



THE NAVIGATOR





Welcome to MUSC!



right this way...

From The Editors

Hello first year med students! You finally made it!

'The Navigator' is a book designed by students to show you how we - newly minted 'second-years' - view medical school. This is our impression of the way things work - class, studying, and all the fun in between. We hope this to be a helpful guide to quickly acquaint yourself with MUSC and Charleston, but more-so to navigate you through your first year of medical school.

Your first semester will likely be one of the toughest academic transitions you will ever make. You'll be presented with material you have never seen before--and a lot of it. It will require more studying and work than you are used to. But don't worry, being overwhelmed is normal. Despite the intimidation, each person finds their own way. The most important thing is to strive for your personal best. Each person in your class is experiencing the same frustrations you are, so don't be afraid to work together and help each other out. You will quickly realize that medicine is a team sport, and it definitely makes learning a lot easier and much more fun if you have people to help you.

Although med school can be intense, don't forget to get involved in outside activities. The CARES Clinic and One80 place are just a few of the many great volunteer opportunities MUSC offers to practice the clinical and communication skills you are being trained to cultivate. Also, be sure to take advantage of the numerous student organizations and interest groups on campus. Find something that you want to get involved in and commit your time to it. There is time for class, volunteering, outside organizations, sports and getting to know the beautiful city of Charleston if you manage your time wisely.

This will be the some of the most exciting years of your life. Medical school can definitely be tough, but just remember why you love medicine - never forget why you chose to study this profession. This is the beginning of your future as a physician! Good luck!

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College of Medicine

Office of Student Affairs

The Office of Students Affairs is a central point for student concerns. The Student Affairs Deans and GSA Team strive to facilitate cooperation among students, faculty, and administrators. The Group on Student Affairs provides support and direction to students and works in conjunction with the offices, programs, and services to help ensure the retention, academic progress, and success of College of Medicine students.



Our Mission

To foster a caring, open, and inviting atmosphere where students feel comfortable and welcome.

To be a responsive and accessible resource for students' personal and professional development through service, support, and advocacy.

To excel in our efforts and promote the development of outstanding future physicians.

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Dean's Welcome

Welcome members of the Class of 2020! You and I share a special relationship in that we are all in our first year at the MUSC College of Medicine. It is an honor and privilege to serve as your Dean. I can clearly remember the excitement and anticipation I felt as I entered medical school, so I can imagine how you are feeling today. You have worked hard, set goals for yourselves, and committed yourselves to a career in medicine – now the real work begins. The next four years won't be easy – it will be challenging, exhilarating, and exhausting – but you can and will succeed, and we will do everything possible to support you along this path. You belong here, and we welcome you to the MUSC family. I look forward to spending time with you, and witnessing your development into outstanding physicians.



Sincerely,

Raymond N. Dubois, MD, PhD
Dean, College of Medicine

Along with Dr. DuBois, I wish to offer my sincere welcome to the MUSC College of Medicine and to beautiful Charleston. Our mission and privilege is to nurture each of you on your journey to becoming a competent and compassionate physician. As you set course for this new horizon, and no doubt feel the angst of losing sight of shore, we are here on your journey with you. We the faculty, staff, patients and administration are committed to supporting you personally and professionally, heart and mind. You are in the right place, at the right time and with the right people. Great things are about to happen!



Sincerely,

Donna Kern, MD
Senior Associate Dean for Medicine Education

Dean's Office

The Dean's Office is home to the many faculty and staff who oversee and administer the mission of the College of Medicine. On the following pages are Dean's Office staff members that will be helpful to know during your first year. These individuals will be sending you emails, coordinating curriculum activities, and/or simply have helpful information that you may need!





Christina Bourne, MD

Associate Dean of Student Career Planning and Advising

"I plan and facilitate all things related to your four year Careers in Medicine program, starting with getting to know yourself and the various medical specialties that exist, and ending with you choosing a specialty and landing a residency. I also oversee the Financial Literacy series, Student Council, all student interest groups, and summer research opportunities."

John Freedy, MD, PhD

Associate Dean of Student Affairs



"In partnership with Myra Haney-Singleton, I provide leadership to the Student Affairs team. I provide counsel, advisement, and support to medical students throughout their time at MUSC.

I provide individual counseling to ensure students succeed professionally and academically while in medical school. I also write Dean's Letters to fourth year medical student who are in the process of applying to residency programs."

Myra Haney-Singleton, EdD

Assistant Dean of Student Affairs



"In partnership with Dr. Freedy, I provide leadership for the Group on Student Affairs (GSA). We work very hard to make sure that our team does everything possible to provide needed student related services. Beyond GSA leadership, my duties include providing advisement, counsel, and support to medical students in their transition from student to physician. I monitor student academic progress and provide individual counseling to ensure students are afforded every opportunity to succeed. Other responsibilities include implementation of COM annual events and ceremonies. I also provide oversight of the COM Wellness Program and the COM Team program."

Michelle Friesinger, MA

Assistant Dean of Assessment and Evaluation

"I provide the College of Medicine with effective and accurate assessment of student learning and medical education curriculum evaluation. I also serve as the Superuser of the College of Medicine E*Value system and analyze internally development assessments and surveys. I oversee the Faculty development on test construction and evaluation. I manage the Student Record Data warehouse and offer statistical consulting for medical education studies. I also serve as an advisor of the year 1 and 2 Student Curriculum Committee. Students are welcome to come to me with any questions regarding E*Value, evaluations, assessments, and or medical education research interests."



Inda Humes, MEd

Director of Educational Technology & Curriculum Support

"I assist in the development and implementation of educational resources and supporting websites. I also do a lot of facilitating of class activities including student and faculty support for lectures, small groups, online exercises, reviews, and student evaluation. Students should come to me with questions about any technology needs, including moodle, Tegrity, laptops and mobile device management."

Alexzandrea Brown

Program Coordinator for Student Affairs

"I provide support for the Careers in Medicine curriculum which includes summer research opportunities, financial literacy, specialty seminars, and the medical student preference inventory advising sessions. I process student requests for letters of good standing and enrollment verification, and I assist in the coordination and facilitation of many student related activities such as orientation, student council, exam breaks, and other special events. Also, I provide administrative support to the Associate Dean for Student Career Planning, Associate/Assistant Dean for Student Affairs, the College of Medicine Student Progress Committee, Professional Standards Subcommittee, and the Student Progress Appeals Committee."





Gabrielle Redding

Manager for Student Affairs

“My main role is to oversee and plan all major student events and activities, from Year 1 Orientation to Graduation Week at the end of fourth year. In addition, I manage the Careers in Medicine (CiM) program and provide advisement and support to the College of Medicine Student Council and all recognized student interest groups. You can come to me at any time, but specifically for career selection advising and involvement with student leadership roles.”

Elle Johnson

Admin Coordinator for Student Affairs



“I coordinate the administrative functions of the Group on Student Affairs. I process all procurement for our group, COM Team reimbursements for students, provide administrative function for the Alumni Loyalty Travel Grant Awards Program and the COM Team Program. I am part of the support staff that helps develop and coordinate the Dean’s Letter writing process. As a group we plan and execute events for our medical students such as Orientation, White Coat Ceremony, exam breaks, Match Day, graduation week activities and many more. I look forward to working with all of you at some point during your time here at MUSC.”

Christine Talbot-Bond

Manager of Clinical Coordination



“My primary function is to support students throughout their clinical years, beginning with the transition from Year 2 into Year 3 and ending with graduation in Year 4. I manage the academic scheduling process for the clinical years, assisting students in planning (and adjusting!) their rotations in both Years 3 and 4 and ensuring they meet the requirements necessary for graduation. I also oversee compliance with various hospital and university policies for all medical students, including immunizations, mask fit testing, and radiation safety. I am generally a good “first person to go to” for any questions about Years 3 and 4. If I don’t have the answer, I probably know who does.”

Allison Sweeten

Fundamentals of Patient Care Curriculum Coordinator

"Contact me regarding all Fundamentals of Patient Care lectures and activities (by the color calendar: FPC – purple) This includes, but is not limited to, questions concerning attendance, scheduling conflicts, Tegrity sessions, syllabus and lecture materials, and general assignments. I am also the contact person for the Senior Mentor Program. Either coordinator may be contacted with questions about Block Exams, review sessions and other general College of Medicine curriculum or policy questions."



Sarah Melchers, MA

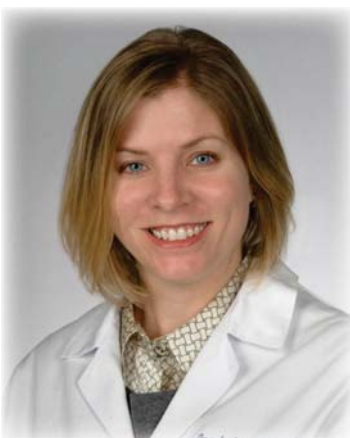
Basic Sciences Curriculum Coordinator

"Contact me regarding all Basic Sciences lectures and activities (on the color calendar: HR – blue, ME – red, SF – green). This includes questions concerning attendance, scheduling conflicts, Tegrity sessions, syllabus and lecture materials, and general assignments. Either coordinator may be contacted with questions about Block Exams and review sessions."

Debra Hazen-Martin, PhD

Associate Dean for Basic Science Curriculum

"I oversee the basic science curriculum development, implementation and evaluation for years 1 through 4 of the medical school curriculum, including all basic science themes in years 1 and 2 and the integration of the basic sciences in the clinical training years 3 and 4."



Angela Dempsey, MD, MPH

Associate Dean for Clinical Science Curriculum

"I oversee the clinical curriculum development, implementation and evaluation for years 1 through 4 of the medical school curriculum."



Medical Student Dictionary

This section has a list of some common (funny and not-so-funny) terms that you will likely overhear often during your first year.

Allopathic: (adjective) The type of medicine that treats diseases through the use of remedies – what we think of as the traditional medical system.

Attending: (noun) The senior physician who is in charge of a medical team and is ultimately responsible for patient management decisions. This is typically the person who ~pimps~ medical students and junior residents. Also, the one person in the world you don't want to piss off.

Boards: (noun) refers to the three-step medical certification process, called the United States Medical Licensing Examination or USMLE. Successful passing of each of the three exams, or steps, is necessary for medical licensure.

Call: (noun) The act of being responsible for admitting all patients to a particular service for a specific length of time (i.e. 5 p.m. to 8 a.m., or longer on weekends). Often this involves sleep deprivation and the consumption of large amounts of fat, sugar, and caffeine.

CHP: (noun) The nickname of the College of Health Professions - pronounced "chip." This college encompasses the P.A's, P.T's, and O.T's to name a few.

COM: (noun) The common abbreviation for the College of Medicine

Coffee: (noun) Magical elixir that fuels almost all medical students for the rest of their lives.

Fellow: (noun) An M.D. who has finished a residency and is pursuing specialized training.

Fourth Year: (noun) A med student who travels much and works little.

Gross: (noun) Short for Gross Anatomy. Also the appropriate adjective to describe this course.

Gunner: (noun) One who "guns" or, in other words, is trying to blow every test out of the water. This derogatory term is reserved for those who try to excel at the expense of others.

Intern: (noun) An M.D. in the first year of post-graduate training who works at least 80 hours or more a week. Also a scut monkey who gets paid. AKA "tern."

Match: (noun/verb) The computerized process whereby 4th year medical students are matched to residency programs at which they interviewed. This process creates great anxiety for the fourth year students (See also Scramble)



OSCE: (noun) An abbreviation which stands for an Objective Structured Clinical Exam, the common clinical exam of a standardized patient you will do at the end of each block

Pimping: (verb) The act whereby students are quizzed on minutiae and medical trivia during rounds or class (i.e. "Which 19th Century Prussian scientist discovered...?"). This activity is usually reserved for the Attending or residents and fellows with attitude.

Resident: (noun) A house staff member who has completed at least one year of post-graduate training. A resident has more overall responsibility than an intern but usually does not take as much "call."

Rounds: (noun) Meetings attended by all members of a particular service for the purpose of discussing patient care. These come in several varieties: morning rounds, work rounds, attending rounds, bedside rounds, and checkout rounds.

Scramble: (verb) This hair-raising activity occurs when a student does not "match" into a residency and has to "scramble" for a position in a training program, which did not fill all of its available slots.

Scut: (noun) A catchall phrase for undesirable tasks that are often left for the med student. Some examples are: chasing down lost x-rays, drawing blood, starting I.V.'s, scheduling tests for patients, fetching lunch for a resident, doing rectal exams, changing dressings, etc. Origin is unclear but generally considered to be "Some Common Unfinished Tasked" or "Some Clinically Useful Training,"

Short Coat: (noun): A medical school student. A common colloquial, somewhat unflattering term used to describe the length of the white coat of M1-M4 students, which falls just below the waist. Residents and attendings on the other hand adorn white coats that fall to the knee.

Third Year: (noun) Name for a medical student who has just begun clinical training - and shows it.

Turf: (verb) To get rid of a patient by transferring him/her to another service - "I turfed him to Surgery."



Curriculum Overview

This is the good stuff. What you came here for. This section will walk you through first-year curriculum, helping you make sense of its organization and flow. The section begins with a summary of each theme before walking through each block. Example lectures from each theme are given to highlight key topics, as well as providing helpful hints and useful resources suggested by last year's student body. The section finishes with a brief synopsis of other programs that are part of the curriculum, as well as a brief list of extra-curricular coursework.



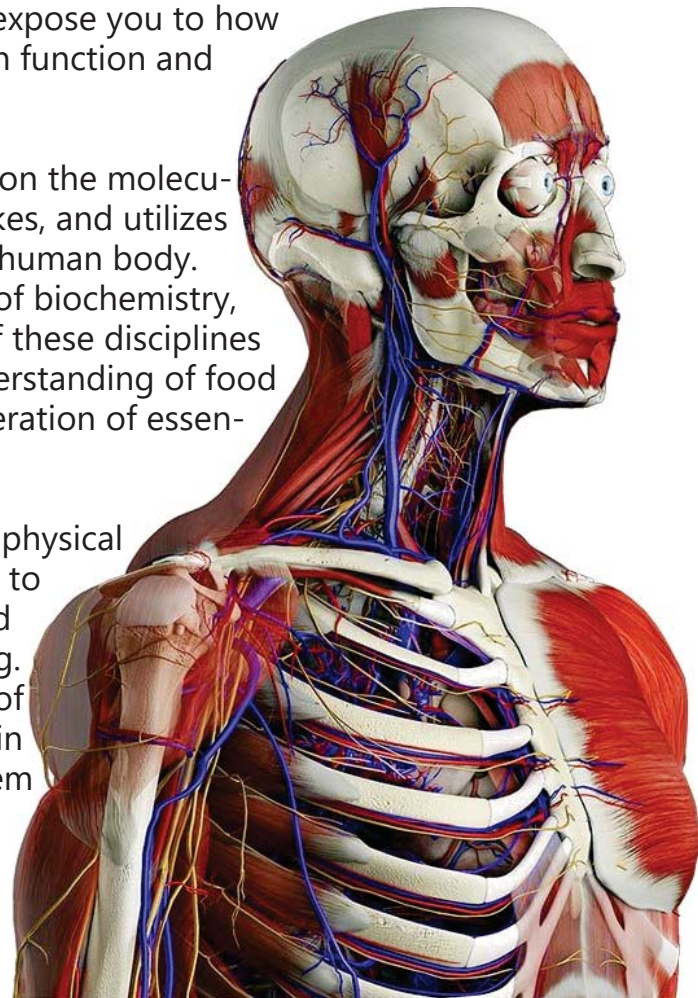
Themes

Fundamentals of Patient Care (FPC): Concentrates on how to best care for patients through direct interaction, such as interviews and physical exams, and delivers insight into population health and disparities. This theme is composed of classroom lectures, physical exam and ultrasound workshops with standardized patients, objective structured clinical examinations (OSCEs), and perspectives in medical specialties (Careers in Medicine). A unique and important component of this theme is weekly meetings in small groups, consisting of about nine first year students and two clinical preceptors. Within your small group, you will get the opportunity to practice interviewing standardized patients with a wide variety of presentations, as well as intimately discuss how to approach sensitive clinical subject material such as substance abuse, domestic violence, and depression. Over the course of this year you will learn how to successfully implement this knowledge to elicit important information and detect common exam findings.

Homeostasis and Regulation (HR): Overviews the processes by which body systems are kept within certain physiologic limits. You will explore the ways in which the human body maintains and protects itself through various genetic, neurologic, and hormonal control mechanisms. In particular, you will discover how genetics creates and regulates the functions of cells, tissues, and organs; how neuronal control regulates blood flow and organ function with central nervous system overlay; and how the endocrine system regulates and modifies various functions of the human body. Finally, HR material will begin to expose you to how dysregulation of these processes lead to altered organ function and disease.

Molecules and Energetics (ME): Provides an overview on the molecular and cellular aspects of how the body acquires, makes, and utilizes fuel in order to support the essential functions of the human body. The theme integrates the traditional medical courses of biochemistry, nutrition, and portions of cell biology. Components of these disciplines will be integrated into the blocks to allow overall understanding of food ingestion, absorption, and metabolism as well as generation of essential elements of cellular function.

Structure and Function (SF): Focuses on the how the physical attributes of the human body from the largest muscle to the smallest protein interact to perform their designed functions in the complex system that is a human being. The theme integrates the traditional medical courses of Anatomy, Histology, Imaging, Cell Biology, and more in a way that explains their function for a particular system within the body. In your first year, you will start each block with a heavy dose of these topics in order to prepare you for how they are built, maintained, and regulated in other themes.



Block 1: Foundations of Biomedical Science

The first block is designed to accustom you to medical school life. All four themes will be gradually introduced, to try to refrain from overwhelming you. This is an important opportunity to find a study style that suits you and gain proficiency in it prior to the more difficult blocks ahead.

Structure and Function	Anatomy of Back and Shoulder Embryology: Early Development Apoptosis and Necrosis	Problem Solving Synthesis
Homeostasis and Regulation	Cell Transport Physiology DNA Replication, Mutations, and Repair Cell Cycle and Mitosis	
Molecules and Energetics	Molecular Structure of DNA and RNA Metabolic Fuels Vitamins and Co-enzymes	
Fundamentals of Patient Care	Assessment of Vital Signs Medical Interviewing Health and Health Disparities	

Block Leader
Dr. Paul McDermott
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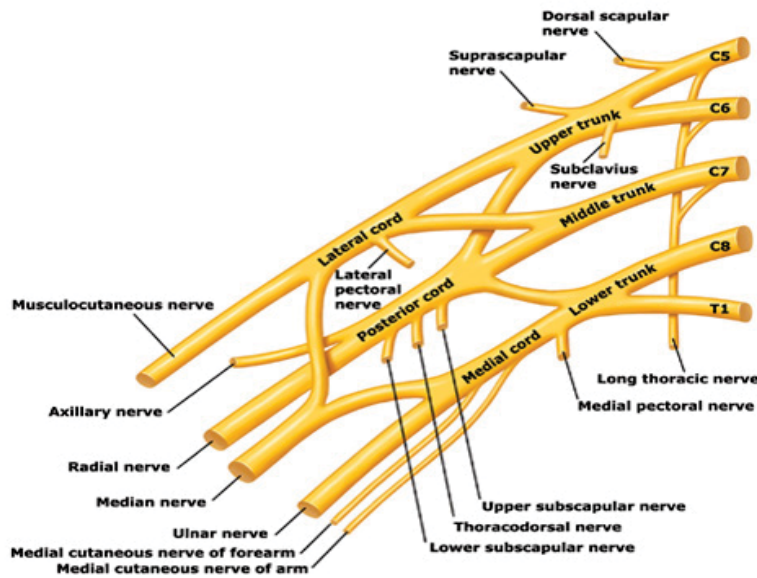
TIPS FOR SUCCESS FROM THE STUDENTS

“Think about how you want to study and create a study plan early in the block, like within the first week or so of class after having seen the syllabus. And then stick to it

“You should be constantly reviewing old material. Don’t wait until study week to start your review”

“Go ahead and put your name all over the anatomy atlas you keep in the lab, because it WILL get stolen and replaced by one that has been soaking in cadaver juice.”

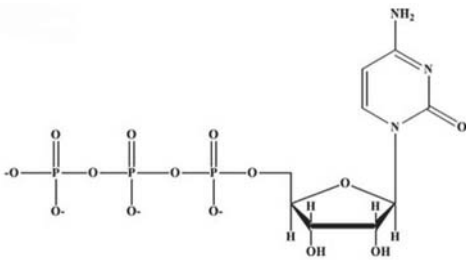
“Make sure you dedicate some time this block to stuff outside of the regular curriculum. Things like working out, reading, church groups, etc. Create those habits of personal and social well-being early so that they become ingrained during later blocks when you have less time”



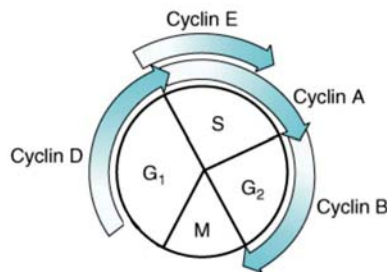
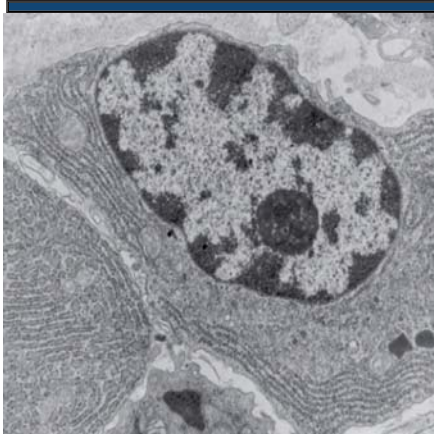
.....
 Above: The dreaded brachial plexus!

This you gotta know...

.....
 Below: By the end of the block, you should know what each of these are...



OLD CARTS PIE



Student Suggested Resources

1. The Supplemental Instruction (aka SI) provided by the CAE is generally a great resource. Try to sign up for it by the end of the first block

2. Net Anatomy is very useful and a great way to review the weeks anatomy dissection before going into lab.

3. There are a lot of useful mnemonics and creative ways of learning the structure and order of the brachial plexus. Try looking for some that you find most helpful

4. Make sure to use the self assessments that are on Moodle. There are generally a lot during the first block to help you assess your learning early.

5. Michigan Anatomy has a great online anatomy quiz and practice practical.

6. Use the objective questions at the beginning of each lecture as a guide to what you need to know for that lecture. Great structured guide for reviewing material.

Block 2: Musculoskeletal System

Welcome to the real deal! Block 2 will give you your first experience for what you can expect from your preclinical years. As its name implies, the Musculoskeletal Block will focus on how the muscles and bones of your body work from the cellular to system level.

Structure and Function	Nerve Injuries of the Upper and Lower Limbs Embryologic Development of the Limbs Histology of Bone and Cartilage	Problem Solving Synthesis
Homeostasis and Regulation	Somatic Sensation and Pain Skeletal Muscle and Smooth Physiology Hierarchy of Motor Control	
Molecules and Energetics	Glycolysis Gluconeogenesis Oxidative Phosphorylation	
Fundamentals of Patient Care	Neurobiology of Pain Physical Examination of the Musculoskeletal System Healthcare Disparities in the Aging	

Block Leader
Dr. David Bernanke
bernanke@musc.edu



TIPS FOR SUCCESS FROM THE STUDENTS

.....
 "I found it extremely helpful to dedicate an hour or two each week to go into the lab with a partner, rather than waiting until the week before the practical to cram. There is just simply too much to cram."

"Simply put: make sure your spending a lot of time in the lab."

.....
 "Since this is the first block focused on a specific functional system, you should start trying to find connections across themes - SF, HR, etc. This will help you remember detailed concepts better."

.....
 "May sound obvious but it will be really important to be able to relate structures with normal functioning. As in, be able to predict what will happen if a nerve is injured here or vasculature is damaged there."



Student Suggested Resources

1. NetAnatomy and Essential Anatomy are both extremely helpful online tools you to help you study and understand relationships between structures.

2. Netter's flash cards are great for on-the-go studying! Keep some in your bag for whenever you have a short break.

3. Dr. Hsu's ME reviews!

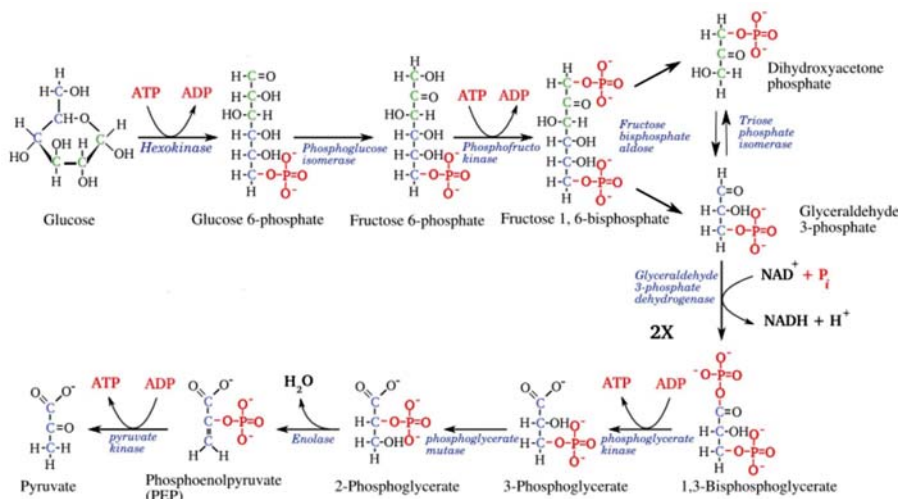
4. Exam Master's online is a great way to quiz yourself on much of the metabolic pathways of the block.

5. PASS labs will be very helpful when going over some of the neuro material integrated in this block.

6. Michigan Anatomy again will be a useful resource to quiz yourself and practice practicals online.

7. Any time your having a hard time with material, post your questions to the online Moodle forum. Professors give great feedback on there and students can also chime in to help as well.

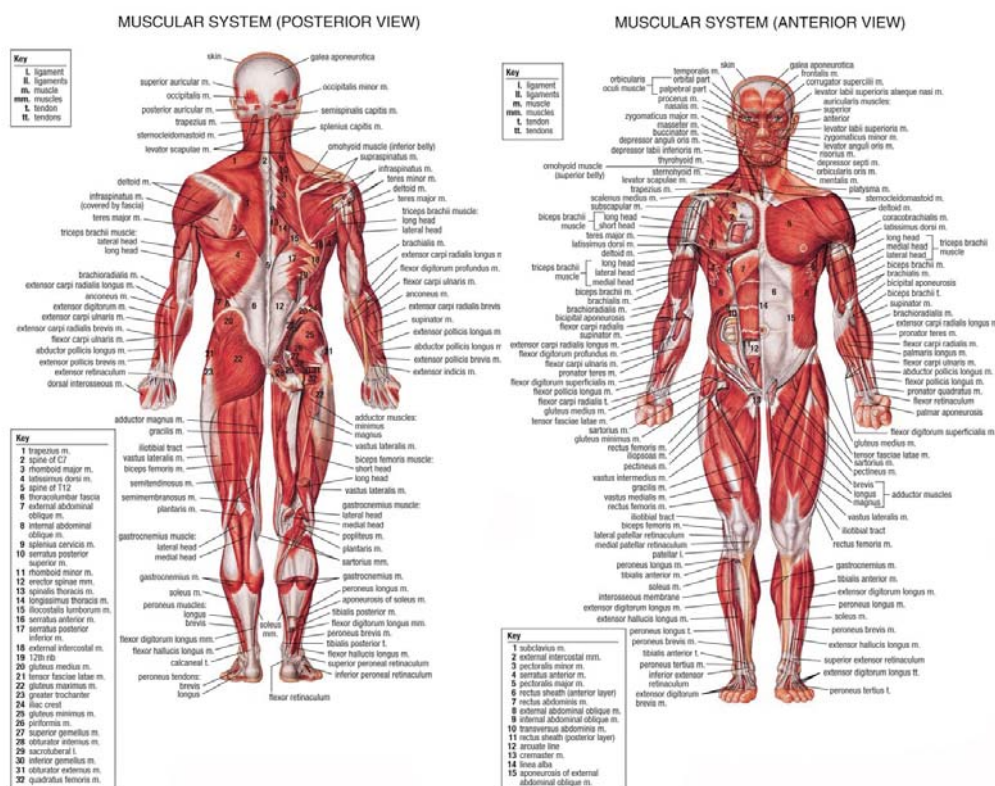
8. Your peers are the best resource to practice OSCEs! You can interview each other and grade each other.



Above: You'll need to know glycolysis forward and backward!

This you gotta know...

Below: All you got to know is every muscle labeled, how it's innervated, it's vasculature supply, where it originates and inserts, and what it's actions are. That's all you gotta know.



Block 3: Cardiovascular Respiratory System

Did you ever wonder why physics was a prereq for medical school? Prepare to find out why! Furthermore, a lot of the material this block is physiology heavy, so be prepared to think and apply knowledge!

Structure and Function	Cardiac Rhythm Disturbances Cardiodynamics Histology of Blood, Bone Marrow, and Hematopoiesis	Problem Solving Synthesis
Homeostasis and Regulation	Adrenocortical Hormones Ventilation - Perfusion Matching Autonomic Control of Circulation	
Molecules and Energetics	Fatty Acid Synthesis and Oxidation Lipoprotein and Cholesterol Metabolism Free Radicals and Oxygen Toxicity	
Fundamentals of Patient Care	Smoking Cessation Anxiety and Related Disorders Cardiac Health in Women	

Block Leader
Dr. Rupak Mukherjee
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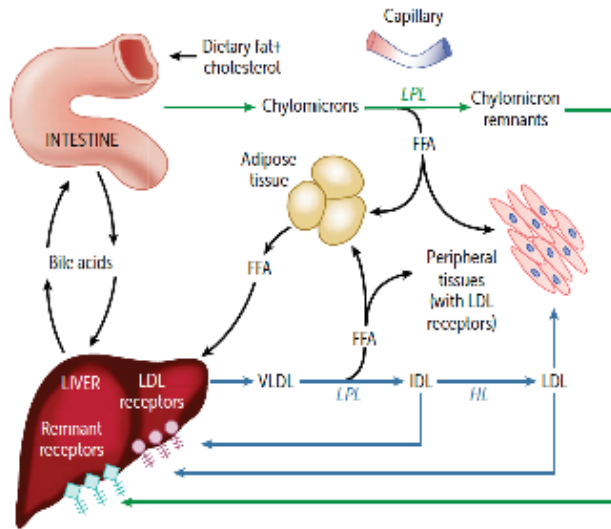
TIPS FOR SUCCESS FROM THE STUDENTS

"Make sure to put your heart into this block!"

"So much of the material is about mechanics - in particular, mechanics of the heart and lung. So prepare for this block with the mindset of an engineer."

"Unlike last block, which relied on much memorization and recall of knowledge, this block will focus much more on synthesis and application."

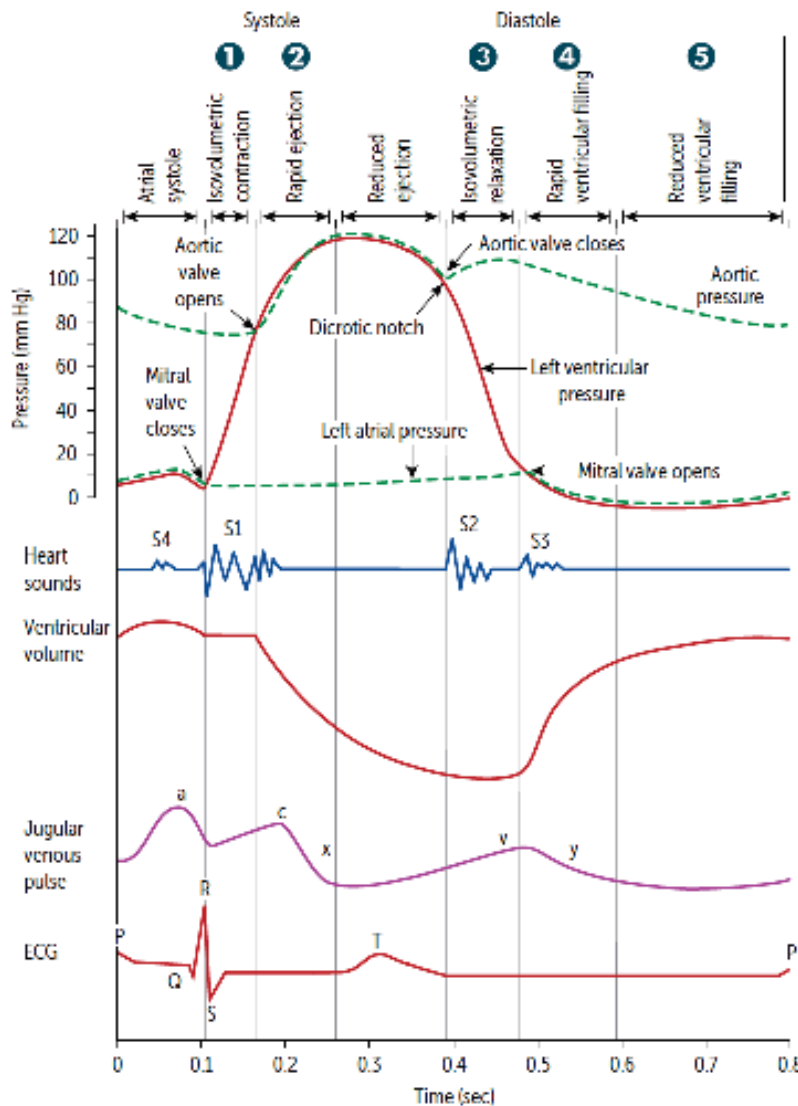
"During this block, you should start to begin to think and make plans for your summer. A lot of research projects and/or internships have application deadlines in early December or January. So start preparing for them now."



Above: Lipid transport is confusing, but you can handle it!

This you gotta know...

Below: This chart is now your life. Know it inside and out.



Student Suggested Resources

1. Dr. Najeeb online has a great many freely available Youtube video's on cardiac physiology and EKG.
2. Make sure to go to as many review sessions as possible. In this block in particular, most of the faculty host review sessions of some fashion, so take advantage of them as best you can.
3. With so much histology this block, be sure to use the Leica digital histology software. Every once in a while turn off the annotations and see what you can identify on your own - it's a good way to quiz yourself!
4. Khan Academy also has a great many videos covering both cardiac and respiratory systems that can be a helpful and brief supplement.
5. Check out the cardiac and pulmonary chapters in BRS Physiology. Provides a great brief summary overview of important concepts.

Block 4: Renal and Gastrointestinal Systems

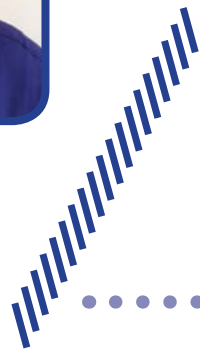
Time to get messy! Block 4 will cover the contents of the abdomen and how they function in synchrony with other organ systems to maintain important functions of the human body. This is one of the longer blocks of the semester, so be ready and pace yourself.

Structure and Function	Inguinal Canal and Hernia Renal Embryology Liver Function	Problem Solving Synthesis
Homeostasis and Regulation	Gastrointestinal Digestion and Absorption Renal Regulation and Fluid Balance Hypothalamic Control of Pituitary	
Molecules and Energetics	Pentose Phosphate Pathway Glycogen Metabolism Protein Degradation and Utilization	
Fundamentals of Patient Care	Substance Abuse and Addiction Personality, Coping, and Health Using Interpreters in a Medical Interview	

Block Leader
Dr. Jerome Ondo
ondojg@musc.edu



TIPS FOR SUCCESS FROM THE STUDENTS



.....

"It is hard to come back from break and get into school mode again. Don't slack off too much during the first few weeks because you will make it harder for yourself at the end of the block."

.....

"This is the most ME heavy block of the semester by far... more than half of the ME points for the semester are in this one block, so make sure you stay on top of all the those lectures."

.....

"Don't misjudge the simplicity of GI ... it's a lot of minute details that matter!!!"

.....

"Interprofessional (IP) coursework starts up this block. It puts additional work on top of the already intense load of the block. Thus, time management becomes as important as ever."

.....



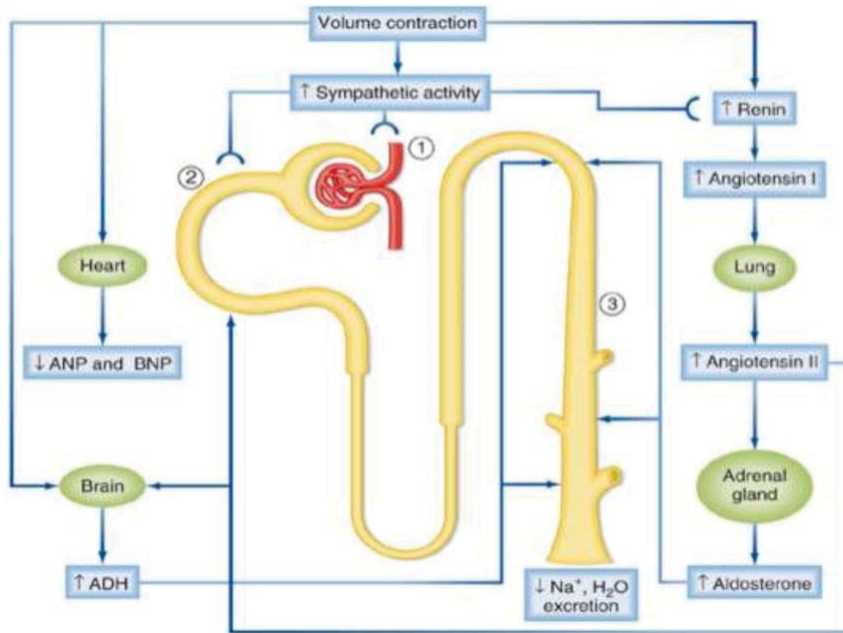
Student Suggested Resources

1. Dr Hsu's weekly reviews are a particularly important resource this block given the amount of ME material.

2. The 'Columbia Nephron Map' is a illustration of the location function of important transporters throughout the nephron (<http://www.columbianephrology.org/files/NephronMap.pdf>).

3. The BRS chapters on GI Physiology and Renal Acid-Base Physiology have high level reviews that are effective supplements to curriculum material.

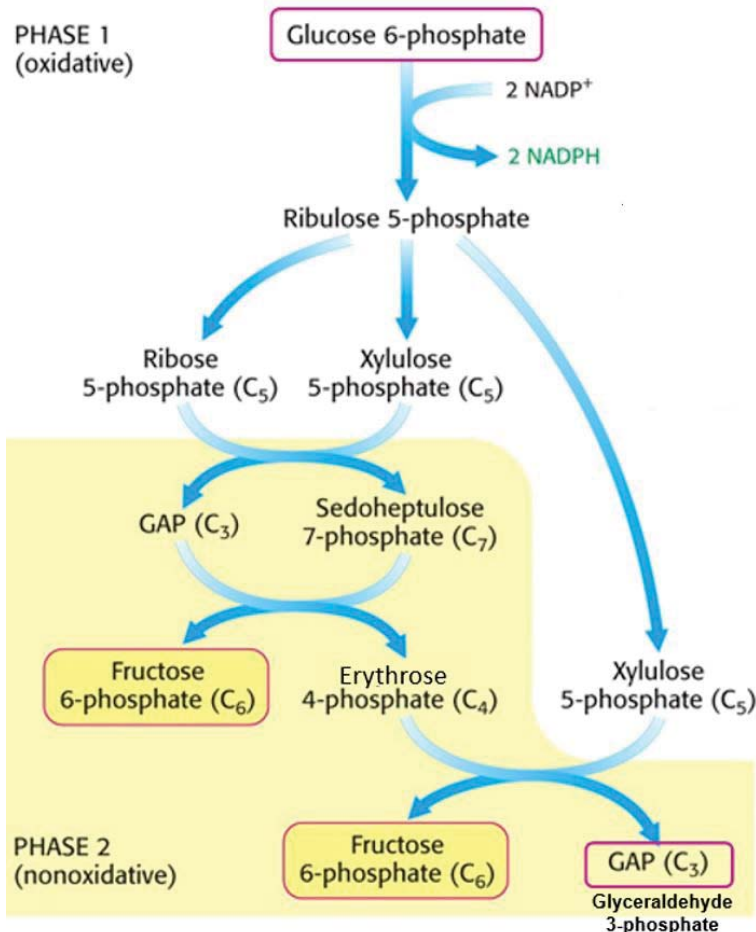
4. First Aid has some wonderful diagrams and flowcharts to help pull the material all together and organize it in your head.



Above: Understand how the nephron regulates fluid volume

This you gotta know...

Below: The much talked about Pentose Phosphate Pathway

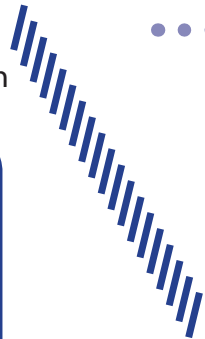


Block 5: Urogenital and Reproductive Systems

Let's talk about sex! After all these years, you will finally get to find out where babies come from. Block 5 will consist of structures of male and female pelvic anatomy and their associated endocrinology. It is the shortest block of the year, but has the freest afternoons and least amount of scheduled class time, so use this to your advantage but also don't take the block lightly.

Structure and Function	Perineum Embryologic Development of the Reproductive Systems Anatomy and Histology of the Placenta	Problem Solving	Synthesis
Homeostasis and Regulation	Male and Female Reproductive Physiology Bladder Function and Dysfunction Chromosomal Abnormalities		
Molecules and Energetics	Prenatal and Neonatal Nutrition Folate Metabolism Porphyrin Metabolism		
Fundamentals of Patient Care	Domestic Abuse Physical, Cognitive, Emotional, and Social Development Parenting and Anticipatory Guidance		

co-Block Leader
Dr. Debra Hazen-Martin
hazenmad@musc.edu

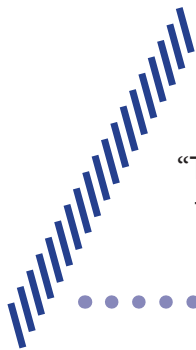


“Rid yourself of all insecurities and anxieties before heading into this unit - you're going to have to do some stuff and talk about topics that probably make most uncomfortable.”

“The FPC topics during this block were both particularly interesting and challenging... very many really fascinating topics.”

TIPS FOR SUCCESS FROM THE STUDENTS

co-Block Leader
Dr. Paul McDermott
mcdermp@musc.edu

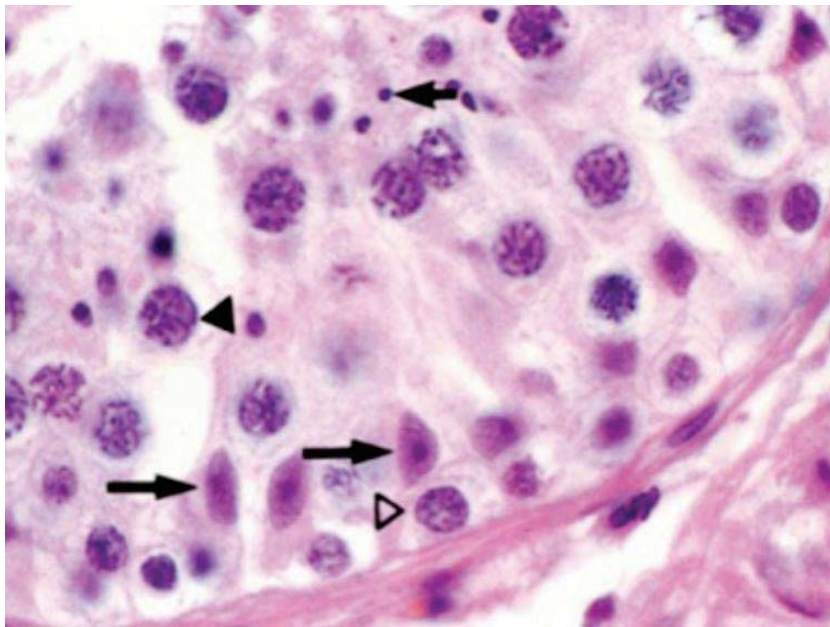


“Reproductive Physiology was very high yield, so make sure you know it well”

“This block will try to lull you into a false sense of security because it has the fewest lectures in it. Make sure you still approach it like every other block...try not to hurry through just to get to spring break.”



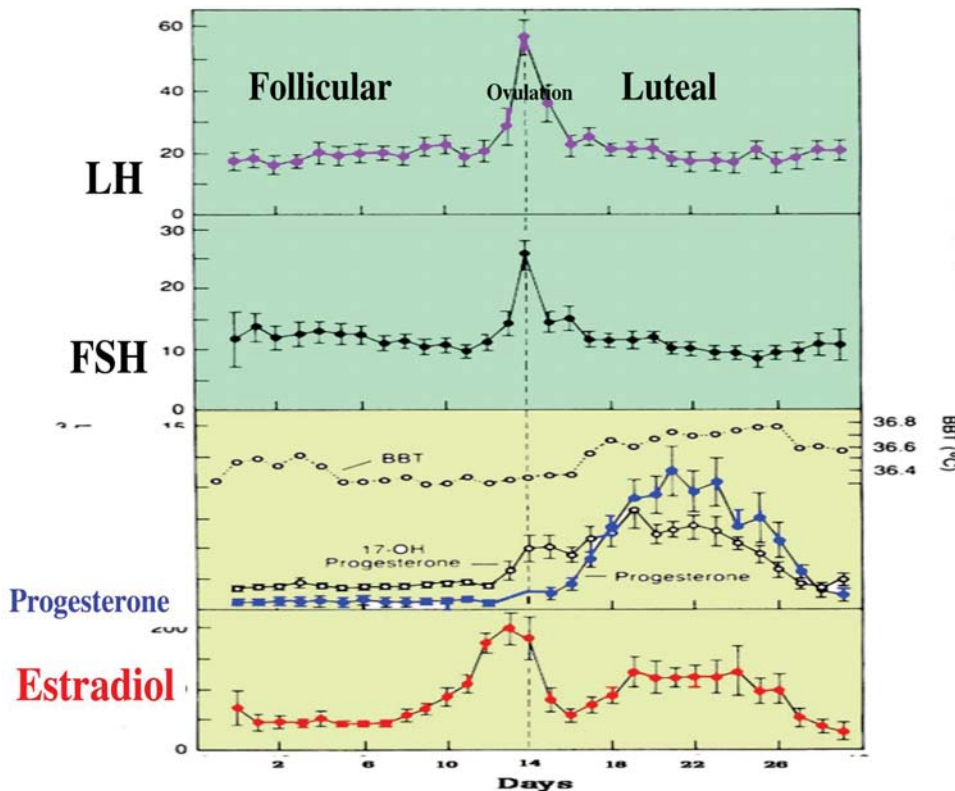
Student Suggested Resources



Above: Bunch of different important cells here. Be able to identify them all and what their specific function is.

This you gotta know...

Below: The hormonal patterns of the 28-day menstrual cycle. Know it well. Some of us dreamt of it...



1. The Leica digital histology site is particularly helpful this block, given the amount of histology in the block.

2. Human Anatomy Online - available through the library website - is the best way of quizzing your knowledge of this block's anatomy content.

3. The CAE has many helpful resources such as flashcard and practices quizzes which were made by student SI leaders from previous years.

4. ExamMasters Online - also available through MUSC library - allows you to create quizzes on reproductive physiology material.

Block 6: Cognitive Systems

The final official block of your first year of medical school is a doozy covering most of what we know about the brain and area surrounding the brain. While previous medical students debate on whether or not it is the most difficult block, no one disagrees it is the most time consuming block. Free afternoons are rare, so plan carefully and do all you can to avoid getting behind.

Structure and Function	Cranial Nerve and Autonomics of the Head and Neck Pharyngeal Arch Syndromes Lymphoreticular System	Problem Solving Synthesis
Homeostasis and Regulation	Basal Ganglia Organization of Cortex and Limbic Vestibular Regulation of Posture	
Molecules and Energetics	Lipids of the Nervous System Nutrition and Cognition	
Fundamentals of Patient Care	Depression in the Primary Care Setting Major Neurocognitive Disorders Grief and Bereavement	

Block Leader
Dr. Heather Boger
boger@musc.edu



TIPS FOR SUCCESS FROM THE STUDENTS

“Do Moodle practice questions early! It will indicate how well you know the information and where your weaknesses lie. It will be harder to correct those areas if it is late in study week.”

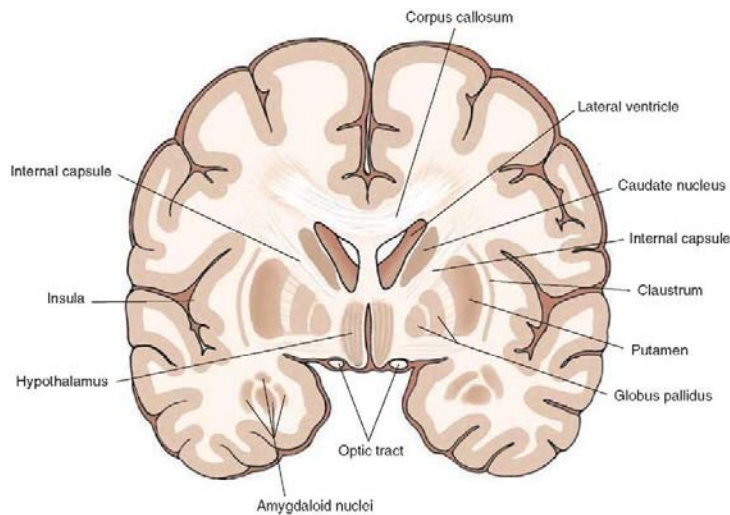
“Dr. Martin is a great supplemental resource so make sure you pick his mind as much as you can. He loves students and is always willing to help. Plus he can play the banjo”

“Unlike some of the earlier blocks, so much of neuroscience is still being discovered, which makes this block perhaps the most fascinating and one of the more difficult”

“Nearly every afternoon is taken, and you’re bombarded with tedious extracurricular obligations - Partners, required shadowing, workshops, 4-part assignment - in addition to the core material. So make sure you’re not wasting any time or else it will seriously catch up with you.”



Student Suggested Resources

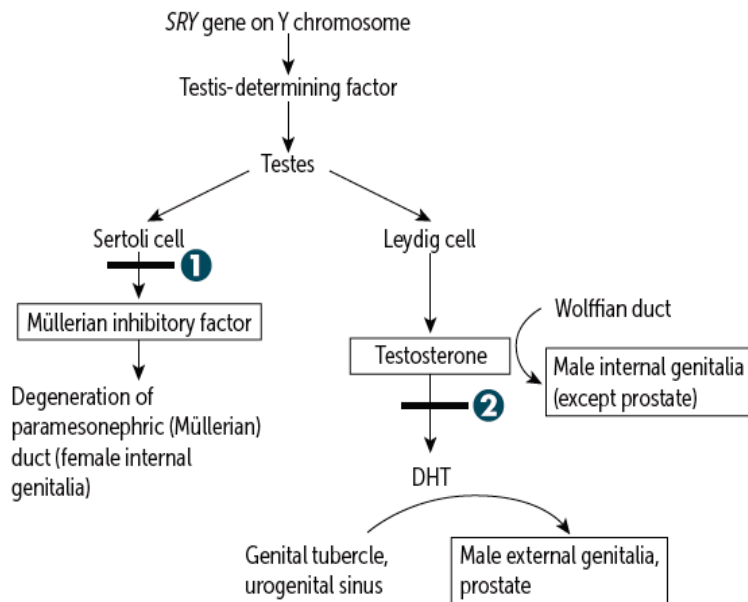


Above: The basal ganglia. Got to be able to identify each structure, know their function, and how they may contribute to disease.

This you gotta know...

Below: Know what turns into what when it comes to embryo.

SRY gene



1. PASS Labs are a good way to quickly review how well you know the neural pathways.

2. On the fourth floor of the library, there are plasticized skulls that you can 'check-out' for a couple of hours. Really helpful when visualizing the foramina, particularly from different orientations.

3. The Thieme Head and Neuroanatomy Atlas is an excellent reference for anatomy, ascending/descending pathways, and the underlying physiology.

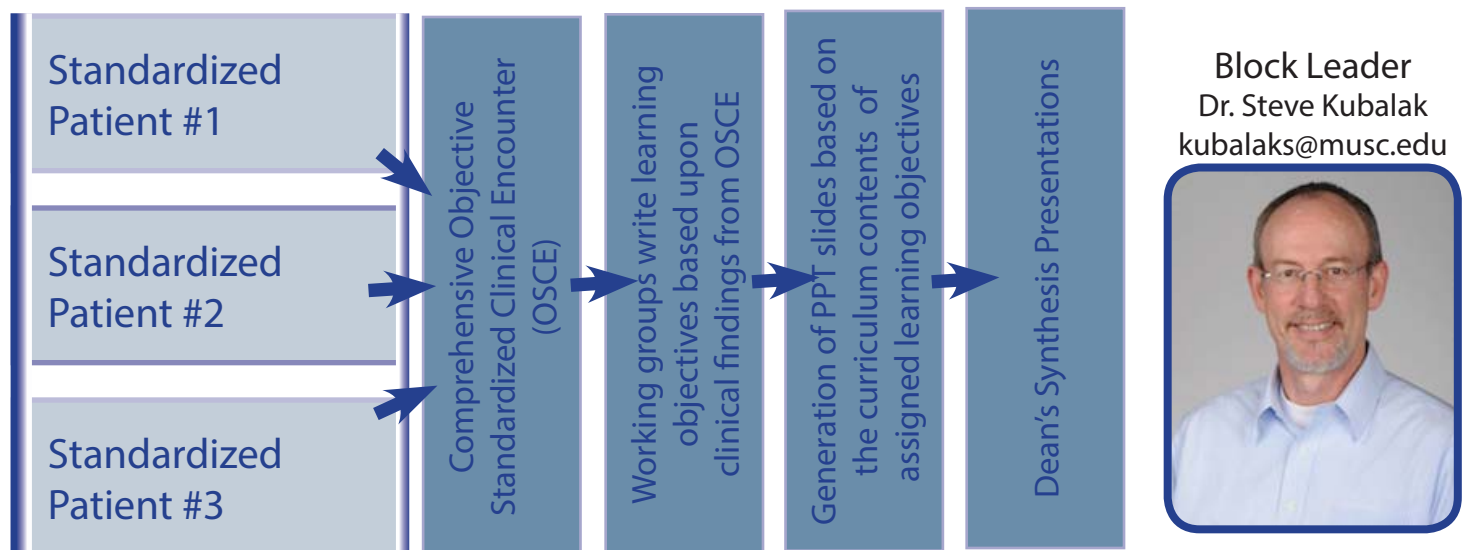
4. The Utah Medical has a great online neuroanatomy tool that allows you to review structures online.

5. Dr. Najeeb Online has several free supplemental lectures on Youtube covering the cerebellum and basal ganglia.

6. Blumenfeld: Neuroanatomy through Clinical Cases is a great textbook to help synthesize all the material from this block. Use it to quiz yourself by seeing if you can tell where defect is.

End-of-Year Synthesis

The last activity of the year focuses on the synthesis of core concepts you will have acquired throughout each of the previous six blocks. At the beginning of the block, you will be interviewing a standardized patient, eliciting a chief complaint, collecting past medical history and family medical history, understanding the patient's social profile, and performing any and all relevant physical examination techniques. Following the interview, you will work in teams to create unique learning objectives related to your patient's presentation. You, along with all other students in your team, will present a brief lecture on the topics covered by those learning objectives your team created. The questions on the final exam for this block will be based upon the learning objectives each team creates, and the material presented by students. The day following the Synthesis exam, you will take a practice NBME Step 1 exam which will cover most of the material presented in the preceding six blocks (this exam will not count toward your end of semester grades). This will represent the final requirement of the Year 1 curriculum!



TIPS FOR SUCCESS FROM THE STUDENTS

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"It may be hard to focus being so near the end of the year, but this can be a make or break block for where your grades end up, so take it seriously"

.....

"Try to relax and enjoy the first part of Synthesis. Really dont need to spend all day and night studying until after final objectives are set and presentations have been made"

.....

"This is the last full week with all of the class where the entire class is together before everyone leaves for the summer. So say your "goodbyes" to your fellow classmates, and "thank-yous" to the faculty before departing."

.....



Integrated Coursework

Careers in Medicine (CiM)

CiM is a career planning program contained within the FPC theme designed for you to gain exposure and learn about the wide variety of specialties and career opportunities in medicine, as well as planning and preparation for selecting specialty choices and then applying to residencies. During the first year, CiM hosts a number of specific lectures each block, which will introduce you to many popular specialty choices. You will also complete the Medical Specialty Preference Inventory - an AAMC career planning tool - to begin your thinking about certain medical specialties. First year CiM requirements also include mandatory clinical shadowing with a specialty of your choosing and preparing a professional CV for review.

PARTNERS

The PARTNERS Program is designed to promote interprofessional cohesion between nurses and first-year medical students. You will shadow nurses in multiple units starting 2nd Block and each successive one after that. While the program will introduce you to several medical fields (ranging from emergency medicine to cardiac surgery), you will also gain an appreciation and perspective of the diligence and effort that nurses put into patient care. This is a very unique opportunity to gain honest and genuine clinical experience during your first year of medical school - an opportunity not many other schools afford their class. So take advantage of it.

Senior Mentor Program

The Senior Mentor Program pairs two first-year medical students to an adult aged 65 or over, where they act as mentors to help facilitate positive and favorable relationships towards this patient population. You will meet with your respective mentors at least biannually over the 4 years of school. Beginning in the first year, you will take their medical and social history and learn the physiology of aging. The second year will consist of examining their nutrition and pharmaceuticals, while third and fourth year will comprise of a fall risk assessment, life overview, and advanced directives. This program is a wonderful opportunity to observe not only what happens to the body as it ages, but also see the different social constructs that come with it.



Extracurricular Coursework

IP 710 - Transforming Healthcare

This is a mandatory course for all first year students at MUSC, which you will take during the spring semester. The course overviews the U.S. health care system and the importance of inter-professional collaboration in improving patient safety and quality of care. Following a day-long educational workshop ('IP day') in January, the course meets once every other week for an hour between noon and 1 pm. You will work in groups with other students from other professional degree programs at MUSC to lead weekly discussions and complete a case study, which you will present at the end of the semester.

IP 700 - Caring for the Community

This course began as a link to the MUSC Student-run CARES clinic. It is a focused-service learning course with emphasis on caring for the uninsured population and health disparities within the local community. Activities of the class include workshops, guest faculty seminars, informal debates, small-group learning, and service activities. Part of the course requirements involve volunteer work in MUSC's student-run CARES clinic on four nights throughout the semester. The final course deliverable is a media project or quality improvement initiative designed to meet a self-identified need of the clinic. The course meets in the early evening once a week in the spring semester. If you are interested, contact Dr. Anita Ramsetty (ramsetty@musc.edu).

Interprofessional Fellowship

This program trains you on the importance and utility of an inter-professional approach to health care. Students in the program engage in academic and professional education with students and faculty from each of the different professional disciplines at MUSC. The fellowship requires elective coursework from any of the IP elective classes of your choosing, observation of another profession, and a unique practicum experience to provide you field work in an area of interest. If you would like more information, contact Jennifer Bailey (baileyje@musc.edu).

Global Health Certificate Program

This certificate program provides students with a foundation in global health through a combination of coursework, fieldwork and engagement with global health leaders. The program in whole consists of four total courses, each being offered once a year (Intro Course and Global Health Epidemiology offered in Fall, Tropical Infectious Diseases and Field Study Course offered in spring). Each course will meet no more than once a week in the late afternoon/early evening to accommodate your schedule. The certificate is achieved through completion of four courses, though students may also enroll in individual Certificate courses with no obligation to complete the entire program. If you're interested and would like more information, contact Dr. Andrea Summer (summera@musc.edu).



Global Health Certificate student meets with Tanzanian ambassador Liberata Mulamula



Student Assessment and Evaluation

The table below is a brief outline of all the major assessments that you will be required to complete before graduation. Not necessary to know what all these are just yet. Only here to show you what's in store for you in year's to come. You will never *not* be preparing for some examination or evaluation!

Time Frame	Examination
Year 1	
Before academic year	AAMC Matriculating Student Questionnaire (MSQ)
May	United States Medical Licensing Examination (USMLE) National Board of Medical Examiners Customized Practice Exam (NBME1)
Year 2	
October - December	AAMC Year 2 Questionnaire (Y2Q)
May	USMLE NBME Comprehensive Basic Sciences Practice Exam (NBME2)
May	Clinical Practice Exam (CPX2)
June	USMLE NBME Step 1 Exam
Year 3	
July - June	Objective Structured Clinical Examination (OSCE) after each clerkship rotation
July - June	NBME Shelf Exam after each clerkship rotation
June	USMLE NBME Comprehensive Clinical Sciences Exam (NBME3)
June	Clinical Practice Exam (CPX3)
Year 4	
Before October 30	USMLE NBME Step 2 Clinical Knowledge (CK)
Before November 30	USMLE NBME Step 2 Clinical Skills (CS)
February - June	AAMC Graduate Student Questionnaire (GQ)
March and May	COM Match and Graduation Ceremonies

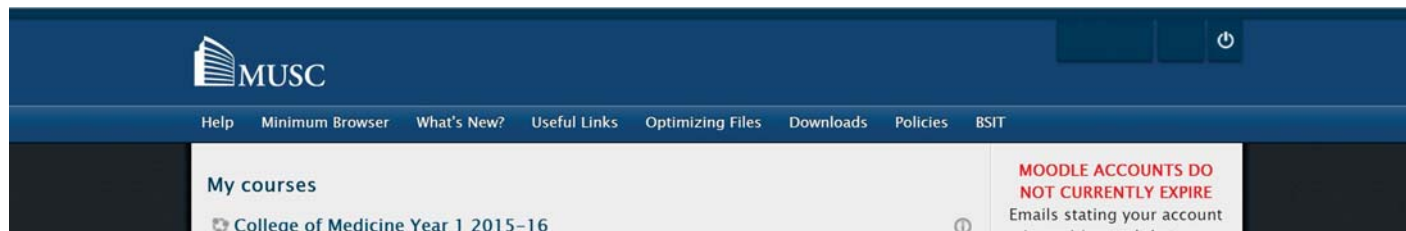
Resources

MUSC and the College of Medicine have so many available tools for you to be successful. Here is just a brief introduction to some of those technical and structural resources in order to help familiarize yourself with them.



Technical Resources

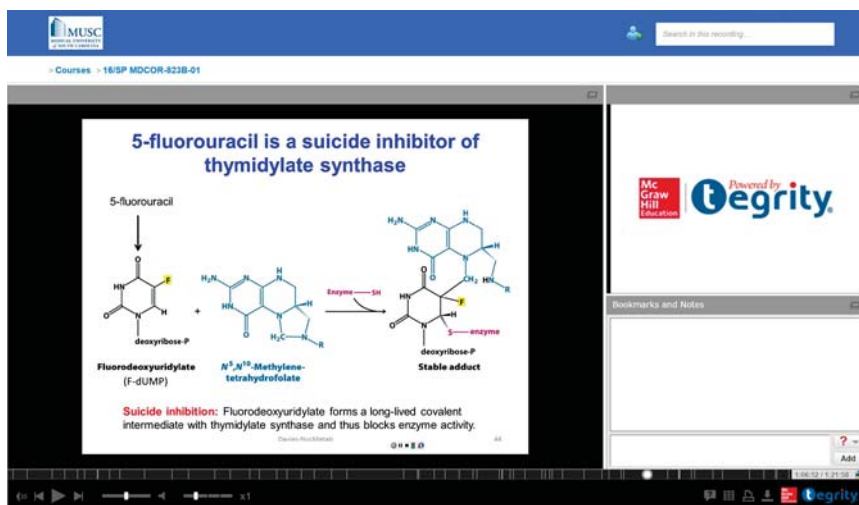
Moodle



This is MUSC's course management system. It is the online platform where all of your course work and curriculum resources will be posted. This is where you will find your block schedule, access the digital syllabus, and submit assignments. There is also a useful forum for posting questions about specific course material which can be answered by faculty or other students.

Tegrity

Tegrity will likely be the primary means by which many of you learn the course material. Tegrity is lecture capture software that records lecture presentations and saves them so they can be watched online later. Lectures can be watched whenever and wherever, and viewed on 1.5 or 2 times speed. This however does not mean you have no need to come to class! There are typically a handful of lectures each week where attendance is mandatory and, even though the lecture may be put on Tegrity later, not showing up will result in a dreaded physicianship form. Also if you rely only on Tegrity, it is likely you may miss out seeing fellow classmates and building relationships with faculty. Be aware that there is no policy requiring professors to record their lectures. Some professors, particularly if their lecture contains clinical case examples of real patients, will prefer to not post their material online. So it is important to be aware of which lectures will and will not be recorded. Typically, if a professor is not going to Tegrity their lecture, an announcement will be made in advance.



Yammer



This is the new internal social networking platform for all of MUSC. Yammer will be how student interest groups and other campus organizations communicate with its members, publicize events, and share resources. Similar to Facebook, you are able to use Yammer to subscribe to content based on your own interests, send messages directly to groups or individuals, and create public or private groups for departments, project teams, or special interests.

Institutional Resources

Office of Student Programs

The mission of this department is to promote a healthy, positive, and inclusive environment for all students at MUSC. The Office of Student Programs is your connection to opportunities and resources that enhance your education and future as a healthcare professional. We're home to Off-Campus Student Housing, MUSC Gives Back, Student Diversity and Student Communications. Integral to their work is a close conjunction with the Student Government Association to provide a varied calendar of events, services and programs. The focus is on serving students regardless of race, ethnicity, gender, nationality, religion, sexual orientation, age, ability, or socio-economic status. The OSP collaborates with different student groups and institutional departments to promote an inclusive environment that fosters the intellectual excellence and true integration of a diverse student body into all aspects of academic life. There are several unique programs and services OSP offers annually to strengthen intercultural services and supplement the university's diversity goals across colleges, divisions, and student organizations.



Center for Academic Excellence (CAE)

The CAE aims to assist students' learning and is dedicated to creating an environment for learning discovery, which fosters personal growth and promotes each person's unique learning styles and independence. The CAE provides faculty specialists and supplemental instructors from second, third, and fourth year professional students from all colleges to enhance your learning process and ensure academic success. The CAE can help with scheduling study sessions, create study plans for individualized learning styles, and help facilitate mock testing for material review. They can also help you design a plan and study schedule of course content you are finding particularly difficult. Individual consultants assist you in discovering your own learning style and offer you test-taking strategies for success in one-on-one appointments and small groups. Stop by to sign up for a tutor or call for an individual appointment at (843) 792-6390.

Counseling & Psychological Services (CAPS)

Being in medical school is rough! To help with that, CAPS provides a wide range of services for students: individual and group therapy, medication management, educational workshops, and assessments for conditions affecting learning. Whether just wanting to get rid of anxiety or aiming to better understand your individual learning style, CAPS aims to help. Call the CAPS office at 843-792-4930 and ask for an appointment or to inquire about many of their available services. Once you've been, you can schedule new appointments or cancel a follow-up appointment online at lifenet.musc.edu.



Student Health Services

Located right across the street from the back of the Drug Discovery Building, services include treatment for acute and chronic illnesses, preventative health care, and health education. This is where you can go for anything from immunizations to treatment for the common cold. Student Health Insurance is not required in order to use Student Health Services.

Harper Student Recreation Center

In addition to being home to one of the best fitness centers on the Charleston peninsula, the Harper Student Center also houses the Office of Student Programs, Student Services Office, and the Student Government Association. The fitness facilities in the HSC include a free-weight room, Nautilus weight machines, stationary bikes, Stair Masters, rowing machines, treadmills, elliptical machines, two deadlift platforms, and much more. An aerobics room complete with 3000 square-feet of hardwood floors, neon signs, and an elaborate sound system offers a variety of classes throughout the day to accommodate everyone's schedule. Upstairs in the Crow's Nest, Pilates, yoga, and more dance classes are offered. There is also an Olympic-sized pool with stationary swim lanes, three indoor and two outdoor racquetball courts, three indoor and two outdoor squash courts, a full-sized basketball court, indoor and outdoor tracks and four rooftop tennis courts. In addition to all the workout options there are shower facilities with lockers, sauna and steam rooms. The fitness facilities are enjoyed by students and are supported by Student Activity Fees. There is no additional charge for active students. You will need your student ID when you first sign up, but after that all you will need is your palm print!





Involvement

There are so many ways to get involved here at MUSC and the following few pages overview just a handful! Participation in interest groups, research, volunteering, and/or fulfilling a class position is a great way to supplement your learning and network around campus.



Advocates for Care

Description: Advocates for Care believes that affordable healthcare is a right ... not a privilege for those who have the financial resources. Every patient is equal and everyone is a patient at some point. Therefore, we want SC to adopt Medicaid expansion under the Affordable Care Act. We have many ways to be involved including advocacy to state lawmakers & media outlets, as well as direct service to assist community members who need help signing up for health insurance.

Contact: Eric Gold (golder@musc.edu)

American Medical Women's Association

Description: AMWA is dedicated to supporting females entering medicine. Our activities tackle the unique issues facing future female physicians and foster professional development. This has been the second year of growing our Mentoring Program, where a female student from each year is matched with one in years above and below her to create a mentoring family. These mentoring matches meet once a semester and to keep in touch frequently, in addition to a social organized by AMWA.

Contact: Sydney Ramsey (ramseysm@musc.edu) & Sarah Grace Keaveny (keaveny@musc.edu)

Alliance for Equality

Description: The MUSC Alliance for Equality is an organization of students of all identities at MUSC designed to provide a sense of community, support, and advocacy for anyone whose sexual orientation, gender identity, or alliance may put them in an at risk minority group. We participate in events that offer members community service experience in ways that directly benefit people and their families. We meet monthly and sponsor events periodically through the academic year.

Contact: Celeste Jilich (jilich@musc.edu) & Keeland Williams (willikee@musc.edu)



Suture Lab led by Gen Surgery Residents hosted by AMA

American Medical Association

Description: The goal of MUSC's chapter of the AMA is to serve as an advocate for all medical students at the institution. Our events focus on health policy education, student wellness, and community service.

Contact: Harry Rockower (rockower@musc.edu)

Anesthesia Interest Group

Description: AIG provides students with opportunities for exploring anesthesiology as a field and career by hosting guest speakers and running workshops for IV, airway, and nerve blocks.

Contact: Xiya Zhu (zhuxiy@musc.edu)

Cardiovascular Sciences Interest Group

Description: A group devoted to people interested in all aspects of cardiology. Speakers include generalist, subspecialist, and many collaborative meetings amongst different interest groups.

Contact: Allison Hajec (hajec@musc.edu) & Deep Sangani (sangani@musc.edu)

Dermatology Interest Group

Description: We host dermatologists and residents to come discuss the different aspects of and career opportunities within dermatology. We'll be holding officer elections in the fall so make sure to stop by our table at the student activities fair to find out more!

Contact: Dana Coccola (coccola@musc.edu)



edLINK Volunteer tutoring at Burke High School

edLINK

Description: edLINK is a program that connects MUSC students with Teach for America teachers in local public schools. Members of edLINK work directly with students in the classroom throughout the school year. Volunteers work with struggling students one on one, lead small groups, provide homework help, or even lead whole class lessons. We strive to inspire students to see their potential, just as career days bring professionals to the classroom to show students the opportunities available to them through education. By participating in this program, MUSC students and TFA teachers have the opportunity to make a positive difference in the lives of students who are struggling to keep up with their peers academically.

Contact: Rohail Kazi (rashidak@muscd.edu)

Family Medicine Interest Group

Description: Meetings with guest speakers to educate and inform about the variety of roles in which a Family Medicine Practitioner may serve; clinical skills workshops to develop student skill sets in procedures Family Medicine physicians perform; and panel discussions with Family Medicine doctors, residents, and students.

Contact: Victoria Way (wayv@muscd.edu)

Emergency Medicine Interest Group

Description: EMIG is geared towards those interested in Emergency Medicine (EM) as a specialty and career choice; or anyone who just wants to learn a bit more about what goes on in EM. Regular meetings include hands-on clinical skills labs (suturing, intubation, and more!), interactive presentations with EM Faculty and Residents, and movies about current topics in EM. EMIG also hosts an annual dodgeball tournament to benefit Pattison's Academy, a local school for children with various neurogenic disorders.

Contact: Adam Sendor (sendor@muscd.edu)

Internal Medicine Interest Group

Description: IMIG provides information regarding not only general internal medicine, but also the internal medicine subspecialties. This is achieved through presentations by experts in various internal medicine-related specialties and subspecialties, as well as through workshops, career fairs, and monthly meetings.

Contact: Rayphael Hardy (hardyra@muscd.edu)

Global and Tropical Medicine Interest Group

Description: The mission of GTMIG is to stimulate interest in the area of global health through lectures, student interaction, and a developing network through which to find opportunities to be active abroad. We hope each year to provide a series of lectures and discussions that will inspire and empower students to confront the diseases, disparities, and environmental health concerns of nations around the world.

Contact: James Segars (segarsjm@muscd.edu)

Life Outside of Medicine

Description: LOOM exists for students that are pursuing a career in medicine with a family in mind, and to prepare for and encourage excellence in the areas of life beyond our current academic pursuits. Our activities include informal Q&A sessions with local physicians and their spouses, financial planning and education, career guidance, and various social events.

Contact: Daniel Drechsler (drechslid@muscd.edu)



Members of MUSiC caroling in Hollings Cancer Center

Medical Student Alumni Council

Description: MSAC is a student-run organization that is made up of medical students representing each of the medical school classes. Our goal is to help strengthen relationships between current MUSC students and our alumni. Working closely with the Alumni Association, we plan programming aimed at fostering relationships. Programs include student networking events, Homecoming weekend and more.

Contact: Avni Patel (patelav@musc.edu)



MSAC members

Medical Student Ophthalmology Society

Description: The Medical Student Ophthalmology Society (MSOS) promotes interest for eye care among medical students. A major program established by the MSOS is Fight for SIGHT, a free vision clinic, established by medical students and residents, dedicated to improving the eye health of medically underserved individuals in Charleston. MSOS is also partnered with ReSpectacle, a nonprofit organization that collects glasses donations, uploads them to an online database, and ships worldwide free of charge.

Contact: Kate Gasper (gasper@musc.edu)

Medical Student For Choice

Description: MSFC at MUSC is a member of the national MSFC organization that is committed to ensuring that all medical students receive basic instruction in the ethical, medical, legal, and psychosocial aspects of family planning. Projects include sponsoring lectures on the public health aspects of family planning, counseling patients on pregnancy options, discussion of education about reproductive issues, and hands-on training for methods used in family planning. Members may also attend the annual MSFC national meeting where students and physicians have an opportunity to learn about reproductive health topics.

Contact: Hannah Hughes (hughh@musc.edu) & Marissa Bass (bassm@musc.edu)

Military Medicine Interest Group

Description: MMIG provides a forum for medical students with military obligations as well as those who are interested in joining the Armed Forces after medical school, to share knowledge and prepare for careers serving our country.

Contact: Tom Pittman (tjp6@musc.edu)

Medical Student Business Association

Description: Discussions and seminars on various aspects of business in medicine, including hospital strategy, private practice management, and professional development.

Contact: Abid Javed (javed@musc.edu)

MUSiC

Description: Musicians United for Service in Charleston (MUSiC) is a special interest group composed of students from the Medical University of South Carolina whose common goal is to entertain others on campus, in our hospitals, and in the Charleston community by performing live music. We consist of trained and amateur musicians and singers, specializing in a variety of genres and instruments, as well as students who are strictly music lovers. Our main activities include: playing music for patients within the MUSC hospitals, playing at arranged gigs throughout the MUSC community, and hosting MUSC Live, a philanthropic event where all proceeds are donated to a local non-profit organization.

Contact: Grant Kahley (kahley@musc.edu) & Richard Droghini (droghini@musc.edu)

ObGyn Interest Group

Description: The ObGyn interest group holds educational lunches led by attendings from various ObGyn subspecialties. In addition, we hold suture labs and an annual post-match talk run by 4th year students who have matched into ObGyn

Contact: Julia DeVita (devitaj@musc.edu)

Physical Medicine & Rehabilitation Interest Group

Description: We are a student-led organization open to anyone at MUSC who is interested in PM&R as a specialty and career choice. The primary goal of PM&RIG is to help students learn more about the field and its subspecialties, the daily life, and the future of the profession. We will offer regular meetings hosting current physiatrists from the Charleston area as they lead interactive discussions on their practice and on issues of importance to the field. We will also offer hands-on workshops teaching the procedures used by physiatrists in daily practice for clinical skills development. We will provide information on shadowing opportunities, the match process, residency programs, and how to become a stronger candidate.

Contact: Matt Sherrier (sherrier@musc.edu)



Students at annual MUSC Public Health Fair, organized by the Public Health Interest Group

PATHOS

Description: PATHOS is the pathology interest group here at MUSC. This group is perfect for those already interested in the field and those who would just like to learn more about the different roles of pathologists. We will have various activities planned for the year that are designed to expose interested students to the field, such as a tour of historical autopsy specimens and a mock tumor board.

Contact: Jake Emanuel (emanuela@musc.edu) or Harrison Luttrell (luttrellh@musc.edu)

Public Health Interest Group

Description: PHIG has monthly meetings with speakers to educate & promote public health and wellness. We put on World Aids Day and Public Health Interest Week.

Contact: Michelle Arms (armsm@musc.edu)

Pediatric Interest Group

Description: We have monthly talks from physicians in the field of Pediatrics or who are in pediatric fellowships. We also host a variety of workshops to give hands-on experience to students, including a splinting/casting, newborn exam and resuscitation, and a multi-disciplinary workshop.

Contact: Kendall Headden (headdenk@musc.edu)

Radiology Interest Group

Description: RIG is an organization open to all medical students. It provides an opportunity to learn more about radiology and further explore what it means to have a career in radiology. There are many benefits of membership in the RIG such as through discussions with experts in the different subspecialties exposing students to the wide variety of careers possible in radiology. Opportunities for shadowing and research can be coordinated for those members who desire these them.

Contact: Lauren Snider (sniderl@musc.edu) & Scott Landreth (landreth@musc.edu)

Plastic and Reconstructive Surgery Interest Group

Description: We aim to broaden student exposure to an innovative and multifaceted surgical sub-specialty. Students will have the opportunity to interact and receive hands-on experience from Plastic Surgeons in the department through valuable shadowing experiences, workshops, and available research projects.

Contact: Eric Wenzinger (wenzinger@musc.edu) and Donna Fewell (fewell@musc.edu)



SLI on annual trip to Central Plateau of Haiti



Service Learners International

Description: MUSC Service Learners International (SLI) is a student-led organization focused on delivering health care during a week-long service trip to the Central Plateau region of Haiti. The group currently consists of medical and pharmacy students. SLI has a continuing mission to promote awareness of healthcare in Haiti and the developing world, while continuing to provide sustainable, quality health care to the people of the Central Plateau.

Contact: Adam Sendor (sendor@musc.edu)

Sawbones Orthopaedic Surgery Interest Group

Description: Sawbones seek to provide MUSC medical students with an early exposure to orthopaedics; to provide a stress-free environment through which medical students can share ideas and interests within orthopaedics; to introduce medical students to research in orthopaedic surgery; to provide information regarding residency and fellowship opportunities in orthopaedics

Contact: John Matthews (matthewj@musc.edu)

Surgical Training Awareness & Residency

Description: STAR seeks to provide students with opportunities, workshops, and informative presentations on and related to surgery, including the path to becoming a resident and what to expect from a life in the OR.

Contact: Christopher McGee (mcgeec@musc.edu)

Student Interest Group in Neurology

Description: Student Interest Group in Neurology (SIGN) is a student organization that gathers and supports students interested in neurology. We meet every month to introduce different interests in the field of neurology. During these meetings, we also have guest speakers come talk about their specialty and about residency. Our group also host events such as an EMG lab and a post-match panel as well. The interest group volunteers at the Dream Center Neurology Clinic, which is an excellent opportunity to see neurological patients and get to know attendings.

Contact: Calvin Hu (hucca@musc.edu)

Student Psychiatry Interest Group

Description: We host a variety of lectures and other activities to introduce students to the field of psychiatry. These activities include an annual soiree, a brain stimulation lab tour, and local school outreach programs to educate young people about mental illness, drug abuse, and suicide.

Contact: Tommy Hopkins (hopkintr@musc.edu)

Student National Medical Association

Description: SNMA is a group of students who are committed towards service to undeserved communities and mentoring for under represented minorities

Contact: Melissa Koci (koci@musc.edu)

Urology Interest Group

Description: Meetings (always with food!) & volunteer opportunities to learn more about urology.

Contact: Blake Winkles (winklesb@musc.edu)

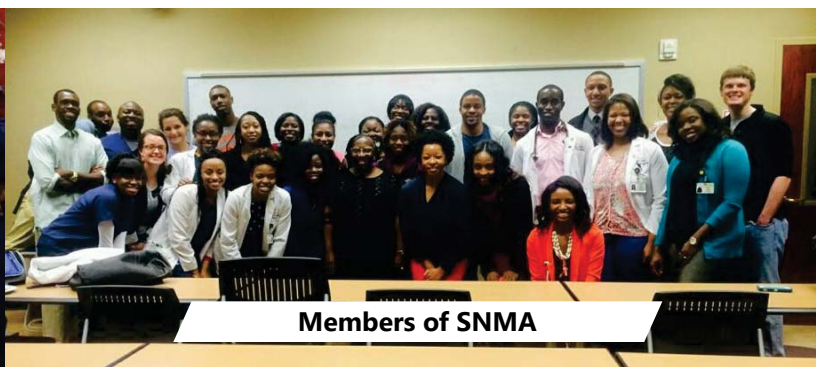
Women Interested in Surgical Experiences

Description: We have many activities that revolve around education in the community, conferences, workshops and several meetings during the year where we have our academic surgeons talk about what life and training for surgeons is like!

Contact: Andra Oprisan (oprisan@musc.edu)



Members of AMWA



Members of SNMA

Committees

Admissions Committee

Two students from your class will serve as voting members of the COM Admissions Committee. Student representatives have the same privileges and rights as faculty on the committee. They review applications, interview applicants, and vote on student offers of admission. Applications for the position open in the early portion of Block 2. Selected applicants will be invited to interview with current Admission Committee student representatives who will then nominate two students to serve as your classes student representatives for the next four years.

Organization of Student Representatives (OSR) to the AAMC

The OSR is the student arm of the AAMC and is composed of appointed student representatives from every medical school around the country. Each school's OSR representative serves as a link between his or her respective school and the AAMC, bringing student concerns to the AAMC's attention, as well as distributing information from the AAMC to the medical schools and students. At MUSC, OSR representatives have additional local responsibilities serving on student council as well as various other ad hoc university committees. OSR representatives participate in regional and national meetings. MUSC's OSR representatives are permanent voting members of the College of Medicine's Curriculum Committee and also serve on the Course Evaluation Subcommittee and other permanent and ad hoc committees relating to the COM student policies and curriculum. Each class has one representative who serves throughout his or her four years.

Curriculum Committee

Members of this committee are responsible for collecting and communicating student feedback about the curriculum from each block. Curriculum Committee representatives attend meetings, also known as feedback lunches, with core faculty at the end of each test block to evaluate the curriculum during that particular block. These students will work as liaisons between fellow classmates, professors, and the Dean's Office ensuring that student concerns are expressed and improvements are made to the curriculum when necessary. The class elects four representatives at the end of the second block who serve a two year term.

Careers in Medicine Committee

The Careers in Medicine Committee provides career guidance for medical students throughout their medical education. Through seminars and workshops, students are provided information on careers in medicine, how to maximize their med school experience, and how to apply for the Match and improve their resume. Representatives help plan and execute the strategy of the committee. The class will elect two representatives to serve a four year term.



Wellness Council

This is a brand new branch of the College of Medicine Student Council that is designed to promote student mental, physical, and social health through peer support programs, educational programs, and unique creative activities. The Wellness Council consists of selected students who collaborate to develop and implement initiatives to promote academic, physical, financial, cultural, and emotional wellness on campus. Look for news about how to become a student representative of the Wellness Council later in the fall.

Honor Council

You have already received a copy of the College of Medicine Honor Code, so you should be familiar with its purpose. As members of the medical community, we are all interested in healing. But compassion, honesty and infallible integrity are necessary if we are to uphold the tremendous trust that is placed in us by our patients and our peers. The Honor Council members are not the COM Police; however it is the responsibility of each and every member of the COM to maintain the integrity of our educational environment. So when your class elects its first representative, make it someone who is responsible, unbiased, and someone who you can approach with any matter of questionable integrity. Feel free to contact any Honor Council representative if you have concerns or questions regarding the honor code or situations where it is violated. There are three 1st year students elected during the Spring semester for this 4 year position

Student Government

Executive Officers

Each class annually selects a President, Vice President, and a Secretary/Treasurer who are collectively responsible for overseeing and organizing class fundraising, social activities, and community service events. They also serve as representatives at COM student council meetings and are important administrative liaisons between the Dean's Office and the class.

Student Government Association Representatives

SGA Representatives serve as liaisons between their classmates and the MUSC Student Government Association - the connecting body between all six of MUSC's colleges - which serves to plan and execute numerous annual social and academic events. The representatives of SGA maintain communication between the class and important actions of the SGA. Reps let students know about the many SGA events, such as the 'Back-to-School Bash' and 'Alhambra', encourage student attendance and participation. Representatives are required to attend bimonthly Wednesday evening meetings in the Harper Student Center Auditorium. Shortly after the start of second block, your class will elect two students to serve as SGA representatives to serve a single year term.

Research Opportunities

If you have an interest in a particular area of research, have a passion for academic medicine, or just want to gain that coveted publication to shine your CV with, then it's not a bad idea to get involved with a clinical or basic science research project on campus. One of the benefits of being at a large academic teaching hospital is that there are tons of research projects happening all throughout the medical campus. The best way to find an open research spot in any department is to use MUSC's Medical Student Research Portal (MSRP). The MSRP has a large up-to-date listing of all clinical and basic science research projects that are in need of student assistance, with contact information with the faculty investigator and specific details about each project.

Towards the end of your first semester, you will also receive an hour long lecture on the best ways to locate, apply for, and achieve summer research internships. Popular MUSC summer research programs include DART, SHIP, and various clinical observerships. For more information on how to get connected with on-campus research that interests you, contact Gabrielle Redding (reddingg@musc.edu).

Volunteer Opportunities

One80 Place

One80 Place is a private non-profit organization which offers food, shelter and medical care to the homeless of Greater Charleston who want a new start in life. Each Wednesday evening from 5:30-9:00, first through fourth year medical students and MUSC residents offer their services to the residents of the shelter. This is a great opportunity to practice your clinical skills while working with a unique and underserved population in our city.



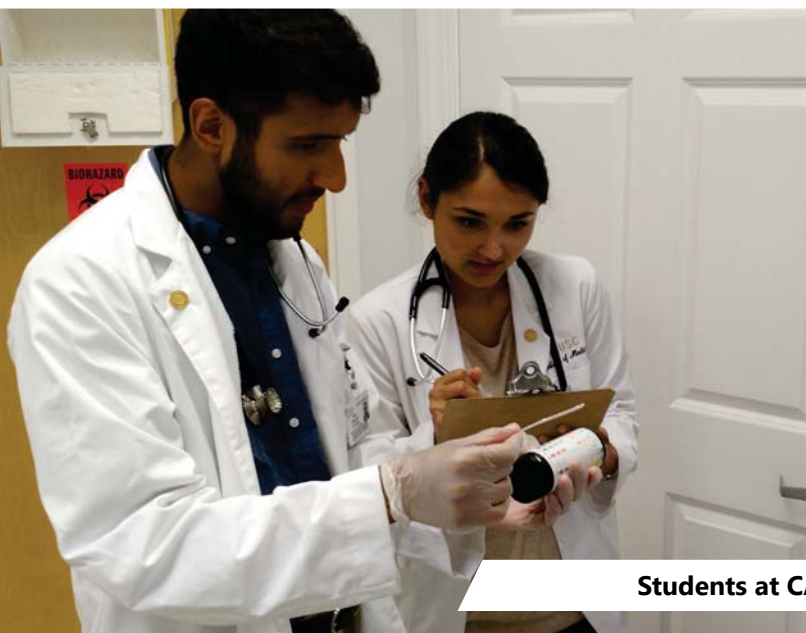
Students working with attendings at One80 Place





CARES Clinic

The CARES Clinic is another way that medical students give back to the Charleston community. It is a medical student initiated and operated non-profit organization providing free medical care to the underserved, uninsured population in the local Charleston area. Every Monday, Tuesday, and Thursday night from 6:30-9:00 students from different colleges at MUSC supervised by attending physicians provide free care to the uninsured. This is both a great opportunity to begin developing your clinical skills, as well as to engage with local community needs. Log on to www.thecaresclinic.org to learn more and find out about opportunities to work at the clinic.



Students at CARES Clinic

Patients First

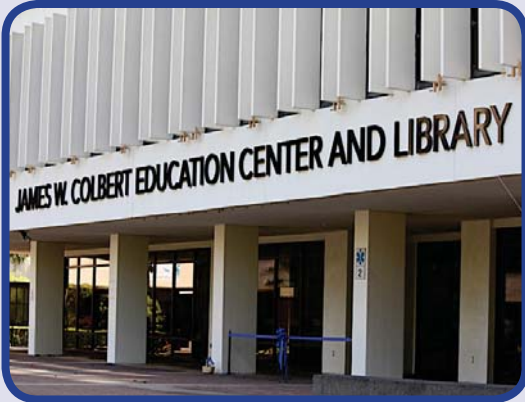
The Patients First program is a volunteer position created specifically for COM students. Volunteers commit to one 1-hour shift per week where they go into the hospital and visit with patients who wouldn't have visitors otherwise. This program provides a great opportunity to learn about and begin to understand patients' experiences in health care. If you want to get immediate patient exposure while also practicing communication skills, this is the program for you. An email about signing up for this program will go out to the first-year class during the fall. If interested, or have any questions, please contact Matt Frye (fryem@musc.edu).

Student Life

This is a fun compilation of students suggestions to things to do around campus as well as around Charleston.



On-Campus Study Tips



"There are big study rooms that you can reserve on the first, second, and third floors which are great for group studying."

- Celeste Jilich (Charleston, SC)

"Carrels are essentially your own private desks in the library that you can keep for the whole semester."

- Monique Courtenay (Columbia, SC)

"Markers are available for cheap at the 4th floor help desk."

- Charmee Mehta (Fort Mill, SC)

Sources of Caffeine



"Black Tap is the best coffee I've had in Charleston"

- Chris Mullins (Charlotte, NC)

"Go to the cafeteria for coffee. It's so cheap"

- Catherine Svetcharnik (Coventry, RI)

"Roper Hospital has a Starbucks inside it open on the weekends"

- Alex Cocca (Atlanta, GA)

"It's a bit pricey, but Gnome has great coffee and is close to campus. Plus, its all vegan!"

- James Segars (Beaufort, SC)



- Michelle Arms (Miami, FL)

Off-Campus Studying

"Browns court and bakery! Not very well known but it's downtown and has a good amount of room for studying. And very tasty baked goods!"

- Catherine Dong (Myrtle Beach, SC)



"Kudu is an awesome place to relax and read a book or something."

- Max Fowler (Columbia, SC)

"The College of Charleston library is super nice, and it has a Starbucks that's open pretty late and on the weekends"

- Aaron Kaye (New Orleans, LA)

"If you're into the hipster scene, can't beat Mercantile and Mash down on East Bay"

-Melissa Koci (Ladson, SC)

Eating

We, your editors, crowd-sourced recommendations for dining suggestions to our fellow second year students. Now, for all your free time, you'll have a bucket list of places to eat. The question we asked them was...

"What are your favorite places to go to eat lunch, dinner, or even brunch?"



Chris Allen Garcia's Tortilla House on Spring St. is 🔥🔥🔥. Breakfast and lunch tacos, open 7am-3pm

Like · Reply · 👍 4 · July 7 at 8:28pm



Chris Mullins One thing you can do is arrange nine (9) saltines into a 3x3 square, cover in shredded cheddar cheese and microwave for 30s. Gets old after a semester or two.

Like · Reply · 👍 24 · July 7 at 8:33pm

Fun fact - the Harris Teeter downtown has a student discount.



Lindsay Rucker Bagel nation in James island is a great place to eat and study with endless coffee refills

Like · Reply · 👍 3 · July 7 at 8:48pm



Max Fowler Edmunds. Oast. For all three of those things

Like · Reply · 👍 6 · July 7 at 8:59pm



Jordan Hall Spicy chicken sandwich from closed for business!!

Like · Reply · 👍 4 · July 7 at 9:12pm



Michelle Arms Seriously, hometeam tho

Like · Reply · 👍 13 · July 7 at 9:13pm



Michael Lugo Any sandwich at Artisan Meat Share!

Like · Reply · 👍 1 · July 7 at 9:21pm



Blair Lowery Martha Lous

Like · Reply · July 7 at 9:23pm



Mac Segars Bon Banh Mi, Half price Friday 5-7pm
Moe's Crosstown, Half price Tuesdays evenings
Dellz Deli

Like · Reply · 👍 6 · July 7 at 9:34pm

Half price recommendations!



Christina Kearse I can't go more than 3 days without Jeni's

Like · Reply · 👍 5 · July 7 at 9:42pm



Justin Collins Smart woman 😊

Like · Reply · July 8 at 12:35am



Ben Sandifer Sunrise Bistro on Spring. Very small but very good

Like · Reply · 👍 2 · July 7 at 9:44pm



Mark Pacult holiday inn at the airport and convention center bar

Like · Reply · 12 · July 7 at 9:54pm



Christina Kearse The only place to eat on Sundays is Wild Flour Pastry for "STICKY BUN SUNDAY!!!"

Like · Reply · 1 · July 7 at 9:57pm



Lauren Hemmingsen Macs got the half price places on lock and I second taco Garcia, and edmunds oast especially if you love sour beers

Minero is superb,... [See More](#)

Like · Reply · 1 · July 7 at 9:58pm



Lauren Hemmingsen And Cali's hot little biscuits, especially late night til 2am on Fridays and Saturdays

Like · Reply · 3 · July 7 at 9:59pm



Lauren Hemmingsen O-ku has half price sushi rolls Monday, Wednesday, Friday from 5-7

Like · Reply · July 7 at 10:01pm



Abby Lewis Chopsticks

Like · Reply · 3 · July 7 at 10:10pm



Abby Lewis but also Muse, really all you need is on Society St.

Like · Reply · 3 · July 7 at 10:11pm



Catherine Dong Fleet Landing for a nice dinner, Brown's Court Bakery for coffee and pastries (good study spot too), Five Loaves for lunch and dinner

Like · Reply · 1 · July 7 at 10:24pm



Max Fowler Tattooed moose is also a good spot. Get anything with the word "duck" in the name

Like · Reply · 4 · July 7 at 10:30pm



Laurel Gower I could eat Desano's pizza for every meal (also it's BYOWine



Like · Reply · 6 · July 7 at 11:01pm



Audrey Heldreth Taco Bell on Spring St. is by far my most frequented place for breakfast, lunch, dinner, and fourth meal.

Like · Reply · 16 · July 7 at 11:23pm



Courtney Poston Most frequented hours are 12-3pm so I would keep this in mind when making brunch reservations. Very affordable and pleasant staff!

Like · Reply · 5 · July 7 at 11:27pm



Audrey Heldreth Kentaco bell***

Like · Reply · 2 · July 7 at 11:28pm



Palmer Freshley Chickfila in the cafeteria just added the spicy chicken sandwich.. You don't leave campus till you docta

Like · Reply · 11 · July 7 at 11:29pm · Edited



Justin Collins Fuel is near campus and the grilled chicken sandwich is excellent. Lee lee's hot kitchen is like PF Changs but better and cheaper and walkable from campus.

Like · Reply · July 8 at 12:37am



Mary Fox My friend Moe on Spring and Coming for late night gyro needs. My friend Quan on King and Cannon for a Quan burger, hot dog, Philly cheesesteak.

Like · Reply · July 8 at 8:27am



Abby Lewis RT Moe's lamb gyros

Like · Reply · July 8 at 8:54am



Ben Sandifer Can't forget about Shelter for brunch either

Like · Reply · 2 · July 8 at 8:57am



Max Fowler Bloody Mary bar 🍷

Like · Reply · 1 · July 8 at 3:36pm



Hank Burchett Brown Dog Deli on Broad St. for sandwiches

Like · Reply · 1 · July 8 at 9:04am



Catherine Svetcharnik Okonomiyaki at Xiao Bao Biscuit!

Like · Reply · 2 · July 8 at 10:45am



Alex Cocca Persimmon Cafe - close enough to walk which is perfect when you're hungry and want to "exercise"

Like · Reply · 1 · July 8 at 6:41pm



Monique Courtenay Dave's Carry Out and Hannibal's Kitchen have the best soul food in Charleston! The crab rice at Hannibal's is my favorite thing...in life.

Like · Reply · 4 · July 8 at 8:21pm



Abby Lewis Yes to Dave's

Like · Reply · 1 · July 8 at 10:43pm

"And one last suggestion from your one of your editors: there is a Farmer's Market on Friday afternoon right in front of the library. They have the most beautiful fruits and vegetables for rather reasonable prices."

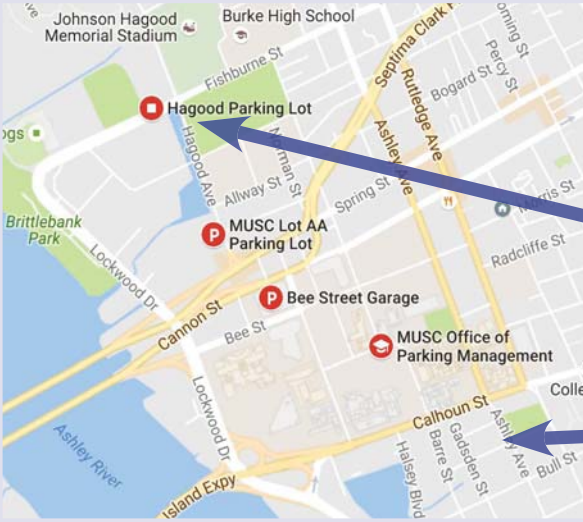
- Charmee Mehta (Fort Mill, SC)

Sleeping

Won't happen. Just kidding. But don't let studying and all the stress keep you from sleeping. Studies show that both the best grades and best moods result from getting 7-8 hours a night!



Where to Park



“Any bike rack”
- Sarah Law (Columbia, SC)

“Parking in the Hagood Parking Lot is free. Though it's a bit far, a shuttle bus constantly is going between the lot and campus. It is first-come, first-served though, so you got to get there early.”
- Adam Bumgardner (Columbia, SC)

“Best place to park is on the street on Ashley on the other side of Calhoun St. around the park, or anywhere on Bee St.”
- Harry Rockower (Bethesda, MD)

Events



Alhambra



Wine Tasting at the Aquarium



SGA Oyster Roast



Piccolo Spoleto Festival

AUGUST						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
White Coat	15	16	17	18	19	20
21	22	23	24	25	BBQ	27
28	29	30	31			

SEPTEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	Labor Day	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	Exam 1	24
25	26	27	28	29	30	

OCTOBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	Exam 1	29
30	31					

NOVEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
			Thanksgiving Break			
27	28	29	30			

DECEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	Exam 3	16	17
					Winter Break	
18	19	20	21	22	23	24
Winter Break						
25	26	27	28	29	30	31
Winter Break						

Calendar

- Aug 14: White Coat Ceremony
- Aug 26: SGA Welcome Back BBQ
- Sept 5: Labor Day Holiday
- Sept 23: Block 1 Exam
- Oct 28: Block 2 Exam
- Nov 23 - 25: Thanksgiving Holiday
- Dec 15: Block 3 Exam
- Dec 16 - Jan 2: Winter Break



JANUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	Restart Classes	4	5	6	7
Winter Break						
8	9	10	11	12	13	14
15	MLK Day	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	Exam 4	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	Exam 5	17	18
Spring Break						
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	Exam 6	6
7	8	9	10	11	12	13
14	15	Synth. Exam	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Jan 2: Restart Classes
- Jan 16: Martin Luther King Jr. Holiday
- Feb 9: Block 4 Exam
- Mar 16: Block 5 Exam
- Mar 17 - 24: Spring Break
- May 5: Block 6 Exam
- May 16: Synthesis Exam