



2022-2023 Bulletin for the M.D. Program

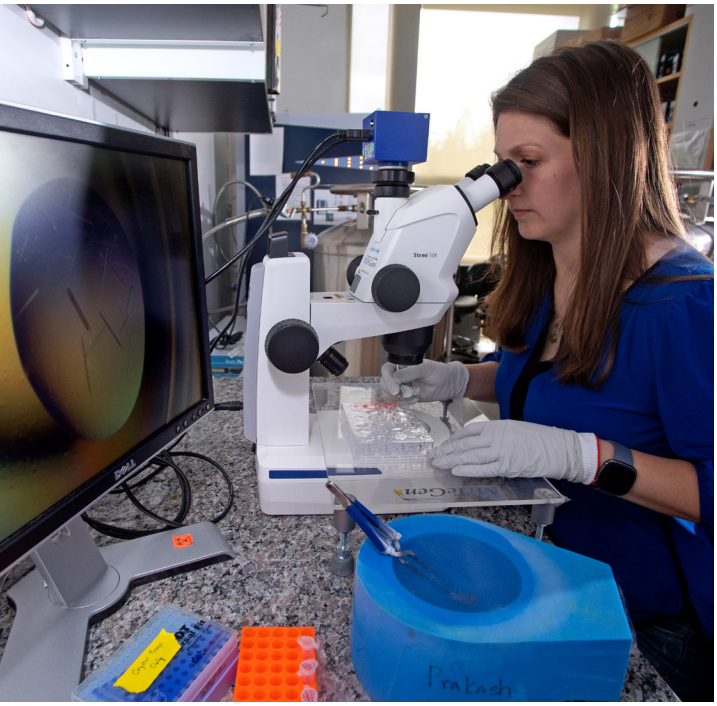














UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF MEDICINE

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THE UNIVERSITY

The University of South Alabama — South, for short — is Mobile's only comprehensive research and teaching university. With an enrollment of more than 14,000 students and a workforce of nearly 7,000 employees, USA's leadership and innovation in education, research, service and healthcare make the University an economic driver and a catalyst for positive transformation around the state of Alabama and along the Gulf Coast.

South has awarded more than 90,000 degrees since its founding in 1963. The University's faculty promote an environment where curiosity and discovery are given free rein in more than 100 fields of study that include business, the liberal arts, education, engineering, computing, the sciences and healthcare.

Classified as a high research activity university by the Carnegie Classification of Higher Education, USA's advanced degree offerings include doctorates in audiology, business, computing, educational leadership, engineering, marine sciences, medicine, basic medical sciences, nursing, physical therapy and psychology (https://www.southalabama.edu/colleges/graduateschool/programslist.html). Research is conducted at both the undergraduate and graduate levels, and students work alongside faculty experts on an array of research projects in varied disciplines. In addition, the USA Technology & Research Park acts as an incubator for tech startups.

In addition to USA's outstanding academic programs, students enjoy a wide variety of social, cultural, entertainment and athletic activities that contribute to an outstanding college experience. The USA Jaguars men's and women's athletics teams compete in 17 Division I sports within the Sun Belt Conference. Intramural and club sports allow all students the opportunity to participate at a level that suits their abilities. The Student Recreation Center offers students, faculty, staff and alumni a comprehensive recreational opportunity in exercise, swimming, intramural sports and outdoor adventures, and the JagFit trail offers additional opportunities for the USA community and area residents to get fit while enjoying the outdoors.

USA is a place where students discover and strengthen their career passions and form connections that result in lifelong relationships. At South, we look at the world and see things that we have the power to change, affect and shape — together. So that's exactly what we do, every single day.



USA HEALTH

The University of South Alabama encompasses a comprehensive health system composed of two hospitals — USA Health University Hospital and USA Health Children's & Women's Hospital — along with the USA Health Mitchell Cancer Institute and the USA Health physician practices. This combination of advanced healthcare services has improved the lives of countless residents throughout the Gulf Coast region.

As an academic health system, USA Health provides advanced and innovative patient care through its University hospitals and clinics, as well as first-class training experiences for the next generation of healthcare providers and scientists.



USA Health University Hospital is on the front line in delivering nationally recognized quality care to the area's most critically ill patients, with the region's only Level I trauma center and a burn center that provides care from injury to recovery. The life-saving care that stroke and heart patients receive has been recognized year after year by the American Heart Association. University Hospital also plays a key role in the education of tomorrow's healthcare providers, each year training hundreds of future professionals from the colleges of Medicine, Nursing and Allied Health Professions.

USA Health Children's & Women's Hospital, among a handful of freestanding hospitals in the United States devoted exclusively to the care of children and women, offers the region's most advanced neonatal intensive care and pediatric intensive care units. The hospital delivers nearly 3,000 babies each year and specializes in high-risk OB/GYN patients. Hospital staff offer a variety of innovative programs for hospitalized children, teens and their families to meet their developmental, educational, social and emotional needs.

Combining cutting-edge research with advanced care, the **USA Health Mitchell Cancer Institute** fights cancer from the laboratory bench to the patient's bedside. With more than 40 clinical trials and 50,000 annual patient visits, MCI is the only academic cancer research and treatment facility on the upper Gulf Coast. MCI has expanded with the opening of the MCI Fairhope, Alabama, and the new MCI Springhill location in Mobile.

USA Health physician practices include nearly 200 physicians and provides more than 190,000 patient visits each year. It is the region's largest multispecialty practice and the only academic physicians group on the Gulf Coast. Physicians are on faculty at the USA College of Medicine, and the majority of USA Health clinics are now located in the Strada Patient Care Center, which contains 153 patient exam rooms, 16 nurses stations and seven educational conference rooms. The 133,000-square-foot building houses clinics for family medicine, pediatrics, neurosciences, surgical specialties, obstetrics and gynecology, orthopaedics and therapy services, as well as a breast and mammography center. USA Health continues to expand its physician footprint in Mobile with primary and specialty care provided by the USA Mobile Diagnostic Center.

The on-campus Student Health Center is staffed by physicians, nurse practitioners, registered nurses and licensed practical nurses dedicated to providing quality medical and educational services to the entire student body.

Services

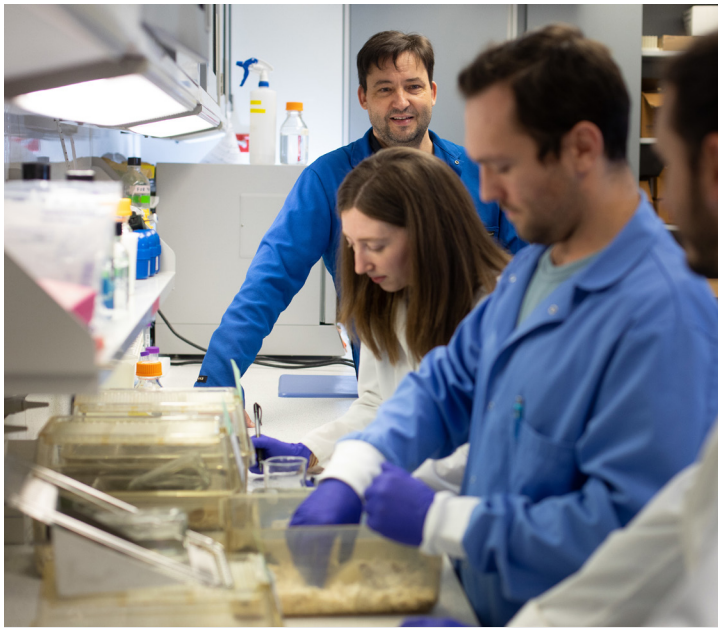
These are some of USA Health's extensive services, programs and centers for research:

- Acute and Chronic Dialysis Units
- Arnold Luterman Regional Burn Center
- Breast Care Center
- Cancer Research and Treatment
- Cardiac Rehabilitation Program

Services continued

- Cardiovascular Diseases Center
- Center of Excellence for Health Disparities
- Center for Healthy Communities
- Center for Human Performance
- Center for Lung Biology
- Center for Strategic Health Innovation
- Center for Weight Loss Surgery
- Center for Women's Health
- Comprehensive Sickle Cell Center
- Coronary, Medical, Neurotrauma, Pediatric and Surgical Intensive Care
- Digestive Health Center
- Epilepsy Monitoring Unit
- Fanny Meisler Level I Trauma Center
- Level III Neonatal Intensive Care Unit
- Maternal Fetal Medicine/High-Risk Obstetrics
- Neonatal Transport Service
- Pediatric Complex Care Clinic
- Pediatric Development Medicine (Autism Diagnostic Center)
- Pediatric Healthy Life Center
- Pediatric Transport Service
- Plastic Surgery Center
- Primary Care with Patient Centered Medical Home Designations
- Pulmonary Hypertension Program
- Regional Stroke Center
- Reproductive Endocrinology Center
- Small Baby Unit







TIMELINE

May 3, 1963	USA is founded by an act of the Alabama Legislature.
June 1964	USA opens its doors to the students of Mobile County and the state of Alabama.
1965	The Association of American Medical Colleges and the American Medical Association send representatives to USA to assess the possibility of establishing a medical school there.
August 1969	A resolution of the Alabama Legislature supports establishment of a medical school under the auspices of the University of South Alabama.
1970	$4.5 million committed by City and County to establish USA College of Medicine.
November 1970	Mobile General Hospital is transferred to the University.
May 1971	Dr. Robert M. Bucher named first dean of the College of Medicine.
January 1973	The charter class of 25 students enter the College of Medicine.
April 1975	Mobile General Hospital renamed University of South Alabama Medical Center.
September 1978	The University's first Ph.D. program — in Basic Medical Sciences — is initiated.
January 1983	The USA Health Children's & Women's Hospital is established.
August 1987	The former Providence Hospital is acquired by the University to house programs of the colleges of Allied Health Professions, Medicine and Nursing.
June 1990	The University acquires Doctors Hospital and Knollwood Park Hospital.
October 2001	Dedication of the Geri Moulton Children's Park, a 16-acre park at USA Health Children's & Women's Hospital displaying bronze sculptures celebrating children and families.
March 2008	Plans for USA Health Children's & Women's Hospital expansion approved by USA Board of Trustees.
November 2008	Dedication of the USA Health Mitchell Cancer Institute building, representing an investment of more than $135 million.
November 2010	Groundbreaking on USA Health Children's & Women's Hospital expansion.
May 3, 2013	50th anniversary of USA's founding and 40th anniversary of College of Medicine.
April 2016	USA Health Mitchell Cancer Institute breaks ground on clinic in Fairhope.
July 2018	SouthFlight returns to University Hospital.
August 2018	USA Medical Center renamed USA Health University Hospital.
June 2019	Small baby unit opens at USA Health Children's & Women's Hospital.
December 2020	Governor Kay Ivey cuts ribbon on Fanny Meisler Trauma Center at USA Health University Hospital.
June 2021	USA Health gains approval for free-standing surgery center in Baldwin County.

USA COLLEGE OF MEDICINE

The University of South Alabama College of Medicine is an expanding network designed to provide all facets of medical education, research and patient care. Candidates for M.D. and Ph.D. degrees study basic medical sciences in the Medical Sciences Building (MSB) on USA's main campus. Medical students spend the last two clinical years training in USA Health hospitals and clinics, as well as in rotations with community physicians.

During its history, the College of Medicine has supplied one-third of the physicians in the Mobile area. It enrolls more than 70 medical students each year, selected from more than 1,100 applicants, and provides graduate medical education training to more than 240 residents and fellows. A doctoral program in basic medical sciences opens doors to academic careers in universities or medical institutions, or to research or administrative positions in government, nonprofit or industry settings.

USA Health University Hospital and USA Health Children's & Women's Hospital serve as the primary patient care facilities for the College of Medicine. Other clinical training facilities are located at the Strada Patient Care Center, USA Health Mitchell Cancer Institute, USA Health Stanton Road Clinic, and at a number of family medicine preceptor sites throughout Alabama.

Mission Statement

As a diverse community focused on the science and practice of medicine for Alabama, the central Gulf Coast.

Vision Statement

To excel as a College of Medicine recognized for its education, diversity, outreach, discovery, compassion and service.

Doctor of Medicine (M.D.) Degree Program

The College of Medicine is a member of the Association of American Medical Colleges (AAMC). The M.D. program is accredited by the Liaison Committee on Medical Education (LCME). Residency and fellowship programs at USA Health are affiliated with the College and are accredited by the Accreditation Council for Graduate Medical Education (ACGME).

The educational design of the M.D. program is a competency-based curriculum across all four years, with the first two years of medical school comprising an integrated organ systems-based approach. The first two years are largely taught on USA's main campus in the Medical Sciences Building and the adjacent Small Group Learning Center. The last two years of medical school are held in USA Health hospitals and care centers, as well as in offices of community physicians, and expand the students' education in the surrounds of full-time patient care.

Throughout all four years, students are given the opportunity to participate in various student initiatives including many discipline-oriented interest groups, the Wellness Program, and the USA Student-Run Free Clinic. Service learning, a required component of undergraduate medical education, offers medical students opportunities to serve the community in Mobile and the surrounding area. Not only is service learning a great break from the rigors of medical school, but it also allows students to learn more about the populations they serve.

During medical school, students have the opportunity to take part in research projects in both basic and clinical science arenas. In addition, students may participate in overseas clinical electives.

FACILITIES

The administrative offices and primary classroom facilities of the College of Medicine are located on USA's main campus, while clinical training facilities are primarily located at our hospital campuses. Numerous buildings used as educational and research facilities are being enhanced to accommodate our expanding programs in education, research and patient care.

Charles M. Baugh Biomedical Library

The Charles M. Baugh Biomedical Library supports medicine, nursing and allied health and holds standard reference works. It contains standard reference works in print, along with discipline-specific journals and books. An extensive collection of electronic resources – including books, journals and databases – are available through the Biomedical Library's web site, southalabama.edu/departments/biomedicallibrary/. Materials can be found in the University libraries' online catalog, SOUTHcat (click on Catalog Search), or the University libraries' e-resource locator (click on the Journals tab tab in the front page search box). The Biomedical Library provides access to online databases in the health sciences and to resources not in the Biomedical Library collection via interlibrary loan. Other services include reference assistance, document delivery service, literature searches, and individual and group instruction on the use of the library's resources and research processes. Computer access and individual and group study rooms are also available.

Central Services and Administration Building (CSAB)

The office of the Vice President for Medical Affairs and Dean of the College of Medicine is located on the first floor of the CSAB. The Office of Medical School Admissions, Risk Management and Continuing Medical Education – as well as other administrative offices of the College of Medicine – are also located in this building.

Children's & Women's Hospital

Children's & Women's Hospital is a full-service acute-care medical/surgical hospital. Officially opened and dedicated in September 1997 and recently expanded, it is one of only five freestanding hospitals in the United States dedicated to the healthcare of children and women. With some 2,600 deliveries annually, it is Mobile's leader in births. Children's & Women's Hospital has the region's only neonatal and pediatric intensive care units, both specially equipped and staffed to provide the most advanced care for premature, critically ill and critically injured children. The NICU includes a recently opened small baby unit providing specialized care for infants born at 28 weeks gestation or sooner. The high-risk OB unit and the Labor/Delivery/Recovery unit are the regional referral centers for high-risk obstetrical patients for the central Gulf Coast. This hospital also features the award-winning USS Hope treatment center, which uses "distraction therapy" to give young patients the feeling of traveling in a submarine during their visit. The Geri Moulton Children's Park, located in an adjacent wooded setting and filled with more than 50 life-size bronze sculptures of children and families, provides a tranquil place for patients and the community to enjoy, as well as a beautiful entrance to the hospital.

Mastin Patient Care Center

The Mastin Patient Care Center, located directly behind University Hospital, houses surgery and internal medicine specialty clinics, administration offices, faculty offices, small classrooms, a satellite location for the Office of Student Affairs, and department conference areas.

Medical Sciences Building (MSB)

The Medical Sciences Building features two lecture auditoriums, the Gross Anatomy Laboratory, the Clinical Skills Laboratory, teaching laboratories and conference areas that can accommodate small groups or entire classes. There are also faculty research laboratories and offices. The offices of Student Affairs and Educational Technologies and Services are located on the first floor of this building. The Division of Medical Education is located on the second floor.

Mitchell Cancer Institute (MCI)

The Mitchell Cancer Institute provides exceptional cancer care through innovative treatment while also serving as a cutting-edge site for both clinical and basic research. A

major goal of the Mitchell Cancer Institute is to bring state-of-the-art cancer treatment technology to the region, including the area's only CyberKnife, and to provide patients with precise and effective cancer treatment options. The MCI Pharmacy offers convenient medications, including oral chemotherapeutics for patients.

Mitchell Cancer Institute Fairhope Clinic

Nestled in the heart of Fairhope, Alabama, MCI Fairhope offers medical oncology and radiation oncology clinics and provides the most comprehensive, cutting-edge chemotherapy and radiation treatment for those battling cancer.

Moorer Clinical Sciences Building

This 20,000-square-foot facility provides office, research, conference and teaching space for the College of Medicine at the University Hospital campus. The Department of Pathology and the USA Comprehensive Sickle Cell Center also occupy this building.

Stanton Road Clinic

Adjacent to University Hospital, is an 11,600-square-foot facility providing ambulatory services for clinical departments and continuing clinics for residents and fellows. Stanton Road Clinic was recognized as a Level 2 patient-centered medical home in 2018.

Strada Patient Care Center

Many of USA Health's physician clinics are now located in the Strada Patient Care Center, located across from Children's & Women's Hospital. It contains 153 patient exam rooms, 16 nurses stations and seven educational conference rooms. The 133,000-square-foot building houses clinics for family medicine, pediatrics, neurosciences, surgical specialties, obstetrics and gynecology, orthopaedic surgery and therapy services, as well as a breast and mammography center.

University Hospital

University Hospital is the primary inpatient site for adult care in the clinical educational programs for medical students and residents. The acute-care hospital is a referral center for southern Alabama, southern Mississippi and portions of northwest Florida. University Hospital provides a variety of patient services ranging from critical and trauma care to elective surgery. At University Hospital, emergency patients are treated in the region's only Level I Trauma Center. Patients in the Arnold Luterman Regional Burn Center benefit from the Center's highly skilled staff and research in areas such as the development of artificial skin. The Cardiovascular Disease Center provides early detection, intervention, and management of heart disease. This hospital has been operated continuously since 1831 and has provided medical education for more than a century.

Affiliations

The College of Medicine has training affiliations with local hospitals and healthcare providers in Mobile, the Gulf Coast region and rural Alabama to broaden clinical training opportunities for its medical students.



Overview

The philosophy of the curriculum leading to the Doctor of Medicine degree is to impart the fundamental knowledge upon which medicine is based. The basic objective is to prepare students, so that after further specialized training they may follow a variety of careers in the private practice of medicine, teaching, research, medical education or medical administration.

The Committee on Admissions is charged with final responsibility for selecting students with superior academic and personal attributes who have demonstrated strong motivation for the study of medicine and who show by other measures a strong promise to develop into competent physicians. The committee is charged with the responsibility of selecting the most qualified students without regard to race, color, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, religion, age, genetic information, disability, protected veteran status or any other applicable legally protected basis, a selection that is not influenced by political or financial factors.

Detailed information on admission to the College of Medicine can be found at southalabama.edu/colleges/com/futurestudents.

Preparation for the Study of Medicine

Since the medical profession needs individuals with a wide range of talents and academic backgrounds, both science and nonscience majors will be considered. Ninety (90) semester hours from a U.S. regionally accredited college or university are required, and a Baccalaureate degree is preferred.

The following required college courses (including laboratory work) must be completed prior to matriculation and must be completed at a U.S. regionally accredited college or university in the United States.

- General Chemistry with Lab: Two semesters or three quarters.
- Biology with Lab: Two semesters or three quarters.
- Mathematics (Calculus is recommended): Two semesters or three quarters.
- Organic Chemistry with Lab: Two semesters or three quarters.
- Physics with Lab: Two semesters or three quarters.
- Humanities: Two semesters or three quarters.
- English Composition or Literature: Two semesters or three quarters.

The following courses are recommended, but not required: Biochemistry (may substitute for Organic Chemistry II), Psychology, Computer Science and Genetics.



The Application Process

All applicants are required to take the Medical College Admission Test (MCAT) and apply to medical school through the American Medical College Application Service (AMCAS).

AMCAS begins accepting applications on June 1 of each year. Completed applications and all materials, including official transcripts, must be submitted to AMCAS no later than November 1. If the application is submitted after the deadline, the student must contact the school directly and obtain permission for AMCAS to process the application.

AMCAS offers a Fee Assistance Program for students with documented need. Those students granted a fee waiver will automatically qualify for a secondary application fee waiver from the College of Medicine.

All U.S. citizens who apply and international applicants with permanent resident status will be sent a secondary application. The information and documentation that students furnish will provide the Admissions Committee with an opportunity to learn more about each candidate. A $75 non-refundable application fee must accompany the application form.

The Selection Process

In the early phase of the selection process, the Admissions Committee relies on objective criteria such as grade point average, MCAT scores, substance and level of courses taken, trend in academic performance, pre-health advisory review, extracurricular activities and state of residence.

Once the student's credentials have been favorably reviewed, the applicant is invited to interview with members of the Admissions Committee. Approximately 200 applicants are invited for interviews. Applicants are interviewed by members of the Admissions Committee and ad hoc interviewers. Each interview is scheduled for 30 minutes. The interviewers are supplied with the AMCAS profile of the applicant and an evaluation form. In addition to the interviews, applicants have an opportunity to meet with current medical students.



The Admissions Committee interview evaluates the applicant's abilities and skills necessary to satisfy the nonacademic requirements established by the faculty, and the personal and emotional characteristics that are necessary to become a competent physician. Specifically, the applicant's communication, empathy, leadership, team-orientation, previous life and work experiences, research experience, regional bilingual language proficiency and sensitivity to our multicultural society are evaluated.

Acceptance

The College of Medicine's goal is to select candidates who have the potential to address the wide spectrum of needs that the medical profession faces. Candidates who have been accepted must notify the school of their decisions within two weeks of the offer. If further information is needed to expedite a decision, students are encouraged to call and seek clarification.

Deferred Admission: It is possible, under special circumstances, for an applicant who is offered a position in the freshman class of the College of Medicine to request a deferral of the start of their medical studies for one or two years. A written request that describes the reason for the deferral should be received by the Office of Admissions no later than June 1. Approval of a request to defer will be based on the perceived validity of the reasons set forth by the student. Deferred applicants may not seek nor accept admission at any other school for the deferred entering class year.

Early Decision Program (EDP)

The College participates in the EDP operated by AMCAS. This program is designed for competitive students who have narrowed their selection down to a single choice. The chief benefits include the security of having an early guaranteed position, reduced application and travel fees involved in applying to multiple institutions, and the opportunity to begin financial planning as soon as possible. Students applying as Early Decision candidates should be competitive on a national level. The EDP is limited to residents of Alabama, the Florida panhandle, and the Mississippi Gulf Coast counties, which are eligible for in-state tuition.



Procedures for regular admission apply to the EDP with the following exceptions:

- Candidates must indicate the EDP intention on the AMCAS application.
- A completed AMCAS application must be received by August 1.
- MCAT scores must be available by September 1.
- Under the EDP guidelines, applicants agree to apply to one medical school and attend that medical school if offered an acceptance.
- Candidates will receive notification of the outcome by October 1.
- EDP candidates are required to have a minimum composite MCAT score of 503 and a grade-point average of 3.50. However, having the minimum requirements only allows a student to be considered for an EDP interview. It does not guarantee an interview.
- Candidates who are not accepted through the EDP are placed in the regular applicant pool and are free to apply to other medical schools.

Advanced Standing Transfers

Opportunities to transfer to our school are limited to the third year on a space-available basis. Transfer spaces are rarely available due to a very low attrition rate.

All transfer applicants should be currently enrolled in good standing at an LCME-accredited medical school and must have a compelling reason to transfer. Students who are attending non-LCME-accredited medical schools, offshore medical schools or osteopathic schools will not be considered.

Students who believe they meet these requirements should submit a request for consideration, including school presently attending and reason for requesting transfer, to Alani Rodgers at arodgers@southalabama.edu. Detailed information can be found at southalabama.edu/colleges/com/futurestudents

Technical Standards for Admission

Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Candidates for the M.D. degree must have somatic sensation and functional use of the senses of vision and hearing. Candidates' diagnostic skills are also lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), and sufficient proprioceptive sense (position, pressure, movement, stereognosis and vibratory). They must be able to consistently, quickly and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

The technical standards are published in the College of Medicine Admissions Policies and Procedures Manual, which is provided to all faculty, administrators and students who are participating in the admissions process. The technical standards are reviewed annually by the Assistant Dean for and Director of Admissions and presented to the Admissions Committee for modification if necessary and for approval. Students who do not meet all of the technical standards must submit documentation of disability and application for reasonable accommodation to the Office of



Student Disability Services at the University of South Alabama.

For further inquiries regarding the admissions process, e-mail Alani Rodgers at arodgers@southalabama.edu.

Early Assurance Programs

Diversity Recruitment and Education for Admission into Medicine (DREAM) Program

DREAM is a summer program for premedical students who are Alabama residents and who identify as being part of a racial or ethnic community that is underrepresented in medicine, part of the LGBTQ+ community and/or come from disadvantaged circumstances. Participants will become familiar with the process for applying to medical school, gain an understanding of the MCAT test and its content, develop skills as critical thinkers and be involved in professional development. Participants accepted into the program will be offered a conditional acceptance to the University of South Alabama College of Medicine contingent upon satisfactory completion of the program and matriculation requirements. Eligibility criteria, matriculation requirements and additional information can be found at www.southalabama.edu/colleges/com/administration/diversity/dream.html.

SouthMed Prep Scholars Program

The SouthMed Prep Scholars Program is a summer program for premedical students who are Alabama residents and who identify as being part of a racial or ethnic community that is underrepresented in medicine. Participants will gain hands-on research experience, shadow College of Medicine faculty and become familiar with the process for applying to medical school, gain an understanding of the MCAT test and its content, develop skills as critical thinkers and be involved in professional development. Participants accepted into the program will be offered a conditional acceptance to the University of South Alabama College of Medicine contingent upon satisfactory completion of the program and matriculation requirements. Eligibility criteria, matriculation requirements and additional information can be found at www.southalabama.edu/colleges/ com/administration/diversity/southmed.html.

Early Acceptance Program (EAP)

The EAP is jointly offered by the University's Honors College and the College of Medicine. The College of Medicine EAP offers a small number of qualified high school seniors a conditional acceptance to the University of South Alabama College of Medicine contingent upon satisfactory completion of the program. Additional information can be found at southalabama.edu/departments/admissions/earlyacceptance.

CURRICULUM OVERVIEW

The curriculum at the USA College of Medicine focuses on the concept of education across the continuum. It is fueled by the challenge in medical education of how best to move the matriculating medical student along the pathway to becoming a competent physician and lifelong learner. The job is complex as young physicians must be able to satisfy an ever increasing level of competency in all aspects of their profession. The goal at the College of Medicine is to provide a dynamic plan of learning expectations and awareness in training of what needs to be accomplished toward expertise of becoming a competent physician.

The educational learning objectives are framed around the six core competencies for medical training delineated by the Accreditation Council for Graduate Medical Education and American Board of Medical Specialties in 1999. The College of Medicine curriculum is devoted to the integrated instruction of all competencies beginning in the first week of medical school. Instruction commences with a two-year integrated sequence of modules devoted to the foundational sciences followed by the different organ systems.

Using the cardiovascular system as an example, students learn basic medical knowledge covering the structure, function and pathology of the heart and medical treatment of heart conditions. At the same time students learn to monitor and evaluate heart sounds and interpret other diagnostic tests while acquiring professional and interpersonal communication skills needed for accurate diagnosis, documentation of care and relating effectively with heart patients.

Years three and four of training also changed significantly in the competency-based, integrated curriculum. The objectives, pedagogy and assessment of all clinical rotations are integrated to satisfy the continuum and to optimally prepare students to enter residency programs with previously established competency-driven curricula. In addition, the focus on vertical training that intensifies the clinical experience introduced into the first two years expands the delivery of basic medical knowledge and its application into clinical settings.

The goal of engaging students in a holistic curriculum across the full four years of medical school at USA has improved training and competency in all areas that define the science and art of doctoring. Progress toward the synthesis of skills into observable behaviors related to each competency are carefully assessed in a series of milestones designed to achieve national standards of excellence at every level of training during the entire undergraduate medical education program.



COLLEGE OF MEDICINE OBJECTIVES

Upon completing the Doctor of Medicine degree, students will be able to:

Medical Knowledge

COM MK1: Demonstrate their knowledge of normal structure and function of organ systems in the human body across the lifespan at multiple levels (molecular, cellular, tissue, macroscopic, and the patient).

COM MK2: Identify and interpret pathogenic mechanisms, epidemiologic bases and clinical presentations of disorders in patients.

COM MK3: Identify indications, contraindications, and cost-effectiveness of common diagnostic and laboratory procedures.

COM MK4: Formulate appropriate non-pharmacological and pharmacological plans for prevention and management of disease in patients.

COM MK5: Apply scientific principle, interpretation, reliability, and validity of common diagnostic and therapeutic modalities in management of patients.

COM MK6: Recognize ethical, cultural, economic, social, and behavioral determinants of health and explain how these factors impact patient outcomes.

COM MK7: Employ the tenets of scientific research and analytical thinking skills required to critically appraise scholarly literature and select credible resources in the practice of evidence-based medicine.

Patient Care

COM PC1: Collect necessary patient information through history-taking, physical examination, and the use of diagnostics.

COM PC2: Formulate differential diagnosis based on accurate problem presentation and illness scripts

COM PC3: Recognize indications for medical, diagnostic, and therapeutic procedures.

COM PC4: Perform required clinical procedures.

COM PC5: Construct treatment plans incorporating sound clinical reasoning, patient preferences, scientific evidence, and patient safety.

COM PC6: Formulate appropriate, effective, compassionate, and holistic patient-centered care for prevention of disease and promotion of health, via a shared decision making process.

Practice-Based Learning and Improvement

COM PBLI1: Identify strengths, deficiencies, and limits in one's knowledge and expertise.

COM PBLI2: Perform learning activities that address one's gaps in knowledge, skills, and/or attitudes.

COM PBLI3: Demonstrate literacy with evidence-based resources to maintain competency as a lifelong learner.

COM PBLI4: Set learning and improvement goals for continuous professional development.

COM PBLI5: Describe strategies to promote wellness and develop resilience in physicians.

Interpersonal and Communication Skills

COM ICS1: Demonstrate the ability to effectively communicate with patients and their appropriate caregivers in order to accurately collect a history, convey treatment options, discuss counseling, and deliver education to all patient populations in all settings free of bias.

COM ICS2: Integrate within a team and work collaboratively, effectively and respectfully with all team members, staff, patients, and caregivers.

COM ICS3: Document appropriate, timely, and complete patient encounters to facilitate the exchange of health information.

COM ICS4: Demonstrate the communication skills necessary to gain patient participation in shared decision-making and plan of care.

Professionalism

COM P1: Demonstrate the highest of ethical standards in the practice of medicine including, but not limited to: honesty, integrity, respect, compassion, and empathy for all patients and caregivers.

COM P2: Demonstrate cultural competency, accountability, advocacy, awareness, respect, and sensitivity for all patients and caregivers.

COM P3: Demonstrate accountability to society and profession including punctuality, timely completion of assignments, level of engagement, and responsiveness to feedback.

Systems-Based Practice

COM SBP1: Describe the structure of healthcare systems and payment models and how they impact delivery and equity of care to patients, populations, and communities.

COM SBP2: Participate in systematic approaches to promote patient safety

COM SBP3: Participate in systematic approaches to improve the quality and value of care provided to patients, populations, and communities.

COM SBP4: Work in interprofessional teams to coordinate patient care within and across healthcare systems including transitions of care.



CURRICULUM DESCRIPTION

YEARS ONE AND TWO

Patients and Human Structure

(6 CREDIT HOURS)

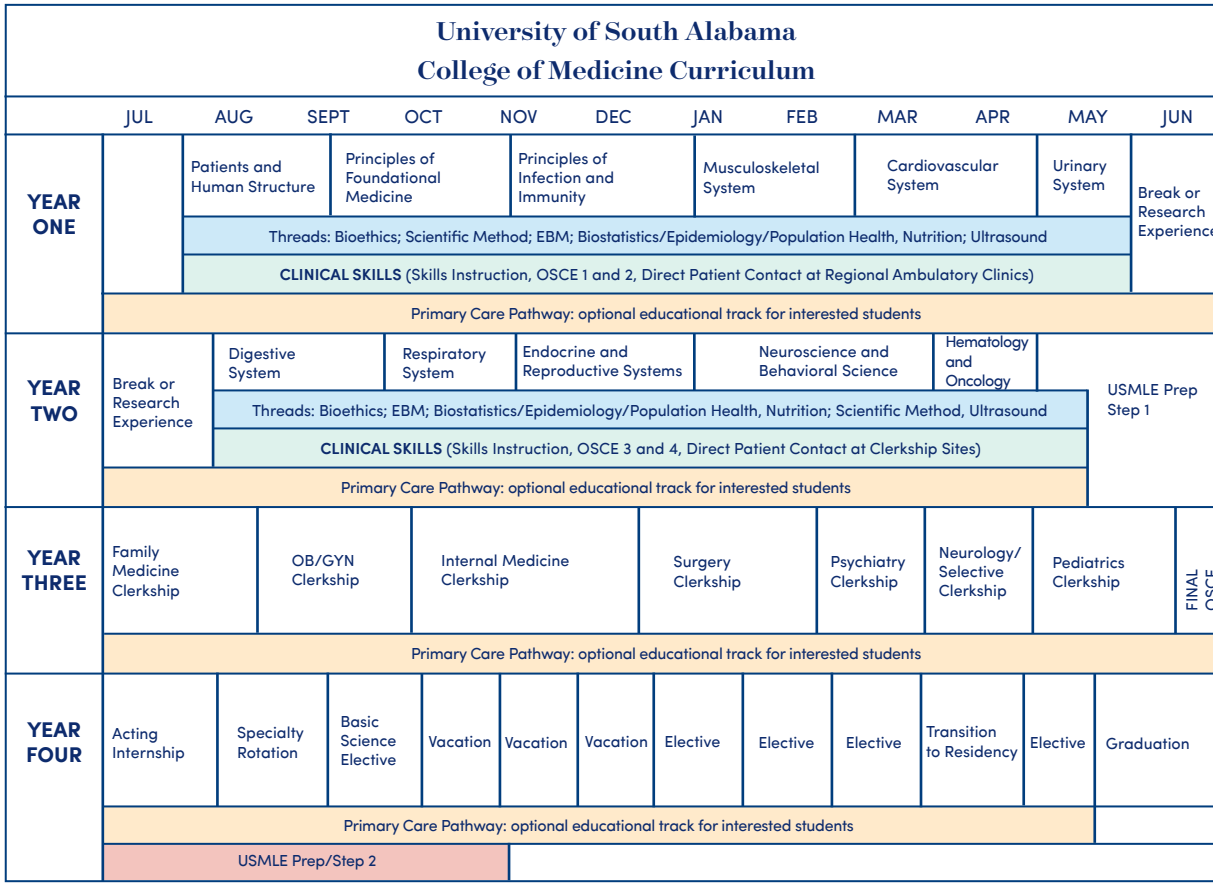
Patients and Human Structure introduces the biopsychosocial model approach to medicine and a general overview of the structure of the human body in a clinical context. It provides students with a patient-centered approach for clinical activities that incorporates multiple components of the patient including biological factors, psychological elements, and social influences. Students begin to develop skills required to identify and evaluate patterns of normal development over the lifespan. Basic structure of the human body is explored through physical observation, anatomical dissection, and common modes of medical imaging. Psychological and social aspects of medicine and patient care are explored through content and application of principles of diversity, equity, inclusion and anti-racism in healthcare. This builds the foundation for practicing culturally responsive medicine. These topics are integrated into forming an initial approach to interactions and communication with the patient, as well as other colleagues. The knowledge and skills introduced in this module help prepare students for future modules of the curriculum.

Throughout the module the students engage in lectures, independent learning, reflection, small group activities, and clinical experiences. Medical science knowledge is applied using authentic situations presented in the context of clinical cases and virtual patients. During these activities the learner begins to develop communication skills with both the patient and fellow colleagues aligned with the professional expectations of a physician. At the conclusion of this module, the students have developed some initial foundational knowledge and basic clinical approaches that will be applied at deeper levels throughout their medical education and career as a physician.

Principles of Foundational Medicine

(7 CREDIT HOURS)

Principles of Foundational Medicine introduces the principles of basic and clinical sciences and lays the foundation for medical practice. It provides students with tools to effectively master application-based material in the subsequent systems-based modules. Students will develop the



ability to identify key principles of human health and disease in both the internal biologic milieu and the external environment. Basic mechanisms of human biology, psychology and social systems are developed, as all are essential to clinical reasoning, problem solving, patient-centered care and systems-based practice.

Throughout this module students will engage in lectures, team-based learning sessions, independent study and clinical experiences. These activities will provide students with opportunities to strengthen communication skills, observe and participate in systems-based practice, and exercise practice-based learning techniques in a variety of settings that require and foster professional behavior and personal integrity.

Principles of Infection and Immunity
(7 CREDIT HOURS)

The Principles of Infection and Immunity module covers the immune system that defends the body against infection. Both of these systems affect all organ systems and are critical for human health. The module will focus on fundamental knowledge regarding the normal development, structure and function of the hematologic and immune systems, how these systems interface with infectious agents and how defects in these systems cause health problems such as cancer, immunodeficiency, allergy, autoimmunity and infection. Thus, the module will equip students to understand the cellular and molecular mechanisms underlying each disorder and will develop their ability to deliver appropriate patient care through proper diagnosis, treatment, management and prevention of these diseases.

Throughout the module, students will engage in lectures, small-group learning sessions, independent study and clinical experiences. These activities will provide students with opportunities to strengthen communication skills, observe and participate in systems-based practice and exercise practice-based learning techniques in a variety of settings that require and foster professional behavior and personal integrity.

Musculoskeletal System Module
(6 CREDIT HOURS)

This module uses an integrated curriculum of basic science and clinical material to develop the students' knowledge and ability to describe and diagnose conditions of the skin and the musculoskeletal systems. In order to cultivate this ability in the student, team-based and small-group learning exercises, lectures, anatomy labs, hands-on clinical skills labs, independent learning, clinical experiences, and the study of anatomic and radiological images will be utilized.

The module will provide education on dermatology, muscle and connective tissue. This will include illustrative cases that portray these tissues in normal physiology, development and aging, and disease. In the musculoskeletal segment, students will study the structures of the musculoskeletal system of the upper and lower extremity and head and neck, in both the normal and diseased states. At the end of the module, the students will have learned how to apply their emerging knowledge of normal and abnormal structure, as well as function of these tissues and systems in order to recognize and ultimately treat conditions associated with injury and/or illness. Given the nature and frequency of abnormal musculoskeletal and anatomical conditions within our society, especially in geriatrics and sports, a comprehensive, interdisciplinary and holistic approach to the professional care for these individuals will be emphasized.

Cardiovascular System Module
(8 CREDIT HOURS)

The Cardiovascular System Module is designed to provide students with an in-depth survey of the cardiovascular system in health and disease, integrating concepts across disciplines. Each week in the seven-week module is topically focused and the week's content is framed by introduction and discussion of relevant clinical vignettes. Development and aging in the cardiovascular system, cardiac function and rhythmicity, regulation of blood pressure, vascular function and dysfunction, risk factors for and epidemiology of cardiovascular disease, basics of clinical treatment strategies, and disparities in access to healthcare will be discussed.

Students will master content through a combination of learning strategies, including small-group learning, lectures, laboratories and independent self-study. In parallel, students will gain experience in developing patient history, as well as basic clinical skills relevant to assessment of cardiovascular function.

Urinary System Module

(5 CREDIT HOURS)

The Urinary System Module covers the kidneys and the urogenital system including ureters, urinary bladder and prostate. The lecture series of the module begins with the normal development and structure of the urogenital system, moves into the normal physiology of the kidney, introduces the action of pharmacological agents relevant to kidney function, and concludes with introduction of pathological processes of infectious, oncological and immune injury.

Throughout the module, students are engaged in learning activities that challenge them to explore further the mechanisms of disease, the application of basic principles of organ structure and function to disease states, and approaches to problem-solving in the consideration of ethical and medical issues confronting patients with kidney disease. The students will be schooled in the evaluation of kidney diseases through direct patient evaluation as well as the radiological and laboratory evaluation of kidney and urogenital structure and function.

Through both directed and independent learning venues, the students will have the opportunity to foster lifelong learning skills, develop effective communication skills, and practice the cooperative skills needed to address the complex modes of effective delivery of medical care expected in the future. In sum, students will be given a foundation of basic medical knowledge reaching from the cellular to the whole organ level and the means to apply mechanism of function and pathophysiology to understanding the care of patients with urogenital disease.

Digestive System Module

(6 CREDIT HOURS)

Studies in this module are focused on the mastery of clinical and scientific principles involving the normal anatomic and physiologic functions of the mouth, esophagus, stomach, small and large intestine, along with the role of the pancreas and hepatobiliary tree. Secretory, motility and absorptive functions throughout the upper and lower GI tract are a major focus of study. Students will also develop an understanding of nutritional and metabolism disorders that are secondary complications of gastrointestinal and/or hepatobiliary disorders.

Integration is achieved across all major medical basic science disciplines, as studies proceed throughout different portions of the digestive system at all levels, from molecular to cellular, to tissue, organ and organ system. Throughout the module, the mechanisms of normal function – including that of metabolism, nutrition and the normal microflora – are studied in contrast with abnormal or disease states in order to develop the foundation for understanding pathophysiologic mechanisms. Teaching methods include large group/lecture, small group case-based learning activities, laboratories, computer simulations, self-study and experiences that foster the development of clinical skills and professional attitudes involving contact with patients in the clinic and hospital, as well as with simulated patients.

Respiratory System Module

(6 CREDIT HOURS)

The Respiratory System Module will introduce students to the anatomy, physiology and pathophysiology of the respiratory system with a particular focus on the lung's central role in gas-exchange and fluid balance. Normal and abnormal anatomy from the sinuses, oral/nasopharynx and upper airways to the lower respiratory tract, including the structures of the chest wall and thoracic cavity, will be presented through the combined use of prosections and radiologic imaging. The mechanics of breathing as well as the impact of diseases of the airway, interstitum and pulmonary circulation on respiratory function will be taught using lecture, patient-oriented small group learning, clinical skills' labs and independent learning.

Students will be taught the cellular and molecular mechanisms involved in a broad category of lung diseases including obstructive disease, restrictive disease, pulmonary vascular disease, lung cancer and infections of the upper and lower respiratory tract. How these disease processes interact to alter gas exchange leading to hypoxemia, hypercarbia and respiratory failure will be an integral part of this course. Students will also gain experience in the proper diagnosis, treatment and prevention of these respiratory diseases. The social impact of chronic respiratory disease on patients and their families, particularly for those with advanced disease, will also be highlighted during interactions with actual patients and in small group learning sessions.

Endocrine and Reproductive Systems Module

(8 CREDIT HOURS)

The Endocrine and Reproductive Systems Module will enable students to acquire and apply knowledge of human development and reproduction and endocrine homeostasis. Lectures, small group discussions, self-study, laboratory work, clinical experiences and patient simulation exercises will be utilized to advance the students' understanding of the embryological and anatomical development of the reproductive tract and its physiological function, as well as the evaluation of the clinical presentation, prevention and treatment of male and female reproductive disorders, sexually transmitted infections and breast diseases. Students will participate in small group discussions of human sexuality and sexual dysfunction. They will also develop their clinical examination skills working with instructors trained in teaching female pelvic and breast exam and male genital examinations. In the latter portion of the course, students will apply knowledge of endocrinology to discuss the role of hormones in development, growth and metabolism as well as understand the pathology of endocrine disorders. Students will participate in small group conferences on diabetes, adrenal, thyroid, and calcium disorders as well as participate in clinical skills exercises in which these disorders are recognized.

Neuroscience and Behavioral Science Module

(9 CREDIT HOURS)

The Neuroscience and Behavioral Science Module is a 12-week module designed to provide students with the knowledge and skills to understand and evaluate normal function, disease processes, injuries and psychiatric disorders of the human nervous system. The first 10 weeks of study focus on the anatomy, biology and function of the central and peripheral nervous systems as students learn the diagnostic methods and criteria, pathophysiology and treatments of prevalent and prototypical neurologic injuries and disorders. Training shifts in the final two weeks to behavioral science as students learn about the classification, clinical presentation, psychopathology and treatment of prevalent psychiatric conditions.

Upon completion of the module, students will have a fundamental understanding of the structure and function of the human nervous system, the clinical manifestations of common neurologic and psychiatric disorders, as well as treatments for these conditions. Students will learn to take an accurate neurologic history, conduct the essential elements of the neurologic exam, perform a psychiatric assessment, and develop interpersonal skills and professional attitudes expected in the practice of neurology and psychiatry.

Hematology and Oncology Systems Module

(5 CREDIT HOURS)

The Hematology and Oncology Systems Module is designed to provide the scientific and clinical principles necessary to provide care to patients with hematologic and oncologic diseases. Since these diseases involve and affect many organ systems, the module utilizes an integrative approach to reinforce many core concepts from previous modules. In the current healthcare environment, oncologic care is dependent upon the interprofessional collaboration of multiple clinical specialties and disciplines. As a result, teaching methods will focus on small group case-based activities, independent learning activities, and experiences promoting the development of the knowledge, skills, and attitudes necessary to work in interprofessional teams.

The hematology section of the course will focus on diseases associated with malignant hematology such as the leukemias. Students will be introduced to the physiology, pathology, and pharmacology associated with these disorders. The oncology portion of the module will expose students to the cellular mechanisms, genetics, and pathophysiologic processes critical to the development of common malignancies. Students will also develop an understanding of nutrition and metabolism associated with the pathogenesis and management of these disorders. Strategies for screening and prevention of the common malignancies will also be highlighted in the small group learning sessions.

Clinical Skills 1

This course is the first of two year-long courses designed to introduce the learner to clinical patient care. Much of this course involves interacting with simulated patients -- trained actors who memorize a scenario and play the part of a patient with a particular medical condition or symptom. Students will learn to gather a patient history, perform physical examination, present their findings orally, and

document their findings in a written patient note. Students will also complete required experiences in the clinical environment with actual patients through their involvement in CLINIC (Clinically Integrated Introductory Course). In the CS1 course, the CLINIC visits will be in the primary care setting. A required assignment in Evidence Based Medicine is also a part of the CLINIC experience. The course grade consists of scores attained on OSCEs (observed structured clinical examinations), CBEs (competency-based evaluation), and the required CLINIC assignments.

Clinical Skills 2

This course builds on the Clinical Skills 1 course to continue to develop and hone students' ability to draw on the medical knowledge attained in their modules and apply it to clinical patient care. Learners will continue to add to their knowledge of various components of the physical examination, and they will develop skills in the arena of clinical reasoning. Emphasis in this course will be on utilizing information gathered from history and physical examination to develop a prioritized differential diagnosis and propose a diagnostic workup and treatment plan. Required experiences in CLINIC will be in specialty settings, providing students with more real-world practice for their clinical skills, as well as an opportunity for early career exploration. A required assignment in Evidence Based Medicine is also a part of the CLINIC experience. The course grade consists of scores attained on OSCEs (observed structured clinical examinations), CBEs (competency-based evaluation), and the required CLINIC assignments.

YEAR THREE

Third-year students rotate through seven clerkships over the course of their junior year:

Family Medicine

(6 WEEKS – 6 CREDIT HOURS)

The clerkship in Family Medicine teaches students about primary care and ambulatory medicine. It is unlike other core clerkships at USA, as the student will spend most of the rotation working one-on-one with a community faculty member in their private practice. In these offices, students will see a different population from that at USA hospitals. This rotation will teach students how to care for many illnesses in the office setting so hospital admission can be avoided. Departmental faculty will teach concepts of preventive medicine, population medicine, health policy and chronic disease management in didactic and active-learning methods. A two-stage interview of a standardized patient in an OSCE format allows students to demonstrate learned skills in chronic disease management in the outpatient setting. Medical students see firsthand the diversity and breadth of family medicine while learning patient care across the spectrum of specialties and in the context of comprehensive care.

Internal Medicine

(12 WEEKS – 12 CREDIT HOURS)

During the Internal Medicine clerkship, students are taught basic disease mechanisms and general principles of diagnosis and patient management. The student utilizes current medical literature in addition to standard texts for the acquisition of information. The student is responsible for the diagnostic evaluation and care of patients under the supervision of the attending physician and the ward resident. Rounds are made daily with the house staff and with the attending physician. The average team consists of one attending physician, one resident, two to three interns and three students. Didactic conferences, small-group learning exercises, case-based discussions, simulation exercises and board review lectures are provided each week on topics relating to common problems in medical diagnosis and patient management. Each student will complete a total of eight weeks of inpatient and four weeks of ambulatory medicine. The latter is composed of primary care medicine and subspeciatly exposure.

Neurology

(4 WEEKS – 4 CREDIT HOURS)

The Neurology rotation includes time on both inpatient and outpatient services, including performing hospital and Emergency Department consultations. The student will become proficient in performing a neurological examination and will learn the basic principles underlying diagnosis and management of most common neurologic disorders.

Obstetrics and Gynecology

(6 WEEKS – 6 CREDIT HOURS)

The Obstetrics and Gynecology rotation consists of Labor and Delivery, Night Float, High-Risk Obstetrics Clinic, Ambulatory Clinic, Gynecologic Surgery and Gynecologic Oncology. During this clerkship, the students experience inpatient and outpatient care at USA Health Children's & Women's Hospital, Center Street Clinic, Women's Center, Mostellar Medical Clinic and Mobile Infirmary Medical Center. Students participate in pre-rounds with residents, rounds with attendings, vaginal deliveries, caesarean sections, laparoscopies, robotic surgeries, open abdominal cases and vaginal surgeries. Didactics consist of case-based learning activities during lunch on weekdays and then formal teaching on Fridays with team-based learning activities and simulation labs.

Pediatrics

(8 WEEKS – 8 CREDIT HOURS)

During the Pediatric clerkship, students rotate through ambulatory and inpatient settings. The ambulatory experience includes participation in the general pediatrics and pediatric subspecialty clinics. The inpatient experience includes student participation in the general pediatric wards, nursery and the pediatric hematology/oncology wards. During the clerkship, students participate in simulations, small group learning exercises and interactive lectures. Several didactic activities focus on the application of basic science in the pediatric clinical setting. The multiple clerkship experiences provide the students with ample opportunity for self-directed learning, cognitive application, practice of clinical skills and demonstration of required attitudes.

Psychiatry

(4 WEEKS – 4 CREDIT HOURS)

The student is taught basic signs, symptoms, etiology and management of psychiatric diseases during the Psychiatry clerkship. The clerkship includes exposure to adult inpatient and outpatient services, child and adolescent psychiatry, as well as consultation-liaison at the BayPointe facility of Mobile Mental Health Center. Working with patients' families, where possible, is an integral part of all services. Another integral part of the clerkship is emergency psychiatry, since psychiatric illness is remarkably common in patients who seek care in the emergency room.

Surgery

(8 WEEKS – 8 CREDIT HOURS)

The clinical clerkship in Surgery consists of three two-week rotations on Trauma, Colorectal Surgery and General or GI Surgery, as well as a one-week rotation on cardiothoracic surgery or at USA Health Children's & Women's Hospital, and a one-week elective. The goals of the clerkship are (1) to develop an understanding of the pathophysiology, evaluation and management of surgical problems commonly encountered in general practice; (2) to provide exposure to general surgery and the surgical subspecialties; (3) to develop basic technical skills; (4) to foster the interest of students considering a career in surgery. These goals are achieved primarily through teaching rounds, intraoperative teaching, supervised patient care and basic surgical skills labs, as well as team-based learning activities and lectures.

Third-Year Selectives

(4 CREDIT HOURS EACH)

During the third year, medical students have the opportunity to spend one month in one of the third-year selective courses. These include Orthopaedic Surgery, Emergency Medicine, Pathology, Radiology, Research and Neurosurgery. This option enhances career exploration opportunities prior to the end of the third year.







Students who opt to participate in a third-year selective do so in place of the Neurology clerkship. Neurology will be deferred to year four.

YEAR FOUR

The fourth year is composed of 11 four-week elective rotations with 32 weeks required for graduation. All students must select one acting internship, one specialty and one basic science course in addition to the Transition to Residency course. Three rotations may be taken at sites away from the University.

PRIMARY CARE PATHWAY

The Primary Care Pathway (PCP) is an optional longitudinal educational track for students interested in the primary care specialties of Family Medicine, Internal Medicine, and Pediatrics. Interested students apply to enter the program during Year One of the core curriculum. In addition to the central medical education curriculum, the PCP provides students training in the following core areas: population health, interprofessional teams, high-value care, quality improvement, patient safety, culturally-responsive medicine, behavioral health, and leadership. As part of this experience, students are assigned to a primary care clinic in a rural and/or underserved area in which they will receive clinical education across the four-year program. Students in the PCP are expected to complete all the required elements of the core medical education program. Students may withdraw from the program anytime as well if needed.

PCP 1, PCP 2, and PCP Summer Experience

(4 CREDIT HOURS EACH)

During PCP 1 and PCP 2, students participate in a small group educational series covering each of the core areas. Students will complete a total of twenty visits across the year at their assigned clinic. Students can attend didactic series in the core curriculum remotely if needed. In addition, during the summer between PCP 1 and PCP 2, students will complete an eight-week PCP Summer Experience related to quality improvement research at their clinical site. This experience involves participating in patient care under the supervision of their preceptor and collecting and analyzing the necessary data for their project.

PCP 3

(4 CREDIT HOURS)

During PCP 3, students will participate in the core clinical clerkships similar to their peers. When rotating on the Family Medicine, Internal Medicine, and Pediatrics clerkships, students will complete the ambulatory portion of those rotations at their assigned PCP clinical site instead of those used by the core clerkship. Student will also complete the PCP Selective resulting in the deferral of their Neurology clerkship to year four. Students will also begin the longitudinal didactics and coaching sessions composing the leadership portion of the curriculum. This curriculum is designed to provide students the necessary skills to be leaders of interprofessional teams responsible for the care of complex primary care patients.

PCP 4

(4 CREDIT HOURS)

During PCP 4, students are expected to complete 32 hours of credit similar to their peers in the core curriculum. Students are required to take four courses that replace the four requirements noted in year four of the core curriculum. Students will be required to take an acting internship in the primary care field they plan to pursue. In addition, students will take a required course focused on integrating the basic sciences pertinent to primary care practice. This will fulfill the basic course requirement of the core curriculum. PCP students are required to take a course on practice management which will replace the specialty requirement in year four. Student will also make-up the Neurology clerkship and take the Transitions to Residency course. The longitudinal coaching program in leadership will continue during this year.

FINANCIAL INFORMATION

Financial Aid is available to all medical students who complete the Free Application for Federal Student Aid (FAFSA) annually. The amount of aid that a student may qualify for is determined by need analysis. Each student's award is based on need, which is calculated by the Cost of Attendance minus any institutional aid awarded to the student. The Cost of Attendance is designed to help students cover any necessary fees such as tuition, living expenses, etc. associated with their program each year. Most Federal Student Aid applicants will be eligible for some form of financial assistance through the Federal Student Aid programs regardless of demonstrated financial need.

Students receiving federal aid must maintain Satisfactory Academic Progress in their field of study in accordance with standards of the College of Medicine to remain eligible.

Loans

Based on a valid FAFSA, federal student aid for College of Medicine students includes low-interest Direct Student Loans. College of Medicine students may receive a combination of Unsubsidized and Graduate PLUS loans depending on their eligibility. These loans accrue interest from the date of disbursement.

The Direct Unsubsidized Loan is awarded to students before Graduate PLUS loans. Students have to accept unsubsidized loans before Graduate PLUS loans on PAWS. Payments on these loans are deferred until six months after graduation. An origination fee is charged by the federal government on the total amount of the loan. For the most current interest rates and origination fees, please visit studentaid.gov/. Student loan borrowers must complete the Master Promissory Note (MPN) and Entrance Counseling in order for the loans to disburse.

Direct Graduate PLUS Loans are federally sponsored loans for students attending graduate school. With a Direct Graduate PLUS Loan, students may borrow up to the full Cost of Attendance, less other financial aid received during the loan period. The student must complete the Graduate PLUS loan application and Master Promissory Note (MPN) at studentaid.gov/once the loan has been offered. A credit check is required when applying for this loan.

For information on the cost of attendance and other College of Medicine financial aid policies, visit southalabama.edu/departments/finaid/com/policies.html.

Emergency Loans

An Emergency Loan Fund is administered by the staff of the Office of Student Affairs. Loans of up to $500 may be obtained for a period of up to 60 days for the purpose of alleviating an unanticipated financial need. There is no interest charged. Applications are available in the Office of Student Affairs.

As soon as the Emergency Loan is received, the student is encouraged to make appropriate financial arrangements with the Associate Director of Financial Aid for repayment. Because of the limited amount of money in the Emergency Loan Fund and the frequent use of it by medical students, it is very important that the payback deadline is met. In the unusual situation where the student believes there is a legitimate reason for being unable to meet the deadline, he or she may petition the Associate Dean for Student Affairs in writing for a short extension.

College of Medicine CARES

The College of Medicine Collaborative Access, Resources, and Emergency Support Program is for students with emergency financial circumstances to apply for additional funds to assist them. A student can apply for additional emergency funds through the COM CARES program by going online to https://www.southalabama.edu/colleges/com/comcares/.

SCHOLARSHIPS AND AWARDS

The College of Medicine is pleased to grant a number of scholarships and awards based on academic performance and financial need. Other foundation-based scholarships are available by independent application based on selective criteria including diversity, community residence and a commitment to primary care practice in underserved communities. More



information regarding these opportunities is available through the College of Medicine Office of Admissions.

In addition to scholarships and various awards, eligible students are elected for four significant honors: Alpha Omega Alpha Honor Medical Society (Alabama Beta Chapter), the Gold Honor Society for Humanism in Medicine and Research Honors. These honors are based on academic and non-academic criteria including professionalism, leadership attributes, community and school service, and extensive research in a selected science.

Freshman Scholarships

All incoming freshman medical students are considered for the following scholarships:

- Dean's Merit Scholarship
- Dean's Achievement Scholarship
- Crampton Trust Scholarship
- Medical Alumni Association Scholarship
- The Clyde "Sid" Huggins Endowed Scholarship
- The Class of 1976 Medical Alumni Scholarship
- The Class of 1981 Medical Alumni Scholarship
- The Class of 1983 Medical Alumni Scholarship
- Barbara Corcoran Endowed Award
- Ernest G. DeBakey Scholarship
- The Premedical Scholarship
- Mobile County Foundation for Public Higher Education Scholarship For Excellence
- Samuel J. Strada Endowed Scholarship

The College of Medicine Dean's and Crampton Trust Scholarships may be renewable for each of the four years of medical school. Other renewable scholarships are limited to students who are from specific counties in Alabama (Turner Trust Scholarships) or who are committed to practice in an underserved area of the state (Ernest G. DeBakey Scholarships).

W. Hudson and Sarah E. Turner Trust Medical Scholarships

Students from Houston, Dale, Henry and Geneva counties are eligible for the W. Hudson and Sarah E. Turner Trust Medical Scholarships.

Additional Scholarships, Awards and Honors

The College of Medicine is deeply appreciative of the generous support of the individuals, organizations and foundations that provide funding for all of these scholarships, awards, and honors:

- Alpha Omega Alpha
- American Academy of Neurology (AAN) Award
- Dr. William James Atkinson, Jr. Memorial Endowed Scholarship
- Ritha Baliga Memorial Women's Medical Scholarship
- Blue Cross/Blue Shield Scholarships
- L. W. Cave Family Endowed Scholarship
- Ralph B. Chandler Scholarship
- Cope Memorial Scholarship
- John A. Desak Award
- John Donald Memorial Award in Surgery
- Charlotte H. and Samuel Eichold Scholarship
- Department of Emergency Medicine Scholarship
- Drs. Ron and Vicky Franks Endowed Scholarship
- Glasgow-Rubin Achievement Citations
- Mr. and Mrs. Mendel P. Goldstein Memorial Scholarship
- Dr. Richard W. Gurich Memorial Endowed Scholarship
- Dr. Joseph G. Hardin Jr. Memorial Scholarship
- Dr. Robert A. Kreisberg Endowed Award of Excellence
- Donna B. Ledet Memorial Scholarship
- Adele Mantiply and Gerald Galle Pediatric



Endowed Scholarship
- Stephanie A. Marsh Medical Scholarship
- Mark K. McDonald Memorial Scholarship
- William S. McKnight Scholarship
- Medical Alumni Leadership Award
- Medical Society of Mobile County Award
- Merck Award
- Meyer/Anderson Orthopedic Excellence Award
- H.C. Mullins Award in Family Practice
- Obstetrics and Gynecology Award
- The Orthopaedic Excellence Award
- Clinical Pharmacology & Therapeutics Excellence Award
- Excellence in Psychiatry Award
- Regan Robinson-Young Memorial Scholarship
- Robert E. Russell Memorial Scholarship
- Semple Family Endowed Scholarship
- Society for Academic Emergency Medicine (SAEM) Award
- Student National Medical Association
- Daniel F. Sullivan Memorial Scholarship in Pediatrics
- Taylor-Davis Scholarship
- Steven Karl Teplick, M.D., FARC Memorial Award
- Leonard Tow Humanism in Medicine Award
- W. Hudson and Sara E. Turner Trust Medical Scholarship
- Charles W. Urschel Scholarship
- USA Medical Faculty Guild Mendenhall Scholarship
- Thaddeus H. Waterman Scholarship
- Virginia Webb Endowment
- Hollis J. Wiseman Award for Excellence in Pediatrics
- Thomas J. Wool MD Endowed Scholarship
- Ralph Denny Wright and Anne G. Wright Memorial Award
- Rodolfo (Rudy) Herrera-Llerandi MD & Samuel Eichold II MD Scholarship for Education in Global Health
- Class of 2014 Medical Alumni Endowed Scholarship
- Cooke-Scott Scholarship for Medical Students
- Drs. Oscar and Winston Jackson Scholarship
- Dr. Michael M. Linder Endowed Award

Armed Forces Health Professions Scholarship Program

Under this program, the student is commissioned a second lieutenant or ensign in the U.S. Army, Air Force or Navy in the inactive reserve. While in the program, the student receives a monthly stipend in addition to all tuition, mandatory fees and related academic expenses. The student incurs an obligation of one year of active commissioned service for each year, or fraction thereof, of program participation or a minimum of three years. Application is made directly to the military services. For more information, please visit their individual websites:
U.S. Army healthcare.goarmy.com
U.S. Air Force airforce.com/healthcare
U.S. Navy navy.com/navy/careers/healthcare.

Additional expenses/fees that are incurred by the medical student after the first year include, but are not limited to, the following: USMLE Step 1 and Step 2 CK licensing examinations, travel to destinations for licensing examinations and residency interviewing.

For additional tips on budgeting, visit students-residents.aamc.org/attending-medical-school/medical-school-survival-tips/finances-medical-school.

CONTACTING THE COLLEGE OF MEDICINE

Dean's Office

5795 USA Drive N, CSAB 170
University of South Alabama
Mobile, AL 36688

John V. Marymont, M.D., M.B.A.
Vice President for Medical Affairs and Dean
(251) 341-3030

Susan R. Sansing
Associate Dean for Finance and Administration
(251) 460-7195
ssansing@southalabama.edu

Timothy Gilbert, Ed.D.
Associate Dean for Accreditation and Planning
(251) 460-6597
tgilbert@southalabama.edu

Medical Education

T.J. Hundley, M.D.
Associate Dean for Medical Education
(251) 414-8166
tjhundley@southalabama.edu

Abu-Bakr Al-Mehdi, M.D., Ph.D.
Assistant Dean for Assessment and Evaluation
(251) 341-3891
mehdi@southalabama.edu

Benjamin Estrada, M.D.
Assistant Dean for Medical Education
(251) 405-5126
bestrada@health.southalabama.edu

Elizabeth Minto, M.D.
Director of Clinical Skills
(251) 460-2710
leminto@health.southalabama.edu

Jeffrey Sosnowski, M.D., Ph.D.
Assistant Dean for Curriculum Integration
(251) 414-8166
jsosnowski@southalabama.edu

David Weber, Ph.D.
Assistant Dean for Medical Education
(251) 460-6840
dweber@southalabama.edu

Phillip Fields, Ph.D.
Professor of Medical Education
(251) 460-6766
pfields@southalabama.edu

Vaughan Lee, Ph.D.
Professor of Medical Education
(251) 460-7339

Shannon Brown
COM Assessment Coordinator
srbrown@southalabama.edu

Glenn Davis
Computer Systems & Software Specialist I
(251) 461-1452
gwdavis@southalabama.edu

Ashley Givens
Medical Education Coordinator
(251) 461-1413
agivens@southalabama.edu

Ashley Hay
Clinical Skills Coordinator
(251) 341-3988
aahay@southalabama.edu

Ashley Hutchins
Secretary V
(251) 414-8166
ashleyhutchins@southalabama.edu

Tony Lamm
Management Systems Specialist I
(251) 460-7263
tonylamm@southalabama.edu

Charissa Moore
Medical Education Evaluation Coordinator
(251) 460-7498
csmoore@southalabama.edu



Candis Patterson
Coordinator, CLINIC
(251) 460-7139
cpatterson@southalabama.edu

Student Affairs

Karen Braswell
Supervisor Clinical Education
(251) 471-7145
kbraswell@southalabama.edu

Connie Land
Accountant I
cland@southalabama.edu

Frank Lucas
Senior Associate Registrar
(251) 460-7180
flucas@southalabama.edu

Stephanie Roote
Associate Director Financial Aid
(251) 460-7918
sroote@southalabama.edu

Kelly Roveda, M.D.
Associate Dean for Student Affairs
(251) 460-7174
kroveda@southalabama.edu

Becky Smith, Ph.D., NCC
Health and Wellness Counselor
beckysmith@southalabama.edu

Kimberlee Rish
Secretary V
krish@southalabama.edu

Office of Continuing Medical Education

Sharrie Cranford, LMSW, MS
CME Director
(251) 414-8080
scranford@southalabama.edu

Office of Faculty Affairs

Emily Wilson, Ph.D.
Associate Dean of Faculty Affairs and Faculty Development
(251) 341-3087
emilyw@southalabama.edu

Jeanna Smith
Director, Faculty Affairs
jmsmith@southalabama.edu

Heather Fleming
Assistant Director, Faculty Affairs
hdfleming@southalabama.edu

Binata Mukherjee, M.D., MBA
Assistant Dean for Faculty Development
bmukherjee@southalabama.edu

Amanda Arnold
Education and Training Specialist, Faculty Development

Alice Nolen
Faculty Affairs Specialist, Faculty Affairs
anolen@southalabama.edu

Jessica Barron
Secretary V, Office of Faculty Affairs and Faculty Development
jbarron@southalabama.edu

Office of Graduate Medical Education

Judy V. Blair-Elortegui, M.D.
Associate Dean for Graduate Medical Education
Designated Institutional Official for GME
jblair@health.southalabama.edu

Office of Admissions

Deborah Fetherland
Director of Admissions
fetherland@southalabama.edu

Alani Rodgers
Assistant Director of Admissions
arodgers@southalabama.edu

Jonathan Scammell, Ph.D.
Assistant Dean for Admissions

USA College of Medicine
Office of Admissions
5795 USA Drive N., Room 339
Mobile, AL 36688
(251) 460-7176

Office of Diversity and Inclusion

R. Franklin Trimm, M.D.
Associate Dean for Diversity and Inclusion
Assistant Vice President of Medical Affairs
for Diversity and Inclusion
(251) 341-4072
rftrimm@southalabama.edu

Johnson Haynes, Jr., MD
Assistant Dean for Diversity and Inclusion
(251) 341-4072
jhaynes@health.southalabama.edu

LoRen Burroughs Modisa, MPA
Coordinator, Diversity and Inclusion Programs
(251) 341-4072
lburroughs@southalabama.edu

Tiquera Hall, MPA
Diversity and Inclusion Education and Training
Specialist
(251) 341-4072
twhall@southalabama.edu

Sherry Parnell
Secretary V
(251) 341-4072
sparnell@southalabama.edu

Office of Medical Alumni Relations

Leila Nichols
Director of Development, Medical Affairs and Alumni Relations
(251) 460-7491
leilanichols@southalabama.edu

Office of Research

Christopher Davies, Ph.D.
Associate Dean for Research
(251) 460-6659
cdavies@southalabama.edu

USA COLLEGE OF MEDICINE CLASS OF 2022 POSTGRADUATE (RESIDENCY) APPOINTMENTS

After interviewing with residency programs across the nation, senior medical students ranked their top-choice programs in order of preference. Training programs, in turn, ranked the students who interviewed. The National Resident Matching Program (NRMP) then used a mathematical algorithm to designate each applicant into a residency program. Nationally, nearly 48,000 applicants competed for 36,277 residency positions.

The process culminated on March 18, 2022 – Match Day – when USA College of Medicine seniors learned the results of the NRMP's Main Residency Match. This year, USA medical students matched in 16 states, with 46 students matching out of state and 26 students matching in the state of Alabama. Twenty-one of those students matching in Alabama matched at USA Health hospitals.

A complete list of the match results is shown below.

Charles Zachary Aggen
Emergency Medicine
University of South Alabama Hospitals
Mobile, AL

Arslan Arshad
Neurology
University of South Alabama Hospitals
Mobile, AL

Devon A. Askins
Ophthalmology
Penn State University - Hershey
Hershey, PA

Sarah Elizabeth Bignault
Psychiatry
University of Louisville
Louisville, KY

Ethan James Boyd
Surgery-Preliminary
Prisma Health - U of SC SOM
Columbia, SC

Thomas Allen Boyd
Orthopaedic Surgery
University of South Alabama Hospitals
Mobile, AL

Lily Brooks
Emergency Medicine
University of South Alabama Hospitals
Mobile, AL

Evan Austin Chavers
Psychiatry
University of South Alabama Hospitals
Mobile, AL



Aaron Chinners
Medicine-Pediatrics
University of South Alabama Hospitals
Mobile, AL

Miranda Crowell
Psychiatry
University of South Alabama Hospitals
Mobile, AL

Brian Lucas Driskill
Otolaryngology
University Hospitals
Jackson, MS

Christian Blake Dunaway
Orthopaedic Surgery
University of South Alabama Hospitals
Mobile, AL

Kristen Benton Dzeda
Psychiatry
University of Texas Med Branch
Galveston, TX

Hadil El Sharkh
Internal Medicine
St Louis Univ SOM
St Louis, MO

Christopher Allen Evers
Anesthesiology
U Tennessee Grad SOM
Knoxville, TN

Paige Farley
General Surgery
Oregon Health & Science University
Portland, OR

Phillip Alan Friedlander
Med-Prelim(2022) Radiology-Diagnostic (2023) University of South Alabama Hospitals
Mobile, AL

Regan Elizabeth Goocher
Obstetrics-Gynecology
Baylor Scott & White Medical Ctr
Temple, TX

Hannah Granger
Internal Medicine
Vanderbilt Univ Med Ctr
Nashville, TN

Sean Christopher Groark
Surgery-Preliminary
U Tennessee Grad SOM
Knoxville, TN

George Hayden Gunn
Internal Medicine
U Alabama SOM-Huntsville
Huntsville, AL

Alexandra M. Hensley
Urology
University of Kentucky Medical Center
Lexington, KY

Alicia Carole Hereford
Emergency Medicine
U Alabama Med Ctr-Birmingham
Birmingham, AL

Elizabeth Del Carmen Hernandez
Medicine-Pediatrics
U Louisville SOM
Louisville, KY

Ryan Heslin
General Surgery
U Texas Southwestern Med Sch
Dallas, TX

Kaitlyn Elizabeth Hickman
Internal Medicine
University Hospitals
Jackson, MS

Megan Kathleen Hood
Family Medicine
U Tennessee Grad SOM
Knoxville, TN

Shyla Hossain
Psychiatry
University of South Alabama Hospitals
Mobile, AL

Christian Tyler Hunter
Family Medicine
Madigan Army Medical Center
Tacoma, WA

Emily Goodwin Hunter
Transitional Year
Madigan Army Medical Center
Tacoma, WA

Samuel Booth Hutcheson
Anesthesiology
U Tennessee Grad SOM
Knoxville, TN

Zohaib Mohammad Ijaz
Internal Medicine
U Florida COM-Shands Hosp
Gainesville, FL

Brittany Shavon Jackson
Internal Medicine
Mayo Clinic School of Grad Med Education
Jacksonville, FL

Katherine Bonner Kaak
Obstetrics-Gynecology
U Tennessee Grad SOM
Knoxville, TN

Colton Thomas Knight
Medicine-Preliminary (2022)
University of South Alabama Hospitals
Mobile, AL
Radiology-Diagnostic (2023)
U Alabama Med Center
Birmingham, AL

Pranayraj Kondapally
Internal Medicine
U Alabama SOM-Huntsville
Huntsville, AL

Malvika Lall
Internal Medicine
U Tennessee Health Science Center
Memphis, TN

Zachary Thomas Lazzari
Transitional (2022) Neurology (2023)
Emory Univ SOM
Atlanta, GA

Edward Ryan Leonard
Internal Medicine
LSU SOM
New Orleans, LA

Elise Kristen Mann
Obstetrics-Gynecology
Methodist Hospital
Houston, TX

Will Gerard McDonough
General Surgery
William Beaumont Army Medical Center
El Paso, TX

Michelle Minh-Anh Nguyen
Medicine-Preliminary
University of South Alabama Hospitals
Mobile, AL

Matthews O'Connor
Anesthesiology
U Alabama Medical Center
Birmingham, AL

Yousef Omar
Internal Medicine
St Louis Univ SOM
St Louis, MO

Gregory Overbeek
Family Medicine
John Peter Smith Hospital
Fort Worth, TX

Juan Pardo-Granados
Urology
University of Texas Health Center at San Antonio
San Antonio, TX

Kaitlin Elizabeth Pardue
General Surgery
U Oklahoma COM
Oklahoma City, OK

Anna Cathryn Parker
Obstetrics-Gynecology
St Davids Healthcare GME
Austin, TX

Priscilla Alejandra Perez
General Surgery
University of South Alabama Hospitals
Mobile, AL

Jessica Thanh Pham
Pediatrics
U Florida COM-Shands Hospital
Gainesville, FL

Daniel Matthew Phillips
Emergency Medicine
John Peter Smith Hospital
Fort Worth, TX

Corey Phillis
Urology
Medstar Georgetown University Hospital
Washington, DC

Tyeler Rayburn
Psychiatry
University of South Alabama Hospitals
Mobile, AL

Brandon Scott Rivers
Prelim(2022) Radiology-Diagnostic (2023)
Baylor Scott & White Medical Ctr
Temple, TX

Christopher Edward Roberts
Medicine-Preliminary (2022)
University of South Alabama Hospitals
Mobile, AL
Radiology-Diagnostic (2023)
Wake Forest Baptist Med Ctr
Wake Forest, NC

Cody Roberts
Gynecology
University of South Alabama Hospitals
Mobile, AL

John Powell Scarbrough
Pediatrics
University of South Alabama Hospitals
Mobile, AL

Bradley Schuler
Internal Medicine
U Florida COM-Shands Hospital
Gainesville, FL

Laurel Cassidy Sharp
Surgery-Preliminary
University of South Alabama Hospitals
Mobile, AL

Thomas Snead
Obstetrics-Gynecology
East Tennessee St Univ
Johnson City, TN

Lindsey Hope Solomon
Obstetrics-Gynecology
U Central FL/HCA Healthcare GME
Pensacola, FL

Alexander Tankersley
Medicine-Preliminary
University of South Alabama Hospitals
Mobile, AL

Catherine Nicole Taylor
Obstetrics-Gynecology
LSU HSC
Shreveport, LA

Sophia Helena Theodos
Internal Medicine
New Hanover Reg Med Ctr
Wilmington, NC

John Tolomeo
Internal Medicine
U Tennessee COM
Chattanooga, TN

Madeline Marie Lear Tucker
Internal Medicine
U Tennessee Health Science Center
Memphis, TN

Gisella A Mancarella Ward
Family Medicine
University of South Alabama Hospitals
Mobile, AL

Daniel Lee Warren
Surgery-Preliminary
University of South Alabama Hospitals
Mobile, AL

Anna Woodham
Surgery-Preliminary
University of South Alabama Hospitals
Mobile, AL

Anna Robinson Wright
Anesthesiology
Wake Forest Baptist Medical Center
Winston-Salem, NC

Matthew Ian Yoder
Pediatrics
Eastern Virginia Med School
Norfolk, VA

Melody Marie Zeidan
General Surgery
University of South Alabama Hospitals
Mobile, AL

2022- 2023 ACADEMIC CALENDAR

FALL

06-13-22	M3 (Class of 2024) Orientation – 06/13 to 06/16)
06-16-22	White Coat Ceremony (M3 Class of 2024)
06-17-22	Juneteenth holiday
06-21-22	Fall Semester begins for M3s and M4s (Tuition Due)
07-04-22	Independence Day holiday
07-22-22	Research Day
07-25-22	Orientation Week for M1s
08-01-22	Fall Semester begins for M1s, and M2s (Tuition Due)
09-05-22	Labor Day holiday for M1s, M2s, and M3s
11-01-22	PPD and Flu documentation due to Student Health
11-01-22	Step 2CK deadline for M4s
11-23-22	Thanksgiving holidays for M1s, M2s, and M3s. Time off for M4 is at the discretion of the individual attending.
11-28-22	Classes resume for M1s, M2s, and M3s
12-02-22	Last day of Fall Semester for M3s
12-14-22	OSCE 2 (M2s) - Dec 14, 15, & 16
12-16-22	Last day of Fall Semester for M1s and M2s
12-30-22	Last day of Fall Semester for M4s

SPRING

01-03-23	Spring Semester begins for all classes (Tuition Due)
01-16-23	Martin Luther King holiday for M1s, M2s, and M3s
02-20-23	Spring Break for M1s and M2s
02-21-23	Mardi Gras holiday for M3s
02-27-23	Classes resume for M1s, and M2s
03-17-23	Match Day
04-17-23	OSCE 3 (M2s) - all week
04-21-23	Last Day of Spring Semester for M2s and M4s
04-30-23	Commencement week (official date TBA)
05-15-23	Final OSCE Practice (M3s)
05-22-23	OSCE 1 (M1s) - May 22, 23, & 24
05-26-23	Last day of Spring Semester for M1
05-29-23	Memorial Day holiday
05-30-23	Final OSCE (M3s) - all week
06-16-23	Last day of Spring Semester for M3



Main Campus

ALPHABETICAL LISTING OF FACILITIES

85 Academic Services Center
19 Alpha Gamma Delta Sorority House
103 Alpha Hall East
107 Alpha Hall South
18 Alpha Omicron Pi Sorority House
67 Archaeology Building
68 Archaeology Lab 1
69 Archaeology Lab 2
70 Archaeology Storage
9 Athletics Administration Building
63 Athletics Annex
32 Azalea Hall
83 Baptist Student Center
33 Beta Apartment Residence Hall 1
34 Beta Apartment Residence Hall 2
35 Beta Apartment Residence Hall 3
36 Beta Apartment Residence Hall 4
37 Beta Apartment Residence Hall 5
99 BMA Dialysis Center
92 Bookstore
31 Camellia Hall
106 Central Services Admin Building
71 Central Utilities Plant
104 Charles M. Baugh Biomedical Library
76 Chemistry Building
16 Chi Omega Sorority House
64 Communication Building
88 Computer Services Center
73 Construction Services & Facilities Warehouse
89 Counseling and Testing
26 Delta Commons
27 Delta Residence Hall 3
28 Delta Residence Hall 4
29 Delta Residence Hall 5
30 Delta Residence Hall 6
15 Dining Facility (Fresh Food Company)
97 Education & Outreach Building
91 Educational Services Building
13 Epsilon Residence Hall 1
14 Epsilon Residence Hall 2
10 Faculty Club
59 Farish Beard Indoor Practice Facility (Softball)
7 Football Fieldhouse
42 Gamma Residence Hall 0
43 Gamma Residence Hall 1
44 Gamma Residence Hall 2
45 Gamma Residence Hall 3
46 Gamma Residence Hall 4
47 Gamma Residence Hall 5
48 Gamma Residence Hall 6
49 Gamma Residence Hall 7
50 Gamma Residence Hall 8
51 Gamma Residence Hall 9
109 Glass Arts Building
38 Grounds Department
3 The Grove Apartments
8 Hancock Whitney Stadium
86 Health, Kinesiology & Sport Building/Jag Gym
101 Health Sciences Building
102 Health Simulation Building
75 Humanities Building
90 Innovation in Learning Center
1 Intramural Fields
2 Intramural Fieldhouse
66 Jag Fitness Trail
62 Jaguar Track
6 Jaguar Training Center
5 James A. and Frances H. Yance Football Practice Facility
54 Jon Lieber Clubhouse
24 Kappa Alpha Fraternity House
20 Kappa Delta Sorority House
41 Kappa Sigma Chapter Room
96 Laboratory of Infectious Diseases
115 Laidlaw Performing Arts Center
111 Life Sciences Building
110 Life Sciences Lecture Hall
84 Lubel Memorial Tennis Courts
53 Luis Gonzalez Hitting Facility
77 MacQueen Alumni Center
74 Maintenance Garage
60 Marching Band Practice Field
61 Marching Band Practice Field Pavilion
95 Marx Library
112 Mathematical Sciences & Physics Building
105 Medical Sciences Building
94 Meisler Hall
82 Mitchell Center
116 Mitchell College of Business
117 Mitchell Learning Resource Center
80 Mobile Townhouse
81 Moulton Tower & Alumni Plaza
11 Outdoor Adventures
52 Parking Services
17 Phi Mu Sorority House
23 Pi Kappa Alpha Fraternity House
21 Pi Kappa Phi Fraternity House
52 Police/Beta-Gamma Commons
40 Property Inventory Warehouse
65 Science Laboratory Building
79 Seamen's Bethel/Honors College
118 Shelby Hall
22 Sigma Chi Fraternity House
58 Soccer Field (The Cage)
57 Softball Field (Jaguar Field)
56 Softball/Soccer Fieldhouse
55 Stanky Field
25 Stokes Hall
93 Student Center
87 Student Health Center
12 Student Recreation Center
100 Technology & Research Park
98 Technology & Research Park, Building III
72 Telecommunications Building
114 Tholos of Delphi Replica
78 Toulmin House (formerly Alumni Hall)
4 Transportation Services
39 Treatment Storage & Disposal
119 University Commons
108 Visual Arts Complex
113 Whiddon Administration Building

COLLEGES AND SCHOOLS

Pat Capps Covey College of Allied Health Professions 107
(251) 445-9260 | 3028 Health Sciences Building

College of Arts and Sciences 58
(251) 460-6282 | 118 Humanities Building

Mitchell College of Business 17
(251) 460-6419 | 103 Mitchell College of Business

College of Education and Professional Studies 93
(251) 380-2738 | 3600 University Commons

College of Engineering 106
(251) 460-6410 | 2114 Shelby Hall

College of Medicine 20
(251) 341-3030 | 5795 USA Drive North

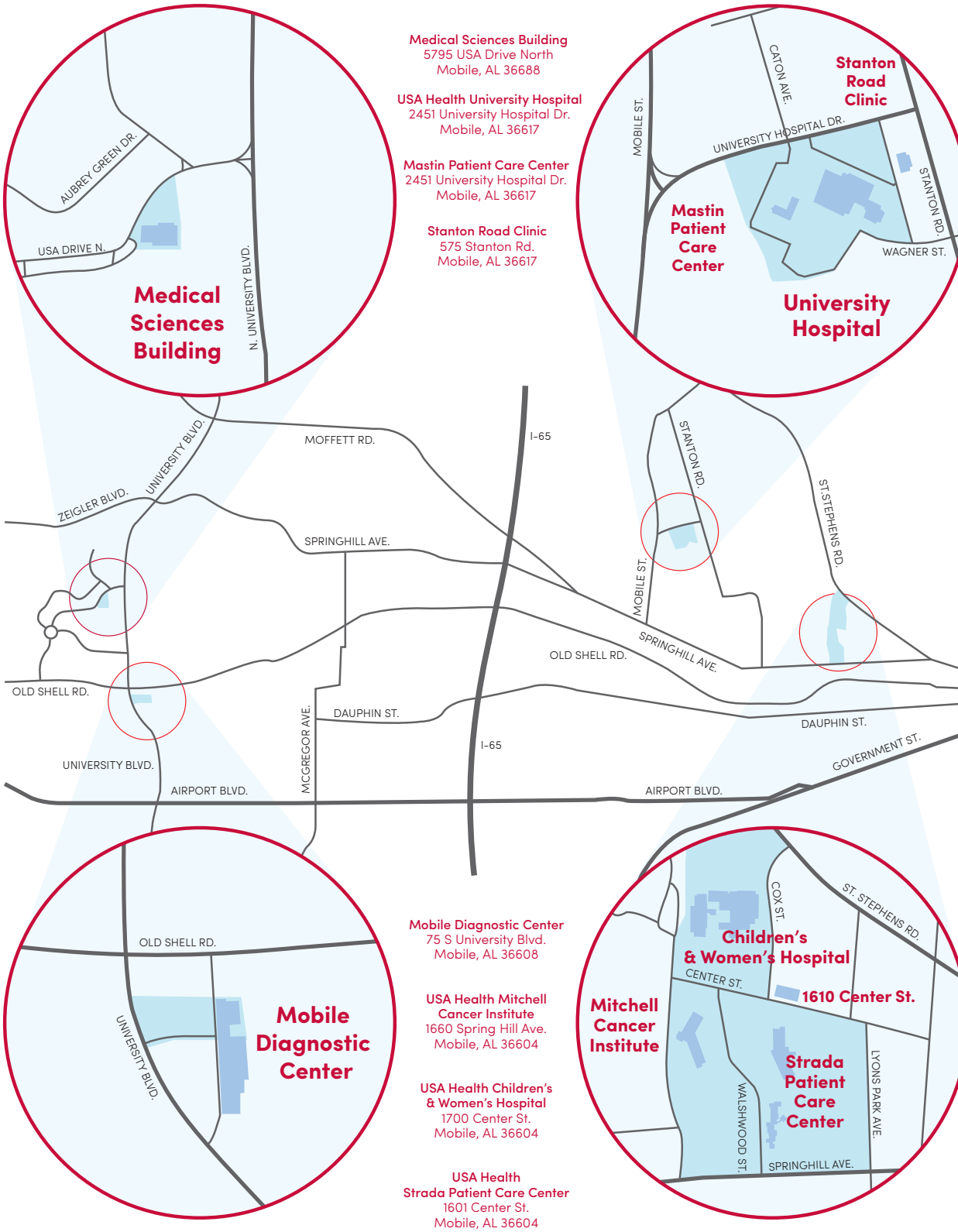
College of Nursing 107
(251) 445-9400 | 3082 Health Sciences Building

Graduate School 1
(251) 460-6310 | 301 F. P. Whiddon Administration Building

Honors College 77
(251) 461-1637 | Seaman's Bethel Theatre

School of Computing 106
(251) 460-6390 | 2101 Shelby Hall

USA Health Campuses



Medical Sciences Building
5795 USA Drive North
Mobile, AL 36688

USA Health University Hospital
2451 University Hospital Dr.
Mobile, AL 36617

Mastin Patient Care Center
2451 University Hospital Dr.
Mobile, AL 36617

Stanton Road Clinic
575 Stanton Rd.
Mobile, AL 36617

Mobile Diagnostic Center
75 S University Blvd.
Mobile, AL 36608

USA Health Mitchell Cancer Institute
1660 Spring Hill Ave.
Mobile, AL 36604

USA Health Children's & Women's Hospital
1700 Center St.
Mobile, AL 36604

USA Health Strada Patient Care Center
1601 Center St.
Mobile, AL 36604

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The University of South Alabama complies with Section 504 of the Rehabilitation ACT of 1973 and the ADA of 1990 as amended. Any questions relating to the accessibility should be directed to the Manager, Special Student Services, Student Center, Room 270, (251) 460-7212.

Bulletin 2022-2023
University of South Alabama College of Medicine
Division of Medical Education
Medical Sciences Building
5795 USA Drive North
Mobile, Alabama 36688-0002
www.southalabama.edu/colleges/com

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To view the USA College of Medicine Student Handbook, visit https://www.southalabama.edu/colleges/com/currentstudents/



UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF MEDICINE

5795 USA Drive N, CSAB 170
University of South Alabama
Mobile, AL 36688
southalabama.edu/com