Timeline

**OMS 1,2**
- Match for rotations (January)
- COMLEX 1 (must take)

**OMS 3**
- Complete rotations
- COMLEX 2 (must pass to graduate)

**OMS 4**
- Elective rotations
- ERAS
- Match
Preclinical Years (OMS I-II)

• Integrated biomedical and clinical coursework
• Early exposure to patient care
• VERY busy
• Mandatory attendance **
Office of Medical Education & Instruction

• Med Ed Specialist assigned to each class, and will follow your class through subsequent years
• Responsible for all postings: all lecture PowerPoints and other materials (e.g., syllabi) to Canvas
• Responsible for all exam grading
• Site for turning in all “student directed learning” work
• Most lectures recorded to VCOM-TV
• Computer-based testing on ExamSoft
Block Schedule – OMS I

- Block 1 – July 22, 2019 – October 11, 2019
  - Remediation week October 7-11, 2019
- Block 2 – October 14, 2019 – January 17, 2020
  - Remediation week January 13-17, 2020
- Block 3 – January 20, 2020 – April 10, 2020
  - Remediation week April 6-10, 2020
- Block 4 – April 13, 2020 – July 3, 2020
  - Remediation week June 29-July 3, 2020
### “Typical” Week at VCOM (Block 1 – Week 1)

<table>
<thead>
<tr>
<th>Time/Date</th>
<th>Monday, July 29, 2019</th>
<th>Tuesday, July 30, 2019</th>
<th>Wednesday, July 31, 2019</th>
<th>Thursday, August 1, 2019</th>
<th>Friday, August 2, 2019</th>
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</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>Class Immunology</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class PPC/OMM</td>
<td>Class Anatomy</td>
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<tr>
<td></td>
<td>Dr. Gregg</td>
<td>Dr. Brown</td>
<td>Dr. Campbell</td>
<td>Dr. Campbell</td>
<td>K. Glenn</td>
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<tr>
<td>9:00 AM</td>
<td>Class Immunology</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class PPC/OMM</td>
<td>Class PPC/OMM</td>
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<td></td>
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<td>Dr. Brown</td>
<td>Dr. Campbell</td>
<td>Dr. Campbell</td>
<td>Dr. Campbell</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Genetics</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Immunology</td>
</tr>
<tr>
<td></td>
<td>Dr. Gregg</td>
<td>Dr. Enkemann</td>
<td>Dr. Brown</td>
<td>Dr. Enkemann</td>
<td>Dr. Brown</td>
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<tr>
<td>11:00 AM</td>
<td>Class Pathology</td>
<td>Class Genetics</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Immunology</td>
</tr>
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<td></td>
<td>Dr. Coulson</td>
<td>Dr. Enkemann</td>
<td>Dr. Brown</td>
<td>Dr. Enkemann</td>
<td>Dr. Brown</td>
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<tr>
<td>12:00 Noon</td>
<td><strong>Mandatory</strong> ExamSoft Demo with Med Ed</td>
<td></td>
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<tr>
<td>1:00 PM</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Pathology</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Professionalism &amp; Ethics</td>
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<td></td>
<td>Dr. Fadel</td>
<td>Dr. Coulson</td>
<td>Dr. Kowalski</td>
<td>Dr. Kowalski</td>
<td>Dr. Kowalski</td>
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<tr>
<td>2:00 PM</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Pathology</td>
<td>Class 3 LAB: Histology of Epithelial Tissues</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class 15 SGL Student Portfolio Review for Residency</td>
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<tr>
<td></td>
<td>Dr. Fadel</td>
<td>Dr. Coulson</td>
<td>Dr. Kowalski</td>
<td>Dr. Kowalski</td>
<td>Dr. Kowalski</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Pathology</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Cell Bio &amp; Physio</td>
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<td></td>
<td>Dr. Fadel</td>
<td>Dr. Brown</td>
<td>Dr. Brown</td>
<td>Dr. Brown</td>
<td>Dr. Bradley</td>
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<tr>
<td>4:00 PM</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Pathology</td>
<td>Class Cell Bio &amp; Physio</td>
<td>Class Professionalism &amp; Ethics</td>
<td>Class Cell Bio &amp; Physio</td>
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<td>Dr. Fadel</td>
<td>Dr. Brown</td>
<td>Dr. Brown</td>
<td>Dr. Brown</td>
<td>Dr. Bradley</td>
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</tbody>
</table>

**Note:**
- **Mandatory** ExamSoft Demo with Med Ed is mandatory.
- Other classes and time slots are filled with appropriate subjects and instructors.
<table>
<thead>
<tr>
<th>Time/Date</th>
<th>Monday, September 16, 2019</th>
<th>Tuesday, September 17, 2019</th>
<th>Wednesday, September 18, 2019</th>
<th>Thursday, September 19, 2019</th>
<th>Friday, September 20, 2019</th>
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<tbody>
<tr>
<td>8:00 AM Class</td>
<td>Micro</td>
<td>Micro</td>
<td>Micro</td>
<td>Micro</td>
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<tr>
<td>Subject</td>
<td>25 Antiviral Therapies</td>
<td>Cell Bio &amp; Physio</td>
<td>Pathology</td>
<td>16 Wound Healing</td>
<td>EXAM #2 (16-25)</td>
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<tr>
<td>Instructor</td>
<td>Dr. Bradley</td>
<td>Dr. Gregg</td>
<td>Dr. Coulson</td>
<td>Dr. Gregg</td>
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<td>Micro</td>
<td>Pathology</td>
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<tr>
<td>Subject</td>
<td>26 Concepts of Mycology</td>
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<td>18 Chronic Granulomatous Disease</td>
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<tr>
<td>Instructor</td>
<td>Dr. Bradley</td>
<td>Dr. Coulson</td>
<td>Dr. Gregg</td>
<td>Dr. Gregg</td>
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<tr>
<td>10:00 AM Class</td>
<td>Micro</td>
<td>15 Chronic inflammation</td>
<td>13 Concepts of Postural and Gait Evaluation</td>
<td>31 Protozoa II</td>
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<td>Subject</td>
<td>27 Superficial, Cutaneous &amp; Subcutaneous Fungal Infections</td>
<td>Pathology</td>
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<td>Instructor</td>
<td>Dr. Bradley</td>
<td>Dr. Coulson</td>
<td>Dr. Bowers</td>
<td>Dr. Gregg</td>
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<tr>
<td>11:00 AM Class</td>
<td>Micro</td>
<td>13 Concepts of Postural and Gait Evaluation</td>
<td>Micro</td>
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<td>Subject</td>
<td>28 Fungal Pneumonias &amp; Systemic Infections</td>
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<td>29 Concepts of Parasitology</td>
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<tr>
<td>Instructor</td>
<td>Dr. Bradley</td>
<td>Dr. Gregg</td>
<td>Dr. Gregg</td>
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<tr>
<td>12:00 Noon Class</td>
<td>Micro</td>
<td>PPC/OMM</td>
<td>Micro</td>
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<td>Subject</td>
<td>BPC/OMM Follow up results</td>
<td>Micro Lab Group 2 follow up results</td>
<td>Micro Lab Group 3 follow up results</td>
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<td>Instructor</td>
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<td>Micro Lab Group 2</td>
<td>Micro Lab Group 3</td>
<td>Micro Lab Group 4</td>
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<td>1:00 PM Class</td>
<td>Micro Lab Group 2</td>
<td>Micro Lab Group 3</td>
<td>Micro Lab Group 4</td>
<td>Micro Lab Group 5</td>
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<td></td>
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<td>2:00 PM Class</td>
<td>Cell Bio &amp; Physio</td>
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<tr>
<td>Subject</td>
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<td>3:00 PM Class</td>
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<td>Micro Lab Group 4</td>
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<td>Subject</td>
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<tr>
<td>4:00 PM Class</td>
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<td>Micro Lab Group 5</td>
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<tr>
<td>Subject</td>
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</table>

Another “Typical” Week at VCOM (Block 1 – Week 9)
3rd and 4th Year Curriculum
Clinical Rotations – OMS 3 & 4

- 3rd Year Clinical Rotations are assigned and are four weeks each
- Students request their preferred site locations and sites are assigned through a match process
3rd Year Core Rotations

1. Family Medicine I
2. Clinical Primary Care
3. Internal Medicine I
4. Internal Medicine II
5. Surgery
6. OB/GYN
7. Pediatrics
8. Geriatrics
9. Psychiatry
10. Elective
11. Foundations of Diagnostic Medicine
4th Year Selectives and Electives

- Emergency Medicine (1 month)
- Medical Selectives (1 month)
- Surgical Selectives (1 month)
- Medical or Surgical Selective (1 month)
- Medical Selective Sub I (intensive month)
- Electives (4 ½ months)
- Research and Thesis (1 month)
• Central Region
  • Aiken (Aiken Regional Medical Center)
  • Orangeburg (Regional Medical Center)

• Eastern Region
  • Myrtle Beach (Grand Strand Medical Center)
  • Sumter (Palmetto Health Tuomey Hospital System)
  • Charleston (Roper St. Francis)

• North Carolina Region
  • Asheville (Charles George VA Medical Center) (Pardee Hospital)

• Piedmont Region
  • Rock Hill (Piedmont Medical Center)
  • Lancaster (Springs Memorial)

• Upstate Region
  • Spartanburg (Spartanburg Regional)
  • Spartanburg (Mary Black Hospital System)
  • Greenville (Bon Secours St. Francis Health System)

• Florida Region
  • Jacksonville FL (Orange Park)
  • Wellington, FL (Wellington Regional)
UPSTATE REGION
UPSTATE REGION
Piedmont Region

Includes North Carolina – Charlotte region
and South Carolina – South Charlotte region
Eastern Region

McLeod Health
The Choice for Medical Excellence
Special Considerations for Site Assignments

• Special child care considerations
• Children in school
• Ill spouse or child requiring specialized care
• Personal Illness/care that can only be obtained in a specific region
• Married couples requesting to be together
Expectations

• Didactic Sessions
• Grand Rounds
• Morning Report
• Journal Club
• Case Presentations
• Online Modules
• Discipline Objectives
• End of Rotation Examinations
4th Year and the Transition to Residency
A little about myself
Preparation for Residency Starts Early

• First year medical students are, obviously, very early on in the process
  – Most students are working on previous experiences to guide his or her decision on residency
  – However, this can be a valuable time to start the discussion

• First year students are exposed to the process of applying for Graduate Medical Education (GME) with educational meetings discussing the basics:
  – What will be the steps for applying to residency
  – Different fields have different expectations
  – Timeline for 4th year and residency applications
  – Introduction to the Match process
  – Discussion of the exam process (Level 1, Level 2CE, Level 2PE, Level 3)
Second Year GME Advising

• Second years have now been exposed to most all fields of medicine in a lecture or group discussion format
• Students are developing thoughts about what field he or she may want to enter (and getting some exposure to the hospital setting)
• Advising is more in-depth and more detailed about competitive applications
  – Smaller educational sessions, with question and answer time, discussing:
    • Rotation sites and the benefit of larger hospitals versus smaller settings
    • The value of board scores and if students should take different licensing exams
    • What to do in the next year to become familiar with programs
    • Keep an open mind!!!
Third Year GME Advising

- Students have had rotations in many different specialties
- Third year students have completed Level 1 of the licensing board process
- Interests are strengthening
  - Majority of students are down to 1 or 2 options by the end of 3rd year
- Students start to develop 4th year curriculum in the Spring of the 3rd year
- Advising will come from multiple sources including mentors, Discipline Chairs, 4th year students, family, friends, the internet and many other places!
  - More information is not always great, it can simply increase anxiety
  - We try to offer a place to help guide and answer questions objectively
Third Year GME Advising

• Every student will receive, at least, one session to discuss residency options and how to best prepare for the process
  – Personalized guidance on the 4th year curriculum including ‘Audition’ rotations
• Review of Curriculum Vitae and Personal Statements
• Some difficult discussions take place at this time
  – We want to support and encourage every student, but we also want to make sure there are realistic expectations of the Match process
  – With more medical students graduating each year, the process becomes more competitive and we need to adapt to this reality
Fourth Year GME Advising (Fall)

• In the fall of the Fourth Year, students are starting the interview process
  – Guidance for students who may change their mind or realize another pathway is necessary
  – We have resources for students who start to feel a lot of stress about the process, and we try to have continuous contact to ‘check-in’

• Guidance on the interview process
  – Many options for interview preparation depending on the field

• Evaluating the prospects of matching and evaluating the number of interviews
Fourth Year GME Advising (Spring)

• Students are finishing up the interview process and determining the ‘rank list’
  – Discussion about the details of the process (applicant favorable)
  – Assistance for students who have fewer interviews
  – Offering resources for students through the whole process

• Planning for ‘Match Day’ in the middle of March
  – Preparing our faculty on advising students if they do not match
Match Day

• Monday of the second week of March, we will know if our students matched
  – Faculty meet in one place to help guide students who do not obtain a GME position on the first day of match
  – Guide students through the Supplemental Offer and Acceptance Program (SOAP)
  – Work on the student’s behalf to obtain positions
  – Have some difficult discussions about likelihood of obtaining desired positions
  – Continue to work with students through the process that can continue well past match day
• Friday of the same week we find out where our students matched, then…
Celebrate Match Day!
Success at VCOM

- We have, consistently, been above the national average for matching students
- VCOM was ranked second in a US News and World Report
  - 93% of graduates who obtained their first choice
- Above 99% match rate, historically
  - National Average for Allopathic (MD) students is around 94%
  - Osteopathic Students in the ACGME match 81-84%
  - International Medical School (including Caribbean School) graduates 50-55%
Some 2018 Data

- Matched a majority in the primary care fields of Internal Medicine, Family Medicine, Pediatrics, OB-GYN (66.7%)
- 25 in South Carolina, 18 in North Carolina & 16 in Florida
- Many other fields represented this year:

<table>
<thead>
<tr>
<th>Emergency Medicine (15)</th>
<th>Anesthesiology (9)</th>
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<tbody>
<tr>
<td>Psychiatry (5, including child psych)</td>
<td>General Surgery (8)</td>
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<tr>
<td>ENT (2)</td>
<td>Radiology (2)</td>
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<td>Neurosurgery</td>
<td>Orthopedic Surgery</td>
</tr>
<tr>
<td>Urology</td>
<td>Pathology</td>
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</table>
Continued Growth

• We are always expanding the Career Advising component of medical school
  – Seeking changes that will come with medical education and graduate medical education
  – Working with students to determine the needs of the current medical student as it pertains to the transition from medical school
    • We are piloting ‘Boot Camps’ for students entering Pediatrics and Surgery/Anesthesia
• Expanding partnerships with regional hospitals to help develop Graduate Medical Education opportunities in the state
• Working with our graduates to encourage participation in mission trips and other educational opportunities
Questions?