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Welcome to the School of Medicine
Academic Bulletin

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

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

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

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

Bulletin Updates and Corrections

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

Printing Portions of the Online Bulletins

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

Additional Information

Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement.
THE UNIVERSITY

UofSC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

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

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

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

UofSC Columbia Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

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

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

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

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

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

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

College of Arts and Sciences

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

Moore School of Business and the School of Accounting

American Assembly of Collegiate Schools of Business.

College of Education

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

College of Engineering and Computing

Programs in chemical engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET,

School of Hospitality, Retail, and Sport Management
Accreditation Commission for Programs in Hospitality Administration.

School of Law
American Bar Association, Association of American Law Schools.

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

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

College of Music
National Association of Schools of Music.

College of Nursing
Commission on Collegiate Nursing Education.

College of Pharmacy
American Council on Pharmaceutical Education.

Arnold School of Public Health

College of Social Work
Council on Social Work Education.

University Officials

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Walter “Terry” Parham, General Counsel and Executive Director of Compliance Programs
The School of Medicine has hosted the First and Second World Congress of Medical Education, the first in the nation. Since that time, the School of Medicine has established an extensive high definition video conferencing system at all three Columbia campuses, assisted GHS-UMC in developing a comparable video conferencing capability in Greenville, and installed and maintains video conference units at all three Rural Primary Care Education Centers. The School of Medicine has developed a reputation for its primary care medical education and for the excellent quality of students graduating from the medical school. The medical school collaborates closely with state agencies involved in health service delivery, sponsors research focused primarily on South Carolina health care needs, and provides a wide range of clinical care services to South Carolinians.

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

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

In 2006, the School of Medicine began an integrated ultrasound curriculum for medical students, the first in the nation. Since that time, the School of Medicine has hosted the First and Second World Congress...
on Ultrasound in Medical Education, and started the first Primary Care Ultrasound Fellowship in 2011 among many other accomplishments and initiatives in ultrasound for students.

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

Library Facilities
The School of Medicine Library serves as the School of Medicine’s information gateway to over 10,000 biomedical electronic journals, over 1,300 electronic textbooks (Access Medicine, Clinical Key), over 80 biomedical databases (MEDLINE, Cochrane Library, Essential Evidence Plus, Micromedex, Web of Science), a decision support system (DxPlain), consumer health information, an online catalog, and PASCAL, South Carolina’s state-wide academic electronic library. The Library’s print collection consists of more than 68,000 volumes. The Library provides information resources to meet the needs of the School’s faculty, staff, and students and the larger USC community, area health care professionals, and consumers. In its role as a resource library in the National Network of Libraries of Medicine Southeastern/Atlantic Region, the Library also provides information services to all health care professionals in South Carolina. Professional librarians offer reference services, customized literature searches, and a series of on-demand classes for faculty and students on Photoshop, Current Awareness Tools, PubMed, Ovid, and evidence-based medicine resources. Librarians also offer course-integrated instruction to meet the specific needs of students and optimize their research and information literacy skills. Numerous online tutorials are available to provide an overview of an e-resource and can help users improve their searching skills. The Library Liaison Service actively supports the faculty and staff of the School of Medicine, and fosters communication between the Library and School of Medicine departments. Liaison Librarians offer instruction on the use of various library resources and advise on library services and policies. A Computer Classroom with ten workstations and an instructor’s workstation is available for instructional purposes. School of Medicine students and faculty also have access to all of the print and electronic resources available from the Thomas Cooper Library of the University of South Carolina. Located on the University’s main campus, the Thomas Cooper Library provides access to over 28,000 electronic journals and has a collection of nearly 3 million bound volumes. To further explore the School of Medicine Library’s resources, consult the Library’s web site at http://uscm.med.sc.edu/.

Affiliated Hospitals

Palmetto Health Richland

Palmetto Health Richland is one of the largest acute-care facilities in South Carolina and a community teaching hospital that serves patients from every corner of the state. Boasting the region’s only Level I emergency/trauma center, the Richland campus also includes the state’s only freestanding heart hospital, the first children’s hospital in South Carolina, and the region’s only primary stroke center. Palmetto Health Richland is the Midlands’ hub of surgical excellence, offering robotic surgery and incision-free gamma knife radiosurgery in addition to hosting operating rooms for neurosurgery, heart surgery, and orthopaedic, laparoscopic and ear/nose/throat procedures. Among the hospital’s other world-class facilities and specialty services are a simulation center, breast center, cancer centers, women’s services, a mental/behavioral health services network, and an acclaimed research division that sponsors and conducts innumerable clinical trials. Through its affiliation with the University of South Carolina School of Medicine, Palmetto Health Richland hosts 22 residency and fellowship programs in a wide range of specialties and subspecialties. The hospital is the clinical home to residencies in dentistry, emergency medicine, family medicine, internal medicine, neurology, obstetrics/gynecology, ophthalmology, orthopaedic surgery, pediatrics, preventive medicine, psychiatry and surgery. Fellowship programs include EMS and simulation, emergency medicine ultrasound, sports medicine, cardiology, endocrinology, geriatrics, infectious disease, pulmonary, child and adolescent psychiatry, forensic psychiatry, geriatric psychiatry, and critical care.

Dorn Veterans Affairs Medical Center

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

South Carolina Department of Mental Health

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

Carolina’s Hospital System

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

McLeod Regional Medical Center

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

Rural Primary Health Care Centers

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

The School of Medicine offers the Doctor of Philosophy and Master's of Biomedical Science degrees in biomedical science, the Master of Science degree in Physician Assistant Studies, the Master of Science degree in genetic counseling, the Master of Rehabilitation Counseling degree, the Psychiatric Rehabilitation Certificate, the Master's of Nurse Anesthesia degree, and the Post-Baccalaureate Certificate in Biomedical Sciences.

Combined M.D./Ph.D. and M.D./M.P.H. Degrees

A combined M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. The plan permits students to receive both the M.D. degree and the Ph.D. degree in biomedical science in approximately seven years. An M.D./M.P.H. dual degree plan is available to students in conjunction with the School of Public Health. The plan permits students to receive both the M.D. degree and the M.P.H. degree in five years.

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

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

For additional information about the M.D./M.P.H. dual degree plan, contact:

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

Academic Regulations

Honor Code

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

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

Student Conduct and Behavior

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

Policy on Evaluation of Personal and Professional Conduct

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

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

1. The student will show concern for the welfare of patients. He or she will:
   a. display a professional attitude in obtaining medical histories and physical examinations;
   b. act appropriately and respectfully in all verbal and nonverbal interactions with patients;
   c. treat patients with respect and dignity, both in the presence of patients and in discussions with professional colleagues; and
   d. display concern for the total patient.

2. The student will show concern for the rights of others. He or she will:
   a. demonstrate a considerate manner and cooperative spirit in dealing with professional staff, colleagues, and members of the health-care team;
   b. treat all persons encountered in a professional capacity with equality regardless of race, religion, sex, handicap, sexual orientation, or socioeconomic status; and
   c. assume an appropriate and equitable share of duties among peers and colleagues.

3. The student will show evidence of responsibility to duty. He or she will:
   a. effectively and promptly undertake duties, follow through until their completion, and notify appropriate persons in authority of problems;
   b. be punctual and present at rounds, conferences, and all academic and clinical obligations;
   c. notify course and clinical clerkship directors (or other appropriate persons) of absence or inability to attend to duties;
   d. see assigned patients regularly and, with appropriate supervision, assume responsibility for their care; and
   e. ensure that he or she can be promptly located at all times when on duty.

4. The student will be trustworthy. He or she will:
   a. be truthful and intellectually honest in all communications;
   b. accept responsibility and establish priorities for meeting multiple professional demands and for completing work necessary for the optimal care of patients;
   c. accurately discern when supervision or advice is needed before acting; and
   d. maintain confidentiality of all patient information.

5. The student will maintain a professional demeanor. He or she will:
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These include the following:

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the registrar, dean, academic department head, or other appropriate official. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of student education records that the student believes are inaccurate or misleading.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University of South Carolina will disclose information from a student’s education records only with the written consent of the student, except:
   a. to school officials with legitimate educational interests (A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted [such as an attorney, auditor, or collection agent]; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school officials in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.)
   b. to officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of the record
   c. to authorized representatives of the U.S. Department of Education, the comptroller general of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations
   d. in connection with a student’s application for, and receipt of, financial aid
   e. to comply with a judicial order or lawfully issued subpoena
   f. to parents of dependent students as defined by the Internal Revenue Code, Section 152
   g. to appropriate parties in a health or safety emergency
   h. to the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina has designated the following items as directory information: a student’s name; electronic mail address; local and permanent mailing addresses and telephone numbers; semesters of attendance; enrollment status (full- or part-time); date of admission; date of graduation; school; major and minor fields of study; whether or not currently enrolled; classification (freshman, etc.); type of degree being pursued; degrees; honors; and awards received (including scholarships and fellowships); weight and height of members of athletic teams; and whether the student has participated in officially recognized activities and sports sponsored by the University. The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release directory information. Requests will be processed within 24 hours after receipt. Telephone directories are published during the summer; students eligible to enroll for the upcoming fall term will be listed in the printed directory unless the Office of the University Registrar is notified by May 31. The electronic directory is updated each weekend; requests for nondisclosure will be honored with the next update after the request is processed by the staff of the office of the University Registrar.

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

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Questions concerning this law and the University’s procedures for release of academic information may be directed to the Office of the University Registrar at 803-777-5555.

Transcripts and Other Documents

All transcripts must be requested in writing from the Office of the University Registrar. A fee of $8 is charged for each transcript copy requested, unless the transcript is for use with a current application to The Graduate School. http://registrar.sc.edu/html/transcripts/default.stm.
No transcript will be issued to/for a student who is indebted to the University.

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

Medical Licensure

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

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

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

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) is a comprehensive assessment of a student's performance in achieving the educational objectives of the University of South Carolina School of Medicine-Columbia's medical school curriculum. It is neither a letter of recommendation nor the school's prediction of the student's future performance in a residency program. The MSPE is prepared by faculty and staff in the Office of Medical Education and Academic Affairs and transmitted to post-graduate programs to which the student is applying.

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

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

Appeals Regarding University Records

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

Policy on Registration/Records/Diploma Holds

Registration Hold

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

Transcript and Diploma Holds

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

Evaluating the Curriculum

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

Academic Workload Policy for Students in the Preclinical Curriculum

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

Educational engagement hours (i.e., didactic and self-directed learning) for medical students in the preclinical curriculum are not to exceed an average of 20 hours of required educational activity per week when averaged over the total semester's weekly class schedule. An additional 10 hours of scheduled group activity (e.g. laboratories, small group case-based sessions, problem based learning) is allowed per week. The academic workload expectations for each course (i.e. the assigned period of contact hours allotted to a course each week) will correspond to the number of assigned credit hours. Each self-directed learning hour is given the same weight as a didactic hour when calculating a course's contact hours.

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

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

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

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

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

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

Inclement Weather and Holiday Policies for M-III and M-IV Students
The inclement weather and holiday policies that have been developed and approved for M-III and M-IV students are discussed in the Student Handbook to Clinical Rotations and in the Clerkship Director Handbook, both of which may be accessed through the Office of Curricular Affairs Webpage.

Grading System

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter Grade</th>
<th>GPA</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>A</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td>Above Average</td>
<td>B+</td>
<td>3.5</td>
<td>85-89</td>
</tr>
<tr>
<td>Average</td>
<td>B</td>
<td>3.0</td>
<td>80-84</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.5</td>
<td>75-79</td>
</tr>
<tr>
<td>Marginal</td>
<td>C</td>
<td>2.0</td>
<td>70-74</td>
</tr>
<tr>
<td>Poor</td>
<td>D</td>
<td>1.0</td>
<td>65-69</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>below 65</td>
</tr>
</tbody>
</table>

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

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

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

S - Satisfactory or passing to be used in evaluating work done on a Pass-Fail basis
U - Unsatisfactory or failure to be used in evaluating work done on a Pass-Fail basis
W - Withdrawal passing, or without penalty, from a course or clerkship
WF - Withdrawal failing, or with penalty, from a course or clerkship
AUD - Course or clerkship was carried on an audit basis
I - Incomplete failure to complete some portion of the assigned work in a completed course or clerkship
NR - No report to be used in the absence of any of the above grades; a temporary mark, to be replaced subsequently by a regular grade, which can be used only when no grade has been assigned

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

GPA/Honors/Class Rank
At the conclusion of each academic semester and academic year, the class rank for each student is calculated on the basis of cumulative GPA. The GPA for a student who has repeated a semester/year includes all hours attempted and grades earned. For purposes of promotion only under the minimum 2.000 GPA rule, hours and grades earned during the original year are not considered in GPA calculation.

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

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

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

1. Appeal of a Course Grade and/or Written Evaluation
   a. Initiating an Appeal
      i. Students must submit all appeals in writing to the course/ clerkship director.
      ii. Students must send copies of the appeal to the Associate Dean for Medical Education and Academic Affairs.
      iii. The written appeal must clearly state the grievance.
      iv. Students must initiate an appeal within 30 calendar days of notification of the grade or evaluation.
   b. Appeal to the Course or Clerkship Director Level One
      i. The first level of appeal of a course grade and/or written evaluation is to the course or clerkship director.
      ii. Should the course or clerkship director determine that there is a reason to change the course grade or evaluation in the student’s favor, the director will send a request for revision to School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the course or clerkship director will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the course or clerkship director’s decision within ten working days of the student’s appeal.
   c. Appeal to the Department Chair Level Two
      i. If the course or clerkship director’s decision is not favorable to the student, the student’s clerkship director’s decision.
         1. For departmentally based courses, the student may appeal the course or clerkship director’s decision to the department chair.
         2. For team-taught courses, the student may appeal the course or clerkship director’s decision to the department chair responsible for management of the course.
         3. The appeal must be made within 10 days of receiving the decision from the course or clerkship director.
      ii. After consultation with the course or clerkship director, the department chair may uphold the director’s decision or support the student appeal. Should the department chair determine that there is a reason to change the course grade or evaluation in the student’s favor, the department chair will send a request for revision to the School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the chair will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the department chair’s decision within ten working days of the student’s appeal.
   d. Appeal to the Grade Change Committee Level Three
      i. If the student is dissatisfied with the decision of the department chair, the student may submit a written appeal to the Grade Change Subcommittee via the School of Medicine Registrar with a copy of the appeal to the Associate Dean for Medical Education and Academic Affairs.
      ii. The written appeal must state grounds for the grievance.
      iii. The appeal must be made within 10 days of receiving the decision from the department chair.
      iv. The Grade Change Subcommittee will then either:
         1. Rule that the appeal lacks the merit to warrant a hearing and will uphold the decision of the department chair.
         2. Rule that the appeal has the necessary merit for a hearing and will schedule a hearing on the appeal.
      v. The Grade Change Subcommittee decision is the final decision for Course grade or Written Evaluation appeals.

2. Faculty Grievance Procedure
   a. A faculty member who feels that he/she has been aggrieved as a result of a student appeal proceeding has the right to appear before the Faculty Grievance Committee and present his/her case of the committee.

Curriculum Accommodations

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

The assistant dean for preclinical curriculum will also assist students in applying to the National Board of Medical Examiners for permission to take the United States Medical Licensing Examination (USMLE) under nonstandard conditions.

Leave of Absence, Administrative Leave, and Withdrawal

I. Leave of Absence
   1. Request for a Leave of Absence. For a variety of reasons, it may become temporarily impossible for a student to continue a medical education. It is appropriate under such circumstances that the student present all available information and details of the situation through the assistant dean for student affairs to the Leave of Absence Committee.
2. Leave of Absence Committee. The Leave of Absence Committee is composed of School of Medicine faculty members (or their faculty designees) and the assistant dean for student affairs who serves, without vote, as secretary to the committee. The committee makes recommendations to the dean regarding the granting of a leave of absence to any student who requests a leave, informs the dean regarding the academic standing of the student at the time of the student's request for a leave, and makes recommendations to the dean regarding a student's return from a leave of absence to full-time student status. According to School of Medicine regulations, a student will be considered as being in good academic standing if he or she had an overall 2.000 grade point average at the conclusion of the prior semester and had passing grades in all courses in the current semester at the time of the request for a leave of absence. A student who leaves the school in good academic standing and returns will not be considered as repeating the semester or year. A student who leaves the school not in good academic standing and returns will be considered as repeating the semester or year. Any student granted a leave of absence is assigned a grade of W in all courses or clerkships in which he or she was enrolled. In that a leave of absence relieves the student of usual academic responsibilities in the School of Medicine, the Leave of Absence Committee reserves the right to recommend to the dean that a leave of absence be granted with stated conditions, stipulations, and/or contingencies that, in the opinion of the committee, are in the best interest of the student, will serve to document the student’s ability to return to full-time student status at the conclusion of the leave of absence, and/or will preserve the integrity of the School of Medicine curriculum.

3. Procedure. Each student who requests a leave of absence will be invited to meet with the Leave of Absence Committee and to present relevant materials for the committee’s review, including such statements and professional opinions that the student believes will support a request for a leave of absence. The Leave of Absence Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee. The student may be accompanied to the committee meeting by one or two advisors of personal choice. The committee meeting is an informal, nonadversarial proceeding. The student may consult with the chosen advisor(s) at any time during the meeting, but the advisor(s) will not be permitted to speak on the student's behalf or to ask questions of committee members. The committee will inform the dean and the student, in writing, of its recommendation.

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

5. Length of a Leave of Absence. No leave of absence will be granted for a period of time exceeding 12 consecutive months. Any student taking a leave of absence for more than 16 weeks during the third year or fourth year of the medical curriculum will be required to complete the entire third year or fourth year in sequence upon a return to full-time student status.

6. Number of Leaves of Absence. Except under extraordinary circumstances, the School of Medicine will grant only one leave of absence to any student during his or her medical education.

7. Return from Leave of Absence. The Leave of Absence Committee reserves the right to require a meeting with a student prior to his or her return from a leave of absence in order to document the ability to resume full-time student status in the School of Medicine. At this meeting, the student may submit to the Leave of Absence Committee such statements and/or professional opinions that the student believes will support the contention that he or she is prepared to resume full-time student status. The Leave of Absence Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about the student’s return from a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee.

8. Independent Evaluation. The School of Medicine reserves the right to require a student to undergo an independent evaluation, at the School of Medicine’s expense, by a physician mutually agreeable to the student and the School of Medicine prior to the student’s return from a leave of absence to full-time student status.

9. Review Process. The review process for any decision made by the dean of the School of Medicine can be found in Section V of the “Student Promotions Committee” section.

II. Administrative Leave

During the course of a student’s medical education it may become necessary for the student to be placed on administrative leave. A student may be placed on administrative leave due to academic, personal, and/or professional reasons. The associate dean for medical education and academic affairs, in consultation with the chair of the Leave of Absence Committee and the dean, may place a student on administrative leave. All policies and procedures related to a leave of absence (Section I. A.-I.) will be in effect for any administrative leave.

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

III. Withdrawal

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

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

I. United States Medical Licensing Examination

1. Requirements. Students in the School of Medicine are required to pass the United States Medical Licensing Examination (USMLE) Steps 1 and 2 prior to graduation. Students are required to pass Step 1 in order to be promoted to the third year and to progress to third-year clerkships. Students are permitted a maximum of three attempts at Step 1 and at Step 2. Failure on the third attempt at Step 1 or Step 2 will render students subject to dismissal from the School of Medicine. Students must be enrolled in the School of Medicine in order to take Step 1 or 2.

2. Timelines. Students must adhere to certain timelines and follow established application procedures in order to allow sufficient time for score reporting prior to various promotion deadlines.
   a. Step 1. Second-year students are required to complete applications for Step 1 during the second year in sufficient time to ensure a test date by the end of June and the beginning of third-year clinical clerkships. Students must take Step 1 prior to beginning any third-year clinical clerkships or electives. Second-year students must receive an equivalent passing score on the NBME Comprehensive Basic Science Examination (CBSE) before sitting for the first attempt at Step 1. Any student not receiving an equivalent passing score on the CBSE by the start of the next academic year will sit out of the first clerkship in order to retake the CBSE and then attempt Step 1. Any student not passing the CBSE by the end of the first eight weeks of the academic year will remain out of the fall academic semester, during which time the student will be expected to continue to prepare for and successfully retake the CBSE, and then sit for Step 1 in time to receive a passing score before the start of the next academic semester. Any second-year student who is unsuccessful on a first attempt at Step 1 and has started a clerkship will immediately be pulled from the clerkship and placed on administrative leave. The student will not earn academic credit for the clerkship and a grade of W will be received. The second attempt shall be scheduled within eight weeks of the beginning of the third year. After completion of the second attempt the student will re-enter the third year of medical education in the next scheduled eight-week clerkship. Any student who extends preparation time beyond what is stated in this policy will need to request a leave of absence for the remainder of the academic year, at the discretion of the dean in consultation with the Academic Review Subcommittee.

b. Step 2. Fourth-year students are expected to complete applications for Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) in sufficient time to ensure test dates by the end of the fall academic semester (which falls on the last day of the sixth MIV rotation block). Any student who has not completed either portion of the Step 2 examination by this deadline will be pulled from rotation(s) until such time as the examination is taken. Any student not passing either portion of the Step 2 examination will not receive credit for the USMLE Step 2 Preparation Block (DMED D647), which in turn necessitates the student adding another elective to their fourth-year schedule.

II. Requirements for Promotion

1. Academic Progress. In order to be promoted to the next academic year or to be permitted to continue to the next academic semester, a student must be recommended for promotion or continuation to the dean by the Student Promotions Committee. A student who receives a D in a course or clerkship while maintaining a 2.000 grade point average will be considered making unacceptable progress and will be required to meet with the Academic Review Subcommittee. Any second-year student who is unsuccessful on a first attempt at Step 1 will begin third-year clerkships in the first clerkship period of the subsequent academic year and is required to complete the entire third year in sequence.

a. Unacceptable Progress. A student who receives a D in a course or clerkship while maintaining a 2.000 grade point average will be considered making unacceptable progress and will be required to meet with the Academic Review Subcommittee. A student who receives a D in a course or clerkship will be recorded on the student’s transcript. Any second-year student who is unsuccessful on a second attempt at Step 2 CK and/or CS is expected to complete an application in sufficient time to ensure a test date that will allow sufficient time for the score to be reported by May 15. This date allows time for academic reporting to be complete for the May graduation from the School of Medicine.

b. Repeat of Course Failed. The grade of F is used to denote failure in a course or clerkship; a student receiving a grade of F in one or more courses or clerkships is subject to dismissal. A student...
receiving an F grade in a course or clerkship may be permitted by the dean, in consultation with the Student Promotions Committee, to repeat the course or clerkship. A student permitted to repeat a clinical clerkship must repeat the clerkship at the University of South Carolina School of Medicine; a student permitted to repeat a preclinical course may repeat the course at another medical school approved by the course director and the assistant dean for preclinical curriculum. If the student fails to achieve a C or better grade in the repeated course or clerkship, the student will be subject to dismissal from the School of Medicine or will be required to repeat the academic year, at the discretion of the dean in consultation with the Student Promotions Committee.

Upon satisfactory completion of the repeated course or clerkship, both the original F grade and the grade received in the repeated course or clerkship will be recorded on the student's transcript. Grade points and credit hours for both grades will be calculated into the cumulative grade point average which is used for promotion decisions and in the determination of class rank.

In the case of a continuing course (Biochemistry, Pathology), if a student receives an F grade in the first semester and the student is permitted by the dean, in consultation with the Student Promotions Committee, to continue to the next semester, the student will be required to attend classes in that course during the second semester and take all course examinations on a Pass-Fail basis and then repeat the entire course.

c. Repeated Semester/Year. A student will not usually be permitted to repeat more than one academic semester or academic year. A student who is repeating the semester or year must receive a grade of C or better in repeated courses or clerkships in order to be promoted to the next academic year or permitted to continue to the next academic semester. A student who fails to receive a grade of C or better in repeated courses or clerkships is subject to dismissal.

If a student is required to repeat an academic semester or academic year, grade points and credit hours from the original semester or year will not be calculated into the cumulative grade point average for the purpose of promotions decisions. For all other purposes, grade points and credit hours from the original academic semester or academic year will be calculated into the cumulative grade point average.

d. Unsatisfactory Evaluation in Personal and Professional Conduct. A student who receives an Unsatisfactory evaluation in the personal and professional conduct portion of a third- or fourth-year clerkship evaluation will receive an Incomplete grade in that clerkship. The student may or may not be permitted to continue in other clerkships. Remediation may be determined by either the clerkship director or by the Student Conduct Subcommittee, if the clerkship director chooses to refer the issue to this committee. Remediation may include repeating the clerkship or, alternately, repeating the component(s) of the clerkship identified as necessary by the clerkship director; or by completing other requirements as outlined by either the clerkship director or the Student Conduct Subcommittee.

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

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

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

a. Student Conduct Subcommittee

The Student Conduct Subcommittee is composed of a member of the Student Promotions Committee who will serve as chair, three faculty members and one M-IV student. The committee will meet as necessary and develop recommendations for consideration by the Student Promotions Committee regarding a student's continued enrollment and/or professional progress in the School of Medicine.

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

Each student has the right to submit, prior to the committee meeting, relevant materials, including copies of a personal statement (maximum 10 pages, double-spaced), for review by the Student Conduct Subcommittee and the Student Promotions Committee. Recommendations for the Student Conduct Subcommittee will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee for review as outlined under Student Promotions Committee Sections II-V.

III. Requirements for Graduation

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

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

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

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

**Student Promotions Committee**

**I. Academic Review Subcommittee**

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

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

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

**II. Student Promotions Committee**

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

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

The Student Promotions Committee reserves the right, in its deliberations about recommendations to the dean, to consider all relevant information that bears on a student’s fitness to become a physician. All recommendations are made by the Student Promotions Committee to the dean, who will have the final decision within the School of Medicine.

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

**III. Academic/Professional Alternatives**

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

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

**IV. Decision of the Dean**

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

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

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

A student will not receive grades in any courses completed during the
period of the review process and will receive any refund of tuition and
fee payments according to the schedules published by the University of
South Carolina.

V. Review Process

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

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

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

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

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

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

The School of Medicine reserves the right to require a student
seeking to return to full-time student status from a period of
suspension to undergo an independent evaluation, at the School of
Medicine's expense, by a physician mutually agreeable to the student
and to the School of Medicine. The report from this independent
evaluation will be submitted to the Student Promotions Committee
for its review prior to its making its recommendation to the dean
about a student's return to full-time status, but the statements or
opinions presented in this report are not binding on the committee.
Following receipt of a recommendation from the Student Promotions
Committee that a student not be permitted to return to full-time
status after a period of suspension, the dean will invite the student to
meet. At this informal and nonadversarial meeting, the student may
discuss his or her individual situation and present relevant materials,
including a personal statement (maximum 10 pages, double spaced)
for the dean's review. The student may be accompanied to this
meeting by one advisor of personal choice and may consult with
the advisor, but the advisor will not be permitted to speak on the
student's behalf or to ask questions of the dean. The dean will inform
each student, in writing, within 10 working days of this meeting of the
decision and of the process of review.

Administration

Executive Dean: Leslie W. Hall, M.D.
Senior Associate Dean: R. Caughman Taylor, M.D.
Associate Dean for Clinical Affairs and Chief Medical Officer: William D.
Anderson III, M.D.
Associate Dean for Continuous Professional Development and Strategic
Affairs: Morris J. Blachman, Ph.D.
Associate Dean for Diversity and Inclusion: Carol L. McMahon, M.D.
Associate Dean for Graduate Medical Education: Katherine G. Stephens,
Ph.D.
Associate Dean for Medical Education and Academic Affairs: Joshua T.
Thornhill IV, M.D.
Associate Dean for Research and Graduate Education, Francis G. Spinale,
M.D., Ph.D.
Assistant Dean for Administration and Finance: Derek B. Payne, M.B.A.
Assistant Dean for Clinical Curriculum and Assessment: Brian D. Keisler,
M.D.
Assistant Dean for Clinical Learning: Suzanne M. Bertollo, M.D.
Assistant Dean for Diversity and Inclusion: Robert M. Rhinehart, Ph.D.
Assistant Dean for Executive Affairs and Director of Library Services: Ruth A.
Riley, M.S.
Assistant Dean for Information Technology and Chief Information Officer: D.
Lindsey Cone, M.D.
Assistant Dean for Medical Student Education-Florence: William H. Hester,
M.D.
Assistant Dean for Preclinical Curriculum: Falcia H. Harvey, Ph.D.
Assistant Dean for Student Affairs: Eric R. Williams, M.D.
and clinical responsibilities of medical students may, at times, require practice of medicine. All candidates should be aware that the academic pathway of graduate medical education and to enter the independent professional attitudes, and clinical abilities required to pursue any the scientific knowledge, interpersonal and technical competencies, intellectual capacity, physical ability, emotional and psychological designated as candidates for the M.D. degree should possess sufficient students to enter graduate medical training in a wide variety of the M.D. program:

1. All candidates for admission must fulfill the minimum requirements for admission and all candidates for the M.D. degree must complete all required courses and clerkships as indicated in the School of Medicine Bulletin.

2. All candidates for admission and all candidates for the M.D. degree should possess sufficient physical, intellectual, interpersonal, social, emotional, psychological, and communication abilities to:
   a. establish appropriate relationships with a wide range of faculty members, professional colleagues, and patients. Candidates should possess the personal qualities of integrity, empathy, concern for the welfare of others, interest, and motivation. They should possess the emotional and psychological health required for the full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities associated with the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients, patients’ families, and professional colleagues. They must be able to adapt to changing environments, to be flexible, and to function in the face of ambiguities inherent in the clinical situation. Candidates should be able to speak, to hear, to read, to write, and to observe patients in order to elicit information, to describe changes in mood, activity, posture, and behavior, and to perceive nonverbal communications. Candidates should be able to communicate effectively and efficiently in the English language in oral and written form with all members of the health care team. Candidates must be mobile and able to function independently within the clinical environment.
   b. obtain a medical history and perform physical and mental examinations with a wide variety of patients. Candidates must be able to observe patients accurately both close at hand and at a distance. Observation requires the functional use of the sense of vision and other sensory modalities and is enhanced by the functional use of the sense of smell. Candidates should have sufficient exteroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory), and motor function to carry out the requirements of the physical examination. Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic operations. They should be able to use effectively and in a coordinated manner those standard instruments necessary for a physical examination (e.g., stethoscope, otoscope, sphygmomanometer, ophthalmoscope, and reflex hammer). Candidates should be able to execute motor movements required to provide general and emergency treatment to patients, including cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways,
the suturing of simple wounds, and the performance of simple obstetrical maneuvers; such actions require coordination of both fine and gross muscular movements, equilibrium, and functional use of the senses of touch and vision.

c. conduct tests and perform laboratory work. Candidates must be able to observe demonstrations, collect data, and participate in experiments and dissections in the basic sciences, including, but not limited to, demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. They should be able to understand basic laboratory studies and interpret their results, draw arterial and venous blood, and carry out diagnostic procedures (e.g., proctoscopy, and paracentesis).

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

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

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

Candidates who have a disability and use accommodations should begin discussions with the University Office of Disability Services as soon as the offer of admission is received and accepted. The candidate with the disability bears the responsibility of providing that office with current information documenting the general nature of the disability and proposed accommodations.

### Preparation

The following minimum course requirements for admission have been adopted by the Admissions Committee. These requirements have been designed to provide flexibility for the Admissions Committee in evaluating the varied backgrounds of qualified applicants.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>English composition and literature</td>
<td>Two semesters or three quarters</td>
</tr>
<tr>
<td>Biology with laboratory</td>
<td>Work in general biology, general</td>
</tr>
<tr>
<td></td>
<td>zoology, or botany is acceptable.</td>
</tr>
<tr>
<td></td>
<td>No more than four semester hours</td>
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<tr>
<td></td>
<td>may be botany. Two semesters or</td>
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<td></td>
<td>three quarters</td>
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<tr>
<td>General inorganic chemistry with laboratory</td>
<td>Work in qualitative analysis,</td>
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<td>quantitative analysis, or physical</td>
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<tr>
<td></td>
<td>chemistry is acceptable. Two</td>
</tr>
<tr>
<td></td>
<td>semesters or three quarters</td>
</tr>
<tr>
<td>General organic chemistry with laboratory</td>
<td>This course work should include</td>
</tr>
<tr>
<td></td>
<td>studies of aliphatic and aromatic</td>
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<tr>
<td></td>
<td>compounds. Two semesters or three</td>
</tr>
<tr>
<td>Strongly Preferred</td>
<td>quarters</td>
</tr>
</tbody>
</table>

1. All science course work must be acceptable for continued study by department majors.

For most applicants, a strong preparation in the natural sciences is the best basis for the study and understanding of the medical sciences. For this reason, the Admissions Committee recommends that most applicants complete more than the minimum requirements in the area of natural science.

College Level Examination Placement (CLEP) and Advanced Placement (AP) credits are acceptable, provided that such credits have been accepted by an undergraduate school toward a degree, are clearly indicated on the official transcript, and do not represent more than 25 percent of all undergraduate credit awarded. Applicants with CLEP or AP credit in basic premedical courses are advised to take a full year of course work in the same area at the more advanced level.

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

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

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

### The Medical College Admissions Test (MCAT)

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

Inquiries concerning admission should be addressed to:

admissions@uscmed.sc.edu

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

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

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

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

Admission Procedures

Offers of admission are made on a rolling basis after October 15 and throughout the year. An applicant who is offered a position in the next entering class will be required to accept or decline the offer within a two-week period. A $250 seat fee, refundable until April 30, must accompany the acceptance of the position. If the accepted applicant decides to withdraw from the entering class, the seat fee will be refunded upon receipt of a written request from the applicant by April 30. On May 1, the seat fee becomes nonrefundable.

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

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

Assignment of Students for Third and Fourth Year Clinical Rotations

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

Application

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

Interview Day

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

Offer Letter

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

Matriculation

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

Assignment

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

Switching Campuses

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

Appeal

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

Transfer

Once the clinical assignment is made and the student has begun their M-III year, they are expected to complete all required clerkships and clinical rotations (expect for electives) on their assigned clinical campus. Should a student wish to transfer campuses, they would need to follow the same procedure for the appeal of their clinical assignment. Transfers would only be granted under extenuating circumstances and if sufficient educational resources are available at the other clinical campus.

Early Decision Plan

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

Timetable for Admission

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of AMCAS application</td>
<td>Earliest date-June 5</td>
</tr>
<tr>
<td></td>
<td>Latest date-December 1</td>
</tr>
<tr>
<td>Submission of supplementary materials</td>
<td>Latest date-January 15</td>
</tr>
<tr>
<td>Decision notice to applicants</td>
<td>Earliest date-October 15</td>
</tr>
<tr>
<td></td>
<td>Latest date-until class is filled</td>
</tr>
<tr>
<td>Submission of EDP applications</td>
<td>Earliest date-June 5</td>
</tr>
<tr>
<td></td>
<td>Latest date-August 1</td>
</tr>
<tr>
<td>Decision notice to EDP applicants</td>
<td>Latest date-October 1</td>
</tr>
<tr>
<td>Applicant’s response to acceptance offer</td>
<td>Maximum time-two weeks</td>
</tr>
<tr>
<td>Deposit to hold place in class</td>
<td>$250 due with response (applied to tuition)</td>
</tr>
<tr>
<td>Deposit refundable prior to</td>
<td>April 30</td>
</tr>
<tr>
<td>Estimated number of new entrants</td>
<td>90</td>
</tr>
<tr>
<td>Starting date</td>
<td>August</td>
</tr>
</tbody>
</table>

Combined M.D./Ph.D. and M.D./M.P.H. Degrees

A combined M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. The plan permits students to receive both the M.D. degree and the Ph.D. degree in biomedical science in approximately six years. An M.D./M.P.H. dual degree plan is available to students in conjunction with the School of Public Health. The plan permits students to receive both the M.D. degree and the M.P.H. degree in five years.

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

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

For additional information about the M.D./M.P.H. dual degree plan, contact:

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

Delayed Matriculation

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

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

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

Course Exemptions

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

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

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

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

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

For further information concerning application for transfer, contact:
Office of Admissions and Enrollment Services
School of Medicine
University of South Carolina
Columbia, SC 29208
803-216-3625

Residency in South Carolina

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

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

Curriculum

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

Guiding Principles

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

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

Program Objectives

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

1. ensure the horizontal and vertical integration of basic and clinical sciences;
2. promote students’ mastery of both scientific and clinical knowledge;
3. provide an understanding of the biopsychosocial model of health care;
4. ensure the modeling of cost-effective, evidence-based medicine to students;
5. encourage students’ personal and professional development;
6. foster team-building through student self and peer evaluation;
7. foster students’ acquisition of necessary clinical, communication, and problem-solving skills;
8. utilize a variety of learning formats;
9. provide a variety of clinical settings with diverse patient populations;
10. nurture students’ collaboration with other health care team members;
11. set appropriate and realistic performance standards for students;
12. utilize both formative and summative evaluation methods for students;
13. increase the use of competency-based student assessments;
14. promote students’ interest in scientific exploration;
15. provide a range of elective opportunities for students;
16. educate generalist physicians who are potentially eligible for practice in South Carolina;
17. prepare altruistic, knowledgeable, skillful, and dutiful physicians;
18. graduate physicians who attend equally well to all aspects of health care.

Physician Competencies

1. Patient Care: ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health;
2. Medical Knowledge: demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the patient;

3. Practice Based Learning and Improvement: investigate and evaluate the care of patients, appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self evaluation and life-long learning;

4. Systems Based Practice: demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optional health care;

5. Professionalism: demonstrate a commitment to carry out professional responsibilities and an adherence to ethical principles;

6. Interpersonal Skills and Communication: possess skills that are effective in the exchange of information and collaboration with patients, their families, and health professionals.

Educational Objectives and Competencies for Graduates

A set of educational objectives has been established for students of the School of Medicine. After completion of the four-year medical education program in the School of Medicine, a graduate shall have demonstrated to the satisfaction of the faculty the following knowledge, skills, and attitudes and behaviors.

1. Knowledge:
   a. knowledge of the normal structure and function of the body and its major organ systems; Medical Knowledge, Patient Care
   b. knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis; Medical Knowledge, Patient Care
   c. knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, psychosocial, and traumatic) of maladies and of the pathogenesis of maladies; Medical Knowledge, Patient Care
   d. knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems seen in various diseases and conditions; Medical Knowledge, Patient Care
   e. knowledge of the frequent clinical, laboratory, roentgenologic, and pathologic manifestations of common maladies; Medical Knowledge, Patient Care
   f. knowledge of the important non-biological determinants of health and of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies; Medical Knowledge, Patient Care, Systems Based Practice
   g. knowledge of the epidemiology of common maladies within a defined population and systematic approaches to reduce the incidence and prevalence of those maladies; Medical Knowledge, Patient Care, Systems Based Practice
   h. knowledge of various approaches to, and implications of, the organization, financing, and delivery of health care; Patient Care, Systems Based Practice
   i. knowledge of the theories and principles that govern ethical decision-making and of the major ethical dilemmas encountered in medical practice, particularly at the beginning and end of life and resulting from the rapid expansion of knowledge in genetics; Medical Knowledge, Patient Care, Professionalism
   j. knowledge about relieving pain and ameliorating the suffering of patients; Medical Knowledge, Patient Care
   k. knowledge of the threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for medical practice. Patient Care, Professionalism
   l. knowledge of the quality improvement methods and the factors associated with increased patient safety; Patient Care, Practice Based Learning and Improvement

2. Skills:
   a. the ability to obtain an accurate and complete medical history, with special attention to issues related to age, gender, sexual orientation, and socio-economic status and fully document that information as part of a medical record; Medical Knowledge, Patient Care, Interpersonal Skills and Communication
   b. the ability to perform both a complete and organ-specific examination, including a mental status examination and fully document that information as part of a medical record; Medical Knowledge, Patient Care, Interpersonal Skills and Communication
   c. the ability to perform routine technical procedures; Medical Knowledge, Patient Care
   d. the ability to interpret the results of commonly used diagnostic procedures; Medical Knowledge, Patient Care
   e. the ability to communicate effectively, orally and in writing, with patients and their families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities; Patient Care, Interpersonal Skills and Communication
   f. the ability to retrieve, manage, and utilize information for solving problems and making decisions relevant to the care of individuals and populations; Medical Knowledge, Patient Care, Practice Based Learning and Improvement
   g. the ability to identify factors placing individuals at risk for disease or injury, select appropriate tests for detecting patients at risk for specific diseases or in the early stage of diseases, and determine appropriate response strategies; Medical Knowledge, Patient Care
   h. the ability to construct appropriate management strategies, both diagnostic and therapeutic, for patients with common acute and chronic medical and psychiatric conditions, surgical conditions, and conditions requiring short- and long-term rehabilitation therapy; Medical Knowledge, Patient Care
   i. the ability to recognize and institute appropriate initial therapy for patients with immediately life-threatening cardiac, pulmonary, or neurological conditions, regardless of causation; Medical Knowledge, Patient Care
   j. the ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care; Medical Knowledge, Patient Care
   k. the ability to reason deductively in solving clinical problems; Medical Knowledge, Practice Based Learning and Improvement
   l. the ability to access and evaluate critically medical literature; Medical Knowledge, Practice Based Learning and Improvement
   m. the ability to understand the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies. Practice Based Learning and Improvement
   n. the ability to function as part of an interprofessional health care team and/or serve in a leadership role; Patient Care, Systems Based Practice, Interpersonal Skills and Communication
3. Attitudes and Behaviors:
   a. compassionate treatment of patients and respect for their privacy and dignity; Professionalism, Interpersonal Skills and Communication
   b. honesty and integrity in all interactions with patients and their families, colleagues, and others with whom physicians must interact in their professional lives; Professionalism
   c. commitment to advocate at all times for the interests of patients over personal interests; Systems Based Practice, Professionalism
   d. commitment to provide care to patients unable to pay for medical services and to advocate for access to health care for members of traditionally underserved populations; Systems Based Practice, Professionalism
   e. commitment to engage in life-long learning in order to stay abreast of relevant scientific advances; Practice Based Learning and Improvement, Professionalism
   f. the capacity to recognize and accept limitations in one’s knowledge and clinical skills and a commitment to improve that knowledge and ability through self-assessment; Medical Knowledge, Practice Based Learning and Improvement, Professionalism
   g. understanding of, and respect for, the roles of other health care professionals and of the need for collaboration with them in caring for patients and promoting the health of defined populations; Systems Based Practice, Interpersonal Skills and Communication

Curriculum (160 Credit Hours)

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

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

Basic Sciences (Years 1 and 2)

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

Clinical Clerkships (Years 3 and 4)

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

Electives

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

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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
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<td>Pediatrics Clerkship</td>
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### Clinical Skills Attainment Document

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

### Guidelines for Conduct in Teacher/Learner Relationships

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

2. **Responsibilities in the Teacher/Learner Relationship**
   a. Responsibilities of Teachers
      i. Treat all learners with respect and fairness;
      ii. Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
      iii. Provide current material in an effective format for learning;
      iv. Be on time for didactic, investigational, and clinical encounters;
      v. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.
   b. Responsibilities for learners

### Behaviors Inappropriate to the Teacher-Learner Relationship

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

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

### Avenues for Addressing Inappropriate Behavior in the Teacher/Learner Context

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

   Sometimes, such a request is not successful, or the person repeats the behavior, or the learner does not feel comfortable speaking directly to the teacher about his/her behavior. In those cases, it may be helpful to discuss the behavior with course/clerkship directors, laboratory mentors, program directors, or department chairs. Students may also elect to speak to any one of the assistant deans or the assistant dean for minority affairs, the director of student services, or one of the School of
b. Teachers' Concerns

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

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

ii. If the matter involves a graduate student, contact the director of the graduate studies program.

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

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

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

If the complaint is lodged against a faculty member, other than those matters referred to the Office of Equal Opportunity Programs, the matter will be handled by the dean in consultation with the appropriate associate dean and department chair and, where established, the appropriate School of Medicine and University policies. The dean may also choose to appoint an ad hoc committee to investigate the complaint.

b. If the behavior involves unlawful discrimination or sexual or other forms of unlawful harassment, the matter will be referred to the Office of Equal Opportunity Programs and be handled through University policies established for that office. The student may also directly contact that office.

c. If the behavior involves unwanted physical contact or other forms of violent or threatening acts, the matter may be referred to the University's campus police or appropriate security.

d. The School of Medicine is committed to the fair treatment of all individuals involved in this process. All efforts will be made to maintain the confidentiality of the resolution process to the extent possible and subject to the overriding concern of a prompt fair investigation and/or resolution of the complaint.

e. The School of Medicine will not tolerate any form of retaliatory behavior toward learners who make allegations in good faith. Individuals who believe that action has been taken against them in retaliation for raising concerns under this policy, may address those concerns through the procedures described in this policy or through the Student Grievance Committee.

f. Records of all communications as well as written reports of the associate/assistant deans, program directors, and any ad hoc committee (if formed) will be kept in the dean's office.

g. If it is determined that the allegations from the complainant were not made in good faith, the student will be referred for disciplinary action to the Student Academic Responsibility Committee.
### Books and Equipment

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

### Computers

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

### Refund Policy

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

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

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

4. **Withdrawal Refund Policies**
   - Standard Refund Policy For Withdrawal From The University 100% refund of the charges if the student's **Official Withdrawal Calculation** is by the first week of classes of a sixteen-week session TITLE IV Funds
   - Refunds Policy For Students Who Have Received TITLE IV Funds And Withdraw From The University Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of "unearned" financial aid funds that must be returned. Once a student has completed more than 60% of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.
   - **TITLE IV Refund Distribution**
     - For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, refunds will be returned in the order prescribed by federal regulations. The institution must return the refund to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Refunds are to be distributed to the financial aid programs in the following order:
       - Unsubsidized Federal Stafford
       - Subsidized Federal Stafford
       - Federal PLUS Loan
       - Federal Grants
       - State funds
       - Private or institutional scholarship(s) and loan(s)

     - Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.

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

5. **Summer Sessions and Other Shortened Sessions Refund Procedure for Withdrawal**
   - Adjusted refund schedules are printed in the Master Schedule of Classes and are available in the Office of Financial Services.]
   - a. 100% refund of the charges if the student’s **Official Withdrawal Calculation** is by the end of late registration period
   - b. 90% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (A) and on or before the end of the 10% period of enrollment for which the student was charged
   - c. 50% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (B) and on or before the end of the 25% period of enrollment for which the student was charged
   - d. 40% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (C) and on or before the end of the 36% period of enrollment for which the student was charged
   - e. 25% refund of the charges if the student's **Official Withdrawal Calculation** is between the period specified in (D) and on or before
the end of the 50% period of enrollment for which the student was charged.

6. Refund Schedules
Refund schedules are printed in the Schedule of Classes.

7. Dropped Courses - Refund Procedure
A percentage of fees will be refunded for course(s) dropped within two weeks (fall, spring and summer) after the first official day of classes or within an equivalent period for other sessions. No refunds will be made thereafter.

a. Drops - Fall And Spring Courses
i. 100% refund for courses dropped before the end of the late registration period

b. Drops - Summer Terms
i. 100% refund for courses dropped before the end of the late registration period
ii. 40% refund of the charges if the student's Official Withdrawal Calculation is between the period specified in (A) and on or before the end of the 36% period of enrollment for which the student was charged
iii. 25% refund of the charges if the student's Official Withdrawal Calculation is between the period specified in (B) and on or before the end of the 50% period of enrollment for which the student was charged

c. Other Shortened Sessions
Adjusted refund schedules are printed in the Schedule of Classes

d. Correspondence Course Fees

Circumstance:
1. 100% if application is not accepted
2. 75% if withdrawal is within one month and/or before an assignment has been submitted for grading and correction
3. No refund for withdrawal after one month, or after an assignment has been submitted for grading and correction

8. Appeals Process
A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy.
A Withdrawal Appeals Committee reviews and acts on all appeals.

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

Financial Aid

Students in the School of Medicine are individually responsible for tuition, fees, and living expenses. It is imperative that all students anticipating the need for financial assistance at any time during their medical educations undertake early long-term planning. Limited aid specifically oriented for medical students is available from the School of Medicine. However, financial aid programs of the University of South Carolina make it possible for many students to attend the University who could not do so if they were entirely dependent on their own resources.

Eligibility for all aid, except for some academic scholarships, depends on applicants’ financial circumstances. Students must file a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA annually to determine the amount of assistance they are eligible to receive. Information and application forms for the various financial aid programs may be obtained from the School of Medicine Office of Student and Career Services. www.sc.edu/financialaid

Policy for Satisfactory Academic Progress for Financial Aid Eligibility

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

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

Loans

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

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

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

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

Federal Programs with a Service Commitment
Information about federal programs is subject to change based upon changes in federal legislation.

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

Armed Forces Health Professions Scholarship recipients are commissioned in the armed forces and their tuition, fees, books, and equipment, including microscope rental, are paid by their particular branch. In addition, a monthly stipend is paid directly to the student. Recipients are required to serve 45 days of training duty each year. Repayment is on a year-for-year basis. A deferment for postgraduate education is given only if a student is not chosen for a military residency program.
Other Programs with a Service Commitment

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

Scholarships

Private Sources

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

Fullerton Medical Scholarship. The School of Medicine nominates one candidate from each entering class for consideration for the Fullerton Medical Scholarship. The scholarship nominee is guaranteed a minimum of $1,000 for one year and competes for a four-year, $100,000 Fullerton Medical Scholarship with medical students from other medical schools in North and South Carolina. Must interview by January 16 for consideration for Fall matriculation.

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

School of Medicine Scholarships

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

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

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

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

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

Carolina Medical Scholars Program. One to two students are selected each year from the entering freshman class. Recipients may receive an amount to be determined for up to four years. Selection made by School of Medicine Scholarship and Loan Subcommittee. Must interview by January 16 for consideration for Fall matriculation.

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

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

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

Arthur L. Humphries Scholarship. This is an endowed scholarship in memory of the father of J. O’Neal Humphries, M.D., Dean of the School of Medicine, 1983-1994. The recipient may receive the scholarship for up to four years contingent upon the recipient’s maintaining satisfactory progress as determined by the School of Medicine Student Promotions Committee.

Dr. Lawrence V. Jowers in memory of his friends, provides an annual scholarship to a medical student based on financial need, a record of academic achievement, and the potential for becoming a personable and compassionate physician.

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

Other Programs with a Service Commitment

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

Dean’s Underrepresented in Medicine Scholarship. Scholarships are awarded annually to deserving medical students.

Charles and Audrey Scott Medical Scholarship. This scholarship is awarded to worthy medical students enrolled in the School of Medicine who reside in Lancaster or Kershaw county. The grant requires the scholar to practice in Lancaster or Kershaw county for a defined period of time upon completion of training. Call the USC School of Medicine at 803-216-3629 for more information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For these reasons, and because:

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

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

Student Services

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

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

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

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

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

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

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

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

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

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

Columbia, SC 29208

Student Bookstores
Located on the first floor of Basic Science Building 1 on the School of Medicine campus, the University of South Carolina Health Science Store offers medical textbooks, reference books, instruments, office supplies, laboratory coats, and microscope rentals. The University Bookstore, located in the Russell House University Union on the University campus, stocks textbooks, supplies, general interest books, popular and classical recordings, and a wide range of gift items.

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

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

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

Office of Disability Services
University of South Carolina
LeConte College
Room 106
Columbia, SC 29208
803-777-6742
(TDD 803-777-6744)
http://www.sa.sc.edu/sds (http://www.sa.sc.edu/sds/)

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

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

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

Carolina Productions arranges educational, recreational, and social activities for and with the entire University community. For information, contact the Carolina Productions in the Russell House.
Athletics
The University sponsors extensive programs in nine men's and 11 women's intercollegiate sports. Its athletic teams, the Gamecocks and the Lady Gamecocks, compete as members of the Southeastern Conference of NCAA Division 1A.

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

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

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

Student Health Policies
Contagious Infections and/or Diseases
The School of Medicine has adopted the following policy regarding applicants and students with contagious infections and/or diseases:

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

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

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

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

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

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

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

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

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

- Community resources: The South Carolina Medical Association Physicians' Assistance and Advocacy Committee has formally agreed to provide compassionate assistance to medical students and medical residents with chemical dependency problems. Confidential assistance with assessment, intervention, or treatment questions can be obtained by contacting the Physicians’ Assistance and Advocacy Committee chair at 803-798-6207 or 800-327-1021. South Carolina Medical Association offices are located at:
Students enrolled in the School of Medicine program at the Greenville Hospital System University Medical Center have access to equivalent counseling and medical services; information about these services is provided to students at the time of third-year orientation.

Medical Insurance

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

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

Immunizations

Students are also required to provide, prior to matriculation, a current medical history, the results of a physical examination, and immunization data on forms provided by the School of Medicine. In order to ensure the health and safety of students and patients in both the classroom and clinical settings, students must provide documentation of immunizations:

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

Drug Screenings

Drug screening may be required by certain clinical facilities in which School of Medicine students rotate. In cases as such, students must successfully satisfy the testing requirement of the facility.

Workers Compensation Insurance

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

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

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

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

Medical Student Association (MSA)
The goal of the MSA is to foster the exchange of ideas among health science students. Toward this end, periodic seminars are held at which research and health-related topics of both a general and specific nature are discussed. The MSA also sponsors social, athletic, and community service activities for students and faculty members.

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

American Medical Women's Association (AMWA)
AMWA is a national organization representing women medical students and physicians. Its goal is to enhance the education and training of members and to educate them and the public on health issues of women.

Medical Student Section of the American Medical Association (AMA-MSS)
The AMA-MSS enables students to be represented in the activities of organized medicine within the state and nation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Christian Medical Association (CMA)
Medical students may participate in monthly CMA activities on the School of Medicine campus.

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

The University of South Carolina School of Medicine Greenville is a four-year medical school located at the heart of Prisma Health–Upstate, formerly known as Greenville Health System, the region’s largest care provider, and backed by two decades of partnership in providing comprehensive medical education to students from the University of South Carolina, the state's largest public university.

Mission, Vision and Guiding Principles:
https://www.sc.edu/study/colleges_schools/medicine_greenville/about/mission.php

Facilities:
https://www.sc.edu/study/colleges_schools/medicine_greenville/about/facilities.php

History:
https://www.sc.edu/study/colleges_schools/medicine_greenville/about/history.php

Academic Regulations
More information about the academic regulations: https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/policies/index.php

Administration and Faculty
Administration
A directory of the Dean's Administration can be found here (https://www.sc.edu/study/colleges_schools/medicine_greenville/about/deans_admin/).

Faculty
A directory of faculty and departments can be found here. (https://www.sc.edu/study/colleges_schools/medicine_greenville/faculty/facultydir/)

Admissions
Admissions Criteria:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/admissions_criteria.php

International Applicants:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/international_applicants.php

How to Apply:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/apply.php

Technical Standards for Admission, Retention, and Graduation:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/technicalstandards.php

Application Update Form:
https://greenvillehealthsystem.formstack.com/forms/update_form_2020

Schedule a Tour:
http://www.supersaas.com/schedule/USCSOM_Greenville/Admissions_Tour

Interview Day:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/interviews.php

Admissions FAQ:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/faq.php

Admissions Staff:
https://www.sc.edu/study/colleges_schools/medicine_greenville/admissions/admissions_staff.php

Curriculum
Academic Years:
https://www.sc.edu/study/colleges_schools/medicine_greenville/curriculum/academic_years.php

EMT Training:
https://www.sc.edu/study/colleges_schools/medicine_greenville/curriculum/emt.php

Integrated Practice of Medicine:
https://www.sc.edu/study/colleges_schools/medicine_greenville/curriculum/ipm.php

Lifestyle Medicine Curriculum:
https://www.sc.edu/study/colleges_schools/medicine_greenville/curriculum/lifestylemed.php

Financial Information/Aid
Financial Information/Aid:
https://www.sc.edu/study/colleges_schools/medicine_greenville/financialaid/index.php
Student and Career Services

Student Life:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/studentlife/index.php

Honor Societies and Awards:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/honors/index.php

Student Success:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/studentsuccess/index.php

Health and Wellness Services:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/health-services.php

Advisement and Careers in Medicine:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/advisement.php

Events:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/events/index.php

Staff:
https://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/staff.php
FEES AND REFUNDS

Graduate Fee Schedule
Complete details about fees, payments, tax credits, loans, late changes, and related information may be found at the bursar's Web site, www.sc.edu/bursar (http://www.sc.edu/bursar/). For the complete graduate fee schedule, visit www.sc.edu/bursar/studentfees.html (http://www.sc.edu/bursar/studentfees.html). Tuition and fees are approved by the Board of Trustees and subject to change at any time.

For information about non-academic fees, charges, and regulations, visit the Web sites below.

- University Housing: www.housing.sc.edu (http://www.housing.sc.edu)
- Carolina Dining Services: www.sc.edu/dining (http://www.sc.edu/dining/)
- Thomson Student Health Center: www.sa.sc.edu/shs/tshc/ (http://www.sa.sc.edu/shs/tshc/)
- Vehicle Management and Parking Services: www.sc.edu/vmps (http://www.sc.edu/vmps/)

Checks, Money Orders, and Credit Cards
The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, UofSC’s preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency Requirements for Fee and Tuition Purposes
The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one’s resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Code of Laws Governing Residence
Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions
“Academic Session” is defined as a term or semester of enrollment.

“Continue to be Enrolled” is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for
twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

“Non-resident Alien” is defined as a person who is not a citizen or permanent resident of the United States. By virtue of their non-resident status “non-resident aliens” generally do not have the capacity to establish domicile in South Carolina.

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

“Terminal Leave” is defined as a transition period following active employment and immediately preceding retirement (with a pension or annuity), during which the individual may use accumulated leave.

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents
Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

In the case of divorced or separated parents, the resident status of the dependent person may be based on the resident status of the parent who claims the dependent person as a dependent for tax purposes; or based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payments under a court order for child support and at least the cost of his/her college tuition and fees.

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents
Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary
Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily
regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

**Maintaining Residence**

A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

**Effect of Change of Residency**

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

**Effect of Marriage**

In ascertaining domicile of a married person, irrespective of gender, such a review shall be determined just as for an unmarried person by reference to all relevant evidence of domiciliary intent.

If a nonresident marries a South Carolina resident, the nonresident does not automatically acquire South Carolina resident status. The nonresident may acquire South Carolina resident status if the South Carolina resident is an independent person and the nonresident is a dependent of the South Carolina resident.

Marriage to a person domiciled outside South Carolina shall not be solely the reason for precluding a person from establishing or maintaining domicile in South Carolina and subsequently becoming eligible or continuing to be eligible for residency.

No person shall be deemed solely by reason of marriage to a person domiciled in South Carolina to have established or maintained domicile in South Carolina and consequently to be eligible for or to retain eligibility for South Carolina residency.

**Exceptions**

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents:” Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.
2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents”: Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary (p. 317)”).

4. “Retired Persons and their Dependents”: Retired persons who are receiving a pension or annuity who reside in South Carolina and have been domiciled in South Carolina as prescribed in the Statute for less than a year may be eligible for in state rates if they maintain residence and domicile in this State. Persons on terminal leave who have established residency in South Carolina may be eligible for in state rates even if domiciled in the State for less than one year if they present documentary evidence from their employer showing they are on terminal leave. The evidence should show beginning and ending dates for the terminal leave period and that the person will receive a pension or annuity when he/she retires.

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status
Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification
Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals
Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees
Application Fees
Every new graduate student will be charged a nonrefundable application fee of $50. All applications must be accompanied by the application fee. International students pay an enrollment fee of $500.

Matriculation Fee
A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

Free Tuition
(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the Code are reproduced below:

1. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve units and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Examination Fees
Graduate Record Examination
1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate USC courses, obsolete under the statute of limitations. Per hour, $25.
Refund Policy

Policies

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

1. Changes in a student's status, which may require a refund:
   a. Change in a full-time student's schedule which results in reclassification to part-time (Less than 12 credit hours).
   b. Change in a part-time student's schedule which results in fewer credit hours.

2. Situations which may require a refund:
   a. Course or courses dropped.
   b. Drop/Withdrawal from the University.
   c. Cancellation of a class by the University.

Procedures

The refund procedures for the School of Medicine Greenville reflect those of the University as a whole and use the same calculation procedures to determine a percentage of refund for each Part of Term in which a student is enrolled. In cases where a student has not begun a particular Part of Term, the student will receive a full refund for courses within that Part of Term.

1. Refund Requests
   All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term.

   Refunds may be requested at any time during the academic year in which the applicable term occurs.

2. Determining the Refundable Portion Procedure
   Student refunds for tuition are calculated based on the student's liable hours after the drop/withdrawal. Liable hours are calculated as the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s). The liable portion is computed by taking the number of dropped hours times the liability rate (which is 100 percent minus the refund percentage). The refund amount is determined to be the difference of the original assessment and the assessment based on the new liable hours. For students whose liable hours are 12 or above, no refunds are processed. Other academic fees are non-refundable after the 100 percent refund percentage. For students activated for full-time military service during an academic term, the University follows state law in Section 59-101-395. Any refund calculated will be applied to the student account.

3. Drop/Withdrawal Refund Policy
   Standard refund procedures for dropping/withdrawal from the School of Medicine Greenville:

   All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.

   a. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
   b. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
   c. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
   d. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

4. Refund Schedules
   The University Registrar maintains the official refund schedules for all programs at the University. When a medical student seeks to withdraw from the University, S/He must first contact the Sr. Asst. Director of Financial Aid and Student Records to discuss the amount and procedure for a refund. As medical student schedules are very complicated, no refund calculation can be completed until the student decides on a date for withdrawal.

5. Refund Rate
   Owing to the fact that the School of Medicine Greenville has a flat tuition rate, there is no traditional “part-time” rate for enrollment that the USC Banner system can use for the calculation of refunds. For this purpose, a partial tuition rate must be created for sole use in the calculation of refunds. Both medical schools of USC have decided upon the following equation to establish the refund rate:

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

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

ii. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.

iii. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at: http://www.sc.edu/financialaid/loan_counseling/default.html.

Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

7. Appeals Process
   A process for appeals exists for students who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

The Withdrawal Refund Appeals Committee for each campus reviews and acts on all appeals:

Withdrawal Refund Appeals Committee
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Housing Fees
1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
   a. newly admitted students who do not attend the University of South Carolina
   b. students who graduate from school at the end of the fall semester
   c. students who are suspended for academic reasons
   d. students who get married.

2. Check the contract or call University Housing for deadline dates and other information.

3. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds
All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should see their college dean.

In establishing a diminishing-scale refund process for withdrawals, the University operates on the philosophy that many of the basic costs of instruction are incurred at the end of the first week of classes or within an equivalent period for nonstandard semesters. The assignment of a classroom seat to an individual student precludes any other student from occupying that seat. In addition, an instructor is assigned and the costs of instruction are encumbered on the first day of classes.

A student who withdraws from the University after the first week of classes has already occupied a classroom seat that cannot be reassigned. As a result, the University cannot both maintain its financial integrity and also provide a full refund. Accordingly, the University has established a series of refund deadlines commensurate with student progress into the semester.

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.

2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of
a family member, close associate, or employee, and/or difficulty in
family-operated businesses, are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee
membership and documented in writing by the chair. The student will
be informed of the outcome of the appeal by letter from the Office of
the Associate Vice President for Student Life and Development.
COURSE DESCRIPTIONS

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Anesthesiology (ANES)

ANES G710 - Anesthesiology Elective (2 Credits)
The anesthesiology clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G810 - Anesthesiology (2-4 Credits)
The anesthesiology clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G899 - Anesthesiology Away Rotation (4 Credits)
The student will complete an intensive study of Anesthesiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Emergency Medicine (EMED)

EMED G700 - Emergency Medicine Elective (2 Credits)
This two week clerkship is designed for second and third year medical students who are interested in gaining in depth exposure to the specialty of Emergency Medicine. Students rotate through a variety of clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital and the outlying community emergency departments of Hillcrest in Simpsonville and Greer Memorial in Greer. Rotations at Greenville Memorial Hospital may include time in the Children’s Emergency Center, Critical Care, and Intermediate Care. The Emergency Medicine rotation will introduce students to the principles of acute care medicine. Students will have the opportunity to evaluate patients, formulate effective testing and treatment strategies, and arrive at dispositions. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G715 - Emergency Medicine Pediatric Focus (2 Credits)
This two week elective is designed for third year medical students who are interested in gaining in depth exposure to Emergency Medicine, with an emphasis on Pediatric Emergency Medicine. Students will work primarily in the Pediatric Emergency Department at Greenville Memorial Hospital. This department is located in a tertiary care facility, and students will have the opportunity to evaluate a variety of common (and very uncommon) complaints. They will also work approximately 2 shifts in a community emergency department in Traveler’s Rest, where they will gain better understanding of community pediatric emergency medicine and gain some exposure to common adult emergencies as well. The Emergency Medicine – Pediatric Focus rotation will introduce students to the principles of acute care medicine. Students will have the opportunity to evaluate patients and develop understanding of common and life-threatening illness across a wide range of ages, as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G760 - Emergency Medicine as Microcosm (2 Credits)
As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias.
**EMED G800 - Emergency Medicine Acting Internship (4 Credits)**

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

**EMED G810 - Emergency Medicine (2 Credits)**

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

**EMED G815 - Pediatric Emergency Medicine (2 Credits)**

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

**EMED G820 - Wilderness Medicine (2 Credits)**

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

**EMED G825 - Prehospital Medicine (4 Credits)**

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

**EMED G830 - Emergency Medicine Ultrasound (4 Credits)**

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

**EMED G835 - Urgent Care (2 Credits)**

This two-week elective offers an opportunity for each student to evaluate and formulate a plan for treatment for patients in the Urgent Care setting with direct supervision by an attending physician throughout the entirety of each shift. Shifts will range from 8-12 hours and occur approximately 7-9 times throughout the rotation. Students will learn to evaluate patients in a timely but thorough manner. This includes learning to identify patients who may need transfer to a higher level of care, and learning what may be done to stabilize the patient prior to transfer, in addition to treating lower acuity patients. Students will learn basic procedural skills during this rotation and will be expected to attend one Emergency Medicine resident didactic session (generally falling on a Tuesday morning).
EMED G840 - Rural Emergency Medicine (2 Credits)
This is a two week rotation designed for fourth year medical students who are interested in gaining additional exposure to the specialty of Emergency Medicine specifically in rural, community based locations. Students will rotate through two rural community Emergency Departments, North Greenville in Traveler’s Rest and Oconee Memorial Hospital in Seneca, with a roughly equitable split between the two locations. There will be 8 shifts, 8 hours in duration, which will incorporate days, evenings, and one weekend (either a Saturday or Sunday), but no overnights. Students will also be required to attend Emergency Medicine resident didactics on both Tuesdays. This Rural Emergency Medicine rotation will immerse students in the principles of acute care medicine with an emphasis on the challenges of practicing Emergency Medicine in a rural community setting. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G845 - Emergency Medicine Interdisciplinary (2 Credits)
This two-week elective is designed for fourth year medical students who are interested in gaining a unique perspective into the Emergency Department (ED). From an all encompassing view, the M4 students will have an opportunity to work with the interdisciplinary staff that serves the ED patient. The schedule is arranged to have students work intimately with members of the ED faculty, Advance Practice Providers, House Resident Staff, Respiratory Care team, Nursing staff, Social Worker team, and ED technicians. It is through this bird’s eye view that the student will learn to work with the care team to achieve appropriate patient care.

EMED G850 - Free Medical Clinic (2 Credits)
This is a longitudinal elective designed for fourth year medical students interested in gaining experience in working with a free medical clinic. Students will work closely with the Greenville Free Medical Clinic and with resident and faculty physician volunteers at the clinic. Students will see adult patients presenting for a medical visit. They will have the opportunity to evaluate patients and develop treatment plans, with a particular focus on resources available, under the supervision of USC-SOMG faculty. Students interested in the course will be required to submit a 1-2 paragraph statement discussing their prior experience with free clinics and why they would like to participate in.

EMED G855 - Medical Toxicology Longitudinal Elective (4 Credits)
This is a longitudinal elective for fourth year medical students interested in learning more about the practice of medical toxicology and the care of the acutely poisoned patient. Students will work closely with Medical Toxicology faculty to evaluate and treat patients across the lifespan presenting to Greenville Memorial Hospital with overdoses, toxic exposures, withdrawal syndromes, and envenomations. There will also be didactic components covering important core topics in Medical Toxicology. The didactic component will also include field trips to the Greenville Zoo to study venomous snakes, the Clemson Botanical Gardens to study toxic plants, and the Palmetto Poison Center in Columbia, SC to participate in poison center calls. Students will be expected to complete at least 15 patient consultations under the supervision of the faculty and residents. Students will also be expected to attend all field trips and participate in 8 human exposure calls during their time at the Palmetto Poison Center. Students will also be expected to cover all 15 core topics on the list below. The options for reviewing core topics will include patient encounters (preferred), field trips, chapter readings followed by in-person discussions with the course director, or simulation followed by debriefing. Finally, students will complete two short (5-10 minute) presentations on a topic of interest to them. Grading is pass/fail. Core topics: 1. Toxicology history, physical exam, and labs 2. Stabilization and decontamination of toxicology patients 3. Toxidromes 4. Acetaminophen 5. Aspirin 6. Carbon monoxide 7. Cardiac medications (beta-blockers, calcium-channel blockers, and digoxin) 8. Envenomation (snakes, spiders, scorpions, and hymenoptera) 9. Ethanol withdrawal 10. Household chemicals (caustics, hydrocarbons, cleaning products) 11. Opioids 12. Toxic alcohols (methanol, ethylene glycol, and isopropanol) 13. Toxic plants/mushrooms 14. Tricyclic antidepressants 15. Weapons of mass destruction (nerve agents, dirty bombs)

EMED G860 - Emergency Medicine as Microcosm (2 Credits)
As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias

EMED G899 - Emergency Medicine Away Rotation (4 Credits)
The student will complete an intensive study of Emergency Medicine at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
Family & Preventive Med (FPMD)

FPMD D605 - Family Medicine Clerkship (6 Credits)
A six-week, six-credit-hour required clerkship in the third year. Students care for ambulatory patients under the supervision of faculty members and residents for two weeks in the Family Medicine Center at Palmetto Health Richland or the Center for Family Medicine at Greenville Memorial Hospital. Ultrasound technology is available at both campuses and is utilized during this part of the clerkship. Students participate for two weeks as integral members of a team that provides care to hospitalized patients on the family medicine inpatient service. In these settings, students perform initial work-ups on new patients and care for patients with acute and chronic problems; they also have the opportunity for collaboration with nurses, nurse practitioners, and other health professionals. In addition, all students spend two weeks in the office of a practicing physician where they experience health care delivery as it is provided in a community family practice. A variety of settings is utilized from rural sites to suburban and urban sites. Primary methods of instruction include lecture, case-based discussion/presentation, computer-assisted instruction, clinical preceptorship, problem-solving exercises, conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Family Medicine NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. Demonstration of mastery of the following clinical skills is strongly recommended during this clerkship: participation in the nutritional assessment of a patient; observation and performance of outpatient dermatologic procedures; observation of a colposcopy and endometrial biopsy; observation of exercise stress testing; observation of a nasopharyngoscopy; and observation of an individual or family psychotherapy session.

FPMD D615 - Family Medicine Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

FPMD D622 - Short-term Psych Prim Care (1-12 Credits)

FPMD D623 - Family Medicine Preceptorship (M-IV) (1-12 Credits)
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician in health care delivery. Students may be placed in rural, suburban or urban practices in various locations in the state, according to their preference. The practice exposure shall include ambulatory care of patients of all ages, including pediatrics, and inpatient hospital experience. It is important that arrangements be made for selecting the practice site as early as possible, and in no case with less than 6 weeks lead time. Preceptors shall be selected carefully and screened according to criteria formulated by the faculty of the Department of Family and Preventive Medicine.

FPMD D624 - Primary Care Sports Medicine (M-IV elective) (1-12 Credits)
This course is designed to give the fourth year medical students exposure to the different aspects of primary care sports medicine. Clinical venues include the Sports Medicine Center, Family Medicine Center, student health center, community settings and USC athletic training room. During the rotation, students will also gain exposure to physical therapy, casting/splinting and exercise physiology. Course Objectives: Improve musculoskeletal medicine knowledge base including anatomy, biomechanics, pathophysiology of common injuries, and prevention techniques. Improve musculoskeletal examination skills. Understand appropriate referral indications. Understand appropriate diagnostic tests, what and when to order, as well as how to read the studies. Understand treatment options for common musculoskeletal injuries. Improve treatment skills including common physical therapy protocols and therapeutic modalities. Exposure to common musculoskeletal procedures including bracing and casting techniques, fracture and dislocation reductions, joint injections and aspirations. Didactic sessions occur weekly. Opportunities for additional didactics may occur throughout the rotation. Sporting event coverage takes place through the University of South Carolina as well as several local high schools. The rotation takes place in the setting of a Primary Care Sports Medicine Fellowship at a major NCAA Division I university. Students are offered the opportunity to work with faculty members as well as sports medicine fellows. Requirements for the rotation include coverage of at least 2 sporting events with either Family Medicine residents, Sports Medicine Fellows or faculty members. In addition, students will be expected to give a 10-15 minute presentation on a sports medicine topic of interest during one of the weekly didactic sessions.

FPMD D625 - Family Medicine Rural Medicine Elective (1-12 Credits)
This elective is designed to offer the student an intensive rural family medicine experience. The student will have a ‘hands on’ experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first hand of the unique problems these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural setting. The elective offers rotations in several small communities within reasonable driving distances from Columbia. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.
FPMD D626  - Office-Based Counseling Skills in Primary Care (1-12 Credits)
The course is designed to provide introduction to and enhancement of office-based counseling skills in primary care. It will also address basic theory and skill development in the treatment of emotional disorders within the structure of a primary care practice. Emphasis is placed upon brief, direct, and supportive techniques and strategies intended to augment clinicians' abilities to effectively treat some of the most common psychosocial issues encountered in primary care clinics. Videotaped encounters will be presented and evaluated. Videotaped encounters of the student with Family Medicine patients will be monitored and individually supervised. Videotaping will address interview skills, relationship enhancement issues, transference and countertransference phenomena, nonverbal communication and patient psychodynamics. Students will be precepted within and outside the Family Medicine Center by a variety of interdisciplinary clinicians. Students may sit in on individual and family psychotherapy sessions with the preceptors and discuss patient dynamics. Psychiatric topics of interest to the student will also be prepared and discussed.

FPMD D632  - Global Health and Primary Care (1-12 Credits)
This course offers a brief, intensive exposure to Global health. It is intended for students considering a career working in this area, as well as for those who plan to spend the majority of their career in the United States but want to learn more about providing clinical care in developing nations. The first two weeks of the elective will be spent in the United States with significant didactic requirements, including readings, small group discussions, and required presentations. The latter two weeks will involve a project with the organization Shoulder to Shoulder. From their materials: "The Honduras field experience is set in rural Santa Lucia, Intibucá, at the Shoulder to Shoulder clinic. The clinic provides 24 hour service to the residents in the area including dental services, x-ray and lab services, maternity services and inpatient care. The clinic is an eight hour bus ride from the airport, and three hours over dirt roads from the closest hospital. Every brigade member will have a variety of experiences, including outpatient clinic work, overnight call in the clinic, public health projects, and home visits. Students and residents are supervised by faculty with experience in global health. Nightly conferences are held to discuss the events of the day, interesting cases and presentations by residents, students and faculty."

FPMD D634  - Community Disease Contrl (1-12 Credits)
FPMD D636  - Family Medc Geriatric (1-12 Credits)
FPMD D645  - Fam Med Outpatnt Proced (1-12 Credits)
FPMD D649  - Ultrasound in Primary Care - Point of Care Ultrasound (1-12 Credits)
The senior medical student will spend 40 hours per week for approximately 4 weeks. This elective will focus primarily on teaching the student various point-of-care ultrasound examinations and applications in both inpatient and outpatient settings. This includes but is not limited to: point-of-care echocardiography, evaluation of the IVC, aorta, and lung exams. Furthermore, the course will include MSK applications and ultrasound guided procedures. The student will perform a number of required examinations, attend family medicine ultrasound procedure clinic, and accompany family medicine resident physicians on the hospital wards for educational scanning. At the end of the rotation the student should be able to successfully complete each of the previously mentioned examinations and should be familiar with common primary care applications of point-of-care ultrasound.

FPMD D650  - Family Prac Comm Hospitl (1-12 Credits)
FPMD D651  - Comm Fam Prac Preptrsp (1-12 Credits)

FPMD D652  - Rural Family Practice (1-12 Credits)
FPMD D655  - Rural Family Medicine (1-12 Credits)
FPMD D660  - Clin Externship Fam Med (1-12 Credits)
FPMD D666  - Clinical Family Medicine (1-12 Credits)
FPMD D667  - Fam Med Inpntnt Externship (1-12 Credits)
FPMD D670  - Sen Exper in Fam Med (1-12 Credits)
FPMD D675  - Family Medicine Rural Elective (1-12 Credits)
FPMD D677  - Family Medicine (1-12 Credits)
FPMD D679  - Religion and Medicine (1-12 Credits)
FPMD D690  - Clinical Family Medicine (1-12 Credits)
FPMD D691  - Clinical Family Medicine (1-12 Credits)
FPMD D695  - Family Med Al Extramural (4 Credits)
FPMD D710  - Topics/Preventive Med (2 Credits)
FPMD D714  - Nutrition&Womens Health (3 Credits)
FPMD D790  - Independent Study (1-3 Credits)
FPMD G700  - Family Medicine Clerkship (6 Credits)
This clerkship is designed to be a clinical experience in which the concepts taught in the first two years are applied in actual practice. During the rotation, students spend two weeks at the Center for Family Medicine, two weeks on the inpatient team at Greenville Memorial Hospital, and two weeks working with a community/rural preceptor within the Greenville Health System network. During the time spent in Greenville Memorial Hospital and on our hospital service, students are assigned with faculty and/or residents to care for patients under their supervision. They perform complete initial evaluations on new patients in addition to caring for those with established problems. An opportunity is provided to work with nurses and other paramedical personnel in the team setting. This portion of the clerkship also offers opportunities for the student to review his/her performance and to receive guidance in improving interviewing skills. All students spend two weeks of the clerkship in the offices of family physicians in private practices in suburban and rural settings. This gives the student an opportunity to experience health delivery from the standpoint of the community physician. The student will be assigned to a community practice in the Upstate or Greenville area. Students may request to rotate at approved clinical sites from other locations (some students pursue opportunities in their hometown) but it will be the student's responsibility to arrange housing. The student may participate in both outpatient and in-hospital patient care in these community settings.

FPMD G701  - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

FPMD G710  - Primary Care Sports Medicine Elective (2 Credits)
This course is designed to give medical students exposure to full complement of Sports Medicine Care. You will spend time with certified athletic trainers in/at their high school training room/events, physical therapists treating acute and overuse athletic injuries, and physicians and surgeons practicing Sports Medicine.
FPMD G715 - Rural Family Medicine Elective (2 Credits)  
This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a ‘hands on’ experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique issues these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G720 - Lifestyle Medicine (2 Credits)  
This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of chronic disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise specialist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine.

FPMD G725 - Post-Acute Care Elective (2 Credits)  
The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G730 - General Family Medicine Elective (2 Credits)  
This course offers a brief and intensive experience in family medicine, both for students considering a career in Primary Care and those who are entering other specialties but who wish to learn more about the role of the Family Physician. Students will have the opportunity to pick from three separate Family Medicine Teaching clinics. The clinic exposure includes the care of patients of all ages in a variety of clinical settings and can be tailored to the learners needs. CFM- Oconee- A rural based Family Medicine teaching clinic located on the campus of Prisma Health-Upstate’s Oconee Memorial Hospital in Seneca. CFM- Greer- A community-based Family Medicine teaching clinic located on the campus of Prisma Health-Upstate’s Greer Memorial Hospital in Greer. CFM- Greenville- An academic/tertiary care Family Medicine teaching clinic located across the street from Prisma Health-Upstate’s Greenville Memorial Hospital.

FPMD G800 - Family Medicine Acting Internship (4 Credits)  
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students will be placed in an inpatient setting for two weeks and an outpatient setting for two weeks. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.

FPMD G810 - Lifestyle Medicine (4 Credits)  
This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise physiologist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine. The majority of the clerkship will take place during the rotation block. However, there will be a longitudinal component of a small patient panel, lifestyle medicine project, and community outreach.

FPMD G815 - Rural Family Medicine Elective (2-4 Credits)  
This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a ‘hands on’ experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique issues these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G820 - Primary Care Sports Medicine Elective (2-4 Credits)  
This course is designed to give medical students exposure to full complement of Primary Care Sports Medicine Care, which include musculoskeletal injuries, as well as medical problems such as concussion management and the prevention of sudden cardiac death in young athletes. You will spend time with Certified Athletic Trainers in/ at their High School Training Room/Events, Physical Therapist treating acute and overuse athletic injuries, Physicians and Surgeons practicing Sports Medicine.

FPMD G825 - General Family Medicine Elective (2-4 Credits)  
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students may be placed in an inpatient setting, community setting, or CFM outpatient setting. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.
FPMD G830 - Post-Acute Care Elective (2 Credits)
The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G899 - Family Medicine Away Rotation (4 Credits)
The student will complete an intensive study of Family Practice at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

FPMD 710 - Topics in Preventive Medicine (2 Credits)
A seminar-format course for physicians and doctoral candidates in health science disciplines providing clinically oriented discussion of a range of topical issues in preventive medicine. D. or consent of the instructor Note: Pass-Fail grading
Prerequisites: M.

Genetics (GENE)

GENE G710 - Clinical Genetics (2 Credits)
This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G810 - Clinical Genetics (2-4 Credits)
The purpose of this course is to provide the learner with an exposure to the clinical, professional, and lifestyle aspects of Genetics. Students will be exposed to a breadth of medical conditions. Clinical experiences will occur at a GHS Hospital or affiliate under the direct supervision of attending and resident (if applicable) physicians. This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G899 - Genetics Away Rotation (4 Credits)
The student will complete an intensive study of Genetics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Greenville Medicine (GMED)

GMED G601 - Integrated Practice of Medicine Ia (6 Credits)
The first half of the M1 IPM Course: The Integrated Practice of Medicine is a multi-year module that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. The Integrated Practice of Medicine-1 (IPM-1) Module is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1 will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Throughout the year, students will learn to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will practice evidence-based strategies to support their differential diagnoses for each case.
The Integrated Practice of Medicine-1 (IPM-1) Module is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1 will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifac torial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Throughout the year, students will learn to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will practice evidence-based strategies to support their differential diagnoses for each case.

GMED G610 - Integrated Practice of Medicine IIa (7 Credits)
The first half of the M2 IPM course: The Integrated Practice of Medicine is a multi-year module that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. The Integrated Practice of Medicine-2 (IPM-2) Module is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2 will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will practice evidence-based strategies to develop diagnostic, procedural, treatment, follow-up and maintenance plans for each case.
GMED G611 - Integrated Practice of Medicine Iib (4 Credits)
The second half of the M2 IPM course: The Integrated Practice of Medicine is a multi-year module that prepares students for the multifaceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. The Integrated Practice of Medicine-2 (IPM-2) Module is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2 will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will practice evidence-based strategies to develop diagnostic, procedural, treatment, follow-up and maintenance plans for each case.

GMED G620 - Molecular and Cellular Foundations of Medicine (3 Credits)
This instructional module vertically integrates the disciplines of molecular biology, genetics, and cell biology along with an introduction to biochemistry as the foundation of understanding the human body at the molecular and cellular level. Students will be introduced to cellular structure and its influence on cellular communication, organization and integration of cellular functions, utilization of biomolecules in metabolic pathways, and processes of cell division and transmission of genetic information. The goal of this module is an understanding of the biology and biological processes of healthy humans from the molecular to cellular scale, processes and patterns of inheritance, and the role of genomics in medicine.

GMED G630 - Structure and Function of the Human Body I (7 Credits)
The Structure & Function module fully integrates the basic disciplines of Biochemistry, Histology, Embryology, Gross Anatomy and Physiology of the human body. Building upon information from the Molecular and Cellular Foundations module, this unit focuses on understanding the interaction and communication of cells to form tissues, the embryological development and differentiation of tissues into organ systems, the anatomical organization and function of tissues and organ systems, and the dynamic relationship between structure and function, from the cellular level to the whole body. Imaging techniques including x-ray, ultrasound, computerized tomography and magnetic resonance will be applied and compared with respect to information they provide in the clinical analysis of structure/function relationships and the consequences of abnormalities in health and disease.

GMED G635 - Structure and Function of the Human Body II (7 Credits)
GMED G640 - Neuroscience (3 Credits)
The Neuroscience module provides the basis for understanding the structure and function of the nervous system from the cellular level, to the living patient. The electrochemical basis of neurotransmission, autonomic vs. somatic systems, feedback mechanisms, reflexes, and special senses will all be addressed from the peripheral nerves to central monitoring and processing within the brain. Students will incorporate imaging techniques with dissection to visualize the three dimensional perspective of the nervous system.

GMED G650 - Defenses and Responses (3 Credits)
The Defenses and Responses module is focused on understanding the immune system and mechanisms by which the body defends against pathophysiological and pathological influences, including infectious organisms and malignant transformations. This module also addresses how abnormalities in the immune system lead to disease, from infection to autoimmune disorders. Integrated within this module is the basic introduction to pathology, understanding pathogenesis, and the study of the body's response to disruptions including those induced by trauma, infection, congenital defects and drugs.

GMED G660 - Biomedical Principles of Disease and Therapy (3 Credits)
This instructional module provides core concepts underlying organisms of infectious disease, disease vectors, modes of transmission, mechanisms of pathogenesis, and pharmacologic principles of treatment. These principles lay the foundation to an understanding of the infectious diseases of the different organ systems and a basic epidemiologic approach to prevention and treatment. In addition, basic principles of pharmacokinetics will be discussed as related to an understanding of the development of therapeutic regimens, the importance of pharmacогenomics, manipulation of kinetics for enhanced therapeutic response or treatment of drug overdose, and avoidance of adverse drug interactions. Pharmacodynamics will explore the mechanisms of drug action as related to receptor signaling mechanisms, mechanisms of resistance, toxicity and margins of safety.

GMED G665 - Mind, Brain, and Behavior (3 Credits)
The Mind, Brain and Behavior Module focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of neurological disorders including psychoaffective disorders. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G671 - Cardiovascular/Pulmonary/Renal Systems (7 Credits)
The Cardiovascular, Pulmonary and Renal module is an integrated multidisciplinary overview of major diseases of the heart, vasculature, lungs, kidney and lower urinary tract. This module builds upon knowledge learned in Year 1. Descriptions of the pathophysiological and histological processes associated with common cardiovascular, pulmonary and renal disease will be given through active lecture and case studies. Examples of other systems (e.g. endocrine) generating cardiopulmonary and renal disorders will be included. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Diagnostic techniques will be evaluated and compared with respect to the information they provide in the clinical analysis and treatment of these diseases. The educational format will include active lectures, self-learning modules, microscope laboratories and small-group learning.
GMED G675 - Hematology/Oncology Systems (3 Credits)
Focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to the hematopoietic systems, and to an understanding of the principles of neoplastic diseases. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G680 - Musculoskeletal/Dermatology/Rheumatology Systems (2 Credits)
Focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these organ systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G685 - Gastrointestinal/Hepatic Systems (3 Credits)
The GI and Hepatic Systems Module focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G695 - Endocrine/Reproductive Systems (3 Credits)
The Endocrine and Reproductive Systems Module focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G698 - Culinary Medicine: Foundations of Patient Care (0 Credits)
The Culinary Medicine Elective prepares future physicians to become frontline advocates for healthy lifestyle behaviors in their patients and communities through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer.

GMED G699 - Research Elective (2 Credits)
The Summer Research Elective provides an opportunity for rising M2 students to engage in clinically relevant research throughout the Health Sciences Center at Prisma Health. Enrollment and subsequent completion of this zero credit course will be recorded on the Fall Semester transcript of the M2 academic year. Enrollment in the Summer Research Elective requires completion of the “Summer Research Elective Approval Form” and subsequent approval by the course director. The form will require student to have identified a research mentor within the Health Sciences Center at Prisma Health, agreed upon a research project and developed a timeline and goals for the project (“if the research mentor is not a member of the Dept. of Biomedical Sciences, the student must identify a secondary advisor within the Dept. of Biomedical Sciences). Students will be required to write a short research proposal outlining their plan and expectations of their summer research experience at the start of the summer. The Summer Research Elective will be offered to rising M2 students between the end of their M1 year and beginning of their M2 year. The time commitment will be a minimum of 120 hours to be completed in approximately 8 weeks over the summer. These hours must be documented and can include time spent completing research efforts (i.e. lab bench, data analysis, chart review, etc.). Students will be divided into 5 groups and assigned an HSC Librarian to meet with at least once during the summer. The student will be expected to present their research findings as an oral/poster presentation at the Annual BMS Summer Research Symposium or approved venue if there is an unavoidable conflict. The student will also be required to complete a research abstract of their efforts upon completion of the elective.

GMED G703 - Integrated Practice of Medicine III (1 Credit)
The Integrated Practice of Medicine (IPM) is a multi-year longitudinal module that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. The second half of the M3 IPM Curriculum, IPM-VI is designed to facilitate the students’ transition into the real world of health care delivery as practicing professionals. Building on clinical experiences via third-year clerkships, students discuss the importance and application of topics such as quality and risk management, medical-legal issues, advanced diagnostics, lifestyle medicine, and medical practice in the context of societal challenges. Proficiency in the maintenance of competency in basic and advanced procedural skills will be integrated into the curriculum throughout IPM-VI. Student-led interdisciplinary grand rounds, revisiting the biomedical sciences and including the psychosocial and behavioral aspects of patient care are facilitated by interprofessional panels of content experts.

GMED G705 - Recovery Coaching for Addiction (2 Credits)
The elective will provide an opportunity for medical students to learn more about addiction and recovery and to apply the principles of motivation interviewing to all patients who are in need of behavior change to improve health. Students will be required to 1) Complete a 40 hours training by the Jones Solution Academy in order to become a Recovery Coach. Students are STRONGLY encouraged to volunteer as a Recovery Coach for FAVOR Greenville upon completion of the elective. 2) Attend meetings at Alcoholics Anonymous, Narcotics Anonymous and Al-Anon and write a reflection on one. 3) Attend group activities at FAVOR Greenville. 4) Observe GHS acupuncturist. 5) Attend sessions at The Pavilion. 6) Take all surveys that are part of the Elective course.
**GMED G740 - Gender and Sexuality in Clinical Settings (2 Credits)**
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge with the aim to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories, and psychosocial aspects of gender identity, sexual attraction, sexual functioning, and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect their reactions to gender-identity and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients’ sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

**GMED G755 - Leadership in Medicine (2 Credits)**
This elective is designed to provide students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

**GMED G770 - Novel Coronavirus Elective (2 Credits)**
All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two-week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

**GMED G801 - Integrated Practice of Medicine IV (4 Credits)**
The Integrated Practice of Medicine (IPM) is a multi-year longitudinal module that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. IPM-4 is designed to facilitate the students’ transition into the first year of residency and the real world of health care delivery. Within the fourth year, students experience a required Intensification Month split into two separate phases: 1) a three-week Core required by all students; and 2) a 2-week specialty-specific phase which places students into tracts based on their stated clinical specialty. Within the Core Weeks, students receive applied information that will directly influence their residency experience, including residency-specific topics, delivery system and administrative topics, and clinical “survival skills”.

**GMED G805 - Survey of Culinary Medicine (4 Credits)**
The M4 Culinary Medicine Elective prepares future physicians to effectively work with patients and communities through enhanced Culinary Medicine knowledge and counseling skills, along with cooking techniques, to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer. This will be a 4-week, 4-credit hour elective which will meet at least twice per week in person (i.e. classroom and kitchen) and twice per week virtually.

**GMED G810 - Academic Medicine - Research (longitudinal) (4 Credits)**
A description of project, detailing your study and what you wish to accomplish during this elective must be submitted to the Course Director. This proposal should include background information, a research question, the methods that will be employed, and the expected outcomes and analytic methods that will be used. Specific details of the student role in the proposed project should be outlined. Approved projects will be assigned a faculty mentor.

**GMED G815 - Academic Medicine - Teaching (longitudinal) (4 Credits)**
This elective is designed to provide fourth-year students with the opportunity to cultivate their teaching skills in order to better prepare them for residency. Students will meet with various faculty during the rotation to receive information on how to refine their teaching skills, with topics such as curriculum development, how to prepare a lecture, bedside teaching, how to give and receive feedback, and how to teach a difficult topic. Students will also develop learning sessions using various teaching methods for junior medical students under the guidance of a faculty mentor. Students may elect to work with biomedical science or clinical faculty. The course has reading requirements. Students are expected to be self-motivated and committed in their approach to this course.

**GMED G820 - Global Health (4 Credits)**
Student may select from AAMC Global Health Learning Opportunities offering or submit their own proposed experience which would need approval by the Course Director (Dr. Jeremy Byrd) and approval from the University of South Carolina Study Abroad Office.

**GMED G825 - Health Policy and Advocacy (longitudinal) (4 Credits)**
The purpose of this course is to provide learners with an exposure to the macro level health policy framework, tensions, and influences and to provide students with opportunities to work in the community and to develop and implement advocacy skills. Learners will engage in observational experiences in community health advocacy settings. Based on interests, students can be tracked into pediatric, adult, or combined focus community settings. Students are introduced to the principles of health policy and community advocacy through a series of readings, reflections, selected required conferences and web-based learning. In addition, students participate in service-based learning opportunities with community partners in the Greenville area. Each student must complete a community mapping or other approved advocacy project. Additionally, as part of the elective requirement, students will meet with individual physicians in selected GHS clinical departments to ascertain prevailing policy questions and advocacy interests. Findings from physician feedback will be incorporated into a final project and will inform relevant health policy and advocacy topics for future learners. The goal of this elective is to equip students with the skills to be effective and engaged leaders in community advocacy and influencers in health policy. The majority of the coursework should be done during the assigned block.
GMED G830 - Medical Spanish (longitudinal) (4 Credits)
This a 4 week elective that can be blocked into a 4 week segment or completed longitudinally. Students will have complete an online Medical Spanish proficiency course. Student will learn how to communicate in Spanish regarding a number of systems: cardiovascular, pulmonary, gastrointestinal, obstetrics and gynecology, psychiatry, musculoskeletal, neurology, prevention, immunizations, and screenings. In addition, students will learn how to take a history, perform physical examinations, ask review of systems, and inform patients of the necessary diagnostic evaluations. Students are required to complete an online medical Spanish course, attend lectures or online learning sessions, participate in formative weekly interviews, submit weekly history and physical examination write-ups, and observe interpreters in various settings. Students will work with a faculty mentor and/or interpreter to develop an OSCE station on a common diagnosis at the conclusion of their rotation. The majority of the coursework should be done during the assigned block.

GMED G835 - Advanced Studies in Clinical Anatomy (4 Credits)
The Advanced Studies in Clinical Anatomy elective is designed to allow 4th year medical students the opportunity to revisit a region of anatomy that will be relevant to their future career plans while expanding their teaching knowledge and skills via participation in the module ‘Structure and Function of the Human Body’. Teaching experience includes delivery of briefing sessions, production of multimedia presentations, interactive small group supervision during laboratory and in-class sessions, preparation and review of prosections, and organization of informal practical and course examination sessions.

GMED G840 - Gender and Sexuality in Clinical Settings (2 Credits)
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge to allow them to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories, and psychosocial aspects of gender identity, sexual attraction, sexual functioning and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect reactions to gender-identity and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients’ sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G845 - High Value, Cost Conscious Healthcare and Quality Improvement (4 Credits)
The elective is to provide an opportunity to 4th year medical students to participate in high value healthcare system improvements in order to prepare them to be an effective participant and leader in healthcare transformation as a resident and practicing physician. The elective is structured around the following experiences and activities: 1) Seminars: learning and discussion regarding high value healthcare including healthcare waste, quality, cost, and patient experience. Faculty both within the Greenville Health System and the community will participate. 2) Observational participation in various Greenville Health system initiatives which are dedicated to quality and value improvement (these would include committee meetings). 3) Longitudinal mentorship: The course director will facilitate student discussion regarding observations of healthcare waste or value improvement that occurs during M3 and M4 rotations and during exposure to seminars and quality and value initiatives. 4) Project development: Based on these discussions, each student will identify an improvement opportunity based on their experiences during their clerkships. They will then work with their mentor to develop a novel intervention to improve care and/or reduce costs. It is anticipated that these ideas will form the foundation for QI projects.

GMED G850 - Substance Use Disorder and Recovery (2 Credits)
The elective will provide an opportunity for medical students to learn more about substance use disorder (SUD) and recovery and apply the principles of motivational interviewing to all patients who are in need of behavior change to improve health. Students will complete Recovery Coach Training with FAVOR Greenville. Additional educational components include educational modules delivered by national experts, a book discussion around care redesign for SUD and Recovery and selected educational modules at the course directors discretion.

GMED G855 - Leadership in Medicine (2 Credits)
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G860 - Innovation Translation (4 Credits)
Provide students with exposure to a real world working environment within the designated ‘innovation engine’ of a large healthcare delivery system. Student will enhance critical thinking skills by participating in the evaluation, due diligence, and vetting of new intellectual property and industry engagement opportunities. Student may be exposed to a wide spectrum of executive-level professionals directly tied to new and existing innovation opportunities from new clinical opportunities to economic development projects.
GMED G865 - Medical Legal Partnership (2 Credits)
This 2-week elective is designed for fourth year medical students to give an insight to the medical legal partnership associated with Prisma Health. Students will have the opportunity to be involved with both pediatric and geriatric patients that are involved with the medical legal partnership. Students will learn how legal issues impact a patient's overall health and how the MLP can help patients. Students can learn how to navigate the MLP as future physicians. Students will have the opportunity to go to court and work alongside both doctors and attorneys involved with the MLP. Students will learn how community health can impact the individual patient and learn how to deliver quality care. At the end of the two weeks student will present on a topic/patient.

GMED G870 - Novel Coronavirus Elective (2 Credits)
All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

GMED G875 - Biological Rhythms (2 Credits)
This 2-week module will explore biological rhythms and their influence on human health and disease. An overview of biological rhythms, including the cellular, molecular, and system basis of cognitive behavioral, psychological and physiological rhythms will be explored. Emphasis will be placed on the application of knowledge, gained through readings from current literature, journal article reviews, discussion boards, a concept integration assignment, and a final application project to apply biological rhythms research to the area of the student's choice. Human circadian systems and the influence of our brain's biological clock on health, mental health, and disease will be considered in depth, with a focus on chronotherapeutics and sleep medicine. Active self-assessment of biological rhythms will be a learning tool for this course, and application of biological rhythm concepts to future patients and the clinical environment will be explored.

GMED G880 - Health Psychology (2 Credits)
This 2-week course will focus on the psychological and physiological aspects of health, including the systems involved in chronic and acute stress responses and how they relate to chronic illness, different body systems (neurological, reproductive, cardiac, gastrointestinal, immunological), pain, memory, sleep, nutrition, and addictive behaviors, with an emphasis on prevention and methods of changing related behaviors. This course will offer opportunities for students to develop novel ways to integrate theory and research on stress and illness with advances in the science of health and wellness, with the purpose of translating current research to future applications in a clinical environment. In addition, medical student stress, including transitioning from medical school to residency, and the strategies/coping skills that can be used to ease that transition, will be discussed. Students will apply their knowledge through online synchronous and asynchronous discussions, journal article review, development of a public service announcement geared toward the community, and a final project/presentation which applies health psychology concepts to the area of their choice. Active self-assessment of health will be a learning tool for this course, and application of health psychology concepts to development of resiliency and prevention of burnout in physicians will be a focus.

GMED G899 - Away Rotation in Research (2-4 Credits)
Research elective at another institution.
MEDI D611 - Medicine/Neurology Clerkship (12 Credits)
A twelve-week, twelve-credit-hour required clerkship in the third year consisting of 2 weeks of Neurology inpatient consults and ambulatory clinics, 4 weeks of inpatient general medicine, 4 weeks of subspecialty elective, and 2 weeks of ambulatory general or subspecialty medicine. During the inpatient portions of the rotation, students perform as active members of the student/resident/fellow/attending physician team. In some cases, the team is a consultative service (subspecialty electives and Neurology) and in others, the team is the primary patient care service (general medicine wards and the intensive care unit). Students are assigned patients, obtain medical histories, perform physical examinations, evaluate laboratory data, and analyze the information in order to define patients’ problems and formulate a diagnostic and therapeutic care plan. Performance is reviewed both during specific preceptor-student contacts and during student presentations on rounds with the team. During the ambulatory portion of the rotation, students work closely with resident, fellow and attending preceptors, discussing each patient encounter in depth and participating in didactic sessions. Students become familiar with concepts of time management and performance of focused patient assessments. Throughout this clerkship, emphasis is placed on the interpretation of clinical findings in terms of the pathophysiologic mechanisms of disease and the subsequent translation of this information into rational decisions about management. The clerkship provides students, through their active participation, with opportunities to observe the diagnostic process as it unfolds and to develop competence in evaluating broad clinical problems. For Neurology in particular, the focus will be to broaden students’ basic neuroscience knowledge and learn to apply this knowledge clinically. Students will also develop skills in taking a focused neurological history and conducting a thorough neurological examination. Primary methods of instruction include lecture, case-based self-study and discussion, clinical preceptorship, educational conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Internal Medicine NBME subject examination, Neurology departmental exam, case presentations, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

MEDI D615 - Medicine Inpatient Acting Internship (AI) - Columbia (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

MEDI D616 - MICU-CCU Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.
MEDI D621 - Clinical Pulmonary Diseases (1-12 Credits)
This elective will provide clinical experience in the diagnosis and management of acute and chronic problems related to the respiratory system, including but not limited to disease processes such as pneumonia, COPD, interstitial lung disease, pulmonary hypertension, lung cancer, and sleep related breathing disorders. The student will learn the interpretation of arterial blood gases, pulmonary function studies and radiographic studies. The student will perform inpatient and outpatient consultative services under the supervision of the pulmonary attending. The student will participate in procedures such as thoracentesis, fiberoptic bronchoscopy and transthoracic needle biopsies. Attendance at other internal medicine conferences, ICU rounds and Wednesday pulmonary conference is encouraged.

MEDI D622 - Dermatology (1-12 Credits)
MEDI D623 - Clinical Endocrinology (1-12 Credits)
Medical students participate in the evaluation and management of patients with metabolic, endocrine, and hormonal problems under the supervision of faculty members. History-taking and physical examination skills are emphasized, along with interpretation of laboratory data and radiologic and imaging studies. Students care for both ambulatory and hospitalized patients at Palmetto Health Richland and Dorn Veterans Affairs Medical Center, and attend the daily teaching rounds, weekly clinical case conferences, journal club, and didactic lectures. They encounter a wide variety of endocrine and metabolic disorders such as diabetes, obesity, metabolic syndrome, endocrine hypertension, dyslipidemia, thyroid disease, calcium problems, osteoporosis, pituitary gland abnormalities, adrenal disease, hypogonadism, erectile dysfunction, and menopausal, reproductive and infertility issues. Formulation of differential diagnoses, a critical thinking approach, and use of the relevant medical literature is encouraged.

MEDI D624 - Digestive Disease and Nutrition (1-12 Credits)
The goal of this rotation is to enhance the student's ability to recognize, evaluate, and treat patients with digestive diseases, diseases of the hepatobiliary system, and disorders of nutrition. To accomplish this goal, the student will perform the initial evaluation on consults submitted to the gastroenterology (GI) service. Consults will be presented and the pertinent radiographic and histologic data reviewed on daily attending rounds. Experience with outpatient care of patients with digestive disease will be gained during a weekly outpatient clinic. The student will also care for a limited number (1-2) of patients with gastroenterologic disease on the inpatient service. Observation of procedures performed on the student's consults is encouraged. Increased knowledge of digestive diseases will be gained through in-depth reading in pertinent textbooks and the current medical literature as well as interaction with staff personnel. The student is required to attend all conferences, i.e., GI radiology, GI pathology, Endoscopy Conference, topic review, and journal review. If the student is interested in research, he/she will have the opportunity to observe the performance of various clinical research studies. This elective will include 2 weeks at PHR and 2 weeks at the DVAMC. Each student is expected to call the course director's office one week prior to starting the elective for assignment either to PHR or DVAMC.

MEDI D625 - Clinical Hematology/Oncology (1-12 Credits)
This elective will involve activities in clinical medicine on the Hematology/Oncology service and will include supervised patient care experiences with in-patients and out-patients, as well as teaching rounds, conferences, Tumor Board meetings and ancillary teaching sessions involving drug pharmacology.

MEDI D626 - Cardiographics (1-12 Credits)
This elective will provide in depth experience in interpretation of electrocardiograms and some experience with exercise electrocardiography.

MEDI D627 - Infectious Diseases: Clinical and Basic Correlation (1-12 Credits)
This course will provide the student with clinical experience in infectious diseases. The student will see patients on the infectious diseases consultation service and in outpatient settings (including the Ryan White HIV clinic 2 mornings a week) under the supervision of the infectious disease attending physician. Emphasis will be on the correlation of basic microbiologic principles with clinical expressions of diseases. The combined clinical and didactic experience should enable the student to: (1) use antimicrobial drugs rationally, (2) diagnose and treat patients with HIV/AIDS, and (3) acquire an approach to the diagnosis and treatment of varied infections.

MEDI D628 - Clinical Cardiology (1-12 Credits)
This elective will provide clinical experience in the diagnosis and management of acute and chronic cardiac problems, including but not limited to disease processes such as hypertensive urgency, heart failure, arrhythmias, syncope, chest pain, and myocardial infarction. The student will learn interpretation of electrocardiograms, echocardiography, and chest x-ray. The student will perform inpatient consultative services, including management of critical cardiac patients, will round with the CCU team each morning, and participate in the management of floor cardiac patients under the supervision of the cardiology attending. The student will participate in procedures such as transesophageal echocardiography, cardiac catheterization, pacemaker placement, cardioversion, central venous accesses placement, and arterial line placement. The student will be in attendance at all cardiology conferences, as well as other internal medicine conferences such as grand rounds. The student will also have the opportunity to participate in various outpatient cardiology clinics, including heart failure, pacemaker, and chest pain clinics if desired.

MEDI D629 - Clinical Dermatology (1-12 Credits)
MEDI D630 - MICU-CCU (1-12 Credits)
MEDI D631 - Clinical Genetics (1-12 Credits)
MEDI D635 - Clinical Nephrology (1-12 Credits)
This course will provide clinical experience in the care of patients with acute and chronic renal failure, nephrotic syndrome, various fluid and electrolyte disorders and refractory hypertension. Hemodialysis and peritoneal dialysis will be discussed and utilized. The students will follow selected patients and will round daily with the attending faculty.

MEDI D636 - Allergy, Asthma, and Clinical Immunology (1-12 Credits)
This is a clinical rotation about common, chronic diseases affecting both children and adults. This elective will be beneficial for medical students who are in the third or fourth year of their training.
MEDI D637 - Renal Disease, Electrolyte Disorders and Hypertension (3-12 Credits)
The goal of this rotation is to enhance the student’s ability to recognize, evaluate and treat patients with renal diseases, electrolyte disorders and hypertension. To accomplish this goal, the student will have an active role in the evaluation of consultations presented to the Renal Service. Consults will be presented, and the pertinent laboratory and radiographic data will be reviewed on daily attending rounds. Routine patient management of patients with hypertension, electrolyte disorders and renal disease will be discussed using a problem solving approach on daily rounds. Difficult or interesting cases will be reviewed on weekly Renal Grand Rounds. The student will also participate in the outpatient care of patients with renal disease in the weekly clinic. Also, in order to acquaint the student to problems in care of patients with chronic renal failure such as electrolyte imbalance, hypertension, nutrition, etc., he or she will be encouraged to attend weekly rounds on patients in the chronic hemodialysis program. Fluid electrolyte, acid-base problems will be assigned and reviewed twice weekly with the renal attendings. If the student is interested in clinical research, he/she will have the opportunity to observe the performance and or participate in various clinical research studies.

MEDI D638 - Allergy and Asthma (1-12 Credits)

MEDI D639 - Geriatrics (1-12 Credits)
The purpose of this rotation is to provide additional training in geriatric medicine. Students will receive individual supervision as they assess geriatric patients in various settings. Patients may be encountered in the office, nursing home, home and hospital settings. All rotations will involve a structured reading program designed to provide the student with a broad range of knowledge of the subjects more common in the Geriatric population. Students also take both a pre and post test on this rotation. Students interested in taking this rotation who have questions should contact Maureen Dever-Bumba at (803) 434-1244 or deverbumba@gw.mp.sc.edu to ensure that they select the site which best meets their needs.

MEDI D640 - Rheumatology (1-12 Credits)
This elective will provide the student with experience in evaluating and managing patients with rheumatic diseases. Outpatient clinics as well as inpatient consultations will allow the student to experience a broad spectrum of rheumatic diseases. Daily teaching sessions will be devoted to covering major clinical topics in rheumatology. The student will also gain experience in reading x-rays and performing joint aspirations.

MEDI D643 - Palliative Medicine (1-12 Credits)
The student will function as a member of a multidisciplinary team providing palliative medicine consultations to patients throughout the hospital and in our outpatient clinic. Students will learn advanced communication skills such as breaking bad news, conducting family meetings, and discussing prognosis. Students will interact with intensive care teams, social workers, chaplains, nurse practitioners, and physicians. Students will receive a didactic series on the fundamentals of palliative medicine including communication skills, pain control, symptom management, and spiritual assessment. Students will be asked to write a brief reflection on their experience on the rotation. This could include a reflection on a patient encounter or how they plan to use skills learned during this rotation to their training moving forward. Students will also be expected to prepare a 5-10 minute presentation on a palliative care topic to present the palliative care group on the last day of their rotation.

MEDI D651 - Internal Medicine (1-12 Credits)

MEDI D653 - Infectious Diseases (1-12 Credits)

MEDI D660 - Cardiology Elective (1-12 Credits)
MEDI D672 - Pulmonary Medicine / Respiratory Critical Care (1-12 Credits)
This four-week acting internship provides students with additional experience in the concepts and diagnostic procedures used in pulmonary and critical care medicine. Students are assigned to a pulmonary medicine inpatient team, where they provide primary management and consultative care for patients with pulmonary problems. Students also care for ambulatory patients in the Pulmonary Diagnostic Clinic. Students care for patients as their primary caregivers, under the direct supervision of upper level residents or faculty. Together with their teams, students take in-house overnight call every fourth night, usually admitting 2 to 3 new patients each call night, with a maximum census of 6 to 8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their patients daily, reassessing their diagnoses and therapeutic plans. Students present their patients and discuss their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students learn to interpret sputum samples, chest x-rays, arterial blood gases, and tests of ventilation and gas exchange. Students learn to perform diagnostic and therapeutic procedures, which include thoracentesis and pleural biopsy. Students will assist in exercise testing procedures in the pulmonary laboratory. Through the use of a teaching attachment or video camera, students will be able to observe during fiberoptic bronchoscopies. Clinical learning is supplemented by self-directed reading and required conferences. Slide and tape presentations covering respiratory physiology are available for student use. Conferences include Internal Medicine lectures, Pulmonary Care conferences, Pulmonary/Thoracic Surgery X-Ray conferences, and Medicine Grand Rounds. Students take in-house overnight call every fourth night and receive one day free of patient care duties per week.

MEDI D673 - General Internal Med (1-12 Credits)

MEDI D675 - Internal Medicine - Ambulatory (1-12 Credits)
Students are assigned to a general medicine clinic, where they act as primary caregivers for their patients under the direct supervision of a faculty physician. Students provide comprehensive care for patients at all stages of illness, including initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic diseases, and follow-up after hospitalization. Students evaluate 4-6 patients every day, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions in teaching conferences with the attending physician. Students learn to interpret laboratory data, chest x-rays, and electrocardiograms. Clinical learning is supplemented by self-directed reading and required conferences. Conferences include informal discussions, lectures, and grand rounds. Work hours will usually be 8:00 a.m. to 5:00 p.m., Monday through Friday, with students remaining after 5:00 p.m. when necessary to complete work in progress. No overnight call is required for this ambulatory rotation.

MEDI D676 - Int Med Rural Clrkshp (4 Credits)

MEDI D677 - Infectious Disease (1-12 Credits)
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. The average number of consults seen is one and a half per day. There is a biweekly Infectious Disease clinic which the student will also be expected to attend. Outpatients in the office of Drs. Kelly, Schrank, Potts and Weems are also available for teaching depending upon the consultation workload. At the end of this rotation the student should be able to discuss and understand the appropriate use of antibiotic therapy. They should be able to understand the common entities in Infectious Disease such as FUO, hepatitis, STD, septicemia, osteomyelitis, endocarditis, AIDS, postoperative wound infections, etc.

MEDI D678 - Clinical Hematology/Oncoology (1-12 Credits)
A preceptorial orientation is utilized with a busy consultative hematology practice dealing with diagnosis and treatment in-hospital and in the office. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoses and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student can expect to attend daily Internal Medicine conferences and experience one-on-one patient-oriented instructions with Drs. Smith and Thompson. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders, and hematological neoplasms.

MEDI D679 - Nephrology (1-12 Credits)
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. These would take the format of discussion on a one-to-one basis with preassigned topics. The student will be at the office where, under supervision, he/she will be able to examine urinary sediments. The bimonthly outpatient nephrology clinic averages six patients. Reprints on topics discussed will be distributed; adequate time will be provided for the student to prepare the topic. Attendance at daily Internal Medicine conferences is expected.

MEDI D681 - Dermatology (1-12 Credits)
Students will rotate with a board-certified dermatologist in their private office. They will read on diseases seen during that time. They will also see patients and learn to do an evaluation and assessment of the patient’s problem and present to the attending. This will primarily occur in dermatology clinic and in patient consultations at Greenville Hospital System. There is a core curriculum they will study. At the end of the rotation they should be able to demonstrate competence in history, physicals, knowledge of common skin disorders, basic dermatologic procedures and general basic therapies in dermatology.
MEDI D682 - International and Underserved Health Elective (4 Credits)
This is a 4-week elective rotation designed to give MIV students an educational experience in International and Underserved Health Care. One to two weeks of the rotation will be spent in preparing for the on-site experience and two to three weeks will be spent on-site under the supervision of an experienced clinician. The preparatory component will include study and research of the culture, history and language of the clinical site as well as review of a series of readings related to global and underserved health such as sanitation, nutrition, immunizations and infectious diseases. On-site, students will actively participate in providing health care to the area residents as well as be involved in health education in the community. A daily journal will be kept and a minimum two-page report of the experience will be due at the end of the rotation. In addition, the student’s supervising physician will be required to complete a brief evaluation form and return that to Dr Hall. All potential sites must be pre-approved by Dr Hall and the name of the on-site physician supervisor must be determined in advance. Any underserved area of the world or within the United States will be considered for this elective. Each student will be expected to perform a minimum of 25 hours of medical care and/or health education per week on-site. Dr. Jeff Hall must be notified of your interest in a particular site at least three (3) months in advance of the rotation.

MEDI D683 - Rheumatology Elective (1-12 Credits)
MEDI D684 - Pulmonary Teaching Service (1-12 Credits)
MEDI D687 - Respiratory Critical Care (1-12 Credits)
MEDI D688 - Hospitalist Medicine (1-12 Credits)
The Hospital Medicine elective at Lexington Medical Center is a four week, unopposed, experience that provides comprehensive exposure to complex medical patients with acute and chronic medical illness. The primary objective is to provide the medical student with a focused introduction to the growing specialty of Hospital Medicine. Coupled with didactic reading assignments and case presentations, the student will have the opportunity to initiate the admission process in the Emergency Department, establish continuity of care and patient rapport, and develop a plan for inpatient medical management and discharge disposition. The breadth of exposure will focus on adherence to the most current standard of care, supported by evidence-based medicine. Most commonly encountered acute medical illnesses include, but are not limited to, acute respiratory failure due to COPD and pneumonia, hypertensive urgency and emergency, multi-systemic sepsis, acute stroke, acute renal failure, hepatic failure, acute pancreatitis, diabetic ketoacidosis, cellulitis, acute heart failure, and acute delirium.

MEDI D690 - Clinical Internal Med (1-12 Credits)
MEDI D691 - Clinical Internal Med Ex (1-12 Credits)
MEDI D692 - Clinic Int Med Extmshp (1-12 Credits)
MEDI D695 - Intrnl Med/Al Extramural (4 Credits)
MEDI D700 - Health Aspects of Aging (3 Credits)
MEDI D701 - Nutrition and the Elderly (3 Credits)

MEDI G700 - Internal Medicine Clerkship (8 Credits)
During the seven-week inpatient/outpatient block, patients admitted to the hospital are assigned to the students for history taking and physical examination. Students then participate in diagnostic and therapeutic decisions concerning their patients and follow them throughout their hospital stay. They are responsible for daily notes and orders under the supervision of the residents and the attending physician on the service. In addition to daily rounds with the ward team, there is a program of noon-time conferences and grand rounds presentations that the students are expected to attend. They also meet with the clerkship directors, faculty, and residents on a regular basis for educational conferences. Formal didactic sessions will be held. The rotation is designed to help develop the student’s clinical skills and to direct his or her approach to patient care towards a problem-oriented frame. Also, through active participation, the student should observe the diagnostic process as it unfolds and develop his/her own method of evaluating clinical problems.

MEDI G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

MEDI G710 - Outpatient Cardiology (2 Credits)
Students are assigned to work one on one with a cardiologist in a private office setting. Depending on comfort level of students and supervising attending cardiologist, the student may be expected to independently perform history and physical exam and then present the patient to the attending cardiologist. Other patients will be observed with the attending cardiologist present. There will be review sessions with an attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoechocardiography, color Doppler and angiograms are also included to a lesser degree.

MEDI G715 - Pulmonology Teaching Service Elective (2 Credits)
This elective is designed to give students exposure to the evaluation and management of patients with pulmonary disease. Emphasis is placed on differential diagnosis of various clinical and radiologic problems in pulmonary disease. The use and interpretation of pulmonary function tests as well as the role of bronchoscopy and other diagnostic procedures will be reviewed. Students will have the opportunity to observe bronchoscopy.

MEDI G720 - Internal Medicine Critical Care Elective (2 Credits)
This elective presents students the opportunity to manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students will also have the opportunity to observe bronchoscopy.
MEDI G725 - Infectious Disease Elective (2 Credits)
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend.

MEDI G730 - Hematology/Oncology Elective (2 Credits)
Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoxes and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytoxes, clotting disorders and hematological neoplasms as well as solid tumors.

MEDI G735 - Nephrology Elective (2 Credits)
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. The format of these discussions will be on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be to examine urinary sediments. The student will evaluate both inpatients on various specialty services and outpatients on the Nephrology Consult Service. The student will present and discuss these patients with staff attending nephrologists and be guided to the appropriate reading on topics related to these patients.

MEDI G740 - Gastroenterology and Hepatology Elective (2 Credits)
The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD, colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consults.

MEDI G745 - Geriatrics Elective (2 Credits)
The Geriatrics and Palliative Medicine elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in a variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment. We Encourage opportunities for student research and participation in program development.
MEDI G775 - Radiation Oncology Elective (2 Credits)
This elective is designed to acquaint the student with the practice of radiotherapy and fundamental basic science concepts that guide radiation oncologists in their clinical practice of medicine. An emphasis will be placed on clinical examination, review of radiology images and a general understanding of cancer particularly the indications and delivery of radiation therapy. The primary emphasis of the rotation will focus on issues that will be useful to any physician who may provide care for patients with a cancer diagnosis or patients with a personal history of cancer. While students may decide to pursue further training in this specialty after taking this elective, any student who already plans to pursue residency training in Radiation Oncology should contact the course director or another faculty member as early as possible in their medical education to express and further explore their interest given the highly competitive nature of matching in a radiation oncology residency program. Track 1: University-based Elective: This track is only offered in Greenville and is appropriate for all medical students especially for those students who expect to practice medicine in a university based system or intend to train in an oncologic sub-specialty of internal medicine, pediatrics, gynecology or surgery. Students performing this track can expect to attend a larger variety of multi-disciplinary conferences (e.g., Breast Cancer MDC Conference, Thoracic Oncology MDC, GI-Oncology and Melanoma MDC, Neuro-Oncology MDC, etc.) in addition to the weekly Cancer Conference/Tumor Board at GMH. Students in this track will work with a variety of staff physicians during their rotation. Track 2: Community-based Elective: The track is designed for students who wish to experience a broad overview of clinical radiation oncology practiced in the community setting. Elective sites for this track include either the GHS Cancer Institute's Spartanburg or Seneca office locations depending on the student’s preference. The student will spend the elective working in radiation oncology seeing patients, performing simulation and treatment planning, and attending multidisciplinary conferences and tumor boards. Exposure to patients with many different types of cancer routinely treated in a community setting will be common during this elective. Students who select this track at the Spartanburg office would work primarily with Dr. Howes while those students who perform this rotation in Seneca would expect to work primarily with Dr. O'Connell.

MEDI G780 - Team-Based Primary Care Health (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families who have traditionally had gaps in medical care and as an introduction to team based primary care. Students will identify challenges in care for adult patients who are in the uninsured, underinsured or Medicare/Medicaid population. Communication skills, shared decision-making, care coordination, family support interventions and management of acute and chronic medical conditions will be emphasized. The course will include time with members of the interdisciplinary team (pharmacy techs, dieticians, behavioral health providers, social workers, diabetic educators, financial counselor/Medicaid worker, as well as primary and subspecialty physicians and nurses). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive care with efforts to overcome identified challenges. Requirements: Grand Rounds each Friday morning, and Case Management Component. For Case: Students will be required to pick one patient within the first 3 days of the elective to follow for a chronic illness. Required interaction will include a follow-up visit either in-person or by telephone at some point throughout the 2-week elective. A written summary of the case should be submitted to the Course Director by the last Friday of the Elective outlining how objectives of the course were met. (see canvas for further instructions).

MEDI G785 - Adult Palliative Care Elective (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (nursing, social work, chaplaincy, therapies). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care.

MEDI G790 - Inpatient Cardiology Elective (2 Credits)
Students are assigned to work on the inpatient Cardiology Teaching Service at GMH. The Cardiology Teaching Service consists of medical students (M3 and/or M4), IM residents and an attending cardiologist. The student will be expected to complete history and physicals for new consultations and follow-up visits for existing patients. The student will be expected to follow 1-2 patients at the beginning of the elective and up to 5 patients by the end of the elective. They will be presenting patients during teaching rounds to the attending cardiologist. Common conditions that may be presented include, but are not limited to: NSTEMI, STEMI, CHF, arrhythmias (including AF, atrial flutter, VT/VF).

MEDI G800 - Medicine Inpatient (MTS) Acting Internship (4 Credits)
Students are assigned to an inpatient general medicine team, composed of one attending physician, one PGY-2 or PGY-3 resident, one to two PGY-1 residents, and at times third-year medical student(s). Acting interns care for patients as their primary caregivers, under the direct supervision of the upper level resident. Together with their teams, acting interns take in-house call every sixth night, admitting patients with all types of medical illnesses. Acting interns usually admit 2 to 3 new patients each call night, with a maximum census of 6 to 8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Acting interns reevaluate their patients daily, reassessing their diagnoses and therapeutic plans. Acting interns present their patients and discuss their impressions on daily rounds and in teaching conferences with the Internal Medicine residents and faculty. Acting interns learn to interpret laboratory data, chest x-rays and electrocardiograms and to perform procedures, which usually include central line placement, lumbar puncture, paracentesis, stress testing and thoracentesis. Clinical learning is supplemented by self-directed reading and required conferences. Conferences include informal discussions, lectures, grand rounds and bedside rounds. Acting interns take in-house overnight call with their team every sixth night and receive one day free of patient care duties per week.
MEDI G801 - Hospitalist Acting Internship (2-4 Credits)
This elective provides an opportunity for fourth year medical students to work in close relationship with a currently practicing internal medicine hospitalist. The students will have the opportunity to care for ICU and floor patients while following the schedule of a hospitalist, and subsequently gain insight on the typical work life for internal medicine hospitalists. Students are assigned to a hospitalist each week. Acting interns care for patients as their primary caregivers, under the direct supervision of the attending. The acting intern will take in-house call and respond to rapid responses and codes per the attending’s schedule; they will admit patients with varying medical illnesses. Acting interns should admit 2-3 new patients per call day/night, with a maximum census of 6-8 patients for ongoing care. This patient load may be adjusted based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and documenting the medical interview, physical exam, diagnostic assessment, and management plan. Acting interns re-evaluate their patients daily, reassessing their diagnoses and therapeutic plans. They will present their patients and discuss their impressions on daily rounds with their attending. Acting interns learn to interpret laboratory data, chest x-rays, and electrocardiograms and to perform procedures such as central line placement, lumbar puncture, paracentesis, stress testing, and thoracentesis based on patient need and attending comfort. Clinical learning is supplemented by self-directed reading and required conferences. Acting interns will follow the schedule of their assigned attending Monday – Friday from 7am – 7pm and will be free of patient care duties Saturday and Sunday. This elective is intended to be 2 weeks, combined with the 2 week critical care elective; however, it can also be scheduled as a 4 week elective.

MEDI G810 - Community Private Practice Elective (2-4 Credits)
Students are assigned to a general medicine office, where they act as primary caregivers for their patients under the direct supervision of a faculty physician. Students provide comprehensive care for patients in all stages of illness, including initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and follow-up after hospitalization. Students evaluate 8-10 patients everyday, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions in teaching conferences with the attending physician. Conferences include informal discussions, lectures, and grand rounds.

MEDI G815 - Cardiology Elective (2 Credits)
Students are assigned to work with a specific group of cardiologists. Students will be assigned specific patients to examine and follow hospitalized and ambulatory patients. It shall be the student’s responsibility to record a history and physical examination on each assigned patient. History and physical findings will be presented to the attendings on rounds. Students will participate in rounds each day. There is an opportunity to observe procedures done on patients in the unit which include pacemaker insertion, cardioversion, hemodynamic monitoring, coronary angiography, and stress testing. The 20 bed Coronary Care Unit and 34 bed post-CCU offer excellent updated physical facilities for this experience. The Cardiac Clinic meets once each week and provides an opportunity to review the history and physical findings on a variety of cardiovascular problems. Considerable emphasis is placed on instruction and interpretation of electrocardiograms. The student is responsible for interpreting an average of 10 records a day. There will be a review session each day with one attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoechocardiography, color Doppler and angiograms are also included to a lesser degree.

MEDI G820 - Hematology/Oncology Elective (2 Credits)
Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoposes and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders and hematological neoplasms as well as solid tumors.

MEDI G825 - Infectious Disease Elective (2 Credits)
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend. At the end of this rotation the student should be able to discuss and understand the appropriate use of antibiotic therapy. They should be able to understand the common entities in Infectious Disease such as FUO, hepatitis, STD, septicemia, osteomyelitis, endocarditis, AIDS, postoperative wound infections, etc.
MEDI G830 - Medicine Critical Care (2 Credits)
Manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students learn to interpret sputum samples, chest x-rays, arterial blood gases, and tests of ventilation and gas exchanges. Students learn to perform diagnostic and therapeutic procedures, which include thoracentesis, central line placement, arterial line placement, intubation, ventilator management. Students will also have the opportunity to observe bronchoscopy.

MEDI G835 - Nephrology Elective (2 Credits)
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. These would take the format of discussion on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be able to examine urinary sediments. Reprints on topics discussed will be distributed; adequate time will be provided for the student to prepare the topic.

MEDI G840 - Rheumatology Elective (2 Credits)
This elective rotation is designed to provide students with an overview into rheumatic diseases such as various arthritides and connective tissue disorders. Diseases include, but are not limited to, rheumatoid arthritis, psoriatic arthritis, gout, osteoarthritis, lupus, scleroderma, vasculitis, inflammatory myositis. The student will observe, in an outpatient clinic setting, the stepwise approach into diagnosis and treatment of rheumatic disease. Emphasis will be placed on learning the basics of a musculoskeletal history and pertinent physical examination findings.

MEDI G845 - Pulmonary Teaching Service Elective (2 Credits)
Prescribe respiratory therapy for hospitalized and ambulatory patients; interpret tests of ventilation and gas exchange; examine and interpret stained sputum for bacteriology; examine and interpret unstained sputum for nonmalignant cytology; perform diagnostic procedures including thoracentesis and pleural biopsy; students will also have the opportunity to observe bronchoscopy.

MEDI G850 - Dermatology Elective (2 Credits)
Fourth year medical student may choose to spend two weeks in a private dermatology office. The student will be assigned to follow a specific dermatologist in the group which may change on various week days, but the rotation consists of full days, Monday through Friday. When there is a GHS Dermatology Clinic, the student may attend that clinic rather than in the private office. Each student will follow their assigned dermatologist as he/she sees patients throughout the day. They will be expected to read about various dermatologic conditions observed during these times. Dermatology text books, journals and other reference materials will be made available. Students may be allowed to assist with minor surgeries and procedures. In addition to following the dermatologist, a core curriculum will be provided to familiarize the students with basic dermatologic terms and common dermatoses.

MEDI G855 - Gastroenterology and Hepatology Elective (2 Credits)
The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD, colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consults.

MEDI G865 - Endocrinology Elective (2 Credits)
The endocrine elective will expose the student to a comprehensive spectrum of endocrine conditions, including type 1 and type 2 diabetes and their complications, thyroid disorders, conditions affecting both male and female reproduction, obesity, adrenal and pituitary gland disease, neuroendocrine tumors and their associated syndromes, and conditions involving bone and calcium metabolism. The elective will be primarily outpatient with some inpatient consultations.

MEDI G870 - Medicine-Pediatrics Community Practice (2 Credits)
The focus of this elective is for the medical student to gain exposure to the practice of Internal Medicine and Pediatrics in a community setting. Students will perform well child and adolescent care and well as adult preventative medicine. Students participate in initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and followup after hospitalization. Students evaluate patients every day, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions with the attending physician. The goal of this elective is for the medical student to have not only an overview of combined Internal Medicine and Pediatrics practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for patients.

MEDI G875 - Radiation Oncology Elective (2-4 Credits)
MEDI G885 - Geriatrics Elective (2 Credits)
The Geriatrics elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in a variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment.

MEDI G890 - Advanced Physical Exam Series (2 Credits)
The Advanced Physical Exam Skills course is a 2-4 week workshop offered to fourth-year medical students who are interested in developing a deeper understanding of how to use the physical exam to influence medical decision making. The course combines interactive lectures, physical exam rounds, materials for personal study, and a final assessment. The lectures focus on learning the pathophysiology, diagnostic characteristics, and clinical significance of different exam maneuvers. The physical exam rounds allow for immediate skills practice. Special lectures focus on diagnostic error and how to analyze literature about diagnostics. Articles pertinent to the topics are distributed prior to lectures. A pre-and-post assessment will be given to measure improvement in knowledge and mastery of concepts.
Neurology (NEUR)

**NEUR D607 - Neurology Clerkship (2 Credits)**
A two-week, two-credit-hour required clerkship in the third year during which students are assigned to various clinical sites and rotate with one of the neurologists on the clinical faculty in both inpatient and outpatient setting. The overall goal of the clerkship is to teach the principles and skills underlying the recognition and management of the neurologic diseases a general medical practitioner is most likely to encounter in practice. History and physical examination skills, as well as the use and interpretation of common tests used in diagnosing neurologic disease are emphasized. The student is expected to develop the abilities to formulate a differential diagnosis for patients with neurologic problems, to approach the management of common neurologic diseases in systematic fashion, and to recognize situations in which it is appropriate to request neurologic consultation. Primary methods of instruction include lecture, clinical preceptorship, conferences, small-group discussion, and teaching rounds. Modes of assessment include a departmental written examination and clinical evaluations. Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. A limited number of students may elect to study subspecialty areas of neurology or to participate in clinical research in neurology.

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

**NEUR D639 - Neurology Selective (1-12 Credits)**
Up to 10% of patients seen by family practitioners present with neurological symptoms and pose neurological questions to their physicians. Only 16% of the 45 million Americans who visit a physician for a chief complaint referable to the nervous system are ever evaluated by neurologists. In studies of hospitalized patients, the proportion admitted for a neurology diagnosis ranges from 5 to 19%, and the proportion with secondary neurological diagnosis is much higher. Clearly, primary care physicians are routinely called upon to evaluate and manage patients with neurological disease. Practicing physicians require a firm understanding of the general principles of clinical neurology. For those students who are interested in primary care, neurology or related fields; this four-week neurology elective in the fourth year is the suitable setting to lay the foundation for a better understanding of clinical neurology, to introduce neurology sub-specialties, or to offer student introductory exposure to neurology research. In the Columbia campus, the selective neurology students are assigned to the University Specialty Clinic – Palmetto Richland Memorial Hospital, Dorn VA Hospital, or Bryan Psychiatry Hospital. The MIV selective neurology in Greenville campus is conducted by Dr. John R. Absher. At the Columbia campus, we will accept the M-IV students on even numbered rotation blocks, limiting to 6 students each time, as neurology clerks. The M-IV selective neurology clerkship is conducted by Dr. John Absher who will accept one or two MIV students in each rotation period.

**NEUR D679 - Neurology Selective - Greenville (4 Credits)**
Up to 10% of patients seen by family practitioners present with neurological symptoms and pose neurological questions to their physicians. Only 16% of the 45 million Americans who visit a physician for a chief complaint referable to the nervous system are ever evaluated by neurologists. In studies of hospitalized patients, the proportion admitted for a neurology diagnosis ranges from 5 to 19%, and the proportion with secondary neurological diagnosis is much higher. Clearly, primary care physicians are routinely called upon to evaluate and manage patients with neurological disease. Practicing physicians require a firm understanding of the general principles of clinical neurology. For those students who are interested in primary care, neurology or related fields; this four-week neurology elective in the fourth year is the suitable setting to lay the foundation for a better understanding of clinical neurology, to introduce neurology sub-specialties, or to offer student introductory exposure to neurology research.

**NEUR D690 - Clinical Neurology (1-12 Credits)**

**NEUR D695 - Neurology AI Extramural (1-12 Credits)**

**NEUR G710 - Focus in Neurology Elective (2 Credits)**
The M3 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc.
NEUR G810 - Advanced Focus in Neurology (2-4 Credits)
The M4 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc. Upon completion of the elective, students will be expected to perform at the level of a first year neurology resident.

NEUR G815 - Neurological Critical Care (2,4 Credits)
This is a 2 or 4-week course on the Neurocritical Care service. Students will work alongside a Neuro ICU attending, Neuro ICU Advanced Practice providers and other residents on the service. Students will train in the evaluation of patients with acute brain injury and the concepts of managing critically ill patients with neurological disease. Students are evaluated on the 6 core competencies: Patient care, medical knowledge, Interpersonal & Communication skills, Practice—based learning and improvement, Professionalism and Systems-Based Practice. Students will attend the scheduled weekly vascular neurology conferences, didactic ICU presentations and will have assigned reading, over the course of this rotation. Students should be expected to work one Saturday day shift during the rotation.

NEUR G899 - Neurology Away Rotation (4 Credits)
The student will complete an intensive study of Neurology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Neuropsychiatry (NPSY)

NPSY D605 - Psychiatry Clerkship (6 Credits)
NPSY D615 - Psych Acting Internship (4 Credits)
NPSY D627 - Child and Adolescent Psyh (1-12 Credits)
NPSY D629 - WSHPI Child and Adolescent Inpatient Addictions (1-12 Credits)
NPSY D633 - Emergency Psychiatry (1-4 Credits)
NPSY D634 - Consultation Psychiatry (1-12 Credits)
NPSY D642 - Addiction Treatment (1-12 Credits)
NPSY D644 - Research/Child Adol Psych (1-12 Credits)
NPSY D646 - Forensic Psychiatry (1-12 Credits)
NPSY D649 - Introduction to Inpatient Psychiatry (1-12 Credits)
NPSY D655 - Geriatric Psychiatry (1-12 Credits)
NPSY D657 - Inpatient Psychiatry (1-12 Credits)
NPSY D659 - Community Psychiatry (1-12 Credits)

NPSY D662 - Telepsychiatry/Telemental Health (1-12 Credits)
The telepsychiatry/telemental health elective offers medical students an opportunity to gain clinical exposure to video-conferencing technology as a means of health care delivery. Students will work with attendings who perform telepsychiatry evaluations spanning adolescent, adult, and geriatric age ranges. Students will become familiar with telepsychiatry consultation and mental healthcare delivery to clinical settings including primary care (ICARED), forensics/ Department of Juvenile Justice (DJJ), state mental health center and geriatric PACE (Program for All Inclusive Care of the Elderly) sites. This elective will include assigned readings on the scope and effectiveness of telepsychiatry applications from the extant literature.

NPSY D664 - Private Practice Out Patient Psychiatry (1-12 Credits)
Students will gain exposure to outpatient psychiatry in a private practice setting. Under the supervision of the attending psychiatrist, students will become familiar with conducting initial and follow up assessments on patients. Students will become familiar with the unique aspects of managing mental illness within the construct of a private practice model. Students will gain exposure to the management of patients with mood disorders, anxiety disorders, and substance use disorders. Clinical experiences will be individualized based on the interests of each student when possible.

NPSY D671 - In the Trenches:Psy Elec (1-12 Credits)
NPSY D676 - The Broader Vision: Psychiatry Beyond MIPH (1-12 Credits)
NPSY D690 - Clinical Psychiatry (4-12 Credits)
NPSY D695 - PSYC AI Extramural (4 Credits)

NPSY G700 - Psychiatry/Neurology Clerkship (8-9 Credits)
The Neurology and Psychiatry clerkship is designed to teach students the skills that are required for any competent physician regardless of specialty. The curriculum is integrated over 8 weeks with four weeks of experience in each area with a final week for integration and testing. Additionally, the didactic curriculum will be a combined and blended over the 8 weeks with a large proportion being case based clinical education. The didactic and rotational education will build from the M1 and M2 knowledge of neurosciences. The expectation at the conclusion of the clerkship is that the student will have the ability to obtain an appropriate history, examination, referral and treatment of patients at the level expected of a general medical practitioner. The Neurology portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of neurological disease such as rehabilitation, palliative care and neurosurgery. The expectation at the conclusion of the clerkship is that the student will have the ability to obtain an appropriate history and examination, localize the lesion and develop a differential diagnosis. The ability to develop an initial evaluation and treatment plan is also emphasized. The Psychiatry portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of psychiatric diseases as well as potential rotations in Emergency and Consultation services. These rotations will be primarily located at the GMH campus but may also include Harris Psychiatric Hospital, the Brownell Center-Simpsonville, as well as one or more of the community mental health centers. In addition to rotational exposure, students will have experience in AA meetings and electroconvulsive therapy.
NPSY G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

NPSY G710 - Focus in Psychiatry Elective (2 Credits)
Inpatient and outpatient opportunities exist for electives in Psychiatry and subspecialties in child/adolescent and geropsychiatry. The content of this course is designed to provide the student a broader experience in comprehensive psychiatric patient evaluation and treatment. The student will be assigned to a practicing psychiatrist within a variety of inpatient, outpatient, emergency and consultative fields. The presenting problems of patients may include personality disorders, acute psychotic disorders, mood disorders, anxiety disorders, schizophrenia, psychosomatic illness, organic brain syndrome and substance abuse disorders. The student will be responsible for intake assessments, to include a mental status examination. He/she will also participate in the decision-making processes and in continuity of care. Additional assignments will be made to specialized treatment programs including individual and family psychotherapy. The student may see outpatients being treated at the Brownell Center collocated with Marshall I. Pickens Hospital. Additionally, rotations may occur at the Piedmont Mental Health Center located in Simpsonville, near Hillcrest Hospital. Additional inpatient rotations may be at Marshall I. Pickens Hospital or Harris Psychiatric Hospital in Anderson. Consultation and emergency services are located at Greenville Memorial Medical Center. The course is designed to provide the student with maximum patient contact. Reviews of interviewing techniques and the principles of general psychiatry with the introduction of individual and family psychotherapy techniques will complement the student's clinical contact with patients. The student will be evaluated by both his/her preceptors and the Clerkship Director for Psychiatry or his designee. Input will be obtained from the other health professionals with whom the student has worked. Additionally, successful completion of the stated objectives will be required to pass this course.

NPSY G815 - Academic Psychiatry (2 Credits)
Students will review a variety of virtual material that has been made available by the course director to develop teachable resources for the department of psychiatry. Additional material, such as various articles for review and additional online learning modules may also be included for review. Upon the completion of their review, students will submit to the course director a detailed presentation as to how these resources would supplement the NPSY clerkship or the current psychiatry electives and how they might best be used to aid in students' knowledge and competency in the field of psychiatry. The student would then develop the resource into a delivery module such as an SLM. The majority of the course requirements (modules and readings) will be completed online and can be completed asynchronously. Students will be expected to complete all modules and assignments by the posted deadlines. Each week, discussions will be held via phone or in person. Students must complete all reading prior to these discussions.

NPSY G899 - Psychiatry Away Rotation (4 Credits)
The student will complete an intensive study of Psychiatry at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

NPSY 605 - Psychiatry Clerkship (6 Credits)
A six-week, six-credit-hour required clerkship in the third year which consists of a three-week assignment to an inpatient psychiatric unit and a three-week assignment in an outpatient/sub-specialty psychiatric setting. The overall goal of the clerkship is to provide a "hands-on" approach to learning psychiatry applicable to the general practice of medicine. While building on the first- and second-year knowledge of psychiatric/development concepts, the rotation emphasizes the ability to perform the various tasks necessary for evaluation, referral and treatment of psychiatric problems. Skills and knowledge in psychopharmacology, differential diagnosis, treatment planning, and the doctor/patient relationship are developed. A variety of clinical rotation sites is available. Required clerkship components include attendance at an Alcoholics Anonymous meeting and at a probate court hearing and a videotaped interview. Primary methods of instruction include lecture, case-based discussion/presentation with individual tutors, clinical preceptorship, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Psychiatry NBME subject examination, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. Note: Restricted to medical students.

NPSY 615 - Psychiatry Acting Internship (4 Credits)
Acting Interns function at the level of an intern and/or first year resident for inpatients with acute psychiatric treatment disorders. Students will rotate on a Co-ed acute inpatient at Bryan Psychiatric Hospital. Psychiatric problems are complex and diverse in the inpatient population, and opportunities for direct hands-on patient care are extensive. Students follow ten (10) patients daily, with overnight call once a week. Acting Interns work with an intern, residents and USCSCM faculty. Education material is presented via attending rounds, didactic lectures, and grand rounds. Experiential learning assignments maximize learning opportunities. Assessment will include case presentations, literature reviews, and a written exam by faculty at the end of the rotation.
NPSY 622 - Introduction to Psychotherapy (3-12 Credits)
This course will build upon the knowledge and skills developed during the first three years of medical school. Goals are to impart further knowledge of psychodynamic theories and techniques and their application to individual therapy. The course is designed for students seriously considering psychiatry residency programs. The student will be assigned to an experienced psychotherapist as a mentor, and will participate in seminars and review videotapes of psychotherapy demonstrating various therapeutic interventions: individual, brief, longterm and along a supportive-expressive continuum. The concepts of therapeutic alliance, ‘working-thru’ therapeutic interventions, and termination will be examined. Critical outcome predictors will be explored and understood. Other experiences will be developed for students based on specific interests and available resources.

NPSY 627 - Outpatient Child and Adolescent Psychiatry (2-12 Credits)
This elective provides supervised clinical educational experiences in child and adolescent psychiatry with the focus on an out-patient setting. The student will be involved in diagnostic evaluations treatment of outpatients. Learning activities may include student participation in the following areas: Child and Adolescent Neuropsychiatry Outpatient Clinic, Infant and Early Childhood Assessment Clinic, Developmental Disorders Clinic, Medication Management Clinic and Assessment Resource Center. Clinical experiences will be individualized based on the interests of each student. Case conferences, didactic teaching and individual study will be used to supplement the experience.

NPSY 632 - Adolescent Psychiatry (2-12 Credits)
The educational goal of this elective is to provide supervised clinical experience in adolescent psychiatry with an emphasis on a substance abuse unit. Students will acquire basic knowledge of child and adolescent psychopathology. Students will be able to function as externs and will therefore have their own patients. Students will develop clinical skills in interviewing, assessing, diagnosing and treatment intervention with the adolescent patient. This elective is based in the Adolescent Substance Abuse Unit of the Child and Adolescent Inpatient Service. This unit serves patients both with substance abuse and other psychiatric disorders such as Major depression, a variety of Anxiety disorders including PTSD, Behavioral issues, and Personality disorders to name a few. Students will participate actively in the treatment program including assessment and diagnosis of patients, treatment team meetings, treatment planning, grand rounds at Palmetto Richland Hospital when offered, family, individual and group therapies, and interdisciplinary milieu treatment. Changes can be made to suit the student’s particular interests. Students will also evaluate and treat any medical problems their patients may have. If desired, students may also attend didactic series including family therapy, normal development and psychopathology series as provided to psychiatry residents, but is not required.

NPSY 633 - Emergency Psychiatry (4 Credits)
This elective provides a supervised clinical experience in the evaluation and treatment of psychiatric patients in the emergency department at Palmetto Health Richland. The student will be actively involved in the acute and short-term care of patients with a range of psychiatric illnesses from psychotic disorders to substance use disorders. The primary emphasis will be upon teaching via supervised psychiatric interviews and discussion of treatment options. Individualized didactic teaching and independent study will be used to supplement the experience.

NPSY 634 - Consultation Liaison Psychiatry (2-12 Credits)
This elective will build on knowledge and skills gained in the core psychiatry clerkship in the third year. Students will become part of the consult-liaison team and will be responsible for assisting in psychiatric evaluations of medical and surgical patients throughout Palmetto Health Richland. Students will round daily with the consult-liaison team and be responsible for the evaluation and follow-up of new consults. Particularly useful for students entering primary care fields, this elective allows the student the opportunity to assess and provide treatment recommendations for the psychiatric disorders most commonly found in hospitalized medical and surgical patients. By the end of the elective the student should: Be comfortable in performing a focused psychiatric interview on hospitalized medical and surgical patients. Be able to recognize common psychiatric complications and disorders in medical and surgical patients. Be able to formulate treatment recommendations and communicate them effectively to the requesting physician.

NPSY 644 - Research in Child and Adolescent Psychiatry (3-12 Credits)
The educational goal of this research elective is to provide a structured, supervised and focused research experience in one of several areas of child and adolescent psychiatry. The student will choose, with guidance from the selected faculty member, a time limited research task. A broad range of new and on-going investigative projects is available and are suitable for qualified students, who should be self-starters and industrious. The student will be expected to engage in directed reading, library research, and discussions which will ensure an adequate understanding of clinical research principles. Concurrently, the student may be engaged in data collection, analysis, or writing of results for publication. The degree of supervision will be tailored to suit the needs of the individual student and research task. The Division of Child and Adolescent Psychiatry is particularly active in academic research, and several experienced investigators are willing to serve as mentors. Areas of active research include: infant psychiatry, autism, mental health services, psychiatric epidemiology, measurement of treatment outcome, predictors of morbidity, adolescent substance abuse, computer methods in clinical medicine, grant writing skills, and preventive psychiatry. The student with a solid background in research may help in the development of a project which incorporates his or her particular interests. Productive participation in research will be acknowledged by shared authorship in resulting publications.

NPSY 646 - Forensic Psychiatry (2-12 Credits)
The general goal of this elective is to provide supervised clinical education experiences in forensic psychiatry evaluations. The student will acquire basic knowledge in forensic psychiatry and how this knowledge is used for developing opinions in criminal court cases. This will include familiarity with psychiatry and the legal system, the concept of competency to stand trial and criminal responsibility, the concept of capacity to conform behavior, the diagnoses frequently evaluated in the forensic setting, and the various tests for criminal responsibility, including the test used in South Carolina. The student will be involved in outpatient forensic evaluations with the course director and/or forensic psychiatry fellows for competency to stand trial and criminal responsibility along with accompanying the course director when testimony is provided in court. The student may also accompany the psychiatrist to a civil forensic clinic one-half day a week and to a psychiatry clinic at the South Carolina Department of Corrections. Reading assignments with tutorial discussions will supplement clinical experience. The primary emphasis will be upon teaching via supervised psychiatric interviews and observation. Case conferences, individualized didactic teaching, and independent study will be used if needed to supplement the experience.
NPSY 653 - Community Psychiatry (4 Credits)
Student will see a variety of mental disorders within a semi-rural a/o rural setting. Cultural diversity issues are prominent. And ways to address assessment of cross-cultural populations will be addressed. The clinics include a day program for the severely mentally ill and a clinic serving crisis prevention. Both faculty members are trained in Geriatric Psychiatry and have been involved in training a/o research. The team approach to medical care with its challenges and opportunities will be addressed, providing the student with the opportunity to learn skills prevalent now in many facets of medicine.

NPSY 654 - Sexual Behaviors, Evaluation, Research and Treatment (2-12 Credits)
Forensic and Clinical Experiences 1. Students will acquire knowledge of healthy and unhealthy sexual behaviors, forensic issues related to unhealthy sexual behaviors, and evaluation and treatment of problem and offending sexual behaviors exhibited by adults, adolescents and children. Students will have the opportunity to participate in forensic and treatment evaluations, which can include records reviews, clinical interviews, psychometrics, and physiological assessments including penile plethysmograph, visual reaction time, and polygraph examinations.
2. Participation in group and individual treatment of persons with sexual problem and offending behaviors will be offered, when available.
3. The primary teaching modality is supervised participation and case discussions. Individualized didactic teaching and independent study will be used on a case-by-case basis as supplements.
4. Students can include a research experience with their forensic and clinical experience, if they desire to do so. See the "Research Experience" section below for details. Research Experience 1. Students will receive experience with the design, development, and conduct of research studies focused on sexual behavior. Students may be offered opportunities to join ongoing research projects, join a study under development, or propose their own study and receive mentorship from the elective's faculty. 2. Students have the option of including this experience with the aforementioned forensic and clinical experiences or as a stand alone elective. Students also have the option of only engaging in the forensic and clinical experience without including a research component. 3. Students will be included in presentations and publications derived from research in which they have participated and will be given co-authorship based on the level of their participation.

NPSY 671 - In the Trenches: Electives in Psychiatry (2-12 Credits)
NPSY 755 - Fundamentals of Psychiatric Rehabilitation (3 Credits)
Overview of current community-centered approaches to rehabilitation of persons with severe long-term mental illness. Emphasis placed on community-living problems, such as housing, social adjustment, supportive services, and employment.

NPSY 756 - Vocational Implications of Psychiatric Disability (3 Credits)
Further exploration of methodologies and techniques for reintegrating individuals with severe mental illness into the workplace.
Prerequisites: NPSY 755.

NPSY 757 - Psychopathology for Counselors (3 Credits)
Theoretical background for understanding causes, symptomatology, and preferred treatment approaches for disorders identified in DSM-IV, the standard reference of the American Psychiatric Association. Prepares students to diagnose and treat mental health conditions.

NPSY 758 - Classification and Assessment of Mental Disorders (3 Credits)
Classification of mental disorders using the DSM-IV, standard reference of the American Psychiatric Association, and the interpretation of formalized evaluations and appraisal techniques in achieving differential diagnoses.
Prerequisites: NPSY 757.

NPSY 760 - Addictions Rehabilitation (3 Credits)
Theory, treatment, and psychological aspects of addictions to alcohol and other drugs.

NPSY 761 - Dual Diagnosis (3 Credits)
Current research and models for rehabilitation of individuals with a substance abuse/dependency and other mental illness. Based on analyses of case studies.
Prerequisites: NPSY 757 and NPSY 760.

NPSY 763 - LGBT Issues Counseling and Rehabilitation (3 Credits)
Contemporary issues related to the provision of effective counseling and rehabilitation services with the lesbian, gay, bisexual, transgender (LGBT) population. The focus will be on attaining a level of applied knowledge and awareness commensurate with master’s level professional practice.

Neurosurgery (NEUS)

Obstetrics / Gynecology (OBGY)

OBGY D605 - Obstetrics/Gynecology Clerkship (6 Credits)
A six-week, six-credit-hour required clerkship in the third year that introduces students to the basic fundamental principles of obstetrics and gynecology through a variety of inpatient and out-patient experiences. The rotation is divided into a three week obstetric block, and a three week gynecology block. During the obstetrics portion of the rotation, students spend one week on the labor and delivery floor during the day and one week on the labor and delivery unit at night. During these two weeks, students are exposed to normal labor and delivery patients, high risk antepartum patients, and postpartum patients. The third week of the obstetrics block is dedicated to gaining exposure to obstetric ultrasound and genetics, as well as spending some more time on the labor and delivery unit. Students are also exposed to maternal fetal medicine as well during these three weeks. During the gynecology block, the students spend equal time in the operating room and the out-patient clinic. The bulk of time in the operating room is spent observing benign surgical cases with a limited amount of time dedicated to the observation of gynecologic oncology and urogynecology surgical cases. While the students are in the out-patient clinic, they are exposed to both obstetric and gynecologic patients, and are involved in the colposcopy, endocrine, high risk pregnancy, and teen gynecology specialty clinics. Additionally, students receive exposure to gynecologic ultrasound by spending time in the ultrasound unit. Primary modes of instruction include teaching rounds, lectures, and conferences. Modes of assessment include the Obstetrics and Gynecology NBME subject examinations and an Objective Structured Clinical Evaluation (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.
OBGY D615 - Obstetrics and Gynecology Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

OBGY D619 - Gynecologic Oncology (2-12 Credits)
OBGY D621 - Maternal/Fetal Medicine (1-12 Credits)
This course is an introduction to the evaluation and management of those patients whose pregnancies are complicated by conditions that compromise the health of the mother and/or the fetus. Maternal fetal physiology and pathophysiology will be emphasized. An emphasis will be placed on careful history taking (including history of the family for genetic predispositions). Learning experiences will include attendance at the antepartum rounds, prenatal diagnosis clinic, and in the MFM private clinic and conferences on a weekly basis, daily attendance of high risk inpatients and experiences in biophysical antenatal evaluation, including obstetrical sonography and fetal monitoring. Skill sets advanced include drawing pedigrees, ultrasound, and orchestrating a logical approach to complex pregnancies.

OBGY D624 - Rural Obstetrics and Gynecology (1-12 Credits)
Students will independently evaluate patients in the office under the supervision of the faculty member and will be expected to obtain the appropriate history and physical findings. They will be expected to generate an assessment and a plan prior to presentation of the patient to the physicians. Students will not be performing complete physicals on all patients but will be encouraged to ‘sit in’ on several to help develop their own approach for comprehensive health care. Students will be provided with a hands-on experience with regards to office procedures. The didactic and managerial approach to running an office will be experienced as well. Taking night call will be encouraged (frequency will be at the discretion of the student); this will certainly provide the opportunity for more deliveries and more hospital experience. Teaching will be basically case oriented. Students will need to provide their own transportation. For the Manning rotation, housing arrangements will need to be made prior to arrival, and the office will gladly assist in this. Housing is available for the Bennettsville rotation.

OBGY D627 - Repro Endocrinology & Fertility (1-12 Credits)
OBGY D629 - Urogynecology (1-12 Credits)

OBGY D632 - Gynecology Surgery Elective (1-12 Credits)
OBGY D635 - Centering Pregnancy Group Prenatal Care (1-12 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Prior to participation in the group care model, the student will audit a training session in “Centering” model of pregnancy care. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be “on-call” for each patient’s delivery. The student will manage the patient’s labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged, if possible.

OBGY D643 - Women’s Health and Diagnostic Center (1-12 Credits)
To gain clinical experience in the diagnosis and management of obstetric and gynecologic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as pap smears, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, ridding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable OB/GYN patients in the Emergency Department). Students would also get the opportunity to work in a rural health environment (Swansea).

OBGY D649 - Orthopedic Surgery – Lexington Medical (1-12 Credits)
To gain clinical experience in the diagnosis and management of orthopedic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as injections, etc, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, ridding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable orthopedic patients in the Emergency Department).

OBGY D650 - Obstetrics & Gynecology (1-12 Credits)
OBGY D671 - Research Method and Study Design (1-12 Credits)
Whether primarily conducting research or performing patient care, an evidence-based approach to medicine requires the ability to understand and critically evaluate scientific literature. This skill is emphasized in the scholarly activity required by all ACGME accredited residencies. This course is designed to prepare the fourth year medical student for the scholarly activity he or she will encounter in residency and to provide the student with the skills required to engage in lifelong practice-based learning and improvement. In addition, at the end of this course, the successful student will have a well-designed research protocol that he or she can use as a residency research project if so desired. This course is offered to students based on academic merit. Interested students should contact the program coordinator to request an application.

OBGY D672 - Gyn/Onc (1-12 Credits)
OBGY D673 - Repro/Endocrin (GHS) (1-12 Credits)
OBGY D674 - High-Risk Obstetrics Elective (1-12 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotations. The purpose of this course is to provide the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. Clinical experiences will occur in the Antepartum Ward and Labor and Delivery the direct supervision of resident and attending MFM physicians.

OBGY D675 - Elective in Gynecologic Oncology (1-12 Credits)
This two-week elective in Gynecologic Oncology is offered to students having satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures. This course is offered to students based on academic merit.

OBGY D676 - Elective in Peripartum Obstetrics (1-12 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotation in Obstetrics & Gynecology. Students will participate in the intrapartum and postpartum care of patients. The primary focus will be refining skills in labor management, interpretation of fetal heart rate tracing, and vaginal and cesarean delivery.

OBGY D677 - Ambulatory Gynecology (1-12 Credits)

OBGY D678 - Ambulatory Obstetrics (2-12 Credits)

OBGY D679 - Longitudinal Obstetrical Antenatal Care Elective (2-12 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the CenteringPregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be “first-call” for each patient’s delivery. The student will manage the patient’s labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, students must commit to making themselves available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged.

OBGY D682 - Clinical Genetics (2-12 Credits)

OBGY D684 - Intensive OBGYN Prep Res (1-12 Credits)

OBGY D687 - Community OBGYN Elective (1-12 Credits)

OBGY D690 - Clinical Obstet/Gynecol (4-12 Credits)

OBGY D691 - Clin Obgy Externship (1-12 Credits)

OBGY D692 - Extramural Ob/Gyn (1-12 Credits)

OBGY D695 - Ob/Gyn AI Extramural (4 Credits)

OBGY G700 - Obstetrics and Gynecology Clerkship (6 Credits)
The 6 week Clinical Clerkship in Obstetrics & Gynecology is designed to be a comprehensive educational experience that fulfills the learning objectives recommended by the Association of Professors of Gynecology and Obstetrics. The best environment for student learning is one in which expectations are clear, both student and teacher have defined responsibilities, and consequences of behavior are consistent and reliable. Creating an optimal learning environment requires an equal commitment from the teachers (faculty, residents) and learners (students). Towards this end, this curriculum draws upon three sources of learning: Direct Patient Care, Structured Didactics, Self-Directed Study. Learning obtained through direct patient care is divided into 4 clinical venues: Community-based preceptors, Inpatient obstetrics, Gynecologic surgery, and Ambulatory OBGYN. Both the Community-Based and Inpatient Obstetrics blocks are 2 weeks in duration whereas Gynecologic Surgery and Ambulatory OBGYN are each 1 week in duration. All clinical blocks involve participation in direct patient care under the supervision of resident staff and faculty. Primary modes of instruction include teaching rounds, lectures, and conferences. The last week (week 7) of the clerkship will include Assessments, Medicine & Society, and Research. Modes of assessment include the Obstetrics and Gynecology NBME subject examination, an Objective Structured Clinical Evaluation (OSCE), an Objective Structured Assessment of Technical Skills (OSAT), and Oral Examination. The goal of the clerkship is to introduce medical students to the unique aspects of the medical care of women. In the process they are exposed to the specific type of practice encompassing OB/GYN.

OBGY G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

OBGY G710 - Urogynecology Elective (2 Credits)
Experience will be offered in both an ambulatory office-based setting an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in the evaluation and management of urogynecologic conditions and the intraoperative and perioperative care of patients undergoing urogynecologic surgical procedures.

OBGY G715 - High Risk Obstetrics Elective (2 Credits)
Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will participate in clinical experiences in the Antepartum Ward and Labor and Delivery. Students might also be assigned to the outpatient OB clinic under the direct supervision of resident and attending MFM physicians for a small minority of their rotation time.

OBGY G720 - Gynecology Oncology Elective (2 Credits)
This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.
OBGY G725 - Inpatient Obstetrics (2 Credits)
This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery): Each morning or evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course. Patient Care Responsibilities (Obstetrical Triage): Each morning, students may be assigned the responsibility of evaluating patients. Students should contribute to the care of these patients by performing assessments and formulating care plans under the direct supervision of residents and faculty. When possible, once an assigned patient is admitted for intrapartum management, the student should continue following this patient through the duration of her intrapartum and postpartum course. Patient Care Responsibilities (Mother & Baby Inpatient Ward): Students who are assigned to the OBTS day team should attend daily work rounds on postpartum patients with the resident team. The resident will assign patients to each student to follow. Students should contribute to the care of their assigned patients by performing daily rounds, writing progress notes in the medical record, writing orders, and interpreting laboratory and imaging studies as directed by the supervising residents and faculty.

OBGY G730 - Inpatient Obstetrics Interprofessional Elective (2 Credits)
The medical student who is considering or planning to pursue a career in OB/Gyn will participate within each aspect of the obstetric team. This will include aspects that are essential for excellence in patient care as well as patient satisfaction. Specific examples include: Signout/handoffs Discharge planning Team rounds/care plans Skill sets specific to each area (scrubbing, maintenance of sterility, foley insertion, blood draw) Interprofessional communication Midwifery care The student will be exposed to the roles and responsibilities of each respective area. This will lead to an improved awareness and appreciation for each member of the healthcare team. This also includes specific differences and appropriate roles, for example midwifery versus obstetrician differences, and the benefits of each. They will enhance their understanding and improve their practice of medicine by focusing on communication, knowledge, skills, and attitudes within the team. Additionally, they will review literature regarding important aspects of interprofessional education and team based learning. They will provide examples of issues that could be improved to provide better team based, patient centered care. Additionally, they will provide a potential plan to address these issues that they identify.

OBGY G735 - Inpatient Obstetrics Night Float (2 Credits)
This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery): Each evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course.

OBGY G740 - Reproductive Endocrinology and Infertility Elective (2 Credits)
This is an outpatient rotation focused on exposing students to disorders of reproductive endocrinology and infertility. There will be opportunities to participate in new patient evaluations (frequent diagnoses include infertility, PCOS, fibroids, endometriosis, and amenorrhea), clinical procedures, and outpatient surgeries. Students will work primarily one-on-one with faculty, though there will be a resident on service at all times. Attendance at and participation in departmental and division conferences is expected. Grading will be on a pass/fail basis.

OBGY G800 - High Risk Obstetrics Acting Internship (4 Credits)
This Acting Internship is offered to students who have satisfactorily completed their third year clinical rotations. The purpose of this course is to provide the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will be expected to function at the level of a PGY-1 resident, participating in clinical experiences in the Antepartum Ward and Labor and Delivery, as well as in the outpatient OB clinic under the direct supervision of resident and attending MFM physicians.

OBGY G801 - Gynecologic Oncology Acting Internship (4 Credits)
This four week Acting Internship in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will perform the preoperative evaluation, attend surgery, and follow the patient postoperatively. Management will be discussed with the faculty at daily beside teaching rounds. The students will present their patients and be expected to provide a discussion of management options. At the end of the four weeks, the student will be expected to present a peer-reviewed publication in journal club format to the department of Obstetrics and Gynecology. The publication is to be chosen in conjunction with the course director.
OBGY G810 - Longitudinal Obstetrical Antenatal Care Elective (4 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be “first-call” for each patient’s delivery. The student will manage the patient’s labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged.

OBGY G815 - Gynecologic Oncology (4 Credits)
This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.

OBGY G820 - Reproductive Endocrinology and Infertility (4 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotations. This elective provides a mentored, in-depth clinical experience in the evaluation and management of hormone related disorders at all stages of life. The rotation is conducted in the Division of Reproductive Endocrinology and Infertility (REI) under the direct supervision of attending physicians. Students will participate in clinical evaluations and procedures in the ambulatory setting, assist in surgical procedures, observe assisted reproductive technologies, and attend didactic teaching sessions.

OBGY G825 - Urogynecology (4 Credits)
This rotation is primarily an outpatient experience with some exposure to the operating room and postoperative care. The bulk of the student’s time will be spent in clinic seeing patients alongside the Urogyn faculty and residents. Students will see a wide variety of patients with complex pelvic floor disorders. The majority of patients will have prolapse and/or urinary incontinence. On average, students will be in the operating room 1-2 days per week assisting with surgical repairs. Students will follow patients postoperatively until discharge. The student will also participate in the weekly OB/GYN didactic sessions on Wednesday and (occasionally) Friday mornings.

OBGY G830 - Community Focus in Obstetrics and Gynecology (2 Credits)
This 2-week elective is available to students who have satisfactorily completed their third year clinical rotations and who have expressed an interest in pursuing OB/GYN as a career. It will be the responsibility of the student to seek and obtain approval from a USC-SOM approved OB/GYN preceptor for the 2 week elective. The elective may not overlap with the M3 rotation. The purpose of this elective is to provide a real-world experience to students in the community setting. Students will be mostly exposed routine obstetrical care, annual gynecologic examinations, benign gynecologic surgery, and occasional labor and delivery experiences. However, the latter will not be an expectation of the elective. The student will be expected to take call as requested by the community preceptor with whom they choose to work. Students are expected to attend all operations and procedures in accordance with your preceptor and participate in overnight call in accordance with preceptor schedule.

OBGY G899 - Obstetrics and Gynecology Away Rotation (4 Credits)
The student will complete an intensive study of Obstetrics and Gynecology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

OBGY 702 - Genetic Dilemma-Life Cyc (3 Credits)

Ophthalmology (OPTH)

OPTH D620 - Ophthalmology (1-12 Credits)
This 4-week elective complements the ophthalmology program (Physical Diagnosis in the M-II year). The course is designed to present in depth various topics in basic ophthalmic subjects as well as common ocular diseases (cataract, glaucoma, diabetic retinopathy, etc.). Emphasis is placed on detailed instruction on the essentials of the eye exam as well as ongoing research projects in which the student wishes to participate under faculty guidance. The student is introduced to sophisticated examining equipment - slit lamp biomicroscope, retinoscope, tonometer, ultrasound, etc., used in the eye clinic and is expected to learn to use them. There is ample opportunity to see a large number of patients with a variety of ocular pathologies and to observe ophthalmic microsurgery. The student will be expected to attend the weekly clinical grand rounds and didactic lectures while on the rotation. The course is sufficiently in depth to enable a student to further consider ophthalmology as a career choice. It is also invaluable to any student who plans to train in any of the primary care specialties or in another discipline (neurology, neurosurgery) where additional ophthalmology knowledge is essential. Each student will be assigned to a faculty member and will work with all the residents, but may be assigned to one or more residents.

OPTH D672 - Ophthalmology (1-12 Credits)
In conjunction with the GHS University Medical Center, Southern Eye Associates provides a four week rotation for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty. During the four week rotation, students will have the opportunity to learn the principles of the ophthalmic examination including the use specialized ophthalmic instruments as well as the opportunity to observe surgery. Students will become familiar with outpatient eye care, surgical care of eye patients, diagnostic and therapeutic applications of lasers, fluorescein angiography, ophthalmic emergencies, pediatric care, cataract surgery, and glaucoma. This rotation will also be available to USC-SOM third year students for two weeks and will be an abbreviated version.

OPTH D690 - Clinical Ophthalmology (1-12 Credits)
ORSU D645 - Physical Medicine & Rehab (1-12 Credits)

ORSU D648 - Intro to Musculosk1 Med (1-12 Credits)

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**Orthopaedic Surgery (ORSU)**

**ORSU D620 - Introduction to Clinical Orthopaedic Surgery (1-12 Credits)**

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

**ORSU D622 - Ortho Aspects/Sports Med (1-12 Credits)**

**ORSU D623 - Orthopaedic Sports Medicine (1-12 Credits)**

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

**ORSU D649 - Orthopedic Surgery (1-12 Credits)**

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

**ORSU D651 - Orthopaedic Surgery (1-12 Credits)**

**ORSU D670 - General Orthopaedic Surgery (1-12 Credits)**

This course is designed to provide the student with a broad exposure to orthopaedic surgery. Facilities utilized during the course will include the main campus of Greenville Memorial Hospital and the Shriners Hospital for Children, Greenville Hospital. Attention will be given to basic adult and pediatric orthopaedic pathology, including general affections of the musculoskeletal system, arthritis, deformity management, trauma, sports medicine, neoplasms, general spine problems, infection, and metabolic disease. The student will be assigned to a team consisting of orthopaedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as formulation of a treatment plan will be the responsibility of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. In addition to daily rounds, the student will participate in regularly scheduled orthopaedic conferences and clinics.

**ORSU D671 - Traumatic Orthopaedics (1-12 Credits)**

**ORSU D672 - Pediatric Orthopedics (1-12 Credits)**

The student will have the opportunity to participate in various outpatient clinics including limb deficiency, cerebral palsy, clubfoot, general pediatric orthopaedics, scoliosis, upper extremity, spina bifida, rheumatology, sports medicine and genetics. The student will also be able to observe surgeries and attend the motion analysis laboratory. The student will be expected to attend surgical case conferences, patient care rounds, resident education lectures, and journal clubs. The student may also be required to give a case report at the direction of the attending.

**ORSU D673 - Sports Medicine (1-12 Credits)**

This course is designed to give medical students exposure to full complement of Sports Medicine Care. You will spend time with Certified Athletic Trainers in/at their High School Training Room/Events, Physical Therapist treating acute and overuse athletic injuries, Physicians and Surgeons practicing Sports Medicine.

**ORSU D690 - Clinical Orthopaedics (1-12 Credits)**

**ORSU D691 - Adult Orthopaedics (1-12 Credits)**

**ORSU G710 - Adult and Geriatric General Orthopedics (2 Credits)**

This course is designed to give a broad experience regarding adult and geriatric musculoskeletal problems of upper and lower extremities. The student's education includes multiple aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending physicians and resident physicians. All student activities will be supervised and appropriately directed.
ORSU G715 - Orthopedic Surgery Sports Medicine (2 Credits)
This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student’s education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attendings and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

ORSU G720 - Pediatric Orthopedics (2 Credits)
This course is an outstanding introduction to caring for musculoskeletal pathology in children. It will encompass congenital, acquired, and traumatic conditions. The student will work in conjunction with Pediatric orthopedic specialists and orthopedic resident physicians. All student activities will be supervised and appropriately directed. Daily activities will include didactic sessions, outpatient care, inpatient care, and surgical procedures.

ORSU G725 - Orthopedic Surgery - Trauma (2 Credits)
This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student’s education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

ORSU G810 - General Orthopedic Surgery (4 Credits)
This course is designed to provide the student with a broad exposure to orthopedic surgery. Facilities utilized during the course will include the main campus of Greenville Memorial Hospital and the Shriners Hospital for Children, Greenville, Greenville Hospital. Attention will be given to basic adult and pediatric orthopedic pathology, including general affections of the musculoskeletal system, arthritis, deformity management, trauma, sports medicine, neoplasms, general spine problems, infection, and metabolic disease. The student will be assigned to a team consisting of orthopedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as formulation of a treatment plan will be the responsibility of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. In addition to daily rounds, the student will participate in regularly scheduled orthopedic conferences and clinics. At the conclusion of the course, the student will prepare a 10-20 minute presentation relating to a specific orthopaedic condition or process. This will be presented at a regularly scheduled morning conference. Evaluation will be performed at the end of the rotation by the attending faculty. Call schedules will be arranged so that the student will be on in-house call approximately every fourth night and one weekend during the month of the rotation.

ORSU G815 - Night Float Orthopedic Trauma and Acute Care (2 Credits)
The student will be assigned to a team consisting of orthopaedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as assisting in the formulation of a treatment plan will be among the responsibilities of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. The two week rotation will be organized to ensure access to a focused experience in orthopedic trauma and the acute care of orthopedic patients that present to the Emergency Department and Trauma Bay. Therefore, the spectrum of pathology will include a broad spectrum of injuries, infections, and lacerations. Students can expect extensive experience in hands on techniques of laceration repair, application of casts and splints, and interpretation of radiographs. The student will be working in the 710-bed Greenville Memorial Hospital, an acute care hospital, and serves as the major tertiary referral center for the Upstate of South Carolina as well as Western North Carolina and Northeastern Georgia. The hospital also serves as the major Level I Trauma Center for this region. The course director will perform the student's evaluation at the end of the rotation. The rotation will be organized as a night shift, working closely with the orthopedic resident In the Emergency Department. All Accreditation Commission Graduate Medical Education (ACGME), duty hour requirements will be adhered to for the students on the rotation just as they are for the residents.

ORSU G899 - Orthopedic Surgery Away Rotation (2-4 Credits)
The student will complete an intensive study of Orthopedic Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Pathology & Microbiology (PAMB)

PAMB D620 - M-IV Pathology (1-12 Credits)
This rotation will consist of an introduction to and some experience in Anatomic Pathology and Clinical Pathology. The student may participate in the performance of autopsies and examination of surgical material and cytologic material and have some exposure to forensic pathology and forensic medicine. Also there may be some experience and insight into basic areas of Clinical Pathology, including Hematology, Microbiology, Clinical Chemistry, Immunopathology, Urinalysis and Blood Banking. Certain areas may receive more attention or concentration than others depending on the interest or background of the individual student. During this rotation, the student will gain a better understanding of the scope and limitations of the hospital laboratory and pathology services and will better understand the role of the hospital pathologists and the laboratory in the overall care of patients and function of the institution.

PAMB D621 - M - IV Pathology - Dorm Veterans Affairs Medical Center (1-12 Credits)
This rotation will consist of an introduction and experience relative to all phases of Anatomic and Clinical Pathology. The student will participate in the performance of autopsies and examination of surgical material and cytologic material as well as participate in evaluation of abnormal laboratory tests and the clinical correlation of those tests. Also, there will be some experience and insight into basic areas of Clinical Pathology, including Hematology, Microbiology, Clinical Chemistry, Immunopathology, Urinalysis and Blood Banking. Certain areas may receive more attention or concentration than others depending on the interest or background of the individual student. During this rotation, the student will gain a better understanding of the scope and role of pathology services and will better understand the role of the pathologists and the laboratory in the overall care of patients and function of the hospital.
PAMB D622 - Special Topics in Immunology (1-12 Credits)
The student will work on T and B lymphocytes, monocytes, macrophages, dendritic cells, natural killer cells and their precursors from peripheral blood, cord blood, lymphoid and other tissues obtained from patients or experimental hosts. Considerable attention will be given to cell phenotyping, apoptosis induction, cytokine production, proliferation, cytotoxicity and other functional characteristics as well as cell-cell interactions. Some of the faculty research focus areas include: cancer immunology and immunotherapy particularly using interleukins and pharmacologically-activated dendritic cells; complementary and alternative medicine; immunotoxicology; biological and chemical defense research and infectious disease. The student will have opportunities to utilize state-of-the-art technology such as transgenics and knockouts, flow cytometry and sorting, confocal and electron microscopy, cytotoxicity and proliferation assays, apoptosis and cytokine detection, genomics, proteomics and metabolomics technology, histopathology and immunohistochemistry. The studies are aimed at developing translational and clinical research.

PAMB D623 - Research in Microbiology and Immunology (1-12 Credits)
Research in any of the subdisciplines of microbiology, including bacteriology, virology, cell and molecular biology, immunology and microbial pathogenesis. In addition, other areas of research include cancer biology, toxicology as well as complementary and alternative medicine.

PAMB D641 - Medical Pathology I (7 Credits)
PAMB D642 - Medical Pathology II (6 Credits)
PAMB D650 - Med Microbiology & Imm (7 Credits)
PAMB D651 - Pathology Prac Comm Genr (1-12 Credits)
PAMB D672 - Pathology and Laboratory Medicine (1-12 Credits)
This four-week elective is focused on Anatomic Pathology. The student will be exposed to surgical pathology, autopsy pathology, bone marrows, and cytology. The student should gain a general understanding of the process involved in arriving at accurate pathologic diagnoses. The student will have one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialities. The student will complete an intensive study of Pathology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

PAMB D690 - Clinical Pathology (1-12 Credits)
PAMB D691 - Clinical Pathology Exter (1-12 Credits)
PAMB 620 - M-IV Pathology - RMH (2-12 Credits)

Pathology (PATH)

PATH G710 - Pathology Elective (2 Credits)
The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G810 - Clinical Pathology (2 Credits)
The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G899 - Pathology Away Rotation (4 Credits)
The student will complete an intensive study of Pathology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

PATH 710 - Neoplasia (3 Credits)
Survey course covering a broad range of topics on cancer, including definition, causes, control of cancer growth, similarities and differences between malignant and normal cells, role of viruses and carcinogens, mechanisms of metastasis, oncogenes, role of nutrition, and principles of treatment.
Prerequisites: BIOL 340 and CHEM 232 or consent of instructor

PATH 711 - Experimental Pathology (3 Credits)
Basic principles of pathologic processes of disease in organs and tissues at the gross and microscopic level. A review of normal anatomy and histology essential to an understanding of processes and organs and tissues that were normal before the disease began.

PATH 741A - Pathology I (4 Credits)
Lecture, laboratory, and discussion of special topics covering basic principles of disease, neoplasia, infectious disease, genetic diseases, diseases of the blood forming organs. One semester.
Prerequisites: consent of course instructor Note: Students will not be allowed to receive credit for both PATH 741A and 741B.

PATH 741B - Pathology I (4 Credits)
Lecture, laboratory, and discussion of special topics covering basic principles of disease, neoplasia, infectious disease, genetic diseases, diseases of the blood forming organs, heart and lung. For students who are planning to take PATH 742, Pathology II. Students will not be allowed to receive credit for both PATH 741A and 741B.
Prerequisites: consent of course instructor Note: Students will not be allowed to receive credit for both PATH 741A and 741B.

PATH 742 - Pathology II (4 Credits)
Lecture, laboratory, and discussion of special topics covering diseases of the digestive tract, endocrine system, nervous system, and skin and autoimmune diseases.
Prerequisites: PATH 741B

PATH 760 - Topics in Pathobiology (1 Credit)
Tutorial instruction in selected topics dealing with the molecular and cellular basis of disease. These topics may be drawn from the areas of inflammation, neoplasia, circulatory disturbances, medical genetics, infectious diseases, and cell injury and death.
Prerequisites: PATH 741

PATH 770 - Seminar in Pathology (1 Credit)
Group discussion by students and faculty of current research articles in the area of disease mechanisms. May be taken four times for credit.
Prerequisites: PATH 741 Note: Pass-Fail grading
The completion of this clerkship.

on the Clinical Skills Attainment Document, is required for successful

Demonstration of mastery of a prescribed set of clinical skills, included

presentation, and an Objective Structured Clinical Examination (OSCE).

choice/essay examination, clinical evaluations, an oral examination/

Pediatrics NBME subject examination, a departmental written multiple

educational material may be presented via attending rounds, didactic

focus on core clinical skills, including, but not limited to, history and

communication with patients, test selection and interpretation, and

therapeutic decision making.

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

Credits)

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

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

Credits)

A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.
PEDI D620 - Pediatric Outpatient Externship (1-12 Credits)
The student will function as a member of the Pediatric outpatient team. He/she will spend time in the general Pediatrics clinic, which serves as a medical home for wellcare, acute and chronic pediatric medical issues. They may also rotate through various pediatric sub-specialty clinics. The student will be responsible for obtaining history and physical exams and participating in the health care of the patients seen in clinic.

PEDI D623 - Pediatric Hematology/Oncology Outpatient Externship (1-12 Credits)
The student will participate in outpatient care of patients with hematologic/oncologic problems. The primary goal for the student is to develop a fundamental understanding of a broad base of common hematologic/oncologic disorders which can be expected to be encountered across the spectrum of medical specialties. Responsibilities will include initial history and physical examination of patients assigned, development of a treatment plan, and utilization of a multidisciplinary patient management approach when appropriate. Students will have the opportunity to participate in outpatient management in the various clinics including Sickle Cell, Hemophilia (pediatrics and adult), and Neuro-oncology and Late Effects/Long Term Follow Up. The student will be expected to be an active participant in all appropriate conferences.

PEDI D624 - Neonatal Medicine Externship (1-12 Credits)
The student in this elective will function as a member of the medical staff providing care to infants in the Newborn Intensive Care Unit. The student will work under the supervision of the pediatric resident and neonatal faculty of the NICU. The student will be responsible for initial evaluation of babies admitted, including elicitation of history, performance of the physical exam and gestational age assessment, and writing of initial orders. Medical management including gaining experience in technical procedures will be part of the learning experiences. The student will work with the respiratory and nursing staffs to gain insights into these important areas of neonatal intensive care.

PEDI D626 - Developmental Pediatrics (1-12 Credits)
The student will function as a member of an interdisciplinary team evaluating children and working with the parents of children having varied developmental problems. This rotation will provide the student with an opportunity to observe and interact with other professionals (psychologists, social workers, special educators, speech language pathologists, physical and occupational therapists, etc.), as they evaluate and plan treatment for children with a wide array of special needs. Some time will also be spent visiting and learning about community resources available to children with special problems.

PEDI D627 - Pediatric Endocrinology (1-12 Credits)
The student will help evaluate children with endocrine disorders and diabetes. The student will participate in patient care (private office, outreach clinics, inpatient consultation), possible Journal Club, along with basic science and/or clinical project discussion. Grade evaluation will be based on satisfactory clinical performance.

PEDI D628 - Clinical Pediatric Externship (1-12 Credits)
Student will observe and participate in day-to-day routine of a working pediatric practice. Activities will include hospital rounds (primarily at Lexington Medical Center), episodic and well care visits to a pediatrician's office and an introduction to the non-medical aspects of office management. One weekend morning and no night call.

PEDI D636 - Pediatric Cardiology Externship (1-12 Credits)
The cardiology elective consists of several distinct areas of service; general inpatient, PICU, NICU, newborn nursery services, and outpatient clinics, particularly the CRS Clinic and private patients seen in the Pediatric Cardiologist Office. The student will spend time in these areas with daily rounds on all of the hospitalized patients. The EKG’s, echocardiograms, chest x-rays, and other procedures on each patient will be reviewed. The student will be expected to interpret the EKG’s and echocardiograms along with the pediatric cardiologist. The student will attend the CRS Pediatric Cardiology clinics and selected outreach clinics. The student will also attend the private clinics in the Pediatric Cardiology Department. In this setting, the history/physical examination and the diagnosis of congenital heart disease will be emphasized. At the end of the elective, the student will have a good working basic knowledge of pediatric cardiology.

PEDI D637 - Pediatric Emergency Medicine (1-12 Credits)
The objectives of this course are to introduce the student to the principles of emergency medicine as applied to infants and children. Clinical emphasis will be placed on treating: acute febrile illnesses, respiratory distress, wound management, orthopaedics, toxicology, critical care, and pre-hospital care. Administrative principles of emergency medicine will also be taught, such as use of consultants, COBRA/EMTALA, and multiple patient management. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

PEDI D638 - Pediatric Hem/Onc Externship (1-12 Credits)

PEDI D640 - Office Practc Pediatrics (1-12 Credits)

PEDI D641 - Pediatric Pulmonology (1-12 Credits)

PEDI D642 - Pedi Infectious Disease (1-12 Credits)

PEDI D643 - Child Abuse Pediatrics (1-12 Credits)
The student will function as a member of a multidisciplinary team evaluating children suspected of having been physically or sexually abused or neglected. This rotation will provide the student the opportunity to observe and interact with other professionals (psychologists, forensic interviewers, therapists, law enforcement investigators, social workers, attorneys) as they work together to determine the truth about what has happened to a child, and to formulate plans for treatment of the child and the family.

PEDI D644 - Pediatric Neurology (1-12 Credits)

PEDI D646 - Pediatric Quality and Patient Safety (1-12 Credits)

PEDI D648 - Pediatric Palliative Care (1-12 Credits)

PEDI D649 - Pediatrics - Private Practice (1-12 Credits)
Interview, examine, and treat patients in general pediatrics, including well child evaluations, ADHD, acute infectious processes, and newborn nursery.

PEDI D650 - General Pediatrics (1-12 Credits)

PEDI D660 - Neonatal Care (1-12 Credits)

PEDI D671 - Pediatric Surgery (1-12 Credits)
PEDI D672 - Neonatal Intensive Care (1-12 Credits)
The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI D673 - Adolescent Elective (1-12 Credits)
M-IV Students will have the opportunity to work at the Student Health Center at Furman University evaluating patients with a variety of acute physical complaints as well as chronic medical and/or emotional conditions. Students can expect to encounter patients with acute infectious disease, sexually transmitted diseases, orthopedic injuries, anxiety disorders, learning disorders, depression and eating disorders. Students will also be expected to complete assigned readings and a series of questions testing their knowledge of common problems encountered in the adolescent population.

PEDI D674 - Ambulatory Pediatrics (1-12 Credits)
This elective is designed for the student who desires exposure to the ambulatory aspects of pediatric practice. Experience will be gained in well child care, behavioral pediatrics, and acute illnesses. The student will participate in daily morning rounds and teaching conferences. Emphases will be placed on interview techniques, parenting concepts, principles of preventive health care, and the diagnosis, differential diagnosis, treatment principles and follow-up care of common acute pediatric illnesses.

PEDI D675 - Pediatric Hematology/Oncology (1-12 Credits)
This rotation will introduce the student to clinical pediatric hematology/oncology. About half the course will consist of learning about hospitalized patients and the other half learning about outpatient pediatric hematology/oncology, especially consultative work. The student can expect to learn about the comprehensive care of children with chronic hematology or oncology diseases, including the psychosocial aspects of their diseases. The student will work primarily with clinical pediatric hematologist/oncologists, but also with other members of the medical team including clinical nurse specialists, social workers, child life specialists, etc., in developing knowledge about the management of these complex problems. The student will attend any conferences or lectures given by the pediatric hematology/oncology staff during this one month period and will have opportunity to use the microscope as much as desired. There will also be opportunity to study a particular patient or topic in-depth if desired by the student.

PEDI D676 - Pediatric Cardiology (1-12 Credits)

PEDI D677 - Pediatric Gastroenterology/Nutrition (1-12 Credits)
Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patewood Campus of GHS. Typically, patients are seen from 8 am to 4 pm M-TH. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patewood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observed experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well. In addition, the student will be asked to prepare a topic review (or an equivalent academic pursuit) on an appropriate pediatric gastroenterology topic of their choosing to enhance the learning experience.

PEDI D678 - Pediatric Infectious Disease (1-12 Credits)
Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction. Exposure to the clinical microbiology lab and library research techniques will also be a component of this elective.

PEDI D680 - Pediatric Pulmonology (1-12 Credits)
The student will work with the pediatric pulmonologist assessing patients with acute and chronic medical conditions, including but not limited to asthma, recurrent upper and lower respiratory disease, cystic fibrosis and bronchopulmonary dysplasia. The elective will allow the student to independently evaluate a patient before reviewing the patient with the supervising physician. During this elective the student will become more aware of the spectrum of medical conditions treated by a pediatric pulmonologist and may also have the opportunity to observe patients undergoing bronchoscopy.

PEDI D681 - Pediatric Medicine (1-12 Credits)
The Greenville Hospital System Office of Student Services is pleased to offer elective opportunities for senior medical students interested in Med-Peds. Electives are available for students in the inpatient or outpatient setting in the following areas: General medical and pediatric wards, adult and pediatric intensive care, and subspecialty electives in medical or pediatric settings. We do require that students have completed core clerkships in both internal medicine and pediatrics. Electives can be taken as month long blocks of adult or pediatric medicine, or students may arrange for a combined 4 week rotation with 2 weeks of adult and 2 weeks of pediatric experience. Month long rotations with our Med-Peds hospitalist group in Greer are possible when one of our Med-Peds residents is there on rotation. If our residents are not rotating at Greer Memorial during the time you would like to visit, we can make arrangements for you to visit the hospital for a day and meet the Med-Peds faculty there. Students are also encouraged to attend all of our Med-Peds specific activities such as Med-Peds noon conference, combined case conference or evening journal club. During your rotation, you are also encourage to meet with Dr. Kolarik, our program director and Kelli DaSilva, program coordinator (864) 455-7844, to ensure that your time with us is as productive, informative and enjoyable as possible.
PEDI D682 - Pediatric Newborn Nursery (1-12 Credits)
This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies, and we accept newborns at or above 35 weeks’ completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachypnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Erb's palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings. Students may additionally learn circumcision skills on this rotation if they so choose; pediatricians perform all circumcisions at our institution.

PEDI D683 - Pediatric Hematology/Oncology (1-12 Credits)
This rotation will allow 3rd year medical students to participate in the care of hematology and oncology patients in the hospital and clinic settings. Under the guidance of an attending hematologist/oncologist, the medical student will shadow and observe direct care of pediatric hematology/oncology patients. By rotation end, they will perform history and physical exams; interpret basic laboratory tests; review peripheral blood and bone marrow aspirate smear; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topics on a weekly basis. Also, bedside teaching occurs during rounds and during clinic visits, so that the student’s exposure to most of the common disorders in hematology/oncology will be complete.

PEDI D684 - Pediatric Critical Care (1-12 Credits)
The student is required to have completed the pediatric clerkship prior to taking this elective. The student will function as a member of the pediatric resident team in the pediatric intensive care unit. The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required. The Pass/Fail evaluation is based on subjective faculty critique.

PEDI D685 - Pediatric Lactation Elective (1-12 Credits)
Working in the Newborn Nursery provides your best opportunity to learn about the mechanics of breastfeeding. We currently have a team of lactation consultants who round on breastfeeding mothers daily. You should utilize them as a resource and resist the temptation to give feeding advice to breastfeeding mothers until you feel confident that it is appropriate and consistent with what they recommend.

PEDI D686 - Pediatric Neurology (1-12 Credits)
The student will be exposed to outpatient pediatric neurology, including patients with epilepsy, headache, developmental delays, and other neurologic disorders. They will review neuroanatomy, neuropharmacology, and the neurologic exam in children. They will accompany the neurologist and will be allowed to initially evaluate the patient (for M4's). They will be exposed to commonly used neurologic diagnostic tests, eg. EEG, MRI, NCV.

PEDI D688 - Community Hospital Inpatient and Urgent Care Pediatrics (1 Credit)

PEDI D689 - Developmental-Behavioral Pediatrics (1-12 Credits)
This 4-week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development. The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

PEDI D690 - Clinical Pediatrics (4-12 Credits)

PEDI D691 - Clinical Pediatrics Ex (1-12 Credits)

PEDI D692 - Clinical Pediatrics Ex II (1-12 Credits)

PEDI D693 - Clinic Pediatrics Ex III (1-12 Credits)

PEDI D694 - Med-Peds Acting Internship (2-12 Credits)

PEDI D695 - Pediatric AI Extramural (4 Credits)

PEDI D697 - Pediatric Urology (1-12 Credits)

PEDI G700 - Pediatrics Clerkship (6 Credits)
The pediatrics clerkship is designed to serve as an introduction to general pediatrics. In addition to gaining specific knowledge of common and classic pediatric pathologies, the student will refine skills in obtaining an accurate history from the patient and family, performing a physical exam on pediatric patients, and developing appropriate diagnosis and management plans. Students will have exposure to multiple pediatric conditions, both acute and chronic, newborn care, well child care, adolescent health maintenance, safety and prevention, and exposure to a patient centered medical home. Special attention is paid to the role physical, cognitive, emotional, and developmental stages play in pediatric medicine. Rotation schedule: The student will spend 3 weeks on the pediatric inpatient service where they will function as a member of the health care team under the direct supervision of residents and attendings. Student will be expected to take overnight call with their supervising resident during this block of the rotation. The students will spend one week in the newborn nursery where they will focus on care of the newborn and perform circumcisions. One evening this week will be spent in the NICU. There will also be two weeks of exposure to the outpatient practice of pediatrics including time at the Center for Pediatric Medicine and subspecialty pediatric practices. During these two weeks, the student will spend an evening in the Pediatric Emergency Department. The last week (week 7) of the clerkship will include review, integration, Medicine & Society, and assessment.

PEDI G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.
PEDI G710 - Pediatric Hematology/Oncology Elective (2 Credits)
This rotation will allow 3rd year medical students to participate in the care of hematology and oncology patients in the hospital and clinic settings. Under the guidance of an attending hematologist/oncologist, the medical student will shadow and observe direct clinical care of pediatric hematology/oncology patients. By rotation end, they will perform history and physical exams; interpret basic laboratory tests; review peripheral blood and bone marrow aspirate smear; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topics on a weekly basis. Also, bedside teaching occurs during rounds and during clinic visits, so that the student’s exposure to most of the common disorders in hematology/oncology will be complete.

PEDI G715 - Pediatric Neurology Elective (2 Credits)
The Pediatric Neurology elective is designed to expose the 3rd year student to a wide range of common neurologic problems of childhood, including epilepsy, headache, cerebral palsy, developmental delay, and tics. The student will work one-on-one with the pediatric neurologist in the outpatient setting. Students will learn the basics of taking the neurologic history and performing the neurologic examination.

PEDI G720 - NICU Elective (2 Credits)
This elective will present the student with the essential aspects of prematurity and sick newborn care. Students will have the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G725 - PICU Elective (2 Credits)
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.

PEDI G730 - Pediatric Pulmonology Elective (2 Credits)
The course offers firsthand experience with pediatric lung disease. Students will see new patients as often as possible, either independently or in collaboration with attending faculty or with faculty in a partner role, in a shadowing role, to become capable of more independent patient interactions. This is the most effective way to broaden diagnostic skills, and gain a familiarity with the variety of patients commonly referred for potential respiratory problems. Students will also be free to round with providers in the inpatient setting, perform interesting and educational new inpatient consultations, and attend flexible bronchoscopy cases as schedules and individual interests may allow.

PEDI G735 - Pediatric Sleep Medicine Elective (2 Credits)
Students will receive exposure to common respiratory and nonrespiratory sleep disorders which impact patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, paroxysmal nocturnal dyspnea, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one night in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

PEDI G745 - Pediatric Community/Private Practice Elective (2 Credits)
The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parent, anticipatory guidance, and immunizations. The student will get an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are care for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

PEDI G750 - Pediatric Nephrology (2 Credits)
Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflux, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.
PEDI G755 - Pediatric Cardiology (2 Credits)
The medical student is expected to actively observe the evaluation, assessment, and disposition of pediatric cardiology patients.

PEDI G760 - Pediatric Gastroenterology (2 Credits)
Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patowood campus of GHS. Typically, patients are seen from 8 am to 4 pm M-Th. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patowood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observational experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well.

PEDI G765 - Pediatric Allergy Immunology (2 Credits)
Students will participate in care of children (and occasionally adults) with a wide range of allergic and other immunologic disease processes in a busy outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students may be given written questions and quizzes to answer during the rotation as well as various high-yield articles of clinical significance in allergy and immunology to review during their self-directed learning.

PEDI G770 - Pediatric Palliative Care (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (physicians, nursing, psychology, chaplaincy, child-life specialists). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care. This elective is typically Monday through Friday during the day – night call is not required.

PEDI G775 - Pediatric Infectious Disease (2 Credits)
Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction.

PEDI G780 - Developmental-Behavioral Pediatrics (2 Credits)
This 2 week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development. The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.
PEDI G802 - Pediatric Intensive Care Unit Acting Internship (4 Credits)
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team and the primary / lead physician for their patient in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. Night call will follow resident schedule.

PEDI G810 - Adolescent Medicine (2 Credits)
M-IV Students will have the opportunity to work at the Student Health Center at Furman University evaluating patients with a variety of acute physical complaints as well as chronic medical and/or emotional conditions. Students can expect to encounter patients with acute infectious disease, sexually transmitted diseases, orthopedic injuries, anxiety disorders, learning disorders, depression and eating disorders. Students will also be expected to complete assigned readings and a series of questions testing their knowledge of common problems encountered in the adolescent population.

PEDI G811 - Interprofessional Elective in Pediatrics (2 Credits)
This elective is designed to provide exposure to interprofessional disciplines in pediatrics including speech therapy, occupational therapy, physical therapy, respiratory therapy, child life and social work. During the two week elective, students will spend 1-2 days with representatives from these interprofessional disciplines. Typical days on the elective will be up to 8-5 and will not involve call or weekend duties. The student will be expected to participate in the evaluation/therapy sessions with patients, in diagnostic procedures performed by these teams and in communication back to the primary medical team. Inpatient services may be provided in the general wards, surgical ward, hematology/oncology or ICU settings. Depending on student interest, there may be an opportunity to work with interprofessionals focusing on subspecialties such as pulmonology/CF, gastroenterology, etc. This experience will improve student understanding of the evaluations and management of patients by these professionals and their role in the interprofessional team. They will also have the opportunity to evaluate communication between the consulted service and the primary medical team.

PEDI G812 - Pediatric Complex Care (2 Credits)
This elective rotation for 4th year medical students will serve as an introduction to the acute and maintenance care of the special needs child. Students will have the opportunity to work at the Ferlauto center where they will work with an attending in a single panel, multidisciplinary clinic with nursing, case management, and a dietician. Students will participate in direct patient care. Students can expect to encounter patients with a variety of chronic medical conditions such as cerebral palsy, seizures, hydrocephalus, chronic lung disease, congenital heart disease, metabolic syndrome, genetic conditions, and extreme prematurity. Students will develop comfort with interviewing and examining patients with needs that include gastrostomy tubes, tracheostomy tubes, central lines, ventilators, prosthesis, and other assistive devices in the outpatient setting.

PEDI G813 - Allergy Immunology (2 Credits)
Students will participate in care of children (and occasionally adults) with a wide range of allergic and other immunologic disease processes in a busy outpatien setting. Students will participate in direct patient care and one-on-one instruction. Students may be given written questions and quizzes to answer during the rotation as well as various high-yield articles of clinically significance in allergy and immunology to review during their self-directed learning.

PEDI G814 - Pediatric Palliative Care (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (physicians, nursing, psychology, chaplaincy, child-life specialists). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care. This elective is typically Monday through Friday during the day – night call is not required.

PEDI G815 - Ambulatory Pediatrics (4 Credits)
This elective is designed for the student who desires exposure to the ambulatory aspects of pediatric practice. Experience will be gained in well child care, behavioral pediatrics, and acute illnesses. The student will participate in daily morning rounds and teaching conferences. Emphases will be placed on interview techniques, parenting concepts, principles of preventive health care, and the diagnosis, differential diagnosis, treatment principles and follow-up care of common acute pediatric illnesses. Services Provided at CPM are: well child exams & health supervision, childhood immunizations & flu shots, same day appointments for sick children, care of chronic illnesses (i.e. asthma, diabetes), Attention Deficit Hyperactivity Disorder, sports physicals, pre-op dental physicals, developmental delays, behavioral issues, adolescent issues, Teen-mom program, Healthy Lifestyles, nutritional counseling.

PEDI G817 - Pediatric Inpatient Elective (2 Credits)
This course is a 2 week inpatient elective experience that does not include call. It is intended for students interested in improving skill and knowledge around admission, evaluation, management and disposition of patients in the inpatient pediatric setting. This rotation builds on the inpatient experience of the clerkship and offers the student additional opportunity to act as the primary physician for their assigned patients under the direct supervision of an upper level resident. Responsibilities will include admission and initial management of patients, daily rounding and discharge planning for established patients, observation of and participation in procedures on their patients, and transition of care communication for sign out and cross cover. Students taking the 4 week acting internship are not eligible to take this elective.

PEDI G818 - Pediatric Pain Medicine (2 Credits)
This 2-week rotation elective provides exposure to predominantly chronic and cancer pain patients. Clinical experience and didactics are under the supervision of the Director of Pediatric Pain Medicine. Medical students see pain patients predominantly at Pediatric Pain Clinic, Patewood Memorial Hospital, Patewood Outpatient Surgical Center, Kidnetics/Center for Developmental Services, Children's Hospital of Prisma Health-Upstate.
PEDI G820 - Developmental-Behavioral Pediatrics (2-4 Credits)
This 2 or 4-week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development.

The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

PEDI G825 - Forensic Pediatrics (2 Credits)
This elective rotation for 4th year medical students will serve as an introduction to the many facets of child abuse evaluation to include: inpatient consults, outpatient evaluation for child sexual abuse, multidisciplinary staffing, forensic interviewing, legal responses and the evaluation and care of children in foster care.

PEDI G830 - Newborn Nursery (4 Credits)
This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies; we care for newborns at or above 35 weeks’ completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachypnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Erb’s palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings.

Students will learn to perform routine circumcision during this rotation and are expected to be proficient by rotation end.

PEDI G835 - Pediatric Cardiology (4 Credits)
The medical student is expected to actively observe the evaluation, assessment, and disposition of pediatric cardiology patients. The rotating medical student will, at a minimum, read the chapter on pediatric cardiology in Nelson’s Textbook of Pediatrics or Rudolph’s Pediatrics (current edition) OR the collection of articles located on the Pediatric Cardiology Wiki Site (available from Dr. Malpass).

PEDI G840 - Pediatric Endocrinology (4 Credits)
Students will work with experienced pediatric endocrinologist in evaluation and management of patients with diabetes and variety of pediatric endocrine disorders. They will be expected to observe and participate in history, PE, assessment, laboratory evaluation, and treatment plan. Reading material will be provided on patients seen that session if desired by student. Review articles can be accessed through the Division’s Wiki: http://ghspedendo.pbworks.com/w/page/85105726/Welcome%20to%20Pediatric%20Endocrinology.

PEDI G845 - Pediatric Gastroenterology (4 Credits)
Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patelwood campus of GHS. Typically, patients are seen from 8 am to 4 pm M-Th. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patelwood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observational experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well.

PEDI G850 - Pediatric Hematology/Oncology (4 Credits)
The course will provide 4th year medical students extensive exposure to the diagnosis and management of hematologic disorders and malignant diseases during childhood. Student can expect to become an integral member of comprehensive care team of children with chronic hematologic and oncology diseases (including the psychosocial aspects of their diseases) in the hospital and clinic settings. The student will perform history and physical exams; interpret basic laboratory tests; review peripheral blood; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. By the end of the rotation, the student is expected to be able to better evaluate the child with anemia, leukopenia, or thrombocytopenia, and learn how common malignant disorders first present to the pediatrician. The student will also learn the complications of therapy and the effects on the immune system of these diseases and their treatments. He or she should be comfortable in evaluating a peripheral blood smear for more common disorders such as iron deficiency, sickle cell disease and mononucleosis. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topic prior to completion of the rotation. The student will attend pediatric morning report, pediatric grand rounds and tumor board presentations during their rotation.

PEDI G855 - Pediatric Infectious Disease (2-4 Credits)
Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students will prepare a short presentation focused on answering a specific clinical question using primary literature sources.

PEDI G860 - Pediatric Centering Elective (longitudinal) (4 Credits)
This elective represents a unique opportunity for students to develop longitudinal pediatric relationships spanning the first year of life. The student will be an active participant in the Pediatric Centering program in which a group of infants and their parents meet together with a facilitator (NP or MD) for their 2wk, 2mo, 4mo, 6mo, 9mo, and 12mo well child visits. During these group visits, the student will assist the facilitator with clinical assessments / exams as well as discussions of developmental milestones and routine infant care. The often lively discussions in these groups offer a spectrum of the common parenting questions encountered by the general pediatrician. Over the course of the year, students will be expected to attend at least 4 visits with each of their 2 assigned groups. Each visit will require ½ day and the student will need to be excused from other clinical duties for that time. Due to the longitudinal nature of the elective, the student must commit to making himself/herself available during their groups’ scheduled visits. The course coordinator can assist with notification of other rotations but the student must provide the dates prior to the start of each block. Additionally, students are expected to read the Pediatric Centering book provided by the clinic and the appropriate age section in Bright Futures prior to the visit. Finally, the student will take on the role of primary provider in the health maintenance for their panel of patients. Under the direction of the facilitator, the student will perform periodic chart review for sick visits, mommy calls, ER visits and hospitalizations, and specialist follow-ups.
**PEDI G865 - Pediatric Nephrology (2-4 Credits)**
Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflux, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.

**PEDI G870 - Pediatric Neurology (2-4 Credits)**
The student will be exposed to outpatient pediatric neurology, including patients with epilepsy, headaches, developmental delay, tics, cerebral palsy, and other neurologic disorders. They will review neuroanatomy, neuropharmacology, and the neurologic exam in children. They will accompany the neurologist and will be allowed to initially evaluate the patient. They will be exposed to commonly used neurologic diagnostic tests, including EEG, MRI, and Nerve conduction studies.

**PEDI G875 - Pediatric Pulmonology (4 Credits)**
Welcome to the division of pediatric pulmonary medicine at Greenville Health System and Children's Hospital! We are very happy to welcome medical students on rotations with us, and look forward to the time you spend in clinic and in the hospital. We currently see patients in clinic every day except Friday afternoons typically. Every Tuesday morning we have CF clinic which includes multidisciplinary involvement of our nutritionist, social worker, and child life specialist. Typically several providers will be in clinic each day, including our nurse practitioner (who will see her own patients without residents or students). Our clinic schedule typically begins on a daily basis around 8:30 and it is expected that students will arrive in a timely fashion when free of other obligations such as required conferences, didactic lectures, or other events and meetings.

**PEDI G880 - Pediatric Rheumatology (2 Credits)**
Working in the pediatric rheumatology office allows the best exposure to the typical diseases and pathophysiology encountered by a pediatric rheumatologist. Inpatient consultation may also provide some exposure to these diseases. Students are expected to attend the outpatient pediatric rheumatology visits scheduled at the Patowood campus of GHS. Typically, patients are seen from 8:30 am to 12:30 pm Monday – Friday but students may leave clinic early to attend any required lunch lectures. If there are joint injections scheduled during the rotation then students may observe the procedures which take place at the main GHS campus in the afternoons. If desired, students may accompany the attending to the GHS main campus hospital for any inpatient consults that occur during the elective. Consult patients are also seen in the afternoons. The rotation will be primarily an observational experience. There are no overnight or weekend responsibilities. Because the clinic patient volumes are lower compared to other specialties, the student will be asked to prepare two short overview talks (one per week). One talk should cover JIA, the most common rheumatologic condition in childhood, and the second topic can be chosen based on the student’s interests.

**PEDI G885 - Pediatric Sleep Medicine (2 Credits)**
Students will receive exposure to common respiratory and nonrespiratory sleep disorders which effect pediatric patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, parasomnias, nocturnal enuresis, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one evening in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

**PEDI G890 - Pediatric Intensive Care Unit Elective (2 Credits)**
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient’s diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.

**PEDI G891 - Neonatal Intensive Care Unit Elective (2 Credits)**
The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.
PEDI G895 - Pediatric Community Practice (4 Credits)
The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parenting, anticipatory guidance, and immunizations. The student will get an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are care for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

PEDI G899 - Pediatrics Away Rotation (4 Credits)
The student will complete an intensive study of Pediatrics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Phys Medine & Rehab (PMDR)

PMDR G710 - Physical Medicine and Rehabilitation Elective (2 Credits)
This two-week clerkship provides students exposure to the scope of services provided by physical medicine and rehabilitation specialists. One week is spent on an inpatient setting with exposure to spinal cord injury, brain injury, stroke, etc. and another week is spent in the outpatient clinic with exposure to musculoskeletal/sports, spasticity, and electrodiagnostics. On the inpatient setting, students will be exposed to aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment. There is one 30 minute required presentation or the end of the rotation.

PMDR G810 - Physical Medicine and Rehabilitation Elective (2-4 Credits)
After consultation with the Clerkship Director and Clerkship Coordinator, the student will be assigned to the area of practice to which he/she needs the most exposure before entering a residency program. Options include: time in a rehabilitation hospital working with patients who have spinal cord injuries, brain injuries, stroke, etc., and/or time in outpatient clinics gaining exposure to patients with chronic and acute musculoskeletal pain, sports medicine, interventional spine procedures and electrodiagnostics. On the inpatient service, students will be exposed to all aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment.

PMDR G899 - Physical Medicine and Rehabilitation Away Rotation (4 Credits)
The student will complete an intensive study of Physical Medicine and Rehabilitation at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Physical Education (PEDU)

PEDU 100 - Contemporary Physical Activity (1 Credit)
Development of skills in an identified area. Course content will vary and be announced by title. May be repeated as topics vary.

PEDU 101 - Self-Defense For Women (1 Credit)
Basic knowledge and understanding of the culture and context in which interpersonal violence occurs, the root causes and patterns of behavior within violent relationships, self defense against forcible attacks, making immediate decisions when confronted with an assault, and the procedures necessary after an assault has occurred.

PEDU 102 - Contemporary Physical Activity (1-3 Credits)
Course contact will vary and be announced by title. May be repeated as topics vary.

PEDU 103 - Jogging (1 Credit)
Exercise, lectures, and self-evaluation for weight control and fitness improvement.

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.

Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 108 - Fitness Swimming (1 Credit)
Individualized physical conditioning through lap swimming and aquatic calisthenics, games, and activities.

Prerequisites: PEDU 140.

PEDU 109 - ROTC Conditioning (1 Credit)
Exercise testing, technique, and leadership, program design and implementation, nutrition, individual and team competitions, and other forms of training.

PEDU 110 - Orientation to Physical Education (1 Credit)
Experiences in a variety of physical-activity areas.

PEDU 111 - Badminton (1 Credit)
Basic strokes and introduction to the history, rules, and strategy of the game.

PEDU 112 - Basketball (1 Credit)
Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses.

PEDU 113 - Bowling (1 Credit)
Fundamental skills and techniques of bowling.

PEDU 114 - Golf (1 Credit)
Basic strokes, rules, and strategy of golf.

PEDU 115 - Gymnastics (1 Credit)
Fundamentals of gymnastics on the trampoline and balance beam; tumbling, parallel bars, rings, and the horse.

PEDU 116 - Handball (1 Credit)
Fundamentals, strategy, and rules of handball.
PEDU 117 - Karate (1 Credit)
Fundamentals.

PEDU 118 - Rugby (1 Credit)
Fundamental skills for game performance.

PEDU 119 - Soccer (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 120 - Softball (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 121 - Beginning Tennis (1 Credit)
Basic strokes, history, rules, and strategy of the game.

PEDU 122 - Volleyball (1 Credit)
Recreational and competitive volleyball skills.

PEDU 123 - Pilates (1 Credit)
Focus is placed on mind-body exercises which help strengthen and condition the muscles. Each exercise will focus on building core strength, lengthening muscles, and improving flexibility. Proper breathing will also be demonstrated for each exercise in order to achieve the maximum benefits.

PEDU 124 - Fencing (1 Credit)
Basic foil-fencing techniques, rules, terminology, history, and etiquette.

PEDU 125 - Intermediate Karate (1 Credit)
Prerequisites: PEDU 117.

PEDU 126 - Badminton/Golf (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 127 - Field Hockey (1 Credit)
Fundamental skills, rules, and terminology of field hockey.

PEDU 128 - Football (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 129 - Racquetball (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 130 - Intermediate Golf (1 Credit)
Intermediate strokes and strategies; heavier emphasis on the total golf swing.
Prerequisites: PEDU 114.

PEDU 131 - Basketball/Soccer (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 132 - Intermediate Tennis (1 Credit)
Intermediate skills and strategies.
Prerequisites: PEDU 121.

PEDU 133 - Track and Field (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 134 - Flying Disc Sports (1 Credit)
Fundamentals and strategies of disc golf, ultimate and various physical activities using flying discs in recreational and competitive situations.

PEDU 135 - Tai-Chi-Chuan (1 Credit)
Students will learn to perform basic Tai-Chi-Chuan skills. Major consideration will be given to breathing skills and meditation to relieve stress.

PEDU 136 - Yoga (1 Credit)
Fundamental skills and terminology.

PEDU 137 - Tae Kwon Do (1 Credit)
Fundamental skills of Tae Kwon Do.

PEDU 138 - Softball/Volleyball (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 139 - Tennis/Track (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 140 - Beginning Swimming (1 Credit)
Skills for safety and recreation.

PEDU 141 - Intermediate Swimming (1 Credit)
Prerequisites: PEDU 140.

PEDU 142 - Lifeguard Training (1 Credit)
Skills of lifesaving.
Prerequisites: swim 500 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 143 - Water Safety Instructor Certification (1 Credit)
Skills, methods, and techniques to teach Red Cross Swimming and Lifesaving.
Prerequisites: 17 years of age; sound physical condition; possession of the Red Cross Advanced Lifesaving Certificate, a Red Cross Swimmer Certificate, or the ability to perform the Swimmer Course.

PEDU 144 - Beginning Springboard Diving (1 Credit)
Basic dives and aesthetics of springboard diving.
Prerequisites: tread water and swim 20 feet underwater.

PEDU 145 - Skin and Scuba Diving (1 Credit)
Safe and effective use of equipment with emphasis on principles and physical laws of diving.
Prerequisites: ability to swim at the intermediate level.

PEDU 146 - Scuba (Open Water) (1 Credit)
Certification program in open water scuba instruction: safety, emergency procedures, equipment handling, navigation, and air consumption. Includes five open water dives.

PEDU 147 - Beginning Stand-Up Paddleboarding (1 Credit)
History and development of stand-up paddleboarding as a sport, safety protocol, paddleboard construction and design, terminology, fitness attributes and paddling techniques.

PEDU 148 - Team Water Sports (1 Credit)
Fundamental skills, rules, and strategies for participation in team water sports.
Prerequisites: intermediate swimming skills.

PEDU 149 - Survival Swimming (1 Credit)
Skills and techniques for survival under adverse conditions.
Prerequisites: swim 100 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 150 - Basic Keelboat Sailing (1 Credit)
The course is designed to teach students to safely skipper and crew on a 20 to 27 foot sailboat with a tiller and outboard engine on lakes, bays, and sheltered waters in moderate weather conditions. Theory, history, safety, and teamwork will be emphasized.
PEDU 151 - Beginning Skateboarding (1 Credit)
History, rules, etiquette and techniques of skateboarding.

PEDU 152 - Power Yoga (1 Credit)
Vigorous yoga utilizing breath and movement to improve strength and flexibility.

PEDU 153 - Cardiopulmonary Resuscitation (1 Credit)
Knowledge and skills in providing artificial respiration, first aid for foreign body obstruction, one and two rescuer CPR for adults, infants, and children.

PEDU 154 - Advanced Open Water Scuba (1 Credit)
Development skills beyond open water diving: underwater navigation, night diving, and deep diving.
Prerequisites: PEDU 146.

PEDU 155 - Personal Training Preparation (3 Credits)
Safe and effective methods of exercise by the application of theories and principles of exercise science. Discussion of facility organization, legal liability, and injury prevention and treatment within the score of becoming a fitness professional.

PEDU 160 - Intermediate Yoga (1 Credit)
This course is designed to provide the historical and philosophical context of Mindfulness and how it relates to classical yoga of Pantanjali. Students will be guided in deepening their mindfulness meditation practice that includes analysis of the Four Establishments of Mindfulness and will develop an advanced asana sequence as part of their practice.
Prerequisites: PEDU 136.

PEDU 161 - Intermediate Fencing (1 Credit)
Basic footwork and bladework for foil and épée along with more complex skills, concepts, terminology, strategy, and understanding of the rules.

PEDU 168 - Zumba Fitness (1 Credit)
Principles of fitness interval training and resistance training applied to maximize caloric output, fat burning and total body toning with a fusion of Latin and International music-dance themes.

PEDU 169 - Geocaching (1 Credit)
History, rules, terminology, and strategy of geocaching. Strategies for seeking as well as creating geocaches.

PEDU 170 - Beginning Latin Dance (1 Credit)
Introductory course to multiple styles of social Latin dancing including Salsa, Merengue and Bachatta. Designed to develop the skills and techniques necessary for social level Latin dancing. Emphasis will be placed on basic social elements of dance, patterns, music, and leading and following.

PEDU 171 - Swing Dance (1 Credit)
Introduction to swing dances originating from the first half of the 20th century such as the Charleston, East Coast Swing, Lindy Hop, Jitterbug, Jive, and The Big Apple.

PEDU 172 - Rock Climbing and Bouldering (1 Credit)
Safe climbing and bouldering techniques. Movement on rock, rope systems, anchors, rappelling, belaying, risk management, spotting and lead climbing philosophy. Save use of equipment required for sport climbing and bouldering.

PEDU 173 - Folk and Square Dance (1 Credit)
Fundamental skills and terminology.

PEDU 174 - Social Dance (1 Credit)
Fundamental skills and terminology.

PEDU 175 - Intermediate Social Dance (1 Credit)
Development of skills to an intermediate level in six dances: fox trot, waltz, tango, swing, cha cha, rumba.
Prerequisites: PEDU 174.

PEDU 176 - Clogging (1 Credit)
History, folklore, and skills; individual steps and team routines.

PEDU 177 - Beginning Shag (1 Credit)
Techniques and history of the Shag, South Carolina's state dance. Chroniced development, style variations, and cultural contributions are emphasized.

PEDU 178 - Intermediate Shag Dance (1 Credit)
Introduction to more challenging shag moves for couples, based on steps, turns, spins, and passes. Emphasis on good shag form and rhythm, male lead, female follow, and tight couple positions going through step variations. Steps include Sugarfoot, Boogie Walk, Stagger, Walkup and others.
Prerequisites: PEDU 177.

PEDU 179 - Beginning Belly Dance (1 Credit)
Techniques, history, terminology, and dance combinations/choreography associated with Belly Dance at the fundamental level.

PEDU 180 - Archery (1 Credit)
Fundamentals of target and field archery shooting, history, scoring, and rules.

PEDU 181 - Equestrian (1 Credit)
English hunter-style riding for intermediate students.

PEDU 182 - Backpacking (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

PEDU 183 - Canoeing (1 Credit)
Fundamentals of lake, river, and whitewater canoeing.

PEDU 184 - Snow Skiing (1 Credit)
Fundamental skills and techniques.

PEDU 185 - Beginning Kayaking (1 Credit)
Fundamentals of whitewater kayaking including equipment selection and use, safety techniques, strokes, Eskimo roll, river strategies, rescue procedures, and trip planning.

PEDU 186 - Bicycle Touring (1 Credit)
Fundamental skills and techniques.

PEDU 187 - Rock Climbing (1 Credit)
Fundamentals of rock and mountain climbing including gear selection and use, knots and rope management, anchoring systems, belaying, rappelling, climbing techniques, and safety considerations.

PEDU 188 - Triathlon Training (1 Credit)
Intensive conditioning and cross training to achieve a high level cardiovascular fitness. Biking, running, and swimming in preparation for triathlon event.

PEDU 189 - Spinning (1 Credit)
Spinning to obtain physiological and psychological benefits.

PEDU 190 - Introduction to the Description and Analysis of Human Movement (2 Credits)
Analysis and performance of fundamental motor skills.

PEDU 194 - Educational Gymnastics (1 Credit)
Development of knowledge and skill in educational gymnastics. Designed to establish a content base for elementary and middle school physical education programs.
PEDU 195 - Educational Games (1 Credit)
Development of knowledge and skill in game activities appropriate for the elementary and middle school physical education game setting.

PEDU 196 - Educational Dance (1 Credit)
Development of personal skills in the use of movement for expressive purposes. Designed to establish a content base for elementary school physical education programs.

PEDU 197 - Fit Carolina (1 Credit)
Basic concepts associated with physical activity and the opportunities in community environments to engage in health-promoting and wellness activities.

PEDU 226 - Physical Education for Primary Grades (3 Credits)
Selection and development of appropriate content for elementary school physical education experiences.
Prerequisites: PEDU 190.

PEDU 232 - Philosophy and Principles of Physical Education (3 Credits)
Historical background, current problems, and publications.

PEDU 266L - Athletic Training Lab (1 Credit)
Techniques and skills used in the prevention or protection of injury.

PEDU 275 - Functional Musculoskeletal Anatomy (3 Credits)
Knowledge and skill of orthopedic anatomy relative to muscle, ligament, and tendon origin, insertion, innervation, and action.

PEDU 300 - First Aid and CPR (3 Credits)
Knowledge and skills necessary to meet the guidelines for professional certification. Skills include AED, adult, child, and infant CPR, breathing emergencies, and first aid.

PEDU 301 - Practicum in Physical Education Field Experiences (1-3 Credits)
Supervised field experiences for physical educators. Contract approved by instructor, advisor, and department head is required for undergraduate students.

PEDU 302 - Foundations of Coaching (3 Credits)
The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

PEDU 303 - Scientific Bases of Coaching I (3 Credits)
Anatomical, kinesiological, and biomechanical principles affecting performance in competitive athletics; use of biomechanical analysis techniques. Primarily for non-physical education majors who wish to coach.

PEDU 304 - Scientific Bases of Coaching II (3 Credits)
Physiological, psychological, ethical, and sport medicine principles affecting performance in competitive athletics; application of scientific principles. Primarily for non-physical education majors who desire to coach.
Prerequisites: PEDU 303.

PEDU 310 - Emergency Medical Responder (3 Credits)
Knowledge and skills necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decision making about the care to provide in a medical emergency; skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

PEDU 312 - Coaching Gymnastics, Volleyball, and Softball (3 Credits)
Prerequisites: PEDU 302 and PEDU 303.

PEDU 313 - Coaching Basketball, Track and Field, and Soccer (3 Credits)
Prerequisites: PEDU 302 and PEDU 303.

PEDU 314 - Coaching Football, Baseball, and Wrestling (3 Credits)
Prerequisites: PEDU 302 and PEDU 303.

PEDU 320 - Practicum in Coaching (3 Credits)
Supervised practical experience in interscholastic coaching settings; concurrent seminar.

PEDU 340 - Practicum in the Instructional Aspects of Physical Education (1 Credit)
Application of instructional principles to small peer group settings using open and closed gross motor skills.
Corequisite: PEDU 360.

Graduation with Leadership Distinction: GLD: Professional and Civil Engagement Internships

PEDU 341 - Practicum in Instruction of Young Learners in Movement Settings (1 Credit)
Application of curriculum and instructional principles to small group instruction with young learners.
Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.
Corequisite: PEDU 361.

PEDU 353 - Recreational Sports Programming (3 Credits)
Current program elements and techniques in recreational sports.

PEDU 360 - Instructional Aspects of Physical Education (3 Credits)
Instruction in physical education settings, including environmental arrangements, task presentation, content development, and feedback.
Prerequisites: PEDU 190, cumulative GPA of 2.50.
Corequisite: PEDU 340.

PEDU 361 - Instruction of Young Learners in Movement Settings (3 Credits)
Development of knowledge and skills to teach physical education to young learners.
Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.
Corequisite: PEDU 341.

PEDU 398 - Seminar in Physical Education (1 Credit)
Various topics related to current events in physical education.

PEDU 399 - Independent Study (1-3 Credits)
Open to sophomores and above. Enrollment and topic to be approved in advance by advisor and instructor. Contract approved by instructor, advisor, and department head is required.
Graduation with Leadership Distinction: GLD: Research

PEDU 420 - Motor Learning in Physical Education (3 Credits)
Application of cognitive, sensory, and motor processes related to learning motor skills in physical education and sport settings.
Prerequisites: 
PEDU 479
PEDU 445
Engagement Internships

Experiential Learning:

Graduation with Leadership Distinction: GLD: Professional and Civil Engagement Internships

PEDU 445 - Measurement & Evaluation in Physical Education (3 Credits)
The historic background of measurement in physical education; statistical techniques to be used in scoring and interpreting tests; evaluation of measures now available in the field; and the administration of a testing program. Available for undergraduate credit only.
Prerequisites: 15 credits in professional physical education, including PEDU 232 and 6 semester hours of professional skill courses.

PEDU 446 - Physical Education Curriculum (3 Credits)
The study of K-12 physical education school curriculum theory, issues, and design.
Prerequisites: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.

PEDU 451 - Teaching Physical Education (3 Credits)
Analysis of teaching and learning in physical education.
Prerequisite or Corequisite: PEDU 462, PEDU 440.

PEDU 462 - Instruction in Secondary School Physical Education (3 Credits)
Physical education content and processes for the secondary school.
Prerequisites: PEDU 341 and PEDU 361, cumulative GPA of 2.75, have met the state basic skills testing requirement for educator preparation program admission.
Corequisite: PEDU 440.

PEDU 479 - Directed Teaching in Physical Education (12 Credits)
Prerequisites: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.

Graduation with Leadership Distinction: GLD: Professional and Civil Engagement Internships

Experiential Learning: Experiential Learning Opportunity

PEDU 498 - Advanced Seminar in Physical Education (1 Credit)
Advanced learning opportunities in professional physical education. and permission of instructor.
Prerequisites: 90 hrs.

Graduation with Leadership Distinction: GLD: Research

PEDU 510 - Teaching Health Related Physical Fitness (3 Credits)
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings.
Prerequisites: EXSC 223/EXSC 224 or BIOL 243/BIOL 244.

PEDU 515 - Physical Education for Inclusion (3 Credits)
Designing physical education programs for special populations and for students with special needs.
Prerequisites: PEDU 340, PEDU 360.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PEDU 520 - Observational Analysis of Sports Techniques and Tactics (3 Credits)
Qualitative and quantitative techniques to observe, describe, analyze, and evaluate human movement in physical education and sports settings.
Prerequisites: PEDU 190, EXSC 223, EXSC 224 or BIOL 243, BIOL 244; PHYS 101.

PEDU 553 - The Organization and Administration of Physical Education (3 Credits)
Organization of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the evaluation and selection of activities.
Prerequisites: 18 credits in physical education, including six semester hours of professional skill courses.

PEDU 555 - Current Topics in Physical Education (1-3 Credits)

PEDU 570 - Human Child/Adolescent Growth (3 Credits)
Human physical growth and development of children with emphasis on years 4 to 18.
Prerequisites: EXSC 223, EXSC 224, or equivalent.

PEDU 575 - Physical Education for the Classroom Teacher (3 Credits)
Appropriate movement experiences for children. Not available for physical education majors.
Prerequisites: EDTE 201.

PEDU 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production--including music, costume, lighting, and scenery--will be considered.
Cross-listed course: DANC 577

PEDU 635 - South Carolina Physical Education Curriculum (3 Credits)
Development of physical education programs using the South Carolina Physical Education Curriculum Materials.

PEDU 637 - Advanced Theory and Techniques of Coaching Football (3 Credits)
An intensive investigation of current theories of offensive and defensive football. Generalship, strategy, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 638 - Advanced Theory and Techniques of Coaching Basketball (3 Credits)
An intensive investigation of the latest techniques and theories of coaching basketball. Systems of offense and defense, generalship, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 639 - Advanced Theory and Techniques of Coaching Track and Field Events (3 Credits)
A thorough study of the latest techniques of coaching track and field events. Isometric, isotonic, and interval conditioning theories involving the cardiovascular and muscular systems are examined to acquaint the student with varying physiological approaches to conditioning.
Prerequisites: current responsibilities or previous experience in college or high school coaching.
PEDU 640 - Advanced Theory and Techniques of Teaching and Officiating Girls’ Gymnastics (3 Credits)
A thorough study of the latest techniques of teaching and officiating girls’ gymnastics. Balance beam, vaulting, uneven bars, tumbling, dance skills and routines, and officiating methods.

PEDU 650 - The Art and Science of Coaching (3 Credits)
Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 660 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: EDCE 650

PEDU 702 - Interpretation and Implementation of Physical Education Programs for Children (3 Credits)
An intensive investigation of contemporary physical education programs for children.

PEDU 703 - Conceptual Issues in Teaching Physical Education (3 Credits)
Advanced study of current literature and research in physical education.

PEDU 704 - Readings and Research in Physical Education Teaching and Teacher Education (3 Credits)
Advanced study of seminal literature and research in physical education teaching and teacher education.
Prerequisites: PEDU 703.

PEDU 705 - Applied Theories of Perceptual-Motor Learning in Physical Education (3 Credits)
Analysis of theories and principles of perceptual-motor and motor development of infants and children. Emphasis is placed upon reviewing current research as it applies to the physical education setting.

PEDU 709 - Anthropometric Measures and Their Uses (3 Credits)

PEDU 710 - Measurement and Research in Physical Education (3 Credits)
The treatment of current theory and practice of testing, evaluation, and research in physical education, with emphasis on the methods and tools of research.
Prerequisites: PEDU 545.

PEDU 715 - Introduction to Adapted Physical Education, Activity, and Sport (3 Credits)
Focuses on content knowledge foundational to adapted physical education, activity, and sport programs in self-contained and/or itinerant settings for children with moderate to severe disabilities.

PEDU 716 - Universal Design for Learning in General Physical Education (3 Credits)
Focuses on knowledge and skills to design and implement an effective curriculum design, lesson planning and assessment for inclusive physical education settings.

PEDU 717 - Practicum in Adapted Physical Education (3 Credits)
Focuses on the techniques, methodologies, and philosophies of adapted physical education teachers.

PEDU 720 - Theories and Principles of Motor Learning and Control: Applications for Adapted Physical Education (3 Credits)
Focuses on the knowledge of principles/theories of learning and memory applied to motor skill acquisition with an emphasis on factors influencing the development of successful instruction and training strategies among individuals with disabilities.

PEDU 722 - Curriculum Development in Physical Education (3 Credits)
Principles of physical education based upon physiology, psychology, and sociology; curriculum-making procedures; plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; evaluation, measurement, and grading procedures; and the formulation of a curriculum outline for elementary, junior high, and senior high schools.

PEDU 725 - Supervision in Physical Education (3 Credits)
Theory and practice of supervision of student teaching practica in physical education.
Prerequisites: EDUC 731.

PEDU 729 - Study of the Teaching of Physical Education (3 Credits)
Study of the analysis of teaching applied to the development of effective teaching skills in physical education.

PEDU 730 - Psychosocial Aspects of Athletic Performance and Injury Rehabilitation (3 Credits)
The application of psychological principles from motivation, arousal regulation, individual differences and psychological skills for enhancing athletic performance and injury rehabilitation.

PEDU 731 - Motor Skill Learning (3 Credits)
Study of sensory, motor and physical processes that underlie learning and performance of motor skills commonly performed in physical education, sport and dance.

PEDU 732 - Analysis of Instructional Behavior in Physical Activity Programs (3 Credits)
Research-based study of strategies, delivery systems, and clinical, athletic performance and injury rehabilitation.

PEDU 741 - Readings in the Social History of Sport (3 Credits)
Reading and discussion of the critical and analytical literature on sport history.
Cross-listed course: HIST 741

PEDU 750 - Historical and Philosophical Foundations of Physical Education (3 Credits)
A study of the historical and philosophical bases of physical education. Emphasis will be placed on the integration and application of this information to the formulation of a practical philosophy of physical education.

PEDU 751 - Principles of Adapted Sport Coaching (3 Credits)
An overview of teaching and training athletes with different disabilities and challenges. Program management and preparing for coaching and competition.
Prerequisites: PEDU 715.

PEDU 755 - Selected Topics in Physical Education (3 Credits)
A study of selected issues confronted in physical education programs.
Prerequisites: 15 hours in graduate courses in physical education.

PEDU 770 - Research Methods in Physical Education (3 Credits)
A study of applicable methods and tools of research in physical education and motor behavior. Provision for students to engage in original research.
PEDU 771 - Theories and Principles of Growth and Motor Behavior: Applications for Adapted Physical Education (3 Credits)
Focuses on knowledge of growth and motor development principles from theory and research with applications for teaching and coaching individuals with disabilities.

PEDU 778A - Directed Student Teaching in Physical Education I (6 Credits)
Student teaching at the elementary or secondary level combined with planning and initiation of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778B.

PEDU 778B - Directed Student Teaching in Physical Education II (6 Credits)
Student teaching at the elementary or secondary level combined with completion of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778A.

PEDU 784 - Theory and Application of Effective Teaching Strategies in Physical Education (3 Credits)
Study of effective teaching in physical education. Acquisition of advanced teaching skills beyond those required for basic certification.

PEDU 788 - Action Research Project in Adapted Physical Education (3 Credits)
Focuses on knowledge and skills to design and implement an action research project designed for self-reflective systematic inquiry and improvement of teaching in inclusive physical education settings.

PEDU 790 - Independent Study (1-3 Credits)
Topics to be assigned and approved by advisor, graduate director, and department head.

PEDU 791 - Practicum in Physical Education (3 Credits)
Clinical and/or field experience in a variety of settings related to or dealing with physical activity. The practicum is designed to provide the student with in-depth experiences in a particular aspect of motor skill acquisition.

PEDU 829 - Advanced Topics in Child and Adolescent Growth and Development (3 Credits)
An interdisciplinary study of individual (physical and psychological), environmental and task related variables as they relate to motor skill performance, physical activity participation and athlete development.

PEDU 830 - Development of Skilled Sport Performance (3 Credits)
Development of cognitive and motor processes necessary for skilled performance in sport.
Prerequisites: PEDU 730 and either PSYC 501 or PSYC 712.

PEDU 832 - Research Practicum in Motor Learning/Motor Performance (3 Credits)
Scientific investigation of specific research problems in motor learning/motor performance.

PEDU 833 - Research Practicum in Physical Education (1-6 Credits)
Designing, conducting and interpreting research studies in physical education.

PEDU 840 - Historical and Contemporary Perspectives on the Study of Teaching and Instruction (3 Credits)
A survey and critical analysis of the field of research on teaching and instruction.

PEDU 841 - Seminar in Research on Teaching in Physical Education (3 Credits)
Interpretation and critical analysis of research on selected topics on teaching and instruction in physical education.

PEDU 850 - Research, Theory, and Practice of Teacher Education in Physical Education (3 Credits)
Research, theory, and methods of teacher education in physical education.

PEDU 860 - Advanced Curriculum and Philosophy in Physical Education (3 Credits)
Curriculum theory and design in physical education; implications of major philosophical positions, developmental and learning theory, and culture on the design and implementation of physical education curriculum.
Prerequisites: PEDU 722.

PEDU 870 - Promoting Integrative Youth Physical Development (3 Credits)
Examination of the synergistic nature of various physical, behavioral and psychological factors that promote positive trajectories of health in youth and how they are promoted across childhood and adolescence in physical education.

PEDU 899 - Dissertation Preparation (1-12 Credits)

Radiology (RADI)

RADI D620 - Radiology (1-12 Credits)
This course will provide instruction and the opportunity for the student to participate in routine diagnostic imaging procedures. The course will include instruction in the principles of image production and quality control. Instruction will also be given in basic radiation safety. At the completion of the course, the student will have participated in the operation of a diagnostic radiology department. The student will have been made aware of the usefulness and limitations of routinely used procedures in diagnostic radiology.

RADI D621 - Radiation Oncology (1-12 Credits)
The student will participate in the physical diagnosis, treatment planning and treatment delivery of patients receiving therapeutic doses of radiation. The student will attend regularly scheduled rounds to discuss patients currently under treatment and will be encouraged to participate in the group discussion. Students will also attend any regularly scheduled Oncology conferences. Reading assignments will be given.

RADI D622 - Clinical Nuclear Medicine (1-12 Credits)
The course will give the student instruction and experience in the clinical use and performance of nuclear medicine procedures. At the completion of the course, the student will have participated in the performance of all routine nuclear medicine procedures and will have gained some understanding of their clinical usefulness. The chemical and physiologic principles of the various procedures will have been presented and the students' knowledge of radiation detection and the safe handling of radioactive materials will have been extended.

RADI D660 - Radiological Science (1-12 Credits)

RADI D670 - Introduction to Radiology (1-12 Credits)
During your four week rotation, you will have an introduction to radiology that will take you from the basics of x-rays to the uses of advanced imaging modalities. You will gain an understanding of what a radiologist does and you will have the opportunity to observe a variety of radiological procedures. At the completion of the course, you will have a better understanding of diagnostic and therapeutic options available in radiology.
RADI G810 - Radiology Elective (2 Credits)
This clerkship is designed to impart a broad basic understanding of the role of radiology in diagnosis and management. Emphasis is placed on terminology, proper workup, the fundamentals of diagnostic image interpretation, and clinical indications for imaging examinations and interventional radiology procedures. Instruction occurs through didactic lectures, problem-based learning exercises, computer tutorials, conferences, self-learning exercises, observation of film interpretation, and observation of special procedures. The indications and contraindications for radiologic examination as well as the benefits and limitations of radiological methods will be presented. In addition, the student has the opportunity of to work closely with attending radiologists, observing and participating in all phases of their daily work.

RADI G815 - Interventional Radiology (2 Credits)
The M4 Interventional Radiology Elective will introduce the medical students to the most common interventional procedures in special procedures. The students will learn the pertinent arterial and venous anatomy. The students will participate in the assessment, diagnosis, management and treatment of patients for interventional services. Students will observe and participate in IR procedures, imaging interpretation and interactions with patients and referring physicians.

RADI G899 - Radiology Away Rotation (4 Credits)
The student will complete an intensive study of Radiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Surgery (SURG)

SURG D605 - Surgery Clerkship (8 Credits)
An eight-week, eight-credit-hour required clerkship in the third year consisting of primarily inpatient and outpatient experiences with opportunities for outpatient experiences as well. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery, vascular surgery, trauma, and critical care. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include lecture, case-based discussion/presentation, suture laboratory, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Surgery NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

SURG D607 - Senior Surgery Clerkship (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are offered a choice of two two-week-long rotations in the surgical specialties and academic and clinical experiences in anesthesia, cardiothoracic surgery, neurosurgery, ophthalmology, orthopaedic surgery, otolaryngology, pediatric surgery, plastic surgery, and urology. Both office and hospital-based experiences permit the study of disease processes unique to each of the special areas of surgery, the techniques of diagnosis, the understanding of pathophysiology, and therapy. Management of ambulatory patients is emphasized. During this clerkship, students diagnose diseases particular to the selected surgical specialty and develop the techniques utilized for diagnosis. In addition, students learn to understand the pathophysiology and management of these disease processes, recognize indicated surgical therapy and expected results from the surgical procedures for these diseases, understand and decide when the patient should be evaluated by a surgical specialty related to the disease process, and understand the impact of surgical care on the patient and the family. Students complete a critical analysis for each rotation on a topic of interest. Primary methods of instruction include clinical preceptorship, clinical correlations, and teaching rounds. Modes of assessment include an internal final examination, clinical evaluations, and a review of the quality of the written paper by the course director.
SURG D615 - Surgery Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students' patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

SURG D621 - Trauma/Critical Care (1-12 Credits)
SURG D623 - Vascular Surgery (1-12 Credits)
Introduce the student to the pre-operative and post-operative care of the vascular surgery patient as well as expose the student to a wide variety of open surgical and endovascular procedures. Demonstrate the essential skills in the pre-operative evaluation of the vascular surgery patient, including a good vascular history and physical, function efficiently as a first assistant in surgery, understand the basic principles of wound healing and learn more about endovascular catheters and the indications for choosing open versus endovascular intervention, be exposed to a broad scope of vascular surgery including peripheral arterial disease stenting, open and endovascular AAA repair, thrombectomy, AV-fistula creation and revision, amputations and other less common procedures.

SURG D624 - General Surgery (1-12 Credits)
To gain clinical experience with admission, evaluation, diagnosis and consultation, pre-, intra-and postoperative care for patients of all ages to correct or treat various conditions, diseases, disorders, and injuries.

SURG D625 - Pediatric Surgery (1-12 Credits)
The student on this elective will rotate with the doctors in their pediatric surgical practice. The student will work in both private offices and in the hospital setting. Learning experiences will include evaluation of pediatric surgical patients from neonate through adolescence; participation in pediatric surgical conferences and in clinical material; diagnosis and treatment of congenital abnormalities; evaluation and management of pediatric trauma including burn patients; experience in the management and monitoring mechanisms of preoperative and postoperative acutely ill pediatric patients; and exposure to the specialized techniques necessary for management of neonatal patients.

SURG D626 - Anesthesia (1-12 Credits)
Optimal patient care in the perioperative period requires that all physicians become familiar with preoperative evaluation, options for intraoperative management, and principles of postoperative care. Students will be expected to participate in the care of surgical patients with emphasis on intraoperative management, and will gain expertise in techniques of airway management, endotracheal intubation, and vascular access. Exposure to regional anesthetic techniques, obstetric anesthesia, pediatric anesthesia, and cardiac anesthesia is expected. Topics in pharmacology, physiology and critical care will be addressed. The Department will provide a handout of required reading covering basic anesthesia related topics. Evaluations will reflect the student’s daily participation in departmental activities, and a quiz at the end of the rotation will give the student objective feedback on his/her assimilation of important topics. Students also will be expected to take call 2 or 3 times during the month. This can be set up at the student’s convenience.

SURG D627 - Emergency Medicine (1-12 Credits)
This course is designed to teach the student the basic components of Emergency Medicine through primary responsibility for patient evaluation and treatment. Opportunities are available for the student to evaluate patients as the first physician contact to develop differential diagnoses and formulate treatment plans. All patients will be presented and discussed with a senior emergency medicine resident or attending and determination of appropriate treatment made. Clinical experiences will encompass the full gamut of illness and injuries presenting to a busy urban Emergency Department. The student will gain experiences in the fundamentals of diagnosis, stabilization, and management of emergency conditions. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

SURG D630 - General Surgery Precept (1-12 Credits)
SURG D631 - Surgical Oncology (1-12 Credits)
SURG D632 - Office Urology (1-12 Credits)
SURG D634 - Surgical Research (1-12 Credits)
SURG D635 - Clinical Otolaryngology, Head and Neck Surgery (1-12 Credits)
The purpose of this course is to provide the student with an introduction to clinical otolaryngology, head and neck surgery. Anatomy, physiology, and the pathogenesis of disease will be emphasized. The student will become familiar with the use of the otoscope, laryngeal mirrors and the head mirror or head light used for indirect laryngoscopy. He/She will observe and assist with surgical procedures. The student will have the opportunity to see otolaryngologists working in their private practice settings.

SURG D636 - Neurosurgery (1-12 Credits)
SURG D639 - Plastic and Reconstructive Surgery Externship (1-12 Credits)
The elective is designed to integrate the student in the practice of an academic surgeon, provide one-on-one interaction between the student and faculty mentor, involve the student in the pre-operative and post-operative care of the plastic surgery patient, involve the student in a wide variety of plastic and reconstructive surgery procedures, and introduce the student to the plastic surgery literature and help the student to develop a critical analysis of recent publications. Following the rotation, the student will demonstrate the essential skills in the pre-operative evaluation of the plastic surgery patient, function efficiently as a first assistant in surgery, understand the basic principles of wound healing, be able to select appropriate suture material and method of closure for surgical incisions and traumatic wounds, be exposed to the entire scope of plastic and reconstructive surgery including treatment of burns, skin cancers, facial trauma, congenital deformities, breast surgery, microsurgery, and aesthetic surgery, and assist in the design of additional educational objectives of particular interest to the student. The student will work closely with the faculty mentor, functioning as an acting intern in the clinical setting. Additional objectives will be developed with each student based on their special interest or future career orientation. Students will participate in a self-evaluation process of their performance. Evaluation will be based on progress accomplished and completion of the objectives. Cognitive performance, surgical skills and professional behavior will be assessed.

SURG D640 - Honors General Surgery (1-12 Credits)

SURG D643 - Emergency Medicine (LMC) (1-12 Credits)

SURG D644 - Hyperbaric Medicine (4-12 Credits)

SURG D645 - Simulation Medicine (1-12 Credits)

SURG D646 - Wilderness & Envrmentl Med (4-12 Credits)

SURG D647 - Clinical Anesthesia - VA (1-12 Credits)

SURG D649 - Emergency Medicine Ultrasound (1-12 Credits)
The student will be required to complete twenty 8 hour shifts in the ED and perform a minimum of 100 bedside ultrasound on ED patients. Instruction and supervision will be provided by faculty noted above. Indications for ED ultrasound, the limitations of ultrasound, knobbyology, and image acquisition will be emphasized. The student will focus on, but is not limited to, imaging of the following: gallbladder and biliary tract, kidneys, heart, aorta, and pelvic organs. In addition, ultrasound will be used during guided procedures, examining for intra-abdominal fluid in traumas, and for foreign body imaging. The student will be required to keep a log of ultrasounds performed with follow up on confirmatory studies obtained. Twenty ultrasounds performed will be digital video and reviewed with the instructor who is present on shift. The student is to be present and participate at ED ultrasound video review sessions and lectures. One online case will be produced during the rotation, with the aide of the course director, to be distributed to the EM residents, fellows, and faculty. Suggested archived video will be reviewed by the student.

SURG D651 - Emergency Med/ Spartanb (1-12 Credits)

SURG D661 - Emergency Care (2-12 Credits)

SURG D662 - Emergency Medicine - Assessment and Observation Unit (1-12 Credits)
The student will get a deep appreciation of emergency medicine that leads to clinical observation, like chest pain and syncope/TIA amongst other diagnosis, as well as the continuum of psych patients from their initial presentation through their observation to either psych in-patient care or out-patient care. In the rapid assessment we will see plenty of patients and learn the differential to not anchor bias. We will attend to lacerations and abscesses, read on average 8 ECGs as we are responsible for physician in triage ECG patient care.

SURG D670 - General Surgery (1-12 Credits)

SURG D673 - Pediatric Neurosurgery (1-12 Credits)

SURG D674 - Emergency Medicine (1-12 Credits)
This elective is designed to teach the basics of Emergency Medicine through patient evaluation and treatment. Opportunities are available for the student to evaluate patients as the first physician contact to develop differential diagnoses and formulate treatment plans. All patients will be presented and discussed with an emergency attending. Students will work in the adult areas of the Emergency Department. Patients of all types may be seen - pulmonary, cardiac, and trauma. The student will gain experiences in the fundamentals of diagnosis, stabilization, and management of emergency conditions. Time in the simulator center doing airways, wound care and procedures is included.

SURG D675 - Surgical Pediatrics Preceptorship (1-12 Credits)
This elective offers the student an opportunity to work closely with pediatric surgeons in the office and hospital practice using the preceptor method to provide an exemplary approach to the management of problems in surgical pediatrics. The main emphasis of the course is to provide a basis for the comprehensive care of children requiring surgical intervention. The student will be exposed to the basic surgical techniques and be given the opportunity to participate during certain procedures. Patients presenting with complaints ranging from management of para-surgical congenital anomalies will be seen in this setting. The student will work as part of a team of the pediatric surgery service, participating in preoperative, intraoperative, and postoperative care. The patient population will consist of age groups from the premature newborn to the young adolescent. Exposure to a broad spectrum of cases needing surgical intervention, and/or management, will be provided. Hospital rounds, lectures, and conferences will be scheduled for the student to parallel the surgeon.

SURG D676 - Anesthesia (1-12 Credits)
Optimal patient care in the perioperative period requires that all physicians become familiar with preoperative evaluation, options for intraoperative management, and principles of postoperative care. Students will be expected to participate in the care of surgical patients with emphasis on intraoperative management, and will gain expertise in techniques of airway management, endotracheal intubation, and vascular access. Exposure to regional anesthetic techniques, pediatric anesthesia, and cardiac anesthesia is expected. Topics in pharmacology, physiology and critical care will be addressed. Evaluations will reflect the student's daily participation in departmental activities.
SURG D677 - Surgical Critical Care Rotation (1-12 Credits)
This four-week acting internship provides students with additional experience in the concepts and diagnostic procedures used in surgical critical care. Students are assigned to the surgical critical care service at Greenville Memorial hospital, where they provide consultative care for trauma, vascular, neurosurgical, and general surgery patients admitted to the Intensive Care Unit. Students also participate in trauma resuscitations in the Emergency Room and the initial workup of trauma patients. Students care for patients as their primary caregiver under the supervision of the team’s residents and faculty. Students take call every fourth night participating in the care of the patients in the Intensive Care Unit and trauma resuscitations. Students evaluate all assigned patients completing consultation reports including physical diagnosis, diagnostic assessment and plan of care. Students round on their assigned patients daily, presenting their patients and therapeutic plan to the team on morning rounds. Students will also attend Green Surgery (Trauma) morning report each morning to coordinate care with the trauma team on assigned trauma patients. Clinical learning is supplemented with The Society of Critical Care Medicine's Intensive Care course slides available for the students to review online. The student will participate in surgical morning conferences as assigned.

SURG D678 - ENT Head and Neck Surgery (1-12 Credits)
During a rotation with the otolaryngology – head and neck service, students will have the opportunity to experience clinical and surgical patient care. The course content may be adapted to facilitate more time in the clinic if desired, particularly important for those going into primary care fields who will need to be adept at a good head and neck exam. All students will be expected to participate in some operative exposure as well. Students may expect to see a variety of cases including: pediatric ENT, nasal and sinus, head and neck tumors, facial trauma and reconstruction, and otology. They will have the opportunity to learn about basic audiology and allergy as well. Daily participation is expected unless other arrangements are made with the course director.

SURG D679 - Minimal Access Surgery Elective (1-12 Credits)
Minimal access, laparoscopic, or minimally invasive surgical procedures are rapidly gaining in popularity. This subspecialty of general surgery implements a different approach to common surgical maladies. During this rotation the student will be an active participant of the minimal access team and will be exposed to complex foregut (including bariatric), biliary, solid organ, and hernia surgeries. The student will be responsible for rounding and following patients on the inpatient service, and participating as an assistant during surgery.

SURG D680 - Vascr Intrvntn Rad Elective (4 Credits)
SURG D684 - Surgery Research (1-12 Credits)
SURG D686 - Colon and Rectal Surgery (1-12 Credits)
SURG D689 - Pediatric Surgery (1-12 Credits)
SURG D690 - Clinical Surgery (4-12 Credits)
SURG D691 - Clinical Surgery Externship (1-12 Credits)
SURG D692 - Clinical Surgery Externship II (1-12 Credits)
SURG D695 - Surgery Al Extramural (4 Credits)

SURG G700 - Surgery Clerkship (8 Credits)
The Surgery Clerkship is a seven week required clerkship in the third year consisting of primarily inpatient and outpatient experiences. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery, vascular surgery, and trauma. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include self directed study, case-based discussion/presentation, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Surgery NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Student teaching on the wards is provided by direct interaction with all level of the staff, including faculty, senior and junior house staff. Students should expect to scrub on all cases. They should meet patients they have operated on daily. They should strive to write orders with resident supervision. Students are also expected to attend the weekly surgery clinic, morbidity and mortality conference, and grand rounds, as appropriate. The overall goal of the clerkship is to provide relevant experiences for the student in the care of the patients with both acute and elective surgical problems.

SURG G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

SURG G710 - Multidisciplinary Oncology Elective (2 Credits)
This elective is meant to introduce clinical surgical oncology, radiation oncology and medical oncology to medical students. This rotation is ideal for both students interested in pursuing a career in one of these fields and for those simply interested in learning about oncology. The majority of students’ time will be spent on the surgical oncology team with appropriate outreach to radiation oncology and medical oncology. The main focus of the rotation will be to be understanding the multidisciplinary center concept of tumor management, including the demanding complexities of integrating multiple specialties in a timely and effective manner to maximize patient management based on nationally based cancer guidelines and clinical trial options. Students will have the opportunity to participate in surgery and medical therapies as well.

SURG G715 - Neurosurgery Elective (2 Credits)
This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student’s academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.
SURG G720 - Ophthalmology Elective (2 Credits)
This two week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty. During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career.

The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. For those not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The focus is integrative care of the patient.

SURG G730 - Otolaryngology Elective (2 Credits)
This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G735 - Plastic Surgery Elective (2 Credits)
What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/pediatric plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and oculoplastic surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G740 - Urology Elective (2 Credits)
Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members' directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G745 - Pediatric Surgery Elective (2 Credits)
Students will achieve objectives by direct experience in care of pediatric surgical patients by participating as a member of the pediatric surgical team in daily patient care meeting, rounds, operations and clinic sessions.

SURG G750 - Pediatric Urology Elective (2 Credits)
This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G755 - Adult Cardiac Surgery (2 Credits)
This elective introduces third year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2 weeks working during the day. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the two week period.

SURG G760 - General Thoracic (2 Credits)
This third year 2 week rotation provides an in depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoraic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDC).

SURG G800 - Acute Care Surgery Acting Internship (4 Credits)
Students on the ACS/Trauma rotation serve as junior surgical house officers to patients with acute surgical problems and trauma. Students spend two weeks working during the day and two weeks at night. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters on the surgical floors, emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period and take the NBME Advanced Clinical Exam in Surgery.

SURG G801 - Trauma Acting Internship (4 Credits)
Students on the Trauma rotation serve as junior surgical house officers to patients with acute trauma. Students spend two weeks working during the day and two weeks at night. Students will work the Saturday and Sunday in between the day weeks. This means rounding on Saturday and Sunday with the Interns. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters in the emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period.
SURG G802 - Neurosurgery Acting Internship (4 Credits)
This intensive rotation is intended for qualified students applying for neurosurgical residency training. This 4-week experience provides advanced exposure to transition students toward intern level responsibilities for patient care. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare oral presentations for academic conferences, participate in clinical research activities, and scrub in the operating room. Students will participate in overnight neurosurgical call in accordance with ACGME Duty Hours standards. Evaluations are based on achievement of the six course objectives.

SURG G810 - Pediatric Surgery (4 Credits)
This rotation offers the student an opportunity to work closely with pediatric surgeons in the office and hospital practice using the preceptor method to provide an exemplary approach to the management of problems in surgical pediatrics. The main emphasis of the course is to provide a basis for the comprehensive care of children requiring surgical intervention. The student will be exposed to the basic surgical techniques and be given the opportunity to participate during certain procedures. Patients presenting with complaints ranging from management of parasurgical congenital anomalies will be seen in this setting. The student will work as part of a team of the pediatric surgery service, participating in preoperative, intraoperative, and postoperative care. The patient population will consist of age groups from the premature newborn to the young adolescent. Exposure to a broad spectrum of cases needing surgical intervention, and/or management, will be provided. Hospital rounds, lectures, and conferences will be scheduled for the student to parallel the surgeon. Students will spend two weeks working during the day and two weeks working at night.

SURG G811 - Vascular Surgery (2-4 Credits)
This 4th year clerkship will provide students a comprehensive experience in the diagnosis and management of patients with vascular disease, including arterial, venous, and lymphatic disorders. They will participate in all aspects of patient care including the inpatient and outpatient setting. Students will be treated as an intern and participate in both open surgical and endovascular treatment of patients on the vascular service. Under supervision of the attending surgeon and/or vascular surgical resident, the student will also be involved in performing a history and physical, writing notes, instituting care, evaluating problems, planning therapy and seeing consultations. A daily vascular conference takes place after morning report starting at 7 AM.

SURG G812 - Oconee Surgical Elective (2-4 Credits)
Apprenticeship style rotation where medical student will have the opportunity to work directly with a practicing general surgeon in rural practice. This will include shadowing the physician in the office, seeing consult patients in the emergency department, and operating with the surgeon on elective and emergent cases. Oconee does not have residents, which gives M4 medical students the unique opportunity to work directly with an attending physician.

SURG G815 - Surgical Intensive Care Unit (4 Credits)
The surgical critical care rotation will provide M4 students with experience in the clinical concepts and procedures used in surgical critical care. Under the supervision of faculty and residents students provide comprehensive ICU care for complex trauma, vascular, neurosurgical and general surgery patients. Students will also participate in trauma resuscitations in the trauma bay. Students are expected to be an integral part of the ICU team and assist in daily rounds, evaluating new consults, coordinating care with the pulmonary team and performing procedures. Students are expected to present two brief oral reports on assigned topics for critical care teaching rounds. Students will spend two weeks working during the day and two weeks working at night.

SURG G820 - Urology (2 Credits)
Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members' directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G825 - Neurosurgery (2 Credits)
This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student’s academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.

SURG G830 - Ophthalmology (4 Credits)
This four week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty and may be leaning towards this field for residency. During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career. The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. The students will also be exposed to interesting ophthalmology consultants and emergency room patients. They will also have the option to come in with the ophthalmologist on call on certain nights. For students not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The goal is to have the students become proficient with the direct ophthalmoscope, the slit lamp and comfortable working up ophthalmology patients. The focus is integrative care of the patient. Students will be expected to work up and present patients to the attending physicians by the end of the rotation.
SURG G835 - Otolaryngology Head and Neck Surgery (2 Credits)
This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G840 - Pediatric Neurosurgery (2 Credits)
This 2 week rotation will provide an introduction to the preoperative, operative and post-operative care of infants and children. The student will have the opportunity to round with the attending pediatric neurosurgeon, evaluate and present consults, perform history and physicals and scrub in on cases in the operating room. The student will also see patients in the outpatient setting.

SURG G845 - Plastic Surgery (2 Credits)
What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and oculoplastic surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G850 - Pediatric Urology (2 Credits)
This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G855 - Vascular Medicine (2-4 Credits)
The vascular medicine clinical rotation will provide the medical students with an introduction to the diagnostic, therapeutic, and preventative approaches to all peripheral vascular diseases. The field of vascular medicine routinely uses non-invasive vascular testing to quantify disease and then determines if medical management is appropriate; and if not, assists in the application of more invasive therapies. The medical student will be introduced to the clinical characteristics of many vascular diseases, including arterial, venous and lymphatic, as they occur at peripheral, aortic, renal, mesenteric, coronary, cerebral, pulmonary, and other sites. Students will get a glimpse into the extensive knowledge base that is essential in understanding the pathogenesis of vascular diseases including PAD, aneurysms, vasculitis, arteriovenous fistulas, lipid disorders, essential hypertension, renovascular hypertension, arterial and venous thrombosis, pulmonary embolism, varicose veins, venous insufficiency (CVI), lymphedema and vasospastic disorders.

SURG G860 - Wound Care (2 Credits)
This 2 week rotation is designed to expose medical students to the assessment and management of various chronic wounds in a multidisciplinary setting. Students will spend the majority of their time at the Wound Healing Center of GHS at the Patewood Campus where they will round with the attending physician. Experience evaluating venous ulcerations, diabetic foot wounds, as well as unusual wounds such as vasculitic wounds will be provided. Hands on experience will include basic wound debridement, basic wound dressing, multilayer compression wraps and off-loading techniques. In addition, there will be opportunity to rotate at Greenville Memorial Hospital with the wound care team. The schedule will typically be 8 am to 5pm Monday through Thursday with no call or weekend duties.

SURG G865 - Adult Cardiac Surgery (2-4 Credits)
This elective introduces fourth year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2-4 weeks working during the day. Residents and faculty will supervise all student activities. The students' exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the four week period.

SURG G870 - Breast Surgery (2 Credits)
This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients with both benign and malignant breast disease. The student will participate in inpatient and outpatient surgery, breast health center office, and breast multidisciplinary center (MDC). At the MDC, the student will participate in the evaluation of breast cancer patients as part of the team including surgeon, radiation oncologist, medical oncologist, radiologist, pathologist, nurse navigator, lymphedema specialist, and research nurse. Breast tumor board meets on the first Thursday of the month at 7 am in CC2. The student should plan to attend this if the rotation falls during this time.

SURG G875 - Minimally Invasive Surgery (4 Credits)
This rotation will allow students to experience the breadth of surgical practice in three very common conditions: Hernia, reflux and obesity. The rotation will be divided into two blocks. The first two weeks will be spent with the GHS Hernia Center under the guidance of Drs. Cobb, Carbonell and Warren. The following two weeks will be spent with the GHS Bariatric service, under the guidance of Drs. Scott, Eichorn, Rapp and Bour. The course will include experience in the operating room, outpatient setting, and inpatient care.
SURG G880 - Endovascular Neurosurgery/Neurology (2 Credits)
Two week elective for motivated 4th year medical students in Endovascular Neurosurgery/Neurology. Targeted students would include those interested in pursuing Radiology, Neurology, or Neurosurgery as residents seeking additional exposure to particular disease states such as cerebral AVM/AV fistula, cerebral aneurysm, ischemic stroke, subarachnoid hemorrhage, and cerebral angioma. Students will receive exposure to minimally invasive procedures using image guidance and catheter based approaches such as cerebral angiograms, mechanical thrombectomies, cerebral coilings, and/or embolizations to treat vascular neurological diseases. Students will be participating primarily on inpatient wards with one of our two endovascular specialists and his/her nurse practitioner, and will also have some experience with outpatient clinic. Opportunities such as placing central venous catheters and arterial lines may be available during inpatient portions of the rotation. It is strongly recommended that students participate in one night of call per week to see additional cases that may not be available during regular hours, most notably mechanical thrombectomies for acute ischemic stroke and clipping/coiling of aneurysms. Students will be expected to attend any conference that faculty regularly attend, such as monthly M&M. Evaluation will be determined by performance during daily rounds with faculty and each student will be required to give a presentation at the end of the 2 week rotation based on a topic given by the faculty member.

SURG G885 - Bariatric Surgery (2 Credits)
This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients who suffer from the disease of obesity. The student will participate in inpatient and outpatient surgery, observe patients in the bariatric clinic, and work with the dietitians at the bariatric office. In the clinic, the student will participate in the evaluation of the patient with obesity, observe the preoperative discussion that lead to interventions, and prepare patients for surgery. In the operating room, the students will observe cutting edge laparoscopic techniques and become familiar with techniques that keep obese patients safe in the OR. In addition, students will become familiar with the epidemiology of obesity, proper nutrition in post bariatric patients, and preferred surgical methods for treating the disease process.

SURG G890 - Endocrine Surgery (2-4 Credits)
This fourth year rotation emphasizes the diagnosis and management of thyroid, parathyroid and adrenal diseases. The experience includes outpatient clinical evaluations, ultrasound-guided thyroid fine needle aspiration biopsy, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician through all aspects of the care of the endocrine surgery patient.

SURG G895 - General Thoracic Surgery (2-4 Credits)
This fourth year 2 or 4 week rotation provides an in depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoracic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDO).

SURG G899 - Surgery Away Rotation (2-4 Credits)
The student will complete an intensive study of Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
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