for their clinical campus assignment.

Assignment

When possible, student preference will be used in the assignment of the clinical campus which will occur in Fall of the M-I year. If student preferences are not sufficient or exceed the educational resources of either campus, a lottery will be held to assign students and meet the educational resources of both campuses. Students will then be informed by the end of the semester of their assigned campus.

Switching Campuses

Students, who mutually agree, will be allowed to switch campuses after jointly making that request prior to January 1 of their M-II year. No switches will be allowed for the six months prior to the beginning of the M-III year.

Appeal

Students may, due to extenuating circumstances, appeal their assignment to a clinical campus up to January 1 of their M-II year. This appeal should be presented in writing to the Assistant Dean for Student Affairs and will be considered by the Student Services Committee, who will make a recommendation to the Associate Dean for Medical Education and Academic Affairs. In general, extenuating circumstances should be considered to be out of the student's control and/or the current assignment would cause undue hardship on the student and not simply that the student's preference for their clinical campus was not met.

Consideration of the appeal will also need to take into account the availability of educational resources at the other clinical campus.

Transfer

Once the clinical assignment is made and the student has begun their M-III year, they are expected to complete all required clerkships and clinical rotations (except for electives) on their assigned clinical campus.

Should a student wish to transfer campuses, they would need to follow the same procedure for the appeal of their clinical assignment. Transfers would only be granted under extenuating circumstances and if sufficient educational resources are available at the other clinical campus.

Early Decision Plan

Through AMCAS, the School of Medicine participates in the Early Decision Plan (EDP). EDP applicants must be highly qualified and apply only to the University of South Carolina School of Medicine by August 1. All secondary application materials must be received in the Office of Admissions and Enrollment Services by August 15; the Admissions Committee will provide responses to EDP applicants by October 1. EDP applicants must take the MCAT no later than mid-July of the year of application. Successful EDP applicants will be constrained from applying to any other medical school and will have a place reserved for them in the entering class. EDP applicants not admitted under the Early Decision Plan will be reconsidered as regular candidates and will be able to initiate applications to other schools in time to be considered by them.

Timetable for Admission

Event	Date
Submission of AMCAS application	Earliest date-June 5 Latest date-December 1
Submission of supplementary materials	Latest date-December 15
Decision notice to applicants	Earliest date-October 15 Latest date-until class is filled
Submission of EDP applications	Earliest date-June 5 Latest date-August 1
Decision notice to EDP applicants	Latest date-October 1
Applicant's response to acceptance offer	Maximum time-two weeks
Non-Refundable Seat Fee	\$250 due with a Commit to Enroll selection beginning May 1
Estimated number of new entrants	100
Starting date	August

Delayed Matriculation

Applicants accepted to the School of Medicine may request a one-year delay of matriculation for reasons of personal and professional

development or significant extenuating circumstances. Application for delayed matriculation must be made, in writing, to the Office of Admissions and Enrollment Services by April 15. The application must contain a description of the specific reasons for the request. The Admissions Committee will make decisions on an individual basis by May 15. The School of Medicine reserves the right to limit the number of applicants granted delays of matriculation in each entering class. For additional information, contact the Office of Admissions and Enrollment Services.

If the request for delayed matriculation is granted, other requirements are as follows:

1. The delay of matriculation will be for a maximum of one year.
2. By May 1 of the year of delayed matriculation, the applicant must provide a written report containing documentation of completion of the purposes for the delay of matriculation for review and evaluation by the Admissions Committee. Delayed matriculation will be contingent upon review, evaluation, and acceptance by the Admissions Committee of the written report.
3. The applicant will agree not to apply to any other medical schools in the interim.
4. The applicant will submit a new AMCAS application for the following year's entering class.
5. The applicant's nonrefundable seat fee deposit will be retained by the School of Medicine for the following year's entering class.
6. The applicant will provide official transcripts of all additional academic work completed or in progress.
7. The applicant must agree, in writing, to accept the offer of delayed matriculation and all associated conditions.

Combined M.D./Ph.D.

A combined M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. The plan permits students to receive both the M.D. degree and the Ph.D. degree in biomedical science in approximately six years.

Applicants interested in the combined M.D./Ph.D. plan must be admitted separately to each degree program. For additional information about the combined M.D./Ph.D. plan, contact:

Office of Graduate Studies
School of Medicine
University of South Carolina
Columbia, SC 29208
803-216-3321

Course Exemptions

All applicants accepted to the School of Medicine are expected to enroll and complete successfully all required courses. Occasionally an applicant with specialized training will enter the School of Medicine and apply to exempt specific required courses. With the concurrence of the assistant dean for preclinical curriculum and the appropriate department chair, the applicant may be given an examination to measure the applicant's degree of proficiency in the appropriate area. Any exemption should be granted before matriculation in the course and must be granted no later than one academic week after matriculation.

Transfer and Advanced Standing

The Admissions Committee will consider applications for transfer into the second-year and third-year medical school classes contingent upon the availability of positions. All applicants for transfer must be currently enrolled and in good standing in a medical school accredited by the Liaison Committee on Medical Education and meet the prerequisite requirements in order to receive consideration. All acceptances into the third year are conditional on verification by the National Board of Medical Examiners of an overall, average passing score on Step 1 of the United States Medical Licensing Examination taken by June 30 following completion of the second year.

Applications for transfer are available after January 1. All application materials (including supplemental information and a nonrefundable \$95 processing fee) must be received in the Office of Admissions and Enrollment Services by April 1. Supplemental information includes an essay on the reasons for transfer, letters of evaluation from the dean and two faculty members of the medical school in which the applicant for transfer is currently enrolled, and verification of MCAT scores. Requests for MCAT score verification should be addressed to:

Section for the MCAT
Association of American Medical Colleges
2450 N Street, NW
Washington, DC 20037-1126

If you need more information, call 202-828-0600.

For further information concerning application for transfer, contact:

Office of Admissions and Enrollment Services
School of Medicine
University of South Carolina
Columbia, SC 29208
803-216-3625

Residency in South Carolina

As a state-supported institution, the School of Medicine has a primary responsibility to train future physicians for the state of South Carolina. Preference for admission to the School of Medicine is therefore given to state residents. Determination of residency as defined by the University of South Carolina for the purpose of tuition and fees is the responsibility of the University Residency Office (<http://www.sc.edu/bursar/residency.shtml/>). For information concerning residency questions, contact:

Legal Residency Office
1244 Blossom Street
Suite 106
University of South Carolina
Columbia, SC 29208
803-777-5555

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Biomedical Science (BMSC)

BMSC D604 - Molecular Foundations of Medicine (8 Credits)

An eight-hour, spring semester course designed for first-year medical students incorporating biochemistry, molecular biology and genetics. With a focus on connecting fundamental biological processes to human pathologies, the course explores properties and functions of nucleic acids, mechanisms of inheritance, structure and function of proteins and enzymes, and cellular metabolism and bioenergetics. Examples of pathological changes at the molecular level will be used to illustrate how normal processes can be altered to induce a disease state. While the primary mode of instruction is lecture-based, incorporation of clinical correlation presentations and pathology perspectives will solidify the connections between basic processes and human diseases. Student mastery of course content will be assessed using department developed multiple choice exams and the National Board of Medical Examiners (NBME) biochemistry exam.

Cell Biol & Anatomy (MCBA)

MCBA D603 - Foundational Medical Anatomy (12 Credits)

A twelve-hour, fall semester, first-year medical course involving the combined comprehensive study of human gross anatomy, neuroanatomy, microscopic anatomy, and developmental anatomy. The macro and micro structure of cells, tissues, organs, and systems are studied through an integrated and regional approach, and the functional significance of their morphological features are presented. The course is presented and taught in a collaborative, learning atmosphere by which students learn the names, relationships, and basic functions of body structures. The course relies significantly on a commitment to rigorous independent study. Primary methods of instruction include: lecture; case-based discussion/presentation; ultrasonography; cadaveric laboratory dissections; microscopic laboratory experiences through slides, digitized images, and electron micrographs; and independent learning experiences. Students integrate basic concepts and principles of structures as they pertain to clinical medicine. Web-based instructional methods and videodisc databases are used to present human anatomy and other supporting information relating to overall course content, primarily during laboratory sessions. The goal of laboratory sessions is to facilitate critical thinking skills and correlation of basic science information with clinical problems. Modes of assessment include departmental written multiple choice/essay examination, laboratory practical examination, oral assessment/presentation, and objective structured clinical examination (OSCE).

MCBA D622 - Clinical Anatomy (1-4 Credits)

This elective is designed to meet the specific needs or interests of individual students. A program is proposed by the student for faculty approval which normally includes the completion of a number of cadaver dissections. Normal gross anatomy is presented and integrated with relevant clinical material during oral presentations. Clinical faculty are involved whenever possible.

Chemistry (CHEM)

CHEM D650 - Medical Biochemistry (4 Credits)**CHEM D651 - Biochemistry II (4 Credits)**

Family & Preventive Med (FPMD)

FPMD D605 - Family Medicine Clerkship (6 Credits)

A six-week, six-credit-hour required clerkship in the third year. Students care for ambulatory patients under the supervision of faculty members and residents for two weeks in the Family Medicine Center at Prisma Health Richland or the Florence Regional Campus. Ultrasound technology is available at both campuses and is utilized during this part of the clerkship. Students participate for two weeks as integral members of a team that provides care to hospitalized patients on the family medicine inpatient service. In these settings, students perform initial work-ups on new patients and care for patients with acute and chronic problems; they also have the opportunity for collaboration with nurses, nurse practitioners, and other health professionals. In addition, all students spend two weeks in the office of a practicing physician where they experience health care delivery as it is provided in a community family practice. A variety of settings is utilized from rural sites to suburban and urban sites. Primary methods of instruction include lecture, case-based discussion/presentation, computer-assisted instruction, clinical preceptorship, problem-solving exercises, conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Family Medicine NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. Demonstration of mastery of the following clinical skills is strongly recommended during this clerkship: participation in the nutritional assessment of a patient; observation and performance of outpatient dermatologic procedures; observation of a colposcopy and endometrial biopsy; observation of exercise stress testing; observation of a nasopharyngoscopy; and observation of an individual or family psychotherapy session.

FPMD D615 - Family Medicine Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

FPMD D623 - Family Medicine Preceptorship (M-IV) (1-4 Credits)

This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician in health care delivery. Students may be placed in rural, suburban or urban practices in various locations in the state, according to their preference. The practice exposure shall include ambulatory care of patients of all ages, including pediatrics, and inpatient hospital experience. It is important that arrangements be made for selecting the practice site as early as possible, and in no case with less than 6 weeks lead time. Preceptors shall be selected carefully and screened according to criteria formulated by the faculty of the Department of Family and Preventive Medicine.

FPMD D624 - Primary Care Sports Medicine (M-IV elective) (1-4 Credits)

This course is designed to give the fourth year medical students exposure to the different aspects of primary care sports medicine. Clinical venues include the Sports Medicine Center, Family Medicine Center, student health center, community settings and USC athletic training room. During the rotation, students will also gain exposure to physical therapy, casting/splinting and exercise physiology. Course Objectives: Improve musculoskeletal medicine knowledge base including anatomy, biomechanics, pathophysiology of common injuries, and prevention techniques. Improve musculoskeletal examination skills. Understand appropriate referral indications. Understand appropriate diagnostic tests, what and when to order, as well as how to read the studies. Understand treatment options for common musculoskeletal injuries. Improve treatment skills including common physical therapy protocols and therapeutic modalities. Exposure to common musculoskeletal procedures including bracing and casting techniques, fracture and dislocation reductions, joint injections and aspirations. Didactic sessions occur weekly. Opportunities for additional didactics may occur throughout the rotation. Sporting event coverage takes place through the University of South Carolina as well as several local high schools. The rotation takes place in the setting of a Primary Care Sports Medicine Fellowship at a major NCAA Division I university. Students are offered the opportunity to work with both faculty members as well as sports medicine fellows. Requirements for the rotation include coverage of at least 2 sporting events with either Family Medicine residents, Sports Medicine Fellows or faculty members. In addition, students will be expected to give a 10-15 minute presentation on a sports medicine topic of interest during one of the weekly didactic sessions.

FPMD D625 - Family Medicine Rural Medicine Elective (1-4 Credits)

This elective is designed to offer the student an intensive rural family medicine experience. The student will have a "hands on" experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first hand of the unique problems these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural setting. The elective offers rotations in several small communities within reasonable driving distances from Columbia. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD D626 - Office-Based Counseling Skills in Primary Care (1-4 Credits)

The course is designed to provide introduction to and enhancement of office-based counseling skills in primary care. It will also address basic theory and skill development in the treatment of emotional disorders within the structure of a primary care practice. Emphasis is placed upon brief, direct, and supportive techniques and strategies intended to augment clinicians' abilities to effectively treat some of the most common psychosocial issues encountered in primary care clinics. Programmed videotapes will be presented and evaluated. Videotaped encounters of the student with Family Medicine patients will be monitored and individually supervised. Videotaping will address interview skills, relationship enhancement issues, transference and countertransference phenomena, nonverbal communication and patient psychodiagnostics. Students will be precepted within and outside the Family Medicine Center by a variety of interdisciplinary clinicians. Students may sit in on individual and family psychotherapy sessions with the preceptors and discuss patient dynamics. Psychiatric topics of interest to the student will also be prepared and discussed.

FPMD D632 - Global Health and Primary Care (1-4 Credits)

This course offers a brief, intensive exposure to Global health. It is intended for students considering a career working in this area, as well as for those who plan to spend the majority of their career in the United States but want to learn more about providing clinical care in developing nations. The first two weeks of the elective will be spent in the United States with significant didactic requirements, including readings, small group discussions, and required presentations. The latter two weeks will involve an overseas healthcare experience. Students and residents are supervised by faculty with experience in global health. Nightly conferences are held to discuss the events of the day, interesting cases and presentations by residents, students and faculty.

FPMD D649 - Ultrasound in Primary Care - Point of Care Ultrasound (1-12 Credits)

The senior medical student will spend 40 hours per week for approximately 4 weeks. This elective will focus primarily on teaching the student various point-of-care ultrasound examinations and applications in both inpatient and outpatient settings. This includes but is not limited to: point-of-care echocardiography, evaluation of the IVC, aorta, and lung exams. Furthermore, the course will include MSK applications and ultrasound guided procedures. The student will perform a number of required examinations, attend family medicine ultrasound procedure clinic, and accompany family medicine resident physicians on the hospital wards for educational scanning. At the end of the rotation the student should be able to successfully complete each of the previously mentioned examinations and should be familiar with common primary care applications of point-of-care ultrasound.

FPMD D690 - Family Medicine Away Elective (4 Credits)**FPMD D695 - Family Medicine Away Acting Internship (4 Credits)**

Medical Topics (DMED)

DMED D600 - Independent Study (1-12 Credits)

DMED D601 - Introduction to Clinical Medicine I (3 Credits)

A two-semester, three-credit-hour (DMED D601 - fall) and four-credit-hour (DMED D602 - spring), first-year course consisting of an introduction to the medical profession and to doctor-patient and doctor-community relationships, community and preventive medicine concepts, information about the components of health care delivery systems, and basic philosophical principles underlying bioethical decision-making. The stages of normal growth and development are also discussed to ensure that students acquire a basis for exploring the life history of the patient with an awareness of issues relevant to different age periods. Information about gender and sexuality is presented, followed by a discussion of sexual disorders and dysfunctions. Students are introduced to the basic skills of medical interviewing and the mental status examination through the use of standardized patients and through participating in a clinical preceptorship. Primary methods of instruction include lecture, problem-based learning, standardized/simulated patients, and small-group discussion. Modes of assessment include multiple choice examinations, clinical preceptorship reflection papers, assessment of performance in the medical interview and the mental status examination, and by participation in small-group discussion and problem-based learning.

DMED D602 - Introduction to Clinical Medicine I (4 Credits)

A two-semester, three-credit-hour (DMED D601 - fall) and four-credit-hour (DMED D602 - spring), first-year course consisting of an introduction to the medical profession and to doctor-patient and doctor-community relationships, community and preventive medicine concepts, information about the components of health care delivery systems, and basic philosophical principles underlying bioethical decision-making. The stages of normal growth and development are also discussed to ensure that students acquire a basis for exploring the life history of the patient with an awareness of issues relevant to different age periods. Information about gender and sexuality is presented, followed by a discussion of sexual disorders and dysfunctions. Students are introduced to the basic skills of medical interviewing, the mental status examination, and the physical exam through the use of standardized patients and through participating in a clinical preceptorship. Primary methods of instruction include lecture, problem-based learning, standardized/simulated patients, and small-group discussion. Modes of assessment include multiple choice examinations, clinical preceptorship reflection papers, assessment of performance in the medical interview, the mental status examination, the physical exam, and by participation in small-group discussion and problem-based learning.

DMED D603 - Introduction to Clinical Medicine II (2 Credits)

A two-semester, two-credit-hour (DMED D603 - fall) and two-credit-hour (DMED D604 - spring), second-year course consisting of advanced physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same.

DMED D604 - Introduction to Clinical Medicine II (2 Credits)

A two-semester, two-credit-hour (DMED D603 - fall) and two-credit-hour (DMED D604 - spring), second-year course consisting of advanced physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same.

DMED D607 - Capstone (4 Credits)

Capstone is a four-week program of interdepartmental and interdisciplinary material designed to prepare students professionally and personally for the transition to residency training and the practice of medicine through a series of didactic sessions and workshops.

DMED D609 - Independent Study/ Board Rev (4 Credits)**DMED D612 - Ind Study/ Medical Span (1-12 Credits)****DMED D614 - Creative Writing (1-12 Credits)****DMED D627 - Clinical Informatics (4 Credits)**

Clinical Informatics is a rapidly evolving field in healthcare and information technology. In this course, the student will gain an understanding of the field and the role it plays in improving quality of care, patient engagement and population health. Students will explore the integration of medicine and information technologies in an experiential manner. Interactive as well as observational exposure to informaticists will allow the student to better understand a wide variety of clinical informatics topics to include but not limited to: Clinical decision support, Patient engagement, Interoperability, Physician efficiency, Telemedicine and Quality of care.

DMED D636 - Womens Health Selective (4 Credits)**DMED D643 - Intersession Week (1 Credit)****DMED D645 - Gate Exam (0 Credits)****DMED D646 - QUEST: Quality Improvement Education and Systems Training (1-12 Credits)**

QUEST is experiential education in quality improvement, a chance to apply principles learned in the classroom in real life with existing healthcare teams. The program is sponsored by the University of South Carolina School of Medicine in partnership with faculty mentors with Prisma Health and McLeod Health. Prior to starting QUEST, students are required to complete the basic certificate in quality and patient safety from the Institute for Healthcare Improvement Open School, a series of thirteen online modules. QUEST begins in the fall with a series of workshops led by system leaders and QI experts. The workshops include interactive sessions to deepen fundamentals of QI and explore applications in our local learning environment. Following the workshops, pairs of students are connected to mentors and QI teams in part based on their areas of interest. Students are generally paired with a learner from a different health profession.

DMED D647 - USMLE Step 2 Preparation (4 Credits)

This course has been specially designed to allow students protected time for USMLE Step 2 preparation. Students are expected to devise and implement their own study plans. A passing score on the first attempt is required in order to receive credit for the course. If a passing score is not achieved on the first attempt no credit will be given for the block.

DMED D648 - Ind Study Ultrasound (1-12 Credits)

The main objective of this Independent Study is to further develop ultrasound skills. The M4 students will be participating in teaching and supervising M1 and M2 medical students in the scheduled ultrasound labs. There may also be opportunities to assist with ongoing ultrasound related research projects. Students are expected to complete a series of self-directed learning modules. There is a requirement to present an ultrasound topic of the student's choice towards the end of the rotation.

DMED D649 - Medical Education: Learning From Teaching (1-12 Credits)

This course has been specially designed for students who have met the criteria and have the desire to tutor, mentor and teach. The tutors will meet with the tutees a minimum of 2 to 3 hours per week on an independent schedule. Grading: P/F

DMED D652 - Medical Legal Partnership Elective (1-12 Credits)

The medical legal partnership elective involves students working with second and third year law students and graduate students in social work on cases referred to the Law School's Medical Legal Partnership Clinic from the Children's Hospital Outpatient and Special Care Centers. The students will work with the law and social work students to identify the social determinants of health, particularly the legal issues affecting health, and will advocate for changes.

DMED D654 - Culinary Medicine (1-12 Credits)

Each 3 hour session is designed to teach fourth year medical students how to prepare nutritious and affordable meals and to effectively prescribe healthier foods and lifestyles to their patients. Students will spend 30 minutes role playing and discussing patient scenarios that are connected to diet-related diseases. The next 90 minutes will be spent in teams preparing various recipes and 60 minutes reviewing nutritional content of recipes as well as sharing the meal. The curriculum is based on the Mediterranean diet and was designed by Tulane Medical University to be affordable in order to reach lower-income populations which have been particularly susceptible to diet-related chronic disease.

DMED D663 - Neuroscience (1-12 Credits)

DMED D680 - Application of Clinical Evidence I (ACE) (1 Credit)

ACE will help students to develop the skill set to draw from the best evidence for patient care, to critically consider the literature and begin the process of application of the literature to care decisions at the individual and population levels.

DMED D681 - Application of Clinical Evidence II (ACE) (1 Credit)

ACE will help students to develop the skill set to draw from the best evidence for patient care, to critically consider the literature and begin the process of application of the literature to care decisions at the individual and population levels. Weekly case studies will combine physiology, pathology, microbiology, immunology and pharmacology concepts.

DMED D682 - International and Underserved Elective (2-12 Credits)**DMED D683 - General Principles (5 Credits)**

This course is designed to give students a working knowledge of the general principles of pathology, microbiology, immunology, and pharmacology before they apply that knowledge to the individual organ systems. The course will include an understanding of the basic mechanisms of diseases, the body's response to these diseases, fundamental aspects of microbiology and immunology as they relate to bacteria, viruses, fungi and parasites and the principles of drug action including pharmacokinetics and pharmacodynamics.

DMED D685 - Cardiovascular (4 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the cardiovascular system, with an emphasis on how pathological conditions affect the cardiovascular system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the cardiovascular system.

DMED D686 - Renal (2 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the renal system, with an emphasis on how pathological conditions affect the renal system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the renal system.

DMED D687 - Pulmonary (2 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the renal system, with an emphasis on how pathological conditions affect the pulmonary system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the pulmonary system.

DMED D688 - Hematology (3 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving hematologic system, with an emphasis on how pathological conditions affect the hematologic system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the hematologic system.

DMED D689 - Musculoskeletal (MSK) System (2 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the musculoskeletal system, with an emphasis on how pathological conditions affect the musculoskeletal system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the MS system.

DMED D694 - Gastrointestinal (GI) (3 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the gastrointestinal system, with an emphasis on how pathological conditions affect the gastrointestinal system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the GI system.

DMED D695 - Endocrine/Reproduction (4 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the endocrine/reproductive system, with an emphasis on how pathological conditions affect the endocrine/reproductive system. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the endocrine/reproductive systems.

DMED D696 - Neuroscience (6 Credits)

This course presents the most common pathological conditions, clinical presentations (signs and symptoms) and diagnostic methods involving the central and peripheral nervous systems including psychopathology and neurologic disorders, with an emphasis on how pathologic conditions affect the central and peripheral nervous systems. Treatments for the pathological conditions will also be presented. The goals of the course are for students to learn the, pathophysiology, pathology, infectious diseases, clinical presentations of diseases, and pharmacological and other treatments of diseases of the central and peripheral nervous systems.

DMED D697 - Integrated Disease (2 Credits)

With an emphasis on clinical case-based studies, this course will focus on the integration of infectious diseases and antimicrobials from all organ systems.

DMED D698 - Step 1 Preparation (0 Credits)

A designated time of preparation for the NBME Step 1 exam, culminating in the taking of said exam. A passing Step 1 exam grade is required to pass the course.

Medicine Clinical (MEDI)

MEDI D611 - Medicine/Neurology (12 Credits)

A twelve-week, twelve-credit-hour required clerkship in the third year consisting of 2 weeks of Neurology inpatient consults and ambulatory clinics, 4 weeks of inpatient general medicine, 4 weeks of subspecialty elective, and 2 weeks of ambulatory general or subspecialty medicine. During the inpatient portions of the rotation, students perform as active members of the student / resident / fellow / attending physician team. In some cases, the team is a consultative service (subspecialty electives and Neurology) and in others, the team is the primary patient care service (general medicine wards and the intensive care unit). Students are assigned patients, obtain medical histories, perform physical examinations, evaluate laboratory data, and analyze the information in order to define patients' problems and formulate a diagnostic and therapeutic care plan. Performance is reviewed both during specific preceptor-student contacts and during student presentations on rounds with the team. During the ambulatory portion of the rotation, students work closely with resident, fellow and attending preceptors, discussing each patient encounter in depth and participating in didactic sessions. Students become familiar with concepts of time management and performance of focused patient assessments. Throughout this clerkship, emphasis is placed on the interpretation of clinical findings in terms of the pathophysiologic mechanisms of disease and the subsequent translation of this information into rational decisions about management. The clerkship provides students, through their active participation, with opportunities to observe the diagnostic process as it unfolds and to develop competence in evaluating broad clinical problems. For Neurology in particular, the focus will be to broaden students' basic neuroscience knowledge and learn to apply this knowledge clinically. Students will also develop skills in taking a focused neurological history and conducting a thorough neurological examination. Primary methods of instruction include lecture, case-based self-study and discussion, clinical preceptorship, educational conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Internal Medicine NBME subject examination, Neurology departmental exam, case presentations, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

MEDI D615 - Medicine Inpatient Acting Internship (AI) - Columbia (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

MEDI D616 - MICU-CCU Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

MEDI D621 - Clinical Pulmonary Diseases (1-4 Credits)

This elective will provide clinical experience in the diagnosis and management of acute and chronic problems related to the respiratory system, including but not limited to disease processes such as pneumonia, COPD, interstitial lung disease, pulmonary hypertension, lung cancer, and sleep related breathing disorders. The student will learn the interpretation of arterial blood gases, pulmonary function studies and radiographic studies. The student will perform inpatient and outpatient consultative services under the supervision of the pulmonary attending. The student will participate in procedures such as thoracentesis, fiberoptic bronchoscopy and transthoracic needle biopsies. Attendance at other internal medicine conferences, ICU rounds and Wednesday pulmonary conference is encouraged.

MEDI D623 - Clinical Endocrinology (1-4 Credits)

Medical students participate in the evaluation and management of patients with metabolic, endocrine, and hormonal problems under the supervision of faculty members. History-taking and physical examination skills are emphasized, along with interpretation of laboratory data and radiologic and imaging studies. Students care for both ambulatory and hospitalized patients at Prisma Health Richland and Dorn Veterans Affairs Medical Center, and attend the daily teaching rounds, weekly clinical case conferences, journal club, and didactic lectures. They encounter a wide variety of endocrine and metabolic disorders such as diabetes, obesity, metabolic syndrome, endocrine hypertension, dyslipidemia, thyroid disease, calcium problems, osteoporosis, pituitary gland abnormalities, adrenal disease, hypogonadism, , erectile dysfunction, and menopausal, reproductive and infertility issues. Formulation of differential diagnoses, a critical thinking approach, and use of the relevant medical literature is encouraged.

MEDI D624 - Digestive Disease and Nutrition (1-4 Credits)

The goal of this rotation is to enhance the student's ability to recognize, evaluate, and treat patients with digestive diseases, diseases of the hepatobiliary system, and disorders of nutrition. To accomplish this goal, the student will perform the initial evaluation on consults submitted to the gastroenterology (GI) service. Consults will be presented and the pertinent radiographic and histologic data reviewed on daily attending rounds. Experience with outpatient care of patients with digestive disease will be gained during a weekly outpatient clinic. The student will also care for a limited number (1-2) of patients with gastroenterologic disease on the inpatient service. Observation of procedures performed on the student's consults is encouraged. Increased knowledge of digestive diseases will be gained through in-depth reading in pertinent textbooks and the current medical literature as well as interaction with staff personnel. The student is required to attend all conferences, i.e., GI radiology, GI pathology, Endoscopy Conference, topic review, and journal review. If the student is interested in research, he/she will have the opportunity to observe the performance of various clinical research studies. This elective will include 2 weeks at PHR and 2 weeks at the DVAMC. Each student is expected to call the course director's office one week prior to starting the elective for assignment either to PHR or DVAMC.

MEDI D625 - Clinical Hematology/Oncology (1-4 Credits)

This elective will involve activities in clinical medicine on the Hematology/Oncology service and will include supervised patient care experiences with in-patients and out-patients, as well as teaching rounds, conferences, Tumor Board meetings and ancillary teaching sessions involving drug pharmacology.

MEDI D626 - Cardiographics (1-4 Credits)

This elective will provide in depth experience in interpretation of electrocardiograms and some experience with exercise electrocardiography.

MEDI D627 - Infectious Diseases: Clinical and Basic Correlation (1-4 Credits)

This course will provide the student with clinical experience in infectious diseases. The student will see patients on the infectious diseases consultation service and in outpatient settings (including the Ryan White HIV clinic 2 mornings a week) under the supervision of the infectious disease attending physician. Emphasis will be on the correlation of basic microbiologic principles with clinical expressions of diseases. The combined clinical and didactic experience should enable the student to: (1) use antimicrobial drugs rationally, (2) diagnose and treat patients with HIV/AIDS, and (3) acquire an approach to the diagnosis and treatment of varied infections.

MEDI D628 - Clinical Cardiology (1-4 Credits)

This elective will provide clinical experience in the diagnosis and management of acute and chronic cardiac problems, including but not limited to disease processes such as hypertensive urgency, heart failure, arrhythmias, syncope, chest pain, and myocardial infarction. The student will learn interpretation of electrocardiograms, echocardiography, and chest x-ray. The student will perform inpatient consultative services, including management of critical cardiac patients, will round with the CCU team each morning, and participate in the management of floor cardiac patients under the supervision of the cardiology attending. The student will participate in procedures such as transesophageal echocardiography, cardiac catheterization, pacemaker placement, cardioversion, central venous accesses placement, and arterial line placement. The student will be in attendance at all cardiology conferences, as well as other internal medicine conferences such as grand rounds. The student will also have the opportunity to participate in various outpatient cardiology clinics, including heart failure, pacemaker, and chest pain clinics if desired.

MEDI D629 - Clinical Dermatology (1-4 Credits)**MEDI D631 - Clinical Genetics (1-4 Credits)****MEDI D632 - LGBTQIA+ Health (1-4 Credits)**

This rotation will offer the student clinical experience in the delivery of affirming health care to gender minorities. The student will rotate in the interdisciplinary subspecialty/specialty clinics as well as observe in the OR with our plastic surgeon and urologist. The participating specialties will include but not limited to primary care, gynecology, clinical pharmacy, psychiatry, infectious diseases, plastic surgery and urology. Clinical exposure will include but not limited to hormone management, basic primary care, HIV treatment and prevention, STI, mental health and gender affirming surgeries and post op care. Students are expected to complete the assigned reading task as synchronous learning as well.

MEDI D635 - Clinical Nephrology (1-4 Credits)

This course will provide clinical experience in the care of patients with acute and chronic renal failure, nephrotic syndrome, various fluid and electrolyte disorders and refractory hypertension. Hemodialysis and peritoneal dialysis will be discussed and utilized. The students will follow selected patients and will round daily with the attending faculty.

MEDI D636 - Allergy, Asthma, and Clinical Immunology (1-4 Credits)

This is a clinical rotation about common, chronic diseases affecting both children and adults. This elective will be beneficial for medical students who are in the third or fourth year of their training.

MEDI D637 - Renal Disease, Electrolyte Disorders and Hypertension (1-4 Credits)

The goal of this rotation is to enhance the student's ability to recognize, evaluate and treat patients with renal diseases, electrolyte disorders and hypertension. To accomplish this goal, the student will have an active role in the evaluation of consults presented to the Renal Service. Consults will be presented, and the pertinent laboratory and radiographic data will be reviewed on daily attending rounds. Routine patient management of patients with hypertension, electrolyte disorders and renal disease will be discussed using a problem solving approach on daily rounds. Difficult or interesting cases will be reviewed on weekly Renal Grand Rounds. The student will also participate in the outpatient care of patients with renal disease in the weekly clinic. Also, in order to acquaint the student to problems in care of patients with chronic renal failure such as electrolyte imbalance, hypertension, nutrition, etc., he or she will be encouraged to attend weekly rounds on patients in the chronic hemodialysis program. Fluid electrolyte, acid-base problems will be assigned and reviewed twice weekly with the renal attendings. If the student is interested in clinical research, he/she will have the opportunity to observe the performance and or participate in various clinical research studies.

MEDI D639 - Geriatrics (1-4 Credits)

The purpose of this rotation is to provide additional training in geriatric medicine. Students will receive individual supervision as they assess geriatric patients in various settings. Patients may be encountered in the office, nursing home, home and hospital settings. All rotations will involve a structured reading program designed to provide the student with a broad range of knowledge of the subjects more common in the Geriatric population. Students also take both a pre and post test on this rotation.

MEDI D640 - Rheumatology (1-4 Credits)

This elective will provide the student with experience in evaluating and managing patients with rheumatic diseases. Outpatient clinics as well as inpatient consults will allow the student to experience a broad spectrum of rheumatic diseases. Daily teaching sessions will be devoted to covering major clinical topics in rheumatology. The student will also gain experience in reading x-rays and performing joint aspirations.

MEDI D643 - Palliative Medicine (1-4 Credits)

The student will function as a member of a multidisciplinary team providing palliative medicine consultations to patients throughout the hospital and in our outpatient clinic. Students will learn advanced communication skills such as breaking bad news, conducting family meetings, and discussing prognosis. Students will interact with intensive care teams, social workers, chaplains, nurse practitioners, and physicians. Students will receive a didactic series on the fundamentals of palliative medicine including communication skills, pain control, symptom management, and spiritual assessment. Students will be asked to write a brief reflection on their experience on the rotation. This could include a reflection on a patient encounter or how they plan to use skills learned during this rotation to their training moving forward. Students will also be expected to prepare a 5-10 minute presentation on a palliative care topic to present the palliative care group on the last day of their rotation.

MEDI D688 - Hospitalist Medicine (1-4 Credits)

The Hospital Medicine elective at Lexington Medical Center is a four week, unopposed, experience that provides comprehensive exposure to complex medical patients with acute and chronic medical illness. The primary objective is to provide the medical student with a focused introduction to the growing specialty of Hospital Medicine. Coupled with didactic reading assignments and case presentations, the student will have the opportunity to initiate the admission process in the Emergency Department, establish continuity of care and patient rapport, and develop a plan for inpatient medical management and discharge disposition. The breadth of exposure will focus on adherence to the most current standard of care, supported by evidence-based medicine. Most commonly encountered acute medical illnesses include, but are not limited to, acute respiratory failure due to COPD and pneumonia, hypertensive urgency and emergency, multi-systemic sepsis, acute stroke, acute renal failure, hepatic failure, acute pancreatitis, diabetic ketoacidosis, cellulitis, acute heart failure, and acute delirium.

MEDI D690 - Internal Medicine Away Elective (4 Credits)**MEDI D695 - Internal Medicine Away Acting Internship (4 Credits)**

Neurology (NEUR)

NEUR D615 - Gen Neurology Wards Actng Int (4 Credits)**NEUR D639 - Neurology Selective (1-4 Credits)**

Up to 10% of patients seen by family practitioners present with neurological symptoms and pose neurological questions to their physicians. Only 16% of the 45 million Americans who visit a physician for a chief complaint referable to the nervous system are ever evaluated by neurologists. In studies of hospitalized patients, the proportion admitted for a neurology diagnosis ranges from 5 to 19%, and the proportion with secondary neurological diagnosis is much higher. Clearly, primary care physicians are routinely called upon to evaluate and manage patients with neurological disease. Practicing physicians require a firm understanding of the general principles of clinical neurology. For those students who are interested in primary care, neurology or related fields; this four-week neurology elective in the fourth year is the suitable setting to lay the foundation for a better understanding of clinical neurology, to introduce neurology sub-specialties, or to offer student introductory exposure to neurology research. In the Columbia campus, the selective neurology students are assigned to the University Specialty Clinic – Palmetto Richland Memorial Hospital, Dorn VA Hospital, or Bryan Psychiatry Hospital. The MIV selective neurology in Greenville campus is conducted by Dr. John R. Absher. At the Columbia campus, we will accept the M-IV students on even numbered rotation blocks, limiting to 6 students each time, as neurology clerks. The M-IV selective neurology clerkship is conducted by Dr. John Absher who will accept one or two MIV students in each rotation period.

NEUR D690 - Neurology Away Elective (4 Credits)**NEUR D695 - Neurology Away Acting Internship (4 Credits)**

Neuropsychiatry (NPSY)

NPSY D605 - Psychiatry Clerkship (6 Credits)

A six-week, six-credit-hour required clerkship in the third year which consists of a three-week assignment to an inpatient psychiatric unit and a three-week assignment in an outpatient/sub-specialty psychiatric setting. The overall goal of the clerkship is to provide a "hands-on" approach to learning psychiatry applicable to the general practice of medicine. While building on the first- and second-year knowledge of psychiatric/development concepts, the rotation emphasizes the ability to perform the various tasks necessary for evaluation, referral and treatment of psychiatric problems. Skills and knowledge in psychopharmacology, differential diagnosis, treatment planning, and the doctor/patient relationship are developed. A variety of clinical rotation sites is available. Required clerkship components include attendance at an Alcoholics Anonymous meeting and a faculty-reviewed videotaped interview. Primary methods of instruction include lecture, case-based discussion/presentation with individual tutors, clinical preceptorship, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Psychiatry NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. Note: Restricted to medical students.

NPSY D615 - Psychiatry Acting Internship (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call or night call equivalent. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland and the Dorn Veterans Affairs Medical Center in Columbia, the McLeod Regional Medical Center and the Carolina Hospital System in Florence, or the Grand Strand Regional Medical Center in Myrtle Beach. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making. Note: Restricted to medical students.

NPSY D627 - Outpatient Child and Adolescent Psychiatry (1-4 Credits)

Students will acquire basic knowledge in child development and childhood psychopathology. Students will be exposed to clinical interviewing, diagnosis, and short-term treatment interventions in a variety of child and adolescent patients. This elective provides supervised clinical educational experiences in child and adolescent psychiatry with the focus on an out-patient setting. The student will be involved in diagnostic evaluations and for treatment of outpatients. Learning activities may include student participation in the following areas: Child and Adolescent Intake/Outpatient Clinic, Medication Management Clinic, DJJ, Substance Abuse, Peds Consultation Liaison, and didactics. Clinical experiences will be individualized based on the interests of each student when possible. Case conferences, didactic teaching and individual study will be used to supplement the experience.

NPSY D629 - WSHPI Child and Adolescent Inpatient Addictions (1-4 Credits)

William S. Hall Psychiatric Institute (WSHPI) is a treatment facility which provides acute treatment services for children and adolescents and also a program for adolescents with substance abuse disorders. WSHPI is licensed by South Carolina Department of Environmental Control (DHEC), accredited by The Joint Commission (TJC), and certified by Centers for Medicare/Medicaid Services (CMS). Substance abuse treatment uses a therapeutic community approach which stresses individual responsibility and the effect on the community (unit). Psycho-education, relapse prevention, and skills development are an important part of treatment. The program is designed to average 45-90 days, though can be longer in duration, and addresses psychiatric and behavioral problems. The Child and Adolescent Inpatient Addictions unit includes 18 beds for adolescent boys and girls, ages 13-18, with dual diagnosis. Students at WSHPI will evaluate and treat patients with a board certified child and adolescent psychiatrist. Students will gain experience in the diagnosis and management of substance use disorders. They will gain experience with psychiatric interviewing and with taking a thorough substance use history. Students will attend treatment teams, assist with admissions, follow patients, and complete progress notes.

NPSY D633 - Emergency Psychiatry (1-4 Credits)

This elective provides a supervised clinical experience in the evaluation and treatment of psychiatric patients in the emergency department at Prisma Health Richland. -The primary emphasis will be upon teaching via supervised psychiatric interviews and discussion of treatment options. -The student will acquire basic knowledge in psychopathology and psychopharmacology as it pertains to patients seen in the emergency room setting. -The student will participate in clinical interviewing, diagnosis, and short-term treatment of psychiatric patients presenting in the emergency department. -The student will be actively involved in the acute and short-term care of patients with a range of psychiatric illnesses from psychotic disorders to substance use disorders. -The student will work with the integrated multidisciplinary team to become efficient in systems based practice. -Individualized didactic teaching and independently study will be pursued to supplement the experience; this includes Grand Rounds and Chairman's Rounds.

NPSY D634 - Consultation Psychiatry (1-4 Credits)

This elective will build on knowledge and skills gained in the core psychiatry clerkship in the third year. Students will become part of the consult-liaison team and will be responsible for assisting in psychiatric evaluations of medical and surgical patients throughout Prisma Health Richland. Students will round daily with the consult-liaison team and be responsible for the evaluation and follow-up of new consults. Particularly useful for students entering primary care fields, this elective allows the student the opportunity to assess and provide treatment recommendations for the psychiatric disorders most commonly found in hospitalized medical and surgical patients. By the end of the elective the student should: Be comfortable in performing a focused psychiatric interview on hospitalized medical and surgical patients. Be able to recognize common psychiatric complications and disorders in medical and surgical patients. Be able to formulate treatment recommendations and communicate them effectively to the requesting physician.

NPSY D642 - Addiction Treatment (1-4 Credits)

Earle E. Morris Jr. Alcohol and Drug Addiction Treatment Center (Morris Village) Morris Village is a 140 residential addiction treatment facility in SCDMH. Students at Morris Village will evaluate and treat patients with a board certified psychiatrist. Goals and Objectives: Students will gain experience in the diagnosis and management of substance use disorders, and in the diagnosis and treatment of co-morbid psychiatric disorders. Students will see consults on primary addiction units and specialty dual diagnosis units. They will gain experience with psychiatric interviewing, and with taking a thorough substance use history. There will also be a focus on the role of the non-addiction specialist physician in the recognition (through history and specific instruments like CAGE) to appropriately manage patients with substance use issues in a primary care setting. Students will also gain exposure to clinical research methods and procedures in the addiction setting. Students will become familiar with utilization of state databanks for refinement of treatment outcome measures.

NPSY D646 - Forensic Psychiatry (1-4 Credits)

The general goal of this elective is to provide supervised clinical education experiences in forensic psychiatry evaluations. The student will acquire basic knowledge in forensic psychiatry and how this knowledge is used for developing opinions in criminal court cases. This will include familiarity with psychiatry and the legal system, the concept of competency to stand trial and criminal responsibility, the concept of capacity to conform behavior, the diagnoses frequently evaluated in the forensic setting, and the various tests for criminal responsibility, including the test used in South Carolina. The student will be involved in outpatient forensic evaluations with the course director and/or forensic psychiatry fellows for competency to stand trial and criminal responsibility along with accompanying the course director when testimony is provided in court. The student may also accompany the psychiatrist to a civil forensic clinic one-half day a week and to a psychiatry clinic at the South Carolina Department of Corrections where treatment is provided to inmates with severe and persistent mental illness. Reading assignments with tutorial discussions will supplement clinical experience. The primary emphasis will be upon teaching via supervised psychiatric interviews and observation. Case conferences, individualized didactic teaching, and independent study will be used if needed to supplement the experience.

NPSY D649 - Introduction to Inpatient Psychiatry (1-4 Credits)

Inpatient setting is a general adult unit serving patients with a variety of mental illness and presentations. Rotation will allow students to improve interviewing skills and history gathering, learn management of acutely ill patients and acute exacerbations of mental illness while allowing students to follow patients closely over the course of their acute stabilization. Students will learn the role of medication management, therapies, and family support system. Additional education will be provided through patient case discussions and reading material.

NPSY D655 - Geriatric Psychiatry (1-4 Credits)

Geriatric Psychiatry is a one or four-week elective that can be tailored to the interest of the student. Arrangements can be made to spend time at Senior Primary Care (Geriatric Psychiatry out-patient experience) or the Prisma Health Baptist Geriatric Psychiatry service. Supervision will be built in on all components and learning objectives will focus on assessment, utilization of multiple services for the elderly and psychotropic medication management in the elderly. Additional Objectives include: Multidisciplinary assessment of the elderly patient, including medical, social and family history Assessment of cognitive function using the screening tools such as MMSE, SLUMS, MoCA, and neuropsychological testing. Use of psychotropic medications and evaluation of poly-pharmacy in the elderly. Evaluation and management of older patients with Alzheimer's disease and other causes of Dementia, affective disorders and late life psychoses. Evaluation of the elderly patient's family and the determination of their roles in the treatment of the older patient.

NPSY D662 - Telepsychiatry/Telemental Health (1-4 Credits)

The telepsychiatry/telemental health elective offers medical students an opportunity to gain clinical exposure to video-conferencing technology as a means of health care delivery. Students will work with attendings who perform telepsychiatry evaluations spanning adolescent, adult, and geriatric age ranges. Students will become familiar with telepsychiatry consultation and mental healthcare delivery to clinical settings including primary care (ICARED), forensics/ Department of Juvenile Justice (DJJ), state mental health center and geriatric PACE (Program for All Inclusive Care of the Elderly) sites. This elective will include assigned readings on the scope and effectiveness of telepsychiatry applications from the extant literature.

NPSY D690 - Psychiatry Away Elective (4 Credits)**NPSY D695 - Psychiatry Away Acting Internship (4 Credits)**

Obstetrics / Gynecology (OBGY)

OBGY D605 - Obstetrics/Gynecology Clerkship (6 Credits)

A six-week, six-credit-hour required clerkship in the third year that introduces students to the basic fundamental principles of obstetrics and gynecology through a variety of inpatient and out-patient experiences. The rotation is divided into a three week obstetric block, and a three week gynecology block. During the obstetrics portion of the rotation, students spend one week on the labor and delivery floor during the day and one week on the labor and delivery unit at night. During these two weeks, students are exposed to normal labor and delivery patients, high risk antepartum patients, and postpartum patients. The third week of the obstetrics block is dedication to gaining exposure to obstetric ultrasound and genetics, as well as spending some more time on the labor and delivery unit. Students are also exposed to maternal fetal medicine as well during these three weeks. During the gynecology block, the students spend equal time in the operating room and the out-patient clinic. The bulk of time in the operating room is spent observing benign surgical cases with a limited amount of time dedicated to the observation of gynecologic oncology and urogynecology surgical cases. While the students are in the out-patient clinic, they are exposed to both obstetric and gynecologic patients, and are involved in the colposcopy, endocrine, high risk pregnancy, and teen gynecology specialty clinics. Additionally, students receive exposure to gynecologic ultrasound by spending time in the ultrasound unit. Primary modes of instruction include teaching rounds, lectures, and conferences. Modes of assessment include the Obstetrics and Gynecology NBME subject examinations and an Objective Structured Clinical Evaluation (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

OBGY D615 - Obstetrics and Gynecology Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

OBGY D621 - Maternal/Fetal Medicine (1-4 Credits)

This course is an introduction to the evaluation and management of those patients whose pregnancies are complicated by conditions that compromise the health of the mother and/or the fetus. Maternal fetal physiology and pathophysiology will be emphasized. An emphasis will be placed on careful history taking (including history of the family for genetic predispositions). Learning experiences will include attendance at the antepartum rounds, prenatal diagnosis clinic, and in the MFM private clinic and conferences on a weekly basis, daily attendance of high risk inpatients and experiences in biophysical antenatal evaluation, including obstetrical sonography and fetal monitoring. Skill sets advanced include drawing pedigrees, ultrasound, and orchestrating a logical approach to complex pregnancies.

OBGY D627 - Repro Endocrinology & Infertility (1-4 Credits)

OBGY D632 - Gynecology Surgery (1-4 Credits)

OBGY D635 - Centering Pregnancy Group Prenatal Care (1-4 Credits)

This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Prior to participation in the group care model, the student will audit a training session in "Centering" model of pregnancy care. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be "on-call" for each patient's delivery. The student will manage the patient's labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged, if possible.

OBGY D643 - Women's Health and Diagnostic Center (1-4 Credits)

To gain clinical experience in the diagnosis and management of obstetric and gynecologic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as pap smears, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, rounding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable OB/GYN patients in the Emergency Department). Students would also get the opportunity to work in a rural health environment (Swansea).

OBGY D648 - Obstetrics & Gynecology Ultrasound (1-12 Credits)

Participate in OBGYN Ultrasound in our outpatient clinics. Review ultrasound with GYN Physicians and MFM physicians for a 1 week period (M3) or 4 week period (M4) students. If possible, participate in MOM's clinic in Sumter with diabetic pregnant moms (held the 2nd and 4th Wednesday).

OBGY D672 - Urogynecology (1-4 Credits)

OBGY D690 - Obstetrics/Gynecology Away Elective (4 Credits)

OBGY D695 - Obstetrics/Gynecology Away Acting Internship (4 Credits)

Ophthalmology (OPTH)

OPTH D620 - Ophthalmology (1-4 Credits)

This 4-week elective complements the ophthalmology program (Physical Diagnosis in the M-II year). The course is designed to present in depth various topics in basic ophthalmic subjects as well as common ocular diseases (cataract, glaucoma, diabetic retinopathy, etc.). Emphasis is placed on detailed instruction on the essentials of the eye exam as well as ongoing research projects in which the student wishes to participate under faculty guidance. The student is introduced to sophisticated examining equipment - slit lamp biomicroscope, retinoscope, tonometer, ultrasound, etc., used in the eye clinic and is expected to learn to use them. There is ample opportunity to see a large number of patients with a variety of ocular pathologies and to observe ophthalmic microsurgery. The student will be expected to attend the weekly clinical grand rounds and didactic lectures while on the rotation. The course is sufficiently in depth to enable a student to further consider ophthalmology as a career choice. It is also invaluable to any student who plans to train in any of the primary care specialties or in another discipline (neurology, neurosurgery) where additional ophthalmology knowledge is essential. Each student will be assigned to a faculty member and will work with all the residents, but may be assigned to one or more residents.

OPTH D672 - Ophthalmology (1-12 Credits)

In conjunction with the GHS University Medical Center, Southern Eye Associates provides a four week rotation for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty. During the four week rotation, students will have the opportunity to learn the principles of the ophthalmic examination including the use specialized ophthalmic instruments as well as the opportunity to observe surgery. Students will become familiar with outpatient eye care, surgical care of eye patients, diagnostic and therapeutic applications of lasers, fluorescein angiography, ophthalmic emergencies, pediatric care, cataract surgery, and glaucoma. This rotation will also be available to USCSOM third year students for two weeks and will be an abbreviated version.

OPTH D690 - Clinical Ophthalmology (4 Credits)

OPTH D691 - Clinical Opth Externship (1-12 Credits)

Orthopaedic Surgery (ORSU)

ORSU D620 - Introduction to Clinical Orthopaedic Surgery (1-4 Credits)

Designed for the prospective orthopaedic resident and for the student not planning orthopaedic specialization but desiring an extensive exposure to all phases of orthopaedic care, this elective covers preventative aspects, preoperative evaluation, surgery, and postoperative care and rehabilitation of a wide gamut of orthopaedic conditions. Pediatric, adult and geriatric patients with congenital, traumatic and degenerative problems are regularly encountered, and some neoplasms and infections are confronted. The student will work closely with the resident staff under the supervision of the faculty. The student will spend a great deal of time in the emergency and operating rooms and on the orthopaedic wards and will become acquainted with the research activities in orthopaedics. Four to six hours of didactic instruction per week are required. The student will be involved in case presentations and discussion.

ORSU D623 - Orthopaedic Surgery and Sports Medicine (1-4 Credits)

This rotation is designed for all students seeking sports medicine experience. Physicians involved in both non-operative and operative assessment and care of athletes staff the USC Sports Medicine Center and participate in the curriculum. Students interested in a career in Orthopaedics or those not planning an Orthopaedic specialty but looking to enhance their exposure to Sports Medicine are welcome to apply. This elective is intended to expose students to acute, chronic and overuse sports injuries, both in-season and off-season, and to the necessity for communication with allied personnel, i.e. athletic trainers, therapists, etc. On occasion, students will be expected to accompany faculty to after-hours clinics, practice and/or games for area high school, collegiate and professional teams. At least one scholarly effort will be required during the month-long rotation, i.e. conference presentation, case report. Students will also be expected to attend approximately four hours weekly of didactic teaching.

ORSU D645 - Physical Medicine & Rehab (1-4 Credits)

ORSU D648 - Intro to Musculoskl Med (1-4 Credits)

ORSU D649 - Orthopedic Surgery Lexington Medical Center (1-4 Credits)

To gain clinical experience in the diagnosis and management of orthopedic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as injections, etc, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, rounding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable orthopedic patients in the Emergency Department).

ORSU D690 - Orthopaedics Away Elective (4 Credits)

Pathology & Microbiology (PAMB)

PAMB D620 - Pathology (1-4 Credits)

This rotation will consist of an introduction to and some experience in Anatomic Pathology and Clinical Pathology. The student may participate in the performance of autopsies and examination of surgical material and cytologic material and have some exposure to forensic pathology and forensic medicine. Also there may be some experience and insight into basic areas of Clinical Pathology, including Hematology, Microbiology, Clinical Chemistry, Immunopathology, Urinalysis and Blood Banking. Certain areas may receive more attention or concentration than others depending on the interest or background of the individual student. During this rotation, the student will gain a better understanding of the scope and limitations of the hospital laboratory and pathology services and will better understand the role of the hospital pathologists and the laboratory in the overall care of patients and function of the institution.

PAMB D622 - Special Topics in Immunology (1-4 Credits)

The student will work with on T and B lymphocytes, monocytes, macrophages, dendritic cells, natural killer cells and their precursors from peripheral blood, cord blood, lymphoid and other tissues obtained from patients or experimental hosts. Considerable attention will be given to cell phenotyping, apoptosis induction, cytokine production, proliferation, cytotoxicity and other functional characteristics as well as cell-cell interactions. Some of the faculty research focus areas include: cancer immunology and immunotherapy particularly using interleukins and pharmacologically-activated dendritic cells; complementary and alternative medicine; immunotoxicology; biological and chemical defense research and infectious disease. The student will have opportunities to utilize state-of-the-art technology such as transgenics and knockouts, flow cytometry and sorting, confocal and electron microscopy, cytotoxicity and proliferation assays, apoptosis and cytokine detection, genomics, proteomics and metabolomics technology, histopathology and immunohistochemistry. The studies are aimed at developing translational and clinical research.

PAMB D641 - Medical Pathology I (6 Credits)**PAMB D642 - Medical Pathology II (5 Credits)****PAMB D650 - Med Microbiology (7 Credits)****PAMB D690 - Pathology Away Elective (4 Credits)**

Pathology (PATH)

PATH D622 - M-IV Pathology - LCH (1-12 Credits)

Pediatrics (PEDI)

PEDI D605 - Pediatrics Clerkship (8 Credits)

An eight-week, eight-credit-hour required clerkship in the third year designed to provide a broad overview of general pediatrics. The clerkship consists of four weeks on a general pediatrics ward, including pediatric intensive care unit, and hematology/oncology service; two weeks in the outpatient pediatric clinic; one week in the newborn nursery and developmental pediatrics; and one week in subspecialty and community pediatrics. In the outpatient setting, students gain experience in the evaluation of patients with common pediatric disorders (e.g., pneumonia, behavioral problems, and gastroenteritis) and in the ambulatory management of complex pediatric disorders, as well as exposure to patients in the child abuse clinic. The inpatient setting provides experience in the full range of pediatric problems from routine pneumonia, croup, and dehydration to the rare and complex entities of congenital disorders and inborn errors of metabolism. In the newborn nursery, students develop skills in the basic newborn examination. During the developmental pediatrics rotation, students make home visits to families of children with special needs. Primary methods of instruction include lecture, problem-based learning, case-based discussion/presentation, clinical preceptorship, problem-solving exercises, home visit, independent learning experiences, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Pediatrics NBME subject examination, a departmental written multiple choice/essay examination, clinical evaluations, an oral examination/presentation, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

PEDI D615 - Pediatric Inpatient/General Ward Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

PEDI D616 - Pediatric Critical Care Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

PEDI D620 - Pediatric Outpatient Externship (1-4 Credits)

The student will function as a member of the Pediatric outpatient team. He/she will spend time in the general Pediatrics clinic, which serves as a medical home for wellcare, acute and chronic pediatric medical issues. They may also rotate through various pediatric sub-specialty clinics. The student will be responsible for obtaining history and physical exams and participating in the health care of the patients seen in clinic. Clinic hours are 8:00 a.m. - 5:00 p.m., Monday-Friday. Attendance at the conferences which are required for Pediatric residents will also be required of the student participating in this elective. Evaluations will be based on subjective faculty critiques.

PEDI D623 - Pediatric Hematology/Oncology Outpatient Externship (1-4 Credits)

The student will participate in outpatient care of patients with hematologic/oncologic problems. The primary goal for the student is to develop a fundamental understanding of a broad base of common hematologic/oncologic disorders which can be expected to be encountered across the spectrum of medical specialties. Responsibilities will include initial history and physical examination of patients assigned, development of a treatment plan, and utilization of a multidisciplinary patient management approach when appropriate. Students will have the opportunity to participate in outpatient management in the various clinics including Sickle Cell, Hemophilia (pediatrics and adult), and Neuro-oncology and Late Effects/Long Term Follow Up. The student will be expected to be an active participant in all appropriate conferences.

PEDI D624 - Neonatal Medicine Externship (1-4 Credits)

The student in this elective will function as a member of the medical staff providing care to infants in the Newborn Intensive Care Unit. The student will work under the supervision of the pediatric resident and neonatal faculty of the NICU. The student will be responsible for initial evaluation of babies admitted, including elicitation of history, performance of the physical exam and gestational age assessment, and writing of initial orders. Medical management including gaining experience in technical procedures will be part of the learning experiences. The student will work with the respiratory and nursing staffs to gain insights into these important areas of neonatal intensive care.

PEDI D626 - Developmental Pediatrics (1-4 Credits)

The student will function as a member of an interdisciplinary team evaluating children and working with the parents of children having varied developmental problems. This rotation will provide the student with an opportunity to observe and interact with other professionals (psychologists, social workers, special educators, speech language pathologists, physical and occupational therapists, etc.), as they evaluate and plan treatment for children with a wide array of special needs. Some time will also be spent visiting and learning about community resources available to children with special problems.

PEDI D627 - Pediatric Endocrinology (1-4 Credits)

The student will help evaluate children with endocrine disorders and diabetes. The student will participate in patient care (private office, outreach clinics, inpatient consultation), possible Journal Club, along with basic science and/or clinical project discussion. Grade evaluation will be based on satisfactory clinical performance.

PEDI D636 - Pediatric Cardiology Externship (1-4 Credits)

The cardiology elective consists of several distinct areas of service; general inpatient, PICU, NICU, newborn nursery services, and outpatient clinics, particularly the CRS Clinic and private patients seen in the Pediatric Cardiologist Office. The student will spend time in these areas with daily rounds on all of the hospitalized patients. The EKG's, echocardiograms, chest x-rays, and other procedures on each patient will be reviewed. The student will be expected to interpret the EKG's and echocardiograms along with the pediatric cardiologist. The student will attend the CRS Pediatric Cardiology clinics and selected outreach clinics. The student will also attend the private clinics in the Pediatric Cardiology Department. In this setting, the history/physical examination and the diagnosis of congenital heart disease will be emphasized. At the end of the elective, the student will have a good working basic knowledge of pediatric cardiology.

PEDI D637 - Pediatric Emergency Medicine (1-4 Credits)

The objectives of this course are to introduce the student to the principles of emergency medicine as applied to infants and children. Clinical emphasis will be placed on treating: acute febrile illnesses, respiratory distress, wound management, orthopaedics, toxicology, critical care, and pre-hospital care. Administrative principles of emergency medicine will also be taught, such as use of consultants, COBRA/EMTALA, and multiple patient management. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

PEDI D641 - Pediatric Pulmonology (1-4 Credits)**PEDI D642 - Pediatric Infectious Disease (1-4 Credits)****PEDI D643 - Child Abuse Pediatrics (1-4 Credits)**

The student will function as a member of a multidisciplinary team evaluating children suspected of having been physically or sexually abused or neglected. This rotation will provide the student the opportunity to observe and interact with other professionals (psychologists, forensic interviewers, therapists, law enforcement investigators, social workers, attorneys) as they work together to determine the truth about what has happened to a child, and to formulate plans for treatment of the child and the family.

PEDI D644 - Pediatric Neurology (1-4 Credits)**PEDI D645 - Pediatric Nephrology (1-4 Credits)**

The Pediatric Nephrology elective will help students develop a basic understanding of renal physiology; learn the diagnostic and therapeutic approach to general nephrology problems; understand the radiographic appearance and work-up for congenital uropathies, and understand the basic principles of Chronic Kidney Disease/ESRD.

PEDI D648 - Pediatric Palliative Care (1-4 Credits)**PEDI D649 - Pediatrics - Private Practice (1-4 Credits)**

Interview, examine, and treat patients in general pediatrics, including well child evaluations, ADHD, acute infectious processes, and newborn nursery.

PEDI D682 - Pediatric Newborn Nursery (1-4 Credits)

This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies, and we accept newborns at or above 35 weeks' completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachypnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Erb's palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings. Students may additionally learn circumcision skills on this rotation if they so choose; pediatricians perform all circumcisions at our institution.

PEDI D690 - Pediatrics Away Elective (4 Credits)**PEDI D695 - Pediatric Away Acting Internship (4 Credits)**

Physlgy & Pharmacology (PHPH)

PHPH D621 - Medical Physiology (7 Credits)

Medical physiology is a 7 credit course covering the principles and mechanisms involved in human physiology. With the exception of the central nervous system, all organ systems are covered. Emphasis is on the mechanisms that elicit and protect homeostasis of the human body. This course covers how cells function and integrates this cellular function to relate it to whole body function. Students learn to analyze and interpret data to understand the physiologic underpinnings maintaining homeostasis of the human body.

Radiology (RADI)

RADI D620 - Radiology (1-4 Credits)

This course will provide instruction and the opportunity for the student to participate in routine diagnostic imaging procedures. The course will include instruction in the principles of image production and quality control. Instruction will also be given in basic radiation safety. At the completion of the course, the student will have participated in the operation of a diagnostic radiology department. The student will have been made aware of the usefulness and limitations of routinely used procedures in diagnostic radiology.

RADI D621 - Radiation Oncology (1 Credit)

The student will participate in the physical diagnosis, treatment planning and treatment delivery of patients receiving therapeutic doses of radiation. The student will attend regularly scheduled rounds to discuss patients currently under treatment and will be encouraged to participate in the group discussion. Students will also attend any regularly scheduled Oncology conferences. Reading assignments will be given.

RADI D622 - Clinical Nuclear Medicine (1-12 Credits)

The course will give the student instruction and experience in the clinical use and performance of nuclear medicine procedures. At the completion of the course, the student will have participated in the performance of all routine nuclear medicine procedures and will have gained some understanding of their clinical usefulness. The chemical and physiologic principles of the various procedures will have been presented and the students' knowledge of radiation detection and the safe handling of radioactive materials will have been extended.

RADI D660 - Radiological Science (1-12 Credits)

RADI D670 - Introduction to Radiology (1-12 Credits)

During your four week rotation, you will have an introduction to radiology that will take you from the basics of x-rays to the uses of advanced imaging modalities. You will gain an understanding of what a radiologist does and you will have the opportunity to observe a variety of radiological procedures. At the completion of the course, you will have a better understanding of diagnostic and therapeutic options available in radiology.

RADI D690 - Clinical Radiology (4 Credits)

RADI D691 - Clinical Radiology II (1-12 Credits)

Surgery (SURG)

SURG D605 - Surgery Clerkship (8 Credits)

An eight-week, eight-credit-hour required clerkship in the third year consisting of primarily inpatient and outpatient experiences with opportunities for outpatient experiences as well. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery, vascular surgery, trauma, and critical care. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include lecture, case-based discussion/presentation, suture laboratory, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Surgery NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

SURG D615 - Surgery Acting Internship (AI) (4 Credits)

A four-week, four-credit hour required clerkship in the fourth year. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Prisma Health Richland, or the Dorn Veterans Affairs Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

SURG D621 - Trauma/Critical Care (AI) (1-4 Credits)

SURG D623 - Vascular Surgery (1-4 Credits)

Introduce the student to the pre-operative and post-operative care of the vascular surgery patient as well as expose the student to a wide variety of open surgical and endovascular procedures. Demonstrate the essential skills in the pre-operative evaluation of the vascular surgery patient, including a good vascular history and physical, function efficiently as a first assistant in surgery, understand the basic principles of wound healing and learn more about endovascular catheters and the indications for choosing open versus endovascular intervention, be exposed to a broad scope of vascular surgery including peripheral arterial disease stenting, open and endovascular AAA repair, thrombectomy, AV-fistula creation and revision, amputations and other less common procedures.

SURG D624 - General Surgery (1-4 Credits)

To gain clinical experience with admission, evaluation, diagnosis and consultation, pre-, intra-and postoperative care for patients of all ages to correct or treat various conditions, diseases, disorders, and injuries.

SURG D626 - Anesthesia (1-4 Credits)

Optimal patient care in the perioperative period requires that all physicians become familiar with preoperative evaluation, options for intraoperative management, and principles of postoperative care. Students will be expected to participate in the care of surgical patients with emphasis on intraoperative management, and will gain expertise in techniques of airway management, endotracheal intubation, and vascular access. Exposure to regional anesthetic techniques, obstetric anesthesia, pediatric anesthesia, and cardiac anesthesia is expected. Topics in pharmacology, physiology and critical care will be addressed. The Department will provide a handout of required reading covering basic anesthesia related topics. Evaluations will reflect the student's daily participation in departmental activities, and a quiz at the end of the rotation will give the student objective feedback on his/her assimilation of important topics. Students also will be expected to take call 2 or 3 times during the month. This can be set up at the student's convenience.

SURG D627 - Emergency Medicine (1-4 Credits)

This course is designed to teach the student the basic components of Emergency Medicine through primary responsibility for patient evaluation and treatment. Opportunities are available for the student to evaluate patients as the first physician contact to develop differential diagnoses and formulate treatment plans. All patients will be presented and discussed with a senior emergency medicine resident or attending and determination of appropriate treatment made. Clinical experiences will encompass the full gamut of illness and injuries presenting to a busy urban Emergency Department. The student will gain experiences in the fundamentals of diagnosis, stabilization, and management of emergency conditions. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

SURG D632 - Office Urology (1-4 Credits)**SURG D635 - Clinical Otolaryngology, Head and Neck Surgery (1-4 Credits)**

The purpose of this course is to provide the student with an introduction to clinical otolaryngology, head and neck surgery. Anatomy, physiology, and the pathogenesis of disease will be emphasized. The student will become familiar with the use of the otoscope, laryngeal mirrors and the head mirror or head light used for indirect laryngoscopy. He/She will observe and assist with surgical procedures. The student will have the opportunity to see otolaryngologists working in their private practice settings.

SURG D636 - Neurosurgery (1-4 Credits)**SURG D637 - Neurosurgical ICU (4 Credits)**

M4 students will participate in Neuro ICU rounding, present patients, help collect data, examine patients allotted to them, practice neurological exam, assess comatose patients. Participate/ assist in all ICU procedures: ventilator management, EVD management, management of cerebral edema. Night call every 4th night, help with cross coverage of new admissions and learn to review neuro imagery.

SURG D639 - Plastic and Reconstructive Surgery Externship (1-4 Credits)

The elective is designed to integrate the student in the practice of an academic surgeon, provide one-on-one interaction between the student and faculty mentor, involve the student in the pre-operative and post-operative care of the plastic surgery patient, involve the student in a wide variety of plastic and reconstructive surgery procedures, and introduce the student to the plastic surgery literature and help the student to develop a critical analysis of recent publications. Following the rotation, the student will demonstrate the essential skills in the pre-operative evaluation of the plastic surgery patient, function efficiently as a first assistant in surgery, understand the basic principles of wound healing, be able to select appropriate suture material and method of closure for surgical incisions and traumatic wounds, be exposed to the entire scope of plastic and reconstructive surgery including treatment of burns, skin cancers, facial trauma, congenital deformities, breast surgery, microsurgery, and aesthetic surgery, and assist in the design of additional educational objectives of particular interest to the student. The student will work closely with the faculty mentor, functioning as an acting intern in the clinical setting. Additional objectives will be developed with each student based on their special interest or future career orientation. Students will participate in a self-evaluation process of their performance. Evaluation will be based on progress accomplished and completion of the objectives. Cognitive performance, surgical skills and professional behavior will be assessed.

SURG D644 - Undersea and Hyperbaric Medicine (1-4 Credits)**SURG D645 - Simulation Medicine (1-4 Credits)****SURG D646 - Wilderness Environmental Medicine (4 Credits)****SURG D649 - Emergency Medicine Ultrasound (1-4 Credits)**

The student will be required to complete twenty 8 hour shifts in the ED and perform a minimum of 100 bedside ultrasounds on ED patients. Instruction and supervision will be provided by faculty noted above. Indications for ED ultrasound, the limitations of ultrasound, knobology, and image acquisition will be emphasized. The student will focus on, but is not limited to, imaging of the following: gallbladder and biliary tract, kidneys, heart, aorta, and pelvic organs. In addition, ultrasound will be used during guided procedures, examining for intra-abdominal fluid in traumas, and for foreign body imaging. The student will be required to keep a log of ultrasounds performed with follow up on confirmatory studies obtained. Twenty ultrasounds performed will be digital video and reviewed with the instructor who is present on shift. The student is to be present and participate at ED ultrasound video review sessions and lectures. One online case will be produced during the rotation, with the aide of the course director, to be distributed to the EM residents, fellows, and faculty. Suggested archived video will be reviewed by the student.

SURG D662 - Emergency Medicine - Assessment and Observation Unit (1-4 Credits)

The student will get a deep appreciation of emergency medicine that leads to clinical observation, like chest pain and syncope/TIA amongst other diagnosis, as well as the continuum of psych patients from their initial presentation through their observation to either psych in-patient care or out-patient care. In the rapid assessment we will see plenty of patients and learn the differential to not anchor bias. We will attend to lacerations and abscesses, read on average 8 ECGs as we are responsible for physician in triage ECG patient care.

SURG D690 - Surgery Away Elective (4 Credits)**SURG D695 - Surgery Away Acting Internship (4 Credits)**

Curriculum

Registration for courses offered in the School of Medicine is limited to medical and graduate students enrolled in School of Medicine programs or visiting students from other LCME accredited medical schools who have applied through the Office of Admissions and Enrollment Services to take fourth year electives.

Guiding Principles

The medical education program in the School of Medicine is conducted in accordance with a set of guiding principles. These principles, as follows, are based upon a commitment to meeting societal expectations regarding the attributes of practicing physicians and can be used as a screen for periodic review and renewal of the medical education program. The educational program in the School of Medicine should:

1. be centrally coordinated by the Curriculum Committee;
2. foster interdisciplinary and interdepartmental collaboration;
3. promote curricular flexibility;
4. respond to changing societal needs and conditions;
5. recognize students' individual talents, interests, and needs;
6. foster students' abilities to be independent and lifelong learners;
7. promote a highly professional and mutually respectful learning environment;
8. prepare students for the ethical challenges of medical practice;
9. recognize the educational importance of diversity within the student population and the faculty.

Our Vision:

The "Ideal" Graduate of the School of Medicine Columbia

Our learners will be competent and caring professionals who are:

- Lifelong learners
- Technologically facile
- Innovative, forward thinking, pioneers
- Open-minded, adaptable communicators
- Collaborative
- Community minded (locally and globally)

So that our graduates will be sought after for their excellence.

Program Objectives

A set of coherent and comprehensive objectives has been established for the medical education program in the School of Medicine. The educational program in the School of Medicine shall:

1. ensure the integration of foundational and clinical sciences; promote students' mastery of scientific and clinical knowledge;
2. provide an understanding of the biopsychosocial model of health and health care;
3. ensure the modeling of high value care that is cost-effective and evidence-based;
4. encourage students' personal and professional development through regular feedback and formative and summative assessments;
5. foster team-building and interprofessional practice models through students' self and peer engagement and evaluation to nurture students' collaboration with other health care team members;

6. foster students' acquisition of necessary clinical, communication, and problem-solving skills;
7. utilize best evidence regarding education to foster learning and retention;
8. provide a variety of experiences in clinical settings with diverse patient populations and healthy clinical learning environments; set appropriate and realistic performance standards for students;
9. utilize both formative and summative evaluation methods for students;
10. increase the use of competency-based student assessments;
11. promote students' interest in translational research and scientific exploration;
12. provide a range of elective opportunities for students;
13. educate generalist physicians who are potentially eligible for practice in South Carolina;
14. prepare altruistic, knowledgeable, skillful, and dutiful physicians;

So that we graduate physicians who are life-long learners who attend equally well to all aspects of health care.

Program Learning Outcomes

1. Diversity, Equity and Inclusion: Demonstrate awareness and commitment to ensuring equitable access to high-quality care for patients, fostering a diverse and inclusive workplace for colleagues, and cultivating and sustaining relationships with suppliers and community partners to enhance a physician's understanding of the communities they serve.
2. Interpersonal and Communication Skills: Demonstrate verbal and nonverbal communication skills that promote effective exchange of information and collaboration with patients, their families, and other healthcare professionals.
3. Medical Knowledge: Master a foundation of scientific and clinical knowledge and apply that knowledge to clinical practice.
4. Patient Care: Provide patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health problems.
5. Practice-Based Learning and Improvement: Investigate and evaluate the care of patients, appraise, and assimilate scientific evidence, and continuously improve patient care based on constant self-evaluation and life-long learning.
6. Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
7. Systems Based Practice: Demonstrate an awareness of and responsiveness to 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.

Physician Competencies

1. Patient Care: ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health;
2. Medical Knowledge: demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the patient;
3. Practice Based Learning and Improvement: investigate and evaluate the care of patients, appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self evaluation and life-long learning;

4. Systems Based Practice: demonstrate an awareness of and responsiveness to 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;
5. Professionalism: demonstrate a commitment to carry out professional responsibilities and an adherence to ethical principles;
6. Interpersonal Skills and Communication: possess skills that are effective in the exchange of information and collaboration with patients, their families, and health professionals.

Educational Objectives and Competencies for Graduates

1. As a member of an interprofessional health care team (EPAs 9, 12), strive to consistently provide appropriate care for patients and populations by applying best evidence as related to the following:
 - normal structure and function of the body as an intact organism and each of its major organ systems; Medical Knowledge, Patient Care
 - molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis; Medical Knowledge, Patient Care
 - various causes of disease (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, traumatic, and psychosocial) and of the ways in which they affect the body (pathogenesis); Medical Knowledge, Patient Care
 - altered structure and function (pathology and pathophysiology) of the body and its major organ systems seen in various diseases and conditions; Medical Knowledge
 - frequent clinical laboratory, roentgenologic, and pathologic manifestations of common maladies; Medical Knowledge, Patient Care
 - important non-biological determinants of health and the economic, psychological, social, and cultural factors including violence and abuse that contribute to the development and/or continuation of maladies; Medical Knowledge, Patient Care, Systems Based Care
 - epidemiology of common health conditions within defined populations and systematic approaches to reduce their incidence and prevalence; Medical Knowledge, Patient Care, Systems Based Care
 - pain assessment and amelioration including the use of medication and alternative or adjunctive therapies; Medical Knowledge, Patient Care
 - various approaches to, and implications of, the organization, financing, and delivery of health care; Patient Care, Professionalism
 - Exercise, nutrition and lifestyle in maintaining health and well-being.
 - Gender, ethnic and age-specific issues that affect disease across the lifespan with particular emphasis on pregnant, newborn, child and geriatric patients; Medical Knowledge, Patient Care
 - Principles of preventive medicine.
 - Principles of patient safety, quality improvement and health care professional safety; Professionalism, Patient Care, Practice Based Learning and Improvement
 - clinical and translational research findings with attention to emerging therapies
2. Retrieve, manage, and utilize information – to include critical review of medical literature when needed – to solve problems, consider differential diagnostic possibilities and make care decisions. (EPAs 2 & 7);
3. Use critical judgment based on evidence and experience in solving clinical problems.
4. Demonstrate the personal and emotional characteristics necessary to become a competent physician including: (professional identity formation)
 - Honesty, integrity and respect in interactions with patients, families, coworkers and colleagues
 - Accountability for own actions
 - Appropriate awareness and concern for the needs of patients and families
 - Sensitivity and respect for patients from diverse gender, cultural, economic, educational, and family backgrounds
 - Ethical obligations inherent in the role of physician
 - Advocacy for patient and population needs for health and well-being
 - Identifying ethical dilemmas and applying ethical decision-making when faced with both common and uncommon issues faced in medical practice
 - Identifying threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for medical practice.
 - Recognition and acceptance of limitations in his/her own knowledge and clinical skills and commitment to improve his/her knowledge and ability toward best practices in care through self-assessment and lifelong learning
5. Obtain an accurate and complete medical history with special attention to relevant health issues related to age, gender, sexual orientation, and factors such as socio-economic status for patient health and document appropriately. (EPAs 1 & 5)
6. Be technologically proficient in the acquisition and documentation of that information for provision of high value healthcare. (EPA 1)
7. Perform both complete and problem focused physical examinations including mental status examination and fully document that information as part of a medical record. (EPA 1)
8. Perform basic technical procedures. Examples include: venipuncture, inserting an intravenous catheter, arterial puncture, lumbar puncture, inserting a nasogastric tube, inserting a Foley catheter, and suturing lacerations. (EPA 12)
9. Adhering to patient confidentiality and autonomy, effectively communicate - both orally and in writing - with patients and families, colleagues and others with whom information must be exchanged when carrying out duties of patient care. Examples include:
 - Discussing orders (EPA 4)
 - Providing an oral presentation of a patient encounter (EPA6)
 - Giving and receiving a patient handover to transition care responsibly (EPA 8)
 - Obtaining informed consent (EPA 11)
10. Identify factors placing individuals at risk for disease or injury, select appropriate tests for detecting patients at risk for specific diseases or in the early stages of diseases, and determine appropriate response strategies.
11. Identify factors placing individuals at risk for disease or injury, select appropriate tests for detecting patients at risk for specific diseases or

in the early stages of diseases, and determine appropriate response strategies.

12. Apply appropriate management strategies - both diagnostic and therapeutic - for patients with common acute and chronic medical, psychiatric, surgical conditions and conditions requiring short-and long-term rehabilitation therapy.

13. Recognize when a patient requires urgent or emergent care due to immediate life threatening conditions – whether cardiac, pulmonary, neurologic or other cause – and initiate evaluation and critical management. (EPA 10)

14. Adhere to state and federal regulations regarding reporting of domestic violence, child abuse, criminal activity, fraud, and the Health Insurance Portability (HIPAA).

15. Contribute to a culture of safety and improvement through applying skills in teaming and leadership and in the identification and reporting of system failures or errors. (EPA 13)

Curriculum (160 Credit Hours)

The School of Medicine is dedicated to the goals of preparing students in the art and science of medicine and providing students with a background for further postgraduate training in a variety of fields of medicine. The curriculum is designed to promote professional growth and a compassionate response to patients' needs, to assist students in understanding the complexity of patient care, and to provide students with a perspective on the role of medicine in society.

The four-year curriculum consists of basic science courses and clerkships in applied clinical medicine. All students are required to complete a specific set of courses during the four years, except as noted under "Course Exemptions." Elective opportunities are presented during the third and fourth years to assist students in pursuing their individual interests and career goals.

Basic Sciences (Years 1 and 2)

During the first two years of medical school, students study a core curriculum of those basic sciences and clinical disciplines necessary for an understanding of the structure and function of human systems. During the first year, students gain a basic understanding of normal structure and function. During the second year, emphasis is placed on microbiology, pathology, and general therapeutic principles as they function within the organ system. Throughout the first two years, research, case studies, and clinical correlations to basic science material are integral components of the curriculum, as is the four-semester Introduction to Clinical Medicine course continuum. Interdisciplinary material on such subjects as health system science, nutrition, substance abuse, ethics and professionalism, ultrasonography, and patient safety and quality is also presented. The main goal of the Introduction to Clinical Medicine course continuum and clinical correlations is to provide students with clinical background and skills in preparation for clinical clerkships in the third and fourth years. All Introduction to Clinical Medicine courses are based upon a comprehensive knowledge of basic science material.

The School of Medicine will be in a curriculum transition for the 2021-2022 academic year. There may be some variation in course credit for the first two years. Hours required for graduation will be updated based on any changes in the course credit hours.

Clinical Clerkships (Years 3 and 4)

Clerkship experiences in the third year of medical school include rotations of twelve weeks each in internal medicine/neurology, eight weeks each in surgery and pediatrics, six weeks each in family medicine, psychiatry, and obstetrics/gynecology, and two one-week elective opportunities. Fourth-year students are required to participate in eight four-week rotations, including an acting internship and a critical care rotation, and in Capstone, a one-week program of interdepartmental and interdisciplinary material designed to prepare students for the transition to residency training. The learning experience is enhanced by direct contact with patients in which students actively participate in the clinical setting. Emphasis is placed on the correlation of basic science material and clinical material. This correlation is further promoted by means of tutorial seminars, lectures, and small group discussions.

Electives

Elective opportunities for third and fourth-year students are listed by department in the OASIS scheduling system. Electives are available at the discretion of the department chair. National and international elective programs are also available and encouraged. For more information on third and fourth-year electives, contact the School of Medicine director of enrollment services/registrar.

First Year

Fall		Credit Hours
MCBA D603	Foundational Medical Anatomy	12
DMED D601	Introduction to Clinical Medicine I	3
DMED D680	Application of Clinical Evidence I (ACE)	1
Credit Hours		16

Spring

PHPH D621	Medical Physiology	7
BMSC D604	Molecular Foundations of Medicine	8
DMED D602	Introduction to Clinical Medicine I	4
DMED D680	Application of Clinical Evidence I (ACE)	1
Credit Hours		20

Second Year

Fall		Credit Hours
DMED D603	Introduction to Clinical Medicine II	2
DMED D683	General Principles	5
DMED D685	Cardiovascular	4
DMED D686	Renal	2
DMED D687	Pulmonary	2
DMED D688	Hematology	3
DMED D689	Musculoskeletal (MSK) System	2
DMED D681	Application of Clinical Evidence II (ACE)	1
Credit Hours		21

Spring

DMED D604	Introduction to Clinical Medicine II	2
DMED D681	Application of Clinical Evidence II (ACE)	1
DMED D694	Gastrointestinal (GI)	3
DMED D695	Endocrine/Reproduction	4
DMED D696	Neuroscience	6
DMED D697	Integrated Disease	2
Credit Hours		18

Third Year

FPMD D605	Family Medicine Clerkship	6
MEDI D611	Medicine/Neurology	12
OBGY D605	Obstetrics/Gynecology Clerkship	6
PEDI D605	Pediatrics Clerkship	8
NPSY 605	Psychiatry Clerkship	6
SURG D605	Surgery Clerkship	8
Electives (2)		2
DMED D643	Intersession Week	1
Credit Hours		49

Fourth Year

DMED D647	USMLE Step 2 Preparation	4
DMED D607	Capstone	4
Acting Internship		4
Critical Care		4
Transforming Health Care		1
Electives		16
Credit Hours		33
Total Credit Hours		157

Clinical Skills Attainment Document

Medical students must demonstrate mastery of all required clinical skills enumerated in the Clinical Skills Attainment Document (CSAD) prior to graduation from the School of Medicine. Demonstration of mastery of some of these clinical skills is required for a passing grade in the second-year Introduction to Clinical Medicine course (see "Interdisciplinary Courses" section), while demonstration of mastery of other clerkship-specific clinical skills is required for successful completion of each third-year clinical clerkship (see "Clinical Sciences" section). In addition, students must demonstrate mastery of required non-departmental clinical skills during the third and fourth years of medical education.

Guidelines for Conduct in Teacher/Learner Relationships

1. Statement of Philosophy

The University of South Carolina School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important mission of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

2. Responsibilities in the Teacher/Learner Relationship

a. Responsibilities of Teachers

- i. Treat all learners with respect and fairness;
- ii. Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- iii. Provide current material in an effective format for learning;

- iv. Be on time for didactic, investigational, and clinical encounters;
 - v. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.
- b. Responsibilities for learners
- i. Treat all fellow learners and teachers with respect and fairness;
 - ii. Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
 - iii. Commit the time and energy to your studies necessary to achieve the goals and objectives of each course;
 - iv. Be on time for didactic, investigational, and clinical encounters;
 - v. Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

3. Behaviors Inappropriate to the Teacher-Learner Relationship

These behaviors are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- Unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects), use of culturally insensitive language;
- discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for another to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand;
- grading/evaluation on factors unrelated to performance, effort, or level of achievement.

4. Avenues for Addressing Inappropriate Behavior in the Teacher/Learner Context

a. Learners' Concerns

Learners may address situations in which they feel that they have been the object of inappropriate behavior at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behavior has offended someone, or even if aware, will correct the behavior appropriately if given the opportunity to do so in a way that is not threatening. The way to raise such an issue is to describe the behavior factually ("When you said..."), describe how the behavior made you feel ("I felt..."), and state that the behavior needs to stop or not be repeated ("Please, don't do that again.").

Sometimes, such a request is not successful, or the person repeats the behavior, or the learner does not feel comfortable speaking directly to the teach about his/her behavior. In those

cases, it may be helpful to discuss the behavior with course/ clerkship directors, laboratory mentors, program directors, or department chairs. Students may also elect to speak to any one of the assistant deans or the assistant dean for minority affairs, the director of student services, or one of the School of Medicine's three ombudspersons for informal advice and counsel about these issues. These individuals may offer additional suggestions for resolving the matter informally, such as, for example, speaking to the individual on the learner's behalf or on behalf of an entire class, raising the general issue in a faculty meeting, assisting the learner with writing to the individual teacher or even direct intervention to get the behavior to stop.

If no satisfactory resolution is reached after these discussions or the learner does not feel comfortable speaking to these individuals, he/she may bring the matter formally to the attention of the School of Medicine administration. The avenues for this more formal reporting vary depending upon the status of the reporting individual. In either case the learner always has the option of submitting a formal complaint to the University's Student Grievance Committee through the procedure outlined in the Carolina Community.

- i. If the person reporting the behavior is a medical student:
The student should speak with the director of student services, the associate dean for medical education and academic affairs, or one of the school's ombudspersons.
 - ii. If the person reporting the behavior is a graduate student or MD/PhD student pursuing their graduate studies:
The student should speak with the director of student services or the director of graduate studies program.
- b. Teachers' Concerns

If a teacher feels that a learner has engaged in inappropriate behavior, it is likewise most effective to address the situation immediately and non-confrontationally. If the matter is not resolved satisfactorily, the teacher should contact the course/ clerkship director, program director, or laboratory mentor to discuss the matter. If the teacher wishes to make a formal allegation of misconduct, they should contact the following members of the administration:

- i. If the matter involves a medical student, contact one of the assistant or associate deans in the Office of Medical Education and Academic Affairs.
- ii. If the matter involves a graduate student, contact the director of the graduate studies program.

These allegations will be handled on an individual basis by the appropriate School of Medicine official in consultation with the dean and where applicable according to established School of Medicine and University policies.

5. Procedures for Handling Allegations of Inappropriate Behavior in the Teacher/Learner Context

- a. Upon being notified of alleged inappropriate behavior, the associate/assistant dean or program director will notify the dean and other appropriate senior administration officials in a written report within five business days of the allegation.

If the complaint is lodged against a faculty member, other than those matters referred to the Office of Equal Opportunity Programs, the matter will be handled by the dean in consultation with the appropriate associate dean and department chair and, where established, the appropriate School of Medicine and

University policies. The dean may also choose to appoint an ad hoc committee to investigate the complaint.

- b. If the behavior involves unlawful discrimination or sexual or other forms of unlawful harassment, the matter will be referred to the Office of Equal Opportunity Programs and be handled through University policies established for that office. The student may also directly contact that office.
- c. If the behavior involves unwanted physical contact or other forms of violent or threatening acts, the matter may be referred to the University's campus police or appropriate security.
- d. The School of Medicine is committed to the fair treatment of all individuals involved in this process. All efforts will be made to maintain the confidentiality of the resolution process to the extent possible and subject to the overriding concern of a prompt fair investigation and/or resolution of the complaint.
- e. The School of Medicine will not tolerate any form of retaliatory behavior toward learners who make allegations in good faith. Individuals who believe that action has been taken against them in retaliation for raising concerns under this policy, may address those concerns through the procedures described in this policy or through the Student Grievance Committee.
- f. Records of all communications as well as written reports of the associate/assistant deans, program directors, and any ad hoc committee (if formed) will be kept in the dean's office.
- g. If it is determined that the allegations from the complainant were not made in good faith, the student will be referred for disciplinary action to the Student Academic Responsibility Committee.

Financial Information/Aid

Financial Information

Fees and Expenses

All students are required to register and pay tuition and fees each semester. Any financial aid a student might be awarded is disbursed at the time of registration for the fall and spring semesters.

Fees and charges imposed by the University are subject to change by the Board of Trustees without notice.

No degree will be conferred upon any candidate prior to the payment of all tuition, fees, and indebtedness to the University.

A full-time student who withdraws within a specified period of time may be eligible for a prorated refund in accordance with University policy. For a schedule of University refund allowances, contact the School of Medicine director of enrollment services/registrar.

Academic Fees 2020-2021

Fee	Cost
South Carolina Residents (per academic year)	\$42,888
Nonresidents (per academic year)	\$87,150
Supplementary Application Fee (nonrefundable)	\$95
Admissions Deposit (applied toward first year tuition, nonrefundable after May 15)	\$250
Matriculation Fee (first year only)	\$80

Gross Anatomy Fee (first year, first semester only)	\$1000
Technology Fee	\$600

Estimated expenditures for books, supplies, equipment, educational travel, insurance, and related educational expenses:

Fee	Cost
First Year	\$8,098
Second Year	\$2,966
Third Year	\$6,898
Fourth Year	\$4,156

Books and Equipment

All required books and equipment are available in the University of South Carolina Bookstore. Students are given a list of acceptable models for clinical equipment and are required to purchase such items as stethoscopes and sphygmomanometers, according to individual preference.

Computers

A laptop computer with designated software is required as part of the technology enhanced curriculum in the School of Medicine. Specifications are available on the School of Medicine web site and are updated as necessary.

Refund Policy

1. Policy

The University will refund a part of academic fees in certain cases:

- a. Changes in a student's status, which may require a refund.
 - i. Change in a full-time student's schedule, which results in reclassification to part-time status
 - ii. Change in a part-time student's schedule, which results in fewer credit hours.
- b. Situations, which may require a refund.
 - i. Course or courses dropped
 - ii. Withdrawal from the University
 - iii. Cancellation of a class by the University

2. Refund Requests

All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the last summer session (Summer II). Refunds may be requested at any time during the academic year in which the applicable term occurs.

3. Determining the Refundable Portion Procedure

The refund is for the portion of the tuition, fees, room, board, and other charges assessed the student under the control of the University equal to the portion of the period of enrollment for which the student has been charged that remains on the withdrawal date, less any unpaid amount of a schedule cash payment for the period of enrollment for which the student has been charged.

4. Withdrawal Refund Policies

Standard Refund Policy For Withdrawal From The University
 100% refund of the charges if the student's **Official Withdrawal Calculation** is by the first week of classes of a sixteen-week session
 TITLE IV Funds
 Refunds Policy For Students Who Have Received TITLE IV Funds And Withdraw From The University

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of "unearned" financial aid funds that must be returned. Once a student has completed more than 60% of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.

TITLE IV Refund Distribution

For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, refunds will be returned in the order prescribed by federal regulations. The institution must return the refund to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Refunds are to be distributed to the financial aid programs in the following order:

- Unsubsidized Federal Stafford
 - Federal PLUS Loan
 - State funds
 - Private or institutional scholarship(s) and loan(s)
- Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins, or Federal Nursing Loans. Exit interviews can be completed on the Internet at <http://www.sc.edu/financialaid/>. Click on "Loan Counseling on the Web" and follow the instructions. Or, you may contact the Office of Student Financial Aid and Scholarships at (803)-216-3629 or the Loan Collection Department of the Bursar's Office at (803)-777-3559 for the Columbia Campus. Telephone numbers and referenced offices are different for each campus.

5. Summer Sessions and Other Shortened Sessions Refund Procedure for Withdrawal

Adjusted refund schedules are printed in the **Master Schedule of Classes** and are available in the Office of Financial Services.]

- a. 100% refund of the charges if the student's **Official Withdrawal Calculation** is by the end of late registration period
- b. 90% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (A) and on or before the end of the 10% period of enrollment for which the student was charged
- c. 50% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (B) and on or before the end of the 25% period of enrollment for which the student was charged

- d. 40% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (C) and on or before the end of the 36% period of enrollment for which the student was charged
 - e. 25% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (D) and on or before the end of the 50% period of enrollment for which the student was charged
6. **Refund Schedules**
Refund schedules are printed in the Schedule of Classes.
7. **Dropped Courses - Refund Procedure**
A percentage of fees will be refunded for course(s) dropped within two weeks (fall, spring and summer) after the first official day of classes or within an equivalent period for other sessions. No refunds will be made thereafter.
- a. Drops - Fall And Spring Courses
 - i. 100% refund for courses dropped before the end of the late registration period
 - b. Drops - Summer Terms
 - i. 100% refund for courses dropped before the end of the late registration period
 - ii. 40% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (A) and on or before the end of the 36% period of enrollment for which the student was charged
 - iii. 25% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (B) and on or before the end of the 50% period of enrollment for which the student was charged
 - c. Other Shortened Sessions
Adjusted refund schedules are printed in the Schedule of Classes
 - d. Correspondence Course Fees¹
Circumstance:
 - i. 100% if application is not accepted
 - ii. 75% if withdrawal is within one month and/or before an assignment has been submitted for grading and correction
 - iii. No refund for withdrawal after one month, or after an assignment has been submitted for grading and correction
8. **Appeals Process**
A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy.
A Withdrawal Appeals Committee reviews and act on all appeals.

¹ All requests for refunds must be received in writing before the end of the first month of enrollment.

Financial Aid

Students in the School of Medicine are individually responsible for tuition, fees, and living expenses. It is imperative that all students anticipating the need for financial assistance at any time during their medical educations undertake early long-term planning. Limited aid specifically oriented for medical students is available from the School of Medicine. However, financial aid programs of the University of South Carolina make it possible for many students to attend the University who could not do so if they were entirely dependent on their own resources. Eligibility for all aid, except for some academic scholarships, depends on applicants' financial circumstances. Students must file a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA annually to determine

the amount of assistance they are eligible to receive. Information and application forms for the various financial aid programs may be obtained from the School of Medicine Office of Student and Career Services. www.sc.edu/financialaid (<http://www.sc.edu/financialaid/>)

Policy for Satisfactory Academic Progress for Financial Aid Eligibility

Medical students follow the graduate satisfactory academic progress policy set by the Office of Student Financial Aid and Scholarships.

Listed below are some of the financial aid programs available to students. For complete information, contact the School of Medicine Office of Student and Career Services.

Loans

Federal Loan Programs

Information about federal programs is subject to change based upon changes in federal legislation.

The Federal Direct Unsubsidized Loan Program provides long-term, low interest loans to undergraduate, graduate, and professional students. In August of 2013, Congress passed and the President signed, the Bipartisan Student Loan Certainty Act of 2013. The Act ties federal student loan interest rates to the financial markets. Under the Act, interest rates are determined each spring for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan has a fixed interest rate of the life of the loan. The interest rate for the 2019-2020 academic year for the unsubsidized Federal Stafford Loans is 6.08%. These rates are subject to change by law.

Medical students have \$40,500 per year in unsubsidized eligibility, and a career maximum total of \$224,000 including any amounts borrowed as an undergraduate. Interest begins to accrue at the time the lender makes the loan and is not automatically deferred. A student may choose to pay the interest or request that it be deferred. This results in the deferred interest being capitalized and creating a greater expense during repayment.

Medical students are now eligible to borrow under the Federal Direct PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to the Parent PLUS loans also apply to Grad PLUS. These requirements include a determination that a student does not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan. The interest rate for Grad PLUS is 7.08% for the 2019-2020 academic year. To apply for this loan students are required to complete the Free Application for Federal Student Aid (FAFSA) and must also have applied for a Federal Direct Subsidized and Unsubsidized Loan.

Federal Programs with a Service Commitment

Information about federal programs is subject to change based upon changes in federal legislation.

National Health Service Corps Scholarships are offered by the federal government to students and physicians interested in pursuing careers in primary care and serving in health professional shortage areas in the United States.

Armed Forces Health Professions Scholarship recipients are commissioned in the armed forces and their tuition, fees, books, and equipment, including microscope rental, are paid by their particular branch. In addition, a monthly stipend is paid directly to the student. Recipients are required to serve 45 days of training duty each year. Repayment is on a year-for-year basis. A deferment for postgraduate

education is given only if a student is not chosen for a military residency program.

Other Programs with a Service Commitment **The John T. Stevens Foundation Grant**

This grant is for up to four years of medical education expenses and is awarded to worthy medical students enrolled in the School of Medicine who reside in Lancaster or Kershaw county. The grant requires the scholar to practice in Lancaster or Kershaw county for a defined period of time upon completion of training. Call the USC School of Medicine at 803-216-3629 for more information.

Scholarships

Private Sources

Columbia Medical Society Auxiliary Scholarship. Established by members of the Columbia Medical Society and Auxiliary, several scholarships are awarded annually to deserving medical students.

Fullerton Medical Scholarship. The School of Medicine nominates one candidate from each entering class for consideration for the Fullerton Medical Scholarship. The scholarship nominee is guaranteed a minimum of \$1,000 for one year and competes for a four-year, \$80,000 Fullerton Medical Scholarship with medical students from other medical schools in North and South Carolina. Must interview by January 16 for consideration for Fall matriculation.

South Carolina Medical Association Foundation in alliance with the South Carolina Medical Association Alliance. These scholarships are awarded annually to several academically worthy students in need of financial assistance.

School of Medicine Scholarships

Alumni Scholarship. This scholarship is awarded annually (or as funds are available) to one or more students who demonstrate a strong academic record, excellent professional skills, and a commitment to serving patients' needs.

American Medical Association Foundation Scholars Award. This scholarship is awarded to a medical student based on financial need and/or academic excellence.

Anniversary Scholarship. Income from this fund is used to award scholarships to students selected by the School of Medicine Scholarship and Loan Committee.

Tom L. Austin Student Scholarship. Income from this endowed fund, established by the Department of Neonatology at Palmetto Health Richland in honor of Dr. Tom L. Austin, is used to award scholarships to students selected by the School of Medicine Scholarship and Loan Committee.

Bruner-Waddell Scholarship in Medicine. This endowed scholarship was established by the Bruner and Waddell families in memory of Robert Rayson Bruner Jr. and Henry Grady Waddell, M.D. It is awarded annually to a medical student who is a resident of South Carolina.

Laura R. and William M. Corbett Trust Scholarship. This funding started as a loan program before the School of Medicine Columbia was founded and is now a scholarship program for new and continuing medical students based on academic merit.

Lilla Bush McNulty and William McNulty Medical Student Scholarship. This scholarship is awarded by the School of Medicine Columbia and is based on financial need. The criteria may be revised to include other

stipulations such as clinical areas of interest, academic merit, geographic and/or other requirements/preferences.

The William Childs Cantey Sr., M.D., Medical Scholarship. Funds generated by the endowment for this scholarship, which honors Dr. Cantey, are allocated toward tuition for its recipient, who must be a resident of South Carolina. The scholarship is renewable each year for four years and the recipient is designated as a Cantey Scholar.

Thomas C. Chow, M.D., D.P.H. and Rosemary Y. Chow, M.D., D.P.H. Scholarship. This endowed scholarship, which honors the parents of Jim C. Chow, M.D., a 1985 School of Medicine graduate, is awarded to a fourth-year medical student who has demonstrated an interest in a career in family or preventive medicine.

The William Q. and Marguerite D. Claytor Medical Scholarship. This endowed scholarship was established by Dr. Hubert Claytor in memory of his parents.

Dr. and Mrs. George W. Dick Scholarship in Medicine. The income from a fund provided by Mrs. Caroline McKissick Dial, in memory of her father and mother, provides an annual scholarship to a medical student based on scholastic achievement and financial need.

William B. Douglas Scholarship. The interest from this permanent endowment is awarded to medical students in good academic standing and with financial need. Preference is given to South Carolina residents, especially those from the Florence area.

Dr. Lawrence H. Erdman Scholarship. This endowed scholarship, in memory of Dr. Erdman, is awarded to an outstanding student selected by the School of Medicine Scholarship and Loan Committee. Consideration is given to student with financial need and scholastic ability.

Louise Mickle Harvey Medical Student Scholarship. This endowed four-year scholarship is awarded to a student from Camden, S.C. (or the nearest geographic area within South Carolina), who has demonstrated financial need, a record of academic achievement, and the potential for becoming a personable and compassionate physician.

Ellington Cody Hawes, M.D., Medical Scholarship. This is a merit-based scholarship for a resident of Georgia, preferably from the central Savannah River area. This scholarship covers up to \$30,000 of the student's educational expenses per year; it may be renewed for up to four years contingent upon the recipient's maintaining satisfactory progress as determined by the School of Medicine Student Promotions Committee.

Arthur L. Humphries Scholarship. This is an endowed scholarship in memory of the father of J. O'Neal Humphries, M.D., Dean of the School of Medicine, 1983-1994. The recipient may receive the scholarship for up to four years, provided that stated criteria are met.

The Jowers Scholarship Fund. The income from this fund, provided by Dr. Lawrence V. Jowers in memory of his friends, provides an annual award to a student who has earned the highest achievement in the first or second year of medical school.

James Stanley Liverman, M.D., Scholarship. This is an endowed fund in memory of Dr. Liverman, who devoted his professional life to improving the health of the people of South Carolina

Lillian Ashe Scholarship. The income from a fund provided by Lillian Ashe provides scholarships to medical students based on scholastic achievement and financial need.

A. Hines McWaters Scholarship. This is an endowed scholarship awarded annually to an academically sound and financially needy medical student.

Dr. Frank Capers Owens Scholarship. This endowed scholarship, in memory of Dr. Owens, is awarded annually to a qualified third-year or fourth-year student planning a career in family practice.

School of Medicine Faculty and Staff Scholarship. This scholarship, established by the faculty and staff of the School of Medicine, is awarded annually to a medical student who has achieved academic excellence, provided service to the School of Medicine and the University, and exhibited a professional demeanor.

James R. Stallworth Student Scholarship. This scholarship is awarded to a medical student who has an outstanding academic record and who shows evidence of good clinical acumen, devotion to patient care, and potential for future leadership.

The Todd Medical Foundation Scholarship. The interest from this permanent endowment is awarded to second-, third-, and fourth-year medical students in good academic standing and with financial need.

John A. Warren Scholarship. This endowed scholarship, established in honor of John A. Warren, the former chairman and chief executive officer of the SCANA Corporation, is given to the rising fourth-year student who has expressed and demonstrated an interest in pursuing a medical career in family practice, pediatrics, and/or oncology. The recipient is selected by the School of Medicine Scholarship and Loan Committee.

George Walker Waring Memorial Scholarship. The income from this fund, established by the Waring family to honor the memory of their father and grandfather, provides a scholarship for medical students who have completed the first two years at the School of Medicine.

Dr. Hudnall Gentry Weaver Scholarship. This endowed scholarship was established by the family of Robert S. Paschal Jr. in memory of Dr. Weaver, a former Macon, Ga., surgeon. Dr. Weaver was the father of Mrs. Paschal and the grandfather of Dr. Hudnall Weaver Paschal, a 1985 School of Medicine graduate.

Dr. Hugh H. Wells Scholarship. The interest from this endowed scholarship in memory of Dr. Wells is awarded annually to a medical student from South Carolina who has a demonstrated financial need.

Veterans Benefits

Veterans and children of deceased or disabled veterans who meet regular admission requirements may be eligible to receive educational assistance benefits through the Department of Veterans Affairs. Application for benefits may be made through the campus University Office of Veterans Affairs. Students are urged to apply for benefits at least 45 days prior to the beginning of the semester.

All veterans and other eligible persons are responsible for informing the University veterans records clerk of any change in enrollment status or withdrawal from the University.

Other Sources of Financial Aid

The School of Medicine Office of Student and Career Services has current information on various financial aid opportunities. Additionally, the School of Medicine Library has national directories listing sources of loans, fellowships, and scholarships. A number of city and county medical societies offer loans or scholarships for residents of their localities, as do churches, businesses, fraternities, and sororities.

Policy on Management of Financial Resources from External Entities

It is the policy and practice of the University of South Carolina School of Medicine to assist enrolled students in the identification of financial resources from external entities to aid them in the financial support of their educations. External entities providing such financial resources can be individuals, employers, professional organizations, hospitals, communities, foundations, and others. The School of Medicine is also required to follow federal and state laws and regulations and University of South Carolina policies, procedures, and guidelines in the processes associated with nominating students for, the awarding of, and the handling of financial resources from external entities for which enrolled students qualify.

For these reasons, and because:

1. the School of Medicine usually does not have specific information about the external entities providing financial resources to students;
2. the School of Medicine usually has not been involved in the prior contractual arrangements associated with students' receipt of financial resources from external entities;
3. the School of Medicine cannot provide legal advice about tax consequences, either for the external entity or for the student, of the award of financial resources to students by those external entities; and
4. all final decisions about the nomination of eligible medical students for awarding of financial resources from external entities are made by the School of Medicine Scholarship and Loan Committee, a faculty committee, it is therefore the policy of the School of Medicine:
 - a. to refer external entities wishing to provide financial resources to enrolled students to the School of Medicine director of development for information about the creation of accounts in the University of South Carolina Educational Foundation from which scholarship monies can be awarded to students;
 - b. to refer external entities to the University of South Carolina Office of Student Financial Aid and Scholarships when those entities wish to underwrite any portion of a student's tuition and/or fees at the School of Medicine;
 - c. to refer students to their legal and financial advisors when questions arise about the tax consequences of financial resources provided to them in support of their educations by external entities; and
 - d. to refer all requests for nominations of eligible enrolled students for awards of financial resources from external entities to the School of Medicine Scholarship and Loan Committee for final decisions about those nominations.

Employment

Employment must be discussed with the assistant dean for student affairs. When employment appears to interfere with the student's academic and professional development, the assistant dean for student affairs may refer the matter to the Student Promotions Committee for consideration. The academic responsibilities of the first year of medical school preclude outside employment. The Office of Student and Career Services attempts to identify clinical clerkship employment opportunities for rising second-year students for the summer between the first and second years of medical education.

Student and Career Services

Student Services

Office of the Ombudsperson

The educational program in the School of Medicine has been developed to support and encourage the collegiality and professionalism essential to an effective learning environment. Students who believe that they have been punitively assessed or mistreated because of religion, race, ethnicity, gender, sexual orientation, age or other factors have access to the School of Medicine ombudspersons.

The ombudspersons are empowered to receive and investigate reports of mistreatment in a completely confidential manner, to mediate between the parties involved, and, in the event mediation is not successful, to make recommendations directly to the dean of the School of Medicine regarding appropriate resolution of any complaints.

The use of the ombudspersons' services to resolve a complaint represents a form of alternate dispute resolution. For this reason, the services of the ombudspersons will no longer be available to a student once that student engages an attorney to initiate legal action against the School of Medicine, the University of South Carolina, or the employees of those institutions.

Advisors

Faculty members from all School of Medicine departments volunteer to serve as advisors to medical students. Advisors counsel students regarding academics or other areas pertinent to students' satisfactory progress in the medical curriculum. They also assist students with such aspects of their clinical years as fourth-year electives, specialty selection, and residency application.

Faculty advisors and medical students are encouraged to meet at least once per semester. Advisors assist personnel in the School of Medicine Office of Student and Career Services in following the academic progress of their advisees.

Student-student advisory systems are at the discretion of the respective classes of the School of Medicine. Incoming first-year students are assigned student mentors in the summer so that they may meet preceding matriculation.

Student Housing

The majority of students elect to rent/purchase housing in the area adjacent to the School of Medicine campus. Information is posted on the bulletin board in the student mailroom in building 3. Additional information about off-campus housing can be obtained from:

Office of Off-Campus Housing Service
Russell House University Union
University of South Carolina
Columbia, SC 29208

The University provides a limited number of housing units for married couples. They are assigned on the basis of date of application receipt. For information, contact:

University Housing
University of South Carolina
Attn: Family Housing
1215 Blossom Street

Columbia, SC 29208

Student Bookstores

The University Bookstore, located in the Russell House University Union on the University campus, stocks textbooks, supplies, general interest books, popular and classical recordings, and a wide range of gift items.

Student Lounge/Canteen

A large well-furnished student lounge and adjoining small kitchen area are located on the first floor of the Basic Science Annex on the School of Medicine campus. The lounge, containing a television, computers, and a telephone, is available to students 24 hours a day.

Arthur L. Humphries Physical Fitness Center

The Arthur L. Humphries Physical Fitness Center is located on the ground floor of the Dorn V.A. Medical Center Auditorium. Equipped with a variety of exercise machines and mats, the center is open to School of Medicine students, faculty, and staff and Dorn V.A. Medical Center physicians, staff, and patients (under medical supervision).

Services for Students with Disabilities

The University of South Carolina does everything reasonably possible in an attempt to accommodate students with disabilities in the attainment of their academic objectives. The Student Disability Resource Center is available to help disabled students with any problems in their campus life experience and to facilitate any adjustments that might be required. Medical students are invited to contact:

Student Disability Services

1705 College Street
Close-Hipp, Suite 102
Columbia, SC 29208
Phone: 803-777-6142
Fax: 803-777-6741
Email: sadrc@mailbox.sc.edu

University Programs

As students of the University of South Carolina, medical students are entitled to use all facilities and programs available to University students. A partial listing follows.

Russell House University Union

Located at the center of the campus, this facility contains numerous meeting rooms, a ballroom, television and conversational lounges, music listening rooms, a browsing lounge, a theater, and office space for student organizations, including the Student Government, campus newspaper, and radio station.

A variety of services is provided throughout the building. Personnel assist students in locating services. University Dining Services operates food service facilities in the Russell House University Union.

Carolina Productions arranges educational, recreational, and social activities for and with the entire University community. For information, contact the Carolina Productions in the Russell House.

Athletics

The University sponsors extensive programs in men's and women's intercollegiate sports. Its athletic teams, the Gamecocks and the Lady

Gamecocks, compete as members of the Southeastern Conference of NCAA Division 1A.

Among the facilities for athletics at the University are Williams-Brice Stadium, Colonial Center, an all-weather track, a baseball stadium, and tennis courts. The Blatt Physical Education Center and the Strom Thurmond Wellness and Fitness Center provide extensive indoor space for student sports, including Olympic-sized swimming pools.

Intramural Recreational Athletic and Club Sports

The Division of Student and Alumni Services of the University conducts an extensive intramural athletic and recreational sports program for all students, with competition in many areas. Students may participate as individuals and teams in more than 25 intramural sports and in 13 club sports.

Student Health

The School of Medicine is committed to providing all students with appropriate health care and personal counseling in a compassionate, confidential, and professional manner. Student confidentiality is a priority. No physician treating a student will be involved in the education, evaluation or advancement process for the School of Medicine, with the exception of emergency services, wherein USCSOM Columbia faculty and residents may be the clinical staff responsible for the facility to which the student presents, and it is in the best interest of the student to receive immediate care. The student will be transferred to the care of non-faculty physicians as soon as medically appropriate.

Student Health Policies

Contagious Infections and/or Diseases

The School of Medicine has adopted the following policy regarding applicants and students with contagious infections and/or diseases:

The University of South Carolina School of Medicine supports fully the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 in fulfilling its role of providing a medical education to qualified candidates with contagious infections and/or diseases who do not constitute a direct threat to the health and safety of other individuals and who are otherwise able to fulfill the requirements incident to attending medical school.

In fulfilling its obligation to educate future physicians, the School of Medicine is charged with maintaining the integrity of the curriculum; preserving, as part of the curriculum, those elements deemed necessary to the education of physicians; and adhering to procedures consonant with those established with the Centers for Disease Control, among others, to maintain the health and safety of patients.

It is, therefore, the policy of the School of Medicine to fulfill the above-stated obligation, and to provide expert and safe patient care; protect the personal rights of students with contagious infections and/or diseases, including the right to be free from disparate treatment and improper management of confidential information; provide information, education, and support services that promote the professional and personal well-being of students; provide a safe working environment for all students; and provide for the implementation of laws and regulations pertaining to public health and welfare.

Therefore, pursuant to the above-stated policy, in appropriate cases, after obtaining the advice and consultation of the appropriate clinical clerkship director, the School of Medicine will monitor and modify the clinical activities of infected students who pose unwarranted risks to patients.

The decision to modify the clinical activities shall be based upon an objective evaluation of the individual student's experience, technical expertise, functional disabilities, and the extent to which the contagious infection and/or disease can be readily transmitted. The infected student shall be afforded full participation in clinical activities that do not pose unwarranted risks to patients, as determined by the appropriate clinical clerkship director. In all instances where the educational activities of a student are modified, steps shall be taken to ensure that his/her educational experience is equivalent to that of his/her uninfected peers. In such cases, maintaining the integrity of the educational experience afforded such a student shall be of paramount importance.

Chemical Dependency

The School of Medicine has adopted the following policy regarding chemical dependency in medical students:

The University of South Carolina School of Medicine recognizes that chemical dependency represents a problem of national proportions and that medical students may be at increased risk.

The School of Medicine is therefore committed to providing an integrated substance abuse curriculum to medical students as a component of their medical education, to promoting student wellness by identifying and assisting students who may be chemically dependent, and to providing access for medical students to confidential chemical dependency treatment programs that will not jeopardize their professional career goals.

Definitions

Substance abuse is characterized as insidious, progressive, chronic, malignant, primary, family-centered, and treatable. The medical consequences resulting from impairment from substance abuse range from a mild hangover to death due to bleeding, infection, or trauma. For medical students, impairment is defined as recurring trouble associated with alcohol or drug abuse; the trouble may occur in any of several domains, including interpersonal (family or other relationships), educational, legal, financial, or medical. Examples include the range of behaviors from absences from class, clinical clerkships, and electives; repeated lateness in the initiation or completion of assigned responsibilities; binge drinking to violence while under the influence of chemicals; traffic accidents and arrests for driving under the influence; attempts to reduce chemical use; receipt of criticism about alcohol and/or drug use from fellow students, faculty members, medical residents, and other clinical supervisors; and, most especially, the student's continued drinking and/or drug use in spite of adverse consequences.

Sources of Assistance

Confidential assistance for medical students with suspected chemical dependency impairment may be obtained from any of the following sources:

- Community resources: The South Carolina Medical Association Physicians' Assistance and Advocacy Committee has formally agreed to provide compassionate assistance to medical students and medical residents with chemical dependency problems. Confidential assistance with assessment, intervention, or treatment questions can be obtained by contacting the Physicians' Assistance and Advocacy Committee chair at 803-798-6207 or 800-327-1021. South Carolina Medical Association offices are located at:
132 Westpark Blvd.
Columbia, SC 29210
- University of South Carolina/School of Medicine resources: Medical students concerned about their use/abuse of chemical

substances and/or that of their peers may obtain confidential assistance by contacting UofSC Counseling and Psychiatry Services (803-777-5223). The Psychological Services Center (803-777-4864), and the Thomson Student Health Center (803-777-3957), all on the Columbia campus of the University of South Carolina provide confidential assessment, referral, and treatment. Assistance is also available from the associate dean for medical education and academic affairs (803-216-3600), the assistant dean for student affairs (803-216-3630).

- Other resources: An additional list of resources is published annually by the University of South Carolina in the Carolina Community Student Handbook and Policy Guide provided to each medical student at the beginning of the fall semester. The Carolina Community also contains those University policies and procedures relating to the use of alcohol and other drugs to which all enrolled University students are subject as members of the University community.

Student Health Services

Student Health Services provides accessible, convenient, high quality, low cost health care. The health services team is sincerely interested in your health and wants to be your partner in wellness.

Student Health Services provides on-campus medical, mental health, ancillary, and health and wellness services for students. Services include

1. ambulatory primary care at clinics and ancillary services located at the nationally accredited Thomson Student Health Center;
2. a comprehensive array of counseling, testing, and psychological and psychiatric services available at the nationally accredited Counseling and Human Development Center; and
3. a wide variety of wellness-oriented programs and educational services offered by the Office for Campus Wellness and the Office for Sexual Health and Violence Prevention.

Students are encouraged to visit the various Student Health Services Web sites for additional information on clinics, services, and programs (803-777-3175).

Counseling/Consultation Services

Students in the School of Medicine have available to them various counseling, consultation, and psychotherapeutic resources. These may be sought from the Office of Student and Career Services, faculty and student advisors, and psychologists and psychiatrists with appointments in the School of Medicine, as well as from the various services and counseling centers on the University campus. Emergency psychiatric services and confidential assessment, referral, and treatment services are available on a 24-hour-a-day basis from the School of Medicine Department of Neuropsychiatry and Behavioral Science (803-434-4300).

Students enrolled in the School of Medicine program at the Greenville Hospital System University Medical Center have access to equivalent counseling and medical services; information about these services is provided to students at the time of third-year orientation.

Medical Insurance

Students enrolled in the School of Medicine are required to have a current medical insurance policy in effect at the time of fall registration and throughout the academic year and to provide the School of Medicine with verification/proof of insurance or sign a formal declaration waiver form.

A comprehensive health insurance policy is made available by Pearce & Pearce, Inc. through the University of South Carolina for students and their spouses and/or children. Brochures and registration materials are available to all students. The policy is in effect from August 1st to July 31st, with fee payment due at the time of fall and spring registrations.

Immunizations

Students are also required to provide, prior to matriculation, a current medical history, the results of a physical examination, and immunization data on forms provided by the School of Medicine. In order to ensure the health and safety of students and patients in both the classroom and clinical settings, students must provide documentation of immunizations: two dates/doses of MMR or immune state (titers) for rubeola, rubella, mumps; varicella (either a titer or documentation of two doses of varicella vaccine, history of chickenpox is no longer accepted); polio at the time of initial matriculation (refusal form available); and evidence of a tetanus booster. A TB test is required within six months of matriculation. If the results of TB testing are positive or if the student is known to have tested positive previously, the student must provide proof of positive PPD and negative chest x-ray within the last three years. Continuing students will receive TB testing each year as arranged by the medical school. Evidence of a hepatitis-B vaccine is required with a blood titer prior to matriculation, or to be completed by the end of the first semester (refusal form available). Students accepted in transfer must also provide documentation of hepatitis B immunization and evidence of immune status by blood titer by the end of the first year of transfer (refusal form available). A hepatitis B immunization program is available, at cost, through the School of Medicine during the first year of medical education.

Drug Screenings

Drug screening is required prior to matriculation and at the beginning of the M-III year.

Workers Compensation Insurance

All medical students are covered by Workers Compensation insurance through the State Accident Fund for any injuries sustained by students during the course of those clinical activities that are a part of their medical educations. The premium for this insurance is paid by the School of Medicine. Information about Workers Compensation insurance policies and procedures and the reporting requirements for injuries sustained by students during their medical educations is provided to students annually and available in the Office of Student Services.

Disability Insurance

A disability insurance policy is available and required for all medical students. Annual premium payment is due at the time of fall registration.

Student Organizations

Students enrolled in the School of Medicine may participate in a wide variety of University organizations, including those of specific interest to medical students.

Alpha Omega Alpha (AOA)

AOA is the national honor society for medical students. Election to AOA membership is based upon academic achievement, integrity, leadership ability, and service to the School of Medicine. Eligibility for AOA membership is limited to third- and fourth-year medical students.

Medical Student Association (MSA)

The goal of the MSA is to foster the exchange of ideas among health science students. Toward this end, periodic seminars are held at which

research and health-related topics of both a general and specific nature are discussed. The MSA also sponsors social, athletic, and community service activities for students and faculty members.

American Medical Student Association (AMSA)

AMSA is a national student organization that offers supplementary educational programs, including sections in specialized fields and summer preceptorships. Membership dues are a one-time fee that includes organizational membership, publications, an opportunity to purchase life insurance, and other services. Members are also eligible to attend the annual national convention.

American Medical Women's Association (AMWA)

AMWA is a national organization representing women medical students and physicians. Its goal is to enhance the education and training of members and to educate them and the public on health issues of women.

Medical Student Section of the American Medical Association (AMA-MSS)

The AMA-MSS enables students to be represented in the activities of organized medicine within the state and nation.

Student National Medical Association (SNMA)

The School of Medicine SNMA chapter encourages minority students to consider careers in the health professions and promotes mutual support and communication among minority medical students.

Journal Club

The Journal Club keeps students informed on new research and procedures in medical science; gives students the opportunity to read and present research to their peers in a comfortable setting (as good practice for future presentations as upperclassmen or residents); and, gives students the opportunity to access the appropriate faculty while preparing their presentations.

Dermatology Interest Group

The Dermatology Interest Group is for medical students who have an interest in pursuing a career in dermatology. The group participates in several projects, including the National Melanoma Awareness Project. Members will have opportunities to work with local practicing dermatologists.

Emergency Medicine Interest Group

The Emergency Medicine Interest Group provides opportunities for students to learn about the specialty of emergency medicine. At quarterly meetings and seminars, students meet emergency medicine physicians, participate in practical, hands-on workshops, and discuss topics of relevance to emergency medicine.

Family Medicine Interest Group

The Department of Family and Preventive Medicine and the South Carolina chapter of the American Academy of Family Physicians sponsor a Family Practice Club for students who have an interest in careers in this field. At meetings held throughout the academic year at student-determined intervals, students meet family and preventive medicine faculty members, practicing family physicians, and family practice residents. In addition, an annual dinner meeting is held at which a prominent family physician is featured as guest speaker.

Internal Medicine Interest Group

The Internal Medicine Interest Group holds informational and social meetings during the academic year for students interested in general internal medicine and in the various specialties and subspecialties of internal medicine. These meetings include presentations by faculty members in the Department of Medicine, community physicians, and internal medicine residents.

Obstetrics and Gynecology Interest Group

The OB/GYN Interest Group provides programs for students interested in OB/GYN and other women's health issues. Meetings include presentations by faculty in the Department of OB/GYN, community physicians and OB/GYN residents. Students are also involved in the Teen Clinic at 1801 Sunset Blvd.

Oncology Interest Group

Ophthalmology Interest Group

Pediatric Interest Group

The Pediatric Interest Group was initiated by the Department of Pediatrics to assist students potentially interested in pediatrics to pursue their interests by means of regular contact with departmental faculty members and residents and with regional and national experts in the field. Meetings and social events are held regularly throughout the academic year.

Psychiatry Interest Group

The Psychiatry Interest Group was created to foster students interested in psychiatry and behavioral science. Four to six dinner meetings are held throughout the academic year, with presentations by faculty members involved in behavioral science/psychiatry research.

Radiology Interest Group

Surgery Interest Group

For students with an interest in surgery, the Surgical Interest Group is a student-administered organization that meets monthly throughout the academic year. At these meetings, open to students in all four years, case discussions about surgical cases are moderated by faculty members, with first-year students presenting the anatomy, second-year students presenting the pathophysiology, and third- and fourth-year students presenting the work-up and diagnosis of the case.

Wilderness Medicine Interest Group

The Wilderness Medicine Interest Group provides programs for students with an interest in aspects of wilderness medicine, including emergency response and preventive care.

Military Medicine Interest Group

The purpose of the Military Medicine Interest Group is to establish fellowship among future military physicians. The group also works to establish continuity of information between classes in order to ease the transition into military duties and military residencies.

American Geriatrics Society (AGS)

The purpose of the student chapter network of AGS is to interest physicians-in-training in the field of geriatrics, to enhance the visibility of geriatric medicine at the medical school level, and to provide educational programs on geriatric medicine. AGS holds events in which speakers in the field of geriatrics educate students on relevant issues in the areas of research as well as standard practices.

Religious Activities

Medical students are invited to participate in a wide range of student religious activities on the University campus. There is a University chaplain available for counseling. Several denominations provide religious centers with full-time chaplains offering services to the University community. Columbia churches and denominations also serve University students.

Christian Medical Association (CMA)

Medical students may participate in monthly CMA activities on the School of Medicine campus.

IHI Open School

The Institute for Healthcare Improvement (IHI), an international organization focused on improving healthcare quality and patient safety around the globe, has established the IHI Open School for health professions. The University chapter connects students from all of the University's health professions schools, including medicine, nursing, pharmacy, physical therapy, social work, healthcare administration, and others. Open School works to establish an interprofessional educational community that gives students the skills to become change agents in healthcare. The chapter has a primary focus in the areas of patient safety, quality improvement, teamwork and communication, and leadership.

The School of Medicine - Greenville

Administration

Marjorie Jenkins, MD, *Dean*

Angela Sharkey, MD, *Senior Associate Dean for Academic Affairs*

April Buchanan, MD, *Associate Dean for Curriculum*

Paul Catalana, MD, *Associate Dean for Student Affairs and Admissions*

Julie Linton, MD, *Assistant Dean for Admissions*

Brenda Thames, EdD, *Associate Dean for Culture and Inclusion*

Desmond Kelly, MD, *Associate Dean for Research*

David Cull, MD, *Associate Dean for Graduate Medical Education*

The School of Medicine Greenville offers the Doctor of Medicine degree (MD) and is accredited by the Liaison Committee on Medical Education (<https://lcme.org/>) (LCME).

Doctor of Medicine (MD) Overview

The University of South Carolina School of Medicine Greenville offers a hands-on, real-world experience that isn't a mere promise for the future, but a way of life. The USC School of Medicine Greenville is a place where students learn using the latest clinical, information and simulation technology and where they develop the leadership, clinical and interpersonal skills essential to delivering the next generation of patient-focused health care with confidence and compassion.

Learning Outcomes

PATIENT CARE: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- PC 1: Students in the MD program are expected to demonstrate the ability to perform routine technical procedures.
- PC 2: Students in the MD program are expected to gather essential and accurate information about patients and their condition through

history-taking, physical examination, and the use of laboratory data, imaging, and other tests

- PC 3: Students in the MD program are expected to organize and prioritize responsibilities to provide care that is safe, effective and efficient.
- PC4: Students in the MD program are expected to interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC 5: Students in the MD program are expected to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- PC 6: Students in the MD program are expected to develop and carry out patient management plans
- PC 7: Students in the MD program are expected to counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- PC 8: Students in the MD program are expected to provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- PC 9: Students in the MD program are expected to provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care

- KP1: Students in the MD program are expected to demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.
- KP2: Students in the MD program are expected to demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- KP3: Students in the MD program are expected to demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis).
- KP4: Students in the MD program are expected to demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
- KP5: Students in the MD program are expected to demonstrate an investigatory and analytic approach to clinical situations
- KP6: Students in the MD program are expected to apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
- KP7: Students in the MD program are expected to apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
- KP8: Students in the MD program are expected to apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- KP9: Students in the MD program are expected to apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on

health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care

PRACTICE-BASED LEARNING AND IMPROVEMENT: 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 lifelong learning

- PBLI 1: Students in the MD program are expected to identify strengths, deficiencies, and limits in one's knowledge and expertise
- PBLI 2: Students in the MD program are expected to set learning and improvement goals
- PBLI 3: Students in the MD program are expected to identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes
- PBLI 4: Students in the MD program are expected to incorporate feedback into daily practice
- PBLI 5: Students in the MD program are expected to locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- PBLI 6: Students in the MD program are expected to use information technology to optimize learning
- PBLI 7: Students in the MD program are expected to participate in the education of patients, families, students, trainees, peers, and other health professionals
- PBLI 8: Students in the MD program are expected to obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- PBLI 9: Students in the MD program are expected to continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- ICS 1: Students in the MD program are expected to communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- ICS 2: Students in the MD program are expected to communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- ICS 3: Students in the MD program are expected to work effectively with others as a member or leader of a health care team or other professional group
- ICS 4: Students in the MD program are expected to maintain comprehensive, timely, and legible medical documentation
- ICS 5: Students in the MD program are expected to demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)
- ICS 6: Students in the MD program are expected to demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- P 1: Students in the MD program are expected to demonstrate honesty, integrity, compassion and respect in all interactions with others
- P 2: Students in the MD program are expected to demonstrate responsiveness to patient needs that supersedes self-interest
- P 3: Students in the MD program are expected to demonstrate respect for patient privacy and autonomy
- P 4: Students in the MD program are expected to demonstrate accountability to patients, society, and the profession
- P 5: Students in the MD program are expected to demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- P 6: Students in the MD program are expected to demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to 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

- SBP 1: Students in the MD program are expected to coordinate patient care within the health care system
- SBP 2: Students in the MD program are expected to incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- SBP 3: Students in the MD program are expected to advocate for quality patient care and optimal patient care systems for all patients
- SBP 4: Students in the MD program are expected to participate in identifying system errors and implementing potential systems solutions to promote patient safety and quality outcomes

INTERPROFESSIONAL COLLABORATION: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care

- IPC 1: Students in the MD program are expected to work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- IPC 2: Students in the MD program are expected to use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served
- IPC 3: Students in the MD program are expected to communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- IPC 4: Students in the MD program are expected to participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

PERSONAL AND PROFESSIONAL DEVELOPMENT: Demonstrate the qualities required to sustain lifelong personal and professional growth

- PPD 1: Students in the MD program are expected to develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

- PPD 2: Students in the MD program are expected to demonstrate healthy coping mechanisms to respond to stress
- PPD 3: Students in the MD program are expected to manage conflict between personal and professional responsibilities
- PPD 4: Students in the MD program are expected to practice flexibility and maturity in adjusting to change with the capacity to alter behavior
- PPD 5: Students in the MD program are expected to demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- PPD 6: Students in the MD program are expected to provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- PPD 7: Students in the MD program are expected to demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- PPD 8: Students in the MD program are expected to recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty

Doctor of Medicine (MD) Requirements

Admissions Requirements

Applicants admitted to the UofSC School of Medicine Greenville are selected by an admissions committee composed of members of the biomedical science and clinical science faculties of the medical school and the offices of diversity, academic services and research at Prisma Health–Upstate.

In making selections from each year's group of applicants, members of the admissions committee recognize that they are selecting future physicians. The admissions procedure is therefore an effort to select applicants who possess the individual characteristics required for both the study and practice of medicine.

Prior to extending an offer to interview, the admissions committee will evaluate previous academic performance to include undergraduate GPA and MCAT scores, letters of recommendation, clinical and research experience, work and volunteer experience, leadership roles, unique accomplishments, ability to overcome adversity, long-term goals and extracurricular activities.

Following an initial review of the AMCAS application, a supplemental application (and a \$95.00 processing fee) will be requested from selected applicants. The supplemental application is due in December each year. Students granted an AMCAS fee waiver are granted a waiver for the \$95.00 processing fee.

At least three, and no more than five, individual letters of recommendation or a pre-medical committee evaluation packet are required. For 2020-2021 application cycle and during our evaluation of applicants, we will remain cognizant of the fact that clinical and observation experiences may be more difficult to obtain during this application cycle.

The school interviews those applicants judged to be highly qualified who exemplify our high standards. The committee determines competitiveness for admission based on aptitude and suitability for a career in medicine. In its effort to include diversity among its students, the UofSC School of Medicine Greenville is committed to selecting

applicants with distinctive personal attributes and lived experiences who bring added value to an inclusive learning community.

The applicant's credentials are considered from the perspective of the UofSC School of Medicine Greenville's guiding principles. The medical school strives for a student class that exhibits diversity commensurate with the population it serves. It seeks to enroll students with diverse backgrounds who have achieved academic excellence and who exhibit exceptional interpersonal and communication skills, integrity, honesty, empathy, a propensity for team work, maturity, emotional stability, leadership, a strong work ethic, self-direction and passion for becoming a doctor.

The Medical College Admissions Test (MCAT)

All applicants to the UofSC School of Medicine Greenville are required to take the Medical College Admissions Test (MCAT). For any given year, the MCAT must be taken during or no more than two years prior to the year of application. We will accept MCAT scores from 2018, 2019, and 2020. *For the 2020-2021 admissions cycle, those who wish to retake the MCAT after an initial score, we will accept MCAT scores through February 2021 (the MCAT must be taken by January 2021) if additional MCAT dates are not offered after September 2020*. We suggest reviewing MCAT materials.

Prerequisite courses for Admission

Required courses:

- Two semesters of biology with lab If using AP or IB credit, an additional semester in advanced biology such as cell biology, genetics, physiology, or molecular biology is required
- Two semesters of general inorganic chemistry with lab
- One semester of organic chemistry with lab (a second semester of organic chemistry with lab is only required if a prerequisite for biochemistry)
- One semester of biochemistry, lab is not required
- One semester of physics with lab
- Three semesters of humanities, social and behavioral sciences (including at least one semester of English composition/literature) AP or IB credit acceptable to the applicant's undergraduate college is allowed for a maximum of two semesters

Recommended courses:

- Cell biology
- Genetics

Technical Standards for Admission, Retention and Graduation

The UofSC School of Medicine Greenville has adopted the following technical standards: Technical Standards for Admission, Retention and Graduation. The curriculum of the UofSC School of Medicine Greenville is designed to provide a general professional education leading to the Doctor of Medicine (M.D.) degree and to prepare students to enter graduate medical training in a wide variety of medical specialties and sub-specialties. All candidates for admission to, and all current students at the School of Medicine Greenville (herein after designated as candidates for the M.D. degree) should possess sufficient intellectual capacity, physical ability, emotional and psychological stability, interpersonal sensitivity, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, professional attitudes, and clinical abilities required to pursue any

pathway of graduate medical education and to enter the independent practice of medicine.

All candidates should be aware that the academic and clinical responsibilities of medical students will, at times, require their presence during day, evening and overnight hours, seven days per week.

Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. Although these standards outline the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of all curricular requirements. A “qualified person with a disability” is an individual with a disability who meets the academic and technical standards requisite to admission to, retention in and graduation from the educational program at UofSC School of Medicine Greenville, with or without accommodations

While the UofSC School of Medicine Greenville fully endorses the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act of 1990, it also acknowledges that certain minimum technical standards must be present in candidates for admission, retention and graduation. Patient safety and well-being play a major role in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. Those individuals who would constitute a direct threat to the health or safety of themselves or others are not considered suitable candidates for admission or retention in medical school. Therefore, the UofSC School of Medicine Greenville has established the following technical standards for admission to, retention in, and graduation from, the M.D. program.

Technical Standards

1. All candidates for admission must fulfill the minimum academic requirements for admission to the UofSC School of Medicine Greenville.
2. All candidates for the M.D. degree must complete all required courses, clerkships, and rotations at UofSC School of Medicine Greenville.
3. All candidates for admission and all candidates for the M.D. degree must possess sufficient physical, intellectual, interpersonal, social, emotional, psychological, and communication abilities to:

- establish appropriate relationships with a wide range of faculty members, professional colleagues, and patients. Candidates should possess the personal qualities of integrity, empathy, concern for the welfare of others, commitment to life-long learning, and motivation. They must possess the emotional and psychological health required for the full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities associated with the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients, patients' families, and professional colleagues. They must be able to adapt to changing environments, to be flexible, and to function in the face of ambiguities inherent in any clinical situation. Candidates must be able to speak, to hear, to read, to write, and to observe patients in order to elicit information, to describe changes in mood, activity, posture, and behavior, and to perceive nonverbal communications. Candidates must be able to communicate effectively and efficiently in the English language in oral and written form with all members of the health care team. Candidates

must be mobile and able to function independently within the clinical environment.

- obtain a medical history and perform physical and mental examinations with a wide variety of patients. Candidates must be able to observe patients accurately both close at hand and at a distance. Observation requires the functional use of the sense of vision and other sensory modalities and is enhanced by the functional use of the sense of smell. Candidates must have sufficient exteroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory), and motor function to carry out the requirements of the physical examination. Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic operations. They must be able to use effectively and in a coordinated manner those standard instruments necessary for a physical examination (e.g., stethoscope, otoscope, sphygmomanometer, ophthalmoscope, and reflex hammer). Candidates must be able to execute motor movements required to provide general and emergency treatment to patients, including cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, intubation, suturing of simple wounds, and performance of obstetrical maneuvers; all such actions require coordination of both fine and gross muscular movements, equilibrium, and functional use of the senses of touch and vision.
- conduct tests and perform laboratory work. Candidates must be able to observe demonstrations, collect data, and participate in dissection of cadavers; examination of specimens in anatomy, pathology and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. They must be able to understand and interpret basic laboratory studies, draw arterial and venous blood, and carry out diagnostic procedures (e.g., NG tube placement; lumbar puncture; thoracentesis paracentesis).
- ultimately make logical diagnostic and therapeutic judgments. Candidates must be able to make measurements, calculate, and reason; to analyze, integrate, and synthesize data; and to problem-solve. Candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Candidates must be able to integrate rapidly, consistently, and accurately all data received by whatever sense(s) employed.

In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While compensation, modification, and accommodation can be made for some disabilities on the part of candidates, candidates must be able to perform the duties of a student and of a physician in a reasonably independent manner. The use of a trained intermediary would compromise a candidate's judgment by another person's powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission, retention, or graduation is not permitted.

Accommodations Process

The UofSC School of Medicine Greenville will consider for admission any candidate who has the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed at regular intervals not only on the basis of their academic abilities, but also on the basis of their non-academic (physical, interpersonal, communication, psychological, and emotional) abilities to meet the requirements of the curriculum and to graduate as skilled and effective medical practitioners.

Admission and promotion at UofSC School of Medicine Greenville is conditional on the candidate's willingness and ability to satisfy the technical standards, with or without reasonable accommodation.

Admitted candidates who have a disability and require accommodations should contact the Manager of Student Affairs and the Associate Dean for Student Affairs and Admissions as soon as the offer of admission is accepted. Evaluating and facilitating accommodation requests is a collaborative effort between the candidate, UofSC School of Medicine Greenville, and the UofSC Student Disability Resource Center.

It is the responsibility of a candidate with a disability to provide sufficiently current information documenting the nature and extent of his/her disability, any previous accommodation(s) received, and the functional limitations proposed to be accommodated. UofSC School of Medicine Greenville reserves the right to request new or additional information.

Should an accepted candidate or student develop a condition that would place him/her, patients or others at risk or that may require a need for accommodation, an evaluation with UofSC School of Medicine Greenville and the UofSC Student Disability Resource Center may be necessary. As in initial assessments, a complete and careful reconsideration of all the skills, attitudes, and attributes of each accepted candidate or student will be performed. This includes an assessment of his/her willingness, desire and ability to complete the medical curriculum, and will be informed by the fact that students with varied types of disabilities have the ability to become successful medical professionals.

Background Check

A background check will be performed for each applicant upon acceptance to the UofSC School of Medicine Greenville. The background check is performed by an external vendor and is completed automatically when an Acceptance Action is entered into the application system, AMCAS. The background check is reviewed by the Manager of Admissions and Registration. If satisfactory, the background check will be saved to the applicant's electronic file. If the applicant does not pass one or more components of the background check, the Associate Dean for Student Affairs and Admissions may meet with the applicant to discuss the results. Upon further evaluation of the background check results, the Associate Dean for Student Affairs and Admissions has the authority to rescind the acceptance.

Academic Requirements for the MD Degree

Upon recommendation by the UofSC School of Medicine Greenville faculty, the UofSC will confer the degree of Doctor of Medicine upon candidates who have completed the graduation requirements as described in the Graduation Requirements policy.

- attained the School's educational objectives as evidenced by satisfactory completion of prescribed basic science modules and

clinical clerkships and electives and acquisition of all required clinical skills.

- passed Steps 1 and 2-CK (Clinical Knowledge) of the USMLE.
- discharged all financial obligations to the UofSC School of Medicine Greenville and to the University of South Carolina

Promotion Policy

A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

This Student Evaluation, Remediation, Requirements for Promotion, and Appeal policy outlines and ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

Honor and Professionalism Policy

The purpose of the Honor and Professionalism System of USC School of Medicine Greenville is to promote and maintain the basic ethical and professional principles paramount to the success of a student preparing for the profession of Medicine. The Honor and Professionalism System obligates medical students, as future physicians and representatives of the USC School of Medicine Greenville, to conduct themselves with honor and integrity in all aspects of their lives. There are three aspects of the Honor and Professionalism System:

- USC Policy STAF 6.25: Academic Responsibility - The Honor Code
- USC Policy STAF 6.26: Student Code of Conduct
- USC School of Medicine Greenville STAF 5.01 Expectation of Personal and Professional Conduct, which includes the USC School of Medicine Greenville Statement of Professionalism

The Honor and Professionalism System is introduced to new medical classes each year at M1 Orientation, and each student is asked to sign a statement acknowledging that they have been informed of the Policies and Procedures of the Honor and Professionalism System. The acceptance of the Honor Code assures that the integrity of students is unquestioned and accepted by all in the academic, clinical and research communities. The Honor and Professionalism Council (HPC) is a committee of medical students elected from the second, third, and fourth year classes with endorsement by the Dean. It functions to ensure the upholding of the Honor and Professionalism System for all actions that directly bear upon students and their relationships with their colleagues, faculty, patients, the institution and the community. Every student enrolled at USC School of Medicine Greenville is expected to abide by the Honor and Professionalism System at all times while on the campuses of USC School of Medicine Greenville, partner health system campus, as well as off campus and in the community. The USC Policy STAF 6.26: Student Code of Conduct extends to incidents off campus which may adversely affect the USC School of Medicine Greenville community or which may affect the school's pursuit of its mission. Any conduct within the USC School of Medicine Greenville community that

undermines the spirit of the Honor and Professionalism System is a violation. Specific incidents will be considered with regard to the context in which they occur, the alleged infraction, and the magnitude of the alleged offense. Violations of the Honor Code, Professionalism or Student Code of Conduct standards include, but are not limited to:

- Lying - including any form of dishonesty or misrepresentation, omission, fabrication or falsification of documents or clinical reports
- Cheating - using or attempting to use any unauthorized materials, devices or study aids in or prior to an examination, OSCE or any other academic work. Giving or receiving any unauthorized assistance in the completion of any examination, OSCE or other academic work as well as preventing or attempting to prevent others from using authorized materials
- Plagiarism or copyright violation
- Stealing
- Violations of the Chemical Dependency policy
- Unprofessional behavior, including but not limited to, any breach of patient confidentiality
- Inappropriate conduct on campus, in the community or via social media (includes following USC School of Medicine Greenville policy related to COVID-19 related physical distancing and face covering requirements)
- Repeated lack of accountability

The Honor and Professionalism System policy (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/_policydocuments/uscsomg_staf503.pdf) further describes the reporting process, investigation, and appeal process.

Other Requirements for the MD Degree

Immunizations

The USC School of Medicine Greenville requires that all students, upon matriculation and annually thereafter, have certain immunizations as recommended by the Centers for Disease Control and Prevention (CDC), the Association of American Medical Colleges (AAMC) and our partner health system.

Incoming Students

As part of the onboarding process and prior to matriculation, students will be required to upload (to myClinicalExchange) immunization records that have been verified by a licensed health provider. In order to ensure the health and safety of students and patients in both the classroom and clinical settings, students must provide the following immunization records or laboratory serology titers:

- Measles (Rubeola), Mumps, Rubella (MMR): Two doses of MMR vaccine or positive serology documenting immunity to each.
- Polio: Positive titer or at least three doses of IPV and/or OPV.
- Tetanus, Diphtheria, Pertussis (Tdap): One dose of adult Tdap vaccine; if last Tdap is more than 10 years old, date of last Td and Tdap must be provided.
- Tuberculosis (TB): Students must provide documentation for one of the following:
 - Two-Step PPD test completed within 90 days of start of M1 Orientation OR
 - Interferon Gamma Release Assay (IGRA) test drawn within 90 days of start of M1 Orientation.
- Chest X-ray: Only required when a student has a history of a positive PPD or IGRA. Chest xray must be performed within 90 days prior to orientation. A TB Screening Form must also be completed.
- Note: A student with a history of BCG vaccination must still provide evidence of TB screening.
- Varicella: Two doses of Varicella vaccine or positive serology.
- Hepatitis-B: One of the following:
 - 3-series vaccine and a Quantitative Hep B Surface Antibody (titer) documenting immunity
 - 2-series vaccine (documentation must include the brand of the vaccine – Heplisav) and a Quantitative Hep B Surface Antibody (titer) documenting immunity
 - Vaccine non-responder: Evaluation by Health System Partner
- Meningococcal: Students are strongly encouraged to obtain the conjugated meningococcal vaccine (MCV4) prior to matriculation.
- Hepatitis A: Students are strongly encouraged to obtain two doses of Hepatitis A vaccine prior to matriculation.

Continuing Students

- Influenza: Annually, students are required to obtain an influenza vaccination.

The Employee Health & Wellness department at the Health System Partner provides vaccination clinics for all campus employees and medical students. Students may obtain their vaccination from Employee Health & Wellness or another provider and submit documentation to the Office for Student Affairs and Admissions. Information on allergies or other contraindications to any of the above immunizations is available from Employee Health & Wellness department at the Health System Partner. More details are available regarding the Required Immunization policy here (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/_policydocuments/uscsomg_staf702.pdf).

Required Health and Disability Insurance

All USC School of Medicine Greenville students are required to have health insurance and disability throughout the duration of their education. Student health insurance is automatically added to each semester's tuition bill. Students who have an equivalent/alternate health insurance plan may waive the university student insurance and its associated fee by submitting a fee waiver request and documenting proof of adequate medical insurance. Students must opt out of the student insurance each semester or it will be automatically billed to their tuition. At matriculation, students are automatically enrolled in a third-party disability insurance plan; annual premiums are added as a fee to the fall semester tuition bill. The disability plan pays a monthly benefit if a student becomes disabled due to a qualifying event and includes a provision to pay off the student's loans (maximum of \$200K). More information about the benefits and cost of the health and disability insurance plans, including information about requesting a waiver to the University-sponsored health insurance plan is available on the USC Student Health Services website and the Required Health and Disability Insurance policy here.

HIPAA Training

Mandatory HIPAA training is required during medical school orientation and annually thereafter. Compliance with the training schedule is tracked by the Office for Student Affairs and Admissions.

Doctor of Medicine Academic Calendar

The educational program at the University of South Carolina (USC) School of Medicine Greenville was built around core clinical competencies needed by health care professionals to transform healthcare and impact the wellness of communities. The USC School of Medicine Greenville curriculum emphasizes graduated increase in clinical skills and responsibilities across the four years of the curriculum. The curriculum weaves biomedical sciences, behavioral, social and population health, lifestyle medicine and clinical skills throughout all four years, creating a foundation that prepares students to continue the path of life-long learning and practice as integral members of the healthcare delivery team. Thus, the educational program at the USC School of Medicine Greenville lays the foundation for advancement across the continuum from undergraduate medical education to graduate residency training. For details, refer to the School of Medicine Greenville website.

The University of South Carolina (USC) School of Medicine Greenville has pre-clerkship, clerkship, and post-clerkship phases. The pre-clerkship phase encompasses the M1 and M2 years. The M1 year is 40 weeks of instruction; the M2 year is 33 weeks of instruction plus three (3) days of orientation to prep for the M3 year. The clerkship phase encompasses the M3 year which is 50 weeks in duration with a two-week break during late December/early January. The post-clerkship phase is the M4 year which is 28 weeks of required rotations and four (4) weeks after the Match for residency preparation. The Integrated Practice of Medicine (IPM) module is a longitudinal module embedded within all four years of the curriculum.

Sample Academic Calendar for the 4-year Curriculum Leading to the MD Degree

M1 Year

Event	Date
M1 Orientation	07/15/19-01/16/19
Integrated Practice of Medicine 1a	07/17/19-12/20/19
EMT Training Module	07/17/19-8/30/19
Labor Day-No Classes	09/02/19
Molecular and Cellular Foundations of Medicine	09/03/19-10/04/19
White Coat Ceremony	09/22/19
Structure and Function of the Human Body I	10/07/19-12/20/19
Thanksgiving Recess-No Class	11/28/19-11/29/19
Winter Break-No Class	12/23/19-01/03/2020
Integrated Practice of Medicine 1b	01/06/20-5/22/20
Structure and Function of the Human Body II	01/06/20-03/06/20
Martin Luther King Day-No Class	01/20/20
Spring Break- No Class	03/09/20-03/13/20
Neuroscience	03/16/20-04/13/20
Defenses and Responses	04/14/20-05/18/20
Integrated Practice of Medicine 1b OSCE	05/19/20-05/22/20

M2 Year

Event	Date
M2 Orientation	07/20/20
Integrated Practice of Medicine IIa	07/21/20-12/18/20
Biomedical Principles of Disease and Therapy	07/21/20-08/14/20
Hematology/Oncology Systems	08/17/20-09/11/20
Labor Day-No Class	09/07/20
Mind, Brain, and Behavior	09/14/20-10/09/20
Cardiovascular/Pulmonary/Renal System	10/12/20-12/08/20
CBSE	12/01/20
Thanksgiving Break-No Class	11/26/20-11/27/20
Integrated Practice of Medicine IIA OSCE	12/09/20-12/18/20
Gastrointestinal/Hepatic Systems	12/14/20-12/16/20
Winter Break-No Class	12/21/20-01/01/21
Integrated Practice of Medicine IIB	01/04/21-03/18/21
Gastrointestinal/Hepatic Systems	01/04/21-01/22/21
Martin Luther King Day-No Class	01/18/21
Endocrine/Reproductive Systems	01/25/21-02/19/21
Musculoskeletal/Dermatology/Rheumatology Systems	02/22/21-03/12/21
Integrated Practice of Medicine IIB OSCE	03/15/21-03/18/21
USMLE Step Prep/Exam-Study	03/19/21-05/03/21
CBSE	04/08/21
USMLE Step 1 Exam Deadline	05/03/21
M3 Orientation	05/04/21-05/07/21

M3 Year

Event	Date
Clinical Block 1	05/10/21-07/02/21
Clinical Block 2	07/05/21-08/27/21
Clinical Block 3	08/30/21-10/22/21
Clinical Block 4	10/25/21-12/17/21
Winter Break-No Class	12/20/21-12/31/21
Clinical Block 5	01/03/22-02/25/22
Integrated Practice of Medicine III	02/28/22-03/04/22
Clinical Block 6	03/07/22-04/29/22
M4 Orientation/ACLS Training	05/02/22-05/06/22

M4 Year

Event	Date
Rotation/Study Block 1	05/09/22-06/03/22
Rotation/Study Block 2	06/06/22-07/01/22
Rotation/Study Block 3	07/04/22-07/29/22
Rotation/Study Block 4	08/01/22-08/26/22
Rotation/Study Block 5	08/29/22-09/23/22
Rotation/Interview Study Block 6	09/26/22-10/21/22
Rotation/Interview Study Block 7	10/24/22-11/18/22
Rotation/Interview Study Block 8	11/21/22-12/16/22

Winter Break-No Class	12/19/22-12/30/22
Rotation/Interview Study Block 9	01/02/23-01/27/23
Rotation/Study Block 10	01/30/23-02/24/23
Rotation/Study Block 11	02/27/23-03/24/23
Integrated Practice of Medicine 4 Core	03/27/23-04/07/23
Spring Break-No Class	04/10/23-04/14/23
Integrated Practice of Medicine 4 Specialty Intensification	04/17/23-04/28/23
Convocation in Greenville	05/04/23
Commencement in Columbia	05/05/23

Course Descriptions

Required Course and Clerkship Descriptions

Course	Title	Credit Hours
First Year		
GMED G605	Emergency Medical Technician	5
GMED G620	Molecular and Cellular Foundations of Medicine	3
GMED G630	Structure and Function of the Human Body I	7
GMED G635	Structure and Function of the Human Body II	7
GMED G640	Neuroscience	3
GMED G650	Defenses and Responses	3
GMED G601	Integrated Practice of Medicine Ia	6
GMED G602	Integrated Practice of Medicine Ib	6
Credit Hours		40
Second Year		
GMED G660	Biomedical Principles of Infectious Diseases and Therapy	3
GMED G680	Musculoskeletal/Dermatology/Rheumatology Systems	2
GMED G675	Hematology/Oncology Systems	3
GMED G695	Endocrine/Reproductive Systems	3
GMED G671	Cardiovascular/Pulmonary/Renal Systems	7
GMED G685	Gastrointestinal/Hepatic Systems	3
GMED G665	Mind, Brain, and Behavior	3
GMED G610	Integrated Practice of Medicine IIa	7
GMED G611	Integrated Practice of Medicine IIb	4
Credit Hours		35
Third Year		
GMED G703	Integrated Practice of Medicine III	1
FPMD G700	Family Medicine Clerkship	6
EMED G700	Emergency Medicine Clerkship	2
MEDI G700	Internal Medicine Clerkship	8
OBGY G700	Obstetrics and Gynecology Clerkship	6
PEDI G700	Pediatrics Clerkship	6
SURG G700	Surgery Clerkship	8
NPSY G700	Neurology and Psychiatry Clerkship	8
Select any two 700-level courses		4
Credit Hours		49

Fourth Year

GMED G801	Integrated Practice of Medicine IV	4
Select G801-G804 in any specialty		4
Select 800-level courses totaling a minimum of 12 weeks		12
Credit Hours		20
Total Credit Hours		144

All Course Descriptions

- Anesthesiology (ANES) (p. 57)
- Emergency Medicine (EMED) (p. 58)
- Family & Preventive Med (FPMD) (p. 60)
- Genetics (GENE) (p. 62)
- Greenville Medicine (GMED) (p. 62)
- Medicine Clinical (MEDI) (p. 70)
- Neurology (NEUR) (p. 74)
- Neuropsychiatry (NPSY) (p. 75)
- Obstetrics / Gynecology (OBGY) (p. 76)
- Orthopaedic Surgery (ORSU) (p. 78)
- Pathology (PATH) (p. 79)
- Pediatrics (PEDI) (p. 79)
- Phys Medicine & Rehab (PMDR) (p. 85)
- Radiology (RADI) (p. 85)
- Surgery (SURG) (p. 86)

Anesthesiology (ANES)

ANES G710 - Anesthesiology Elective (2 Credits)

The anesthesia clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G810 - Anesthesiology (2-4 Credits)

The anesthesia clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G899 - Anesthesiology Away Rotation (4 Credits)

The student will complete an intensive study of Anesthesiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Emergency Medicine (EMED)

EMED G700 - Emergency Medicine Clerkship (2 Credits)

The Emergency Medicine Clerkship introduces students to the principles of acute care medicine while providing in-depth exposure to the specialty of Emergency Medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting. During the course, students will complete daytime, nighttime, and weekend shifts as they rotate through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (adult areas and Peds ED), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, North Greenville in Traveler's Rest, and Baptist-Easley Hospital in Easley. Students will also have an eight-hour teaching shift with an EM resident.

EMED G702 - Emergency Medicine Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

EMED G715 - Emergency Medicine Pediatric Focus (2 Credits)

This two week elective is designed for third year medical students who are interested in gaining in depth exposure to Emergency Medicine, with an emphasis on Pediatric Emergency Medicine. Students will work primarily in the Pediatric Emergency Department at Greenville Memorial Hospital. This department is located in a tertiary care facility, and students will have the opportunity to evaluate a variety of common (and very uncommon) complaints. They will also work approximately 2 shifts in a community emergency department in Traveler's Rest, where they will gain better understanding of community pediatric emergency medicine and gain some exposure to common adult emergencies as well. The Emergency Medicine – Pediatric Focus rotation will introduce students to the principles of acute care medicine. Students will have the opportunity to evaluate patients and develop understanding of common and life-threatening illness across a wide range of ages, as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G720 - Procedural and Advanced Emergency Medicine (2 Credits)

This is a two-week Emergency Medicine elective designed for students who are interested in learning more about Emergency Medicine and procedures in Emergency Medicine. During this course, students will have the opportunity to practice a variety of advanced emergent procedures, such as airway management and central venous access, in a simulated environment. Students will also be introduced to basic concepts of medical and trauma resuscitation through didactic learning and hands-on practice in the simulation center. In addition, students will work four, eight-hour shifts in the Emergency Department, where they will be immersed in the specialty of Emergency Medicine and the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Active management and ownership of patients is emphasized in a strictly supervised setting. These shifts will include one shift in the critical care area at Greenville Memorial Hospital and three additional shifts that may take place at Greenville Memorial and the community hospitals of Greer, Hillcrest, Baptist Easley, Oconee, and Laurens. In general, these shifts will include a weekend shift and one overnight shift. Students will also complete one teaching shift guided by a dedicated senior resident at Greenville Memorial. During this shift, they will receive dedicated teaching in a small group on topics such as procedural skills, resuscitation, documentation, or other topics inspired by patients seen in the Emergency Department. At the conclusion of the rotation, students will complete a final assessment in the simulation center, where they will demonstrate patient management and procedural skills developed on the rotation.

EMED G735 - Urgent Care (2 Credits)

This two-week elective offers an opportunity for each student to evaluate and formulate a plan for treatment for patients in the Urgent Care setting with direct supervision by an attending physician throughout the entirety of each shift. Shifts will range from 8-12 hours and occur approximately 7-9 times throughout the rotation for roughly 60 hours total. Students will learn to evaluate patients in a timely but thorough manner. This includes learning to identify patients who may need transfer to a higher level of care, and learning what may be done to stabilize the patient prior to transfer, in addition to treating lower acuity patients. Students will practice basic procedural skills during this rotation and will be expected to attend one Emergency Medicine resident didactic session (generally falling on a Tuesday morning).

EMED G760 - Emergency Medicine as Microcosm (2 Credits)

As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias.

EMED G800 - Emergency Medicine Acting Internship (4 Credits)

This is a four week Acting Internship designed for fourth year medical students, especially those who may be interested in pursuing a career in Emergency Medicine. It rotates students through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (with shifts in Critical Care, Intermediate Care, and our Children's Emergency Center), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, and North Greenville in Traveler's Rest. Shifts will vary from 8 to 12 hours in length and incorporate some weekends, evenings, and nights in an equitable fashion. The A-I in Emergency Medicine will immerse students in the specialty of Emergency Medicine and the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Active management and ownership of patients is emphasized in a strictly supervised setting. There will also be an end of rotation final exam and brief patient presentation.

EMED G810 - Emergency Medicine (2 Credits)

This is a two week rotation designed for fourth year medical students who are interested in gaining in depth exposure to the specialty of Emergency Medicine. Students will rotate through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (with shifts in Critical Care, Intermediate Care, and our Children's Emergency Center), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, and North Greenville in Traveler's Rest. Shifts will vary from 8 to 12 hours in length and incorporate some weekends, evenings, and nights in an equitable fashion. The Emergency Medicine rotation will introduce students to the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G815 - Pediatric Emergency Medicine (2 Credits)

This is a two week rotation designed for fourth year medical students who are interested in gaining in-depth exposure to the specialty of Pediatric Emergency Medicine. Students will be taught at the tertiary care facility of Greenville Memorial Hospital Children's Emergency Center. Student shifts will vary from 8 to 12 hours in length, some of which will include weekends, evenings, and nights. The Pediatric Emergency Medicine rotation will introduce students to the principles of acute care Pediatric Emergency Medicine. Students will encounter a wide range of pediatric aged patients, chief complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedures are emphasized in a strictly supervised setting.

EMED G820 - Wilderness Medicine (2 Credits)

This course will serve as an introduction to wilderness medicine for the graduating medical student, utilizing wilderness scenarios and illnesses to review and expand their current medical knowledge. Traditional, simulation-based and outdoor experiential learning will be utilized to engage the learner and optimize retention.

EMED G825 - Prehospital Medicine (4 Credits)

Students will receive didactic lectures that describe EMS systems with regards to design, operations, communications, predictive deployment, fleet, finances, and human resources. Each student will participate in a variety of experiential activities that incorporate all forms of EMS delivery including rotations in the following areas: a. 9-1-1 communications center b. First responders c. EMS ambulance crews d. Interfacility transport services The student will actively participate in any quality improvement activity assigned by faculty and collaborate with EMS administrators and providers as needed to complete tasks. Teaching in any ongoing prehospital education course will be expected. Students will also participate in and discuss strategies involved with any preparedness planning activities and will participate in drills as applicable.

EMED G830 - Emergency Medicine Ultrasound (4 Credits)

The rotation will be comprised of the following components: 1. Self-directed learning (GHS EM Ultrasound Curriculum link under Didactics) 2. Hands-on scanning shifts in the emergency department (with US faculty and EM residents) with completion of QA sheets for scans performed 3. Participation in US educational sessions for EM residents 4. GHS US Division Conferences Each student's schedule will vary slightly month to month based upon US faculty availability for scan shifts in the ED. Didactics During the rotation students are expected to complete the GHS EM US Curriculum. This Curriculum is designed to provide a backbone of foundational knowledge that students will build upon while scanning. The curated resources are available free online or through the GHS Health Sciences Library. Hands-On Scanning Hands-on scanning will take place in the ED. The "GHS Ultrasound QA Sheet" will be used to maintain a record of the scans performed during the ultrasound rotation. Some shifts will be scanning with US faculty where students are in the ED scanning with an US faculty member (who is not working clinically). Other shifts will be assigned with US faculty members while they are working clinically to see the use of US in patient flow. Students will complete at least six 3-hour scanning shifts per week in addition to participating in educational activities as scheduled. Student schedule will mirror the EM resident schedule on US, which varies from week to week.

EMED G835 - Urgent Care (2 Credits)

This two week elective offers an opportunity for each student to evaluate and formulate a plan for treatment for patients in the Urgent Care setting with direct supervision by an attending physician throughout the entirety of each shift. Shifts will range from 8-12 hours and occur approximately 7-9 times throughout the rotation. Students will learn to evaluate patients in a timely but thorough manner. This includes learning to identify patients who may need transfer to a higher level of care, and learning what may be done to stabilize the patient prior to transfer, in addition to treating lower acuity patients. Students will learn basic procedural skills during this rotation and will be expected to attend one Emergency Medicine resident didactic session (generally falling on a Tuesday morning).

EMED G840 - Rural Emergency Medicine (2 Credits)

This is a two week rotation designed for fourth year medical students who are interested in gaining additional exposure to the specialty of Emergency Medicine specifically in rural, community based locations. Students will rotate through two rural community Emergency Departments, North Greenville in Traveler's Rest and Oconee Memorial Hospital in Seneca, with a roughly equitable split between the two locations. There will be 8 shifts, 8 hours in duration, which will incorporate days, evenings, and one weekend (either a Saturday or Sunday), but no overnights. Students will also be required to attend Emergency Medicine resident didactics on both Tuesdays. This Rural Emergency Medicine rotation will immerse students in the principles of acute care medicine with an emphasis on the challenges of practicing Emergency Medicine in a rural community setting. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G845 - Emergency Medicine Interdisciplinary (2 Credits)

This two-week elective is designed for fourth year medical students who are interested in gaining a unique perspective into the Emergency Department (ED). From an all encompassing view, the M4 students will have an opportunity to work with the interdisciplinary staff that serves the ED patient. The schedule is arranged to have students work intimately with members of the ED faculty, Advance Practice Providers, House Resident Staff, Respiratory Care team, Nursing staff, Social Worker team, and ED technicians. It is through this bird's eye view that the student will learn to work with the care team to achieve appropriate patient care.

EMED G850 - Free Medical Clinic (2 Credits)

This is a longitudinal elective designed for fourth year medical students interested in gaining experience in working with a free medical clinic. Students will work closely with the Greenville Free Medical Clinic and with resident and faculty physician volunteers at the clinic. Students will see adult patients presenting for a medical visit. They will have the opportunity to evaluate patients and develop treatment plans, with a particular focus on resources available, under the supervision of USC-SOMG faculty. Students interested in the course will be required to submit a 1-2 paragraph statement discussing their prior experience with free clinics and why they would like to participate in.

EMED G855 - Medical Toxicology Longitudinal Elective (2-4 Credits)

This is a 2-week elective for fourth year medical students interested in learning more about the practice of medical toxicology and the care of the acutely poisoned patient. Students will work closely with Medical Toxicology faculty to evaluate and treat patients across the lifespan presenting to Greenville Memorial Hospital with overdoses, toxic exposures, withdrawal syndromes, and envenomations. There will also be didactic components covering important core topics in Medical Toxicology. The didactic component may also include field trips to the Greenville Zoo to study venomous snakes, the Clemson Botanical Gardens to study toxic plants, and the Palmetto Poison Center in Columbia, SC to participate in poison center calls when possible.

EMED G860 - Emergency Medicine as Microcosm (2 Credits)

As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias

EMED G865 - Emergency Psychiatry (2 Credits)

This two-week elective is designed for Fourth Year medical students who are interested in gaining an in-depth exposure to Emergency Psychiatry (EP). Students will primarily work in the ligature-free, acute behavioral health area (E-Pod) of the Emergency Department (ED) at Greenville Memorial Hospital with occasional exposure to other areas in the ED. These include the Children's Emergency Center, Tele-Psychiatry and other pods, as required. The Department is located in a tertiary care facility and is staffed around the clock by Psychiatrists specializing in emergency conditions and their management. Students will have extensive exposure to a variety of acute psychopathology across all ages. Students will have the opportunity to evaluate, create differential diagnoses and begin acute management of patients presenting with decompensated mental illness and substance abuse issues in an emergency room setting. Students will have the opportunity to hone their psychiatric interview skills, focusing on an efficient yet comprehensive technique. This will allow for the development of case-specific biopsychosocial formulations with the goal of initiating appropriate, stabilizing treatment within the emergency room setting. Active participation in patient care and interview skills are emphasized in a strictly supervised setting.

EMED G899 - Emergency Medicine Away Rotation (4 Credits)

The student will complete an intensive study of Emergency Medicine at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Family & Preventive Med (FPMD)

FPMD G700 - Family Medicine Clerkship (6 Credits)

The Family Medicine Clerkship allows students to gain exposure to the core components of the broad field of Family Medicine. Students will work in a combination of outpatient clinics including both community and academic settings. While working in these settings, students will be expected to expand their medical knowledge in topics of acute and chronic disease management, as well as preventive and wellness care. Students will develop an understanding of the critical role that family medicine serves as an essential component of the primary care delivery infrastructure in the United States healthcare system. Core themes of the practice of family medicine that will be emphasized throughout the rotation include: the importance of continuity of care, lifestyle and preventive medicine, understanding how psychosocial factors affect care delivery, identifying and addressing healthcare disparities, and care of patients within the greater context of their community and the population as a whole. While working with assigned faculty and/or residents, students will have the opportunity to complete initial evaluations on new patients in addition to caring for those with established problems. Students will also have the opportunity to receive guidance in improving interviewing skills as they participate in patient care. The conclusion of the clerkship will include assessments via the Family Medicine NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

FPMD G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

FPMD G702 - Family Medicine Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

FPMD G710 - Primary Care Sports Medicine Elective (2 Credits)

This course is designed to give medical students exposure to full complement of Sports Medicine Care. You will spend time with certified athletic trainers in/at their high school training room/events, physical therapists treating acute and overuse athletic injuries, and physicians and surgeons practicing Sports Medicine.

FPMD G715 - Rural Family Medicine Elective (2 Credits)

This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a "hands on" experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique issues these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G720 - Lifestyle Medicine (2 Credits)

This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of chronic disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise specialist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine.

FPMD G725 - Post-Acute Care Elective (2 Credits)

The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G730 - General Family Medicine Elective (2 Credits)

This course offers a brief and intensive experience in family medicine, both for students considering a career in Primary Care and those who are entering other specialties but who wish to learn more about the role of the Family Physician. Students will have the opportunity to pick from three separate Family Medicine Teaching clinics. The clinic exposure includes the care of patients of all ages in a variety of clinical settings and can be tailored to the learners needs. CFM- Oconee- A rural based Family Medicine teaching clinic located on the campus of Prisma Health-Upstate's Oconee Memorial Hospital in Seneca. CFM- Greer- A community based Family Medicine teaching clinic located on the campus of Prisma Health- Upstate's Greer Memorial Hospital in Greer. CFM- Greenville- An academic/tertiary care Family Medicine teaching clinic located across the street from Prisma Health- Upstate's Greenville Memorial Hospital.

FPMD G800 - Family Medicine Acting Internship (4 Credits)

This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students will be placed in an inpatient setting for two weeks and an outpatient setting for two weeks. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.

FPMD G810 - Lifestyle Medicine (4 Credits)

This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise physiologist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine. The majority of the clerkship will take place during the rotation block. However, there will be a longitudinal component of a small patient panel, lifestyle medicine project, and community outreach.

FPMD G815 - Rural Family Medicine Elective (2-4 Credits)

This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a "hands on" experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique problems these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G820 - Primary Care Sports Medicine Elective (2-4 Credits)

This course is designed to give medical students exposure to full complement of Primary Care Sports Medicine Care, which include musculoskeletal injuries, as well as medical problems such as concussion management and the prevention of sudden cardiac death in young athletes. You will spend time with Certified Athletic Trainers in/ at their High School Training Room/Events, Physical Therapist treating acute and overuse athletic injuries, Physicians and Surgeons practicing Sports Medicine.

FPMD G825 - General Family Medicine Elective (2-4 Credits)

This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students may be placed in an inpatient setting, community setting, or CFM outpatient setting. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.

FPMD G830 - Post-Acute Care Elective (2 Credits)

The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G899 - Family Medicine Away Rotation (4 Credits)

The student will complete an intensive study of Family Practice at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Genetics (GENE)

GENE G710 - Clinical Genetics (2 Credits)

This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G810 - Clinical Genetics (2-4 Credits)

The purpose of this course is to provide the learner with an exposure to the clinical, professional, and lifestyle aspects of Genetics. Students will be exposed to a breadth of medical conditions. Clinical experiences will occur at a GHS Hospital or affiliate under the direct supervision of attending and resident (if applicable) physicians. This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G899 - Genetics Away Rotation (4 Credits)

The student will complete an intensive study of Genetics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Greenville Medicine (GMED)

GMED G601 - Integrated Practice of Medicine Ia (3 Credits)

The first half of the M1 IPM Course (IPM-1a): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-1a module, weekly clinical material is presented in a "Case of the Week" format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1a will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Throughout the year, students will learn effective history taking communication skills and to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will begin to develop the foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G602 - Integrated Practice of Medicine Ib (3 Credits)

The second half of the M1 IPM Course (IPM-1b): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-1b module, weekly clinical material is presented in a "Case of the Week" format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1b will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Throughout the year, students will learn effective history taking communication skills and to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will begin to develop the foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G605 - Emergency Medical Technician (5 Credits)

The Emergency Medical Technician (EMT) module is a minimum state-required 200-hour program that teaches the practice of emergency healthcare delivery to patients who become unexpectedly ill or injured. The module focuses on the role and competencies of the prehospital care provider and exposes the student to the many psychological, social, behavioral, economic, environmental, and lifestyle-related factors in the health of individuals and populations. Following successful module completion, students will take a National Registry of Emergency Medical Technicians (NREMT) psychomotor skills and written examination and become certified as a South Carolina EMT.

GMED G610 - Integrated Practice of Medicine IIa (7 Credits)

The first half of the M2 IPM course (IPM-2a): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-2a module weekly clinical material is presented in a "Case of the Week" format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2a will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Students will learn the role other professionals play in coordinated patient care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will build on their foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G611 - Integrated Practice of Medicine IIb (4 Credits)

The second half of the M2 IPM course (IPM-2b): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-2b module weekly clinical material is presented in a "Case of the Week" format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2b will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Students will learn the role other professionals play in coordinated patient care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will build on their foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G620 - Molecular and Cellular Foundations of Medicine (3 Credits)

This instructional module integrates the disciplines of molecular biology, genetics, cell biology, and biochemistry as the foundations of understanding the human body at the molecular and cellular level. Students will be introduced to cellular structure and its influence on cellular communication, organization and integration of cellular functions, utilization of biomolecules in metabolic pathways, and processes of cell division and transmission of genetic information. The goal of this module is to gain an understanding of the biology and biological processes of the human body from the molecular to cellular scale, processes and patterns of inheritance, and the role of the human genome and epigenome in medicine.

GMED G630 - Structure and Function of the Human Body I (7 Credits)

The Structure & Function module fully integrates the basic disciplines of Biochemistry, Histology, Embryology, Gross Anatomy and Physiology of the human body. Building upon information from the Molecular and Cellular Foundations module, this unit focuses on understanding the interaction and communication of cells to form tissues, the embryological development and differentiation of tissues into organ systems, the anatomical organization and function of tissues and organ systems, and the dynamic relationship between structure and function, from the cellular level to the whole body. Imaging techniques including x-ray, ultrasound, computerized tomography and magnetic resonance will be applied and compared with respect to information they provide in the clinical analysis of structure/function relationships and the consequences of abnormalities in health and disease.

GMED G635 - Structure and Function of the Human Body II (7 Credits)

The Structure and Function II module is a continuation of the previous Structure and Function I module. The module continues to integrate gross anatomy, histology, embryology, radiology, physiology, and lifestyle medicine. The purpose of the Structure and Function II module is to provide an integrated and clinically relevant basis of knowledge for understanding the interaction and communication of molecules and cells to form tissues, the differentiation of tissues into organ systems, and the dynamic relationship between physiological functions and structures. This will be accomplished through a student-centered and technology-enhanced instructional approach to achieve the overall module objectives.

GMED G640 - Neuroscience (3 Credits)

The neuroscience module integrates the development, anatomy, biochemistry and physiology of the central and peripheral nervous system with clinical correlates. The principles that underlie the anatomical structures of each system are correlated with their physiology and relevant clinical applications. Students will learn to integrate the normal molecular, cellular, physiological, and anatomical aspects of the nervous system in order to understand the basis of disorders commonly encountered in clinical practice. The Neuroscience module emphasizes integration in four different areas: • Anatomical and functional organization of the nervous system • Morphological and functional correlates of neuronal activity • Vascular supply of the nervous system and its clinical correlates • Integration of motor and sensory systems and their clinical correlates.

GMED G650 - Defenses and Responses (3 Credits)

The Defenses and Responses module is focused on understanding the immune system and mechanisms by which the body defends against pathological and pathophysiological influences, including infectious organisms and malignant transformations. This module also addresses how abnormalities in the immune system contribute to disease manifestations during infection and autoimmune disorders. Integrated within this module is the basic introduction to pathology, understanding pathogenesis, and the study of the body's response to disruptions including those induced by trauma, infection, genetic mutation and drugs.

GMED G660 - Biomedical Principles of Infectious Diseases and Therapy (3 Credits)

The Biomedical Principles of Infectious Diseases and Therapy module will present core concepts underlying causative microbial pathogens of infectious diseases, disease vectors, modes of transmission, mechanisms of pathogenesis and pharmacologic principles of treatment and prevention. This module will lay the foundation for understanding the infectious diseases of the different organ systems and provide a basic epidemiologic approach to prevention and treatment strategies. Clinical evaluation, diagnostic testing and laboratory results used for the identification and classification of microorganisms will also be examined. In addition, students will investigate the characteristics of ill patients and pathogenic organisms that influence therapeutic protocols as well as analyze strategies for the management of antimicrobial resistance and infection control.

GMED G665 - Mind, Brain, and Behavior (3 Credits)

The Mind, Brain and Behavior module is an integrated multidisciplinary overview of the major psychiatric disorders and diseases of the nervous system, including mood and psychotic disorders, visual/auditory disorders, cerebrovascular disease, brain tumors, neurodegenerative disorders, seizure disorders, and brain trauma. This module builds upon knowledge learned in the Structure/Function, Foundations and Neuroscience modules. Gross and histologic images will be reviewed and correlated with clinical findings. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Imaging techniques will be applied and compared with respect to the information they provide in the clinical analysis and treatment of these diseases. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence.

GMED G671 - Cardiovascular/Pulmonary/Renal Systems (7 Credits)

The Cardiovascular, Pulmonary and Renal module is an integrated multidisciplinary overview of major diseases of the heart, vasculature, lungs, kidney and lower urinary tract. This module builds upon knowledge learned in Year 1. Descriptions of the pathophysiological and histological processes associated with common cardiovascular, pulmonary and renal disease will be given through active lecture and case studies. Examples of other systems (e.g. endocrine) generating cardiopulmonary and renal disorders will be included. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Diagnostic techniques will be evaluated and compared with respect to the information they provide in the clinical analysis and treatment of these diseases.

GMED G675 - Hematology/Oncology Systems (3 Credits)

The Hematology/Oncology module is an integrated multidisciplinary overview of major diseases and abnormalities of red and white blood cells, lymph nodes, spleen and thymus, bleeding and clotting disorders, and therapeutic agents for neoplastic processes as a whole. This module reviews basic principles and characteristics of neoplasia and builds upon knowledge learned during Year 1. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Gross and microscopic images will be reviewed and correlated with clinical findings. Laboratory studies pertinent to diagnosis, prognosis, and therapy selection will be discussed. Imaging techniques will be applied, as applicable, and compared with respect to the information they provide in the clinical analysis and treatment of these diseases and abnormalities. The educational format will include active lectures, slide review sessions, case-based discussions, laboratory results review sessions, question/quiz-based sessions, and a final review session.

GMED G680 - Musculoskeletal/Dermatology/Rheumatology Systems (2 Credits)

Focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these organ systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G685 - Gastrointestinal/Hepatic Systems (3 Credits)

The GI and Hepatic Systems Module focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G693 - LEAD (0 Credits)

The goal of the LEAD concentration is to prepare physicians to lead our complex, ever-changing healthcare system and improve patient health outcomes. The overall objective of the LEAD curriculum is to provide basic knowledge of leadership principles and an opportunity to develop this knowledge into sustained leadership skills and behaviors.

GMED G694 - Substance Use Disorder and Recovery (0 Credits)

The summer experience around substance use disorder and recovery (SUDR) provides an opportunity for medical students to enhance their learning about SUD and to engage with the FAVOR Greenville Recovery community organization in both training as a Recovery Coach and as a practicing Recovery Coach for people in Greenville, South Carolina who request a coach. Completion of all components of this experience will result in a solid background on SUD and Recovery and can be a nice addition to your CV.

GMED G695 - Endocrine/Reproductive Systems (3 Credits)

The Endocrine and Reproductive Systems Module presents core concepts underlying the pathology, pathophysiology, signs and symptoms and pharmaceutical principles of treatment related to the endocrine and reproductive systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of diseases and skills of critical judgment based on scientific evidence. Diagnostic methods and procedures, their indications, contraindications, and complications are discussed. Additionally, an understanding of ethical, psychosocial, and cultural factors that impact patient behavior and influence treatment plans are integrated into the module topics.

GMED G696 - Step 1 Preparation (0 Credits)

A designated time of preparation for the NBME Step 1 exam, culminating in the taking of said exam. A passing Step 1 exam grade is required to pass the course.

GMED G697 - Culinary Medicine: Disease Prevention and Treatment (0 Credits)

The Culinary Medicine Elective prepares future physicians to become frontline advocates for healthy lifestyle behaviors in their patients and communities through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer. This will be a voluntary, not-for-credit elective which meets 1-2 times per module in M2 year.

GMED G698 - Culinary Medicine: Foundations of Patient Care (0 Credits)

The Culinary Medicine Elective prepares future physicians to become frontline advocates for healthy lifestyle behaviors in their patients and communities through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer.

GMED G699 - Research Elective (0 Credits)

The Summer Research Elective provides an opportunity for rising M2 students to engage in clinically relevant research throughout the Health Sciences Center at Prisma Health. Enrollments and subsequent completion of this zero credit course will be recorded on the Fall Semester transcript of the M2 academic year. Enrollment in the Summer Research Elective requires completion of the "Summer Research Elective Approval Form" and subsequent approval by the course director. The form will require student to have identified a research mentor within the Health Sciences Center at Prisma Health, agreed upon a research project and developed a timeline and goals for the project (*if the research mentor is not a member of the Dept. of Biomedical Sciences, the student must identify a secondary advisor within the Dept. of Biomedical Sciences). Students will be required to write a short research proposal outlining their plan and expectations of their summer research experience at the start of the summer. The Summer Research Elective will be offered to rising M2 students between the end of their M1 year and beginning of their M2 year. The time commitment will be a minimum of 120 hours to be completed in approximately 8 weeks over the summer. These hours must be documented and can include time spent completing research efforts (i.e. lab bench, data analysis, chart review, etc.). Students will be divided into 5 groups and assigned an HSC Librarian to meet with at least once during the summer. The student will be expected to present their research findings as an oral/poster presentation at the Annual BMS Summer Research Symposium or approved venue if there is an unavoidable conflict. The student will also be required to complete a research abstract of their efforts upon completion of the elective.

GMED G703 - Integrated Practice of Medicine III (1 Credit)

The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-3 module, the curriculum is designed to facilitate the students' transition into the real world of health care delivery as practicing professionals. Building on clinical experiences via third-year clerkships, students discuss the importance and application of topics such as quality and risk management, partnering with other professionals for better patient care such as medical-legal partnerships, advanced diagnostics, lifestyle medicine, and medical practice in the context of societal challenges. Students will further their understanding of identifying and managing stress, work life balance between professional and personal obligations. Students will engage in discussions with patient panels representing underserved and vulnerable populations, learn how to minimize medical errors through effective communication tools and identify opportunities for health care system professional leadership. Students will participate in discussion surrounding current health care policy issues and national health crisis content such as substance use issues. Students will demonstrate proficiency in maintenance of competency in basic and advanced procedural skills and promote professional growth through refining their curriculum vitae preparation for residency applications.

GMED G705 - Recovery Coaching for Addiction (2 Credits)

The elective will provide an opportunity for medical students to learn more about addiction and recovery and to apply the principles of motivation interviewing to all patients who are in need of behavior change to improve health. Students will be required to 1) Complete a 40 hours training by the Jones Solution Academy in order to become a Recovery Coach. Students are STRONGLY encouraged to volunteer as a Recovery Coach for FAVOR Greenville upon completion of the elective. 2) Attend meetings at Alcoholics Anonymous, Narcotics Anonymous and Al-Anon and write a reflection on one. 3) Attend group activities at FAVOR Greenville. 4) Observe GHS acupuncturist. 5) Attend sessions at The Pavillion. 6) Take all surveys that are part of the Elective course.

GMED G740 - Gender and Sexuality in Clinical Settings (2 Credits)

This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge to allow them to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories, and psychosocial aspects of gender identity, sexual attraction, sexual functioning, and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect their reactions to gender-identity and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients' sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G755 - Leadership in Medicine (2 Credits)

This elective is designed to provide students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G760 - LEAD Summer Intensification (2 Credits)

Leadership is a skill that is both essential and learnable for physicians entering an increasingly complex healthcare system. The Leadership Education and Development (LEAD) program will prepare future physicians to lead in an ever changing delivery structure for health and healthcare with a goal to ensure optimal patient outcomes. The LEAD summer intensification introduces core leadership skills during undergraduate medical education to ensure competency and to foster success in leading the future of medicine, healthcare, and patient health. LEAD 2021 will be a two-week summer intensification with daily, half day discussions and activities related to core leadership topics. Discussion of core leadership topics will be led by content experts with opportunity to use leadership skills in small group activities. The overall objective of the LEAD curriculum is to provide basic knowledge of leadership principles and an opportunity to develop this knowledge into sustained leadership skills and behaviors. Open group discussions will be held with the learners to discuss content, delivery, and overall impact of the LEAD summer intensification.

GMED G770 - Novel Coronavirus Elective (2 Credits)

All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

GMED G780 - Health Psychology (2 Credits)

This 2-week course will focus on the psychological and physiological aspects of health, including the systems involved in chronic and acute stress responses and how they relate to chronic illness, different body systems (neurological, reproductive, cardiac, gastrointestinal, immunological), pain, memory, sleep, nutrition, and addictive behaviors, with an emphasis on prevention and methods of changing related behaviors. This course will offer opportunities for students to develop novel ways to integrate theory and research on stress and illness with advances in the science of health and wellness, with the purpose of translating current research to future applications in a clinical environment. In addition, medical student stress, including transitioning from medical school to residency, and the strategies/coping skills that can be used to ease that transition, will be discussed. Students will apply their knowledge through online synchronous and asynchronous discussions, journal article review, development of a public service announcement geared toward the community, and a final project/presentation which applies health psychology concepts to the area of their choice. Active self-assessment of health will be a learning tool for this course, and application of health psychology concepts to development of resiliency and prevention of burnout in physicians will be a focus.

GMED G801 - Integrated Practice of Medicine IV (4 Credits)

The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-4 module, the curriculum is designed to facilitate the students' transition into the first year of residency and the real world of health care delivery. In the second half of the fourth year, students experience a required Intensification Month split into two separate phases: 1) a two week "Core" required by all students; and 2) a two week "Specialty" specific phase which places students into tracts based on their stated clinical specialty. Within these four weeks, students receive applied information that will directly influence their residency experience, including residency specific topics, health care delivery systems and administrative topics. Students will apply skills to function as an effective patient care partner with peers and other professionals, refine clinical skills in interpreting advanced images, studies and challenging communications surrounding patient death. Students will further their foundational skills in identifying and coping with stress, behavior changes, and effectively managing personal and professional expectations.

GMED G805 - Survey of Culinary Medicine (4 Credits)

The M4 Culinary Medicine Elective prepares future physicians to effectively work with patients and communities through enhanced Culinary Medicine knowledge and counseling skills, along with cooking techniques, to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer. This will be a 4-week, 4 credit hour elective which will meet at least twice per week in person (i.e. classroom and kitchen) and twice per week virtually.

GMED G810 - Academic Medicine - Research (longitudinal) (4 Credits)

A description of project, detailing your study and what you wish to accomplish during this elective must be submitted to the Course Director. This proposal should include background information, a research question, the methods that will be employed, and the expected outcomes and analytic methods that will be used. Specific details of the student role in the proposed project should be outlined. Approved projects will be assigned a faculty mentor.

GMED G815 - Academic Medicine - Teaching (longitudinal) (4 Credits)

This elective is designed to provide fourth year students with the opportunity to cultivate their teaching skills in order to better prepare them for residency. Students will meet with various faculty during the rotation to receive information on how to refine their teaching skills, with topics such as curriculum development, how to prepare a lecture, bedside teaching, how to give and receive feedback, and how to teach a difficult topic. Students will also develop learning sessions using various teaching methods for junior medical students under the guidance of a faculty mentor. Students may elect to work with biomedical science or clinical faculty. The course has reading requirements. Students are expected to be self-motivated and committed in their approach to this course.

GMED G820 - Global Health (4 Credits)

Student may select from AAMC Global Health Learning Opportunities offering or submit their own proposed experience which would need approval by the Course Director (Dr. Jeremy Byrd) and approval from the University of South Carolina Study Abroad Office.

GMED G825 - Health Policy and Advocacy (longitudinal) (4 Credits)

The purpose of this course is to provide learners with an exposure to the macro level health policy framework, tensions, and influences and to provide students with opportunities to work in the community and to develop and implement advocacy skills. Learners will engage in observational experiences in community health advocacy settings. Based on interests, students can be tracked into pediatric, adult, or combined focus community settings. Students are introduced to the principles of health policy and community advocacy through a series of readings, reflections, selected required conferences and web-based learning. In addition, students participate in service-based learning opportunities with community partners in the Greenville area. Each student must complete a community mapping or other approved advocacy project. Additionally, as part of the elective requirement, students will meet with individual physicians in selected GHS clinical departments to ascertain prevailing policy questions and advocacy interests. Findings from physician feedback will be incorporated into a final project and will inform relevant health policy and advocacy topics for future learners. The goal of this elective is to equip students with the skills to be effective and engaged leaders in community advocacy and influencers in health policy. The majority of the coursework should be done during the assigned block.

GMED G830 - Medical Spanish (longitudinal) (4 Credits)

This a 4 week elective that can be blocked into a 4 week segment or completed longitudinally. Students will have complete an online Medical Spanish proficiency course. Student will learn how to communicate in Spanish regarding a number of systems: cardiovascular, pulmonary, gastrointestinal, obstetrics and gynecology, psychiatry, musculoskeletal, neurology, prevention, immunizations, and screenings. In addition, students will learn how to take a history, perform physical examinations, ask review of systems, and inform patients of the necessary diagnostic evaluations. Students are required to complete an online medical Spanish course, attend lectures or online learning sessions, participate in formative weekly interviews, submit weekly history and physical examination write-ups, and observe interpreters in various settings. Students will work with a faculty mentor and/or interpreter to develop an OSCE station on a common diagnosis at the conclusion of their rotation. The majority of the coursework should be done during the assigned block.

GMED G835 - Advanced Studies in Clinical Anatomy (4 Credits)

The Advanced Studies in Clinical Anatomy elective is designed to allow 4th year medical students the opportunity to revisit a region of anatomy that will be relevant to their future career plans while expanding their teaching knowledge and skills via participation in the module 'Structure and Function of the Human Body'. Teaching experience includes delivery of briefing sessions, production of multimedia presentations, interactive small group supervision during laboratory and in-class sessions, preparation and review of prosections, and organization of informal practical and course examination sessions.

GMED G840 - Gender and Sexuality in Clinical Settings (2 Credits)

This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge to allow them to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories and psychosocial aspects of gender identity, sexual attraction, sexual functioning and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect reactions to gender-identify and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients' sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G845 - High Value, Cost Conscious Healthcare and Quality Improvement (4 Credits)

The elective is to provide an opportunity to 4th year medical students to participate in high value healthcare system improvements in order to prepare them to be an effective participant and leader in healthcare transformation as a resident and practicing physician. The elective is structured around the following experiences and activities: 1) Seminars: learning and discussion regarding high value healthcare including healthcare waste, quality, cost, and patient experience. Faculty both within the Greenville Health System and the community will participate. 2) Observational participation in various Greenville Health system initiatives which are dedicated to quality and value improvement (these would include committee meetings). 3) Longitudinal mentorship: The course director will facilitate student discussion regarding observations of healthcare waste or value improvement that occurs during M3 and M4 rotations and during exposure to seminars and quality and value initiatives. 4) Project development: Based on these discussions, each student will identify an improvement opportunity based on their experiences during their clerkships. They will then work with their mentor to develop a novel intervention to improve care and/or reduce costs. It is anticipated that these ideas will form the foundation for QI projects.

GMED G850 - Substance Use Disorder and Recovery (2 Credits)

The elective will provide an opportunity for medical students to learn more about substance use disorder (SUD) and recovery and apply the principles of motivational interviewing to all patients who are in need of behavior change to improve health. Students will complete Recovery Coach Training with FAVOR Greenville. Additional educational components include educational modules delivered by national experts, a book discussion around care redesign for SUD and Recovery and selected educational modules at the course directors discretion.

GMED G851 - Substance Use Disorder Longitudinal Elective (4 Credits)

The UofSC SOMG has a robust curriculum around substance use disorder and recovery. This elective will provide a deeper dive and increased experiences in the topic for any student entering any specialty. This will be a longitudinal course and includes monthly meetings to discuss readings, videos or hear guest lectures on the topic; attendance at community outreach events that include harm reduction; attendance at one of the Magdalene Clinics of Prisma Health to experience treatment of addiction in the maternity population; experience at a methadone clinic; monthly participation in the Addiction Consult service; attendance at Greenville County drug court under supervision of Judge Charles Simmons; opportunity to participate and complete a quality improvement project around substance use disorder and recovery; and shadowing of a Peer Support Specialist at FAVOR Greenville on a monthly basis.

GMED G855 - Leadership in Medicine (2 Credits)

This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G860 - Innovation Translation (4 Credits)

Provide students with exposure to a real world working environment within the designated "innovation engine" of a large healthcare delivery system. Student will enhance critical thinking skills by participating in the evaluation, due diligence, and vetting of new intellectual property and industry engagement opportunities. Student may be exposed to a wide spectrum of executive-level professionals directly tied to new and existing innovation opportunities from new clinical opportunities to economic development projects.

GMED G865 - Medical Legal Partnership (2 Credits)

This 2-week elective is designed for fourth year medical students to give an insight to the medical legal partnership associated with Prisma Health. Students will have the opportunity to be involved with both pediatric and geriatric patients that are involved with the medical legal partnership. Students will learn how legal issues impact a patient's overall health and how the MP can help patients. Students can learn how to navigate the MLP as future physicians. Student will have the opportunity to go to court and work alongside both doctors and attorneys involved with the MLP. Students will learn how community health can impact the individual patient and learn how to deliver quality care. At the end of the two weeks student will present on a topic/patient.

GMED G870 - Novel Coronavirus Elective (2 Credits)

All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

GMED G875 - Biological Rhythms (2 Credits)

This 2-week module will explore biological rhythms and their influence on human health and disease. An overview of biological rhythms, including the cellular, molecular, and systems basis of cognitive, behavioral, psychological and physiological rhythms will be explored. Emphasis will be placed on the application of knowledge, gained through readings from current literature, journal article reviews, discussion boards, a concept integration assignment, and a final application project to apply biological rhythms research to the area of the student's choice. Human circadian systems and the influence of our brain's biological clock on health, mental health, and disease will be considered in depth, with a focus on chronotherapeutics and sleep medicine. Active self-assessment of biological rhythms will be a learning tool for this course, and application of biological rhythm concepts to future patients and the clinical environment will be explored.

GMED G880 - Health Psychology (2 Credits)

This 2-week course will focus on the psychological and physiological aspects of health, including the systems involved in chronic and acute stress responses and how they relate to chronic illness, different body systems (neurological, reproductive, cardiac, gastrointestinal, immunological), pain, memory, sleep, nutrition, and addictive behaviors, with an emphasis on prevention and methods of changing related behaviors. This course will offer opportunities for students to develop novel ways to integrate theory and research on stress and illness with advances in the science of health and wellness, with the purpose of translating current research to future applications in a clinical environment. In addition, medical student stress, including transitioning from medical school to residency, and the strategies/coping skills that can be used to ease that transition, will be discussed. Students will apply their knowledge through online synchronous and asynchronous discussions, journal article review, development of a public service announcement geared toward the community, and a final project/presentation which applies health psychology concepts to the area of their choice. Active self-assessment of health will be a learning tool for this course, and application of health psychology concepts to development of resiliency and prevention of burnout in physicians will be a focus.

GMED G885 - Medical Humanities (4 Credits)

Many medical students emerge from their undergraduate years having honed their minds with the heft of the "hard" sciences. Many of these students have had little opportunity or interest enough to fully appreciate the relevance of learning about topics in the humanities and have any beneficial effect in their educational experience. There is ample and robust evidence to support the importance of integrating a formal humanities training within the medical education curriculum. Using models from other institutions, we will focus on the development and enhancement of the student's capacity for empathy and self-reflection while translating these qualities in day-to-day interactions with patients. Students will meet with the course directors monthly in 2-hour sessions where we will discuss required reading and assignments in literature relevant to medicine including short stories, essays, articles, and poetry as well as assignments in the visual arts, film, music, and theatre.

GMED G898 - Step 2 Preparation (0 Credits)

A designated time of preparation for the NBME Step 2 CK exam, culminating in the taking of said exam. A passing Step 2CK exam grade is required to pass the course.

GMED G899 - Away Rotation in Research (2-4 Credits)

Research elective at another institution.

Medicine Clinical (MEDI)

MEDI G700 - Internal Medicine Clerkship (8 Credits)

During the Internal Medicine Clerkship, students will gain exposure to both the inpatient and outpatient practice of Internal Medicine. The rotation is designed to help develop the student's clinical skills and to direct his or her approach to patient care towards a problem-oriented frame. Also, through active participation, the student should observe the diagnostic process as it unfolds and develop his/her own method of evaluating clinical problems. During the inpatient portion of the clerkship, patients admitted to the hospital are assigned to the students for history taking and physical examination. Students then participate in diagnostic and therapeutic decisions concerning their patients and follow them throughout their hospital stay. Students are responsible for daily notes and orders under the supervision of the residents and the attending physician on the service. Students on the Internal Medicine Clerkship will also participate in one week of outpatient/ambulatory care at regional Internal Medicine practices. Formal didactic sessions are offered frequently throughout the IM Clerkship, which include formal lectures and case studies specifically for third-year medical students as well as the Department of Medicine's noon-time conferences and grand rounds presentations. During their time with the inpatient wards team, students will also actively participate in daily morning rounds. Weekend work hours are included during the inpatient portion of the clerkship; other weeks are typically confined to weekdays. The conclusion of the clerkship will include assessments via the Internal Medicine NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

MEDI G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

MEDI G702 - Internal Medicine Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

MEDI G710 - Outpatient Cardiology (2 Credits)

Students are assigned to work one on one with a cardiologist in a private office setting. Depending on comfort level of students and supervising attending cardiologist, the student may be expected to independently perform history and physical exam and then present the patient to the attending cardiologist. Other patients will be observed with the attending cardiologist present. There will be review sessions with an attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoecardiography, color Doppler and angiograms are also included to a lesser degree.

MEDI G715 - Pulmonology Teaching Service Elective (2 Credits)

This elective is designed to give students exposure to the evaluation and management of patients with pulmonary disease. Emphasis is placed on differential diagnosis of various clinical and radiologic problems in pulmonary disease. The use and interpretation of pulmonary function tests as well as the role of bronchoscopic and other diagnostic procedures will be reviewed. Students will have the opportunity to observe bronchoscopy.

MEDI G720 - Internal Medicine Critical Care Elective (2 Credits)

This elective presents students the opportunity to manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students will also have the opportunity to observe bronchoscopy.

MEDI G725 - Infectious Disease Elective (2 Credits)

This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend.

MEDI G730 - Hematology/Oncology Elective (2 Credits)

Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoses and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders and hematological neoplasms as well as solid tumors.

MEDI G735 - Nephrology Elective (2 Credits)

The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. The format of these discussions will be on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be able to examine urinary sediments. The student will evaluate both inpatients on various specialty services and outpatients on the Nephrology Consultation Service. The student will present and discuss these patients with staff attending nephrologists and be guided to the appropriate reading on topics related to these patients.

MEDI G740 - Gastroenterology and Hepatology Elective (2 Credits)

The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD, colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consults.

MEDI G745 - Geriatrics Elective (2 Credits)

The Geriatrics and Palliative Medicine elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in a variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment. We Encourage opportunities for student research and participation in program development.

MEDI G750 - Rheumatology Elective (2 Credits)

This elective rotation is designed to provide students with an overview into rheumatic diseases such as various arthritides and connective tissue disorders. Diseases include, but are not limited to, rheumatoid arthritis, psoriatic arthritis, gout, osteoarthritis, lupus, scleroderma, vasculitis, inflammatory myositis. The student will observe, in an outpatient clinic setting, the stepwise approach into diagnosis and treatment of rheumatic disease. Emphasis will be placed on learning the basics of a musculoskeletal history and pertinent physical examination findings.

MEDI G755 - Dermatology Elective (2 Credits)

Second year medical students may choose to spend two weeks in a private dermatology office. The student will be assigned to follow a specific dermatologist in the group which may change on various week days, but the rotation consists of full days, Monday through Friday. When there is a GHS Dermatology Clinic, the student should be in attendance at that clinic rather than in the private office. Each student will follow their assigned dermatologist as he/she sees patients throughout the day. They will be expected to read about various dermatologic conditions observed during these times. Dermatology text books, journals and other reference materials will be made available. Students may be allowed to assist with minor surgeries and procedures. In addition to following the dermatologist, a core curriculum will be provided to familiarize the students with basic dermatologic terms and common dermatoses.

MEDI G760 - Community Private Practice Elective (2 Credits)

Introduction to community based primary care Internal Medicine including preventative medicine, chronic disease management and acute urgent care in an ambulatory setting.

MEDI G775 - Radiation Oncology Elective (2 Credits)

This elective is designed to acquaint the student with the practice of radiotherapy and fundamental basic science concepts that guide radiation oncologists in their clinical practice of medicine. An emphasis will be placed on clinical examination, review of radiology images and a general understanding of cancer particularly the indications and delivery of radiation therapy. The primary emphasis of the rotation will focus on issues that will be useful to any physician who may provide care for patients with a cancer diagnosis or patients with a personal history of cancer. While students may decide to pursue further training in this specialty after taking this elective, any student who already plans to pursue residency training in Radiation Oncology should contact the course director or another faculty member as early as possible in their medical education to express and further explore their interest given the highly competitive nature of matching in a radiation oncology residency program. Track 1: University-based Elective: This track is only offered in Greenville and is appropriate for all medical students especially for those students who expect to practice medicine in a university based system or intend to train in an oncologic sub-specialty of internal medicine, pediatrics, gynecology or surgery. Students performing this track can expect to attend a larger variety of multi-disciplinary conferences (e.g., Breast Cancer MDC Conference, Thoracic Oncology MDC, GI-Oncology and Melanoma MDC, Neuro-Oncology MDC, etc.) in addition to the weekly Cancer Conference/Tumor Board at GMH. Students in this track will work with a variety of staff physicians during their rotation. Track 2: Community-based Elective: The track is designed for students who wish to experience a broad overview of clinical radiation oncology practiced in the community setting. Elective sites for this track include either the GHS Cancer Institute's Spartanburg or Seneca office locations depending on the student's preference. The student will spend the elective working in radiation oncology seeing patients, performing simulation and treatment planning, and attending multidisciplinary conferences and tumor boards. Exposure to patients with many different types of cancer routinely treated in a community setting will be common during this elective. Students who select this track at the Spartanburg office would work primarily with Dr. Howes while those students who perform this rotation in Seneca would expect to work primarily with Dr. O'Connell.

MEDI G780 - Team-Based Primary Care Health (2 Credits)

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families who have traditionally had gaps in medical care and as an introduction to team based primary care. Students will identify challenges in care for adult patients who are in the uninsured, underinsured or Medicare/Medicaid population. Communication skills, shared decision-making, care coordination, family support interventions and management of acute and chronic medical conditions will be emphasized. The course will include time with members of the interdisciplinary team (pharmacy techs, dieticians, behavioral health providers, social workers, diabetic educators, financial counselor/Medicaid worker, as well as primary and subspecialty physicians and nurses). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive care with efforts to overcome identified challenges. Requirements: Grand Rounds each Friday morning, and Case Management Component. For Case: Students will be required to pick one patient within the first 3 days of the elective to follow for a chronic illness. Required interaction will include a follow-up visit either in-person or by telephone at some point throughout the 2-week elective. A written summary of the case should be submitted to the Course Director by the last Friday of the Elective outlining how objectives of the course were met. (see canvas for further instructions).

MEDI G785 - Adult Palliative Care Elective (2 Credits)

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (nursing, social work, chaplaincy, therapies). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care.

MEDI G790 - Inpatient Cardiology Elective (2 Credits)

Students are assigned to work on the inpatient Cardiology Teaching Service at GMH. The Cardiology Teaching Service consists of medical students (M3 and/or M4), IM residents and an attending cardiologist. The student will be expected to complete history and physicals for new consultations and follow-up visits for existing patients. The student will be expected to follow 1-2 patients at the beginning of the elective and up to 5 patients by the end of the elective. They will be presenting patients during teaching rounds to the attending cardiologist. Common conditions that may be presented include, but are not limited to: NSTEMI, STEMI, CHF, arrhythmias (including AF, atrial flutter, VT/VF).

MEDI G800 - Medicine Inpatient (MTS) Acting Internship (4 Credits)

Students are assigned to an inpatient general medicine team, composed of one attending physician, one PGY-2 or PGY-3 resident, one to two PGY-1 residents, and at times third-year medical student(s). Acting interns care for patients as their primary caregivers, under the direct supervision of the upper level resident. Together with their teams, acting interns take in-house call every sixth night, admitting patients with all types of medical illnesses. Acting interns usually admit 2 to 3 new patients each call night, with a maximum census of 6 to 8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Acting interns reevaluate their patients daily, reassessing their diagnoses and therapeutic plans. Acting interns present their patients and discuss their impressions on daily rounds and in teaching conferences with the Internal Medicine residents and faculty. Acting interns learn to interpret laboratory data, chest x-rays and electrocardiograms and to perform procedures, which usually include central line placement, lumbar puncture, paracentesis, stress testing and thoracentesis. Clinical learning is supplemented by self-directed reading and required conferences. Conferences include informal discussions, lectures, grand rounds and bedside rounds. Acting interns take in-house overnight call with their team every sixth night and receive one day free of patient care duties per week.

MEDI G801 - Hospitalist Acting Internship (2-4 Credits)

This elective provides an opportunity for fourth year medical students to work in close relationship with a currently practicing internal medicine hospitalist. The students will have the opportunity to care for ICU and floor patients while following the schedule of a hospitalist, and subsequently gain insight on the typical work life for internal medicine hospitalists. Students are assigned to a hospitalist each week. Acting interns care for patients as their primary caregivers, under the direct supervision of the attending. The acting intern will take in-house call and respond to rapid responses and codes per the attending's schedule; they will admit patients with varying medical illnesses. Acting interns should admit 2-3 new patients per call day/night, with a maximum census of 6-8 patients for ongoing care. This patient load may be adjusted based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and documenting the medical interview, physical exam, diagnostic assessment, and management plan. Acting interns re-evaluate their patients daily, reassessing their diagnoses and therapeutic plans. They will present their patients and discuss their impressions on daily rounds with their attending. Acting interns learn to interpret laboratory data, chest x-rays, and electrocardiograms and to perform procedures such as central line placement, lumbar puncture, paracentesis, stress testing, and thoracentesis based on patient need and attending comfort. Clinical learning is supplemented by self-directed reading and required conferences. Acting interns will follow the schedule of their assigned attending Monday – Friday from 7am – 7pm and will be free of patient care duties Saturday and Sunday. This elective is intended to be 2 weeks, combined with the 2 week critical care elective; however, it can also be scheduled as a 4 week elective.

MEDI G810 - Community Private Practice Elective (2-4 Credits)

Students are assigned to a general medicine office, where they act as primary caregivers for their patients under the direct supervision of a faculty physician. Students provide comprehensive care for patients in all stages of illness, including initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and follow-up after hospitalization.

Students evaluate 8-10 patients everyday, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions in teaching conferences with the attending physician. Conferences include informal discussions, lectures, and grand rounds.

MEDI G815 - Cardiology Elective (2 Credits)

Students are assigned to work with a specific group of cardiologists.

Students will be assigned specific patients to examine and follow hospitalized and ambulatory patients. It shall be the student's responsibility to record a history and physical examination on each assigned patient. History and physical findings will be presented to the attendings on rounds. Students will participate in rounds each day. There is an opportunity to observe procedures done on patients in the unit which include pacemaker insertion, cardioversion, hemodynamic monitoring, coronary angiography, and stress testing. The 20 bed Coronary Care Unit and 34 bed post-CCU offer excellent updated physical facilities for this experience. The Cardiac Clinic meets once each week and provides an opportunity to review the history and physical findings on a variety of cardiovascular problems. Considerable emphasis is placed on instruction and interpretation of electrocardiograms. The student is responsible for interpreting an average of 10 records a day. There will be a review session each day with one attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoechocardiography, color Doppler and angiograms are also included to a lesser degree.

MEDI G820 - Hematology/Oncology Elective (2 Credits)

Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoses and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders and hematological neoplasms as well as solid tumors.

MEDI G825 - Infectious Disease Elective (2 Credits)

This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend. At the end of this rotation the student should be able to discuss and understand the appropriate use of antibiotic therapy. They should be able to understand the common entities in Infectious Disease such as FUO, hepatitis, STD, septicemia, osteomyelitis, endocarditis, AIDS, postoperative wound infections, etc.

MEDI G830 - Medicine Critical Care (2 Credits)

Manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan.

Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students learn to interpret sputum samples, chest x-rays, arterial blood gases, and tests of ventilation and gas exchanges. Students learn to perform diagnostic and therapeutic procedures, which include thoracentesis, central line placement, arterial line placement, intubation, ventilator management. Students will also have the opportunity to observe bronchoscopy.

MEDI G835 - Nephrology Elective (2 Credits)

The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. These would take the format of discussion on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be able to examine urinary sediments. Reprints on topics discussed will be distributed; adequate time will be provided for the student to prepare the topic.

MEDI G840 - Rheumatology Elective (2 Credits)

This elective rotation is designed to provide students with an overview into rheumatic diseases such as various arthritides and connective tissue disorders. Diseases include, but are not limited to, rheumatoid arthritis, psoriatic arthritis, gout, osteoarthritis, lupus, scleroderma, vasculitis, inflammatory myositis. The student will observe, in an outpatient clinic setting, the stepwise approach into diagnosis and treatment of rheumatic disease. Emphasis will be placed on learning the basics of a musculoskeletal history and pertinent physical examination findings.

MEDI G845 - Pulmonary Teaching Service Elective (2 Credits)

Prescribe respiratory therapy for hospitalized and ambulatory patients; interpret tests of ventilation and gas exchange; examine and interpret stained sputum for bacteriology; examine and interpret unstained sputum for nonmalignant cytology; perform diagnostic procedures including thoracentesis and pleural biopsy; students will also have the opportunity to observe bronchoscopy.

MEDI G850 - Dermatology Elective (2 Credits)

Fourth year medical student may choose to spend two weeks in a private dermatology office. The student will be assigned to follow a specific dermatologist in the group which may change on various week days, but the rotation consists of full days, Monday through Friday. When there is a GHS Dermatology Clinic, the student may attend at that clinic rather than in the private office. Each student will follow their assigned dermatologist as he/she sees patients throughout the day. They will be expected to read about various dermatologic conditions observed during these times. Dermatology text books, journals and other reference materials will be made available. Students may be allowed to assist with minor surgeries and procedures. In addition to following the dermatologist, a core curriculum will be provided to familiarize the students with basic dermatologic terms and common dermatoses.

MEDI G855 - Gastroenterology and Hepatology Elective (2 Credits)

The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD, colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consults.

MEDI G865 - Endocrinology Elective (2 Credits)

The endocrine elective will expose the student to a comprehensive spectrum of endocrine conditions, including type 1 and type 2 diabetes and their complications, thyroid disorders, conditions affecting both male and female reproduction, obesity, adrenal and pituitary gland disease, neuroendocrine tumors and their associated syndromes, and conditions involving bone and calcium metabolism. The lecture will be primarily outpatient with some inpatient consultations.

MEDI G870 - Medicine-Pediatrics Community Practice (2 Credits)

The focus of this elective is for the medical student to gain exposure to the practice of Internal Medicine and Pediatrics in a community setting. Students will perform well child and adolescent care and well as adult preventative medicine. Students participate in initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and followup after hospitalization. Students evaluate patients every day, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions with the attending physician. The goal of this elective is for the medical student to have not only an overview of combined Internal Medicine and Pediatrics practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for patients.

MEDI G875 - Radiation Oncology Elective (2-4 Credits)

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MEDI G885 - Geriatrics Elective (2 Credits)

The Geriatrics elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment.

MEDI G890 - Advanced Physical Exam Series (2 Credits)

The Advanced Physical Exam Skills course is a 2-4 week workshop offered to fourth-year medical students who are interested in developing a deeper understanding of how to use the physical exam to influence medical decision making. The course combines interactive lectures, physical exam rounds, materials for personal study, and a final assessment. The lectures focus on learning the pathophysiology, diagnostic characteristics, and clinical significance of different exam maneuvers. The physical exam rounds allow for immediate skills practice. Special lectures focus on diagnostic error and how to analyze literature about diagnostics. Articles pertinent to the topics are distributed prior to lectures. A pre-and-post assessment will be given to measure improvement in knowledge and mastery of concepts.

MEDI G895 - Adult Palliative Care Elective (2 Credits)

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (nursing, social work, chaplaincy, therapies). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care.

MEDI G899 - Internal Medicine Away Rotation (4 Credits)

The student will complete an intensive study of Internal Medicine at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Neurology (NEUR)

NEUR G702 - Neurology Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

NEUR G710 - Focus in Neurology Elective (2 Credits)

The M3 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc.

NEUR G810 - Advanced Focus in Neurology (2-4 Credits)

The M4 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc. Upon completion of the elective, students will be expected to perform at the level of a first year neurology resident.

NEUR G815 - Neurological Critical Care (2,4 Credits)

This is a 2 or 4-week course on the Neurocritical Care service. Students will work alongside a Neuro ICU attending, Neuro ICU Advanced Practice providers and other residents on the service. Students will train in the evaluation of patients with acute brain injury and the concepts of managing critically ill patients with neurological disease. Students are evaluated on the 6 core competencies: Patient care, medical knowledge, Interpersonal & Communication skills, Practice-based learning and Improvement, Professionalism and Systems-Based Practice. Students will attend the scheduled weekly vascular neurology conferences, didactic ICU presentations and will have assigned reading, over the course of this rotation. Students should be expected to work one Saturday day shift during the rotation.

NEUR G899 - Neurology Away Rotation (4 Credits)

The student will complete an intensive study of Neurology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Neuropsychiatry (NPSY)

NPSY G700 - Neurology and Psychiatry Clerkship (8 Credits)

The Neurology & Psychiatry Clerkship is designed to teach students the skills that are required for any competent physician regardless of specialty. Half of the clerkship will be within Psychiatry and the other half within Neurology, as described below. Throughout the entire clerkship, the formal didactic curriculum will build from the M1 and M2 knowledge of neurosciences and will include case-based clinical education. At the conclusion of the clerkship, students will be expected to demonstrate ability in conducting an appropriate evaluation/examination, obtaining a history, and developing referral and treatment plans of patients at the level expected of a general medical practitioner, as well as demonstrate ability to localize the lesion and develop a differential diagnosis. The conclusion of the clerkship will include assessments via the Psychiatry and Neurology NBME subject examinations and a combined Objective Structured Clinical Evaluation (OSCE). The Psychiatry portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of psychiatric diseases, both in the inpatient and outpatient settings. In addition to rotational exposure, students will have required experiences at an AA meeting and in electroconvulsive therapy. None of the required Clinical Psychiatry portion of the clerkship will fall on a weekend. The Neurology portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of neurological disease such as rehabilitation, palliative care, and neurosurgery. Students will work with inpatient neurology, including time with both the Neuro ICU and the inpatient consult service, as well as outpatient neurology. Students should note that the inpatient neurology component will conclude with Saturday and Sunday work hours. During the Neurology portion of the clerkship, students will also work one day on either neuro-rehab, neuro pain-management, or neurosurgery.

NPSY G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

NPSY G702 - Psychiatry Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

NPSY G710 - Focus in Psychiatry Elective (2 Credits)

Inpatient and outpatient opportunities exist for electives in Psychiatry and subspecialties in child/adolescent and geropsychiatry. The content of this course is designed to provide the student a broader experience in comprehensive psychiatric patient evaluation and treatment. He/she will be assigned to a practicing psychiatrist within a variety of inpatient, outpatient, emergency and consultative fields. The presenting problems of patients include personality disorders, acute psychotic disorders, mood disorders, anxiety disorders, schizophrenia, psychosomatic illness, organic brain syndrome and substance abuse disorders. The student will be responsible for intake assessments, to include a mental status examination. He/she will also participate in the decision-making processes and in continuity of care. Additional assignments will be made to specialized treatment programs including individual and family psychotherapy. The student may see outpatients being treated at the Brownell Center collocated with Marshall I. Pickens Hospital. Additionally, rotations may occur at the Piedmont Mental Health Center located in Simpsonville, near Hillcrest Hospital. Additional inpatient rotations may be at Marshall I. Pickens Hospital or Harris Psychiatric Hospital in Anderson. Consultation and emergency services are located at Greenville Memorial Medical Center. The course is designed to provide the student with maximum patient contact. Reviews of interviewing techniques and the principles of general psychiatry with the introduction of individual and family psychotherapy techniques will complement the student's clinical contact with patients. The student will be evaluated by both his/her preceptors and the Clerkship Director for Psychiatry or his designee. Input will be obtained from the other health professionals with whom the student has worked. Additionally, successful completion of the stated objectives will be required to pass this course.

NPSY G800 - Psychiatry Acting Internship (4 Credits)

This course offers a brief, intensive exposure to a typical psychiatry practice, both for students considering a career in this area and those who are entering other allied specialties. Students may be placed in a variety of clinical environments with exposure to the inpatient, and subspecialty care of patients.

NPSY G810 - Advanced Focus in Psychiatry (2-4 Credits)

After consultation with the Clerkship Director, the student will be assigned to the area of practice to which he/she needs the most exposure before entering a residency program. Options include inpatient, outpatient, emergency, substance abuse, and consultative fields. The presenting problems of patients may include personality disorders, acute psychotic disorders, mood disorders, anxiety disorders, schizophrenia, psychosomatic illness, organic brain syndrome and substance abuse disorders. The student will be responsible for intake assessments, including a mental status examination. He/she will also participate in the decision-making processes and in continuity of care. Additional assignments will be made to specialized treatment programs including individual psychotherapy.

NPSY G815 - Academic Psychiatry (2 Credits)

Students will review a variety of virtual material that has been made available by the course director to develop teachable resources for the department of psychiatry. Additional material, such as various articles for review and additional online learning modules may also be included for review. Upon the completion of their review, students will submit to the course director a detailed presentation as to how these resources would supplement the NPSY clerkship or the current psychiatry electives and how they might best be used to aid in students' knowledge and competency in the field of psychiatry. The student would then develop the resource into a delivery module such as an SLM. The majority of the course requirements (modules and readings) will be completed online and can be completed asynchronously. Students will be expected to complete all modules and assignments by the posted deadlines. Each week, discussions will be held via phone or in person. Students must complete all reading prior to these discussions.

NPSY G899 - Psychiatry Away Rotation (4 Credits)

The student will complete an intensive study of Psychiatry at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Obstetrics / Gynecology (OBGY)

OBGY G700 - Obstetrics and Gynecology Clerkship (6 Credits)

The Obstetrics & Gynecology Clerkship is designed to be a comprehensive educational experience that fulfills the learning objectives recommended by the Association of Professors of Gynecology and Obstetrics. The goal of the clerkship is to introduce medical students to the unique aspects of the medical care of women. In the process they are exposed to the specific type of practice encompassing OB/GYN. The curriculum draws upon three sources of learning: Direct Patient Care, Structured Didactics, and Self-Directed Study. Learning obtained through direct patient care is divided into the following clinical venues: Community-based preceptors, Inpatient obstetrics, Gynecologic surgery, and Ambulatory OBGYN. All clinical experiences involve participation in direct patient care under the supervision of resident staff and faculty. Primary modes of instruction include teaching rounds, lectures, and conferences. The conclusion of the clerkship will include assessments via the Obstetrics and Gynecology NBME subject examination, an Objective Structured Clinical Evaluation (OSCE), an Objective Structured Assessment of Technical Skills (OSAT), and Oral Examination.

OBGY G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

OBGY G702 - Obstetrics & Gynecology Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

OBGY G710 - Urogynecology Elective (2 Credits)

Experience will be offered in both an ambulatory office-based setting and an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in the evaluation and management of urogynecologic conditions and the intraoperative and perioperative care of patients undergoing urogynecologic surgical procedures.

OBGY G715 - High Risk Obstetrics Elective (2 Credits)

Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will participate in clinical experiences in the Antepartum Ward and Labor and Delivery. Students might also be assigned to the outpatient OB clinic under the direct supervision of resident and attending MFM physicians for a small minority of their rotation time.

OBGY G720 - Gynecology Oncology Elective (2 Credits)

This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.

OBGY G725 - Inpatient Obstetrics (2 Credits)

This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery): Each morning or evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course. Patient Care Responsibilities (Obstetrical Triage): Each morning, students may be assigned the responsibility of evaluating patients. Students should contribute to the care of these patients by performing assessments and formulating care plans under the direct supervision of residents and faculty. When possible, once an assigned patient is admitted for intrapartum management, the student should continue following this patient through the duration of her intrapartum and postpartum course. Patient Care Responsibilities (Mother & Baby Inpatient Ward): Students who are assigned to the OBTS day team should attend daily work rounds on postpartum patients with the resident team. The resident will assign patients to each student to follow. Students should contribute to the care of their assigned patients by performing daily rounds, writing progress notes in the medical record, writing orders, and interpreting laboratory and imaging studies as directed by the supervising residents and faculty.

OBYG G730 - Inpatient Obstetrics Interprofessional Elective (2 Credits)

The medical student who is considering or planning to pursue a career in OB/Gyn will participate within each aspect of the obstetric team. This will include aspects that are essential for excellence in patient care as well as patient satisfaction. Specific examples include: Signout/handoffs Discharge planning Team rounds/care plans Skill sets specific to each area (scrubbing, maintenance of sterility, foley insertion, blood draw) Interprofessional communication Midwifery care The student will be exposed to the roles and responsibilities of each respective area. This will lead to an improved awareness and appreciation for each member of the healthcare team. This also includes specific differences and appropriate roles, for example midwifery versus obstetrician differences, and the benefits of each. They will enhance their understanding and improve their practice of medicine by focusing on communication, knowledge, skills, and attitudes within the team. Additionally, they will review literature regarding important aspects of interprofessional education and team based learning. They will provide examples of issues that could be improved to provide better team based, patient centered care. Additionally, they will provide a potential plan to address these issues that they identify.

OBYG G735 - Inpatient Obstetrics Night Float (2 Credits)

This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery): Each evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course.

OBYG G740 - Reproductive Endocrinology and Infertility Elective (2 Credits)

This is an outpatient rotation focused on exposing students to disorders of reproductive endocrinology and infertility. There will be opportunities to participate in new patient evaluations (frequent diagnoses include infertility, PCOS, fibroids, endometriosis, and amenorrhea), clinical procedures, and outpatient surgeries. Students will work primarily one-on-one with faculty, though there will be a resident on service at all times. Attendance at and participation in departmental and division conferences is expected. Grading will be on a pass/fail basis.

OBYG G800 - High Risk Obstetrics Acting Internship (4 Credits)

This Acting Internship is offered to students who have satisfactorily completed their third year clinical rotations. The purpose of this course is to provide the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will be expected to function at the level of a PGY-1 resident, participating in clinical experiences in the Antepartum Ward and Labor and Delivery, as well as in the outpatient OB clinic under the direct supervision of resident and attending MFM physicians.

OBYG G801 - Gynecologic Oncology Acting Internship (4 Credits)

This four week Acting Internship in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will perform the preoperative evaluation, attend surgery, and follow the patient postoperatively. Management will be discussed with the faculty at daily bedside teaching rounds. The students will present their patients and be expected to provide a discussion of management options. At the end of the four weeks, the student will be expected to present a peer-reviewed publication in journal club format to the department of Obstetrics and Gynecology. The publication is to be chosen in conjunction with the course director.

OBYG G810 - Longitudinal Obstetrical Antenatal Care Elective (4 Credits)

This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be "first-call" for each patient's delivery. The student will manage the patient's labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged.

OBYG G815 - Gynecologic Oncology (4 Credits)

This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.

OBYG G820 - Reproductive Endocrinology and Infertility (4 Credits)

This elective is offered to students who have satisfactorily completed their third year clinical rotations. This elective provides a mentored, in-depth clinical experience in the evaluation and management of hormone related disorders at all stages of life. The rotation is conducted in the Division of Reproductive Endocrinology and Infertility (REI) under the direct supervision of attending physicians. Students will participate in clinical evaluations and procedures in the ambulatory setting, assist in surgical procedures, observe assisted reproductive technologies, and attend didactic teaching sessions.

OBYG G825 - Urogynecology (4 Credits)

This rotation is primarily an outpatient experience with some exposure to the operating room and postoperative care. The bulk of the student's time will be spent in clinic seeing patients alongside the Urogyn faculty and residents. Students will see a wide variety of patients with complex pelvic floor disorders. The majority of patients will have prolapse and/or urinary incontinence. On average, students will be in the operating room 1-2 days per week assisting with surgical repairs. Students will follow patients postoperatively until discharge. The student will also participate in the weekly OB/GYN didactic sessions on Wednesday and (occasionally) Friday mornings.

OBGY G830 - Community Focus in Obstetrics and Gynecology (2 Credits)

This 2-week elective is available to students who have satisfactorily completed their third year clinical rotations and who have expressed an interest in pursuing OBGYN as a career. It will be the responsibility of the student to seek and obtain approval from a USC-SOM approved OBGYN preceptor for the 2 week elective. The elective may not overlap with the M3 rotation. The purpose of this elective is to provide a real-world experience to students in the community setting. Students will be mostly exposed routine obstetrical care, annual gynecologic examinations, benign gynecologic surgery, and occasional labor and delivery experiences. However, the latter will not be an expectation of the elective. The student will be expected to take call as requested by the community preceptor with whom they choose to work. Students are expected to attend all operations and procedures in accordance with your preceptor and participate in overnight call in accordance with preceptor schedule.

OBGY G899 - Obstetrics and Gynecology Away Rotation (4 Credits)

The student will complete an intensive study of Obstetrics and Gynecology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Orthopaedic Surgery (ORSU)

ORSU G710 - Adult and Geriatric General Orthopedics (2 Credits)

This course is designed to give a broad experience regarding adult and geriatric musculoskeletal problems of upper and lower extremities. The student's education includes multiple aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending physicians and resident physicians. All student activities will be supervised and appropriately directed.

ORSU G715 - Orthopedic Surgery Sports Medicine (2 Credits)

This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student's education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attendings and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

ORSU G720 - Pediatric Orthopedics (2 Credits)

This course is an outstanding introduction to caring for musculoskeletal pathology in children. It will encompass congenital, acquired, and traumatic conditions. The student will work in conjunction with Pediatric orthopedic specialists and orthopedic resident physicians. All student activities will be supervised and appropriately directed. Daily activities will include didactic sessions, outpatient care, inpatient care, and surgical procedures.

ORSU G725 - Orthopedic Surgery - Trauma (2 Credits)

This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student's education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

ORSU G810 - General Orthopedic Surgery (4 Credits)

This course is designed to provide the student with a broad exposure to orthopedic surgery. Facilities utilized during the course will include the main campus of Greenville Memorial Hospital and the Shriners Hospital for Children, Greenville Hospital. Attention will be given to basic adult and pediatric orthopedic pathology, including general affections of the musculoskeletal system, arthritis, deformity management, trauma, sports medicine, neoplasms, general spine problems, infection, and metabolic disease. The student will be assigned to a team consisting of orthopedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as formulation of a treatment plan will be the responsibility of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. In addition to daily rounds, the student will participate in regularly scheduled orthopedic conferences and clinics. At the conclusion of the course, the student will prepare a 10-20 minute presentation relating to a specific orthopaedic condition or process. This will be presented at a regularly scheduled morning conference. Evaluation will be performed at the end of the rotation by the attending faculty. Call schedules will be arranged so that the student will be on in-house call approximately every fourth night and one weekend during the month of the rotation.

ORSU G815 - Night Float Orthopedic Trauma and Acute Care (2 Credits)

The student will be assigned to a team consisting of orthopaedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as assisting in the formulation of a treatment plan will be among the responsibilities of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. The two week rotation will be organized to ensure access to a focused experience in orthopedic trauma and the acute care of orthopedic patients that present to the Emergency Department and Trauma Bay. Therefore, the spectrum of pathology will include a broad spectrum of injuries, infections, and lacerations. Students can expect extensive experience in hands on techniques of laceration repair, application of casts and splints, and interpretation of radiographs. The student will be working in the 710-bed Greenville Memorial Hospital, an acute care hospital, and serves as the major tertiary referral center for the Upstate of South Carolina as well as Western North Carolina and Northeastern Georgia. The hospital also serves as the major Level I Trauma Center for this region. The course director will perform the student's evaluation at the end of the rotation. The rotation will be organized as a night shift, working closely with the orthopedic resident in the Emergency Department. All Accreditation Commission Graduate Medical Education (ACGME), duty hour requirements will be adhered to for the students on the rotation just as they are for the residents.

ORSU G820 - Advanced Orthopedic Surgery (4 Credits)

After their introductory, initial course ORSU-G810, the M4 student will transition to this advanced course in the orthopedic fields of trauma, tumor, sports, and arthroplasty. This second rotation will offer them the training ground to really accelerate and enhance their knowledge and skill across the specialty of orthopedic surgery.

ORSU G899 - Orthopedic Surgery Away Rotation (2-4 Credits)

The student will complete an intensive study of Orthopedic Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Pathology (PATH)

PATH G710 - Pathology Elective (2 Credits)

The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G810 - Clinical Pathology (2 Credits)

The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G899 - Pathology Away Rotation (4 Credits)

The student will complete an intensive study of Pathology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Pediatrics (PEDI)

PEDI G700 - Pediatrics Clerkship (6 Credits)

The Pediatrics Clerkship has been developed to serve as an introduction to general pediatrics. In addition to gaining specific knowledge of common and classic pediatric pathologies, the student will refine skills in obtaining an accurate history from the patient and family, performing a physical exam on pediatric patients, and developing appropriate diagnosis and management plans. Students will have exposure to multiple pediatric conditions, both acute and chronic, newborn care, well child care, adolescent health maintenance, safety and prevention, and exposure to a patient centered medical home. Special attention is paid to the role physical, cognitive, emotional, and developmental stages play in pediatric medicine. The core of this experience takes place on the pediatric inpatient service, at the Center for Pediatric Medicine, and the Newborn Nursery. Students will also be exposed to subspecialty pediatric services, community-based private pediatric practices, NICU, and Pediatric Emergency Medicine. The conclusion of the clerkship will include assessments via the Pediatrics NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

PEDI G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

PEDI G702 - Pediatrics Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

PEDI G710 - Pediatric Hematology/Oncology Elective (2 Credits)

This rotation will allow 3rd year medical students to participate in the care of hematology and oncology patients in the hospital and clinic settings. Under the guidance of an attending hematologist/oncologist, the medical student will shadow and observe direct clinical care of pediatric hematology/oncology patients. By rotation end, they will perform history and physical exams; interpret basic laboratory tests; review peripheral blood and bone marrow aspirate smear; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topics on a weekly basis. Also, bedside teaching occurs during rounds and during clinic visits, so that the student's exposure to most of the common disorders in hematology/oncology will be complete.

PEDI G715 - Pediatric Neurology Elective (2 Credits)

The Pediatric Neurology elective is designed to expose the 3rd year student to a wide range of common neurologic problems of childhood, including epilepsy, headache, cerebral palsy, developmental delay, and tics. The student will work one-on-one with the pediatric neurologist in the outpatient setting. Students will learn the basics of taking the neurologic history and performing the neurologic examination.

PEDI G720 - NICU Elective (2 Credits)

This elective will present the student with the essential aspects of premature and sick newborn care. Students will have the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant's parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G725 - PICU Elective (2 Credits)

The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.

PEDI G730 - Pediatric Pulmonology Elective (2 Credits)

The course offers firsthand experience with pediatric lung disease. Students will see new patients as often as possible, either independently commensurate with their abilities and prior experience and precept with attending faculty, or work with faculty initially in a shadowing role, striving to become capable of more independent patient interactions. This is the most effective way to broaden differential diagnostic skills, develop a basic understanding of subspecialty evaluation and treatment plans, and gain a familiarity with the variety of patients commonly referred for potential respiratory problems. Students will also be free to round with providers in the inpatient setting, perform interesting and educational new inpatient consults, and attend flexible bronchoscopy cases as schedules and individual interests may allow.

PEDI G735 - Pediatric Sleep Medicine Elective (2 Credits)

Students will receive exposure to common respiratory and nonrespiratory sleep disorders which affect pediatric patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, parasomnias, nocturnal enuresis, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one evening in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

PEDI G745 - Pediatric Community/Private Practice Elective (2 Credits)

The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parenting, anticipatory guidance, and immunizations. The student will get an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are care for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

PEDI G750 - Pediatric Nephrology (2 Credits)

Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflux, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.

PEDI G755 - Pediatric Cardiology (2 Credits)

The medical student is expected to actively observe the evaluation, assessment, and disposition of pediatric cardiology patients.

PEDI G760 - Pediatric Gastroenterology (2 Credits)

Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patewood campus of GHS. Typically, patients are seen from 8 am to 4 pm M-Th. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patewood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observational experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well.

PEDI G765 - Pediatric Allergy Immunology (2 Credits)

Students will participate in care of children (and occasionally adults) with a wide range of allergic and other immunologic disease processes in a busy outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students may be given written questions and quizzes to answer during the rotation as well as various high-yield articles of clinical significance in allergy and immunology to review during their self-directed learning.

PEDI G770 - Pediatric Palliative Care (2 Credits)

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (physicians, nursing, psychology, chaplaincy, child-life specialists). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care. This elective is typically Monday through Friday during the day – night call is not required.

PEDI G775 - Pediatric Infectious Disease (2 Credits)

Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction.

PEDI G780 - Developmental-Behavioral Pediatrics (2 Credits)

This 2 week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development. The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

PEDI G785 - Pediatric Rheumatology (2 Credits)

Working in the pediatric rheumatology office allows the best exposure to the typical diseases and pathophysiology encountered by a pediatric rheumatologist. Inpatient consultation may also provide some exposure to these diseases. Students are expected to attend the outpatient pediatric rheumatology visits scheduled at the Patwood campus. Typically, patients are seen from 7:30 am to 5:00 pm on Monday / Tuesday / Thursday, from 7:30 - 12:30 on Wednesday, and from 8:30 - 12:30 on Friday. Students may leave clinic as needed to attend any required lunch lectures. If there are joint injections scheduled during the rotation then students may observe the procedures which take place at the main GMH campus on Wednesday afternoons. If desired, students may accompany faculty to the GMH main campus hospital for any inpatient consults that occur during the elective. Consult patients are also seen in the afternoons. The rotation will be primarily an observational experience. There are no overnight or weekend responsibilities. Because the clinic patient volumes are lower compared to other specialties, the student will be asked to prepare two short overview talks (one per week). One talk should cover JIA, the most common rheumatologic condition in childhood, and the second topic can be chosen based on the student's interests.

PEDI G800 - Pediatric Wards Acting Internship (4 Credits)

This rotation is a four-week inpatient experience. Students will be assigned to one of the pediatric teaching services and serve as an active team member. Students will act as the primary physician for their assigned patients, under the direct supervision of an upper level pediatric or medicine-pediatric resident. Responsibilities will include admission and initial management of patients, daily rounding and discharge planning for established patients, observation of and participation in procedures on their patients, and transition of care communication for sign out and cross cover. Clinical learning will be supplemented by lectures, small group sessions, and self-directed learning. Students will take in-house call with their team every fourth night.

PEDI G801 - Neonatal Intensive Care Unit Acting Internship (4 Credits)

The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant's parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G802 - Pediatric Intensive Care Unit Acting Internship (4 Credits)

The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team and the primary / lead physician for their patient in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. Night call will follow resident schedule.

PEDI G810 - Adolescent Medicine (2 Credits)

M-IV Students will have the opportunity to work at the Student Health Center at Furman University evaluating patients with a variety of acute physical complaints as well as chronic medical and/or emotional conditions. Students can expect to encounter patients with acute infectious disease, sexually transmitted diseases, orthopedic injuries, anxiety disorders, learning disorders, depression and eating disorders. Students will also be expected to complete assigned readings and a series of questions testing their knowledge of common problems encountered in the adolescent population.

PEDI G811 - Interprofessional Elective in Pediatrics (2 Credits)

This elective is designed to provide exposure to interprofessional disciplines in pediatrics including speech therapy, occupational therapy, physical therapy, respiratory therapy, child life and social work. During the two week elective, students will spend 1-2 days with representatives from these interprofessional disciplines. Typical days on the elective will be up to 8-5 and will not involve call or weekend duties. The student will be expected to participate in the evaluation/therapy sessions with patients, in diagnostic procedures performed by these teams and in communication back to the primary medical team. Inpatient services may be provided in the general wards, surgical ward, hematology/oncology or ICU settings. Depending on student interest, there may be an opportunity to work with interprofessionals focusing on subspecialties such as pulmonology/CF, gastroenterology, etc. This experience will improve student understanding of the evaluations and management of patients by these professionals and their role in the interprofessional team. They will also have the opportunity to evaluate communication between the consulted service and the primary medical team.

PEDI G812 - Pediatric Complex Care (2 Credits)

This elective rotation for 4th year medical students will serve as an introduction to the acute and maintenance care of the special needs child. Students will have the opportunity to work at the Ferlauto center where they will work with an attending in a single panel, multidisciplinary clinic with nursing, case management, and a dietician. Students will participate in direct patient care. Students can expect to encounter patients with a variety of chronic medical conditions such as cerebral palsy, seizures, hydrocephalus, chronic lung disease, congenital heart disease, metabolic syndrome, genetic conditions, and extreme prematurity. Students will develop comfort with interviewing and examining patients with needs that include gastrostomy tubes, tracheostomy tubes, central lines, ventilators, prosthesis, and other assistive devices in the outpatient setting.

PEDI G813 - Allergy Immunology (2 Credits)

Students will participate in care of children (and occasionally adults) with a wide range of allergic and other immunologic disease processes in a busy outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students may be given written questions and quizzes to answer during the rotation as well as various high-yield articles of clinical significance in allergy and immunology to review during their self-directed learning.

PEDI G814 - Pediatric Palliative Care (2 Credits)

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (physicians, nursing, psychology, chaplaincy, child-life specialists). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care. This elective is typically Monday through Friday during the day – night call is not required.

PEDI G815 - Ambulatory Pediatrics (2-4 Credits)

This elective is designed for the student who desires exposure to the ambulatory aspects of pediatric practice. Experience will be gained in well child care, behavioral pediatrics, and acute illnesses. The student will participate in daily morning rounds and teaching conferences. Emphases will be placed on interview techniques, parenting concepts, principles of preventive health care, and the diagnosis, differential diagnosis, treatment principles and follow-up care of common acute pediatric illnesses. Services Provided at CPM are: well child exams & health supervision, childhood immunizations & flu shots, same day appointments for sick children, care of chronic illnesses (i.e. asthma, diabetes), Attention Deficit Hyperactivity Disorder, sports physicals, pre-op dental physicals, developmental delays, behavioral issues, adolescent issues, Teen-mom program, Healthy Lifestyles, nutritional counseling.

PEDI G817 - Pediatric Inpatient Elective (2 Credits)

This course is a 2 week inpatient elective experience that does not include call. It is intended for students interested in improving skill and knowledge around admission, evaluation, management and disposition of patients in the inpatient pediatric setting. This rotation builds on the inpatient experience of the clerkship and offers the student additional opportunity to act as the primary physician for their assigned patients under the direct supervision of an upper level resident. Responsibilities will include admission and initial management of patients, daily rounding and discharge planning for established patients, observation of and participation in procedures on their patients, and transition of care communication for sign out and cross cover. Students taking the 4 week acting internship are not eligible to take this elective.

PEDI G818 - Pediatric Pain Medicine (2 Credits)

This 2-week rotation elective provides exposure to predominantly chronic and cancer pain patients. Clinical experience and didactics are under the supervision of the Director of Pediatric Pain Medicine. Medical students see pain patients predominantly at Pediatric Pain Clinic, Patewood Memorial Hospital, Patewood Outpatient Surgical Center, Kidnetics/Center for Developmental Services, Children's Hospital of Prisma Health-Upstate.

PEDI G820 - Developmental-Behavioral Pediatrics (2-4 Credits)

This 2 or 4-week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development.

The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

PEDI G825 - Forensic Pediatrics (2 Credits)

This elective rotation for 4th year medical students will serve as an introduction to the many facets of child abuse evaluation to include: inpatient consults, outpatient evaluation for child sexual abuse, multidisciplinary staffing, forensic interviewing, legal responses and the evaluation and care of children in foster care.

PEDI G830 - Newborn Nursery (4 Credits)

This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies; we care for newborns at or above 35 weeks' completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachypnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Erb's palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings. Students will learn to perform routine circumcision during this rotation and are expected to be proficient by rotation end.

PEDI G835 - Pediatric Cardiology (4 Credits)

The medical student is expected to actively observe the evaluation, assessment, and disposition of pediatric cardiology patients. The rotating medical student will, at a minimum, read the chapter on pediatric cardiology in Nelson's Textbook of Pediatrics or Rudolph's Pediatrics (current edition) OR the collection of articles located on the Pediatric Cardiology Wiki Site (available from Dr. Malpass).

PEDI G840 - Pediatric Endocrinology (4 Credits)

Students will work with experienced pediatric endocrinologist in evaluation and management of patients with diabetes and variety of pediatric endocrine disorders. They will be expected to observe and participate in history, PE, assessment, laboratory evaluation, and treatment plan. Reading material will be provided on patients seen that session if desired by student. Review articles can be accessed through the Division's Wiki: <http://ghspedendo.pbworks.com/w/page/85105726/Welc%20to%20Pediatric%20Endocrinology>.

PEDI G845 - Pediatric Gastroenterology (2-4 Credits)

Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patewood campus of GHS. Typically, patients are seen from 8 am to 4 pm M-Th. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patewood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observational experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well.

PEDI G850 - Pediatric Hematology/Oncology (4 Credits)

The course will provide 4th year medical students extensive exposure to the diagnosis and management of hematologic disorders and malignant diseases during childhood. Student can expect to become an integral member of comprehensive care team of children with chronic hematology and oncology diseases (including the psychosocial aspects of their diseases) in the hospital and clinic settings. The student will perform history and physical exams; interpret basic laboratory tests; review peripheral blood; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. By the end of the rotation, the student is expected to be able to better evaluate the child with anemia, leukopenia, or thrombocytopenia, and learn how common malignant disorders first present to the pediatrician. The student will also learn the complications of therapy and the effects on the immune system of these diseases and their treatments. He or she should be comfortable in evaluating a peripheral blood smear for more common disorders such as iron deficiency, sickle cell disease and mononucleosis. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topic prior to completion of the rotation. The student will attend pediatric morning report, pediatric grand rounds and tumor board presentations during their rotation.

PEDI G855 - Pediatric Infectious Disease (2-4 Credits)

Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students will prepare a short presentation focused on answering a specific clinical question using primary literature sources.

PEDI G860 - Pediatric Centering Elective (longitudinal) (4 Credits)

This elective represents a unique opportunity for students to develop longitudinal pediatric relationships spanning the first year of life. The student will be an active participant in the Pediatric Centering program in which a group of infants and their parents meet together with a facilitator (NP or MD) for their 2wk, 2mo, 4mo, 6mo, 9mo, and 12mo well child visits. During these group visits, the student will assist the facilitator with clinical assessments / exams as well as discussions of developmental milestones and routine infant care. The often lively discussions in these groups offer a spectrum of the common parenting questions encountered by the general pediatrician. Over the course of the year, students will be expected to attend at least 4 visits with each of their 2 assigned groups. Each visit will require ½ day and the student will need to be excused from other clinical duties for that time. Due to the longitudinal nature of the elective, the student must commit to making himself/herself available during their groups' scheduled visits. The course coordinator can assist with notification of other rotations but the student must provide the dates prior to the start of each block. Additionally, students are expected to read the Pediatric Centering book provided by the clinic and the appropriate age section in Bright Futures prior to the visit. Finally, the student will take on the role of primary provider in the health maintenance for their panel of patients. Under the direction of the facilitator, the student will perform periodic chart review for sick visits, mommy calls, ER visits and hospitalizations, and specialist follow-ups.

PEDI G865 - Pediatric Nephrology (2-4 Credits)

Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflux, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.

PEDI G870 - Pediatric Neurology (2-4 Credits)

The student will be exposed to outpatient pediatric neurology, including patients with epilepsy, headaches, developmental delay, tics, cerebral palsy, and other neurologic disorders. They will review neuroanatomy, neuropharmacology, and the neurologic exam in children. They will accompany the neurologist and will be allowed to initially evaluate the patient. They will be exposed to commonly used neurologic diagnostic tests, including EEG, MRI, and Nerve conduction studies.

PEDI G875 - Pediatric Pulmonology (4 Credits)

Welcome to the division of pediatric pulmonary medicine at Greenville Health System and Children's Hospital! We are very happy to welcome medical students on rotations with us, and look forward to the time you spend in clinic and in the hospital. We currently see patients in clinic every day except Friday afternoons typically. Every Tuesday morning we have CF clinic which includes multidisciplinary involvement of our nutritionist, social worker, and child life specialist. Typically several providers will be in clinic each day, including our nurse practitioner (who will see her own patients without residents or students). Our clinic schedule typically begins on a daily basis around 8:30 and it is expected that students will arrive in a timely fashion when free of other obligations such as required conferences, didactic lectures, or other events and meetings.

PEDI G880 - Pediatric Rheumatology (2 Credits)

Working in the pediatric rheumatology office allows the best exposure to the typical diseases and pathophysiology encountered by a pediatric rheumatologist. Inpatient consultation may also provide some exposure to these diseases. Students are expected to attend the outpatient pediatric rheumatology visits scheduled at the Patewood campus of GHS. Typically, patients are seen from 8:30 am to 12:30 pm Monday – Friday but students may leave clinic early to attend any required lunch lectures. If there are joint injections scheduled during the rotation then students may observe the procedures which take place at the main GHS campus in the afternoons. If desired, students may accompany faculty to the GHS main campus hospital for any inpatient consults that occur during the elective. Consult patients are also seen in the afternoons. The rotation will be primarily an observational experience. There are no overnight or weekend responsibilities. Because the clinic patient volumes are lower compared to other specialties, the student will be asked to prepare two short overview talks (one per week). One talk should cover JIA, the most common rheumatologic condition in childhood, and the second topic can be chosen based on the student's interests.

PEDI G885 - Pediatric Sleep Medicine (2 Credits)

Students will receive exposure to common respiratory and nonrespiratory sleep disorders which effect pediatric patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, parasomnias, nocturnal enuresis, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one evening in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

PEDI G890 - Pediatric Intensive Care Unit Elective (2 Credits)

The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.

PEDI G891 - Neonatal Intensive Care Unit Elective (2 Credits)

The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant's parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G895 - Pediatric Community Practice (4 Credits)

The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parenting, anticipatory guidance, and immunizations. The student will get an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are care for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

PEDI G899 - Pediatrics Away Rotation (4 Credits)

The student will complete an intensive study of Pediatrics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Phys Medicine & Rehab (PMDR)**PMDR G710 - Physical Medicine and Rehabilitation Elective (2 Credits)**

This two-week clerkship provides students exposure to the scope of services provided by physical medicine and rehabilitation specialists. One week is spent on an inpatient service with exposure to spinal cord injury, brain injury, stroke, etc. and another week is spent in the outpatient clinic with exposure to musculoskeletal/sports, spasticity, and electrodiagnosits. On the inpatient service, students will be exposed to all aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment. There is one 30 minute required case presentation at the end of the rotation.

PMDR G810 - Physical Medicine and Rehabilitation Elective (2-4 Credits)

After consultation with the Clerkship Director and Clerkship Coordinator, the student will be assigned to the area of practice to which he/she needs the most exposure before entering a residency program. Options include: time in a rehabilitation hospital working with patients who have spinal cord injuries, brain injuries, stroke, etc., and/or time in outpatient clinics gaining exposure to patients with chronic and acute musculoskeletal pain, sports medicine, interventional spine procedures and electrodiagnostics. On the inpatient service, students will be exposed to all aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment.

PMDR G899 - Physical Medicine and Rehabilitation Away Rotation (4 Credits)

The student will complete an intensive study of Physical Medicine and Rehabilitation at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Radiology (RADI)**RADI G710 - Radiology Elective (2 Credits)**

This clerkship is designed to impart a broad basic understanding of the role of radiology in diagnosis and management. Emphasis is placed on terminology, proper workup, the fundamentals of diagnostic image interpretation, and clinical indications for imaging examinations and interventional radiology procedures. Instruction occurs through didactic lectures, problem-based learning exercises, computer tutorials, conferences, self-learning exercises, observation of film interpretation, and observation of special procedures. The indications and contraindications for radiologic examination as well as the benefits and limitations of radiological methods will be presented. In addition, the student has the opportunity of to work closely with attending radiologists, observing and participating in all phases of their daily work.

RADI G810 - Radiology Elective (2 Credits)

This clerkship is designed to impart a broad basic understanding of the role of radiology in diagnosis and management. Emphasis is placed on terminology, proper workup, the fundamentals of diagnostic image interpretation, and clinical indications for imaging examinations and interventional radiology procedures. Instruction occurs through didactic lectures, problem-based learning exercises, computer tutorials, conferences, self-learning exercises, observation of film interpretation, and observation of special procedures. The indications and contraindications for radiologic examination as well as the benefits and limitations of radiological methods will be presented. In addition, the student has the opportunity of to work closely with attending radiologists, observing and participating in all phases of their daily work.

RADI G815 - Interventional Radiology (2 Credits)

The M4 Interventional Radiology Elective will introduce the medical students to the most common interventional procedures in special procedures. The students will learn the pertinent arterial and venous anatomy. The students will participate in the assessment, diagnosis, management and treatment of patients for interventional services. Students will observe and participate in IR procedures, imaging interpretation and interactions with patients and referring physicians.

RADI G899 - Radiology Away Rotation (4 Credits)

The student will complete an intensive study of Radiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Surgery (SURG)

SURG G700 - Surgery Clerkship (8 Credits)

The Surgery Clerkship is a required rotation for third-year medical students consisting of primarily inpatient and also outpatient experiences. The overall goal of the clerkship is to provide relevant experiences for the student in the care of the patients with both acute and elective surgical problems. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery and its subspecialties. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include self-directed study, case-based discussion/presentation, conferences, small-group discussion, and teaching rounds. Student teaching on the wards is provided by direct interaction with all level of the staff, including faculty, senior and junior house staff. Students should expect to scrub on cases. They should meet patients they have operated on daily. They should strive to write orders with resident supervision. Students are also expected to attend the weekly surgery clinic, morbidity and mortality conference, and grand rounds, as appropriate. The conclusion of the clerkship includes the Surgery NBME subject examination and an Oral Board/OSAT.

SURG G701 - Clerkship Completion (0 Credits)

This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

SURG G702 - Surgery Clinical Skills Remediation (1-8 Credits)

This course is assigned to students who are required to remediate their clinical performance in a given clerkship / AI / elective (M3 or M4 year). Enrollment in this course will allow students to receive a clinical schedule and capture clinical performance evaluations for their required remediation in a clinical department.

SURG G710 - Multidisciplinary Oncology Elective (2 Credits)

This elective is meant to introduce clinical surgical oncology, radiation oncology and medical oncology to medical students. This rotation is ideal for both students interested in pursuing a career in one of these fields and for those simply interested in learning about oncology. The majority of students' time will be spent on the surgical oncology team with appropriate outreach to radiation oncology and medical oncology. The main focus of the rotation will be to be understanding the multidisciplinary center concept of tumor management, including the demanding complexities of integrating multiple specialties in a timely and effective manner to maximize patient management based on nationally based cancer guidelines and clinical trial options. Students will have the opportunity to participate in surgery and medical therapies as well.

SURG G715 - Neurosurgery Elective (2 Credits)

This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student's academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.

SURG G720 - Ophthalmology Elective (2 Credits)

This two week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty.

During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career.

The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. For students not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The focus is integrative care of the patient.

SURG G730 - Otolaryngology Elective (2 Credits)

This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G735 - Plastic Surgery Elective (2 Credits)

What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/pediatric plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and oculoplastic surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G740 - Urology Elective (2 Credits)

Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members' directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G745 - Pediatric Surgery Elective (2 Credits)

Students will achieve objectives by direct experience in care of pediatric surgical patients by participating as a member of the pediatric surgical team in daily patient care meeting, rounds, operations and clinic sessions.

SURG G750 - Pediatric Urology Elective (2 Credits)

This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G755 - Adult Cardiac Surgery (2 Credits)

This elective introduces third year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2 weeks working during the day. Residents and faculty will supervise all student activities. The students' exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the two week period.

SURG G760 - General Thoracic (2 Credits)

This third year 2 week rotation provides an in depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoracic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDC).

SURG G765 - Colorectal Surgery (2 Credits)

This rotation emphasizes the diagnosis and management of colorectal patients. During this elective, students will be exposed to all aspects of colorectal health. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician.

SURG G770 - Endocrine Surgery (2 Credits)

This third-year, two-week rotation emphasizes the diagnosis and management of thyroid, parathyroid and adrenal diseases. The experience includes outpatient clinical evaluations, ultrasound-guided thyroid fine needle aspiration biopsy, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician through all aspects of the care of the endocrine surgery patient.

SURG G775 - Vascular Medicine (2 Credits)

The vascular medicine clinical rotation will provide the medical students with an introduction to the diagnostic, therapeutic, and preventative approaches to all peripheral vascular diseases. The field of vascular medicine routinely uses non-invasive vascular testing to quantify disease and then determines if medical management is appropriate; and if not, assists in the application of more invasive therapies. The medical student will be introduced to the clinical characteristics of many vascular diseases, including arterial, venous and lymphatic, as they occur at peripheral, aortic, renal, mesenteric, coronary, cerebral, pulmonary, and other sites. Students will get a glimpse into the extensive knowledge base that is essential in understanding the pathogenesis of vascular diseases including PAD, aneurysms, vasculitis, arteriovenous fistulas, lipid disorders, essential hypertension, renovascular hypertension, arterial and venous thrombosis, pulmonary embolism, varicose veins, venous insufficiency (CVI), lymphedema and vasospastic disorders.

SURG G800 - Acute Care Surgery Acting Internship (4 Credits)

Students on the ACS/Trauma rotation serve as junior surgical house officers to patients with acute surgical problems and trauma. Students spend two weeks working during the day and two weeks at night. Residents and faculty will supervise all student activities. The students' exposure will include patient encounters on the surgical floors, emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period and take the NBME Advanced Clinical Exam in Surgery.

SURG G801 - Trauma Acting Internship (4 Credits)

Students on the Trauma rotation serve as junior surgical house officers to patients with acute trauma. Students spend two weeks working during the day and two weeks at night. Students will work the Saturday and Sunday in between the day weeks. This means rounding on Saturday and Sunday with the Interns. Residents and faculty will supervise all student activities. The students' exposure will include patient encounters in the emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period.

SURG G802 - Neurosurgery Acting Internship (4 Credits)

This intensive rotation is intended for qualified students applying for neurosurgical residency training. This 4-week experience provides advanced exposure to transition students toward intern level responsibilities for patient care. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare oral presentations for academic conferences, participate in clinical research activities, and scrub in the operating room. Students will participate in overnight neurosurgical call in accordance with ACGME Duty Hours standards. Evaluations are based on achievement of the six course objectives.

SURG G810 - Pediatric Surgery (4 Credits)

This rotation offers the student an opportunity to work closely with pediatric surgeons in the office and hospital practice using the preceptor method to provide an exemplary approach to the management of problems in surgical pediatrics. The main emphasis of the course is to provide a basis for the comprehensive care of children requiring surgical intervention. The student will be exposed to the basic surgical techniques and be given the opportunity to participate during certain procedures. Patients presenting with complaints ranging from management of para-surgical congenital anomalies will be seen in this setting. The student will work as part of a team of the pediatric surgery service, participating in preoperative, intraoperative, and postoperative care. The patient population will consist of age groups from the premature newborn to the young adolescent. Exposure to a broad spectrum of cases needing surgical intervention, and/or management, will be provided. Hospital rounds, lectures, and conferences will be scheduled for the student to parallel the surgeon. Students will spend two weeks working during the day and two weeks working at night.

SURG G811 - Vascular Surgery (2-4 Credits)

This 4th year clerkship will provide students a comprehensive experience in the diagnosis and management of patients with vascular disease, including arterial, venous, and lymphatic disorders. They will participate in all aspects of patient care including the inpatient and outpatient setting. Students will be treated as an intern and participate in both open surgical and endovascular treatment of patients on the vascular service. Under supervision of the attending surgeon and/or vascular surgical resident, the student will also be involved in performing a history and physical, writing notes, instituting care, evaluating problems, planning therapy and seeing consultations. A daily vascular conference takes place after morning report starting at 7 AM.

SURG G812 - Oconee Surgical Elective (2-4 Credits)

Apprenticeship style rotation where medical student will have the opportunity to work directly with a practicing general surgeon in rural practice. This will include shadowing the physician in the office, seeing consult patients in the emergency department, and operating with the surgeon on elective and emergent cases. Oconee does not have residents, which gives M4 medical students the unique opportunity to work directly with an attending physician.

SURG G813 - Colorectal Surgery (2-4 Credits)

This rotation emphasizes the diagnosis and management of colorectal patients. During this elective, students will be exposed to all aspects of colorectal health. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician.

SURG G814 - Multidisciplinary Surgical Oncology (2 Credits)

This elective will introduce medical students to clinical surgical oncology, radiation oncology, and medical oncology. This rotation is ideal for students interested in pursuing a career in one of these fields or for those simply interested in learning about oncology. The majority of the students' time will be spent on the surgical oncology team with appropriate outreach to radiation and medical oncology. The main focus of the rotation will be to understand the multidisciplinary center concept of tumor management, including the demanding complexities of integrating multiple specialties in a timely and effective manner to maximize patient management based on national cancer guidelines and clinical trial options. Students will have the opportunity to participate in surgery and medical therapies as well. There will be no night or weekend duties.

SURG G815 - Surgical Intensive Care Unit (4 Credits)

The surgical critical care rotation will provide M4 students with experience in the clinical concepts and procedures used in surgical critical care. Under the supervision of faculty and residents students provide comprehensive ICU care for complex trauma, vascular, neurosurgical and general surgery patients. Students will also participate in trauma resuscitations in the trauma bay. Students are expected to be an integral part of the ICU team and assist in daily rounds, evaluating new consults, coordinating care with the pulmonary team and performing procedures. Students are expected to present two brief oral reports on assigned topics for critical care teaching rounds. Students will spend two weeks working during the day and two weeks working at night.

SURG G820 - Urology (2 Credits)

Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members' directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G825 - Neurosurgery (2 Credits)

This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student's academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.

SURG G830 - Ophthalmology (4 Credits)

This four week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty and may be leaning towards this field for residency. During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career. The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. The students will also be exposed to interesting inpatient consults and emergency room patients. They will also have the option to come in with the ophthalmologist on call on certain nights. For students not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The goal is to have the students become proficient with the direct ophthalmoscope, the slit lamp and comfortable working up ophthalmology patients. The focus is integrative care of the patient. Students will be expected to work up and present patients to the attending physicians by the end of the rotation.

SURG G835 - Otolaryngology Head and Neck Surgery (2 Credits)

This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G840 - Pediatric Neurosurgery (2 Credits)

This 2 week rotation will provide an introduction to the preoperative, operative and post-operative care of infants and children. The student will have the opportunity to round with the attending pediatric neurosurgeon, evaluate and present consults, perform history and physicals and scrub in on cases in the operating room. The student will also see patients in the outpatient setting.

SURG G845 - Plastic Surgery (2 Credits)

What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/pediatric plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and oculoplastic surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G850 - Pediatric Urology (2 Credits)

This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G855 - Vascular Medicine (2-4 Credits)

The vascular medicine clinical rotation will provide the medical students with an introduction to the diagnostic, therapeutic, and preventative approaches to all peripheral vascular diseases. The field of vascular medicine routinely uses non-invasive vascular testing to quantify disease and then determines if medical management is appropriate; and if not, assists in the application of more invasive therapies. The medical student will be introduced to the clinical characteristics of many vascular diseases, including arterial, venous and lymphatic, as they occur at peripheral, aortic, renal, mesenteric, coronary, cerebral, pulmonary, and other sites. Students will get a glimpse into the extensive knowledge base that is essential in understanding the pathogenesis of vascular diseases including PAD, aneurysms, vasculitis, arteriovenous fistulas, lipid disorders, essential hypertension, renovascular hypertension, arterial and venous thrombosis, pulmonary embolism, varicose veins, venous insufficiency (CVI), lymphedema and vasospastic disorders.

SURG G860 - Wound Care (2 Credits)

This 2 week rotation is designed to expose medical students to the assessment and management of various chronic wounds in a multidisciplinary setting. Students will spend the majority of their time at the Wound Healing Center of GHS at the Patewood Campus where they will round with the attending physician. Experience evaluating venous ulcerations, diabetic foot wounds, as well as unusual wounds such as vasculitic wounds will be provided. Hands on experience will include basic wound debridement, basic wound dressing, multilayer compression wraps and off-loading techniques. In addition, there will be opportunity to rotate at Greenville Memorial Hospital with the wound care team. The schedule will typically be 8 am to 5pm Monday through Thursday with no call or weekend duties.

SURG G865 - Adult Cardiac Surgery (2-4 Credits)

This elective introduces fourth year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2-4 weeks working during the day. Residents and faculty will supervise all student activities. The students' exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the four week period.

SURG G870 - Breast Surgery (2 Credits)

This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients with both benign and malignant breast disease. The student will participate in inpatient and outpatient surgery, breast health center office, and breast multidisciplinary center (MDC). At the MDC, the student will participate in the evaluation of breast cancer patients as part of the team including surgeon, radiation oncologist, medical oncologist, radiologist, pathologist, nurse navigator, lymphedema specialist, and research nurse. Breast tumor board meets on the first Thursday of the month at 7 am in CC2. The student should plan to attend this if the rotation falls during this time.

SURG G875 - Minimally Invasive Surgery (4 Credits)

This rotation will allow students to experience the breadth of surgical practice in three very common conditions: Hernia, reflux and obesity. The rotation will be divided into two blocks. The first two weeks will be spent with the GHS Hernia Center under the guidance of Drs. Cobb, Carbonell and Warren. The following two weeks will be spent with the GHS Bariatric service, under the guidance of Drs. Scott, Eichorn, Rapp and Bour. The course will include experience in the operating room, outpatient setting, and inpatient care.

SURG G880 - Endovascular Neurosurgery/Neurology (2 Credits)

Two week elective for motivated 4th year medical students in Endovascular Neurosurgery/Neurology. Targeted students would include those interested in pursuing Radiology, Neurology, or Neurosurgery as residents seeking additional exposure to particular disease states such as cerebral AVM/AV fistula, cerebral aneurysm, ischemic stroke, subarachnoid hemorrhage, and cerebral angioma. Students will receive exposure to minimally invasive procedures using image guidance and catheter based approaches such as cerebral angiograms, mechanical thrombectomies, cerebral coilings, and/or embolizations to treat vascular neurological diseases. Students will be participating primarily on inpatient wards with one of our two endovascular specialists and his/her nurse practitioner, and will also have some experience with outpatient clinic. Opportunities such as placing central venous catheters and arterial lines may be available during inpatient portions of the rotation. It is strongly recommended that students participate in one night of call per week to see additional cases that may not be available during regular hours, most notably mechanical thrombectomies for acute ischemic stroke and coiling/clipping of aneurysms. Students will be expected to attend any conference that faculty regularly attend, such as monthly M&M. Evaluation will be determined by performance during daily rounds with faculty and each student will be required to give a presentation at the end of the 2 week rotation based on a topic given by the faculty member.

SURG G885 - Bariatric Surgery (2 Credits)

This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients who suffer from the disease of obesity. The student will participate in inpatient and outpatient surgery, observe patients in the bariatric clinic, and work with the dietitians at the bariatric office. In the clinic, the student will participate in the evaluation of the patient with obesity, observe the preoperative discussion that lead to interventions, and prepare patients for surgery. In the operating room, the students will observe cutting edge laparoscopic techniques and become familiar with techniques that keep obese patients safe in the OR. In addition, students will become familiar with the epidemiology of obesity, proper nutrition in post bariatric patients, and preferred surgical methods for treating the disease process.

SURG G890 - Endocrine Surgery (2-4 Credits)

This fourth year rotation emphasizes the diagnosis and management of thyroid, parathyroid and adrenal diseases. The experience includes outpatient clinical evaluations, ultrasound-guided thyroid fine needle aspiration biopsy, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician through all aspects of the care of the endocrine surgery patient.

SURG G895 - General Thoracic Surgery (2-4 Credits)

This fourth year 2 or 4 week rotation provides an in depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoracic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDC).

SURG G899 - Surgery Away Rotation (2-4 Credits)

The student will complete an intensive study of Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Fees and Refunds

Graduate Fee Schedule

Complete details about fees, payments, tax credits, loans, late charges, and related information may be found at the bursar's Web site, www.sc.edu/bursar (<http://www.sc.edu/bursar/>). For the complete graduate fee schedule, visit www.sc.edu/bursar/studentfees.html (<http://www.sc.edu/bursar/studentfees.html>). **Tuition and fees are approved by the Board of Trustees and subject to change at any time.**

For information about non-academic fees, charges, and regulations, visit the Web sites below.

- University Housing: www.housing.sc.edu (<http://www.housing.sc.edu>)
- Carolina Dining Services: www.sc.edu/dining (<http://www.sc.edu/dining/>)
- Thomson Student Health Center: www.sa.sc.edu/shs/tshc/ (<http://www.sa.sc.edu/shs/tshc/>)
- Vehicle Management and Parking Services: www.sc.edu/vmps/ (<http://www.sc.edu/vmps/>)

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (<https://my.sc.edu/>) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, USC's preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency Requirements for Fee and Tuition Purposes

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

"**Academic Session**" is defined as a term or semester of enrollment.

"**Continue to be Enrolled**" is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for

twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

“Non-resident Alien” is defined as a person who is not a citizen or permanent resident of the United States. By virtue of their non-resident status “non-resident aliens” generally do not have the capacity to establish domicile in South Carolina.

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, notwithstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

“Terminal Leave” is defined as a transition period following active employment and immediately preceding retirement (with a pension or annuity), during which the individual may use accumulated leave.

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina

Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

In the case of divorced or separated parents, the resident status of the dependent person may be based on the resident status of the parent who claims the dependent person as a dependent for tax purposes; or based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payments under a court order for child support and at least the cost of his/her college tuition and fees.

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily

regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence

A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates

in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

Effect of Marriage

In ascertaining domicile of a married person, irrespective of gender, such a review shall be determined just as for an unmarried person by reference to all relevant evidence of domiciliary intent.

If a nonresident marries a South Carolina resident, the nonresident does not automatically acquire South Carolina resident status. The nonresident may acquire South Carolina resident status if the South Carolina resident is an independent person and the nonresident is a dependent of the South Carolina resident.

Marriage to a person domiciled outside South Carolina shall not be solely the reason for precluding a person from establishing or maintaining domicile in South Carolina and subsequently becoming eligible or continuing to be eligible for residency.

No person shall be deemed solely by reason of marriage to a person domiciled in South Carolina to have established or maintained domicile in South Carolina and consequently to be eligible for or to retain eligibility for South Carolina residency.

Exceptions

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. **“Military Personnel and their Dependents:”** Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. **“Faculty and Administrative Employees with Full Time Employment and their Dependents:”** Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.
3. **“Residents with Full Time Employment and their Dependents:”** Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary (p.)”).
4. **“Retired Persons and their Dependents:”** Retired persons who are receiving a pension or annuity who reside in South Carolina and have been domiciled in South Carolina as prescribed in the Statute for less than a year may be eligible for in state rates if they maintain residence and domicile in this State. Persons on terminal leave who have established residency in South Carolina may be eligible for in state rates even if domiciled in the State for less than one year if they present documentary evidence from their employer showing they are on terminal leave. The evidence should show beginning and ending dates for the terminal leave period and that the person will receive a pension or annuity when he/she retires.

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees

Application Fees

Every new graduate student will be charged a nonrefundable application fee of \$50. All applications must be accompanied by the application fee. International students pay an enrollment fee of \$500.

Matriculation Fee

A nonrefundable matriculation fee of \$50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

Free Tuition

(This includes tuition only-all other academic and mandatory fees are the responsibility of the student.)

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the Code are reproduced below:

1. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).
2. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Examination Fees

Graduate Record Examination

1. General Test (\$60)
2. Subject Test (\$60)

Revalidation examinations intended to revalidate USC courses, obsolete under the statute of limitations. Per hour, \$25.

Note: *Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.*

Refund Policy

Policies

The University will refund a part of academic fees in certain cases:

1. Changes in a student's status, which may require a refund:
 - a. Change in a full-time student's schedule which results in reclassification to part-time (Less than 12 credit hours).
 - b. Change in a part-time student's schedule which results in fewer credit hours.
2. Situations which may require a refund:
 - a. Course or courses dropped.
 - b. Drop/Withdrawal from the University.
 - c. Cancellation of a class by the University.

Procedures

The refund procedures for the School of Medicine Greenville reflect those of the University as a whole and use the same calculation procedures to determine a percentage of refund for each Part of Term in which a student is enrolled. In cases where a student has not begun a particular Part of Term, the student will receive a full refund for courses within that Part of Term.

1. Refund Requests

All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term.

Refunds may be requested at any time during the academic year in which the applicable term occurs.

2. Determining the Refundable Portion Procedure

Student refunds for tuition are calculated based on the student's liable hours after the drop/withdrawal. Liable hours are calculated as the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s). The liable portion is computed by taking the number of dropped hours times the liability rate (which is 100 percent minus the refund percentage). The refund amount is determined to be the difference of the original assessment and the assessment based on the new liable hours. For students whose liable hours are 12 or above, no refunds are processed. Other academic fees are non-refundable after the 100 percent refund percentage. For students activated for full-time military service during an academic term, the University follows state law in Section 59-101-395. Any refund calculated will be applied to the student account.

3. Drop/Withdrawal Refund Policy

Standard refund procedures for dropping/withdrawal from the School of Medicine Greenville:

Standard refund procedures for dropping/withdrawal from the university:

All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be

moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.

- a. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
- b. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
- c. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
- d. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

4. Refund Schedules

The University Registrar maintains the official refund schedules for all programs at the University. When a medical student seeks to withdraw from the University, S/He must first contact the Sr. Asst. Director of Financial Aid and Student Records to discuss the amount and procedure for a refund. As medical student schedules are very complicated, no refund calculation can be completed until the student decides on a date for withdrawal.

5. Refund Rate

Owing to the fact that the School of Medicine Greenville has a flat tuition rate, there is no traditional "part-time" rate for enrollment that the USC Banner system can use for the calculation of refunds. For this purpose, a partial tuition rate must be created for sole use in the calculation of refunds. Both medical schools of USC have decided upon the following equation to establish the refund rate:

6. Return of Title IV Funds

- a. Refunds Policy for Students Who Have Received Title IV Funds And Withdraw From The University. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of "unearned" financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.
- b. Title IV Refund Distribution
 - i. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the funds that are distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of

assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:

- Unsubsidized Federal Stafford
 - Federal PLUS Loan
 - Federal Iraq/Afghanistan Service Grant
- ii. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent as soon as possible but no later than 14 days after the calculation.
 - iii. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at: http://www.sc.edu/financialaid/loan_counseling/default.html.

Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

7. Appeals Process

A process for appeals exists for students who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

The Withdrawal Refund Appeals Committee for each campus reviews and act on all appeals:

Withdrawal Refund Appeals Committee
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Housing Fees

1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
 - a. newly admitted students who do not attend the University of South Carolina
 - b. students who graduate from school at the end of the fall semester
 - c. students who are suspended for academic reasons
 - d. students who get married.
2. Check the contract or call University Housing for deadline dates and other information.
3. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (<https://my.sc.edu/>) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating

circumstances after the penalty date (last date for **W** grade) should see their college dean.

In establishing a diminishing-scale refund process for withdrawals, the University operates on the philosophy that many of the basic costs of instruction are incurred at the end of the first week of classes or within an equivalent period for nonstandard semesters. The assignment of a classroom seat to an individual student precludes any other student from occupying that seat. In addition, an instructor is assigned and the costs of instruction are encumbered on the first day of classes.

A student who withdraws from the University after the first week of classes has already occupied a classroom seat that cannot be reassigned. As a result, the University cannot both maintain its financial integrity and also provide a full refund. Accordingly, the University has established a series of refund deadlines commensurate with student progress into the semester.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
 - a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment
 - b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
 - c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of

a family member, close associate, or employee, and/or difficulty in family-operated businesses, are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chair. The student will be informed of the outcome of the appeal by letter from the Office of the Associate Vice President for Student Life and Development.

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