UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Pillar 3 Student Handbook

Class of 2027

Revised 09-10-26

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Welcome

Congratulations, you have survived the rigors of Pillar 1, developed a strong base in medicine through Pillar 2, and now get to work on fine-tuning your skills in Pillar 3. By the time you leave Pillar 3, you will be ready to step into Residency with a solid foundation. We know this is not the end of your journey but a step to becoming a great physician. We are all lifelong learners, and we never stop improving our knowledge and skills.

As you enter Pillar 3 you will find that it is not as regimented as Pillar 2, which is by design. It allows you the opportunity to experience a variety of different aspects of medicine that you didn't have a chance to experience so far. Take this opportunity to expand your knowledge in a field that you find interesting, get experience with different sub-specialties, delve into various cultural opportunities, or just check out something that you may not experience again or just want to know more about. Enjoy this time while you work on making yourselves a more well-rounded physician.

As you go through the next 16 months, I will contact you to share your experiences throughout Pillar 3. I want to make your experience and the experiences of those to follow as rewarding as possible.

If you have any questions along the way all the administration and I are here for you. Do not hesitate to contact me as my door is always open.

Yours In Medicine,

Byron Scott Nielsen, MD

Clinical Professor

Pillar 3 director

Byron.Nielsen@usd.edu

Contact Information

SSOM contact list can be found in the Contact List module of D2L.
Student Counselling Services and Resources to Students can be found in the Mental Health & Wellness module of D2L.

Competencies Link

Calendar (2026-2027)

- The calendar can be found on D2L under the Handbook, Calendar, Scheduling, Forms & Resource Links module.

Overview

- Pillar 3 consists of the last 16 months of medical education containing 16 required credits, 35 elective credits, and 14 vacation/flexible weeks. The amount of actual vacation weeks will vary for later entry into Pillar 3.

Scheduling

- Department assistants will contact students two weeks prior to the rotation start date with directions and/or contact information for the first day.
  Please contact the department assistant first with scheduling questions or concerns.
  - Pillar 3 Family Medicine, Mary Hmielewski - Mary.Hmielewski@usd.edu
  - Pillar 3 Internal Medicine, Jennifer Gordon –jennifer.a.gordon@usd.edu
  - Pillar 3 Neurology, Radiology- Kaitlin Holinka - kaitlin.holinka@usd.edu
  - Pillar 3 OB/GYN, Pathology, Surgery, Staci Wolff – Staci.Wolff@usd.edu
  - Pillar 3 Pediatrics, TBD- Pediatrics@usd.edu
  - Pillar 3 Psychiatry, Erin Boggs –Erin.Boggs@usd.edu
- **One45 Questions** (e.g. grade appeals, release, issues with access): Rebecca.Lustfield@usd.edu
- **Schedule changes** should be arranged 15 working days before the start of a rotation.
- Students can view and update their schedule through CORE: https://services.corehighered.com/sso/usd/

Course Syllabi

- These are stored in CORE.

Professionalism

- Students are expected to adhere to the ethical and behavioral standards of the profession of Medicine. Physicians must recognize responsibility not only to their patients, but also to society, to other health professionals, and to self.
- As a medical school, we emphasize the following professional behaviors:
  - **Altruism** - Physicians subordinate their own interests to the interests of others.
    - Show appropriate concern for others, including going "the extra mile" without thought of reward
    - Put yourself "in others' shoes" while still maintaining objectivity
  - **Honor and Integrity** - Physicians are truthful, admit errors, and adhere to high ethical and moral standards.
    - Display honesty, forthrightness, and trustworthiness
    - Model ethical behavior, including confronting or reporting inappropriate

behavior amongst colleagues
        - Admit errors and seek and incorporate feedback
    - **Caring, Compassion and Communication** – Physicians take time to talk to patients and families, break bad news with compassion, and communicate effectively with colleagues.
        - Work well with others
    - **Respect** - Physicians treat patients with respect and deal with confidential information appropriately.
        - Demonstrate respect for and sensitivity to patients (beliefs, gender, race, culture, religion, sexual orientation, and/or socioeconomic status)
        - Maintain sensitivity to confidential patient information
        - Respect authority and other professionals within the interprofessional team
    - **Responsibility and Accountability** - Physicians fulfill their professional responsibilities and are aware of their own limitations.
        - Meet deadlines and be punctual for all assigned tasks. This includes educational and professional practice requirements, e.g. immunizations, EMR training, infection control training, etc.
        - Follow policies and procedures, including attending all required educational activities
        - Assume responsibility when appropriate and ask for help when needed
        - Maintain neat personal appearance*
    - **Excellence and Scholarship** - Physicians demonstrate conscientious clinical decision making, seek to advance their own learning, and are committed to spread and advance knowledge.
        - Set and actively work toward personal goals
    - **Leadership** – Physician's advocate for the profession and promote the development of others.

- Students will be assessed regularly by their attendings and coordinating committees based upon the behaviors listed above.
- Professional and Unprofessional Behavior Report Forms can be found in D2L or on the medical school Web Portal found under *Forms*.
- * Students should be aware the clinical sites may have specific guidelines that need to be followed regarding facial hair, tattoos, piercings, etc. Students should wear a clean, white coat with a name badge at all times when engaged in any clinical activity. Surgical scrubs are permitted in the operating room (OR) or emergency room but should NOT be worn out of the hospital. When leaving the OR for short periods or when on-call, students should always wear a white coat over the scrubs and change into new scrubs before returning to the OR.

Electronic Medical Record (EMR)

- As stated in its Medical Student Education Objectives, the Sanford School of Medicine expects that students will demonstrate *compassion for patients and respect for their privacy and personal dignity*. The Sanford School of Medicine Student Code of Professional Conduct prohibits *showing lack of compassion or respect for patients and others by breaching confidentiality.* Finally, the Affirmation of the Physician recited by students at matriculation and graduation states, "*I will hold in confidence all that my patient relates to me*." To that end, the following policy relating to the written, verbal, and electronic aspects of patient confidentiality and medical record use requires each student's attention and signature.
    - **Access**

- Students should have access to existing records or other information about a patient under three conditions:
    - Access to specific patient information is a necessary component of their medical education.
    - Access to specific patient information is necessary for direct involvement in the care of that patient.
    - Access to specific patient information is necessary for conducting a research project for which there is documented IRB approval.
- Access should be through the established policies within that hospital or clinic, and applies to verbal, written, email, electronic, or any other route of communication. All written and electronic records remain the property of the hospital or clinic.

- **Student Personal Medical Records**
    - Students may not utilize their electronic health records to access their own records. If students need access to their own records, they must follow the usual patient processes and procedures for obtaining medical records.
- **Release of Medical Information**
    - Students should not release medical information to outside parties without the direct supervision of faculty and then only with a signed authorization from the patient, a parent or custodial parent in the case of a minor, the patient's legal guardian or a person having the patient's Power of Attorney. This applies also to facsimile, voice and electronic mail.
- **Student-Generated Records**
    - Records generated by a student as a result of course requirements or as part of patient care may or may not become part of permanent hospital or clinic records. Efforts should be made to remove patient- identifying information from any copies, printouts or electronic media storage kept by the student, used by the student for presentations or other patient care purposes, or transmitted to clerkship coordinators or other faculty. Patient-identifying information includes names, social security numbers, patient ID numbers, birth dates, initials, location or date of service, and attending physician's names or initials. In the event patient-identifying information is necessary for patient care or medical education purposes, it is imperative that attention be paid to patient confidentiality with respect to storage and carrying of records. When no longer needed, any records that contain patient-identifying information should be destroyed by use of a paper shredder or by other appropriate method of permanent destruction.
- **Student Patient Encounter Log (SPEL)**
    - Maintenance of patient encounters in a student database is a requirement of the medical education program. SPEL entries should not include patient names, initials, date of birth or other identifying information.
- **Verbal communication**
    - Verbal communication is an essential part of patient care as well as the learning process, and should follow these professional guidelines:
        - Verbal communication with the patient should occur under supervision of medical school faculty, though faculty presence may not be required.
        - Verbal communication with the patient's family members should be with patient consent.

- Verbal communication regarding a patient should only be done in the appropriate setting and with individuals who are involved with the care of the specific patient.
- Discussion of the patient as part of the education process should be conducted in an appropriate educational setting and in a professional manner.

- **Electronic Transmission**
  - Due to lack of privacy, email, social media, texting, and similar electronic methods are inappropriate media for communicating any patient-related information. Patient information may be transmitted electronically only if required by the clerkship or educational program and then only to the appropriate faculty. Remember that all patient identifying information needs to be removed.
  - AI policy reference
- **Disposal**
  - Patient information that is written or printed should be shredded immediately after use.
  - Electronic patient information should not be stored by the student and should be permanently deleted as soon as no longer needed.

Requirements

#	Required Courses	
2	SURG 764 Surgery Specialties	4 weeks (2-2week rotations)
1	FAMP 823 Emergency Room	3 weeks
1	Sub-Internship (MEDC, FAMP, OGYN, PEDS, PTRY, or	4 weeks
1	FAMP 810 Rural Family Medicine	4 weeks
1	Transition to Residency	1 week
1	Student Affairs Course	1 week
	Total Required	17
#	**Elective Courses**	
34	Elective courses	34 weeks
	Total Elective	30 weeks
	Total	**51**

#	OTHER DOCUMENTS/ACTIVITIES	
	IPE/ Inter-Professional Experience	Scheduled by OME, Occurs in the Parry Center
	Professionalism and Ethics Paper	Uploaded to D2L
	SPEL	Experiences are required to be logged through One45

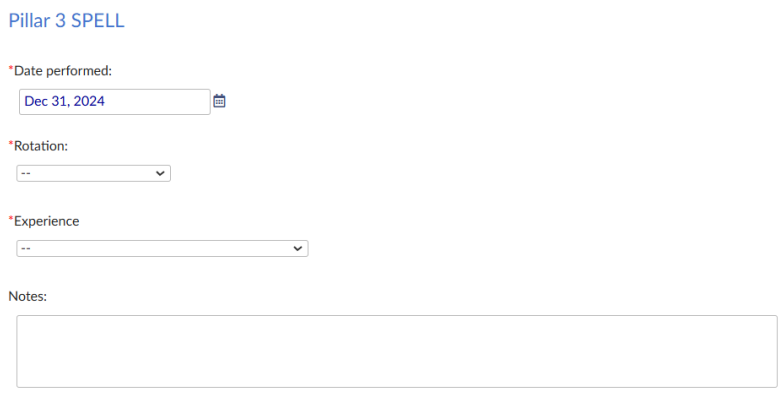
Coaching Program

- Each student will be assigned a coach to work with throughout the Pillar 3 experience.
- The purpose of the coaching program is to provide a third support, separate from an advisor or mentor resource.
- If you have questions regarding the coaching program, please reach out to your coach.

SPEL - Student Patient Encounter Log

Students are required to log their experiences in One45.

- SPEL provides an ongoing record of a student's clinical experiences in medical school, which is necessary for the following:
    - Student self-assessment of the breadth and depth of their clinical experiences and validation of experiences to prepare students for the transition to residency.
    - SSOM's monitoring of clinical curricular experiences to ensure sufficient breadth and depth of content covered.
    - Fulfillment of Liaison Committee on Medical Education (LCME) requirements for medical school accreditation
- Throughout Pillar 3 you will have the opportunity to experience multiple different facets of Medicine. Below you will find a list of different experiences that we would like to make sure you have the chance to be involved in. As you progress through Pillar 3, including electives and away rotations, please take the time log these experiences.



- Below is the list of the experiences to be logged.
    - Obesity
    - Depression
    - Tobacco Abuse
    - Substance Abuse
    - Domestic violence
    - Competed and presented an H&P
    - Completed and presented daily progress note
    - Intubation
    - Suturing
    - Central Line/IV insertion
    - Resuscitation

Inter-Professional Experience

- Completing one Inter-Professional Experience (IPE) ICU rounding simulation **is a requirement in Pillar 3**.
- Students will not receive a formal grade for this exercise, rather a summative evaluation that

will be discussed by the Competency Committee. Lack of attendance may negatively impact your MSPE letter.
- IPE is an in-person activity that will take place during Transition to Residency week.
- The assistant, Tiffany Semmler, will send more information out closer to the activity date.

Clinical Competency Committee

- The purpose of the clinical competency committee is to review the academic success of all Pillar 3 students.
- If additional resources are suggested during the committee, students may receive additional communication from your designated coach
-

Letters of Recommendation

- Students have access to view and share grades and narrative feedback from One45. To ensure an expedited process for letter of support (s), students are asked to pull and share their own grades and feedback.
- Students requesting a letter of recommendation are strongly advised to provide the director with a copy of their CV along with their grades.

Resources for Student Success

- **P3 Academic Coach**— An academic coach partners with a learner to facilitate their professional and personal growth, focusing on developing self-reflection, accountability, and self-management skills to achieve individual goals and foster lifelong self-directed learning. Coaches help learners identify strengths, address weaknesses, and create action plans, distinguishing themselves from mentors (who provide expertise and nurture relationships) and advisors (who give directive guidance) by prioritizing the learner's autonomy and self-awareness" (AMA, 2022; Deiorio et al, 2016).
- **P3 Advisor/Mentor**—Understands the discipline they are hoping to match into and the expectations for a successful match into that discipline of choice. Is often an individual connected with residencies and other programs so that they are very familiar with expectations for a successful match in that program of choice.
- **Career Advisor/Student Affairs Advisor**— The Associate Dean of Student Affairs, Assistant Dean of Student Affairs, and Campus Deans write the MSPE letters. Student Affairs will helps learners understand their resources for match (ERAS, VSLO, away rotations, etc.).
- **Sponsor**—This is a highly visible, nationally recognized career clinician in their respective career of choice (e.g. Dr. Timmerman for surgery); will often write a letter or recommendation for the learner.
- **Campus Dean**—Morale Support, Resource Support for Rotations, etc.

Professionalism and Ethics Paper

- Completing the professionalism and ethics paper by January 22, 2027 is a requirement in Pillar 3. Students will not receive a formal grade for this exercise. The purpose of this activity is for students to describe and reflect on their clinical experiences and growth relating to professionalism and ethics. Papers also provide students with an opportunity to demonstrate their understanding of professionalism domains.
- The Expectations and Feedback Matrix and Behaviors of Professionalism SSOM can be found in the Professionalism and Ethics Paper module of D2L.
- Students' papers will be reviewed by their coach and feedback provided. In addition, each student's campus dean will review and facilitate a conversation regarding professionalism and ethics in medicine and in the learning environment.

Transition to Residency Course

- Transition to Residency is a one-week required course scheduled later in the Pillar 3 experience. The goal of the course is to increase confidence as you transition to Residency.
- **Director**: Byron Nielsen Byron.Nielsen@usd.edu

Student Affairs Course

- The SSOM Medical Student Affairs One-Credit course focuses on career and professional development, well-being, and financial literacy. The required sessions span the 4-year medical curriculum. Students will be registered for the one-credit course in the second spring semester of Pillar 3.
    - Career Planning: Prepare students to learn about themselves in anticipation of choosing a specialty and a successful match
    - Well-Being: Sessions and exercises to encourage self-awareness and promote wellness amongst students
    - Financial Literacy: Empower students to have the knowledge and tools to make good financial decisions and goals

Assessment, Evaluation, Grading and Appeals

Assessment Scales

- Grading criteria for all Pillar 3 courses:
    - A ≥ 90.00%
    - B = 89.99% - 80.00%
    - C = 79.99% - 75.00%
    - D = 74.99% - 60.00%
    - F < 59.99%

Pillar 2	Pillar 3
100% - Student met objective independently; Student is performing at the level of graduating 4th year student. (exceptional)	**100%** - Student met objective independently.
92% -Student was able to meet the objective independently with minimal prompting by attending; performing at the level of an Pillar 3 sub-internship student. (above expectations)	**88%** -Student was able to meet the objective independently with minimal prompting by attending.
84% - Student needed assistance to meet objective; student is at the level of an average Pillar 2 student. (satisfactory)	**78%** - Student needed assistance to meet objective; additional practice is needed.
76% - Student required significant assistance to meet objective; Additional practice is needed to meet the expectations. (Satisfactory)	**68%** - Student required significant assistance to meet objective; major concerns exist and significant remediation is required.
68% - Student did not meet objective; Student is performing well below the level of their peers and major concerns exist and significant remediation is required. (unsatisfactory)	**60%** - Student did not meet objective; Student is performing well below the level of their peers and major concerns exist and significant remediation is required.

Assessment in One45

Introduction

The Office of Medical Education (OME), an entity within the greater structure of the University of South Dakota Sanford School of Medicine (USD SSOM), is responsible for centrally administering Pillar 2 & 3 student assessments to maintain our accreditation standards and abide by applicable state policies and federal laws. Liaison Committee on Medical Education (LCME) Standard 9.4 states that "A medical school ensures that…there is a centralized system in place that employs a variety of measures…for the assessment of student achievement,…and that ensures that all medical students achieve the same medical education program objectives."[1] Additionally, LCME Standard 8.7 states that "A medical school ensures that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given course and clerkship to ensure that all medical students achieve the same medical education program objectives." The following policy outlines the Pillar 2 & 3 assessment process so that, in accordance with policies and laws, the process is carried out in the same manner for all students across the SSOM footprint.

Assessment of Students by Faculty

One45

The OME uses an online assessment and evaluation platform, One45, for all clinical assessments in Pillar 2 & 3, as well as course and faculty evaluations. All assessments in Pillar 2 & 3 are completed by the assigned

faculty member via One45. One45 is an electronic education record, similar to an electronic medical record. As such, the OME is required to follow the federal law pertaining to the privacy of student educational records, known as the Family Educational Rights and Privacy Act (FERPA).[2] In addition, the OME must follow South Dakota Board of Regents policies (see 3:5) and LCME Standard 11.5 pertaining to the confidentiality of student educational records.[3] Therefore, access to One45 and the content therein will be "limited to school officials with legitimate educational interest" as outlined by FERPA. Individuals will only have access to the functions needed to perform their professional responsibilities. Additionally, once an assessment has been submitted to One45by a faculty member, it becomes part of the student's permanent educational record.

Who May Assess Students?

Any person with USD SSOM faculty appointment may complete student assessments in Pillars 2 & 3. All assessors must complete the required training for clinical educators in general, as well as training specific to the activity they are assessing.

Faculty members who complete academic assessments (formative and summative) should be free from conflicting relationships with students and should recuse themselves from such situations. This conflict of interest includes doctor/patient relationships, family members (relatives), household members, or close friends (LCME Standard 12.5).

Assessment Forms

All faculty members are expected to complete Pillar 2 & 3 assessments within 2 weeks of receiving them and all assessments must be completed before 6 weeks to comply with LCME requirements. Narrative assessments will be available to students in One45 and will be available to Student Affairs for use in the Medical Student Performance Evaluation (MSPE or Dean's Letter).

Pillar 3

Attending Physician Assessment of Student Performance: Attending physicians will complete a set of questions scored on a five-point scale that align with the SSOM student competencies. Additionally narrative assessment is to be completed for each student the assigned attending.

Pillar 3 students receive mid-rotation feedback on any rotation that is at least four weeks in length. Students are encouraged to pick an attending to provide mid-rotation feedback. In the absence of a final assessment, the student may be awarded a grade based on mid-rotation feedback. This may occur if the department assistant has exhausted all other avenues of receiving the final course assessment/grade in a timely manner and is finalized by the clerkship director.

Assessment Documents

Although most assessment documents are managed through One45, some physical documents remain. Physical documents that contribute to the assessment of student performance should be kept at each campus until the student graduates and then destroyed. The OME will follow all record retention policies, as outlined by the South Dakota Board of Regents Records Retention Manual[4]. These documents include any paper documents such as H&Ps (cover/face sheet only – any patient-protected information can be destroyed), progress notes~~,~~ etc. Scanned PDF copies of these documents should be uploaded to the -Microsoft Teams Records & Retention folder for each campus/department for the respective Pillar.

The OME is responsible for sharing appropriate grade documentation and grade information with students via One45 and Desire 2 Learn (D2L) for exam scores (CCSE & NBME). The official record of student assessment is maintained by the Office of Medical Education. Per FERPA and LCME Standard 11.6, students have a right to view their educational records. These official records will be available to students through One45. Individual campuses should not keep independent or separate grade calculation records of any type

as these are not official and not recognized by either the OME or the Office of Student Affairs and create the potential for discrepancy and miscommunication.

- Pillar 2 semester grades are released to students in One45 at the end of each semester. Please see the Pillar 2 student handbook for how scores contribute to a student's overall letter grade.
- Pillar 3 grades are released to students in One45as assessments are completed by faculty. In certain courses, multiple components are incorporated into the final grade.

Grade information housed within One45 may be viewed by students, Clerkship Directors, Campus Deans, Advisors, and Student Affairs (i.e MSPE). Only final grades for a course are reported for student academic transcripts.

Revisions of Narrative Assessment Process

Narrative assessment is an important aspect of the holistic assessment of student performance throughout Pillar 2 & 3 and is required for accreditation by the LCME (Standard 9.5).
A narrative assessment may not be edited or removed by the advising committee or by campus leadership outside of the student appeals process unless misconduct by students or faculty members is evident or a narrative comment violates a student's privacy (i.e. medical health, marital/relationship status, or parental status).
Changes can be made by the Office of Medical Education prior to the One45 grades being released but in general, the OME will not actively search and update grammar issues, abbreviations, and general readability unless readability is severely affected.

Narrative Assessment Policy Link
Timeliness of Final Grades Policy Link
Incomplete Grades Policy
Course and Clerkship Feedback Link
Student Performance Evaluation Policy Link
USMLE Performance and Graduation Requirement Policy Link
Requirements for Advancement, Graduation, Dismissal Policy Link

- This is where you will find the procedure for appealing an assigned grade in a course or clerkship.

Resident Assessment

- Students will be asked to evaluate residents throughout Pillar 3. The evaluations will be sent by the respective program coordinator. New Innovations emails may look like spam so please watch for these.

Students Evaluations

- Students are expected to complete evaluations of the rotation and attending. We value and appreciate your feedback, and without it, we cannot continue to improve our faculty development and curriculum.
- Attendings will complete an evaluation of the student at the end of the rotation. Students will receive notifications when evaluations are completed, and grades are finalized.
- Course evaluations will provide students with USD OME wellness contact information.
- Students are encouraged to review grades and narrative feedback in One45.

Timely Completion of Evaluations

- The following expectations will be placed upon each medical student during their time at the Sanford School of Medicine:
    - **All student evaluations must be completed by the Friday that occurs 2 weeks** from the Friday after the student receives them in One45. Each student is expected to complete these evaluations before midnight on the due date.
    - If a student fails to accomplish this task on more than 2 occasions in Pillar 3, the student may be cited for failure to demonstrate professionalism in the completion of an assigned task by a representative of the Office of Medical Education, using the school's professionalism reporting form.
    - Department assistants will forward delinquent assessments to the respective clerkship director at 4 and ensure completion within 6 weeks of required elective rotations.
    - In Pillar 3, medical students will receive evaluations approximately 3 days before the end of each block.
- Student wellbeing is supported throughout Pillar 3. Students are encouraged to communicate with the Chief Mental Health Wellness Director for professional coaching, clinical counseling for personal wellness, and the academic dean for any grade or coursework concerns. A Student Wellness Concern is reserved as a standing "To Do" for access to the Chief Wellbeing Officer.
- These evaluations are very important for the continued quality improvement of your faculty and the courses.

Away Rotations

- Assessments submitted by outside institutions not aligned to SSOM will be reviewed by a Clerkship Director to determine the final letter grade.

Student Progress, Conduct Forms and Possible Actions

- The competency committee reviews each student's progress during Pillar 3.
- If additional action is needed, the student would next meet with the Campus Dean then, if not resolved, the Dean of Student Affairs. At any point in this process, a referral can be made to the Student Progress and Conduct Committee (SPCC) if student is failing, at risk of failing, or in any case of unprofessional conduct.
- If a student wishes to appeal their assigned grade or narrative for any course within Pillar 3, they should consult the *Medical School Grievance Procedures* section of the Medical Student Affairs handbook.
- Professionalism forms and further information (**Added the student affairs handbook with associated conduct forms.)

Medical Student Duty Hours Policy Link

Clinical Supervision Policy Link

Student Mistreatment and Reporting policy Link

- For students wishing to report a Pillar 3 concern, mistreatment, duty hour violations please refer to your To Do's in One45. Concern, Mistreatment and Duty Hour concerns are reviewed by the OME Dean and Student Affairs Dean.
- The Chief Wellbeing Officer is the only reviewer of Wellbeing Concern form.

Holidays

- There are no designated holidays for students in Pillar 3.

- Holidays listed below represent when the SSOM offices are closed. Pillar 3 students are required to complete clinical activities on these holidays.
    - New Year's Day
    - Martin Luther King Day
    - President's Day
    - Columbus/Native American Day
    - Veteran's Day
    - Memorial Day
    - Fourth of July
    - Labor Day
    - Thanksgiving Day
    - Christmas Day
    - Not limited to these holidays

Medical Student Inclement Weather Policy Link

Travel Reimbursement Procedure for Transition to Residency Week

The Office of Medical Education established this procedure to define when travel expenses will be paid by SSOM for required testing or instructional activities.
SSOM will provide hotel reservations for students at an approved hotel offering the State of SD lodging rate. Hotel rooms will be reserved with one person per bed. If a student wants independent lodging, they will be required to pay for half of the hotel room expense.
Students will not be reimbursed if they make reservations at a hotel of their choice. If a hotel room is reserved (weekday or weekend) and the student does not stay or notify the staff to cancel the room reservation in a timely manner (24 hours prior), the student will be responsible for charges incurred. No hotel rooms, fleet vehicle or mileage will be provided if a student voluntarily elects to travel to a further testing site.

The Travel Reimbursement Procedure

Procedure

Pillar 2 and Pillar 3 students not assigned to the Sioux Falls campus will be reimbursed mileage at the current standard State of South Dakota rate to attend OSCE, NBME Subject Examinations, CCSE Examinations, Cultural Immersion, and Transition to Residency Week.

Process

Students should coordinate travel details with their respective Campus Education Coordinator or FARM Assistant Director. Carpooling is encouraged when feasible.
The Campus Education Coordinator or FARM Assistant Director will complete the in-state travel payment forms with the driver's information, dates and purpose of travel. The forms will be submitted to the Finance Accountant to process payment, and the Medical Academic Affairs Coordinator will receive a copy.
Effective Date: August 1, 2026

Vacation/Flexible Weeks

- Students may take up to 14 weeks of vacation/flexible time. **The actual number may depend on the students start date in Pillar 3**. Any vacation or flexed time must be scheduled in one-week blocks.

Attendance and Leave

- Attendance is mandatory for all Pillar 3 rotations.
- Unexcused absences will be reported to the Campus Dean's office and may necessitate review by the Student Progress and Conduct Committee (SPCC). Punctuality is essential, expected, and part of the professionalism competency.

Absence Policy Link

- Above policy covers the Covid Leave, Residency Interview Leave and Sick and Other Absence policy

Accessibility Statement

- The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If students encounter any accessibility issues, they are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

Liability Coverage for USD SSOM Medical Students

Medical students of SSOM who are in good standing and full-time students are allowed to participate in medical transports with faculty within the health system they are on rotation with (i.e., Monument Health, Avera Health, Sanford Health). Medical transports may include modes such as ambulance, helicopter, fixed wing, etc. SSOM medical students have full insurance coverage through the health system and the transportation company for such transports.

USMLE Performance and Graduation Requirement Policy Link

Required Language for All Syllabi

- **Academic Integrity**
  - No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
    - Given a zero for that assignment.
    - Allowed to rewrite and resubmit the assignment for credit.
    - Assigned a reduced grade for the course.
    - Dropped from the course.
    - Failed in the course.
- **Freedom in Learning**
  - Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated

to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

- **Disability Accommodation**
  - The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
  - Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.
    - Disability Services, The Commons Room 116
    - (605) 658-3745
    - Web Site: https://www.usd.edu/disabilityservices
    - Email: disabilityservices@usd.edu
- **Diversity and Inclusive Excellence**
- The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Statement on Recording of Lectures by Students

Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under SDBOR Policy 3:4.

Health Affairs Policies

The following policies can be found in the Health Affairs Infection Control Manual provided by the Division of Health Affairs:https://www.usd.edu/-/media/Project/USD/shared/Med_SHS_HA-Shared-Docs/USD-HA-Infection-Control-Manual

General Student Safety Guideline (Infection Control/Student Safety) Standard Precautions
Transmission Based Precautions
Occupational Exposure to Infectious and Environmental Hazards Educational Accommodations Related to an Exposure

Entering and Visiting Student Immunization Policy Immunization Compliance Policy
Annually Required Immunizations
Students Infected with Bloodborne Pathogens (HIV, HBV, HCV) Other Special Considerations:
The Pregnant Student Health Insurance
Required Vaccine Declination

Other Policies

Artificial Intelligence (AI) in Medical Education Policy