THE UNIVERSITY OF SOUTH DAKOTA

SANFORD SCHOOL OF MEDICINE

For information on Medical School admissions, write or call
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Many additional resources can be accessed through the USD Sanford School of Medicine web site at www.usd.edu/med.

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TABLE OF CONTENTS

HISTORY

THE UNIVERSITY OF SOUTH DAKOTA

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

USD SANFORD SCHOOL OF MEDICINE

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

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

MISSION

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

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

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

VISION STATEMENT

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

DIVERSITY STATEMENT

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

MEDICAL STUDENT COMPETENCIES

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

(Approved by Medical Education Committee 4/18/2024)

Patient Care

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

Objectives: Students are expected to:

• Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and families.

• Perform an appropriate history and physical exam, formulate a differential diagnosis, and develop a management plan for common and/or important conditions in the core clinical disciplines of family medicine, internal medicine, neurology, OB/Gyn, pediatrics, psychiatry and surgery.

• Use information technology for appropriate documentation, to support patient care decisions, and for patient education.

• Participate in the common and/or important medical and surgical procedures in the core clinical disciplines.

• Assist in providing health care services aimed at preventing health problems or maintaining health; Work with health professionals, including those from other disciplines, to provide patient-focused care.

Medical Knowledge

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

Objectives: Students are expected to:

• Acquire, integrate, and apply established and emerging principles of basic and clinically supportive sciences to the care of patients and other aspects of evidence-based healthcare.

• Demonstrate effective appraisal of, incorporation of, and communication of emerging technologies when applied to medical decision making and evidence-based healthcare.

• Demonstrate an investigatory and analytical thinking approach to clinical situations involving human health and disease.

Practice-Based Learning and Improvement

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

Objectives: Students are expected to develop skills and habits to:

• Identify strengths, deficiencies, and limits in one's knowledge and expertise.

• Set learning and improvement goals.

• Identify and perform appropriate learning activities.

• Incorporate formative evaluation feedback into daily practice.

• Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.

• Use information technology to optimize learning.

• Participate in the education of patients, families, students, residents, and other health professionals.

Interpersonal and Communication Skills

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

Objectives: Students are expected to:

• Communicate effectively with patients and families, as appropriate, across a broad range of socioeconomic and cultural backgrounds.

• Establish rapport and demonstrate empathy with patients and their families.

• Communicate effectively with physicians, other health professionals, and health related agencies.

• React appropriately to difficult situations including ethical dilemmas, conflicts, and noncompliance.

• Work effectively as a member of a health care team.

• Formulate timely, legible, medical records that are routinely used in medical practice.

Professionalism

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

Objectives: Students are expected to demonstrate:

• Caring and compassion in communication with patients and their families.
• Honor and integrity through interactions with patients and co-workers, and an awareness of potential conflicts of interest.
• Altruism shown by responsiveness to patient needs that supersedes self-interest.
• Responsibility and accountability to patients, society, the profession, and the education program, as demonstrated by reliability, the timeliness of task completion, and compliance with policies.
• Leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
• Attention to personal health and well-being to assure professional functioning.
• Respect for patients, their privacy and autonomy, and respect for all others.
• Respect for and sensitivity to a diverse patient population, including but not limited to race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age, genetic information, veteran status, or disability.

Systems-Based Practice

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

Objectives: Students are expected to:

• Work effectively in various health care delivery settings and systems relevant to their clinical specialty.
• Develop awareness of risks, benefits, and costs associated with patient and population-based care.
• Advocate for quality patient care and safety.
• Work in interprofessional teams to enhance patient safety and improve patient care quality

ORGANIZATION

The USD Sanford School of Medicine (SSOM) is organized under a Dean who also serves as the Vice President of Health Affairs of the University. The Dean is assisted by the following: Senior Academic Dean; Dean of Biomedical and Translational Sciences; Associate Dean of Faculty Affairs and Academic Development; Associate Dean of Medical Education; Associate Dean of Medical Student Affairs; and by Associate Deans for Diversity and Inclusion, for Graduate Medical Education, and for each of the three clinical campuses. The Dean of Health Sciences also reports to the Dean in his role as Vice President for Health Affairs. The medical school is divided into the Division of Biomedical and Translational Sciences and eight Clinical Departments for the delivery

of medical education. The Division of Biomedical and Translational Sciences provides instruction in the foundational areas including Gross and Microscopic Anatomy, Embryology, Neurosciences, Biochemistry, Physiology, Microbiology and Pharmacology. Throughout the first three semesters (Pillar 1), these subjects are taught in integrated and system-based courses that include Pathology (coordinated by the Pathology Department) and Clinical Foundations courses (coordinated by the Department of Family Medicine).

Clinical education is offered on regional campuses and sites established throughout the state. Campuses for clinical instruction are in Sioux Falls, Rapid City and Yankton with about one half of the class based in Sioux Falls and one quarter of the class in either Yankton and Rapid City. There are also approximately 13 students located in one of the Frontier and Rural Medicine (FARM) sites across the state. The clinical departments include Pathology, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics and Adolescent Medicine, Psychiatry, Neuroscience, and Surgery. Sections in the department of Surgery include Anesthesiology, Neurosurgery, Ophthalmology, Orthopedic Surgery, Otolaryngology, Plastic Surgery, and Urology. Dermatology and Radiology are divisions within the department of Internal Medicine. Funding has been approved for a department of emergency medicine.

As a community-based medical school, community facilities are utilized for medical student education. Through affiliation agreements with community hospitals in Sioux Falls, Yankton and Rapid City, the Veterans Administration hospitals in Sioux Falls and Ft. Meade, and other private hospitals throughout the state, outstanding clinical educational opportunities are available. A quality educational experience is assured by the coordinated involvement of significant numbers of clinical faculty under the oversight of the Medical Education Committee. The participation of the USD Sanford School of Medicine faculty in graduate and continuing medical education programs completes the continuum of medical education provided by the school. The need for physicians in South Dakota, particularly in smaller, rural communities, is recognized in the orientation of the School of Medicine toward family medicine. The organizational structure of the School of Medicine, the adaptation of the school to multiple locations in communities throughout the state, and the increased emphasis on ambulatory clinical training reinforces the concept that quality medical education and effective patient care can be accomplished in a variety of settings.

SCHOOL OF MEDICINE ADMINISTRATION

Tim Ridgway, MD, Dean/Vice President Health Affairs

Deans/Associate Deans/Assistant Deans:

Lori Hansen, MD, Senior Academic Dean
Amy Prunuske, PhD, Associate Dean, Medical Education
Suzanne Reuter, MD, MPH, Interim Associate Dean, Medical Student Affairs
Alan Sazama, MD, Assistant Dean, Medical Student Education
Pasquale Manzerra, PhD, Assistant Dean, Medical Student Affairs and Admissions
Carolyn Gilbertson, MD, Associate Dean, Sioux Falls Campus
April Willman, MD, Associate Dean, Yankton Campus
Jen Hasvold, MD, Associate Dean, Rapid City Campus
Jason Kemnitz, EdD, Associate Dean for Academic Development and Faculty Affairs
William Mayhan, PhD, Dean, Biomedical and Translational Sciences and Vermillion Campus Dean
Daniel Bird, PhD, Associate Dean, Biomedical and Translational Sciences
Nedd Brown, EdD, Dean, Graduate Medical Education
DenYelle Kenyon, PhD, Associate Dean, Community Health and Engagement
Jason Wickersham, MD, Interim Associate Dean, Rural Medicine

Staff:

Sue Bak, RN, Yankton Campus Education Coordinator
Brittany Grant, MPA, Rapid City Campus Education Coordinator
Janet Fulk, Assistant FARM Director
Kim Lee, Communications Coordinator
Carmen Hammond, Executive Assistant to the Dean
Michelle Mashlan, Director of Finance
Arica Schuknecht, Coordinator of Clinical Foundations
Eleanor Turner, MA, Sioux Falls Campus Education Coordinator
Sharon Myers, Director of Human Resources
Kellyna Warnke, Director of Development & Planned Giving
Nicole Plesec, Assistant Director, Alumni Relations
Paula Hawks, Medical Education Learning Specialist

Departmental Chairs:

Jacob Prunuske, MD, Chair Family Medicine
Michelle Baack, MD, Chair Pediatrics
Jerome Freeman, MD, Chair Neurosciences
Keith Hansen, MD, Chair Obstetrics/Gynecology
Desirae Muirhead, MD, Chair Pathology
Timothy Soundy, MD, Chair Psychiatry
Gary Timmerman, MD, Chair Surgery
Eric Larson, MD, Chair Internal Medicine

Phone numbers:

Rapid City Office: 605-791-7800
Sioux Falls Office: 605-357-1300
Yankton Office: 605-668-3065
Vermillion Offices:
Admissions: 605-658-6302
Biomedical and Translational Sciences: 605-658-6322
Community Health and Engagement: 605-658-6328
Student Affairs: 605-658-6300

DEGREE PROGRAMS THROUGH THE SCHOOL OF MEDICINE

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

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

a) A grade of C or better in all required courses and completed a total of 166 credits. There are 132 required credits and 34 elective credits in the curriculum.
b) A minimum cumulative grade point average of 2.00 on a 4.00 scale (all deficient and failing grades are included in the calculation of the GPA, but Pass/Fail courses are not)
c) A passing score on USMLE Step 1 (must attain a passing score in three or fewer attempts)
d) A passing score on USMLE Step 2-CK (must attain a passing score in three or fewer attempts)
e) A passing score on the school administered OSCE (or appropriate remediation as determined by the Medical Education Committee)

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

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

DEGREE PROGRAMS THROUGH THE GRADUATE SCHOOL

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

GRADUATE MEDICAL EDUCATION

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

RESEARCH

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

EDUCATIONAL FACILITIES AND RESOURCES

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

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

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

The Parry Center for Clinical Skills and Simulation opened in 2012 and is used to teach clinical communication, physical examination and technical skills for health professionals at all levels of learning. Located in almost 10,000 square feet of space on the lower level of the Wegner Health Science Information Center in Sioux Falls, the facility features 10 clinical exam rooms, eight high-fidelity simulation rooms including an operating room, three classrooms, and four control rooms.

The school also provides faculty and student support and teaching space in both Yankton and Rapid City. The Rapid City campus has been training students since 1948 with administrative offices added in 1975. Approximately fifteen Pillar 2 students and fifteen Pillar 3 students complete their clerkships and electives at that campus. The current facilities accommodate 3 administrative offices, 2 telecommunication conference rooms, a student lounge with lockers and study areas, and one multi-use space for skills laboratory, simulation skills, or use as a smart classroom.

The Yankton campus has a long history of medical education. In 1952, a surgical residency began followed by Internal Medicine and Obstetrics and Gynecology. All programs ended by 1989 due to the significantly expanding population in Sioux Falls. Medical students were trained in the traditional “clerkship block” model until 1991 when the Yankton Model Program was instituted. The Yankton Model Program was later named the Yankton Ambulatory Program to emphasize the primary format for training students. The curriculum is ambulatory-based, integrated across medical specialties, student centered, and emphasizes continuity of care. The Yankton Ambulatory Program has become a model for other medical schools and has drawn particular interest from schools that are either expanding to other campuses or for the development of new schools. This system of medical education was the beginning of the widely accepted Longitudinal Integrated Clerkship (LIC) model of medical education and is now the model used at all locations. In 2007, Avera Sacred Heart Hospital constructed dedicated educational space for student computer access, study areas, videoconferencing, library services, administrative offices, and conference rooms. The Yankton Medical clinic is the primary ambulatory teaching site with an affiliated clinic in Vermillion. Psychiatric education occurs at the South Dakota Human Services Center. OB/GYN clinics occur at the Yankton Medical clinic and the Indian Health Service in Wagner, South Dakota.

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

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

Avera McKennan Hospital & University Health Center (Sioux Falls): This is a 705-bed Joint Commission accredited facility with annual discharges of over 25,000. In addition to offering the full array of general care services, the facility places an emphasis on medical research and includes the Avera Research Institute, with focuses on population and child health, Avera also has well-established kidney, pancreas and bone marrow transplant programs. The Avera McKennan integrated network includes the 110-bed free-standing Avera Behavioral Health Center and coordinated outpatient counseling service. Avera McKennan has been involved in teaching programs for over 70 years. Avera McKennan jointly sponsors with Sanford Medical Center a residency program in Family Medicine and is affiliated with School of Medicine sponsored residency programs of Psychiatry (Adult and Child and Adolescent), Internal Medicine, and a Transitional program. Avera McKennan has a long-standing commitment to sponsoring continuing medical education. Specialty workshops for health care personnel round out the teaching activities of Avera McKennan. Avera McKennan is a member of Avera Health, comprised of 300 care locations in 100 communities in five states.

Avera Sacred Heart Hospital (Yankton): Avera Sacred Heart Hospital is a 69-bed regional health care facility that offers a wide array of general and specialty care services. It is a non-profit organization that is accredited by the Joint Commission. Education has been a part of Avera Sacred Heart Hospital's philosophy since it opened its doors in 1897. In addition to its role as one of the major teaching hospitals for medical students, an aggressive program of continuing medical education is conducted through the efforts of the hospital and its medical staff.

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

Sanford USD Medical Center (Sioux Falls): Sanford USD Medical Center, a 545-bed Joint Commission and Magnet designated facility provides tertiary care services including a Level I verified trauma center, Level II pediatric trauma center, a Level III perinatal center, a Level IV neonatal intensive care unit, a cardiac program encompassing both open-heart surgery, cardiac catheterization, and extracorporeal membrane oxygenation (ECMO), and a renal dialysis program that includes both hemodialysis and continuous ambulatory peritoneal dialysis (CAPD). A full array of general care services and specialty services is also provided. Sanford USD Medical Center's commitment to education is well-known. Physician education is provided through affiliation with the USD Sanford School of Medicine, joint sponsorship of the Family Medicine Residency and affiliations with the School of Medicine's Transitional, Pathology, Internal

Medicine, Neurology, Surgical, and Pediatric Residency Programs as well as the Cardiovascular, Geriatrics, Gastroenterology, and Interventional Cardiology Fellowship programs.

Monument Health Rapid City Hospital: Monument Health is a not-for-profit, 401-bed health care facility - the largest serving western South Dakota. The Monument Health Family Medicine Residency Program provides residents an opportunity to care for patients and their families in the outpatient setting at the Family Medicine Residency Clinic and on the inpatient service (including OB). Residents also perform hospital rotations with physician mentors and attend weekly educational conferences. The program is accredited by the Accreditation Council for Graduate Medical Education and uses the talents of a full-time faculty of board-certified Family Medicine physicians. Monument Health, an integrated health care system, is a member of the Mayo Clinic Care Network, with the purpose of helping patients and communities live well. With headquarters in Rapid City, SD, the system provides community-based health care in more than 12 communities in two states and 31 specialty areas of medicine. As the largest private employer in western South Dakota, Monument Health is comprised of five hospitals, 40+ clinic locations, and employs nearly 5,000 physicians and caregivers. Monument Health is committed to the future of medicine, with medical training partnerships, its family medicine residency program, and more than 130 active research studies.

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

ADMISSIONS

REQUIREMENTS

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

accredited institution prior to matriculation. Applicants must also have taken the Medical College Admission Test (MCAT) within three years of the deadline for applications (November 1).

In preparation for medical school, students are strongly encouraged to obtain a broad background in the natural and social sciences and the humanities. In addition, good oral and written communication skills are considered essential. The School of Medicine expects courses in English, especially literature and composition, the Social and Behavioral Sciences, and the Humanities to be included in the requirement for completion of the baccalaureate degree. The School of Medicine requires that students preparing for application obtain appropriate background in the following areas: BIOLOGY (2 semester courses), GENERAL (INORGANIC) CHEMISTRY (2 semester courses), ORGANIC CHEMISTRY (1 semester course required, 2 semester courses recommended), BIOCHEMISTRY (1 semester course), MATHEMATICS (1 semester course), STATISTICS (1 semester course), and PHYSICS (2 semester courses).

Required courses should be the same as the foundation courses required of majors in each area and should include laboratory experience when available. Although not required, the school also recommends the following coursework for excellent preparation for medical school: Genetics, Microbiology, Physiology, Psychology, and Sociology. If Advanced Placement or CLEP credits are on the transcript and have counted towards the undergraduate degree, these credits may be accepted as fulfillment of a prerequisite providing there is evidence of proficiency in the subject. Examples of proficiency may be the successful completion of a more advanced course in that field at the college/university level, or a strong MCAT score in that subject area.

PERSONAL ATTRIBUTES

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

APPLICATION PROCEDURES

The School of Medicine participates in the American Medical College Application Service (AMCAS) which allows applicants to complete one application and have it forwarded to any of the participating medical schools. AMCAS applications (as well as MCAT applications) are submitted electronically by accessing the appropriate links from www.aamc.org. When applying to the USD Sanford School of Medicine, the deadline for submitting the application and all required materials including official transcripts to AMCAS is November 1st for admission to the class starting the following July. The school does not participate in the Early Decision Program.

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

Applicants must have taken the MCAT and completed at least 64 college level credits by the application deadline. They should also have completed most of the prerequisites and be enrolled in any remaining prerequisites by the time the Admissions Committee reviews their completed file. Besides the requirements listed above (including submission prior to the deadline) a completed application file includes the verified AMCAS application, the supplemental application, at least three letters of reference (a premedical faculty committee consisting of at least 3 faculty

may submit a single document in lieu of the 3 individual letters), a photograph for ID purposes, and a $35 application fee. All information received during the application process becomes the property of the USD Sanford School of Medicine.

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

Interviews are scheduled through the Program Assistant for Admissions in the Office of Medical Student Affairs and are conducted in a one-on-one virtual zoom setting with two members of the admissions committee and one student interviewer, who is not a member of the committee, nor has voting privileges.

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

The Admissions Committee usually meets at regular intervals between November and March to evaluate completed applications. Letters of acceptance are sent within a few days of the committee's decision. Each application is considered on its own merits and in comparison, with all other applications in the current applicant pool. Acceptance of the offer of admission to the USD Sanford School of Medicine constitutes an agreement by the student to abide by the rules of student promotion, dismissal, and graduation, to accept their clinical campus assignment for Pillar 2 that is made during Pillar 1, and to abide by the provisions of the Code of Professional Conduct. A deposit of $100 is required within two weeks of the date of notification of acceptance. An applicant may withdraw at any time prior to June 1 upon written notice to the Program Assistant for Medical School Admissions and will receive a refund of this deposit. For accepted applicants who matriculate, the deposit is either applied toward the first semester tuition or refunded to the student. Accepted applicants are expected to complete the program of studies as recorded on their application and to forward final transcripts prior to matriculation. Accepted applicants are required to undergo a criminal background check prior to matriculation. The school reserves the right to withdraw an acceptance offer for any applicant who fails to comply with the provisions of acceptance or there is a record of criminal activity that violates the school standards for admission.

Accepted applicants may request in writing to the Assistant Dean of Medical Student Affairs and Admissions, a deferred matriculation into medical school for one year. Each request must contain the reason for the deferment and the planned activities for the deferred year. Applicants with approved requests are automatically accepted into the next entering class provided that:
(1) the application is not withdrawn by the applicant
(2) the applicant writes a short report describing activities undertaken during the intervening year

(3) the applicant has not been convicted of a felony or other crimes that violate the school standards for admission during the intervening year
(4) the applicant has submitted a new AMCAS application in accordance with policies that apply to Delayed Matriculants.

ACCEPTED APPLICANTS AND ALTERNATES

Currently, there are up to 71 students accepted into the first-year class with 67 in the regular MD program, up to 2 admitted into the Physician Scientist (MD/PhD) program, and up to 2 admitted through the Indians Into Medicine Program (INMED). In addition, the Admissions Committee places approximately 40 applicants on an alternate list for filling vacancies that may occur before the academic year starts. When an applicant receives a letter offering a position on the alternate list, they are also notified of their rank order on that list. To accept their alternate position, applicants must sign the appropriate form and submit a $100 deposit. If the applicant is subsequently offered acceptance the deposit will be applied to the tuition bill. The deposit will be refunded if an alternate is not offered a position when the class closes (second Monday of classes). Any individual who remains on the alternate list at that time, must submit a full, new application if they desire future admission consideration.

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

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

APPLICANTS FOR ADVANCED STANDING

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

TECHNICAL STANDARDS FOR ADMISSION, CONTINUATION AND GRADUATION

(Reviewed by MEC 02-2025) (Updated version approved by Administrative Staff 12-2024; approved by legal counsel 12-2024)

A. Purpose

The University of South Dakota Sanford School of Medicine (USD-SSOM) affirms that no applicant to Medical School will be excluded based on sex, race, color, creed, rural background, socioeconomic status, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, and veteran status.

Because the MD degree signifies that the holder is a person prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge, skills, and ability to function in a broad variety of clinical situations, render a wide spectrum of patient care and the capacity to qualify for medical licensure and enter residency training. Therefore, candidates for the MD degree from the USD-SSOM must have abilities and skills in six areas including:

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

Our core values of compassion and kindness permeate our interactions with all students, including those with disabilities. USD-SSOM endeavors to ensure accessibility and to create a respectful, accountable culture through our confidential disability support system. We encourage students with disabilities to disclose and seek accommodations.

B. Policy

Fulfillment of the technical standards for graduation from medical school does not mean the graduate will be able to fulfill the technical requirements of any specific residency program.

I. Observation:
The candidate and student must be able to obtain information from demonstrations and experiments in the basic sciences. They must be able to assess a patient and evaluate findings accurately. These skills require the use of vision, hearing and somatic sensation or the functional equivalent.

II. Communication:
The candidate and student must be able to skillfully (in English) communicate verbally and in written form with faculty members, other members of the healthcare team, patients, families, and other students, in order to:

- Elicit information
- Convey information
- Clarify information
- Create rapport
- Develop therapeutic relationships
- Demonstrate the USD-SSOM Competencies required for graduation

III. Motor:
The candidate and student must have sufficient motor function with accommodations, if needed, to perform a physical examination and perform diagnostic maneuvers. They must be able to execute motor movements reasonably required to provide general care to patients and provide or direct the provision of emergency treatment to patients. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

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

V. Behavioral and Social Attributes:
The candidate and student must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, recognize multiple points of view, identify personal reactions and responses, and integrate these into clinical decision-making. They must be able to communicate with and care for, in a non-judgmental way, persons whose culture, sexual orientation, or spiritual beliefs are different from their own.

VI. Ethics and Professionalism:

Students should maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students, and the public. The student is expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession.

C. Procedure
The technical standards delineated above must be met with, or without accommodation. Students who, after review of the technical standards, determine that they require reasonable accommodation to fully engage in the program should contact USD Office of Accessibility to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodation is never retroactive; therefore, timely requests are essential and encouraged.

To learn more about accommodations at USD-SSOM please contact:

USD Office of Accessibility
605-658-3745
accessibility@usd.edu

D. Statement of Understanding and Agreement

I understand that fulfillment of the technical standards for graduation from the University of South Dakota Sanford School of Medicine does not mean that I will be able to fulfill the technical requirements of any specific residency program.

This document applies to all years of my medical school training at the University of South Dakota Sanford School of Medicine.

I have read, understand, and am able to meet the technical standards. I agree to adhere to the stated procedures.

_____

Signature Printed Name Date

{Updated version approved by Administrative Staff 5/2023; approved by legal counsel 6/2023, revised 12/2024}

Accommodations for Students Infected or Disabled During Medical School

Revised 11/2024 by Medical Student Affairs

I. Students will be given instruction in precautionary and infection control measures for bloodborne pathogens and communicable diseases prior to students' first contact with patients and first contact with human tissue, blood products, and body fluids. Specific training will be given on hand hygiene, use of personal protective equipment, handling of sharps, and specific isolation precautions to ensure students are aware of how to prevent acquisition and transmission of infectious diseases. In addition, students will be instructed on what constitutes an exposure and the protocol to follow in the event of an exposure. Follow-up training will be provided prior to each Pillar.

II. In the event a student becomes infected with a potentially communicable agent, becomes immunocompromised or is otherwise disabled while in medical school, the school will provide reasonable accommodations. In the event this occurs, students should immediately report to the Associate Dean of Medical Student Affairs to determine next steps. Students who acquire a transmissible disease in a non-educational setting will follow the same protocol and instruction in the SSOM Infection Control Policies and Procedures Manual.

III. Accommodations to the student's educational program, if applicable, will be determined by an ad hoc committee including representatives from the Office of Medical Education, the Office of Medical Student Affairs, and USD Office of Accessibility. When provided reasonable accommodations, the student must be able to meet the technical standards for the educational program.

ENTERING AND VISITING STUDENT IMMUNIZATION POLICY

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

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

Immunization records are maintained by USD Student Health. Students are responsible for maintaining copies of their immunization records and titer reports, etc. and keeping these records updated.

Health Affairs Requirements:

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

1. **Measles (Rubeola), Mumps, Rubella.** One of the following is required:
   - All students born after December 31, 1956, are required to have medically signed proof of TWO properly administered immunizations.

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

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

   AND

   Hepatitis B titer.
   - Test for anti-HBs or HbsAB (HBV surface antibodies). Recommended 1-2 months after completion of the vaccination series.
   - Students admitted with *documented* prior vaccination history must also provide immune status documentation. If that is not available, current immune status will be determined by the titer.
   - A copy of the titer report must accompany the immunization form or be provided as soon as it is available.
   - Those who do not seroconvert when the titer is done 1-2 months following the series should be revaccinated with a full series with the titer repeated 1-2 months after the last immunization.
   - Those who do not seroconvert when the titer has been delayed greater than 12 months since the initial series may choose to obtain one additional booster dose of the vaccine with the titer repeated 1-2 months after the last immunization. If the second titer remains below 10mIU/mL, the person will complete the series followed by another titer.
   - If after a second series, titers remain below 10 mlU/mL, the person is considered at risk for acquiring HBV.
   - Students should be counseled about the occupational risk and the need to obtain HBIG prophylaxis for any known or probable parenteral exposure to HBsAg-positive blood. No further vaccine series are recommended. However, it is recommended the student

consult with their health care provider about being tested for HBsAg to make sure that chronic HBV infection is not the reason for vaccine non-response (assuming the 2nd negative HbsAb titer was performed 1-2 months following the last hepatitis B vaccine of the second series).

3. **Varicella/Chicken Pox immunity.** One of the following is required.
   - Varicella Titer if the student has had the chicken pox that indicates immunity (copy of titer report must accompany immunization form);
     OR
   - Two doses of varicella immunization are indicated if there is no history of the disease or if the varicella titer is negative. Recommended interval is 4-8 weeks between doses.

4. **Tdap (tetanus, diphtheria, adult pertussis).** One lifetime dose of Tdap (tetanus, diphtheria, adult pertussis) is required. Tdap vaccine can be administered to healthcare workers without concern for the length of time since the most recent Td vaccine. If it has been longer than 10 years since the Tdap, a Td or Tdap booster is required.

5. **Upon admission: TB Skin Tests or Interferon Gamma Release Assay (IGRA)**

   Each student will be required to do a risk review with USD Student Health. This includes an individual baseline risk assessment and symptom evaluation. Initial testing of students without prior TB or latent TB infection (LTBI) will be done by either of the following methods:

   - **Initial Two-Step TB Skin Test:** Documentation of two TB skin tests is required. If the first is negative, a second TB skin test will be given in 1-3 weeks. The second negative will confirm lack of infection (any two documented TB skin tests completed within a 12-month period can meet this requirement.)
     OR
   - **Interferon Gamma Release Assay (IGRA)**
     History of BCG vaccine is NOT a contraindication for tuberculin testing. TB skin test reactivity caused by BCG vaccine generally wanes with time. If more than 5 years have elapsed since administration of BCG vaccine, a positive reaction is most likely a result of *M. tuberculosis* infection.

Students with a positive TB skin test or IGRA:
Are required to provide documentation from their health care provider including the following:
- Result of the positive TB skin test (date placed, read, measurement in mm, signed by a health care provider) or IGRA report.
- Chest x-ray report.
- Determination by the health care provider if this is latent TB infection or active TB disease.
- Treatment: including what it was, when started, when completed, etc.

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

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

6. **During enrollment:**

- **Annual TB Screening:**
    - Students are not routinely required to have annual TB testing. In special circumstances such as a known TB exposure or untreated latent TB, the student's program in coordination with the training facility's infection prevention and employee health services and/or Student Health will determine if testing is necessary.

    - All USD Health Affairs students will complete the USD Health Affairs Annual TB Symptom Checklist & Attestation of TB Education form and submit it to USD Student Health Services by November 1 during each year of enrollment. Failure to comply with annual TB requirements may preclude registration for classes, receipt of financial aid, and placement into a clinical setting.

- **Annual TB Education:**
    - During enrollment, all USD Health Affairs students are required to complete annual TB education which includes information on TB risk factors, signs and symptoms of TB disease, and infection control policies and procedures. Students will sign an attestation annually that they have reviewed and understand the information.

- **Annual Influenza Vaccination:**
    - The influenza vaccine is required by October 15th annually. Failure to comply with annual influenza requirements may preclude registration for classes, receipt of financial aid, and placement into a clinical setting.

Recommended Immunizations:

- **Meningococcal (meningitis) vaccine.** Recommended for students living in college dormitories who have not been immunized previously or for college students under 25 years of age who wish to reduce their risk.
    - All 11- to 12-year-olds should be vaccinated with a meningococcal conjugate vaccine (Menactra® or Menveo®). A booster dose is recommended at age 16 years. Teens and young adults also may be vaccinated with a serogroup B meningococcal vaccine. In certain situations, other children and adults could be recommended to get any of the three kinds of meningococcal vaccines. Students should consult with their physician about the appropriate vaccine for their specific risk.
- **Childhood DTP/DTaP/DPT and polio vaccines**
- **COVID-19 vaccine:** Highly recommended for all students

https://public.powerdms.com/USD/documents/2232036

STUDENT AFFAIRS FINANCIAL AID

EXPENSES AND FINANCIAL AID

For 2024-25, tuition is $32,105 per year for residents of South Dakota and $76,935 per year for non-residents. Fees for first year students total approximately $2,591. These rates are effective July 1, 2024 through June 30, 2025.

MALPRACTICE AND DISABILITY INSURANCE

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

HEALTH INSURANCE

Students must provide proof of enrollment in a major medical health plan prior to attending classes or rotations. Minimum requirements are a deductible of $9,200 or less for maximum out of pocket expenses, mental health and chemical dependency coverage.

THE FINANCIAL AID PROCESS

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

BASIS FOR AWARDS

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

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

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

WHO IS ELIGIBLE FOR FINANCIAL AID?

A student must have a satisfactory credit rating to be eligible for any form of financial assistance. Additional requirements to qualify for financial aid programs, and to maintain eligibility for these programs, are that an applicant must: be a U.S. citizen or permanent resident, be accepted for admission to SSOM, be enrolled in good standing as a full-time student, not be in default on a previous student loan or owe a refund on any Title IV funds received at another educational institution, maintain satisfactory progress and be creditworthy. Income and assets will determine the type of financial assistance that the student will be eligible to receive. If the Student Aid Index

(SAI) exceeds the limit set to prove eligibility for need-based programs, there are non-need-based loan programs for which students may apply.

WHAT ARE THE COSTS OF EDUCATION?

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

FINANCIAL ASSISTANCE

To be considered for most types of financial aid, the student must complete a Free Application for Federal Student Aid (FAFSA) to determine need. The need analysis is based on a formula established by the federal government and the analysis determines the Student Aid Index (SAI). This determines your eligibility for federal student aid. Once the student applies as a professional student, parental information is no longer considered because students are determined to be independent. If the student is married, their spouse's income, assets, and other resources will be considered. The amount of aid the student is eligible for is determined by subtracting the amount the student is expected to contribute from the cost of the educational budget.

NEED BASED AID

Students that want to be considered for "need based" scholarships or loans, will need to submit their parent's financial data to determine need. This is like the need analysis that is calculated on the student, but they also use parent's information to determine the Student Aid Index (SAI). There is a supplemental parent application that parents complete through the Medical Student Affairs office to qualify for "need based" aid. Providing parental information will not adversely affect the Direct loans students are eligible for, but in some cases, students could be eligible for lower cost loans through the Title VII program.

LIVING ACCOMMODATIONS

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

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

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

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

BOARD
Medical students living in Vermillion may choose from one of several meal plans offered to students on the campus. These plans vary widely in terms of the number of meals included. Please check the website for current services and costs at http://www.usd.edu/student-life/campus-dining.

GRANT AND FELLOWSHIPS

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

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

Complete information about the ASSP program is found at Medical School Alumni Relations Office | University of South Dakota (usd.edu) or by contacting the USD Admissions Office.

TYPES OF FINANCIAL AID AVAILABLE
If a student withdraws or is dismissed from medical school, these loans become due immediately.

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

Loans for Disadvantaged Students (LDS): A low-cost federal loan to assist disadvantaged students who have need. Loan amounts are based on eligibility and the amount of LDS funds available. The maximum award each year is the cost of education (Student Budget). The interest

rate is 5% and begins to accrue when the graduate enters repayment, and repayment begins when borrower enters practice provided they have completed a deferment form each year. Parental information is required.

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

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

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

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

Scholarships: Scholarships are awarded to medical students based on academic achievement, financial need, and criteria established by the donors. Students must complete a scholarship questionnaire each spring and the SSOM Financial Aid Committee will determine which students are the best fit the criteria established by the donors.

EXTERNAL SOURCES OF AID

Unsubsidized Federal Direct Stafford

Loan Fee: 1.057%
Fixed Interest Rate for 7/1/24 – 6/30/25: 8.08%
Interest Capitalization Features: Once at repayment
Annual Loan Limits: $40,500
Cumulative Loan Limits: $224,000 minus approved subsidized amount
Minimum Loan Limits: $1,000 or eligible amount, whichever is less
Repayment Terms: 10 years maximum
Eligibility: Enrolled in an approved medical school

Graduate Plus Direct Loans

Loan Fee: 4.228%
Fixed Interest Rate for 7/1/24 – 6/30/25: 9.08%
Interest Capitalization Features: Once at repayment
Annual Loan Limits: Cost of Education minus other financial aid
Repayment Terms: 10 years maximum
Eligibility: Enrolled in an approved Medical School, established credit criteria, must apply for Stafford Program, and be a US citizen or permanent resident.

Armed Forces Health Profession Scholarship Programs (HPSP)

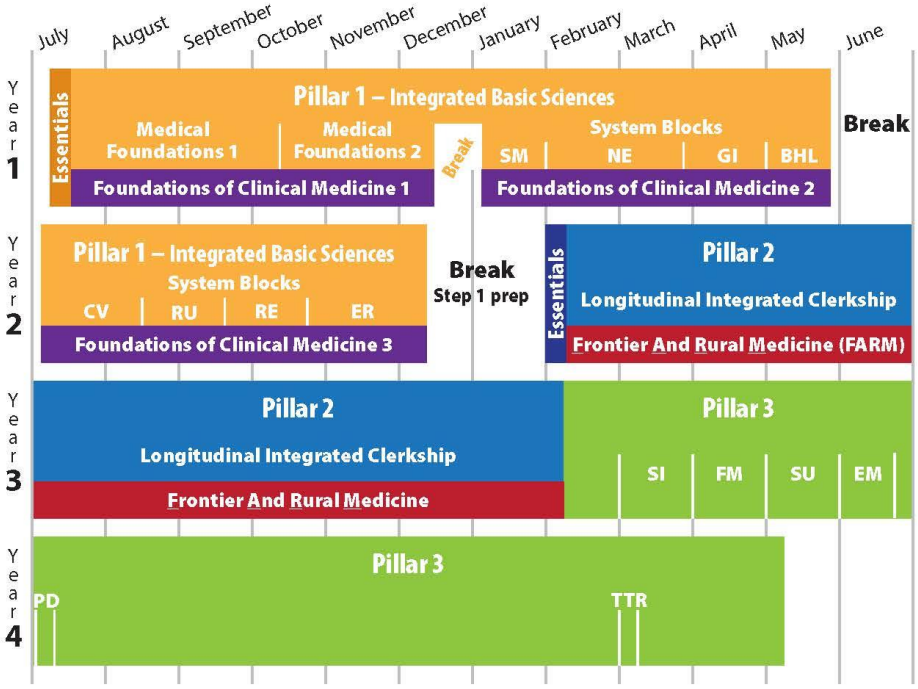
Definition: A scholarship support program while commissioned in one of the branches of the U.S. Armed Forces.
Eligibility: Must be a U.S. citizen enrolled in medical school and motivated for a military career. Must not be over the age of 28, unless prior military service.
Amount: A stipend of approximately $2,700 per month while not on active duty, payment of tuition and fees, and reimbursement for required books and supplies.
Obligation: One year of service for each year of support with a minimum of two years' service after graduation.
See an Armed Forces Recruiter for additional information.

CURRICULUM OVERVIEW

UNIVERSITY OF SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Together in teaching, innovation and compassion

Three Pillar Curriculum



Pillar 1 System Blocks

- **SM** Skin-Musculoskeletal
- **NE** Nervous System
- **GI** GI-Hepatobiliary
- **BHL** Blood/Hemo/Lymph
- **CV** Cardiovascular
- **RU** Renal-Urinary
- **RE** Respiratory
- **ER** Endocrine-Reproductive

Pillar 3

- **SI** Sub-Internship
- **FM** Rural Family Medicine
- **SU** Surgery Subspecialties
- **EM** Emergency Medicine
- **PD** Professional Development (Student Affairs)
- **TTR** Transition to Residency

Pillar 1

Students participate in foundational biomedical sciences in parallel with foundational clinical sciences. The clinical foundation courses are integrated with two medical foundations courses and eight organ system courses. The grading is pass-fail in the first phase of the curriculum. The Pillar 1 curriculum has been developed with an emphasis on limited lectures, early clinical exposure, active learning, case-based small groups and high-fidelity simulation.

Pillar 2

Students participate in seven core clerkships through longitudinal integrated ambulatory experiences interleaved with hospital-based education, formal didactics, and a focused rural family medicine block experience. Students are located on one of three clinical campuses – Rapid City, Sioux Falls, and Yankton- and in rural communities across the state through the Frontier and Rural Medicine (FARM) Program. The first semester of Pillar 2 is graded pass-fail, while the 2nd semester of Pillar 2 introduces letter grades.

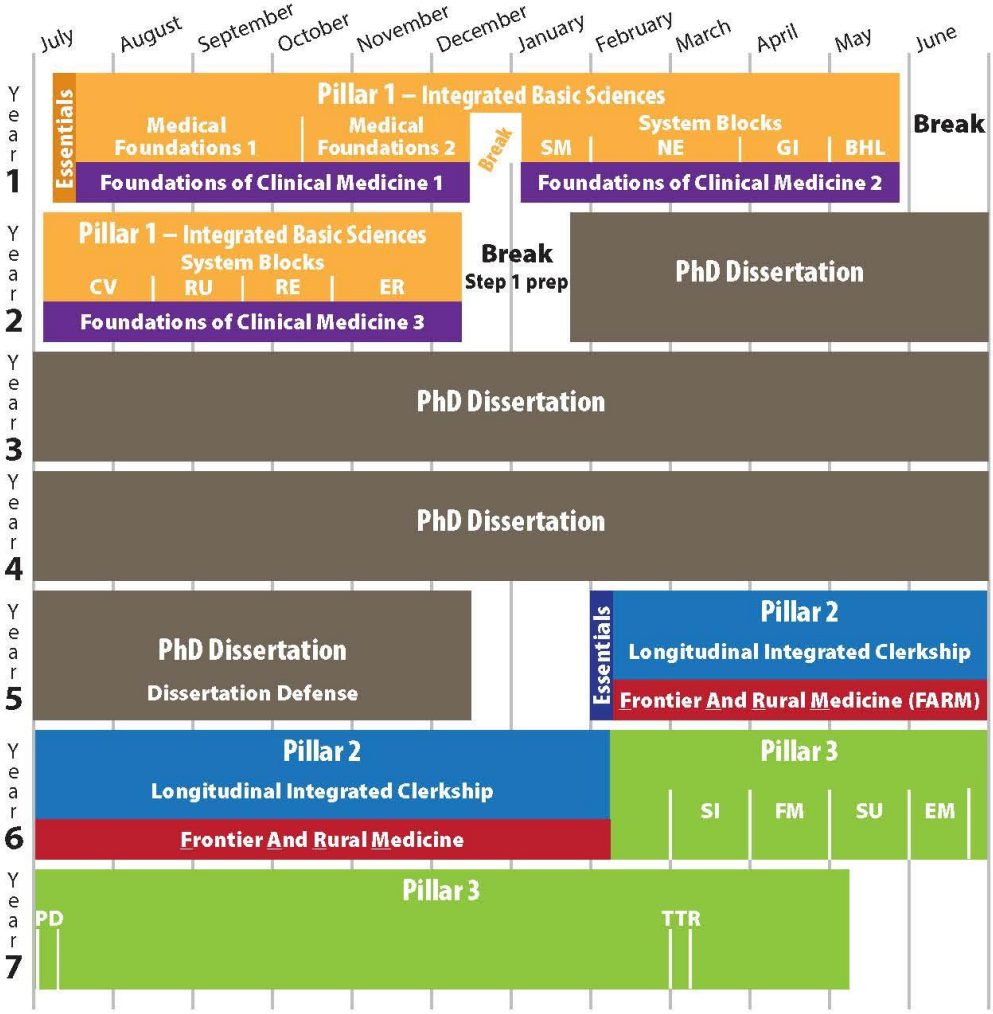
Pillar 3

All students complete selected required rotations including two surgery sub-specialty experiences, an emergency medicine rotation and an acting internship (sub-internship). Students will also participate in a capstone rural family medicine experience during this phase of the curriculum. The remainder of this time students have the flexibility to pursue elective rotations, research, away rotations and global health experiences. Students can also select from a variety of courses on medical ethics, medical humanities and health policy. Grading in this phase of the curriculum is based on letter grades. A transition to residency course and a professional development course serve as the final requirements in the M.D. program.

Authority: Medical Education Committee, Updated: 9/12/2024

UNIVERSITY OF SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

MD/PhD Curriculum



Pillar 1 System Blocks

SM Skin-Musculoskeletal
NE Nervous System
GI GI-Hepatobiliary
BHL Blood/Hemo/Lymph
CV Cardiovascular
RU Renal-Urinary
RE Respiratory
ER Endocrine-Reproductive

PhD Dissertation Years

Pillar 2

Family Medicine
Internal Medicine
Ob/Gyn
Pediatrics
Psychiatry
Neurology
Surgery
Cultural Immersion

Pillar 3

SI Sub-Internship
FM Rural Family Medicine
SU Surgery Subspecialties
EM Emergency Medicine
PD Professional Development (Student Affairs)
TTR Transition to Residency

Pillar 1

Students participate in foundational biomedical sciences in parallel with foundational clinical sciences. The clinical foundation courses are integrated with two medical foundations courses and eight organ system courses. The grading is pass-fail in the first phase of the curriculum. The Pillar 1 curriculum has been developed with an emphasis on limited lectures, early clinical exposure, active learning, case- based small groups and high-fidelity simulation.

PhD Years

Following passing the STEP-1 exam MD/PhD students step out and have a max of 5 years to complete their PhD dissertation research. Upon completing the dissertation defense, students choose their campus and start their Pillar 2 in February.

Pillar 2

Students participate in seven core clerkships through longitudinal integrated ambulatory experiences interleaved with hospital-based education, formal didactics, and a focused rural family medicine block experience. Students are located on one of three clinical campuses – Rapid City, Sioux Falls, and Yankton- and in rural communities across the state through the Frontier and Rural Medicine (FARM) Program.The first semester of Pillar 2 is graded pass-fail, while the 2nd semester of Pillar 2 introduces letter grades.

Pillar 3

All students complete selected required rotations including two surgery sub-specialty experiences, an emergency medicine rotation and an acting internship (sub-internship). Students will also participate in a capstone rural family medicine experience during this phase of the curriculum. The remainder of this time students have the flexibility to pursue elective rotations, research, away rotations and global health experiences. Students can also select from a variety of courses on medical ethics, medical humanities and health policy. Grading in this phase of the curriculum is based on letter grades. A transition to residency course and a professional development course serve as the final requirements in the M.D. program.

Together in teaching, innovation and compassion

DEPARTMENTS AND REQUIRED COURSES

All courses required and electives, available from the various departments in the USD Sanford School of Medicine (SSOM) are listed in this bulletin. Required courses are marked with an asterisk (*).

BIOMEDICAL AND TRANSLATIONAL SCIENCES

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

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

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

PILLAR 1

DEPARTMENT OF INTEGRATED MEDICAL CURRICULUM: (Biomedical and Translational Sciences)

IMC 501 Medical Foundations 1: 12 credit hours. This course provides a strong foundation in the preclinical basic sciences with emphasis in human anatomy, biochemistry, embryology, and physiology.

IMC 502 Medical Foundations 2: 8 credit hours. This course provides a strong foundation in the preclinical basic sciences with emphasis in microbiology, immunology, pharmacology, pathology, epidemiology and biostatistics.

IMC 601 Skin/Musculoskeletal Systems: 3 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the skin and musculoskeletal systems.

IMC 602 Nervous System: 7 credit hours. This course provides the medical student with a working understanding of the organization and anatomy and histology, physiology, microbiology, pharmacology, pathology, and psychopathology of the central and peripheral nervous systems.

IMC 603 Blood/Hemo/Lymphatic System: 3 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the blood/hematopoietic/lymphoreticular systems.

IMC 604 Gastrointestinal/Hepatobiliary System: 4 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the gastrointestinal and hepatobiliary system.

IMC 605 Cardiovascular System: 5 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the cardiovascular system.

IMC 606 Renal/Urinary Systems: 4 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the renal and urinary system.

IMC 607 Respiratory System: 4 credit hours. This course provides the medical student with a working understanding of the histology, physiology, microbiology, pharmacology, and pathology of the respiratory system.

IMC 608 Endocrine/Reproductive Systems: 5 credit hours. This course provides the medical student with a working understanding of histology, physiology, microbiology, pharmacology, and pathology of the endocrine and reproductive systems.

IMC 503 Clinical Foundations 1: 2 credit hours. This is the first part of a three-course sequence introducing the medical student to the clinical knowledge, attitude and skills required for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

IMC 609 Clinical Foundations 2: 2 credit hours. This is the second part of a three-course sequence introducing the medical student to the clinical knowledge, attitude and skills required for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

IMC 610 Clinical Foundations 3: 2 credit hours. This is the third part of a three-course sequence introducing the medical student to the clinical knowledge, attitude and skills required for medical interviewing and performing a history and physical examination on a patient. The course begins with the basic concepts and expands to system-specific skills as the student progresses through the preclinical curriculum.

PILLAR 2

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

IMC 700/701 Interpersonal/Communications I & II: 4 credit hours. At the end of this course the student will demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families and health professionals.

IMC 705/706 Patient Care I & II: 4 credit hours. In this course students are expected to participate in supervised patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

IMC 710/711 Practice-based Learning and Improvement I & II: 4 credit hours. At the end of this course the student will be able to demonstrate the ability to investigate and evaluate their

care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self –evaluation and life-long learning.

IMC 715/716 Medical Knowledge I & II: 4 credit hours. At the end of this course the student will be able to demonstrate a working knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care.

IMC 720/721 Professionalism I & II: 4 credit hours. At the end of this course the student will be able to demonstrate a commitment to carrying out professional responsibilities, and an adherence to ethical principles.

IMC 725/726 Systems-based Practice I & II: 4 credit hours. This course will provide the student with an awareness and understanding of the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

IMC 730 SSOM Vitals: 1 credit hour. The Friday Longitudinal Integrated Clerkship (FLIC) is a weekly seminar series addressing clinical concepts within and across the core clinical disciplines of family medicine, internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry and surgery. Additional topics include quality and patient safety, evidence-based medicine, palliative care, medical imaging, and health policy.

IMC 735 Cultural Immersion: 1 credit hour. This course will allow medical students to learn about various cultures during a weeklong immersion experience. Students will learn about healthcare delivery issues that are unique to the diverse cultures represented in South Dakota communities across the state. All students will visit a Hutterite colony and then individually select a cultural community and experience that community through a three-day immersion experience.

DEPARTMENT OF FAMILY MEDICINE

FAMP 713/714 Family Medicine Clerkship I & II: 4 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Family Medicine clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the family medicine practice setting.

DEPARTMENT OF INTERNAL MEDICINE

MEDC 713/714 Internal Medicine Clerkship I & II: 4 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Internal Medicine clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the internal medicine practice setting.

RADI 715 Radiology: 1 credit hour. A required clerkship in Pillar II of the medical curriculum, the Radiology clerkship provides students the opportunity to experience the clinical skills, knowledge, problem solving skills, behaviors and attitudes necessary to provide care for patients in the Radiology practice setting.

DEPARTMENT OF NEUROSCIENCES

NEUR 705 Clinical Ethics: 1 credit hour. Course will explore the moral values and norms that guide the actions of health and human service professionals and so influence the delivery and

the reception of healthcare and human services. The focus will be both urban and rural, with special emphasis on underserved communities.

NEUR 713/714 Neurology Clerkship I & II: 2 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Neurology clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the neurology practice setting.

DEPARTMENT OF OBSTETRICS/GYNECOLOGY

OGYN 713/714 Obstetrics/Gynecology Clerkship I & II: 4 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Obstetrics/Gynecology (OB/GYN) clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the OB/GYN practice setting.

DEPARTMENT OF PEDIATRICS

PEDS 713/714 Pediatrics Clerkship I & II: 4 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Pediatrics clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for children and adolescents in the pediatrics practice setting.

DEPARTMENT OF PSYCHIATRY

PTRY 713/714 Psychiatry Clerkship I & II: 3 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Psychiatry clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the psychiatry practice setting.

DEPARTMENT OF SURGERY

SURG 713/SURG 714 Surgery Clerkship I & II: 4 credit hours. A required clerkship within the Pillar 2 longitudinal integrated clerkship, the Surgery clerkship provides students the opportunity to experience the clinical skills, knowledge, problem-solving skills, behaviors and attitudes necessary to provide care for patients in the surgery practice setting.

PILLAR 3

Please note: Courses with an asterisk (*) are required courses; choose one sub-internship.

ANAT 811 Clinical Anatomy Elective: 1-8 credit hours. This is a self-directed advanced course for Pillar III students who are looking to complete a project and review of anatomical structures prior to their residency. It entails a complete dissection of a region of their choosing and conducting any research into techniques or surgical approaches that they may experience during their residency.

DEPARTMENT OF FAMILY MEDICINE

FAMP 802 Health Care for the Underserved: 1-2 credit hours. Provides the Pillar 3 medical student with education in: (1) care of the underserved; (2) cultural sensitivity; and (3) public health, plus service learning in providing care to the underserved. The course is primarily experiential and includes direct patient care under supervision, other patient/client interaction, and observation of other health care professionals.

***FAMP 803 Sub-internship in Family Medicine:** 4 credit hours. An inpatient educational experience in which the Pillar 3 medical student functions at the level of a first-year resident. The student will have direct patient care responsibility under the supervision of an attending faculty physician.

FAMP 804 Telemedicine: 1-2 credit hours. This elective will allow medical students to participate in telemedicine ""eCare"" services including eEmergency, eConsult, ePharmacy and eIcu, which connect tertiary-based specialists with emergency departments and intensive care units in rural communities.

FAMP 809 Clinical and Professional Skills: 2-3 credit hours. This elective will provide intense practice in history-taking, physical examination, clinical decision-making and professionalism skills in the outpatient setting as well as minimal inpatient experience. It is intended as a remediation experience for students who fail the required non-credit institutional objective structured clinical examination (OSCE) and is primarily reserved for this purpose. Prerequisite Consent of Dean of Medical Education.

***FAMP 810 Rural Family Medicine:** 4 credit hours. The Pillar 3 medical student will spend time in the clinic, hospital, nursing home and home visits as deemed appropriate by the instructor. This is a rural health experience that will allow the student to experience the broad practice of family medicine while gaining appreciation for specific nuances of rural medicine. The student should be exposed to comprehensive and continuous care provided in the context of the family and community.

FAMP 811 Research in Family Medicine I: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is to be completed in an area relevant to family medicine and under the mentorship of faculty from the Department of Family Medicine.

FAMP 814 Research in Family Medicine II: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to family medicine and under the mentorship of faculty from the Department of Family Medicine.

FAMP 815 Critical Approach to Health Equity: 2 credit hours. This course examines the challenges of improving access to health care for tribal, rural and underserved communities. Pillar 3 medical students are asked to look critically at social determinants of health and their interplay with geography, race and ethnicity. The course will examine how these variables impact access to care across South Dakota. Students will be asked to provide critical appraisal of health policy measures that have impacted health disparities in South Dakota.

FAMP 816 Native American Health Care: 1-4 credit hours. Pillar 3 medical students participate in providing supervised patient care to Native American patients in SD reservation-based healthcare facilities. Students work with physicians and providers, and they are exposed to the range of medical specialties at the facility. Coordination and provision of patient care within the facility is emphasized. Students learn about and better understand Native American culture, health disparities, and health-related issues experienced by Native American peoples.

FAMP 817 Chronic Pain: 2 credit hours. This clerkship allows medical students to learn from and assist in the care of patients with chronic pain and patients suffering from addiction to opioids and other substances. Settings may include clinics, methadone treatment centers, and other addiction treatment centers.

FAMP 822 Focus on Family Medicine: 2-4 credit hours. This elective course provides a model for the provision of quality medical care for families living in rural communities. Pillar 3 medical

students provide patient care under the direction of supervising board certified physicians. It is designed for students desiring additional experience in rural family medicine.

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

FAMP 824 Geriatrics in Primary Care: 2 credit hours. This clerkship is designed to provide the Pillar 3 medical student with an overview of normal aging as well as the impact of aging on function. Multiple providers of care, both individuals and institutions, will introduce the student to techniques used to deal with relevant problems.

FAMP 828 Asniya: Med & Native Am Youth: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to gain experience in health education and positively impact the American Indian community through teaching health education as well as clinical experiences at IHS and Regional Health.

FAMP 833 Sports Medicine: 1-4 credit hours. This rotation is a multidisciplinary exposure to the broad field of sports medicine. The student may have the opportunity to participate in both training room activities and event coverage at both the high school and collegiate levels. In the course of the rotation the student will be exposed to sports medicine from the standpoint of the athletic trainer, family physician, sports medicine specialist, physical therapist, nutritionist, psychologist, and exercise physiologist. At the completion of the rotation, the student should have formed an approach to the evaluation, management and rehabilitation of injured athletes as well as the role of exercise in the management of various acute and chronic medical conditions. In addition, the opportunity will be provided for the student to develop a personal fitness program.

FAMP 834 Clinical Applications: Point of Care Ultrasound: 2 credit hours. In this course, Pillar 3 medical students will gain hands-on experience with Point of Care Ultrasound (POCUS) in an emergency medicine setting in order to answer time-sensitive clinical questions that guide emergency department workup and dispositions. While students will be expected to have some basic ultrasound knowledge, the main point-of-care scans that are helpful for future physicians practicing both in and out of the emergency department will be covered.

FAMP 842 Health Policy and Physician Leadership: 3 credit hours. The purpose of this course is to expose the learner to broad concepts in healthcare systems; quality & safety; value & equity; and politics & law. The skills acquired from this course will enable the learner to begin residency with an understanding of the skills requisite of a physician leader; the importance of quality/safety in medicine; and the importance of advocating for policies that improve patient care.

FAMP 857 Rural Health and the Inter-professional Collaboration: 4 credit hours. The purpose of this 4-week course is to integrate Pillar 3 medical students into an interdisciplinary healthcare team that serves health professional shortage areas. The medical students' attending physician will oversee the administration of this care, serving as a role model of how to interact with other disciplines. This experience will enlighten medical students on other disciplines' roles within healthcare and how they can coordinate care with these disciplines to ensure better patient outcomes.

FAMP 858 One Health: 1-2 credit hours. This course stresses the linkages between human, animal, and environmental health. Interdisciplinary communication and collaboration are necessary to address health issues such as zoonotic diseases. Students will have the opportunity

to learn about animal health while working with veterinarians and others in the livestock industry and animal health. There will also be opportunities to explore the linkages with other stakeholders. Students will develop an educational intervention for human or animal health providers, or livestock producers.

FAMP 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF INTEGRATED MEDICAL CURRICULUM

***IMC 801 Transition to Residency:** 1 credit hour. This course will be offered prior to graduation and provide curriculum to further prepare our students as they transition to residency. The week-long course will include a variety of didactic and small group sessions addressing concepts and skills that will aid the transition to residency.

***IMC 802 SSOM Professional Development:** 1 credit hour. The course integrates the non-cognitive professional development of medical students, especially in the areas of career advising, financial literacy, and wellness/well-being.

IMC 804 Scholarship Pathways: 1-8 credit hours. Fourth-year experience during which Scholarship Pathway students fulfill requirements in education, research, service, and social science. Students present final abstracts, posters and manuscripts to mentors and Scholarship Pathways Coordinators before the completion of this experience.

DEPARTMENT OF INTERNAL MEDICINE

***MEDC 806 Sub-internship in Internal Medicine:** 4 credit hours. An inpatient educational experience in which the Pillar 3 medical student functions at the level of a first year resident. The student will have direct patient care responsibility under the supervision of an attending faculty physician.

MEDC 807 Women's Health: 2-8 credit hours. This interdisciplinary elective course is designed to provide the medical student with an opportunity to focus on health issues specific to female gender health and prevention of disease. This outpatient clinic rotation will provide exposure to a variety of diseases/ disorders presenting in women including, but not limited to, heart disease, thyroid disease, breast cancer, peri-menopause, depression, osteoporosis, eating disorders and irritable bowel syndrome. Students will also participate in multi-specialty clinics to learn about basic prevention, diagnosis, and management. These clinics may include: gynecology, surgery, pathology, nuclear medicine mammography and primary care clinics. Students will be responsible for a pre and post test for the rotation and be given a recommended reading list for the rotation. Clinic times will be Monday-Friday with 1/2 day off for reading time. No on-call periods and no week-ends. Students may elect to complete a 3 or 4 week elective.

MEDC 811 Research in Internal Medicine I: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to internal medicine and under the mentorship of faculty from the Department of Internal Medicine.

MEDC 812 Research in Internal Medicine II: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to internal medicine and under the mentorship of faculty from the Department of Internal Medicine.

MEDC 816 Intensive Care (ICU Medicine): 2-4 credit hours. Pillar 3 medical students will participate in the work-up and care of patients at all phases of critical care.

MEDC 819 Hepatology: 1-8 credit hours. Pillar 3 medical students will participate in the work-up and care of patients with acute and chronic liver disease. The medical students will have direct patient care responsibility under the supervision of an attending faculty physician.

MEDC 820 General Internal Medicine: 2-8 credit hours. Pillar 3 medical students will learn the breadth and depth of general internal medicine and refine clinical skills in diagnosis and management of conditions commonly seen in outpatient internal medicine clinic.

MEDC 822 Endocrinology: 1-8 credit hours. This course will expose the student to a wide variety of common and uncommon endocrine diseases. Course is offered as an elective to Pillar 3 medical students.

MEDC 823 Dermatology: 1-8 credit hours. Learn the role and scope of a general dermatologist. Explore common disorders of the hair, skin, and nails and develop ability to formulate preliminary diagnosis and treatment of these. Appreciate how skin disorders can correlate with internal disease.

MEDC 824 Radiation Oncology: 1-4 credit hours. Pillar 3 medical students will have the opportunity to see how radiation oncology patients are managed from the time of consultation to treatment planning, treatment delivery, and follow-up. Students will have significant patient contact and will also have the opportunity to see a variety of procedures and will be exposed to ongoing research efforts at the cancer center.

MEDC 825 Advanced Dermatology and Cutaneous Oncology: 1-8 credit hours. This elective will help medical students gain extensive experience in dermatology surgery (total margin assessment tumor removal) and provide exposure to a multidisciplinary approach to advanced cutaneous oncology.

MEDC 830 Clinical Oncology – Hematology: 2-8 credit hours. Pillar 3 medical students will participate in the management of patients with hematologic and solid malignant neoplasms. Disease natural history, treatment modalities and complications, and care of both hospitalized and ambulatory patients with malignancies will be demonstrated and discussed. Exposure to methods of investigational cancer therapy will be possible.

MEDC 831 Allergy – Immunology: 1-8 credit hours. This is a 1-2 week clinical rotation that consists of seeing patients (both pediatric and adult) with various allergic concerns such as, but not limited to: food allergy, eczema, allergic rhinitis, asthma (including severe asthma requiring biologic therapy), drug allergy, bee sting allergy, eosinophilic disorders and immunodeficiency evaluations/management. This rotation is designed to provide exposure to the specialty and also is a great learning experience, particularly for those interested in primary care

MEDC 834 Hematology and Oncology: 2-8 credit hours. Pillar 3 medical students will participate in the management of patients with hematologic and solid malignant neoplasms. Disease natural history, treatment modalities and complications, and care of both hospitalized and ambulatory patients with malignancies will be demonstrated and discussed. Exposure to methods of investigational cancer therapy will be possible.

MEDC 837 Renal Medicine: 2-8 credit hours. As a Pillar 3 medical student course, participation will be in primarily consultative services in the broad areas of renal medicine, hypertension, and critical care (both inpatient and outpatient). Emphasis will be primarily in the area of diagnosis and management of renal and critical care problems.

MEDC 840 Hospital Medicine: 2-4 credit hours. This elective will help Pillar 3 medical students gain experience in managing hospitalized patients; learn the importance of transitioning patient care efficiently and effectively; and learn to work effectively with a multidisciplinary team.

MEDC 841 Infectious Diseases: 2-8 credit hours. This elective will guide the Pillar 3 medical student into an understanding of general principles of clinical infectious diseases and clinical microbiology.

MEDC 843 Healthcare Administration: This elective rotation will introduce medical students to the role of the physician leader in a complex healthcare system. The students will gain awareness of health system strategy and implementation, finances and regulatory processes. The student will observe organizational communication and decision-making within the healthcare team. The elective rotation will include exposure to the role of the physician leader in quality care outcomes, patient safety and patient experience improvement efforts.

MEDC 846 Pulmonary Medicine: 2-8 credit hours. Experience on the pulmonary elective would include evaluation and participation in the management of patients with respiratory conditions.

MEDC 847 Kidney and Pancreas Transplantation: 2-4 credit hours. Daily attendance at transplant rounds and transplant clinic at Avera McKennan Transplant Institute. Pillar 3 medical students will be expected to participate in the work-up and care of patients at all phases of the transplant process; recipient and donor pre-transplant evaluation; perioperative care, including opportunities to be present at surgery; post-transplant in-patient care; post-transplant out-patient care; long- term follow-up; care of post-transplant complications.

MEDC 850 Gastroenterology: 2-8 credit hours. This elective will expose the Pillar 3 medical student to clinical problems associated with gastrointestinal tract. Experience with numerous gastrointestinal procedures such as endoscopy, sigmoidoscopy liver biopsy should be provided.

MEDC 851 Cardiology: 1-4 credit hours. This Pillar 3 medical student elective course's objective is to have students gain a basic and advanced ability to evaluate patients with routine cardiovascular problems.

MEDC 854 Rheumatology: 2-8 credit hours. Pillar 3 medical students will develop skills associated with the diagnosis and treatment of common conditions such as rheumatoid arthritis, crystal arthropathies, psoriatic arthritis, and osteoarthritis. Additionally, there will be exposure to less common disorders including systemic lupus, scleroderma, inflammatory muscle disorders, and systemic vasculitis with an emphasis on the multisystem involvement, prognosis, and management. Students will gain an understanding of the evolving treatment modalities including biologic therapies.

MEDC 858 Clinical Pharmacology: 1-4 credit hours. This elective is designed to teach the fourth year medical student to integrate pharmacy related philosophies to patient care. The student will be exposed to various concepts of drug selection and therapeutic/adverse drug monitoring as it relates to improved patient care in the hospitalized and clinic setting. This elective can also incorporate the process of Evidence-Based Medicine and baseline statistical theories to promote confidence in information mastery. There is also the opportunity to concentrate on specific topics of interest to the student.

MEDC 859 Hospice & Palliative Care: 1-8 credit hours. This elective will help the Pillar 3 medical student gain more knowledge and experience in caring for patients and their families at the end of life.

MEDC 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF NEUROSCIENCES

NEUR 811 Research in Neurology I: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to internal medicine and under the mentorship of faculty from the Department of Internal Medicine.

NEUR 812 Research in Neurology II: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to neurology and under the mentorship of faculty from the Department of Neurology.

NEUR 825 Humanities and Medicine: 1 credit hour. This course explores the role of literature and the humanities as it plays out in a patient's understanding of illness and healing and how a physician's own understanding may influence his/her approach to illness, healing, and his/her own professional life. This course is offered to Pillar 3 medical students.

NEUR 826 Spirituality and Medicine: 1 credit hour. This course explores the role spirituality and medicine play in a patient's understanding of illness and healing and how a physician's own beliefs may influence his/her approach to illness, healing, and his/her own professional life. This course is offered to Pillar 3 medical students.

NEUR 827 Neuro Critical Care: 1-4 credit hours. Each Pillar 3 medical student will spend time in the critical care units with clinical faculty; the course will consist of learning the measures and protocols to treat critically ill patients with such conditions as head injury and aneurysms.

NEUR 829 Ethical Issues in Medicine: 1-8 credit hours. This elective gives the Pillar 3 medical students an opportunity to explore the specialty of biomedical ethics in more detail. The student will have time to expand his/her knowledge of biomedical ethics by reading the literature and discussing issues one-on-one with an interdisciplinary faculty. The student may experience an ethics committee meeting and ethics consults.

NEUR 835 Clinical Neurology: 1-4 credit hours. The elective will provide experience in the diagnosis, evaluation, and treatment of acute and chronic neurological problems seen in a general neurological and/or stroke inpatient service.

NEUR 838 Physical Medicine & Rehabilitation: 1-8 credit hours. This elective presents to the Pillar 3 medical student the general concepts and principles of rehabilitation medicine, including functional anatomy, neurophysiology, exercise physiology; including cardio-pulmonary function and electrodiagnosis. The student will also experience a variety of physical modalities on the rehabilitation unit.

NEUR 849 Bioethics, Medicine, and Law: 2 credit hours. Course provides education to enhance clinical care by broadly studying the intersection of legal and ethical issues that can accompany medical decision-making. Topics explored will include, though not be limited to: differentiating ethics/legal/medical moral understanding, historical and current trends of case law, the role of conscience, working within uncertainty, informed consent, decision-making, defensive medicine, employment contracts, mediation, motivational interviewing, and evolving legal/socio-cultural and ethical challenges.

NEUR 850 Advanced Studies in Bioethics: 3 credit hours. This course provides an opportunity to further study the history and foundations of bioethics.

NEUR 851 Ethics/ Professionalism/ Leadership: 3 credit hours. This course will examine historical trends and current issues and their influence on the development of clinical training and professionalism. This will be done by examining clinical roles, approaches, and value systems in relationship to organizational leadership, effective advocacy, and delivery and integration of care. The course will also look closely at strategies to effectively evaluate the quality and outcomes of health care.

NEUR 852 Ethical Foundations/ Clinical Research: 3 credit hours. This course will focus on the study and development of ethically attuned protocols for developing, conducting, and evaluating qualitative and quantitative research studies. This course will look closely at how this is done with rural or vulnerable populations.

NEUR 890 Seminar- Extramural Elective: 1-8 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF OBSTETRICS/GYNECOLOGY

***OGYN 806 Sub-internship in Obstetrics-Gynecology:** 4 credit hours. This sub-internship course will provide Pillar 3 medical students with a four-week inpatient experience, in which they will function near the level of first-year residents. There will be exposure to the management of obstetric and medical conditions during pregnancy and labor and delivery. The student will be an integrated, functional member of the staff and responsible for their own patients at the level commensurate with their training while under the supervision of an attending faculty.

OGYN 811 Research in Obstetrics-Gynecology I: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to obstetrics and gynecology and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

OGYN 812 Research in Obstetrics-Gynecology II: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to obstetrics and gynecology and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

OGYN 820 Gynecology and Obstetrics: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to immerse themselves in the diverse aspects of women's clinical healthcare including well-women exams, family planning, minor surgical procedures, prenatal and postpartum care. Students may also learn to lead patient care and experience increased clinical responsibility under the supervision of an attending faculty.

OGYN 822 Perinatology (MFM): 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Perinatology or Maternal-Fetal Medicine. This rotation will enable the student to increase their knowledge base and skills for the management of high-risk pregnancies or the medical and obstetric

complications affecting both mother and fetus(es). Perinatology uses cutting-edge monitoring or surgical intervention to ensure the best possible outcomes.

OGYN 823 Reproductive Endocrinology: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Reproductive Endocrinology. This rotation will enable the student to increase their knowledge base and skills regarding managing a wide range of reproductive, menstrual and hormonal disorders using advanced diagnostic techniques and surgical interventions.

OGYN 824 Gynecologic Oncology: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Gynecologic Oncology. This rotation will enable the student to increase their knowledge base and skills using compassionate patient care to evaluate and treat cancers of the female reproductive organs with cutting-edge gynecological surgery and chemotherapies.

OGYN 825 Urogynecology and Reconstructive Pelvic Surgery: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Urogynecology and Reconstructive Pelvic Surgery. This rotation will enable the student to increase their knowledge base and skills regarding the diagnosis and surgical and non-surgical treatment of female pelvic floor disorders including urinary incontinence and prolapse of the pelvic organs.

OGYN 826 Genetics: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Genetic Counseling. Students will increase their knowledge base as they observe an genetic counselor meet with patients, review family history, guide them through the genetic testing process, interpret testing results and help make more informed health care choices, all with compassionate care.

OGYN 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF PATHOLOGY

PATH 811 Research in Pathology I: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to pathology and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

PATH 812 Research in Pathology II: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to pathology and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

PATH 821 General Pathology: 1-8 credit hours. This elective course will provide Pillar 3 medical students with a focused review of primarily anatomic pathology. Students will be exposed to autopsy, grossing techniques, frozen sections, microscopic specimen review and how pathologic diagnoses directly impact patient care and prognosis.

PATH 826 Laboratory Medicine: 1-8 credit hours. This elective course will provide Pillar 3 medical students with a focused review of primarily anatomic pathology. Students will be exposed to autopsy, grossing techniques, frozen sections, microscopic specimen review and

how pathologic diagnoses directly impact patient care and prognosis. During this rotation, students may also have the opportunity to focus on a sub-specialty for a more in-depth learning experience.

PATH 827 Advanced Pathology: 1-8 credit hours. This advanced elective course will provide Pillar 3 medical students with a review of pathology and laboratory medicine as related to the current hospital and outpatient population in the disciplines of clinical chemistry, cytopathology, forensic pathology, hematology, microbiology, surgical pathology and transfusion medicine. During this rotation, students may also have the opportunity to focus on a sub-specialty for a more in-depth learning experience.

PATH 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF PEDIATRICS

PEDS 801 Pediatric Infectious Disease: 2 credit hours. This elective is designed to allow 4th year medical students a more in-depth experience in diagnosing and treating infectious diseases in the pediatric population. Medical students will have direct inpatient and outpatient care responsibilities under the supervision of the Pediatric ID faculty onsite. The student will be integrated as a functional member of the team and be responsible for the clinical care of their assigned patients at a level appropriate with their training.

PEDS 802 Peds ACES & Trauma Informed Care: 2 credit hours. This elective is designed to allow Pillar 3 medical students additional experience in identifying pediatric Adverse Childhood Experiences (ACES) and associated health disparities then using a Trauma Informed Care approach to wholistic care. Medical students will complete didactic learning about ACES and Trauma Informed Care and participate in related clinical and community-based experiences under the supervision of faculty as appropriate for their level of training.

***PEDS 804 Sub-internship in Pediatrics: Hospitalist** 4 credit hours. This sub-internship will provide a primarily inpatient educational experience where the Pillar 3 medical student functions at the level of a first-year resident. As needed the student will rotate through the clinic if patient census numbers are low to provide a robust sub-internship experience.

***PEDS 805 Sub-internship in Pediatrics: Pediatric ICU** 4 credit hours. An inpatient educational experience in which the Pillar 3 medical student functions at the level of a first-year resident. The student will have direct patient care responsibility under the supervision of an attending faculty physician.

***PEDS 806 Sub-internship in Pediatrics: Neonatal ICU** 4 credit hours. An inpatient educational experience in which the Pillar 3 medical student functions at the level of a first-year resident. The student will have direct patient care responsibility under the supervision of an attending physician.

PEDS 808 Pediatric Emergency Medicine: 2 credit hours. This elective is designed to allow 4th year medical students experience in Pediatric Emergency Medicine. Medical students will have direct patient care responsibilities under the supervision of the Pediatric faculty onsite. The student will be integrated as a functional member of the Pediatric team and will follow their patients and be responsible for their patients at a level appropriate with their training.

***PEDS 809 Sub-internship in Pediatrics Neonatal ICU and Hospitalist – Rapid City:** 4 credit hours. The Sub Internship in the Pediatrics Neonatal ICU and Hospitalist will provide an inpatient

educational experience where the Pillar 3 medical student functions at the level of a first year resident.

PEDS 811 Research in Pediatrics I: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to pediatrics and under the mentorship of faculty from the department of Pediatrics.

PEDS 812 Research in Pediatrics II: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to pediatrics and under the mentorship of faculty from the department of Pediatrics.

PEDS 817 Inpatient Pediatric Hospital Experience: 2 credit hours. The Pillar 3 medical student will work on the pediatric ward as an advanced medical student in pediatrics who assumes primary care of the patient, under the direct supervision of a pediatric hospitalist. The student will participate in admission and discharge procedures, bedside rounding activities, interdisciplinary rounds, interpreting radiographs and pediatric laboratory values, and additional teaching and small group learning throughout the rotation.

PEDS 820 Pediatric Practice: 2-4 credit hours. This course provides experience in basic inpatient pediatric medicine, well baby nursery, special care nursery, and outpatient pediatrics. The Pillar 3 medical student will round with and present to several faculty members, implementing pediatric knowledge and polishing presentation skills. This course allows for a taste of rural pediatrics.

PEDS 821 Ped-Adoles Hemat-Oncolog: 2-4 credit hours. This course is designed to allow the medical student to get in-depth experience with Pediatric Hematology/Oncology. Students will spend time in the clinic participating in outpatient encounters as well as in the inpatient setting and observing procedures. The goal is for students to develop their knowledge on key Hematology/Oncology topics that affect infants, children and adolescents.

PEDS 822 Neonatology: 2-8 credit hours. This course is designed to allow Pillar 3 medical students the opportunity to explore the subspecialty of neonatology in an inpatient setting. The course is available for 2 or 4 weeks and the student is expected to participate as part of the medical team in daily rounds and care of patients. Attendance requirement is from Monday-Friday from 8am to 6pm including at least 1 weekend day during the rotation.

PEDS 823 Ped & Adol Endocrinology: 2-4 credit hours. This course is designed to allow Pillar 3 medical students opportunities to learn about pediatric endocrinology topics, including growth, childhood diabetes, pubertal development, and insulin resistance (POS/metabolic syndrome). Students will rotate at Monument Health Rapid City Clinic for 1-4 weeks (1-4 credits). Potential opportunity to follow newly diagnosed children with diabetes through their hospital. 1 topic of interest could be presented/reviewed. Student may be following diabetes education specialist or endocrine NP.

PEDS 827 Pediatric-Adolescent Neurology: 2-4 credit hours. The elective is designed to accomplish the following: the Pillar 3 medical student will be able to perform a comprehensive neurological examination on infants, children, and adolescents and also gain practical knowledge in areas such as seizure disorders, neuromuscular diseases, and headaches.

PEDS 828 Pediatric Gastroenterology: 2-4 credit hours. Pillar 3 medical students will gain additional experience in pediatric gastroenterology and nutrition. This elective will focus on children with gastrointestinal and nutritional problems. Students will evaluate and manage children with gastroenterology concerns. Specific expertise will be attained in the history and

physical examination. The student will also gain considerable expertise in dietary management of multiple nutritional problems. Students will have the opportunity to participate in endoscopy, capsule endoscopy, impedance studies and other procedures.

PEDS 834 Pediatric Cardiology: 4 credit hours. The course involves inpatient and outpatient clinical Pediatric Cardiology experience, and Cardiology procedures such as defibrillation, cardioversion, and catheterization as available. Some core didactic but mainly clinically-driven study. Substantial training in history, physical exam, auscultation, and EKG reading.

PEDS 835 Out-Patient Clinic: PEDS 2-8 credit hours. This course is designed to allow the Pillar 3 medical student the opportunity to explore several pediatric subspecialty experiences in an outpatient setting.

PEDS 890 Seminar- Extramural Elective: 2-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF PSYCHIATRY

PTRY 811 Research in Psychiatry I: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to psychiatry and under the mentorship of faculty from the department of Psychiatry.

PTRY 812 Research in Psychiatry II: 1-4 credit hours. This elective will provide an opportunity for Pillar 3 medical students to learn new research skills or improve research skills previously learned. This research elective is done in an area relevant to psychiatry and under the mentorship of faculty from the department of Psychiatry.

***PTRY 815 Sub-internship in Psychiatry** 4 credit hours. An inpatient educational experience in which the Pillar 3 medical student functions at the level of a first-year resident. The student will have direct patient care responsibility under the supervision of an attending faculty physician.

PTRY 821 General Psychiatry: 1-8 credit hours. Pillar 3 medical student(s) will participate in an outpatient mental health clinic setting where they are provided the opportunity to deliver ambulatory psychiatric care; or an inpatient behavioral health unit with representation of major psychiatric illnesses.

PTRY 822 Inpatient Treatment of Childhood Problems: 1-8 credit hours. The Pillar 3 medical student will become familiar with children with significant emotional disturbances and social problems requiring placement outside the home. The students will work with children and families from various social and cultural backgrounds including Native Americans and children in the foster care system.

PTRY 823 Addiction: 4-8 credit hours. This clerkship is designed for those problems frequently seen in primary care medicine. Pillar 3 medical students will follow patients in treatment for addictions with faculty and staff from Avera Behavioral Health. The program is designed to provide comprehensive treatment of their addictions.

PTRY 825 Ambulatory/Hospital Psychiatry: 1-8 credit hours. This clerkship will expose the Pillar 3 medical student to the various problems faced by the psychiatrist in his/her office, community mental health center or outpatient facility.

PTRY 827 Individual Elective in Psychiatry: 1-8 credit hours. This elective will be individually designed by the Pillar 3 medical student and the appropriate faculty member. A program designed to upgrade existing skills will be developed from the wide variety of faculty and clinical experiences available.

PTRY 836 Comprehensive In-Patient Psychiatry: 4-8 credit hours. The Pillar 3 medical student would be exposed to a wide variety of major mental disorders and develop skills in diagnostic assessment and development of comprehensive treatment plans. Opportunity exists for participation in forensic evaluations and discussion of legal issues in psychiatry. Finally, the student would gain experience in the treatment of substance abuse, medical and psychological.

PTRY 841 Precision Medicine: 2-4 credit hours. This elective will provide an opportunity for the Pillar 3 medical students to learn basic operations and clinical application of precision medicine. The student will become familiar with basic genetic variability for drug metabolism and genes of risk for certain diseases.

PTRY 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF RADIOLOGY

RADI 826 Diagnostic Radiology: 1-4 credit hours. The main objective of this elective is to teach the Pillar 3 medical student the appropriate use of diagnostic X-ray facilities and how to order appropriate examinations.

RADI 827 Interventional Radiology: 2-4 credit hours. Pillar 3 medical students will experience 2 or 4 weeks in the clinical setting where they will observe a variety of different procedures and imaging modalities. During this time students will develop an appreciation of the integral relationship between technology and delivery of patient care.

RADI 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

DEPARTMENT OF SURGERY

***SURG 764-1 Anesthesia SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of anesthesia.

***SURG 764-2 ENT SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of ENT.

***SURG 764-3 Neurosurgery SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of neurosurgery.

***SURG 764-4 Ophthalmology SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of ophthalmology.

***SURG 764-5 Orthopedics SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of orthopedics.

***SURG 764-6 Urology SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of urology

***SURG 764-7 Plastic Surgery SURGERY SPECIALTIES:** 2 credit hours. This course is designed to provide introductory learning to surgical specialties of plastic surgery

***SURG 806 Surgery Sub-internship:** 4 credit hours. This sub-internship course will provide Pillar 3 medical students with a four-week inpatient experience, in which they will function near the level of first-year residents. There will be focused exposure to surgical skills, preoperative and postoperative care. The student will be an integrated, functional member of the staff and will be responsible for their own patients at the level commensurate with their training while under the supervision of an attending faculty.

SURG 811 Research in Surgery I: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to surgery and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

SURG 812 Research in Surgery II: 1-4 credit hours. This self-directed research elective course will provide an opportunity for Pillar 3 medical students to learn new research skills, as well as, develop and improve current research skills. This elective must be in an area relevant to surgery and under the mentorship of a faculty preceptor selected by the student. Projects are independently initiated by the student and must be selected prior to the start of the rotation.

SURG 820 General Surgery: 1-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to immerse themselves in the diverse aspects of general surgery including abdominal, breast, colorectal, general, hepato-pancreato-biliary or trauma surgery while using laparoscopic, robot-assisted or traditional surgery. Students may also learn to lead patient care and experience increased clinical responsibility under the supervision of an attending faculty.

SURG 821 General Urology: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Urology. This rotation will enable the student to increase their knowledge base and skills focusing on the specific evaluation of the urinary tract by interpreting image studies and performing endoscopic surgical procedures.

SURG 822 Ophthalmology: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Ophthalmology. This rotation is primarily designed for the aspiring ophthalmologist and will enable the student to increase their knowledge base and skills for diagnosing, managing and treating a wide range of ocular conditions related to cataracts, the cornea, glaucoma, oculoplastics, refractive errors and the retina.

SURG 823 Orthopedic Surgery: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Orthopedics. This rotation will enable the student to increase their knowledge base and skills for diagnosing, managing and treating the musculoskeletal system. The student will develop skills to interpret imaging, perform orthopedic exams, understand non-surgical and surgical treatments, as well as, the knowledge of orthopedic emergencies, rehabilitation and interdisciplinary care.

SURG 824 Anesthesiology: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Anesthesiology. This rotation will enable the student to increase their knowledge base and skills necessary for the safe

administration of anesthesia and management of perioperative care which includes a strong understanding of pharmacology, physiology and clinical techniques.

SURG 825 Otolaryn/Maxillofacial Surgery: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Otolaryngology or Ear, Nose, and Throat (ENT). This rotation will enable the student to increase their knowledge base and skills regarding the anatomy and function of the ear, nose, throat and the related structures by performing comprehensive examinations to assess common ENT conditions such as cholesteatoma, dysphagia, laryngitis, otitis media, sinusitis and tonsil/adenoid problems.

SURG 826 Pediatric Surgery: 2-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Pediatric Surgery. This rotation will enable the student to increase their knowledge base and specialized skills in the diagnosis and care of infants, children and adolescents. This care includes the detection and correction of fetal abnormalities, repair of birth defects, treatment of both injuries and cancer, as well as, conditions commonly treated in adults.

SURG 828 Pediatric Urology Surgery: 2-8 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Pediatric Urology. This rotation will enable the student to increase their knowledge base and skills focusing on the gross and microscopic evaluation of the urinary tract specific to infants, children and adolescents including circumcision, hypospadias repair and orchiopexy.

SURG 830 Neurosurgery: 1-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Neurosurgery. This rotation will enable the student to increase their knowledge base and skills for diagnosing, managing and treating diseases and disorders of the nervous system with the understanding of neuro imaging studies, electrophysiological testing and cranial, spinal and peripheral nerve surgery.

SURG 832 Cardiovascular Surgery: 4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Cardiovascular Surgery. This rotation will enable the student to increase their knowledge base and skills for diagnosing, managing and treating a wide range of cardiovascular conditions such as heart valve repair and replacement, aortic surgery and congenital heart defects using diagnostic imaging, echocardiography and coronary angiography.

SURG 833 Plastic Surgery: 2-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Plastic Surgery. This rotation will enable the student to increase their knowledge base and skills for the diagnosis, treatment and surgical management of reconstruction, repair and aesthetic enhancement of the human body using skills for handling skin, soft tissues and the underlying structures.

SURG 834 Vascular Surgery: 2-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Vascular Surgery. This rotation will enable the student to increase their knowledge base and skills regarding the vascular system including the arteries, veins and the lymphatic system using noninvasive diagnostic testing such as doppler ultrasound, angiography and radiography. Vascular Surgery also focuses on anticoagulation management, endovascular surgical procedures, minimally invasive surgery and open vascular surgery.

SURG 835 Advanced Ophthalmology: 2-4 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain more experience in the sub-specialty of Ophthalmology. This rotation is reserved for students pursuing a career in ophthalmology and will

enable the student to increase their knowledge base and skills for diagnosing, managing and treating a wide range of ocular conditions with a comprehensive eye exam, specialized diagnostic testing, assessment of ocular motility, ophthalmoscopy, microsurgery and LASIK.

SURG 836 Resident Prep Curriculum: 2 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to focus on skills for the any aspiring resident, especially for the surgical resident. Course content will focus on building student confidence, as well as, skills required during the first year of residency, such as first responder for a critically ill or unstable patient, fundamental operative and procedural skills, management of common and urgent perioperative medical care, professionalism and the core competencies.

SURG 840 Transplant Surgery: 2 credit hours. This elective course will provide an opportunity for Pillar 3 medical students to gain experience in the sub-specialty of Transplant Surgery. This rotation will enable the student to increase their knowledge base and comprehensive set of skills necessary for organ transplantation. These skills include pre-operative evaluation, surgical techniques, post-operative care, immunosuppression management and long-term follow-up. Mastery of these skills is crucial for providing high-quality care to transplant patients, improving their outcomes and quality of life.

SURG 890 Seminar- Extramural Elective: 1-12 credit hours. A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research.

MD COMPLETION REQUIREMENTS

Students must complete all requirements for graduation within 6 years of matriculation. Students who do not complete all requirements or reach a point where they will not be able to complete the requirements in the allotted time will be dismissed from the Medical School. Exceptions may be granted based on appeal by a student in good academic standing. Students in good standing in the Physician Scientist Program (MD/PhD) are granted a total of 10 years.

The decisions on advancement of a medical student to the next academic period are made by student affairs leadership based on four guidelines established by the Medical Education Committee:

1. Satisfactory completion of the course work required for the previous academic period as verified by faculty clerkship or course directors.
2. Satisfactory completion of the required exams that include USMLE Step 1, USMLE Step 2, and the SSOM OSCE(s) as verified by the Associate Dean of Medical Student Affairs or their assigned delegate.
3. No pending or active review by the Student Progress and Conduct Committee (SPCC) that may impact the student's advancement as verified by the Chair of the Student Progress and Conduct Committee.
4. The ability to register in a timely manner or be eligible for financial aid, as verified by the medical school financial aid program assistant, and the registration officer for the medical school.

The Doctor of Medicine degree is granted to students who have been recommended by the Student Progress and Conduct Committee as having achieved a satisfactory level of the Medical Student Education Competencies. To graduate, a student must have successfully completed the required four-year curriculum of the SSOM with:

1. A grade of Satisfactory, C or better in all required courses and completed a total of 166 credits.

2. A minimum cumulative grade point average of 2.00 on a 4.00 scale (all deficient and failing grades are included in the calculation of the GPA, but Pass/Fail courses are not.)
3. A passing performance on USMLE Step 1 (must attain a passing score in three or fewer attempts.)
4. A passing performance on USMLE Step 2 (must attain a passing score in three or fewer attempts.)
5. A passing score, as determined by the school-wide OSCE committee, on the school administered OSCE (or appropriate remediation as determined by the Medical Education Committee)

A diploma will not be released until grades are submitted to the registrar for all registered courses and all other requirements are met.

MD/PhD COMPLETION REQUIREMENTS – in addition to MD requirements

To complete the PhD portion of the degree a student must:

1. Complete required course work –
    1. Responsible Conduct of Research 727 (2 credits)
    2. Seminar 890 (at least 5 credits)
    3. Dissertation Research 898D (up to 8 credits FA/SP and 5 each SU)
2. Participate in structured Clinical Experiences (number of experiences set by year in program)
3. Maintain a CUM GPA of at least 3.00
4. Successfully defend dissertation the December before transferring to Pillar 2
5. Have 1st author paper published before graduation
6. Submit completed dissertation to ProQuest before graduation

ACADEMIC CALENDARS AND HOLIDAY POLICIES

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

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

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

USD-SSOM observes the following holidays for the first year:
Labor Day, Native American Day, Veteran's Day, Thanksgiving (Recess includes Wednesday and Friday), Christmas/New Year's (Recess is two weeks and starts the week which includes Christmas, or when Christmas is observed), Martin Luther King Day, Presidents Day, Good Friday Recess.

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

Classes begin six weeks after Memorial Day. Third semester holidays include Independence Day, Labor Day, Native American Day, Veteran's Day; Thanksgiving (Recess includes Friday).

The 4th semester begins on the first day of Pillar 2. Pillar 2 is 53 weeks long..

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

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

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

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

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

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

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

Curriculum Summary

Doctor of Medicine Program

The curriculum is divided into three Pillars.

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

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

Pillar 3 (3 semesters at one of the 3 clinical campuses) includes required rotations in Rural Family Medicine (4 wks), Emergency Medicine (3 wks), a Sub-Internship (4 wks), two Surgical Subspecialties of two weeks each (4 wks), Transition to Residency course (1 wk), and Student Affairs Professional Development course (1 wk). Students complete several weeks of electives.

Length of Curriculum

Semester 1 – 22 credits
Semester 2 – 19 credits
Semester 3 – 21 credits
Semester 4 – 26 credits
Semester 5 – 27 credits
Semester 6, Semester 7, Semester 8 – 51 credits
Total – 166 credits

Pillar 1: 3 Semesters (62 credits)

Course Number		Name	Credit Hours
First Year, Semester 1			
IMC	501	Medical Foundations-1	12
IMC	502	Medical Foundations-2	8
IMC	503	Foundations of Clin Med-1	2
Credits			22
First Year, Semester 2:			
IMC	601	Skin and Musculoskeletal	3
IMC	602	Nervous System	7
IMC	603	Blood/Hemo/Lymphatic	3
IMC	604	GI and Hepatobiliary	4
IMC	609	Foundations of Clin Med-2	2
Credits			19
Second Year, Semester 3:			
IMC	605	Cardiovascular System	5
IMC	606	Renal & Urinary System	4
IMC	607	Respiratory System	4
IMC	608	Endocrine & Reproductive	6
IMC	610	Foundations of Clin Med-3	2
Credits			21
Total Credits Pillar 1			62

Pillar 2: 2 Semesters (53 credits)

Second Year, Semester 4:			
PEDS	713	Pediatrics I	2
OGYN	713	Obstetrics/Gynecology I	2
SURG	713	Surgery I	2
MEDC	713	Internal Medicine I	2
PTRY	713	Psychiatry I	1
NEUR	713	Neurology I	1
FAMP	713	Family Medicine I	2
IMC	700	Interpersonal/Communication I	2
IMC	705	Patient Care I	2
IMC	710	Practice-based Learn/Improve I	2
IMC	715	Medical Knowledge I	2
IMC	720	Professionalism I	2
IMC	725	Systems-based Practice I	2
NEUR	705	Clinical Ethics	1
RADI	715	Radiology	1
Credits			26
Third Year, Semester 5:			
PEDS	714	Pediatrics II	2
OGYN	714	Obstetrics/Gynecology II	2
SURG	714	Surgery II	2
MEDC	714	Internal Medicine II	2
PTRY	714	Psychiatry II	2
NEUR	714	Neurology II	1
FAMP	714	Family Medicine II	2
IMC	701	Interpersonal/Communication II	2
IMC	706	Patient Care II	2
IMC	711	Practice-based Learn/Improve II	2
IMC	716	Medical Knowledge II	2
IMC	721	Professionalism II	2
IMC	726	Systems-based Practice II	2
IMC	730	VITALS Course	1
IMC	735	Cultural Immersion	1
Credits			27
Total Credits Pillar 2			53

Pillar 3: 3 Semesters (51 credits)

Third year semester 6 and fourth year semesters 7 & 8:			
IMC	801	Transition to Residency	1
IMC	802	Professional Development	1
FAMP	810	Rural Family Medicine	4
FAMP	823	Emergency Medicine	3
SURG	764	Surg Specialty 1	2
SURG	764	Surg Specialty 2	2
Sub-I		Choose 1 Sub-I	4
Required			17
Elective			34
Total Credits Pillar 3			51
GRAND TOTAL CREDITS			166

Sanford School of Medicine Academic Calendars

Class of 2026

2024

Date	Event
July 1	Fall 2024 semester begins
July 4	Independence Day – no classes
September 2	Labor Day – no classes
November 28	Thanksgiving Day – no classes
December 25	Christmas Day – no classes
December 27	Fall 2024 semester ends
December 30	Spring 2025 semester begins

2025

June 27	Spring 2025 semester ends
July 7	Fall 2025 semester begins
December 12	Fall 2025 semester ends
December 15	Spring 2026 semester begins

2026

May 8	Spring 2026 semester ends

Class of 2027

2024

Date	Event
July 1	Fall 2024 semester begins
July 4	Independence Day – no classes
September 2	Labor Day – no classes
October 14	Native American Day – no classes
November 11	Veteran's Day – no classes
November 27-29	Thanksgiving Recess – no classes
December 2	Classes resume
December 6	Fall 2024 semester ends

2025

February 3	Spring 2025 semester begins
May 26	Memorial Day – no classes
June 27	Spring 2025 semester ends
July 7	Fall 2025 semester begins
September 1	Labor Day – no classes
November 27	Thanksgiving – no classes
December 25	Christmas Day – no classes
December 26	Fall 2025 semester ends
December 29	Spring 2026 semester begins

2026

June 26	Spring 2026 semester ends
July 6	Fall 2026 semester begins
December 4	Fall 2026 semester ends
December 7	Spring 2027 semester begins

2027

May 7	Spring 2027 semester ends

Class of 2028

2024

Date	Event
July 15	Fall 2024 semester begins
September 2	Labor Day – no classes
October 14	Native American Day – no classes
November 11	Veteran's Day – no classes
November 27-29	Thanksgiving Recess – no classes
December 2	Classes resume
December 13	Fall 2024 semester ends

2025

January 6	Spring 2025 semester begins
January 20	Martin Luther King Day – no classes
February 17	President's Day – no classes
April 18	Good Friday – no classes
May 30	Spring 2025 semester ends
July 7	Fall 2025 semester begins
September 1	Labor Day – no classes
October 13	Native American Day – no classes
November 11	Veteran's Day – no classes
November 26-28	Thanksgiving Recess – no classes
December 12	Fall 2025 semester ends

2026

February 2	Spring 2026 semester begins
May 25	Memorial Day – no classes
June 26	Spring 2026 semester ends
July 6	Fall 2026 semester begins
September 7	Labor Day – no classes
November 26	Thanksgiving Day – no classes
December 25	Christmas Day – no classes

2027

January 1	Fall 2026 semester ends
January 4	Spring 2027 semester begins
June 25	Spring 2027 semester ends
July 5	Fall 2027 semester begins
December 3	Fall 2027 semester ends
December 6	Spring 2028 semester begins

2028

May 5	Spring 2028 semester ends

Class of 2029

2025

Date	Event
July 21	Fall 2025 semester begins
September 1	Labor Day – no classes
October 13	Native American Day – no classes
November 11	Veteran's Day – no classes
November 26-28	Thanksgiving Recess – no classes
December 1	Classes resume
December 19	Fall 2025 semester ends

2026

January 5	Spring 2026 semester begins
January 19	Martin Luther King Day – no classes
February 16	President's Day – no classes
April 3	Good Friday – no classes
May 25	Memorial Day – no classes
May 29	Spring 2026 semester ends
July 6	Fall 2026 semester begins
September 7	Labor Day – no classes
October 12	Native American Day – no classes
November 11	Veteran's Day – no classes
November 25-27	Thanksgiving Recess – no classes
December 11	Fall 2026 semester ends

2027

February 1	Spring 2027 semester begins
May 31	Memorial Day – no classes
June 25	Spring 2027 semester ends
July 5	Fall 2027 semester begins
September 6	Labor Day – no classes
November 25	Thanksgiving Day – no classes
December 25	Christmas Day – no classes
December 31	Fall 2027 semester ends

2028

January 3	Spring 2028 semester begins
June 30	Spring 2028 semester ends
July 3	Fall 2028 semester begins
December 1	Fall 2028 semester ends
December 4	Spring 2029 semester begins

2029

May 11	Spring 2029 semester ends

Pillar 2 CO2027

		Avera	Sanford	Rapid City	Yankton	Farm
2/3/2025	Week 1	Essentials of Pillar 2				
2/10/2025	Week 2	FM Rural Preceptorship	FM Rural Preceptorship	LIC	LIC	Simulation Week
2/17/2025	Week 3	FM Rural Preceptorship	FM Rural Preceptorship	LIC	Simulation Week	FM Rural Preceptorship
2/24/2025	Week 4	FM Rural Preceptorship	FM Rural Preceptorship	Simulation Week	LIC	FM Rural Preceptorship
3/3/2025	Week 5	LIC	Simulation Week With march cohort	FM Rural Preceptorship	FM Rural Preceptorship	FM Rural Preceptorship
3/10/2025	Week 6	Simulation Week With march cohort	LIC	FM Rural Preceptorship	FM Rural Preceptorship	LIC
3/17/2025	Week 7	LIC	LIC	FM Rural Preceptorship	FM Rural Preceptorship	LIC

Sanford School of Medicine Calendar
Pillar 2: 2025-2026
Feb. Class of 2027

Monday of the Week	Week #	Monday	Tuesday	Wednesday	Thursday	Friday
2/3/2025	Week 1	Essentials of Pillar 2				
2/10/2025	Week 2	Refer to above campus schudules for the FM Rural Preseptorship and Simulation week schedule for weeks 1- 7				
2/17/2025	Week 3					
2/24/2025	Week 4					
3/3/2025	Week 5					
3/10/2025	Week 6					
3/17/2025	Week 7					
3/24/2025	Week 8	LIC	LIC	LIC	LIC	Ethics Orientation
3/31/2025	Week 9	Clinical Ethics Course	LIC	LIC	LIC	Cultural Immersion Speaker 3-5pm CT
4/7/2025	Week 10	LIC	LIC	LIC	LIC	Cultural Immersion Speaker 3-5pm CT
4/14/2025	Week 11	LIC	LIC	LIC	LIC	Easter Holiday
4/21/2025	Week 12	LIC	LIC	LIC	LIC	LIC
4/28/2025	Week 13	Radiology Course Begins	LIC	LIC	LIC	Radiology / OSCE lecture
5/5/2025	Week 14	LIC	LIC	LIC	LIC	Radiology / HQIP #1
5/12/2025	Week 15	LIC	LIC	LIC	LIC	Radiology / Student Affairs lecture
5/19/2025	Week 16	Radiology Mid term	LIC	LIC	LIC	Student Welness Day
5/26/2025	Week 17	Memorial Day	LIC	LIC	LIC	Radiology
6/2/2025	Week 18	LIC	LIC	LIC	LIC	Radiology / Clinical Ethics Ends / OSCE Revew
6/9/2025	Week 19	Cultural Immersion			Formative OSCE	OSCE in morning]Radiology in afternoon
6/16/2025	Week 20	LIC	LIC	LIC	Juneteenth	CCSE Exam #1
6/23/2025	Week 21	LIC	LIC	LIC	LIC	Radiology Final
6/30/2025	Week 22	LIC	LIC	LIC	LIC	Independence Day
7/7/2025	Week 23	LIC	LIC	LIC	LIC	LIC
7/14/2025	Week 24	LIC	LIC	LIC	LIC	LIC
7/21/2025	Week 25	LIC	LIC	LIC	LIC	LIC
7/28/2025	Week 26	LIC	LIC	LIC	LIC	1st Semester Req. Due
8/4/2025	Week 27	Independent Learning			NBME Midterm EXAMS	End of 1st semester
8/11/2025	Week 28	2nd semester starts			NBME Midterm EXAMS	
8/18/2025	Week 29	LIC	LIC	LIC	LIC	LIC
8/25/2025	Week 30	LIC	LIC	LIC	LIC	Student Wellness Day
9/1/2025	Week 31	Labor day	LIC	LIC	LIC	LIC
9/8/2025	Week 32	LIC	LIC	LIC	LIC	LIC
9/15/2025	Week 33	LIC	LIC	LIC	LIC	Student Affairs lecture
9/22/2025	Week 34	LIC	LIC	LIC	LIC	LIC
9/29/2025	Week 35	LIC	LIC	LIC	LIC	LIC
10/6/2025	Week 36	LIC	LIC	LIC	LIC	LIC
10/13/2025	Week 37	LIC	LIC	LIC	LIC	OSCE Review
10/20/2025	Week 38	CI Poster session				Summative OSCE
10/27/2025	Week 39	LIC	LIC	LIC	LIC	LIC
11/3/2025	Week 40	LIC	LIC	LIC	LIC	LIC
11/10/2025	Week 41	LIC	LIC	LIC	LIC	HQIP #2
11/17/2025	Week 42	LIC	LIC	LIC	LIC	LIC
11/24/2025	Week 43	CCSE Exam #2	LIC	LIC	Thanksgiving Day	Student Welness Day
12/1/2025	Week 44	LIC	LIC	LIC	LIC	LIC
12/8/2025	Week 45	LIC	LIC	LIC	LIC	LIC
12/15/2025	Week 46	LIC	LIC	LIC	LIC	LIC
12/22/2025	Week 47	LIC	LIC	LIC	Christmas Day	LIC
12/29/2025	Week 48	LIC	LIC	LIC	New Years Day	LIC
1/5/2026	Week 49	LIC	LIC	LIC	LIC	LIC
1/12/2026	Week 50	LIC	LIC	LIC	LIC	2nd Semester Req. Due
1/19/2026	Week 51	Independent Learning				NBME Final EXAMS
1/26/2026	Week 52	NBME Final EXAMS				
2/2/2026	Week 53	Student Wellness Day	Advanced clinical learning			Pillar 3 Orientation Via ZOOM (8:30-noon)

2/9/2026	Week #1	Pillar 3

Pillar 3 CO2026

		Pillar 3: Class of 2026			
		Three Semesters: Spring 2025, Fall 2025, Spring 2026			
Week	Start - End Date	Course	Notes	Special	Week
1	02/10/2025-02/16/2025		See below		1
2	02/17/2025-02/23/2025		See below		2
3	02/24/2025-03/02/2025		See below		3
4	03/03/2025-03/09/2025		See below		4
5	03/10/2025-03/16/2025		See below		5
6	03/17/2025-03/23/2025		See below		6
7	03/24/2025-03/30/2025				7
8	03/31/2025-04/06/2025				8
9	04/07/2025-04/13/2025				9
10	04/14/2025-04/20/2025		See below		10
11	04/21/2025-04/27/2025		See below		11
12	04/28/2025-05/04/2025				12
13	05/05/2025-05/11/2025				13
14	05/12/2025-05/18/2025				14
15	05/19/2025-05/25/2025				15
16	05/26/2025-06/01/2025				16
17	06/02/2025-06/08/2025				17
18	06/09/2025-06/15/2025				18
19	06/16/2025-06/22/2025				19
20	06/23/2025-06/29/2025			**End of Spring 2025 Semeste**	20
21	06/30/2025-07/06/2025			**Mandatory Vacation Week**	21
22	07/07/2025-07/13/2025		See below	**Start of Fall 2025 Semester**	22
23	07/14/2025-07/20/2025		See below		23
24	07/21/2025-07/27/2025		See below		24
25	07/28/2025-08/03/2025				25
26	08/04/2025-08/10/2025				26
27	08/11/2025-08/17/2025				27
28	08/18/2025-08/24/2025				28
29	08/25/2025-08/31/2025				29
30	09/01/2025-09/07/2025				30
31	09/08/2025-09/14/2025				31
32	09/15/2025-09/21/2025				32
33	09/22/2025-09/28/2025				33
34	09/29/2025-10/05/2025				34
35	10/06/2025-10/12/2025				35
36	10/13/2025-10/19/2025				36
37	10/20/2025-10/26/2025				37
38	10/27/2025-11/02/2025				38
39	11/03/2025-11/09/2025				39
40	11/10/2025-11/16/2025				40
41	11/17/2025-11/23/2025				41
42	11/24/2025-11/30/2025		See below		42
43	12/01/2025-12/07/2025		See below		43
44	12/08/2025-12/14/2025		See below	**End of Fall 2025 Semester**	44
45	12/15/2025-12/21/2025		See below	**Start of Spring 2026 Semest**	45
46	12/22/2025-12/28/2025		See below		46
47	12/29/2025-01/04/2026		See below		47
48	01/05/2026-01/11/2026		See below		48
49	01/12/2026-01/18/2026				49
50	01/19/2026-01/25/2026				50
51	01/26/2026-02/01/2026				51
52	02/02/2026-02/08/2026				52
53	02/09/2026-02/15/2026		See below		53
54	02/16/2026-02/22/2026		See below		54
55	02/23/2026-03/01/2026		See below		55
56	03/02/2026-03/08/2026		See below		56
57	03/09/2026-03/15/2026		See below		57
58	03/16/2026-03/22/2026		See below		58
59	03/23/2026-03/29/2026		IMC 801-1	Transition to Residency	59
60	03/30/2026-04/05/2026		**No Required Courses**		60
61	04/06/2026-04/12/2026		**No Required Courses**		61
62	04/13/2026-04/19/2026		**No Required Courses**		62
63	04/20/2026-04/26/2026		**No Required Courses**		63
64	04/27/2026-05/03/2026		**No Required Courses**		64
65	05/04/2026-05/08/2026		**No Required Courses**	**Friday, May 8 Graduation Co**	65
				Saturday, May 9 USD Commencement	

Affirmation of the Physician

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

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

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

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