

Medical Education Program

The educational program within the Uniformed Services University (USU) School of Medicine is unique, for in addition to the traditional biomedical sciences that prepare students for careers in preventive and curative healthcare, students are taught how to work in adverse physiological and psychological environments. USU students also receive comprehensive instruction in the art of military-medical leadership, and participate in an array of training experiences that are designed to cultivate strong leadership skills.

The curriculum is comprehensive and is both clinically and academically rigorous, as it is specifically designed to support the educational needs of uniformed services physicians. The curriculum is presented via an organ-systems based approach, which incorporates focused instruction on military relevant physiology.

Although the initial emphasis is on the basic sciences, clinical medicine is integrated into all facets of the curriculum, with clinical skills training and patient care related activities beginning in the first week of medical school! This early integration of basic science and clinical medicine not only allows students to better appreciate the physical and biological factors affecting human health and illness, but also the complex social factors affecting individual patients.

Two key concepts underscore the entire USU curriculum: One is that medicine exists to serve society, and the other that military physicians must have unequivocally strong humanistic and leadership skills.

Goals and Objectives

The F. Edward Hébert School of Medicine is dedicated to preparing ethical, highly competent physicians who are committed to “caring for those in harm’s way,” and to providing exceptional care to all Military Health System beneficiaries. Specific goals include transforming incoming students into competent, caring,



and compassionate uniformed services physicians, creating and fostering an environment of learning and investigative curiosity, and providing a setting that supports the development of true medical professionalism.

The objectives of the School of Medicine are aligned with the Accreditation Council for Graduate Medical Education (ACGME) core competencies, and are organized into six broad categories: Medical and Population Health Knowledge; Interpersonal and Cross-Cultural Communication Skills; Patient Care; Practice-Based Learning and

Improvement; Professionalism; Leadership Development, and Officership, and System-Based Practice. A detailed document (Tiered Goals and Objectives), illustrating how the various phases of the School of Medicine curriculum support attainment of these broad educational objectives can be viewed at:

<https://www.usuhs.edu/curriculum>.

Military, Professional and Academic Orientation

Students without prior qualifying officer service experience must complete their service specific orientation program before actually matriculating into the School of Medicine. Orientation is conducted at the following locations:

- Army*: Direct Commissioning Course (DCC) at Fort Sill, Oklahoma
**Note: Army students will complete the AMEDD BOLC-B curriculum during their four years at USUHS*
- Navy: Officer Development School at the Officer Training Command Newport, Newport, Rhode Island
- Air Force: Commissioned Officer Training Course at Maxwell Air Force Base, Gunter Annex Montgomery, Alabama
- U.S. Public Health Service: Department of Health and Human Services, Rockville, Maryland

During these orientation programs, administrative records are initiated for students entering active duty. Students are provided opportunities to purchase any required uniforms, and instructed in their proper wear. Students also learn basic information about the customs and courtesies of their Service, gain an understanding of one's responsibilities as an officer, and begin to develop an *esprit de corps*. Students who may not have been previously exposed to life in a uniformed service, typically find these orientation programs to be educational and challenging, while facilitating a smooth transition to military life.

Students report to the School of Medicine campus after completing their service-specific orientations. The University's Brigade provides a general orientation during the first two weeks of August. During this time, the administrative requirements for registering students with the university and with their respective services are completed. Students are encouraged to finalize their living arrangements by the start of academic orientation.

Academic orientation begins the third week of August, and provides students with a more detailed overview of the curriculum, along with an introduction to the many educational and supportive resources that are available to them. Upon completing orientation at the School of Medicine, students formally begin their medical education.

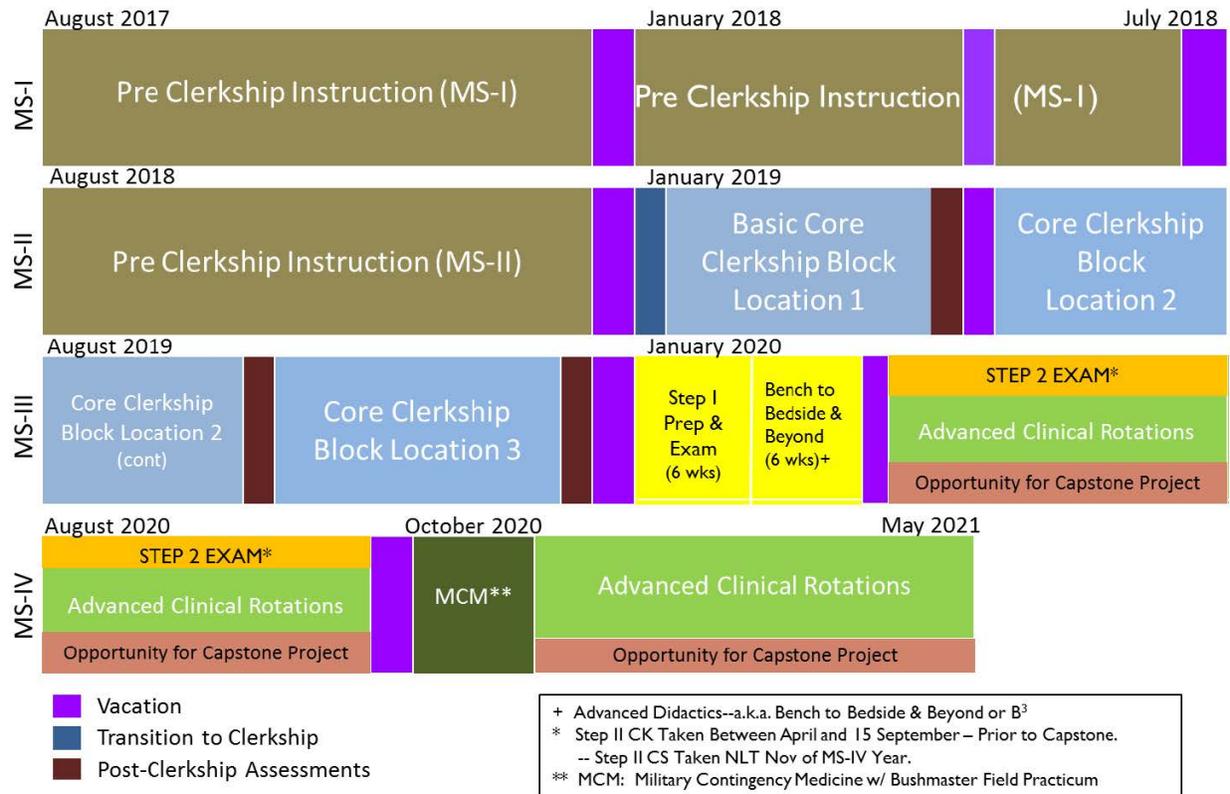
Molecules to Military Medicine Curriculum (M2MM)

The F. Edward Hébert School of Medicine's curriculum focuses on the theme of "Molecules to Military Medicine" and is based on four conceptual pillars: The integration of basic & clinical sciences throughout all four years, early patient contact, adaptability to unique learning styles, and the incorporation of advanced educational technologies.

The curriculum utilizes an integrated, organ-system based approach, which provides a solid clinical framework for learning and applying key elements of the foundational medical science. As a result, students begin interacting with, and learning to care for patients within their first few days of formal study.

The overall curriculum is divided into three major segments: the pre-clerkship, 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 current M2MM curriculum includes an even greater amount of time for senior electives, pre-Graduate Medical Education (GME) "audition rotations," and advanced research opportunities.

Overview of USU Molecules to Military Medicine Curriculum (Class of 2021)



Pre-Clerkship Period (first 16 months)

The USU curriculum strives to instill an appreciation for the importance of scientific inquiry and the necessity for self-directed and life-long learning, discovery, and continual self-improvement.

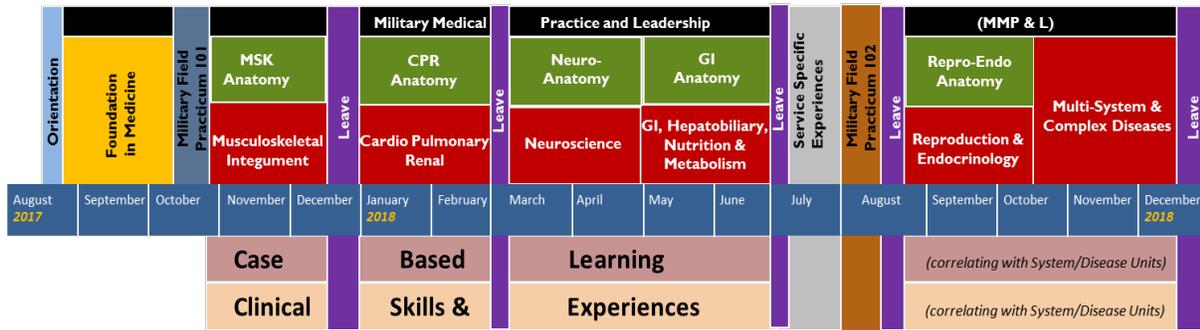
The sixteen month pre-clerkship period enables students to establish a strong foundation in the basic science associated with the mechanisms of human disease, and the latest approaches to prevention and treatment. During this time, students begin developing their professional identities as officers and physicians, so they can fulfill the promise of duty and expertise, to their future patients and military units. Students are mentored by experienced faculty, with particular emphasis placed on the cultivation of professional values and the mastery of key elements of basic and clinical science. At the same time, students study and acquire an understanding of the social and epidemiologic principles needed for effective patient care.

The pre-clerkship period begins with a seven week “Foundation in Medicine” module which introduces and reviews concepts fundamental to the basic sciences and clinical medicine. It provides students with the foundational skills needed to master advanced material, and establishes a solid foundation for the five organ-system based modules that follow this first module. These include a sequential focus on the skin and musculoskeletal system; the cardiopulmonary-renal system; neuroscience and behavior; the gastrointestinal, hepatobiliary, metabolism and nutrition systems; and one focusing on reproduction and endocrinology.

The final module focuses on complex and multi-system diseases and 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 advance their problem solving skills in order to

understand the interplay of multiple systems in serious illness. In addition, they 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 are also emphasized.

Overview of Pre-Clerkship Period (First 16 months)



Pre-Clerkship Modules

Foundation in Medicine Module (PRC1001):

This module allows students to master 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 develop the academic foundation that will enable them to fulfill the professional promise of duty and expertise, along with the basic knowledge, skills and attitudes necessary to perform a medical interview and physical exam in a patient-centered framework. Students also develop the academic foundation that will allow them to apply concepts of epidemiology to clinical research studies.

Musculoskeletal and Integument Module (PRC2001):

This module provides pre-clerkship students with the 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):

In the nine week module, students study the structure, development, and function (anatomic, molecular, biochemical, and cellular mechanisms) of the cardiovascular, pulmonary and renal systems. They learn how to identify the clinical manifestations, pathology, and pathophysiology of common and serious

cardiovascular, pulmonary, and renal conditions, and develop an understanding of the principles of disease management and prevention. Students will also learn how to describe and use diagnostic maneuvers, clinical tests, and specialized imaging to confirm and/or evaluate these conditions.

Neuroscience and Behavior Module (PRC2003):

In the neuroscience and behavior module students learn to apply basic science and clinical concepts to the recognition and treatment of neurologic and psychiatric conditions, with a particular emphasis on military relevant situations and topics. This includes a review of issues pertaining to traumatic brain injury (TBI), pain and pain management, sedation, depression, suicide, post-traumatic stress disorders (PTSD), and sleep related disorders. The module also includes the study of infectious and metabolic diseases that frequently involve the nervous system, neurodegenerative diseases, stroke, movement disorders, pathologic conditions involving the special senses, and 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 learn to describe the pathophysiology underlying the major disease states that affect the digestive and hepatobiliary systems, including methods used for diagnosis and treatment. The module 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 learn 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 learn to discuss psychological and sexual issues with patients in a comfortable and respectful manner. Students 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 become familiar with the normal and pathological structures of endocrine glands, and to understand diseases of the adrenal, thyroid and parathyroid glands based on the underlying pathology and pathophysiology. Finally, students are introduced to therapeutic approaches used in the management of endocrine disorders and have an opportunity to interact with patients with endocrine diseases.

Multi-System and Complex Diseases Module (PRC2006)

The final module in the pre-clerkship curriculum builds upon a foundational understanding of normal tissues, physiology and pathology. In this module students learn to assess and manage complex diseases that affect multiple organ systems. They also learn how to approach patients who are complex by virtue of genetic and/or other underlying conditions. In addition, they begin to master the skills needed to evaluate and respond to complex situations or environments, particularly those that pose risks to health and emotional well-being. Finally, students develop the 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 type of problem-solving skills that are needed during their clinical clerkships.

Military Medical Practice and Leadership (MMPL) (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 prepares students with and without prior military service to thrive as operational brigade or flight surgeons supporting active military units.

The Military Medical Practice and Leadership program of instruction (MMPL) provides a foundation for the development of medical officers on the mobile and widely dispersed battlefield of the future, in support of both combat and non-combat military operations. The MMPL focuses on three curricular ‘pillars:’ Leadership (LDR), Military Medical Practice (MMP), and Pre-Hospital Trauma Life Support (PHTLS).

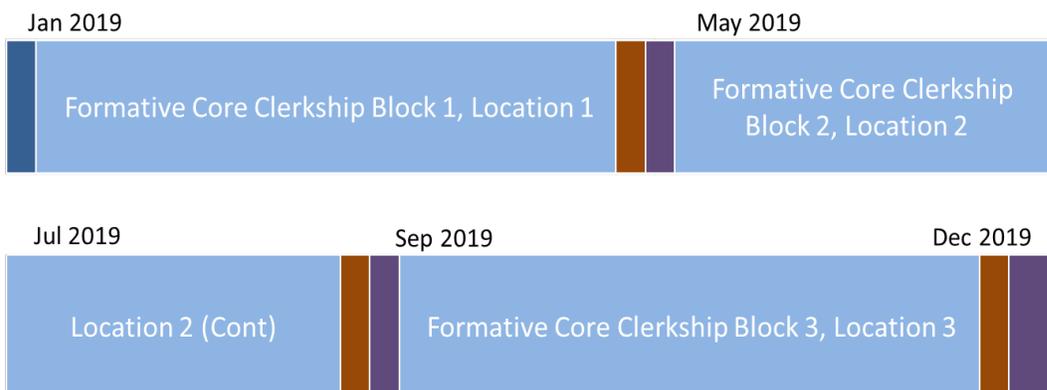
PHTLS includes both Combat Medical Skills (CMS) and Tactical Combat Casualty Care (TC3). The MMPL curriculum employs a variety of teaching methodologies including lectures, labs, small group activities, problem solving, critical thinking, and field practicums. As part of the MMPL curriculum students will deploy to a nearby training facility for two progressive Military Field Practicums (MFP 101 and MFP 102) for a total of three weeks of applied learning in the field. MFP 101 and MFP 102 provide an opportunity to explore and develop in the laboratory of peer leadership in a simulated combat environment. Taken together, the two MFPs focus on individual field skills, peer leadership, tactical leadership, and progress to platoon level leadership. Students also complete a service-specific, Summer Operational Experience as part of the MMPL curriculum.

Core Clerkships (12 months)

Following completion of a 3-4 day Transition to Clerkship program, students participate 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

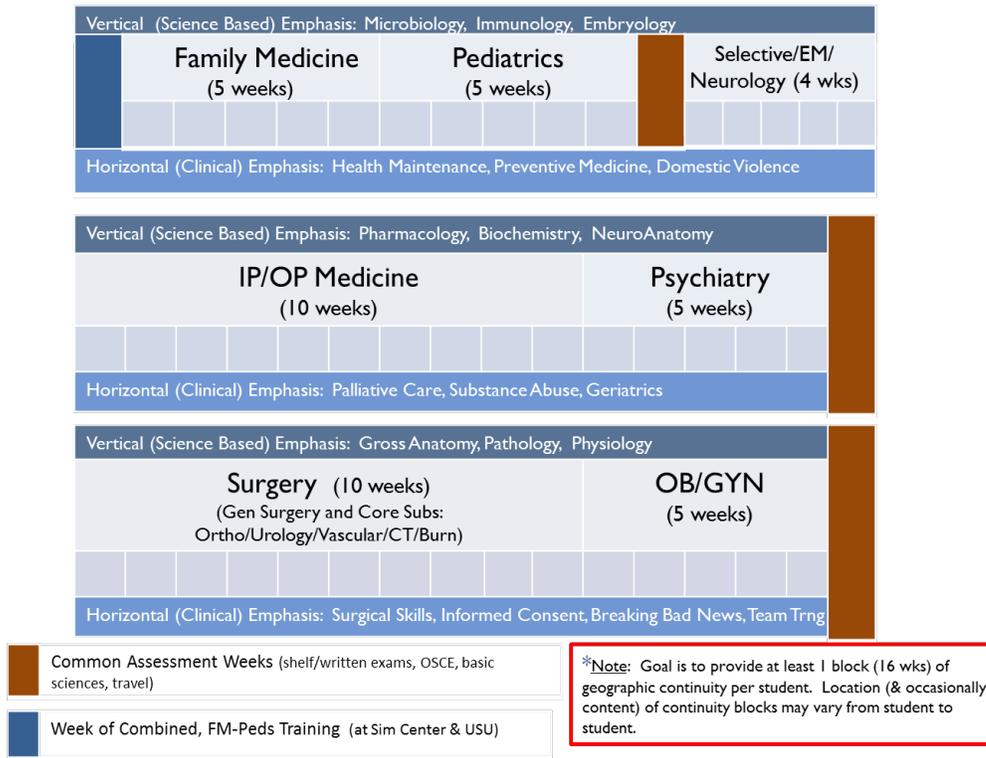


60 students in each 16-week block; 20 students in each 5-week rotation, likely spread over 5 core sites; 4 students/rotation at each site

Transition to Clerkship (1 week)
Common Assessment Weeks (1 week each)
Vacation (1 week in Spring; 1 week in Fall, 2 weeks in Winter)
Clinical Rotations (16 Week Segments Comprising Core Rotations--5 weeks each--plus 1 Week of Combined Testing)

There are three scheduled leave periods in the clerkship year: One in the spring, just after completion of the first block, one in the early fall, and one towards the end of 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 evidence-based medicine.

Pairing of Core Clerkships (16 Week Blocks)*



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:

- Block 1 Inpatient Medicine/Outpatient Medicine/Psychiatry
- Block 2 Family Medicine/Pediatrics/Selective Rotation
- Block 3 General Surgery/Surgical Specialties/Obstetrics and Gynecology

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 interest in women’s health.

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 choose to further study 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 is 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 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 take independent histories and conduct 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.

Post-Clerkship Period

The post-clerkship period is designed to prepare students for graduate medical education (residency training), and to foster advanced clinical decision-making skills, as students continue to transition from being able to accurately Report medical information, Interpret information, and ultimately Manage and Educate patients in accordance with the “RIME” model of medical education.

The first six weeks of the post-clerkship period are used to help students prepare for successful completion of Step 1 of the USMLE examination. Students then participate in a six-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, and is aided by specialized training in Advanced Cardiac Life Support (ACLS) and Advanced Trauma Life Support (ATLS). Emphasizing case-based examples, B3 incorporates topics such as patient safety, team-based care delivery (patient-centered medical home), professionalism, and evidence-based clinical decision making.

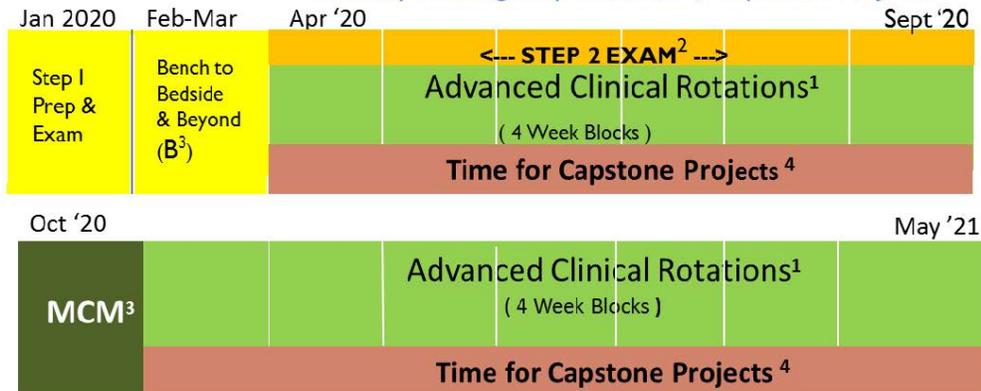
After B3, post-clerkship students have an extended period reserved for advanced clinical electives. This provides students with extra time to engage in several “audition” rotations with prospective residency sites, while further enhancing students’ clinical skills and opportunities. Specific offerings include both ambulatory and inpatient-based rotations, research electives, operational medicine electives, community-based medical electives, and traditional sub-internships. During this period, students will also complete Part 2 of their USMLE examinations (e.g. Step 2, Clinical Knowledge and Step 2, Clinical Skills).

Included in the post-clerkship period is an opportunity to complete a Capstone Project. Capstone is a longitudinal project involving scientific inquiry in an 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 are expected to devote up to three months of the post-clerkship period to this scientific pursuit.

Overview of Post-Clerkship Period

Step Exams / Bench-to-Bedside & Beyond (B3) / Advanced Clinical Rotations

Military Contingency Medicine / Capstone Projects



General Notes:

-- Advanced Clinical Rotations includes traditional Sub-Internships, clinical electives, operational/humanitarian rotations, and/or specialized research (to include work on a Capstone Project).

Specific Notes:

1. Advanced Clinical Rotations—includes a Neuroscience Rotation (Adult or Pediatric Neurology) for students not previously completing neurology. Also includes 2 Sub-Internships (one medical, one surgical) for all students and an Emergency Medicine rotation (if not already done).
2. Step II CK between April & Sept of MS-IV year; Step II CS to be completed NLT Nov of MS-IV year.
3. Military Contingency Medicine—Includes Operation Bushmaster (MFP 202)
4. Capstone Projects can range from 1-3 months in duration. Depending on student interests and/or the type of Capstone Project, work may start earlier and proceed in a contiguous or non-contiguous (i.e. asynchronous) time frame.

Grading and Promotion Policies

With the exception of the pre-clerkship Foundation module, all pre-clerkship modules, required clerkships, and sub-internships are graded on an Honors/Pass/Fail basis. The Foundation module, Bench to Bedside and Beyond (B3), and all electives in the post-clerkship period are graded as either Pass or Fail.

In addition, all students must take and pass all components of the United States Medical Licensing Examination (USMLE), Step 1 and 2 CK (Clinical Knowledge) and CS (Clinical Skills) examinations in order to graduate from the School of Medicine.

For each required activity, written grading criteria are prepared by the responsible module directors or academic department. These are regularly reviewed by the School of Medicine Executive Curriculum Committee, and distributed to students at the beginning of each activity. The academic content of several of the modules includes participation in mandatory laboratories and small group activities. Failure to participate in these activities represents sufficient grounds for course failure and will result in formal review by the Student Promotions Committee.

Academic competence in cognitive areas is not enough to satisfy USU academic requirements. Non-cognitive areas, such as officer bearing, attitude, and professionalism are also essential aspects of academic performance and are evaluated throughout the curriculum.

Academic progress is monitored by the Student Promotions Committee. Medical students must maintain satisfactory academic performance to be eligible for continuation in the curriculum, recommended for

graduation, and approved for Graduate Medical Education (GME). Failure to complete required coursework or to maintain an acceptable level of academic and professional performance may lead the Student Promotions Committee to recommend remedial work, deceleration or disenrollment.

The final decision to disenroll 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

In addition to fulfilling 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). Students are expected to take their Step 1 examination following the completion of their core clerkships (January of MS-III year). The Step 1 examination assesses whether medical students can apply important basic science concepts to the practice of medicine. Step 2-CK is taken towards the end of the MS-III year or early in the MS-IV year (April to September) and assesses whether medical students can apply the medical knowledge and clinical skills essential for the provision of patient care under supervision, and includes an emphasis on health promotion and disease prevention. Step 2-CS is taken after Step 2-CK, and is to be completed by November of the senior year. Step 2-CS uses standardized patients to assess a medical student's ability to gather information from patients, perform physical examinations, and communicate their findings. Fees for all parts of the USMLE are paid by the School of Medicine.

These examinations are used by the school, along with other assessments, to determine cognitive mastery in a range of subject material. Performance on the USMLE is recorded on the student's official transcript as pass/fail. Because the faculty regards the ability to pass all components of the USMLE as evidence of minimal competence, any student who fails either Step 1, Step 2-CK, and/or Step 2-CS, will be formally reviewed by the Student Promotions Committee.

Academic Integrity

Academic integrity is an integral part of academic performance and professionalism. Students who violate academic integrity are subject to disenrollment even though they may otherwise be 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.