Medical Education Program

In addition to teaching the usual biomedical sciences that prepare students for careers in preventive and curative healthcare, the medical school also trains students for work in adverse physiological and psychological environments. In this way, the School of Medicine's educational program is unique.

Because of the need for broadly trained uniformed services physicians, the School of Medicine offers a comprehensive systems-based curriculum. Designed to ensure clinical and academic rigor within the School, its teaching hospitals, and various military operational environments, the program includes core instruction in military-medical physiology. Although initial emphasis is on the basic sciences, clinical sciences are progressively integrated, with patient care activities beginning as early as the 1st week of medical school! This integration allows students to appreciate not only the physical and biological factors affecting human health and illness but also the complex social factors affecting individuals. Two key concepts underscore the USU curriculum: one is that medicine exists to serve society and the other that military physicians must have strong humanistic and leadership skills.

Goals

The School of Medicine’s four-year program, which culminates in the award of a doctor of medicine degree, aims to transform students into competent and compassionate uniformed services physicians; create and foster an environment of learning and investigative curiosity; and provide a setting that supports the development of uniformed service medical professionalism. The specific goals of the School’s medical curriculum are as follows:

1. To teach emerging physicians the basic knowledge and skills regarding
   • Normal and abnormal human development, structure, and function
   • Natural history of disease
   • Appropriate diagnostic, therapeutic, preventive, and health maintenance methods and skills as well as knowledge of their limitations
   • Communication and learning resources skills
   • Interdisciplinary nature of the military healthcare team and community social services

2. To develop the fundamental attitudes of a humanistic physician–scientist
   • Respect and compassion for others
   • Intellectual honesty, including recognition of personal limitations
   • Appreciation of scholarship and research
   • Understanding of medicine’s socioeconomic and ethical aspects
   • Realization that a career in health sciences involves continuous and lifelong learning
   • Understanding of the physician’s role as a Uniformed Officer, including the requirement for personal physical fitness
The School of Medicine offers more than just a sound, comprehensive medical education. The School’s primary objective is to produce dedicated military-medical officers. Consequently, leadership, military training, and military medical programs are integral parts of the curriculum. Students are expected to master each of these aspects of their education.

**Curriculum**

Before arriving at the School of Medicine in August, incoming students complete a four to six week Service-specific orientation program. Orientation programs are conducted at the following locations:
- U.S. Army: U.S. Army Academy of the Health Sciences, Fort Sam Houston, Texas
- U.S. Navy: Officer Indoctrination School, Naval Education and Training Center, Newport, Rhode Island
- U.S. Public Health Service: Department of Health and Human Services, Parklawn Building, Rockville, Maryland

**Professional Orientation**

During these orientations, administrative records are initiated for students entering active duty. Students buy uniforms and are informed of their proper wear, learn basic information about their Services’ customs and courtesies, gain an understanding of one’s responsibilities as an officer, and begin to develop an *ésprit de corps*. Those students not accustomed to life in a uniformed service typically find that orientation is both educational and challenging while providing a smooth transition to military life.

Medical officer candidates with prior commissioned service may not be required to attend the Army Basic Officer Leaders Course (BOLC), the Navy Officer Indoctrination School (OIS), or the Air Force Commissioned Officer Training (COT) course, as determined by each respective service. The Army does require that newly graduating students from the United States Military Academy and Reserve Officer Training Corps (ROTC) programs attend BOLC in San Antonio, Texas. Individuals who did not graduate from the Army Medical Department (AMEDD) course are required to attend BOLC prior to matriculation. The U.S. Navy and U.S. Air Force do not require service academy or ROTC graduates to attend the summer orientation program.

Following the service-specific orientation, students report directly to the School of Medicine. Brigade orientation begins the second week of August. During this period, administrative requirements for registering students with the university and local military units are completed. Academic orientation begins the third week of August. Students are encouraged to have finalized their living arrangements by the start of academic orientation.

Upon completing orientation at the School of Medicine, students will formally begin their medical education.

**Curriculum**

The F. Edward Hébert School of Medicine recently initiated a major transformation of its curriculum. The modernized curriculum focuses on the theme of "Molecules to Military Medicine" and incorporates four conceptual pillars: the integration of basic & clinical sciences throughout the entire four year curriculum, early patient contact, adaptability to unique learning styles, and the incorporation of advanced educational technologies. Included in this transformation was a shift from a discipline or course based curriculum, to an integrated, system-based program which allows for medical science to be learned and applied, in a clinical context. Moreover, students will start interacting with and learning to care for patients within their first few weeks of class. At the same time, they will study and master those aspects of the basic sciences that represent the foundation of all medical education.
The overall curriculum is divided into three major segments: the pre-clerkship, core clerkship and post-clerkship periods, all of which incorporate specialized instruction and training related to the unique aspects of military medicine. Of note is that the new curriculum includes an even greater amount of time for senior electives and/or advanced research opportunities.

**Pre-Clerkship Period (first 18 months)**

The eighteen month pre-clerkship period will enable students to establish a strong foundation in the basic science associated with the mechanisms of human disease, and the latest approaches to prevention and treatment. During this time, students will begin developing their professional identities as officers and physicians, so they can fulfill the promise of duty and expertise to their future patients and military units. They will be mentored by experienced faculty with an emphasis being placed on the cultivation of professional values and the mastery of key elements of basic and clinical science. Students will also study and acquire an understanding of the social and epidemiologic principles needed for effective patient care.
The Uniformed Services University (USU) curriculum strives to instill an appreciation for the importance of scientific inquiry and the necessity for life-long learning, discovery, and self-improvement. The pre-clerkship period begins with a seven week “fundamentals module” which introduces and reviews key foundational concepts from the basic sciences and from clinical medicine. It allows students to acquire the skills needed to master advanced material and establishes an academic foundation for the five organ-system based modules that follow. These include organ-systems based modules focusing on the musculoskeletal system and skin; the cardiopulmonary-renal system; neuroscience and behavior; the gastrointestinal, hepatobiliary, metabolism and nutrition systems; and one focusing on reproduction and endocrinology. The final, complex and multi-system disease module prepares students to understand the intricacies of modern clinical medicine as they prepare to move into the next phase of their education: the clerkship year. In this transitional module, students will advance their problem solving skills in order to understand the interplay of multiple systems in serious illness. In addition, they will learn how to recognize the roles of the host response, and the impact of social and environmental influences on disease outcomes. The diverse challenges addressed by the specialties of global and military medicine will also be emphasized.

Pre-Clerkship Modules

Fundamentals Module (PRC1001):
This module allows students to master the fundamental principles which are common across multiple scientific disciplines. Subjects extracted from the fields of biochemistry, human physiology, anatomy, cell biology, histology, microbiology, immunology, pharmacology, and pathology are presented, along with topics from clinical, preventive, and military medicine. Students will develop the academic foundation that will enable them to fulfill the professional promise of duty and expertise, and will develop the basic knowledge, skills and attitudes necessary to perform a medical interview and physical exam in a patient centered framework. They will also develop the foundation that will allow them to apply concepts of epidemiology to clinical research studies.
Skin & Musculoskeletal Module (PRC2001):
The goal of this unit is to provide pre-clerkship students with the foundational knowledge needed to foster a comprehensive, pathophysiologic understanding of common dermatologic and musculoskeletal conditions. The knowledge and skills acquired in this module will prepare students to appropriately diagnose, evaluate, treat, and manage a broad spectrum of dermatologic and musculoskeletal conditions during their clinical training.

Cardiopulmonary-Renal Module (PRC2002):
Students will study the normal structure, development, and function (anatomic, molecular, biochemical, and cellular mechanisms) of the cardiovascular, pulmonary and renal organ systems. They will learn how to identify the clinical manifestations, pathology, and pathophysiology of common and serious cardiovascular, pulmonary, and renal conditions and will be able to describe and justify the use of diagnostic maneuvers, tests, and imaging employed to confirm and/or evaluate these conditions. Students will also demonstrate an understanding of the principles of disease management and prevention.

Neuroscience and Behavior Module (PRC2003):
In the neuroscience and behavior module students will learn how to apply basic science and clinical concepts to the recognition and treatment of neurologic and psychiatric conditions, including military relevant topics. The latter will include a review of issues pertaining to traumatic brain injury, pain and pain management, sedation, depression, suicide, post-traumatic stress disorders, and sleep related disorders. The unit will also include study of infectious and metabolic diseases of the nervous system, neurodegenerative diseases, stroke, movement disorders, pathologic conditions involving the special senses, as well as developmental disorders.

Gastrointestinal, Hepatobiliary, Metabolism & Nutrition Module (PRC2004)
This module focuses on developing a fundamental understanding of the mechanisms of gastrointestinal functions and how the digestive system processes food in order to extract nutrients for growth and development. Students will learn how to describe the pathophysiology underlying the major disease states that affect the digestive and hepatobiliary systems, including methods used for diagnosis and treatment. The unit also includes an exploration of the consequences of inadequate and excessive ingestion of calories and the importance of nutrition in hospital settings and in unique military environments. Finally, students will learn how to recognize and diagnose common conditions, so they can prepare for subsequent responsibilities in patient management.

Reproduction and Endocrinology Module (PRC2005)
The reproduction and endocrinology module provides students with knowledge of the physiological, psychological, and cultural issues that influence normal and abnormal human development and sexuality. Through the use of medical simulation, students will learn how to discuss psychological and sexual issues with patients in a comfortable and respectful manner. Students will also learn how hormones regulate carbohydrate and lipid metabolism in health and disease, and the role of hormones in regulating serum osmolality and ionic homeostasis. In addition, students will become familiar with the normal and pathological structures of endocrine glands, and will learn how to understand diseases of the adrenal, thyroid and parathyroid glands based on the underlying pathology and pathophysiology. Finally, students will be introduced to therapeutic approaches used in the management of endocrine disorders and will have an opportunity to interact with patients with endocrine diseases.

Complex and Multi-System Diseases Module (PRC2006)
Building on a foundational understanding of normal tissues, physiology and pathology, students will learn how to assess and manage complex diseases that affect multiple organ systems. They will also learn how to approach patients who are complex by virtue of genetic and/or other underlying conditions. Similarly,
they will master the skills needed to evaluate and respond to complex situations or environments, particularly those that pose risks to health and emotional well-being. Students will also develop advanced clinical skills that will enhance their ability to effectively interact with patients, to formulate a differential diagnosis, to interpret laboratory and imaging data, to apply statistical methods, and to apply the problem solving skills that will be needed during their clinical clerkships.

Military Medical Practice (MMP) (PRC2008)
The military unique component of the pre-clerkship curriculum assists students in gaining the skills, knowledge and attitudes required to succeed as a Military Medical Officer. It will prepare students with and without prior military service to thrive as operational brigade or flight surgeons supporting active military units. The material stresses critical operational medical competencies which fall outside traditional clinical settings. These include:
1. Keys to success in the leader, follower and advisor roles that are all part of the Military Medical Officer’s unique role.
2. Principles and techniques for health service support in austere and hazardous environments
3. The compensatory and pathological physiologic responses to extreme environments found in some military operations
4. Insight into the challenges of enhancing human performance in military populations
5. Planning and execution of medical support in contingency and humanitarian deployments
6. The emergent care of the combat casualty from the front line “point of injury” through field stabilization and evacuation to definitive care

Teaching occurs throughout the four-year medical education program, within the Pre-Clerkship Modules, in discrete Field Training Exercises and in elective clerkships.

Core Clerkships (12 months)
Following a 10 day introductory, transition to clerkship course, which introduces students to the clinical environment, students engage in a total of 48 weeks of required clinical clerkships, which are accomplished via a series of three sixteen-week blocks.

Overview of Core Clerkships – 52 weeks
Starts 2nd Half, MS-II Year & Extends to 1st Half, MS-III Year

<table>
<thead>
<tr>
<th>Jan</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>Formative Core Clerkship Block 1, Location 1</td>
<td>Formative Core Clerkship Block 2, Location 2</td>
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<th>Aug</th>
<th>Sept</th>
<th>Dec</th>
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<tr>
<td>Location 2 (Cont)</td>
<td>Formative Core Clerkship Block 3, Location 3</td>
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| Pre-Clerkship Lead-Up Training (1 week) |
| Common Assessment Weeks (1 week each) |
| Vacation (1 week in Spring; 2 weeks in Winter) |
| Clinical Rotations (16 Week Segments Comprising Core Rotations–5 weeks each–plus 1 Week of Combined Testing) |
Leave periods are scheduled after the first block, in the Spring, and in December. Basic science “threads” are interwoven throughout the clerkships and build on many of the fundamental anatomic, physiologic and pathologic concepts that were introduced in the pre-clerkship modules. Clinical “threads” focus on topics of medical professionalism, ethics, patient safety, quality improvement, the skills necessary to practice life-long learning, and on evidence-based medicine.

The Core Clerkships are divided into three main blocks which can be completed in any order. Each block includes a pairing of two related clinical disciplines as depicted in the following table:

<table>
<thead>
<tr>
<th>Block</th>
<th>Inpatient Medicine/Outpatient Medicine/Psychiatry</th>
<th>Family Medicine/Pediatrics/Selective Rotation</th>
<th>General Surgery/Surgical Specialties/Obstetrics and Gynecology</th>
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**Core Clerkships**

**Family Medicine (FM03001):**
The family medicine clerkship is designed to provide students with a solid background in the principles and practice of family medicine. Students are exposed to a model of comprehensive, compassionate and personal healthcare where the physician’s continuing responsibility is limited neither by a patient’s age or sex nor by a particular organ system or disease entity.

The importance of the family unit and the community context are emphasized. The predominant focus of the five-week rotation is on ambulatory family medicine. During this time, students have direct contact with patients and provide primary care under the supervision of faculty family physicians and senior
residents. The clerkship also exposes students to primary care sports medicine, inpatient family medicine care, family-centered maternity care and other on-call experiences. Interactive workshops, clinical case discussions, clinical and ward rounds, behavioral science seminars, required readings, and an assigned family study enrich this in-depth exposure to family medicine.

**Medicine (MD03001):**
The internal medicine clerkship focuses on the care of adult patients. It fosters clinical problem solving for and with patients as they experience a wide variety of problems, allowing students to become clinicians who embrace complexity, yet act with simplicity.

Students spend five weeks in the outpatient setting and five weeks on an inpatient service. Clinic students work directly with faculty in the care of patients. On the wards, students function as junior members of teams consisting of attending physicians, residents, interns, and students. Under supervision, they actively participate in patient care, including nighttime and weekend call. All students attend teaching conferences and work directly with teaching preceptors in the analysis and synthesis of clinical information. Growing independence of the learner along with fulfilling the promise of duty and expertise represents the core goal of this clerkship. In both the inpatient and outpatient settings, students are expected to become reliable “reporters” who are making the transition to active “interpreters” for their patients, and ultimately to the “manager/educator” level.

**Obstetrics and Gynecology (OB03001):**
The clinical clerkship in obstetrics and gynecology is designed to fulfill the dual objectives of providing all students with the core knowledge and skills required to address the health needs of women in primary care settings. It also strives to stimulate student’s interest in the clinical and academic excitement and challenges of this surgical and women’s healthcare specialty.

During much of the five weeks, students participate as members of the healthcare team on the traditional inpatient and outpatient services of obstetrics, gynecology, reproductive endocrinology, and gynecologic oncology. Students at all clerkship sites also have ample opportunity to evaluate patients and develop management skills in the ambulatory care setting.

Case discussions on rounds, problem-based learning discussion groups, simulation sessions, clinical skills sessions, and independent study assignments assure exposure to the knowledge and principles of this specialty. The on-site clerkship coordinators are responsible for the cognitive and non-cognitive assessments of students’ performance. The on-site coordinators, clerkship director, and the department chairperson are readily available to provide career counseling to students interested in the numerous professional opportunities associated with the field of obstetrics and gynecology.

**Pediatrics (PD03001):**
The pediatric clerkship addresses issues unique to childhood and adolescence by focusing on human growth and development, principles of health supervision, and recognition and treatment of common health problems. Additionally, it emphasizes the impact of family, community, and society on child health, well being, and illness. The experience emphasizes aspects of general pediatrics important for all medical students and provides a foundation for those students who elect further study in the healthcare of infants, children, and adolescents.

Students have an opportunity to participate in clinical activities of both general and subspecialty pediatric services, but the emphasis in all services is placed on fundamental and common issues. The Department of Pediatrics utilizes a nationally accepted curriculum that guides students through knowledge acquisition concerning the diverse areas of pediatric medicine. Throughout the clerkship, the essentials of pediatric history-taking and physical examination are stressed.

In addition, the department places a strong emphasis on clinical problem solving and provides students
with a structured learning environment, incorporating quality clinical teaching by motivated preceptors and by utilizing computer-simulated case studies. The educational goal of the department is to provide each student with a comprehensive learning experience and the self-directed learning skills necessary to provide a lifetime of current, compassionate, and committed healthcare.

**Psychiatry (PS03001):**
Students participate in practical clinical work, seminars and case conferences. In their daily work on inpatient, partial hospital, consultation-liaison, and/or outpatient services, students are supervised by psychiatry residents and staff. The department strongly emphasizes the bio-psychosocial model, integrating biological, psychological, and socio-cultural knowledge in understanding behavior and disease. The development of advanced clinical interviewing, diagnostic, and treatment planning skills are central to the clerkship. Particular attention is given to disorders associated with the unique and/or international focus of military medicine. Each student meets weekly with a senior clinician preceptor for review and discussion of case histories. Mandatory seminars and case conferences consider both practical and theoretical aspects of emotional disorders.

**Surgery (SU03001):**
The clerkship begins with a two-day orientation to the fine art and science of surgery. This includes didactic and hands-on experience in the lab using surgical instruments, suturing, knot tying, manipulating tissue, and exposure to advanced surgical technologies such as video-endoscopic surgery and ultrasound.

Students then become members of surgical teams comprised of interns, residents, supervising surgical staff, and other healthcare providers at one of the participating military medical centers. They work in clinics, make ward rounds, assist in the operating room, take night call, and attend departmental conferences related to all aspects of care of the surgical patient. Students do independent histories and physical examinations, which are reviewed and discussed. Lectures on disease and surgically managed injuries are delivered, and a departmental handbook is provided as a reading guide. Distinguished professor lectures (bimonthly) and quarterly one-day surgical seminars are provided at USU. During the clerkship each student prepares a topic or case for formal presentation. Clinical performance is evaluated by the teaching staff and a final examination is given.

**Post-Clerkship Period**
The major objectives of the post-clerkship period are to prepare students for graduate medical education (residency training), and to foster advanced clinical decision making skills as students move from being able to Report medical information, to being able to Interpret information, in the interest of Managing and Educating patients in accordance with the “RIME” model of medical education.

The first four-weeks of the post-clerkship phase will be used to help students prepare for successful completion of Step 1 of the USMLE exam. Students will then have an eight-week period of advanced curricular instruction called “Bench to Bedside and Beyond” (B3). B3 is an opportunity for students to further integrate basic science and clinical concepts in an advanced context. Emphasizing case-based examples, B3 will also incorporate topics such as patient safety, team-based care delivery (patient-centered medical home), professionalism and evidence-based clinical decision making.

After B3, post-clerkship students will have an extended period of advanced clinical electives. This will allow time for several ‘audition’ rounds with prospective residency sites and will further enhance students’ clinical skills and opportunities. Offerings include both ambulatory and inpatient-based rotations, research electives, operational medicine electives, community- based medical electives, as well as traditional sub-internships. During this period, students will also complete Part 2 of their USMLE examinations (Step 2 CS and CK).
Overview of Post-Clerkship Period

Step Exams / Bench-to-Bedside & Beyond (B3) / Advanced Clinical Rotations
Military Contingency Medicine / Capstone Opportunity

Included in the post-clerkship period is an opportunity to complete a Capstone Project. Capstone is a longitudinal project involving scientific inquiry in the area of the student’s choosing. Capstone opportunities range from traditional basic science to integrative, operational, translational, or clinically oriented projects. Students completing Capstone projects will be expected to devote at least 3 months of the post-clerkship period to this scientific pursuit.

Grading and Promotion Policies

With the exception of the pre-clerkship fundamental module, post-clerkship and the Bench to Bedside and Beyond module, which is graded on a Pass/Fail basis, all other coursework is graded on a Honors/Pass/Fail basis. Students must take and pass all components of the USMLE Step I and II exams in order to graduate.

For each required activity, written grading criteria are prepared by the responsible academic department. These are regularly reviewed by the School of Medicine Curriculum Committee, and distributed to students at the beginning of each activity. The academic content of several of the basic science and clinical science modules includes participation in laboratories, which may involve the use of laboratory animals. These labs are mandatory. Failure to participate is sufficient grounds for course failure and will result in review by the School of Medicine’s Student Promotions Committee, which could lead to disenrollment. A departmental chairperson may exempt a student from fulfilling a academic requirement based on proven expertise (testing out) or on the basis of a pre-existing academic degree (master’s and/or doctoral).

Academic competence in cognitive areas is not enough to satisfy USU academic requirements. Noncognitive areas, such as officer bearing and attitude, are essential aspects of academic performance and are evaluated during each curriculum year.

Academic progress is monitored by the Student Promotions Committee. Medical students must maintain satisfactory academic performance to be eligible for promotion to the next year, to be recommended for graduation, and to be approved for Graduate Medical Education (GME). Failure to complete required coursework or to maintain an acceptable level of academic and professional performance may cause the Student Promotions Committee to recommend remedial work or dismissal.

The final decision to dismiss a student from the School of Medicine rests with the Dean. Students have 46 months from the time of matriculation to fulfill all requirements for the M.D. degree. Inability to complete degree requirements on time is grounds for dismissal. An extension of time may be granted by the Dean, but such exceptions are considered on an individual basis only.
United States Medical Licensing Examination

Besides meeting the academic and personal requirements to graduate from the School of Medicine, students must take and pass Step 1, Step 2-CK (Clinical Knowledge), and Step 2-CS (Clinical Skills Examination) of the United States Medical Licensing Examination (USMLE).

All three parts of the examination are administered annually by the National Board of Medical Examiners (NBME). The USMLE replaced what was known as Parts I and II of the NBME Examination. Students are expected to take their Step 1 exam following the completion of their core clerkships (January of MSIII year). The Step 1 exam tends to emphasize on the basic sciences, namely anatomy, physiology, behavioral science, biochemistry, pathology, microbiology, and pharmacology. Step 2-CK is taken towards the end of the MS-III year or early in the MS-IV year (April to September) and covers medicine, surgery, obstetrics and gynecology, public health and preventive medicine, pediatrics, and psychiatry. Step 2-CS, is taken after Step 2-CK, and should be completed by November of the senior year. Step 2 CK tests a student’s clinical and communication skills in a series of one-on-one patient encounters in a standardized clinical setting. Fees for all parts of the USMLE are paid by the School of Medicine.

These tests are used by the School, along with other tests, to determine cognitive mastery in a range of subject material. Performance on the USMLE appears on the student’s individual official transcript as pass/fail. Because the faculty regards the ability to pass all components of the USMLE as evidence of minimal competence, students who fail Step 1, Step 2-CK, or Step 2-CS will appear before the USU Student Promotions Committee.

Academic Integrity

Academic integrity is the hallmark of every student and is part of academic performance. Students who violate academic integrity are subject to dismissal even though they are otherwise in good academic standing.

Licensure Requirements

Policies of each of the Uniformed Services require that a medical officer hold a valid and unrestricted license to practice medicine in one of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, or the U.S. Virgin Islands.

Graduation

Commencement exercises for the university are held on Armed Forces Day, the third Saturday in May, at the Daughters of the American Revolution (DAR) Constitution Hall in Washington, DC. Graduates receive the M.D. degree, are commissioned into the medical corps of their respective services, and receive a promotion from the O-1 to the O-3 officer rank (captain in the U.S. Army or the U.S. Air Force; lieutenant in the U.S. Navy or the U.S. Public Health Service). The university pays for rental of the graduating seniors’ caps and gowns, their diplomas, and for printed graduation invitations.

Withdrawal from the School of Medicine

Students may withdraw from the School of Medicine by submitting a letter of resignation through the Associate Dean for Student Affairs to the Dean of the School of Medicine, stating the reasons for withdrawal. Students who withdraw voluntarily or are dismissed from the School must perform military duty in an appropriate capacity, as determined by the secretary of the military service concerned, for a period equal to the period spent in training, but no less than one year. Unless law or service policy requires otherwise, the incurred service obligation for students separated from the School is added to any other prior service commitment. Students who leave the program may be required to repay the government for the cost of their education.

Academic and Leadership Awards

The university holds an annual Academic Collegium, where undergraduates from each of the first three
years of medical school are honored for their scholastic achievements in courses and clerkships. In addition, the following awards are made to graduating seniors.

**Board of Regents Award:** This is the highest honor a graduating senior can receive. The recipient must have demonstrated a combination of superior academic performance and clinical competence, commitment, and care, reflecting the highest level of duty and honor expected of a commissioned officer.

**Society of Medical Consultants to the Armed Forces Award:** The award recognizes the class valedictorian—the graduate who demonstrates the highest level of academic performance.

**Association of Military Surgeons of the United States Award:** This award is presented to the graduate who has best demonstrated the qualities of leadership and academic involvement. Consideration is also given to military motivation and bearing.

**Surgeons General Awards:** These awards are given to one graduate from each of the uniformed services whose contributions and role in the class have strongly identified him or her with the mission of that service. Each awardee has demonstrated a combination of academic achievement, medical professionalism, commitment to fellow students, and creative, sensitive leadership.

**Ésprit de Corps Award:** The award recipient is chosen by students of the graduating class. The award recognizes the individual in that class who by thought, word, and action demonstrates the humanistic qualities of compassion, caring, and concern for the well-being of all.