

# University of South Alabama

2018-2019 Bulletin for the M.D. Program



**USA HEALTH**  
COLLEGE OF MEDICINE



## TABLE OF CONTENTS

The University .....	2
USA Health .....	3
Timeline.....	5
USA College of Medicine .....	6
Facilities .....	7
Admissions Information.....	9
Curriculum Overview.....	13
Objectives.....	14
Curriculum Description.....	16
Financial Aid.....	22
Contacting the College of Medicine ....	25
Class of 2018 Residency	
Appointments .....	27
Academic Calendar.....	32
Maps.....	33
Policy of Nondiscrimination.....	35

## THE UNIVERSITY

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The University of South Alabama (USA) is a state-supported institution located in the historic city of Mobile, Alabama. After opening to 264 students in 1964, USA now enrolls approximately 16,000 students and has awarded more than 82,000 degrees in its history.

An education at USA provides opportunities for students to explore and develop interests that build the foundation of lifelong career paths. With more than 50 undergraduate degree programs, there are plenty of avenues for discovery. Through graduate study in 34 master's and 12 doctoral programs, students focus on specific areas of learning and research to gain specialized skills. Academic programs are offered through 10 divisions: Pat Capps Covey College of Allied Health Professions; College of Arts and Sciences; Mitchell College of Business; School of Computing; College of Education and Professional Studies; College of Engineering; College of Medicine; College of Nursing; the Graduate School; and the Auburn University School of Pharmacy at USA.

The faculty at USA promote an environment in which hands-on research is widely available to undergraduate and graduate students. As problem-solvers and pioneers in developing new technologies and promoting

bold ideas, USA researchers collaborate across disciplines to address global issues and uncover new fields of inquiry. The outcomes are new information and opportunities, the transformation of traditional disciplines, new global partnerships and innovations that benefit society.

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.

USA's beautiful, tree-shaded main campus spreads across 1,200 acres. The campus includes state-of-the-art educational facilities as well as a 116,000-square-foot recreation center, indoor and outdoor pools, a nature trail and even a disc golf course. USA's location and the University's close proximity to the beaches of the Gulf Coast affords a wide variety of off-campus recreational, arts and cultural opportunities.

To learn more about USA, visit [www.southalabama.edu](http://www.southalabama.edu).



The University of South Alabama encompasses a comprehensive health system composed of two hospitals — USA Medical Center and USA Children’s & Women’s Hospital — along with the USA Mitchell Cancer Institute and the USA Physicians Group. This combination of advanced health care 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 health care providers and scientists.



**USA Medical Center** 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. The Medical Center also plays a key role in the education of tomorrow’s health care professionals, each year training hundreds of future professionals from the colleges of Medicine, Nursing and Allied Health Professions.

**USA 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 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-based cancer research and treatment facility on the Gulf Coast. In July 2017, MCI opened the Kilborn Clinic in Fairhope, Alabama, an 11,000-square-foot space that includes exam rooms, cancer treatment areas and physicians’ offices.

**USA Physicians Group** includes 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 new 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 & gynecology, orthopaedics and therapy services, as well as a breast and mammography 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 comprehensive services, programs and centers for research:

- Level I Trauma Center
- Level III Neonatal Intensive Care Unit
- Neonatal Transport Service
- Pediatric Transport Service
- Coronary, Medical, Neurotrauma, Pediatric and Surgical Intensive Care Units

## Services continued

- Cancer Research and Treatment
- Cardiovascular Diseases Center
- Center of Excellence for Health Disparities
- Center for Human Performance
- Center for Lung Biology
- Center for Strategic Health Innovation
- Center for Women's Health
- Center for Weight Loss Surgery
- Digestive Health Center
- Comprehensive Sickle Cell Center
- Pediatric Healthy Life Center
- Plastic Surgery Center
- Pulmonary Hypertension Program
- Regional Stroke Center
- Sleep Disorders Center
- Arnold Luterman Regional Burn Center
- Cardiac Rehabilitation Program
- Acute and Chronic Dialysis Units
- USA Center for Healthy Communities
- USA Epilepsy Monitoring Unit
- Pediatric Developmental Medicine (Autism Diagnostic Center)
- Maternal Fetal Medicine/High-Risk Obstetrics
- Primary Care with Patient Centered Medical Home Designation
- Breast Care Center



## TIMELINE

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<b>May 3, 1963</b>	USA founded by an act of the Alabama Legislature.
<b>June 1964</b>	USA opens its doors to the students of Mobile County and the state of Alabama.
<b>1965</b>	The Association of American Medical Colleges and the American Medical Association sent representatives to USA to assess the possibilities of establishing a medical school there.
<b>August 1969</b>	A resolution of the Alabama Legislature supported establishment of a medical school under the auspices of the University of South Alabama.
<b>1970</b>	\$4.5 million committed by City and County of Mobile to establish USA College of Medicine.
<b>November 1970</b>	Mobile General Hospital was transferred to the University.
<b>May 1971</b>	Dr. Robert M. Bucher named first dean of the College of Medicine.
<b>January 1973</b>	The charter class of 25 students entered the College of Medicine.
<b>April 1975</b>	Mobile General Hospital was renamed University of South Alabama Medical Center.
<b>September 1978</b>	The University's first Ph.D. program — in Basic Medical Sciences — was initiated.
<b>January 1983</b>	The USA Children's & Women's Hospital was established.
<b>August 1987</b>	The former Providence Hospital was acquired by the University to house programs of the colleges of Allied Health Professions, Medicine and Nursing.
<b>June 1990</b>	The University acquired Doctors Hospital and Knollwood Park Hospital.
<b>October 2001</b>	Dedication of the USA Children's Park, a 16-acre park at USA Children's & Women's Hospital displaying bronze sculptures celebrating children and families.
<b>April 2006</b>	Infirmiry Health System assumes operation of former USA Knollwood Hospital as Infirmiry West at Knollwood.
<b>March 2008</b>	Plans for USA Children's & Women's Hospital expansion approved by USA Board of Trustees.
<b>November 2008</b>	Dedication of the new USA Mitchell Cancer Institute building, which represents a total investment of more than \$135 million, including \$75 million in construction and equipment.
<b>November 2010</b>	Groundbreaking on USA Children's & Women's Hospital expansion.
<b>May 3, 2013</b>	50th Anniversary of USA's founding.
<b>April 2016</b>	USA Mitchell Cancer Institute breaks ground on new Kilborn Clinic in Fairhope.
<b>November 2016</b>	Judith Susan and Samuel Joseph Strada Patient Care Center opens.

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 the main campus. Medical students spend the last two clinical years training in the USA hospitals and clinics, as well as in rotations with community physicians.

During its history, the USA College of Medicine has supplied one-third of the physicians in the Mobile area. The only academic health center along the Gulf Coast, the college enrolls 74 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 can open doors to academic careers in universities or medical institutions, or to research or administrative positions in government, nonprofit or industry settings.

The USA Medical Center and USA 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 new Strada Patient Care Center, USA Mitchell Cancer Institute, USA 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, and beyond: We educate, We discover, We serve.**

## **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 College offers two degree programs. 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 the main campus of the University in the Medical Sciences Building and the adjacent Small Group Learning Center. The last two years of medical school are held in the University of South Alabama 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. Community service, a required component of undergraduate medical education, offers medical students opportunities to volunteer in Mobile and the surrounding area. Not only is community service a great break from the rigors of medical school, 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.



The administrative offices and primary classroom facilities of the College of Medicine are located on the main University campus, while clinical training facilities are 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.

### **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 an entire class. 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.

### **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, the Medical Alumni Office, Risk Management and Continuing Medical Education – as well as other administrative offices of the College of Medicine – are also located here.

### **USA Medical Center (USAMC)**

USA Medical Center is the primary inpatient site for adult care in the clinical educational programs for the medical students and residents. This hospital has been operated continuously since 1831 and has provided medical education for more than a century. The acute-care hospital is a referral center for southern Alabama, southern Mississippi and portions of Northwest Florida. USAMC provides a variety of patient services ranging from critical and trauma care to elective surgery. At USAMC, 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.

### **Mastin Building**

The Mastin Building, located directly behind the Medical Center, 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.

### **Moorer Clinical Sciences Building**

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

### **Stanton Road Clinic**

The Stanton Road Clinic, adjacent to USA Medical Center, is an 11,600-square-foot facility providing ambulatory services for clinical departments.

### **USA Children's & Women's Hospital**

USA Children's & Women's Hospital is a full-service acute-care medical/surgical hospital. Officially opened and dedicated in September of 1997 and recently expanded, it is one of fewer than 20 freestanding hospitals in the United States serving the medical needs of children and women exclusively. With some 3,000 deliveries annually, it is Mobile's leader in births. USA 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 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 pediatric cancer and sickle cell 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.

### **The Biomedical Library**

The Biomedical Library is comprised of two locations: the Charles M. Baugh Biomedical Library (main campus), which supports medicine, nursing and allied health; and the Health Information Resource Center at the USA Medical Center (3rd floor), which supports all clinical disciplines and both hospitals. Both sites contain 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, <http://www.southalabama.edu/departments/biomedicallibrary/>. Materials at both locations can be found in the University libraries’ online catalog, SOUTHcat (click on Catalog Search), or using the University libraries’ e-resource locator (click on Journals 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 use of the library’s resources and research processes. Computer access is available at both sites of the Biomedical Library; individual and group study rooms are available at the Baugh (main campus) site.

### **Strada Patient Care Center**

The majority of USA Physicians Group clinics are now located in the new Judith Susan and Samuel Joseph Strada Patient Care Center, located across from USA Children’s & Women’s Hospital. The Center 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 Mitchell Cancer Institute**

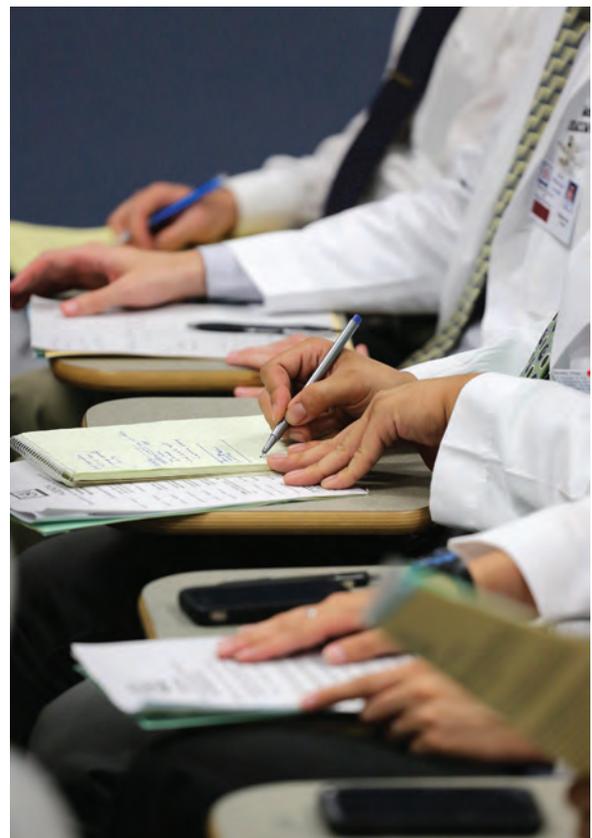
The USA Mitchell Cancer Institute provides exceptional patient care through innovative treatment and conducts both clinical and basic research. A major goal of the USA Mitchell Cancer Institute is to bring state-of-the-art cancer treatment technology to the region, including the area’s only Tomo Therapy and CyberKnife, in order to provide patients with highly precise and effective cancer treatment options. In addition to improving patient care, the Institute stimulates the growth of a strong regional economy built on biomedicine and biotechnology.

### **USA Mitchell Cancer Institute Kilborn Clinic**

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

### **Affiliations**

The College of Medicine has training affiliations with local hospitals and health care 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 the final responsibility for selecting students with superior academic, personal, and moral attributes who have demonstrated a 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 best qualified students without regard to age, race, religion, nationality, sexual orientation or gender, a selection that should not be influenced by political or financial factors.

## 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 an 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 an 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, Psychology, Computer Science and Genetics.

Preparation in foreign universities must be supplemented by one or more years of work in an approved college of arts and sciences or institute of technology listed in the current directory of Accredited Institutions of Post-Secondary Education published by the American Council on Education.

## 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 15. 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 \$75.00 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. This decision is made by the Director of Admissions, the Assistant to the Director of Admissions, the Assistant Dean for Admissions and the Associate Dean for Diversity and Inclusion.

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 three 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. The interviews are usually held in the interviewer's personal office. In addition to the interviews, the visiting applicants have an opportunity to tour the medical school and selected clinical facilities, as well as 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 which 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.
- All AMCAS materials, including official transcripts, 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.
- Early Decision Program 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 then released to the regular admissions pool on AMCAS, and can then apply to additional 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 Peggy Terrell at [pterrell@southalabama.edu](mailto:pterrell@southalabama.edu).

### **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 part of the secondary application to the medical school. Students are required to document whether or not they meet the standards, and if not, explain why. They 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 and Director of Admissions. All students in the College of Medicine must meet the technical standards. Therefore, third-party intermediaries to assist persons with disabilities in performing the requirements of the curriculum are unnecessary. The University of South Alabama College of Medicine's Technical Standards represent the minimum physical, cognitive and behavioral requirements for the satisfactory completion of all aspects of the curriculum and the development of professional attributes required by the faculty of all students at graduation.

## **Early Assurance Programs**

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

The Diversity Recruitment and Enrichment for Admission into Medicine (DREAM) program is a seven-week summer medical school preparatory curriculum that emphasizes MCAT preparation and exposure to the rigors of medical school.

Participants of the DREAM program 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, observe clinicians within a clinical setting and be involved in professional development. Participating scholars will earn a seat in the USA College of Medicine first-year class upon meeting admission criteria.

Highly motivated and academically driven students are encouraged to apply to the DREAM program. Residents of Alabama and designated service areas in Florida (Escambia and Santa

Rosa counties) and Mississippi (George, Greene, Harrison, Jackson, Perry and Stone counties) are given priority.

To be eligible for the DREAM program, students must have completed two years in a pre-med curriculum with a minimum of eight hours in biology with lab, chemistry with lab, and math up to calculus; have an overall GPA of 3.4 or higher, Math and Science GPA of 3.0 or higher, and ACT score of 20 or higher; and be underrepresented in the medical community or disadvantaged based on family income, community resources or other self-determined status.

For more information, visit <http://www.usahealthsystem.com/dream> or email Kimberlee Rish at [krish@southalabama.edu](mailto:krish@southalabama.edu).

### **SouthMed Prep Scholars Program**

The SouthMed Prep Scholars Program is a pre-medical school enrichment program designed for a select number of talented and academically competitive college students identified in their freshmen and sophomore years of undergraduate studies who aspire to become physicians. Students are enrolled at one of our partnering institutions: Dillard University, Morehouse College, Spelman College, Tuskegee University and Xavier University. During their junior and senior years, students attend the program at the USA College of Medicine for eight-week summer sessions that focus on research, MCAT preparation, shadowing, professional etiquette, personal statement development and understanding the interview process.

To qualify, students must have a cumulative high school grade point average of at least a 3.5 and an ACT score of 26 or SAT score of 1170-1200 (critical reading plus math).

Participating scholars who obtain the specified GPA and MCAT scores will be offered a position in the USA College of Medicine first-year class following completion of their undergraduate degree and prerequisites.

**For further inquiries regarding the Admissions process, e-mail Peggy Terrell at [pterrell@southalabama.edu](mailto:pterrell@southalabama.edu).**

## CURRICULUM OVERVIEW

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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 USA 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.

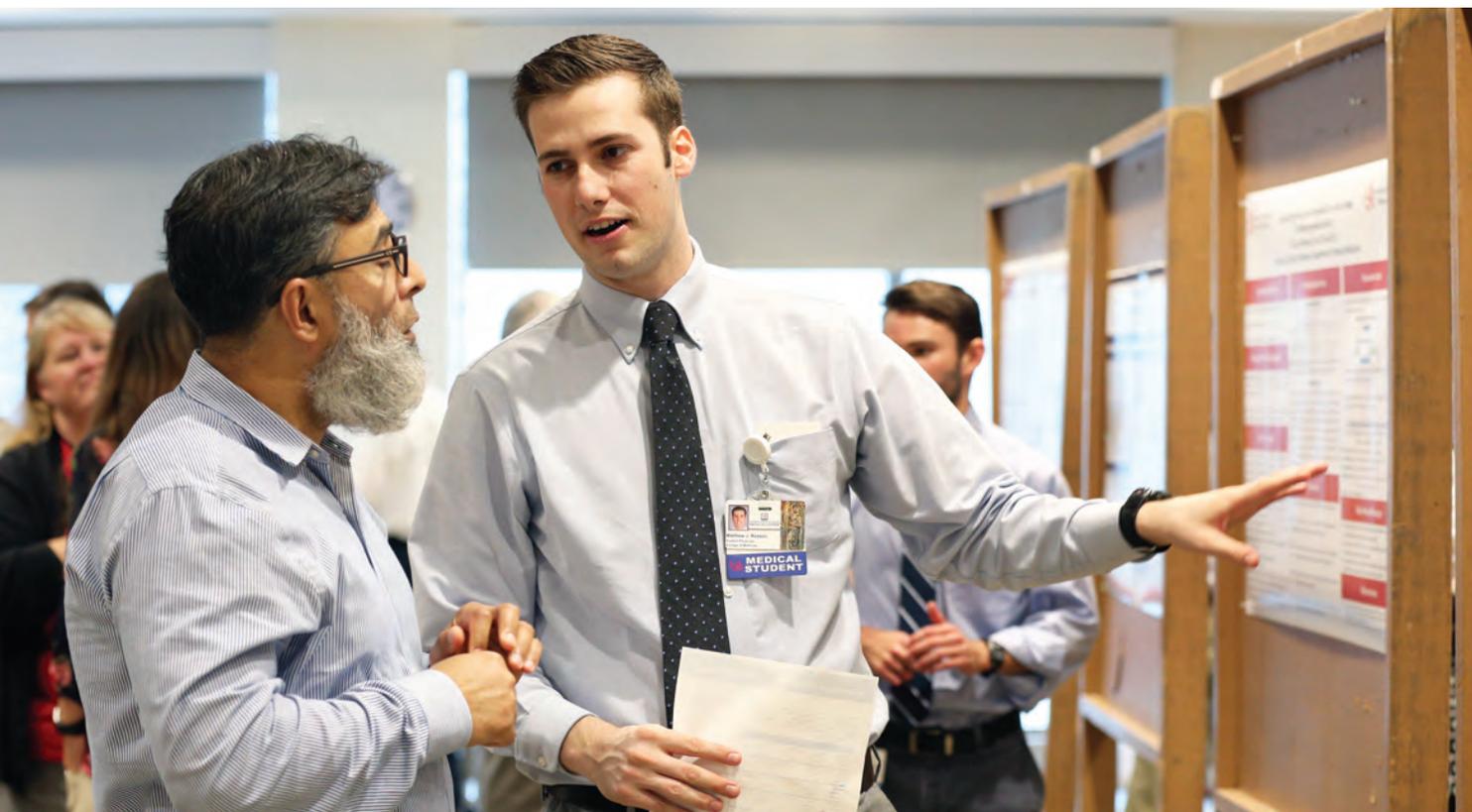
The educational learning objectives are framed around the six core competencies for medical training delineated by the Accreditation Council for Graduate Medical Education and American Board of Medical Specialties in 1999. The USA College of Medicine curriculum is devoted to the integrated instruction of all competencies beginning in the first week of medical school. Replacing traditional discipline-based basic science courses, instruction commences with a two-year sequence of modules devoted to 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.



Upon completing the Doctor of Medicine degree, students will have successfully demonstrated, through appropriate measures, an understanding of the six core competencies of medical practice defined by the Accreditation Council for Graduate Medical Education. These include:

## Patient Care

PC1: Demonstrate proficiency in the delivery of patient care. The demonstrated skills include:

- Collecting an accurate patient history.
- Appropriately interpreting a patient history.
- Conducting physical exams appropriate to individual patients.
- Creating a prioritized differential diagnosis based on findings.

PC2: Accurately perform medical, diagnostic and surgical procedures for patient care.

PC3: Deliver evidence-based and patient-centered care for all patients, using and interpreting appropriate laboratory data, imaging and other diagnostic tests.

PC4: Assist patients with implementing an evidence-based strategy for promoting a healthy lifestyle and disease prevention.

PC5: Develop and apply therapeutic strategies to manage acute and chronic medical conditions.

PC6: Create organized and prioritized patient treatment plans.

## Medical Knowledge

Upon completing the Doctor of Medicine degree, students will have successfully demonstrated, through appropriate measures, their knowledge of the:

MK1: Anatomic and cellular structure of organ systems in the body, their molecular, biochemical and physiologic functions and mechanisms for homeostatic control across the lifespan.

MK2: Pathogenic mechanisms, epidemiologic bases and clinical presentations of human disorders.

MK3: Indications, contraindications and cost-effectiveness of common diagnostic and laboratory procedures.

MK4: Appropriate pharmacotherapeutic agents and non-pharmacotherapeutic treatments for preventative, curative and palliative management of clinical conditions.

MK5: Scientific basis, interpretation, reliability and validity of common diagnostic and therapeutic modalities.

MK6: Ethical, cultural, economic, social and behavioral determinants of health.

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

## Interpersonal and Communication Skills

ICS1: Demonstrate the ability to effectively communicate with patients and their appropriate caregivers in order to:

- Accurately collect all aspects of a patient history.
- Convey treatment options.
- Discuss pertinent prevention, wellness, and behavior modifications.
- Deliver appropriate patient education.

ICS2: Demonstrate the ability to recognize the importance of cultural diversity, varying backgrounds and lifestyles of patients, their families, and other health care professionals and to communicate effectively with those groups free of adverse bias and emotions that could negatively impact patient care.

ICS3: Work collaboratively, effectively and respectfully with peers, consultants and other members of a health care delivery team.

ICS4: Maintain appropriate, timely, and legible medical records to facilitate the exchange of health information.

ICS5: Demonstrate the communication skills necessary to gain patient participation in shared decision-making and plan of care.

## **Practice-Based Learning and Improvement**

PBLI: Critically evaluate one's own performance to identify personal strengths, deficiencies, expertise and limits of knowledge and to use personal reflection and growth to improve patient care.

PBLI2: Apply strategies to seek and deliver performance feedback for personal betterment and enhancement of patient care.

PBLI3: Apply information technology to optimize learning.

PBLI4: Set personal learning and improvement goals and develop strategies to achieve them, focusing on the importance of continuous improvement as an enhancement of patient care.

PBLI5: Identify and apply strategies for stress relief, coping, and developing resilience as a lifelong physician-learner.

## **Professionalism**

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

P2: Demonstrate respect for the needs of all patients regardless of socioeconomic background, ethnicity, lifestyle and culture through accountability, advocacy, responsiveness, sensitivity, and compassion that supersede self-interest.

P3: Demonstrate accountability to society and profession.

## **Systems-Based Practice**

SBPI: Describe specific details of systems-based practice to include:

- Multiple layers of the health care system that impact care delivery to a patient and populations.
- Organizational financing and its impact on patient care.
- Risk-benefit analysis involved in cost-effective care.
- Maximization of ancillary resources.

SBP2: Define systematic approaches to identify and reduce medical error.

SBP3: Apply skills needed to work in inter-professional teams in order to enhance patient safety and improve patient care.

SBP4: Work among inter-professional health care delivery teams relevant to different specialties in order to optimize patient-centered care.



## YEARS ONE AND TWO

### Foundations of Human Health I Module

Foundations of Human Health I 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.

### Foundations of Human Health II Module

The Foundations of Human Health II Module covers the hematologic system that constitutes blood and 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 anemia, 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

University of South Alabama College of Medicine Curriculum											
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
YEAR ONE		Foundations of Human Health I		Foundations of Human Health II		Basic Concepts of Human Structure		Cardiovascular System		Urinary System	
	CLINICAL SKILLS										
	CLINIC 1										
YEAR TWO		Ear, Nose & Throat	Respiratory System	Digestive System	Endocrine and Reproductive Systems		Neuroscience and Behavioral Science		USMLE Step 1 Study Time		
	CLINICAL SKILLS										
	CLINIC 2										
YEAR THREE	Family Medicine Clerkship		OB/GYN Clerkship		Internal Medicine Clerkship		Surgery Clerkship		Psychiatry Clerkship	Neurology/ Selective Clerkship	Pediatrics Clerkship
YEAR FOUR	Acting Internship		Specialty Rotation	Basic Science Elective	Vacation	Vacation	Elective	Elective	Elective	Elective	Transition to Residency Elective

practice-based learning techniques in a variety of settings that require and foster professional behavior and personal integrity.

## **Basic Concepts of Human Structure Module**

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 begin with an introduction to 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 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**

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 health care 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**

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 communications 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.

## **Ear, Nose & Throat Module**

This module uses an integrated curriculum of basic science and clinical material to develop the student's knowledge and ability to describe and diagnose conditions of the head and neck from cranial fossa to larynx. We will use team-based and small-group learning exercises,

lectures, anatomy labs, hands-on clinical skills labs, independent learning, clinical experiences and radiological imaging. The module will begin with an introduction to head and neck embryology. This will contrast the abnormal with normal development. In the anatomical segment, students will study the 12 cranial nerves as related to head and neck structures and learn to recognize the signs and symptoms resulting from nerve lesions. In addition, the students will learn the microbiology, physiology and pharmacology of the upper respiratory region.

The goal of this module is to provide pre-clerkship medical students with a comprehensive pathophysiologic understanding of the head and neck. The knowledge and skills acquired in this module will ultimately enable students to appropriately evaluate, diagnose, treat and manage a broad spectrum of head and neck injuries and/or illnesses during their clinical years and beyond.

### **Respiratory System Module**

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, interstitium 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.

### **Digestive System Module**

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.

### **Endocrine and Reproductive Systems Module**

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**

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.

## **Multisystem Disorders Module**

The Multisystem Disorders Module focuses on diseases that affect the whole body or involve multiple organs (e.g., atherosclerosis, diabetes mellitus, vitamin deficiencies and HIV). Each day, a novel topic is interactively reviewed and discussed by a faculty expert in the field. Students and faculty use higher order board-style questions as a platform for discussion.

Students will apply basic science principles to solve clinical problems involving multiple organ systems. They will integrate multiple, organ-specific manifestation of disease into a simple etiological and pathogenetic mechanism and formulate diagnostic and treatment strategies for diseases affecting multiple systems. Students will discuss basic science concepts of multisystem disorders in preparation for Step 1 and will be exposed to Step 1-like questions.

## **Clinical Skills**

This course consists of formative instruction and interaction with simulated patients. Learners are instructed on how to (1) conduct a patient encounter, (2) take a patient history, (3) perform the essential elements of physical and mental status examinations, and (4) document their findings in the form of a patient note. The course content is coordinated to follow the sequence of pre-clerkship modules. The Clinical Skills course grade is determined by the final exam, an Observer-structured Clinical Examination (OSCE), which consists of four stations, each representing a different clinical encounter.

### **CLINIC 1**

In the CLINIC 1 program, medical students in the first year are connected with physicians and caregivers in the local community to assist in developing their clinical skills. Students are exposed to the fields of Family Medicine, Pediatrics, OB/GYN and Internal Medicine. Students interview patients, take vitals, assist the staff, and eventually work toward taking a complete history and physical at the end of the first year. Students are required to complete a clinical logbook and reflective writings during their clinical experience. Students document patient diagnoses, treatment plans, and complete tasks to prepare them for their immersive third-year clinical year. Formative assessments from preceptors are included in the logbook and transferred to the competency-based evaluation of the Clinical Skills program. Students visit clinics six times during the year for a total of 24 clinic hours.

### **CLINIC 2**

In the CLINIC 2 program, medical students in the second year are connected with physicians in USA hospitals and clinics as

well as in the local community to assist in developing their clinical skills and offer future career exploration. Students may choose from a variety of specialties, some not included in the third-year clerkships, allowing early exposure to potential career paths. Students are required to complete a clinical logbook and reflective writings during their clinical experience. Students document patient diagnoses, treatment plans, and complete tasks to prepare them for their immersive third-year clinical year. Formative assessments from preceptors are included in the logbook and transferred to the competency-based evaluation of the Clinical Skills program. Students choose one rotation each semester and attend each rotation three times for a total of 24 hours per academic year.

## **YEAR THREE**

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

### **Family Medicine (6 weeks)**

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 the 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 recent addition is an emphasis on common musculoskeletal problems with a hands-on workshop. 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)**

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 three to six patients per week 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 and board review lectures are provided each week on topics relating to common problems in medical diagnosis and patient management. Each student will also be assigned two inpatient ward rotations each four weeks in length. In addition, the student will complete four weeks of ambulatory medicine, which is composed of primary care medicine, emergency medicine and sub-specialty clinics.

### **Neurology (4 weeks)**

The Neurology rotation includes time on both inpatient and outpatient services, including performing hospital and Emergency Room 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)**

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 student experiences inpatient and outpatient care at USA Children's & Women's Hospital, Center Street Clinic, Women's Center, Mostellar Medical Clinic and Mobile Infirmery 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 Friday's with team-based learning activities and simulation labs.

### **Pediatrics (8 weeks)**

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)**

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, Inc. 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)**

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 CVT or at USA 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**

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 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.

## **YEAR FOUR**

The fourth year is composed of 10 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.

## FINANCIAL INFORMATION

Financial aid is available to all students who, due to economic circumstances, could not otherwise finance their medical education. The amount of assistance for which a student may qualify is determined by need analysis, i.e., a review and evaluation of the costs that are reasonable and necessary to sustain one's attendance, and the assets and resources available to the student.

The Free Application for Federal Student Aid (FAFSA) is used in making this determination. The law requires that a student maintain satisfactory progress in the course of study he or she is pursuing, in accordance with the standards and practices of the institution, to remain eligible for financial aid. The amount of assistance for which a student may qualify is determined not only by a student's demonstrated need, but also by the resources available to the University of South Alabama and the College of Medicine in any year.

Funds appropriated by the State and Federal Government for this purpose, general contributions and philanthropic gifts provided by alumni and other individuals are the sources from which student assistance is made available.

Forms of assistance available include loans, scholarships based on scholastic achievement and need, and selective scholarships that entail service obligations following graduation. Students and parents are encouraged to evaluate and to make plans regarding financial aid well in advance of registration. Please see the Financial Aid website: <http://www.southalabama.edu/departments/finaid/com/>.

## LOANS

Federal student aid at the Professional Student level includes low interest rate loans, both need based and non-need based. Eligibility for most of these programs is based upon the "demonstrated financial need" of the student applicant and the applicant's family. However, financial need is not an eligibility criterion for the federal Stafford Unsubsidized Student Loan or the federal PLUS loan. Therefore, 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. In order for eligibility to be determined federal student aid applicants must file a Free Application for Federal Student Aid (FAFSA) each year.

## Federal Direct Loan Program

Federal Direct Loans are low interest loans that undergraduates, graduates and parents of dependent undergraduates may obtain from the Direct Lending Program. For Professional students they include the Federal Unsubsidized Stafford Loan and the Federal Grad PLUS Loan. These loan programs were created by Congress to help all eligible students – with and without financial need – pay for the student's educational expenses.

## Direct Graduate PLUS Loans

Direct Graduate PLUS Loans are federally sponsored loans for students attending graduate school. With a Grad PLUS loan, you may borrow up to the full cost of your education, less other financial aid received including Federal Stafford loans. A credit check is required.

You can read about the different types of loans for professional students at [www.studentloans.gov](http://www.studentloans.gov).

## Emergency Loans

An Emergency Loan Fund is administered by the staff of the Office of Academic and 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 (on campus or at USAMC) and checks may be obtained at the Student Accounting Office in Meisler Hall two to three days after submission of the completed application.

As soon as the Emergency Loan is received, the student is encouraged to make appropriate financial arrangements with the staff in the Financial Aid office, parents, etc., 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. Payment should be made to staff in the Office of Student Affairs.

## SCHOLARSHIPS AND AWARDS

The University of South Alabama 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, the National Pathology Honor Society 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

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.

- Alpha Omega Alpha
- American Academy of Neurology (AAN) Award
- Dr. William James Atkinson, Jr. Memorial Endowed Scholarship
- Ritha Baliga Memorial Women's Medical Scholarship
- Charles M. Baugh Award
- Black Physicians Scholarship
- Claudette Box Scholarship
- 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
- Edgar C. Fonde Scholarship
- Drs. Ron and Vicky Franks Endowed Scholarship
- William A. Gardner Pathology Award
- Glasgow-Rubin Achievement Citations
- Mr. and Mrs. Mendel P. Goldstein Memorial Scholarship
- Christian Grinaker Memorial Scholarship
- Dr. Richard W. Gurich Memorial Endowed Scholarship
- Dr. Robert A. Kreisberg Endowed Award of Excellence
- McGraw-Hill/Lange Medical Student Award
- Donna B. Ledet Memorial Scholarship
- Adele Mantipty 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
- Merck Award
- Meyer/Anderson Orthopedic Excellence Award
- H.C. Mullins Award in Family Practice
- Department of Obstetrics and Gynecology
- Office of the Associate Dean for Medical Education & Student Affairs
- Department of Orthopaedics
- Department of Pharmacology
- James Pulliam Scholarship
- ProAssurance Award
- Department of Psychiatry
- Regan Robinson-Young Memorial Scholarship
- Robert E. Russell Memorial Scholarship
- The Cooke-Scott Scholarship in Neuroscience
- Semple Family Endowed Scholarship

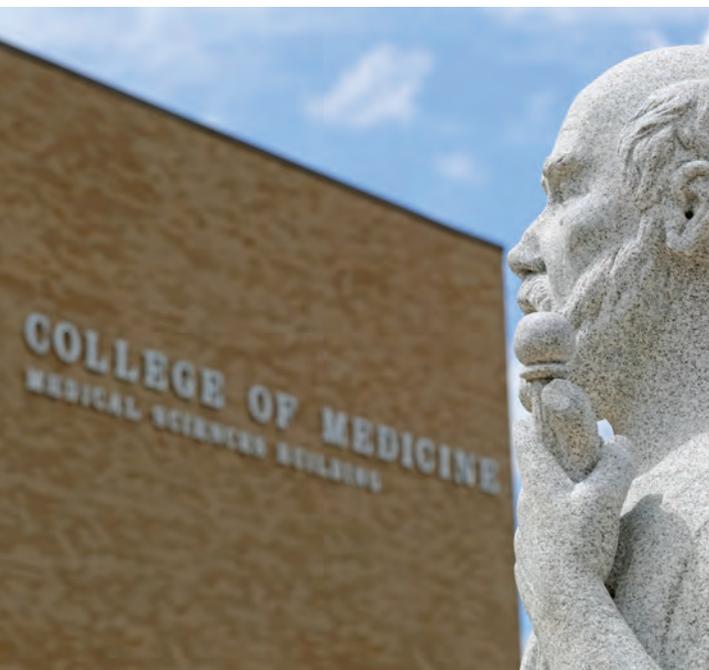
- Society for Academic Emergency Medicine (SAEM) Award
- Lester Sockwell Scholarship
- Student National Medical Association
- Daniel F. Sullivan Memorial Scholarship in Pediatrics
- Taylor-Davis Scholarship
- Steven Karl Teplick, M.D., FARC Memorial Award
- Thornton Endowment for the College of Medicine
- 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
- Drs. William T. and Francis A. Webb Memorial 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

### **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. Please visit their individual websites.

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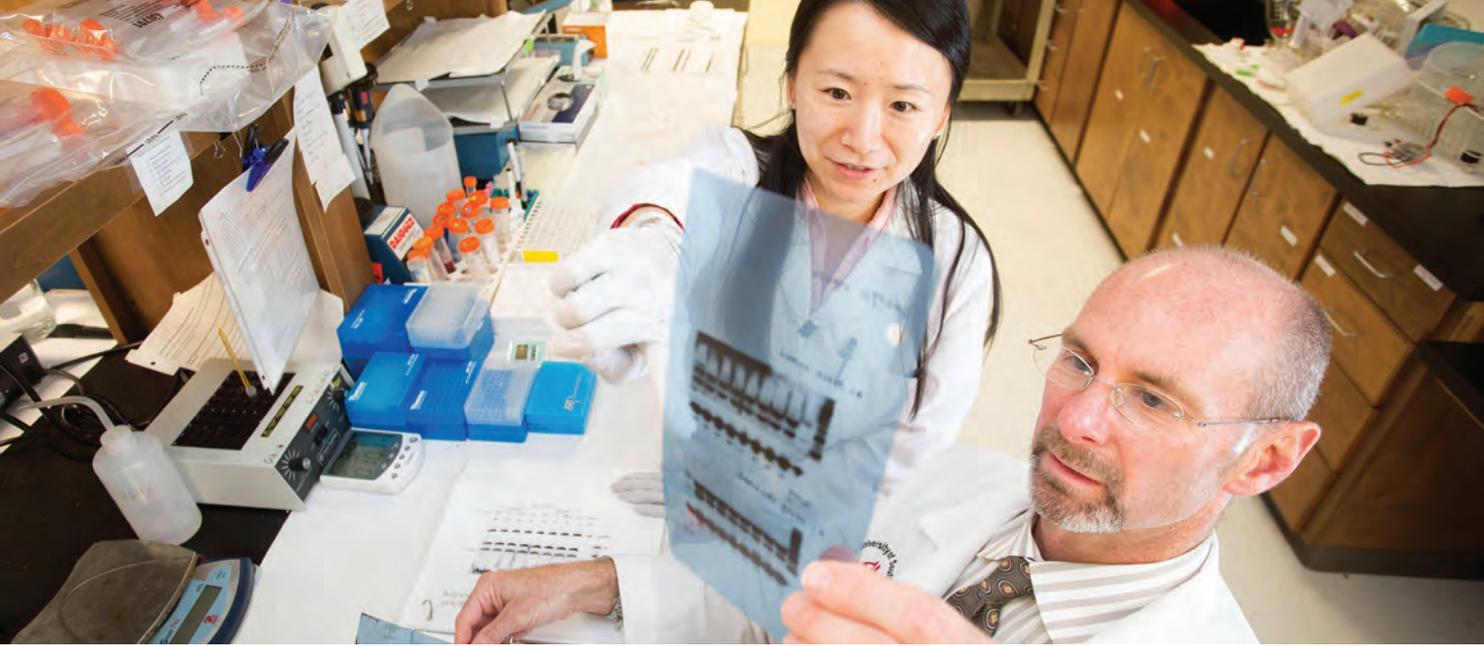
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for Diversity and Inclusion

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# USA COLLEGE OF MEDICINE CLASS OF 2018 POSTGRADUATE (RESIDENCY) APPOINTMENTS

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Match Day is an important day for each graduating medical student. It also serves as a focus of celebration for each medical school. Across the United States, medical students simultaneously learn of the locations of the residency programs in which they will continue the next phase of their medical training.

The USA College of Medicine Class of 2018 successfully matched in a wide variety of specialties. Thirty-three students (45 percent of the class) matched in primary care (internal medicine, family medicine or pediatrics). Eight students matched in emergency medicine and general surgery, while the remaining students matched in a number of other specialties including obstetrics and gynecology, psychiatry, anesthesiology, pathology and orthopaedic surgery.

A complete list of the match results is shown below.

**Alan Akira\*\***

*Psychiatry*

Rush University Medical Center - Chicago, Illinois

**Stephen Longshore Ambrose\***

*Medicine-Preliminary (2018)*

University of South Alabama Hospitals - Mobile, Alabama

*Ophthalmology (2019)*

University of Kansas - Kansas City, Kansas

**Leith Omar Bayazid\***

*Otolaryngology*

University of South Florida Morsani College of Medicine - Tampa, Florida

**Kirasten Germaeyne Brasfield**

*Family Medicine*

Self Regional Healthcare - Greenwood, South Carolina

**Thomas Cameron Brimer**

*Internal Medicine*

University of South Florida Morsani College of Medicine - Tampa, Florida

**Alexandria Lynelle Broadnax**

*Pediatrics*

University of Tennessee College of Medicine - Memphis, Tennessee

**Austin Thomas Brown\***

*Emergency Medicine*

University of Tennessee College of Medicine - Chattanooga, Tennessee

**Kaitlyn Marie Brown**

*Pediatrics*

University of South Alabama Hospitals - Mobile, Alabama

**Otis Hendon Brunson IV**

*Internal Medicine*

University Hospital - Jackson, Mississippi

**Benjamin Andrew Bush**

*Obstetrics & Gynecology*

Memorial Health University Medical Center - Savannah, Georgia

**Dillon Walker Casey**

*Emergency Medicine*

Wake Forest Baptist Medical Center - Winston-Salem, North Carolina

**Sarah Kristin Cassity\*\***

*Obstetrics & Gynecology*

Virginia Commonwealth University Health System - Richmond, Virginia

**William Clifton Crittenden**

*Family Medicine*

University of South Alabama Hospitals - Mobile, Alabama



**Winston Murphree Crute\*\***

*Surgery-Preliminary (2018)*

*Urology (2019)*

University of Tennessee Graduate School of  
Medicine - Knoxville, Tennessee

**James Evan Davidson**

*Internal Medicine*

Medical College of Georgia - Augusta, Georgia

**Cody Lynn Davis**

*Internal Medicine*

Wake Forest Baptist Medical Center - Winston-  
Salem, North Carolina

**Michelle Ghandhi Degen**

*Pediatrics*

University of Louisville School of Medicine -  
Louisville, Kentucky

**Kyle James Duncan**

*Emergency Medicine*

Wake Forest Baptist Medical Center - Winston-  
Salem, North Carolina

**Darren Scott Ferree\*\***

*Emergency Medicine*

University of Tennessee St. Thomas Hospitals -  
Murfreesboro, Tennessee

**Christopher Blair Gaines**

*Emergency Medicine*

Jackson Memorial Hospital - Miami, Florida

**Thomas Jonathan Jackson George**

*Obstetrics & Gynecology*

Tulane University School of Medicine - New  
Orleans, Louisiana

**Kelly Ann Gilreath**

*Pediatrics*

University of South Alabama Hospitals - Mobile,  
Alabama

**Katherine Elizabeth Glosemeyer\*\***

*Internal Medicine*

University of Alabama School of Medicine -  
Huntsville, Alabama

**Tyler James Goldbach**

*Emergency Medicine*

Palmetto Health Richland - Columbia, South  
Carolina

**Michael Heath Haggard\***

*Internal Medicine*

U.S. Air Force - San Antonio, Texas

**William Johnson Hardy III**

*General Surgery*

University of South Alabama Hospitals - Mobile,  
Alabama

**Richard Eric Huettemann, Jr.\***

*General Surgery*

Medical University of South Carolina -  
Charleston, South Carolina



**Justin Edward Hughes**

*General Surgery*

East Tennessee State University - Johnson City, Tennessee

**Daniel Douglas Johnson**

*Orthopaedic Surgery*

United States Navy - Portsmouth, Virginia

**Justin Kung Jong**

*General Surgery*

University of Tennessee Graduate School of Medicine - Knoxville, Tennessee

**Danielle Elizabeth Keyes**

*Internal Medicine*

University of Chicago Medical Center - Chicago, Illinois

**Mohini Krishnan**

*Pediatrics*

Phoenix Children's Hospital - Phoenix, Arizona

**Samantha Yu-Shan Lin**

*Pediatrics*

University of Maryland Medical Center - Baltimore, Maryland

**Lindsay J. Lindsey**

*General Surgery*

University of Oklahoma College of Medicine - Oklahoma City, Oklahoma

**Kaitlyn Crow Littleton**

*Family Medicine*

St. Vincent's East - Birmingham, Alabama

**Jordan Elizabeth Lowery**

*Pathology - Anatomic and Clinical*

University of South Alabama Hospitals - Mobile, Alabama

**Thomas Henry Lunsford**

*Internal Medicine*

University of North Carolina Hospitals - Chapel Hill, North Carolina

**Allison Aiko Marsh**

*Family Medicine*

St. Mary's Medical Center SCL Health - Grand Junction, Colorado

**Michael Loudon Marshall**

*Psychiatry*

University of South Alabama Hospitals - Mobile, Alabama

**Olivia Cassie Means\***

*Plastic Surgery (Integrated)*

Spectrum Health/Michigan State University - Grand Rapids, Michigan



**Briana Joy Moore**

*Neurology*

Loma Linda University - Loma Linda, California

**Jonathan Charles Moore**

*Diagnostic Radiology*

University of Arkansas College of Medicine - Little Rock, Arkansas

**Divya Nadella**

*Internal Medicine*

University of South Florida Morsani College of Medicine - Tampa, Florida

**Lauren Elizabeth Nelson\*\***

*Pediatrics*

St. Christopher's Hospital - Philadelphia, Pennsylvania

**John Kirkwood Nicholson**

*General Surgery*

United States Navy - Bethesda, Maryland

**Jordan Taylor Nickols**

*Internal Medicine/Pediatrics*

University of South Carolina School of Medicine - Greenville, South Carolina

**Martha Frances O'Hea**

*Obstetrics & Gynecology*

University of Alabama Medical Center - Birmingham, Alabama

**Elliott Gordon Pennington**

*Anesthesiology*

University Hospital - Jackson, Mississippi

**Lam Ngoc Pham**

*Obstetrics & Gynecology*

Tulane University School of Medicine - New Orleans, Louisiana

**Vantel Jean Phillips**

*Pediatrics*

Loma Linda University - Loma Linda, California

**Adam Michael Powell\* \*\***

*Pediatrics*

University of Alabama Medical Center - Birmingham, Alabama

**Matthew Aaron Prévost**

*Orthopaedic Surgery*

Medical College of Georgia - Augusta, Georgia

**Haylie Elizabeth Reed**

*General Surgery*

University of Arkansas College of Medicine - Little Rock, Arkansas

**David Botros Rizk**

*Psychiatry*

Rush University Medical Center - Chicago, Illinois

**Tory Katelin Saunders**

*Internal Medicine/Pediatrics*

University of South Florida Morsani College of Medicine - Tampa, Florida

**Alexandria Chase Sims**

*Anesthesiology*

University of North Carolina Hospitals - Chapel Hill, North Carolina

**Lauren Sarah Smith**

*Family Medicine*

Floyd Medical Center - Rome, Georgia

**Amber Elizabeth Souers**

*Pathology-Anatomic and Clinical*

Tulane University School of Medicine - New Orleans, Louisiana

**David Lloyd Steadman\***

*Psychiatry*

Vanderbilt University Medical Center - Nashville, Tennessee

**Yasmine L. C. Strickland**

*Family Medicine*

University of Alabama School of Medicine - Huntsville, Alabama

**Elizabeth Anne Terry\***

*Internal Medicine*

Barnes-Jewish Hospital - St. Louis, Missouri

**Ashton Wheeler Todd\*\***

*Pediatrics*

University of South Alabama Hospitals - Mobile, Alabama

**Amy Marie Traylor**

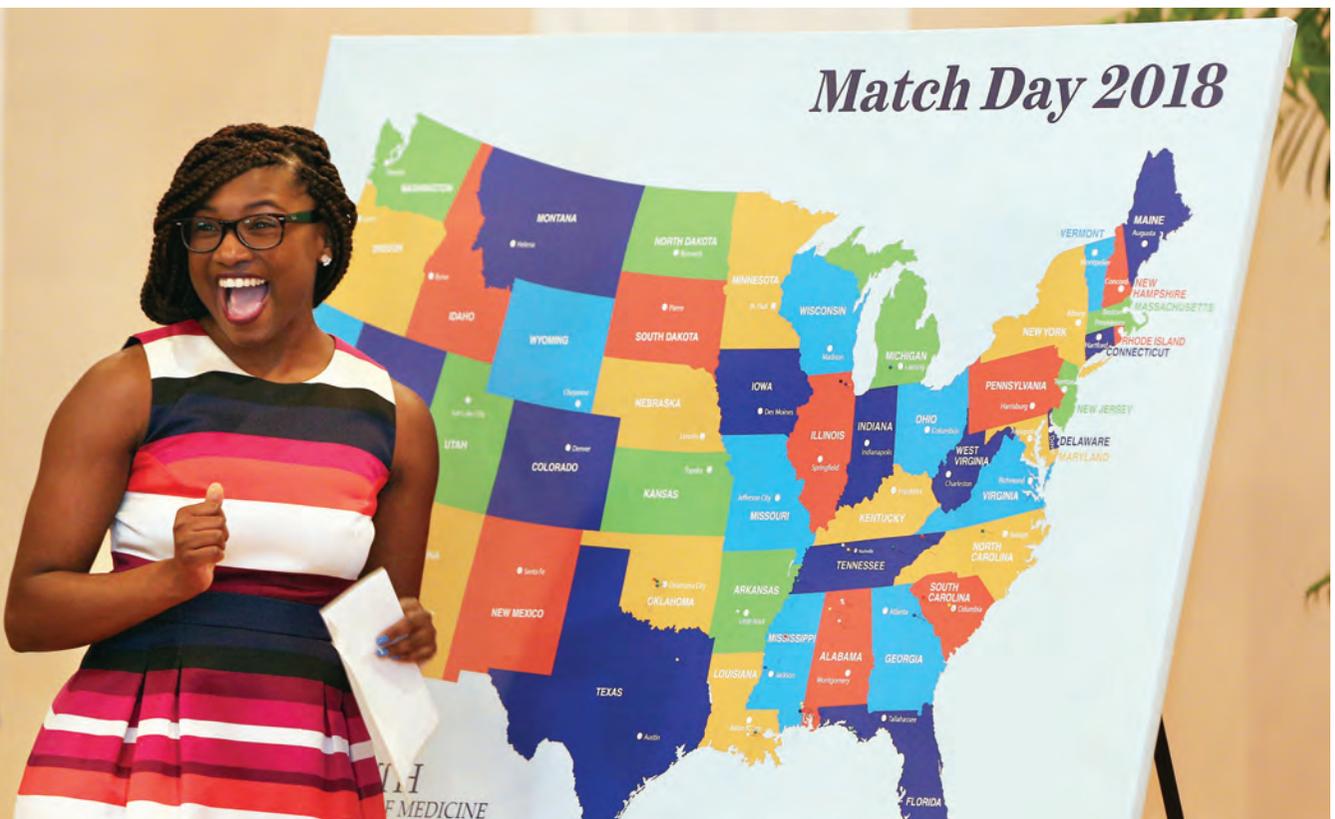
*Family Medicine*

University of Texas Health Science Center - Sulphur Springs, Texas

**Joy Marie Underwood**

*Internal Medicine*

University of Tennessee St. Thomas Hospitals - Nashville, Tennessee





**John Chandler Van Dyke\***

*Medicine-Preliminary (2018)*  
*Interventional Radiology (2019)*  
 Louisiana State University School of Medicine -  
 New Orleans, Louisiana

**Gregory Scott Van Wagner**

*Emergency Medicine*  
 Thomas Jefferson University - Philadelphia,  
 Pennsylvania

**Richard Ashton Vautier**

*Internal Medicine*  
 University of South Florida Morsani College of  
 Medicine - Tampa, Florida

**Mary Morgan Weed\*\***

*Obstetrics & Gynecology*  
 University of Oklahoma College of Medicine -  
 Oklahoma City, Oklahoma

**Charles Alexander Wiles\* \*\***

*Internal Medicine*  
 Vanderbilt University Medical Center -  
 Nashville, Tennessee

**Samuel Clay Wilson**

*Emergency Medicine*  
 University of Oklahoma College of Medicine -  
 Tulsa, Oklahoma

**William Caleb Wilson**

*Psychiatry*  
 University of Oklahoma College of Medicine -  
 Oklahoma City, Oklahoma

**Robert Miller Wright**

*Pediatrics*  
 University of Tennessee College of Medicine -  
 Memphis, Tennessee

**Rebecca Adair Young\***

*General Surgery*  
 Louisiana State University School of Medicine -  
 New Orleans, Louisiana

\*Alpha Omega Alpha Honor Medical Society

\*\*Arnold P. Gold Humanism Honor Society

# 2018– 2019 ACADEMIC CALENDAR

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## FALL

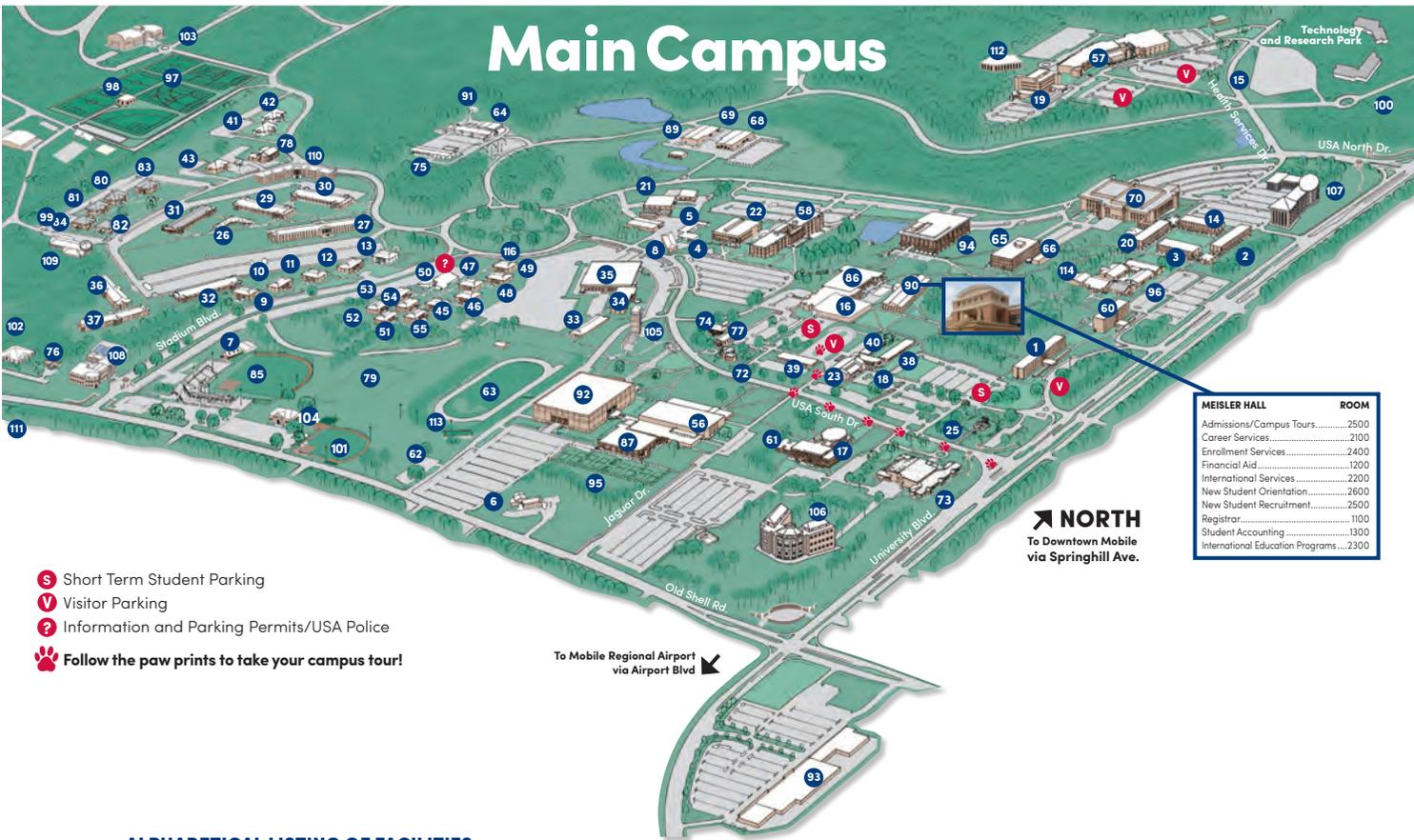
<b>06-07-18</b>	M3 Case Report Symposium
<b>06-16-18</b>	White Coat Ceremony (Class of 2020)
<b>06-18-18</b>	Third-year Orientation (all week)
<b>06-25-18</b>	Fall semester begins for M3 (Tuition Due)
<b>07-02-18</b>	Fall semester begins for M4 (Tuition Due)
<b>07-04-18</b>	Independence Day holiday (M3 only)
<b>07-27-18</b>	Research Day
<b>07-30-18</b>	Orientation Week for M1
<b>08-06-18</b>	Fall semester begins for M1 and M2 (Tuition Due)
<b>09-03-18</b>	Labor Day holiday for M1, M2 and M3
<b>11-02-18</b>	PPD and flu vaccine deadline for 2018 – 2019 academic year
<b>11-12-18</b>	Registration for all classes begins for Spring Semester 2019
<b>11-14-18</b>	OSCE 1 (M1) (Nov.14, 15, & 16)
<b>11-21-18</b>	Thanksgiving holidays for M1, M2 and M3. Time off for M4 is at the discretion of the individual attending
<b>11-26-18</b>	Classes resume for M1, M2 and M3
<b>12-03-18</b>	OSCE 3 (M2) (Dec.3, 4, & 5)
<b>12-07-18</b>	Last day of fall semester for M3
<b>12-14-18</b>	Last day of fall semester for M1, M2 and M4

## SPRING

<b>12-31-18</b>	Spring semester begins for M4 (Tuition Due)
<b>01-02-19</b>	Spring semester begins for M1, M2 and M3 (Tuition Due)
<b>01-21-19</b>	Martin Luther King Jr. holiday for M1, M2 and M3
<b>03-04-19</b>	Spring Break for M1 and M2
<b>03-05-19</b>	Mardi Gras holiday for M1, M2 and M3
<b>03-06-19</b>	Spring Break for M1 and M2
<b>03-07-19</b>	Classes resume for M1 and M2

<b>03-15-19</b>	Match Day
<b>04-08-19</b>	Fall Semester 2019 Registration
<b>04-16-19</b>	Step 2CS cases (M3) (April 16, 18 & 19)
<b>04-19-19</b>	Step 2CS note review/OSCE 5 prep (M3)
<b>04-19-19</b>	Last day of spring semester for M4
<b>04-30-19</b>	OSCE 4 (M2) (April 30, May 1 & 2)
<b>05-03-19</b>	Last day of spring semester for M2
<b>05-03-19</b>	Honors Convocation
<b>05-04-19</b>	Graduation
<b>05-21-19</b>	OSCE 2 (M1) (May 21, 22 & 23)
<b>05-24-19</b>	Last day of spring semester for M1
<b>05-27-19</b>	Memorial Day holiday for M3
<b>06-14-19</b>	Last day of spring semester for M3
<b>06-15-19</b>	White Coat Ceremony (Class of 2021)
<b>06-17-19</b>	Third-year Orientation for rising M3 class (all week) (Class of 2021)

# Main Campus



MEISLER HALL	ROOM
Admissions/Campus Tours.....	2500
Career Services.....	2100
Enrollment Services.....	2400
Financial Aid.....	1200
International Services.....	2200
New Student Orientation.....	2600
New Student Recruitment.....	2500
Registrar.....	1100
Student Accounting.....	1300
International Education Programs.....	2300

- S** Short Term Student Parking
- V** Visitor Parking
- ?** Information and Parking Permits/USA Police
- Paw Print** Follow the paw prints to take your campus tour!

**NORTH**  
To Downtown Mobile  
via Springhill Ave.

To Mobile Regional Airport  
via Airport Blvd

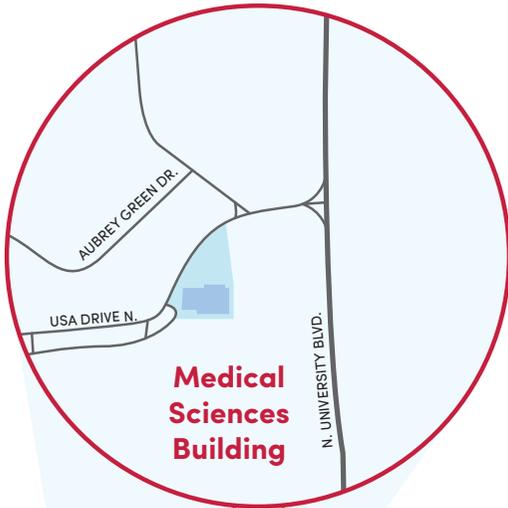
## ALPHABETICAL LISTING OF FACILITIES

Academic Services Center.....	87	Phi Mu Sorority House.....	84	Student Health Center.....	39
Alpha Gamma Delta Sorority House.....	80	Pi Kappa Alpha Fraternity House.....	41	Student Recreation Center.....	108
Alpha Hall East.....	2	Pi Kappa Phi Fraternity House.....	43	Technology and Research Park.....	100
Alpha Hall South.....	3	Property Inventory Warehouse.....	64	Technology and Research Park, Bldg III.....	57
Alpha Omicron Pi Sorority House.....	81	Science Laboratory Building.....	35	Telecommunications Building.....	89
Alumni Hall.....	74	Seaman's Bethel Theatre/ Honors College.....	77	The Grove.....	102
Archaeology Building.....	8	Shelby Hall.....	106	Tholos of Delphi Replica.....	25
Archaeology Lab 1.....	4	Sigma Chi Fraternity House.....	78	Transportation Services.....	99
Archaeology Lab 2.....	5	Soccer Fields.....	79	Treatment Storage & Disposal.....	91
Athletics Annex.....	33	Softball Field.....	101	University Commons.....	93
Azalea Hall.....	27	Softball/Soccer Fieldhouse.....	104	USA Mail Hub.....	115
Baptist Student Center.....	6	Stanky Field.....	85	USA Police/Beta-Gamma Commons.....	50
Band Practice Field Pavillion.....	113	Stokes Hall.....	110	USA/BMA Dialysis Center.....	15
Baseball Field House.....	7	Student Center.....	86	Varsity Tennis Courts.....	95
Beta Apartment Residence Hall 1.....	9			Visual Arts Complex.....	96
Beta Apartment Residence Hall 2.....	10				
Beta Apartment Residence Hall 3.....	11				
Beta Apartment Residence Hall 4.....	12				
Beta Apartment Residence Hall 5.....	13				
Bookstore.....	16				
Central Services Admin Building.....	20				
Central Utilities Plant.....	21				
Charles M. Baugh Biomedical Library.....	14				
Chemistry Building.....	22				
Chi Omega Sorority House.....	82				
Communication Building.....	34				
Computer Svcs Center.....	23				
Construction Svcs & Facilities Stockroom.....	69				
Delta Commons.....	26				
Delta Residence Hall 3.....	29				
Delta Residence Hall 4.....	30				
Delta Residence Hall 5.....	31				
Delta Residence Hall 6.....	32				
Development and Services Building.....	18				
Dining Facility.....	109				
Education and Outreach Building.....	19				
Educational Services Building.....	40				
Epsilon Residence Hall 1.....	36				
Epsilon Residence Hall 2.....	37				
F.P. Whiddon Administration Building.....	1				
Faculty Club.....	111				
Football Fieldhouse.....	103				
Gamma Residence Hall 5.....	45				
Gamma Residence Hall 6.....	46				
Gamma Residence Hall 7.....	47				
Gamma Residence Hall 8.....	48				
Gamma Residence Hall 9.....	49				
Gamma Residence Hall 0.....	51				
Gamma Residence Hall 1.....	52				
Gamma Residence Hall 2.....	53				
Gamma Residence Hall 3.....	54				
Gamma Residence Hall 4.....	55				
Glass Arts Building.....	114				
Grounds.....	75				
Health, Kinesiology and Sport Building.....	56				
Health Sciences Building.....	107				
Humanities Building.....	58				
Innovation in Learning Center.....	38				
Intramural Field House.....	98				
Intramural Fields.....	97				
Jaguar Track.....	63				
Kappa Alpha Fraternity House.....	42				
Kappa Delta Sorority House.....	83				
Kappa Sigma Chapter Room.....	116				
Laboratory of Infectious Diseases.....	112				
Laidlaw Performing Arts Center.....	73				
Life Sciences Building.....	65				
Life Sciences Lecture Hall.....	66				
Maintenance Garage.....	68				
Marching Band Drill Field.....	62				
Marx Library.....	94				
Mathematical Sciences and Physics Building.....	60				
Medical Sciences Building.....	70				
Meisler Hall.....	90				
Mitchell Center.....	92				
Mitchell College of Business.....	17				
Mitchell Learning Resource Center.....	61				
Mobile Townhouse.....	72				
Moulton Tower and Alumni Plaza.....	105				
Outdoor Recreation.....	76				

## COLLEGES AND SCHOOLS

<b>Pat Capps Covey College of Allied Health Professions.....</b>	107
(251) 445-9260   3028 Health Sciences Building	
<b>College of Arts and Sciences.....</b>	58
(251) 460-6282   118 Humanities Building	
<b>Mitchell College of Business.....</b>	17
(251) 460-6419   103 Mitchell College of Business	
<b>College of Education and Professional Studies.....</b>	93
(251) 380-2738   3600 University Commons	
<b>College of Engineering.....</b>	106
(251) 460-6410   2114 Shelby Hall	
<b>College of Medicine.....</b>	20
(251) 341-3030   5795 USA Drive North	
<b>College of Nursing.....</b>	107
(251) 445-9400   3082 Health Sciences Building	
<b>Graduate School.....</b>	1
(251) 460-6310   301 F. P. Whiddon Administration Building	
<b>Honors College.....</b>	77
(251) 461-1637   Seaman's Bethel Theatre	
<b>School of Computing.....</b>	106
(251) 460-6390   2101 Shelby Hall	

# USA HEALTH CAMPUSES



**Medical Sciences Building**

**USA Medical Center**  
2451 USA Medical Center Dr.  
Mobile, AL 36617

**Mastin Professional Building**  
2451 USA Medical Center Dr.  
Mobile, AL 36617

**Stanton Road Clinic**  
575 Stanton Rd.  
Mobile, AL 36617

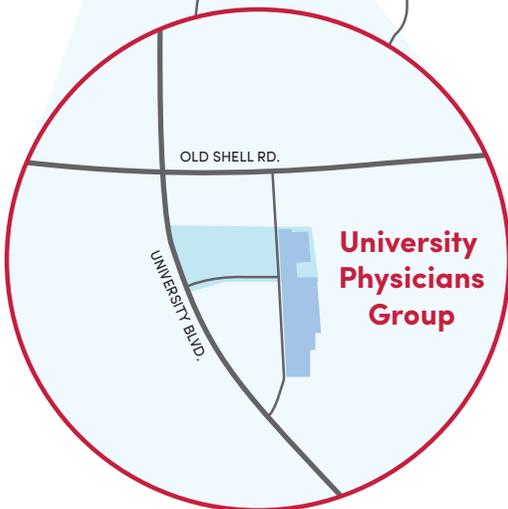
**Medical Sciences Building**  
307 N. University Blvd.  
Mobile, AL 36688



**Mastin Professional Building**

**Stanton Road Clinic**

**USA Medical Center**



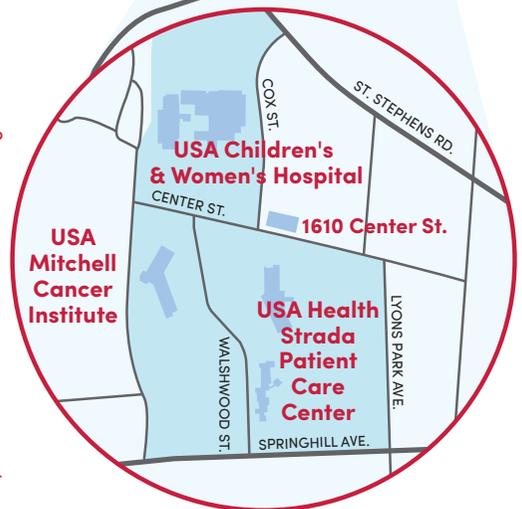
**University Physicians Group**

**University Physicians Group**  
75 S University Blvd.  
Mobile, AL 36608

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

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

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



**USA Children's & Women's Hospital**

**USA Mitchell Cancer Institute**

**USA Health Strada Patient Care Center**

1610 Center St.

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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 2018-2019**

### **University of South Alabama College of Medicine**

#### **Division of Medical Education**

#### **Medical Sciences Building**

#### **5795 USA Drive North**

#### **Mobile, Alabama 36688-0002**

#### **(251) 461-1413**

#### **[www.southalabama.edu/colleges/com](http://www.southalabama.edu/colleges/com)**

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