



# Academic Catalog

## 2020 - 2021





## **Welcome from the Dean and Provost**

### **JERRY KRUSE, MD, MSPH**

With so many changes in health care education, you are entering medicine at a most exciting time — new technologies, new philosophies of learning and new team-based, interprofessional curriculums are revolutionizing how we teach medicine. Similarly, SIU School of Medicine is enjoying a period of unprecedented growth and expansion in all areas of our mission. When you visit our campus, you will feel the excitement — a renewed energy that comes from the constant flow of innovation that permeates our entire campus and culture.

I've been a part of SIU School of Medicine since 1984, and I've witnessed the growth of the medical school and its practice plan, SIU HealthCare. The people here are wholly dedicated to ensuring that you experience the very best medical education in the world. That's proven in our continual dedication to innovation and the recognition it brings. We are the only US medical school to receive two consecutive accreditations with no citations. We received three awards from an international medical education association. We modernized problem-based education, standardized patients and simulation-based training.

In 2016 we implemented a new third-year curriculum to help develop clinical exam skills. A population health curriculum under development will allow you to learn how to function with other health providers as true team partners by your side. At SIU, you'll learn from some of the most celebrated medical educators in the US. Opportunities to gain clinical experiences, to work on research studies and to join community service projects keeps our learning interactive — and fun. That's our Triple Aim +1: Health Care that is more Effective, Efficient, Equitable — and Enjoyable. I am excited to meet you and help you join the ranks of physicians who are making a difference in our community for better health care education, better health care and better health.

## Table of Contents

<b>Contents</b>	<b>Page Number</b>
Welcome from the Dean and Provost	1
About SIU School of Medicine	3
Our Mission	5
Accreditation	5
Programs Offered	5
Medical/Dental Education Preparatory Program MEDPREP	6
Doctor of Medicine M.D.	13
Lincoln Scholars Program (LSP)	13
Grade Review Process	21
M.D. /J.D. Degree	23
M.D. /M.P.H. Degree	24
Office of Student Affairs	24
Tuition and Fees / Financial Assistance	24
Criminal Background Check Policy	26
Outside Activities	28
Contacts	28

## About SIU School of Medicine

Southern Illinois University School of Medicine was established in 1970 after the Illinois General Assembly passed a bill calling for a second state medical school to be established in downstate Illinois. The School graduated an advanced standing class in 1975 and its charter class of all Illinois students in 1976. Currently, 80 students are admitted each year, 72 students in the traditional program and 8 students in the rural track program known as the “Lincoln Scholars Program.” Today, the School encompasses a complete sequence of medical education beginning with the M.D. degree and progressing through residency training and on to continuing medical education for practicing physicians.

The medical education curriculum has brought the school national attention. Since students are not evaluated in competition with their peers, they are stimulated to cooperate with one another, a situation that more closely resembles what takes place in the actual practice of medicine. Problem-based learning concepts, including active learning situations with virtual and simulated patients, are used to help students work toward clinical competency throughout the four-year curriculum. In the traditional program, the first year of the four-year M.D. degree is taught at the SIU Carbondale main campus where students concentrate on the basic sciences. The remaining three years are taught in Springfield where students study clinical medicine along with medical humanities and various electives. For the rural track program, all four years are taught on the SIU Carbondale main campus.

The instructional program in Carbondale is based in Lindegren Hall and Southern Illinois Healthcare hospitals. The rural track program also operates out of the joint Family Medicine and Physician Assistant building located on the Memorial Hospital campus. In Springfield, it is based in the Medical Instructional Facility, the SIU Clinics, Memorial Medical Center, St. John’s Hospital and other locations.

The school offers an M.D. - J.D. dual degree program in conjunction with the SIU School of Law and an M.D. - MPH degree with the SIU College of Education and Human Services. The school also oversees a Physician Assistant program at SIU Carbondale.

The School’s Medical/Dental Education Preparatory Program (MEDPREP) at SIU Carbondale is designed to assist underrepresented populations and others with educationally disadvantaged backgrounds to prepare for success in medical and dental schools.

The School’s residency programs include dermatology, emergency medicine, family medicine, internal medicine, medicine/psychiatry, neurology, neurosurgery, obstetrics and gynecology, pediatrics, psychiatry, radiology and six surgical specialties. There are several fellowships for advanced clinical work.

The School's continuing medical education program provides an extensive schedule of accredited conferences and symposia for physicians and other health-care professionals in central and southern Illinois. Programs are held in Springfield, Carbondale and throughout the School's service area.

The School also offers graduate programs for masters and doctoral degrees in physiology, pharmacology and molecular biology, microbiology and biochemistry, and a teaching certificate of anatomy. The faculty in SIU Carbondale's and Springfield's basic science departments divide their time between teaching responsibilities and research. Both clinical investigators and basic scientists collaborate on a wide-range of medical and scientific projects; they work in the various basic science laboratories on both campuses and in the clinical facilities located in the affiliated hospitals in Springfield.

Interfaced with its various educational and research programs is the provision of patient care through the various clinical departments and specialized clinics of the School and the practice of its physician faculty.

Preference for admission is given to applicants from central and southern Illinois and other underserved (inner-city, rural) portions of the state. Inquiries regarding admissions to the M.D. program and requests for a catalog from the School of Medicine should be addressed to the Director of Admissions, Southern Illinois University School of Medicine, P.O. Box 19624, Springfield, Illinois 62794-9624. More information can found at [www.siumed.edu](http://www.siumed.edu).

## **Our Mission:**

The mission of Southern Illinois University School of Medicine is to assist the people of central and southern Illinois in meeting their health care needs through EDUCATION, PATIENT CARE, RESEARCH, and SERVICE TO THE COMMUNITY.

As a medical student at SIU School of Medicine, you'll experience all these elements of health.

## **Accreditation**

SIU School of Medicine is fully accredited by the following:

- Liaison Committee on Medical Education LCME
- Accrediting Council for Continuing Medical Education ACCME
- Accreditation Council for Graduate Medical Education ACGME
- American Institute of Ultrasound in Medicine AIUM
- Commission on Laboratory Accreditation Review COLA
- Accreditation Review Commission on Education for the Physician Assistant ARC-PA
- Association for Assessment and Accreditation of Laboratory Animal Care International AAALAC

## **Programs Offered**

- MEDPREP
- Doctor of Medicine M.D.
  - M.D. /J.D.
  - M.D. /M.P.H.
- Pharmacology and Neuroscience M.A., M.S., and Ph. D.\*
- Physician Assistant Studies PA\*

### **Programs Offered Jointly with SIUC College of Science**

- Molecular Biology, Microbiology and Biochemistry M.S. and Ph. D.\*
- Molecular, Cellular and Systemic Physiology M.S. and Ph. D.\*

\*These programs are found in the SIUC Graduate School Catalog.

## **Nondiscriminatory Policy**

Southern Illinois University School of Medicine does not discriminate on the basis of race, color, religion, age, sex, disability or national origin in administration of its educational policies, admissions policies, scholarship and loan program or other School-administered programs.

## **Medical/Dental Education Preparatory Program MEDPREP**

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972. It provides assistance to educationally and economically disadvantaged students in preparing for and achieving success in health professions schools. The program operates on a year-round basis, beginning in June of each year.

MEDPREP participants enroll as regular SIU Carbondale students pursuing a special pre-professional certificate. About 70 students participate in the program annually. Participation in MEDPREP does not guarantee admission to SIU School of Medicine or any other medical school, but there is an alliance program with the SIU medical school that allows acceptance under certain conditions.

Students prepare their academic plans through consultation with MEDPREP advisors and participation in courses such as an orientation seminar and learning skills. The curriculum includes science review courses, basic skills classes and advanced enrichment courses in biology. In addition, MEDPREP's status within the School of Medicine provides enrolled students with unique experiences and courses not usually available to pre-professional students.

### **Admission into MEDPREP**

Applicants must submit a completed MEDPREP application and official transcripts from all colleges attended unless transcripts are on file at SIUC. Also required are two letters of recommendation or a pre-professional committee evaluation letter. Early application is strongly recommended.

### **Program Features**

- Small class size: we only accept 30-35 students per year.
- Preparation for medical (DO or MD) or dental (DDS) professional school entry.
- All first-year MEDPREP classes are MCAT and DAT preparatory, and stress foundational knowledge, deep understanding, and application of concepts.
- Dedicated faculty: MEDPREP courses are taught by full-time MEDPREP faculty with offices in the building.
- Access to upper-division and graduate courses taught by Southern Illinois University School of Medicine (SIUSOM) faculty, particularly in the second year.
- Personal, one-on-one advising from MEDPREP faculty.
- Instruction on study skills, time management, and active-learning approaches to academic success.
- Help with preparation of medical and dental school primary and secondary applications.
- "Mock" MCAT/DAT exam program to prepare for medical/dental school admissions tests.
- Consideration for entry into Southern Illinois University School of Medicine through our Alliance Program.

### **MEDPREP Pathways**

Students choose from three MEDPREP pathways.

The Traditional Pathway. Students complete two years of post-baccalaureate undergraduate coursework and earn a certificate. The traditional pathway is recommended for students who are

working to improve their GPA, strengthen their foundational knowledge, and maximize their MCAT or DAT exam score, to improve their candidacy for medical or dental school.

The Master of Biological Sciences - MEDPREP pathway (MBS-MP). Students in this pathway complete the requirements for a master's degree in the biological sciences integrated with MEDPREP foundational and study skills courses. Students with an interest in research as part of their career trajectory, or with a strong GPA in the biological sciences, may consider this pathway. MBS-MP students focus on MCAT/DAT preparation alongside Traditional Pathway and MPH-MP students.

The Master of Public Health - MEDPREP pathway (MPH - MP). Students in this pathway earn a master's degree in public health in addition to completing MEDPREP foundational and study skills courses. This pathway is appropriate for students with a strong interest in public health. This pathway incorporates heavier course loads than the traditional, or MBS-MP pathway, and requires separate acceptance by the SIUC MPH program. MPH-MP students focus on MCAT/DAT preparation alongside Traditional Pathway and MBS-MP students.

### **Program Timeline**

MEDPREP is a two-year, intensive, in-residence program located in Carbondale, IL. Because cohort building, group study, and personalized advising are hallmarks of our program, we do not have an online option. The program consists of six consecutive terms.

#### **Year 1**

Summer Boot Camp (required). A six week, six credit summer session starting the last week of June and running through the first week of August. The boot camp emphasizes active learning approaches and cohort building while beginning the content review in behavioral and biological sciences, chemistry, and quantitative reasoning.

Fall Semester (required). Students complete MEDPREP coursework in behavioral science, biology, chemistry, physics, reading the analysis, and study skills, take professional seminars to prepare for professional school application and matriculation. Students take one additional science course on the SIUC campus. We follow the SIUC course calendar for a 15 week semester (late August-mid December).

Spring Semester (required). Students continue MEDPREP coursework in biological science, biology, chemistry and reading analysis, as well as professional preparation seminars. Emphasis is placed this semester on additional preparation for MCAT or DAT examinations. Students take one additional science course on the SIUC campus. We follow the SIUC course calendar for a 15 week semester (mid-January - mid-May).

#### **Year 2**

Summer Coursework (optional for Traditional, MBS-MP; required for MPH-MP). MPH-MP must complete several summer courses (these courses are time-compressed and finish by early June). Traditional or MBS-MP students may choose to stay for summer courses on the SIUC campus (variable schedules, offered between June-August), or may leave campus to participate in premedical programs on other campuses, engage in research, mentor for programs such as Upward Bound or Envision, or work. Students also submit medical/dental school applications at this time.



Fall Semester (required). Emphasis is on additional preparation for medical/dental school. Students choose appropriate courses in consultation with their MEDPREP academic advisors.

Spring Semester (required). Emphasis is on additional preparation for medical/dental school. Students choose appropriate courses in consultation with their MEDPREP academic advisors. MP-MPH students complete their Public Health Practicum.

### MEDPREP Curriculum (All Tracks)

#### YEAR 1

Summer	Fall	Spring
<b>Required:</b> MEDP 401A Academic Enrichment (1 cr.) MEDP 401I Career Development (1 cr.) MEDP 401C Quantitative Skills (1 cr.) MEDP 402A Behavioral Sciences Appl. (1 cr.) MEDP 403G Biology Applications (1 cr.) MEDP 404A Chemistry Applications (1 cr.)  <b>6 credits total</b>	<b>Required:</b> MEDP 400A Orientation Seminar (1 cr.) MEDP 401A Academic Enrichment (1 cr.) MEDP 401E Convocation (1 cr.)  <b>Recommended:</b> MEDP 401G CARS (2 cr.) [Dental: ind. Read. MEDP 402E-747] MEDP 402A Behavioral Science Apps. (2 cr.) MEDP 403G Biology Apps. (2 cr.) MEDP 404A Inorganic Chemistry Apps. (2 cr.) MEDP 405A Physics Apps. (1 cr.) [EXCEPT DENTAL] MEDP 402C Clinical Experience (1 cr.) Dental Only Plus one-two "campus" courses: <ul style="list-style-type: none"> <li>• TRAD: choose 1: BCHM 451A, PHSI 310, BIOL305, etc.</li> <li>• MBS: Required BCHM 451A</li> <li>• MPH: Required PH 500, PH 505</li> </ul> <b>15-18 credits total</b>	<b>Required:</b> MEDP 400B Medical Seminar (1 cr.) MEDP 401E Convocation (1 cr.)  <b>Recommended:</b> MEDP 401H CARS (2 cr.) [Dental: optional] MEDP 402A Behavioral Science Apps. (2 cr.) MEDP 403G Biology Apps. (2 cr.) MEDP 404C Organic Chemistry Apps. (2 cr.) MEDP 405A Physics Apps. (1 cr.) Plus one-two "campus/elective" courses: <ul style="list-style-type: none"> <li>• Consider MEDP402B Health Care Systems (3 cr.)</li> <li>• TRAD: choose 1: MICR302, BCHM 451B, PHSI310, etc.</li> <li>• MBS: Required BCHM 451B</li> <li>• MPH: Required PH 593, PH 583</li> </ul> <b>15-18 credits total</b>

#### YEAR 2\*

Summer	Fall	Spring
<b>MPH (required):</b> PH 588, PH598  Summer courses are optional for TRAD or MBS-MP.  <b>TRAD:</b> To qualify for a tuition waiver, you must take 6 credits, including at least one MEDP credit.	<b>Required:</b> MEDP 401E Convocation (1 cr.)  <b>Recommended – 11-14 credits:</b> MEDP 404E (3 cr.) Medical Biochemistry PHSI 401 A (5 cr.) Gross Anatomy OR PHSI 301 (4 cr.) Intro anatomy PHSI 310 (5 cr.) Intro Human Physiology OR PHSI 410 A (4 cr.) Mammalian Physiology MEDP 402C (1 cr.) Clinical Experience  MBS and MPH: courses as required to complete the Master's Degree – see individual program requirements. <ul style="list-style-type: none"> <li>• MPH required PH 512, PH 525, PH526; may start Practicum. Take electives to complete degree requirements (total 42 credits).</li> <li>• MBS must have total 30 G credits for degree; plan schedule carefully.</li> </ul> <b>12-15 credits total</b>	<b>Required:</b> MEDP 401E Convocation (1 cr.)  <b>Recommended- 11-14 credits:</b> MEDP 401D (3 cr.) Problem Based Learning MEDP 403B, 403E (2 cr.) Pharmacology or Immunology MEDP 402B Health Care Systems Seminar (1 cr.) PHSI 401 B (5 cr.) Gross Anatomy or PHSI 301 Intro Anatomy PHSI 410 B (4 cr.) Mammalian Physiology MEDP 402C (1 cr.) Clinical Experience  MBS and MPH: courses as required to complete the Master's Degree – see individual program requirements. <ul style="list-style-type: none"> <li>• MPH required PH 532; must complete practicum (PH590). Take any additional electives to complete degree requirements (total 42 credits).</li> <li>• MBS must have total 30 G credits for degree; plan schedule carefully.</li> </ul> <b>12-15 Credits total</b>

\*Students should double-check matriculation requirements for medical/dental schools of interest and complete any outstanding required coursework in Y2. Most medical/dental schools require 1 FULL year each of English, Physics with Lab, Biology with Lab, Chemistry with Lab, and Organic Chemistry with Lab. More and more are requiring at least one course each in Biochemistry and Statistics.

Update 7/19/2018 amm

## Course Descriptions

MEDPREP students complete a rigorous academic program consisting of required and elective MEDPREP courses, in conjunction with supplementary upper-division science courses offered by other departments on the SIUC campus. While each student's program is uniquely designed in consultation with a MEDPREP advisor, courses commonly taken by our students include Human Physiology, Molecular Biology, Survey of Anatomy, Gross Anatomy, Mammalian Physiology, Immunology, Developmental Biology, Biochemistry, and Neuroscience.

Students in the optional master's degree programs will take graduate level coursework to satisfy master's program requirements. For more information, please visit the MBS-MP and MPH-MP pages.

### Required MEDPREP Courses

#### MEDP 400A – Orientation

(1 credit hour, Fall Semester, P/F)

This course is designed to examine the factors related to the medical and dental school admissions process. The course focuses on the mechanics of applying to medical or dental school, understanding the admissions criteria, self-assessment as a medical school applicant, and preparation for becoming a competitive applicant. Through class discussions, written and oral assignments, and guest lectures, the student develops a comprehensive understanding of the professional school admissions process.

#### MEDP 400B – Medical Seminar

(1 credit hour, Spring Semester, P/F)

A continuation of MEDP 400A, this course further prepares students for admission to medical or dental schools. Self-exploration of career goals, and writing for the admissions process, are emphasized.

#### MEDP 401A – Academic Enrichment

(1 credit hour, Summer Semester; 1 credit hour, Fall Semester)

Academic Enrichment provides students with the opportunities to develop skills that will provide a foundation for successful learning in medical/dental school and as a health care provider. Improvement is dependent on the students' willingness to change (by abandoning ineffective habits) and on their motivation to develop more desirable strategies. The course is designed to assist students in: 1) evaluating their own learning styles, 2) utilizing new strategies and techniques for a higher level of learning and testing, 3) acquiring new information and techniques for becoming more organized and active learners, and 4) learning how to manage stress and test anxiety.

#### MEDP 401E – Convocation

(1 credit hour, Fall and Spring Semesters, S/U, Year 1 and 2)

Convocation is designed to give MEDPREP students an opportunity to hear speakers address a variety of topics that will enhance their experience as professionals-in-training. Some former topics have been on the Problem Based Learning Curriculum, medical ethics, the application process, and financing medical school.

### MEDP 401I – Career Development

(1 credit hour, Summer Semester, P/F)

During a student's first summer at MEDPREP, he/she is involved in a variety of professional development activities. This course includes problem-solving activities, guest speakers, focus groups, and opportunities for self-reflection and career development.

### MEDPREP First-Year Foundation (MCAT/DAT Preparation) Courses

#### MEDP 401C – Quantitative Skills

(1 credit hour, Summer, Spring)

This course emphasizes strong understanding of basic mathematical and statistical principles for the health sciences. Topics covered include mathematical operations, algebra, geometry, trigonometry, logarithms, graphical analysis, SI system of measurement, probability, and statistical reasoning. Emphasis is placed on estimation and mathematics without calculators. (This is a continuation course, taught over two academic terms).

#### MEDP 401G, 401H – Critical Analysis and Reading Skills II-III

(1 credit hour, Summer Semester; 2 credit hours, Fall and Spring Semesters)

This course is designed to assist students in developing the reading and writing skills they will be tested on during the MCAT and used throughout their professional and personal lives. Students will work on: 1) developing higher-level critical reading skills through component analyses and summarizing of passage writings, 2) analyzing passages, questions, and answer stems, 3) charting errors to develop personalized VR rules, 4) developing flexibility in test-taking and computer strategies, 5) strengthening writing in terms of language and organization, 6) building vocabulary, and 7) reading a variety of articles to increase literary schema.

#### MEDP 402A – Behavioral and Social Science Applications

(1 credit hour, Summer Semester; 2 credit hours, Fall and Spring Semesters)

The behavioral and social science application course is an introductory overview of psychology and sociology used in preparation for the MCAT examination and medical school matriculation. The course will examine factors that influence human behavior, including socio-cultural factors, environmental and behavioral factors, human emotions, and individual and group dynamics. (This is a continuation course, taught over three academic terms.)

#### MEDP 402B – Health Care Systems Seminar

(1 credit hour, Spring Semester, P/F)

Overview of major topics in U.S. and global healthcare, including US healthcare systems, insurance and economics, malpractice, research and pharmaceuticals, and healthcare policy, as well as global healthcare delivery, medical mission volunteerism, and host country perspectives.

#### MEDP 403G – Biology Applications

(1 credit hour, Summer Semester; 3 credit hours, Fall; 2 credit hours Spring)

Biology Applications is a team-taught course that covers foundational biology topics in preparation for the MCAT examination and medical school matriculation. Emphasis is placed on improving problem-solving skills and increasing the student's knowledge base. Course topics include human physiological systems, and principles of cell and molecular biology, immunology, microbiology, genetics and evolution. (This is a continuation course, taught over three academic terms.)

#### MEDP 404A – Inorganic Chemistry Applications

(1 credit hour, Summer Semester; 2 credit hours, Fall Semester)

Inorganic Chemistry Applications is a review of general chemistry with an emphasis on problem solving. The course provides a solid foundation for the general chemistry and the atomic physics topics emphasized on the MCAT: electronic structure and the periodic table, bonding, phases and equilibria, stoichiometry, thermodynamics and thermochemistry, kinetics and equilibrium, solution chemistry, acids and bases, electrochemistry, and atomic and nuclear structure. (This is a continuation course taught over two academic terms.)

#### MEDP 404C – Organic Chemistry Applications

(2 credit hours, Spring Semester)

Organic Chemistry Applications is a review of organic chemistry with an emphasis on problem solving. The course provides a solid foundation for the organic chemistry topics emphasized on the MCAT: covalent bonds, molecular structure and spectra, separations and purifications, hydrocarbons, oxygen-containing compounds, amines, and biological molecules.

#### MEDP 405A – Physics Applications: Biophysics

(1 credit hour, Fall Semester; 1 credit hour, Spring semester)

Physics Applications is an overview of biophysics topics from a basic college physics course that are biologically relevant. The topics covered are closely aligned with the MCAT exam, and prepare students for basic physics as it applies to medical study. The content review is based on practice on calculation and extensive study of concept questions. Mathematical estimation and test-taking techniques are also emphasized. (This is a continuation course, taught over two academic terms).

#### MEDPREP Second-Year Courses: Advanced Preparation for Medical/Dental School

##### MEDP 401D – Problem Based Learning

(3 credit hours, Spring Semester, P/F)

Problem Based Learning (PBL) focuses on skills required for success in a problem-based learning professional school curriculum. Using a student-centered learning model, faculty tutors guide students through simulated patient cases to build both thinking strategies and foundational knowledge. Limited enrollment; permission of the PBL course supervisor is required.

### MEDP 402C – Clinical Experience

(1 or 2 credit hours, Fall, Spring or Summer Semesters, P/F)

The Clinical Experience course is a one- or two-credit elective course offered each semester (fall, spring, and summer). The primary goal of Clinical Experience is to enable MEDPREP students to gain exposure to a health-related environment under the direct supervision of a practicing health care provider. This involves the cooperation of an outside agent or agency to serve in the capacity of site supervision. In most instances the site supervisor is a practicing physician. This is a limited enrollment course; permission to register must be obtained from the clinical experience course supervisor.

### MEDP 403B - Medical Pharmacology

(2 credit hours, Spring Semester; may not be offered every year)

This course serves as an introduction to pharmacology as presented in the medical school curriculum. Emphasis is placed on foundational principles of pharmacokinetics, pharmacodynamics and drug toxicity. The course surveys the most commonly prescribed prescription medications, including treatments for infection, hyperlipidemia, depression, anxiety, thyroid disorders, asthma and diabetes.

### MEDP 403E Medical Immunology

(2 credit hours, Spring Semester)

This course serve as an introduction to immunology in preparation for professional school matriculation. Emphasis is placed on foundational principles of immunology and application to the practice of medicine.

### MEDP 404E - Medical Biochemistry

(3 credit hours, Fall Semester)

This course serves as an introduction to biochemistry as presented in the medical school curriculum. Emphasis is placed on application of basic principles of biochemistry to human physiology and disease. Topics include fuel metabolism, molecular biology techniques in medicine, protein metabolism and the urea cycle, enzyme kinetics, blood cell metabolism, and ethanol metabolism and toxicity.

## **Doctor of Medicine M.D.**

The medical education curriculum has brought the school national attention. Since students are not evaluated in competition with their peers, they are stimulated to cooperate with one another, a situation that more closely resembles what takes place in the actual practice of medicine. Problem-based learning concepts, including active learning situations with virtual and simulated patients, are used to help students work toward clinical competency throughout the four-year curriculum. In the traditional program, the first year of the four-year M.D. degree is taught at the SIU Carbondale main campus where students concentrate on the basic sciences. The remaining three years are taught in Springfield where students study clinical medicine along with medical humanities and various electives. For the rural track program, all four years are taught on the SIU Carbondale main campus.

## **Lincoln Scholars Program (LSP)**

The Lincoln Scholars Program is a parallel track to SIU School of Medicine's traditional M.D. program. The traditional program matriculates 72 first-year medical students who complete Year 1 of their studies on the main campus at SIU Carbondale, Illinois. These students then relocate to the medical school's Springfield, Illinois, campus for Year 2 through Year 4. The LSP track will enroll 8 students per year who will remain in Carbondale for all four years of their medical school experience.

The learning issues and graduation objectives of the LSP are the same as those for the traditional program. However, the LSP track curriculum features additional curricular components, including extended experiences in rural locations, a rural health skills lab, summer experiences in rural hospitals, assignment to a "rural" mentor, "non-cognitive" components of leadership and public speaking, integrative medicine and opportunities for personal growth and wellness, basics of health policy with an emphasis on rural issues, and a team learning environment with SIU physician assistant students, a rural physician mentor and other SIU health care students, such as nursing, clinical pharmacy and behavioral health.

## **Admission into the M.D. Program**

Admission into the M.D. program is highly competitive. Meeting or exceeding the academic requirements does not ensure admission. The SIU Admissions Committee looks beyond academic qualifications for evidence of responsibility, time management skills, maturity, integrity, social awareness, compassion, service orientation, proper motivation, identification with the goals and nature of the School, exploration of medicine as a career and good interpersonal skills.

Preference is given to established residents of downstate Illinois and other underserved locations in the state of Illinois (including rural and inner-city areas).

## **General Requirements**

- Must be a US citizen or possess a permanent resident visa.
- Must be a legal Illinois resident for the MD program. Out-of-state applicants are considered only for the MD/JD program.
- Must meet minimum Medical College Admissions Test (MCAT) and grade point average standards.

- Must have completed at least 90 credit hours of undergraduate work at an accredited, US or Canadian degree-granting college or university.

## Academic Preparation

SIU School of Medicine does not have any premedical coursework requirements, but it is highly recommended the following coursework be completed:

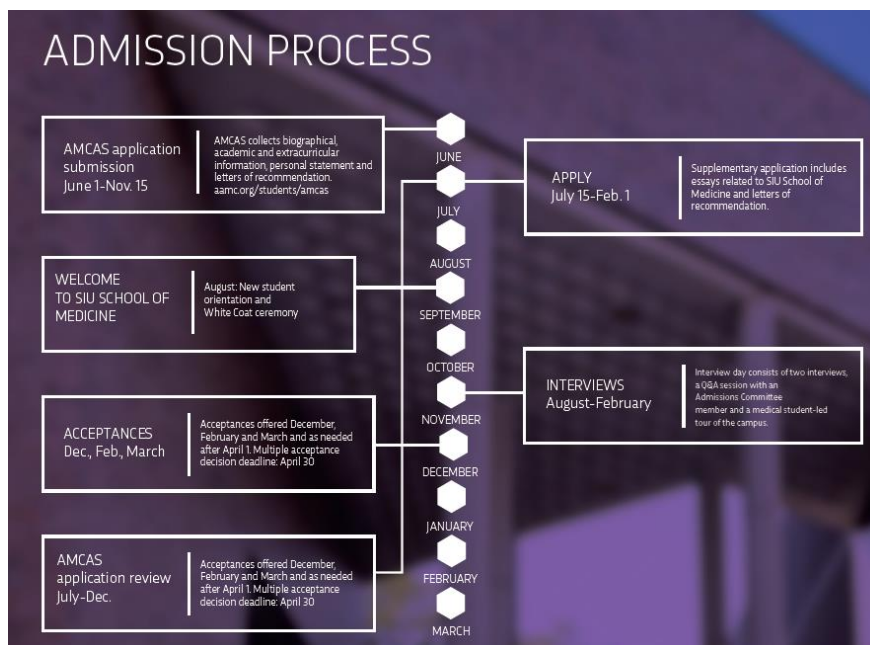
- 1 year of general biology
- 2 years of chemistry, including organic chemistry
- 1 year of English composition
- 1 year of general physics
- 1 year of math, including statistics
- 1 semester of biochemistry, cell/molecular biology, physiology, genetics

## Outside Activities

Successful applicants often have a high level of involvement in activities outside of the classroom. These include numerous student groups, sports, music, science or social science research, physician shadowing, community service, philanthropy and employment.

## Other Selection Factors

The admissions committee admits students who are responsible, mature, compassionate and motivated. Applicants are selected for interview according to their strengths in academics, extracurricular activities, employment and volunteer experiences, in addition to place of residence. Preference is given to central and southern Illinois residents and to those from rural, inner-city or disadvantaged backgrounds. Selected applicants are required to interview. Although the committee uses no quotas, active efforts are made to recruit qualified applicants from groups traditionally under-represented in the medical profession.



## Technical Standards for Admission, Retention and Graduation

Students graduating from the School of Medicine must be able to meet the physical and emotional requirements of the academic program as set forth below.

A candidate should have the ability to:

- Communicate effectively in order to elicit and provide information.
- Perceive, interpret and communicate various aspects of physical examination, including palpation, auscultation and percussion.
- Learn to interpret basic laboratory tests.
- Learn to interpret diagnostic procedures (e.g., venipuncture, lumbar puncture and arterial puncture).
- Learn to interpret EKGs and X-rays.
- Execute motor movements sufficient to perform a physical exam and provide emergency care to patients.
- Compare quantitative and qualitative differences to reason, analyze, synthesize and problem solve.
- Exercise good judgment.
- Promptly complete all responsibilities attendant to the diagnosis and care of patients.
- Develop mature, sensitive and effective relationships with patients.
- Function effectively under stress.
- Adapt to changing environments.
- Demonstrate compassion, integrity, interpersonal skills, interest and motivation.
- Comprehend three-dimensional relationships.
- Demonstrate the emotional health required for full use of intellectual abilities.

## Curriculum Guidelines

SIU School of Medicine has built a reputation as an innovator in medical education. The overall focus of curriculum is on clinical case-based, self-directed learning in a small group setting. The goal is to foster integration of the basic and clinical science knowledge as students solve patient, community and population problems. Clinical experiences beginning in the first month of the curriculum ensure that all content is learned in a clinical context. Students use both real and simulated patients for their training. Emphasis on issues such as community health care and the psychosocial issues of medicine demonstrate SIU's focus on caring while curing and treating patients as people rather than medical conditions.

- Students should be exposed to a variety of clinical settings throughout their entire undergraduate education and should be expected to show progressive development of skills and professional behaviors.
- Learning of basic and clinical sciences shall be integrated.
- Active learning in small group settings should be encouraged.
- The curriculum shall develop the flexibility necessary for students to function in the rapidly evolving health care delivery system and in a variety of roles such as individual patient care, community health and preventive medicine.
- All curricular events should be evaluated; such evaluations should be diverse in style and performance-based.



- The following content areas should receive emphasis in the curriculum: history and physical examination skills, medical practice management, health policies, evidence-based medicine, resource acquisition and medical informatics and opportunities to explore diverse career choices.
- Where appropriate, curriculum should be managed by interdisciplinary teams that cross geographical and calendar barriers.

## **Curriculum Goals**

### **Competent, Compassionate Physicians**

The goal of our curriculum is to prepare students to be physicians who:

- Are compassionate, tolerant and respectful in caring for patients and trustworthy and truthful in all of their professional dealings.
- Understand the scientific basis of medicine and are capable of applying that knowledge in the practice of medicine.
- Are highly skilled in providing care to individual patients.
- Are self-directed, lifelong learners capable of employing systematic approaches for promoting, maintaining and improving the health of individuals and populations.
- Understand the roles of other health care professionals and who collaborate with and learn from them in fulfilling their roles as clinicians and patient advocates.
- Skilled in the critical appraisal of new scientific knowledge and its application to clinical practice.
- Recognize and accept limitations in their knowledge and clinical skills and who are committed to improving their knowledge, ability and habits and patterns of practice.
- Are responsive to the changing environment of health care.
- Recognize that spirituality and cultural beliefs are important elements of the health and well-being of patients.
- Advocate the interests of patients over self-interest and their own personal rewards.

### **Primary Care and Ambulatory Care**

The School requires a clinical rotation in family and community medicine. Since 1981, more than 2,500 students have participated in the program, working alongside more than 160 central and southern Illinois physicians. In addition to primary care, other clinical rotations offer students more than one-quarter of their clinical experiences in non-hospital settings. Some of these experiences include opportunities to work in rural communities. Fulltime and community faculty work side by side with students in their practices to provide students with valuable clinical experiences.

### **Humanistic Medicine**

Good interpersonal skills and professionalism are essential to the practice of medicine. Development of these skills, which help build trusting physician-patient relationships, is continuously evaluated by the faculty. The use of small group learning throughout the curriculum encourages team building, enhances communication skills and plays a major role in building interpersonal skills. Interpersonal skills have equal weight with knowledge and clinical reasoning skills in the assessment process.

The Department of Medical Humanities emphasizes the psychosocial, ethical and legal dimensions of the practice of medicine. Its standardized patient experiences allow students to interact with a number of different types of patient scenarios so students have many opportunities to fine tune professional behavior.

### **Evaluation and Promotion**

Every student must attain the predefined levels of competence established by the faculty. Evaluations are designed to measure competence in knowledge, skills and attitudes. Decisions regarding student progress are made on the basis of whether students demonstrate the prescribed levels of competency. Oral and computer-based examinations, faculty evaluation of cognitive and non-cognitive attributes, and performance-based examinations are used to evaluate students' knowledge, attitudes, concepts and skills.

Performance-based examinations give students the opportunity to demonstrate their clinical skills and abilities with standardized patients. These exams, in which students' interviewing and physical examination skills are observed by faculty, occur with increasing frequency throughout the first three years of study. Feedback provided by faculty observers helps students recognize strengths and weaknesses and provides advice to improve performance.

After completing all clerkships, students are required to participate in the fourth year (senior) clinical competency examination, which assesses their ability to apply knowledge and clinical skills in a "real life" medical setting. Students are evaluated and receive feedback regarding inquiry strategy, diagnosis development, test selection and interpretation and patient management.

All students are required to take the US Medical Licensing Examination (USMLE) Step 1 before beginning clerkships and must pass Step 1 of the USMLE to graduate. All students must sit for both USMLE Step 2 Clinical Knowledge and Clinical Skills components to graduate. Course designations of honors, pass or fail are included on students' official transcripts.

## **Traditional Track**

### **Year 1**

First-year students study in Carbondale. The year consists of 38 weeks divided into three units organized around organ systems.

Curriculum materials are designed to guide students primarily to anatomy, behavioral science, biochemistry, clinical medicine, and physiology. Cases also incorporate elements of embryology, genetics, immunology, molecular biology, pharmacology, and population health and prevention. History taking and physical examination skills are taught concurrently in all units.

History taking and physical examination skills are taught concurrently in all units. Students work with standardized patients beginning in the first week of the curriculum, and they begin working with real patients in the fourth week, under the supervision of a physician mentor.

- CRR – Cardiovascular, Respiratory, Renal (14 weeks)
- NMB – Neural, Muscular, Behavioral (12 weeks)
- ERG – Endocrine, Reproduction, Gastrointestinal (12 weeks)

Examinations are administered at mid-unit (CRR and NMB only) and end-of-unit on a pass/fail grading scale.

More detailed and often updated information on the Year 1 Curriculum is found here;  
<https://www.siumed.edu/oec/y1/year-1-curriculum.html>

## **Year 2**

In the second year at SIU Medicine, the curriculum is fully integrated around organ systems. Materials integrate the disciplines of clinical medicine, immunology, microbiology, pathology, pharmacology, public health populations and radiology into four, nine week long core instructional units arranged around organ systems.

- Unit 1-HII (Hematology, Immunology, & Infection)
- Unit 2- CRR (Cardiovascular, Respiratory, & Renal)
- Unit 3- NMB (Neuromuscular Behavior)
- Unit 4-ERG (Endocrine, Reproductive, & Gastrointestinal).

Examinations are administered at the end of each unit on a pass/fail grading scale. The second-year curriculum is nine months long with a two-week winter break. Students usually take Step 1 of the U.S. Medical Licensure Exam (USMLE) at the end of the second-year curriculum.

Please visit <https://www.siumed.edu/oec/y2> for more information about the Year 2 Curriculum.

## **Year 3**

Third-year medical students are immersed in an individualized learner-centered experience of the foundational practices of medicine.

The curriculum integrates the fundamentals of basic science and the foundations of scholarly medicine into the skills of clinical practice and professional development.

Core Curriculum: (Eight / Four Week Rotations 34 weeks) in an inter-professional clinical environment

- Emergency Medicine
- Family and Community Medicine
- Internal Medicine
- Neurology
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry
- Surgery

Intersession Period: 3 weeks

- Medical Humanities
- Summative Clinical Competency Exam
- Geriatrics

Personalized Education Plan (PEP): 15 weeks

- Selective courses to improve clinical skill/professional development

Evaluations are administered at the completion of each clerkship on a pass/fail grading scale assessing Clinical Skills and Professionalism with an overall rating within the Reporter Interpreter Manager Educator (RIME) schematic.

A comprehensive Summative Clinical Competency Examination (SCCX) is administered during the Intersession Period existing of 14 cases assessing clinical reasoning, differential diagnoses, history and physical exam performance, planned management, patient satisfaction communication, and interpersonal skills. Students usually take Step 2 of the U.S. Medical Licensure Exam (USMLE) following the end of the third-year curriculum.

Elective course descriptions can be found at  
<https://student.siumed.edu/fusebox.cfm?fuseaction=CourseCatalog&rpt=1>

Additional Year 3 information is located here, <https://www.siumed.edu/oec/y3>

## **Year 4**

Fourth-year medical students enjoy a diverse range of experiences through which they can explore their medical interests, strengthen areas of weakness in knowledge, clinical skills, and/or clinical reasoning, and broaden their preparation for postgraduate training and practice.

The year comprises a required 30 weeks of elective credit (20 weeks required with SIU Faculty), 1 week of Medical Humanities, and a fourth-year Doctoring Curricula.

Students may also design their own elective if they are interested in a course or topic for which a regular elective does not exist. This Individual-Designed (ID) elective can include experiences with non-SIU faculty, or at a military or other health care setting. A student must be in good academic standing (determined by Student Progress Committee) to enroll in an elective experience with any non-SIU faculty.

Evaluations are administered at the completion of each elective on a pass/fail grading scale.

Upon graduation students must meet all fourth-year requirements, attain a passing score on USMLE Step 1 and Step 2, and successfully complete all SIU Medicine graduation requirements.

Further information for Year 4 is found here, <https://www.siumed.edu/oec/y4>

# Comparison of Curriculum Schedule Traditional vs Lincoln Scholars Students

CY = Calendar Year

JUN CY1  
JUL CY1  
AUG CY1

mid AUG CY1  
SEP CY1  
OCT CY1

mid OCT CY1  
NOV CY1

mid NOV CY1

DEC CY1

JAN CY2

FEB CY2

MAR CY2

mid MAR CY2

APR CY2

MAY CY2

mid MAY CY2

JUN CY2

JUL CY2

AUG CY2

mid AUG CY2

SEPT CY2

OCT CY2

mid OCT CY2

NOV CY2

DEC CY2

JAN CY3

FEB CY3

MAR CY3

APR CY3

MAY CY3

JUN CY3

JUL CY3

AUG CY3

SEP CY3

OCT CY3

NOV CY3

DEC CY3

JAN CY4

FEB CY4

MAR CY4

mid MAR CY4

APR CY4

MAY CY4

JUN CY4

JUL CY4

AUG CY4

SEP CY4

OCT CY4

NOV CY4

DEC CY4

JAN CY5

FEB CY5

MAR CY5

APR CY5

MAY CY5

## Traditional

Cardiology, Respiratory & Renal
Neuro, Muscular, & Behavioral
Endocrine, Reproduction & GI
Remediation or MPEE or Break
Hematology, Immunology & Infection
Cardiology, Respiratory & Renal
Neuro, Muscular, & Behavioral
Endocrine, Reproduction & GI
Remediation or USMLE Prep. Step 1 or Break
Int Med, Fam Med, Peds, Neuro, Emer Med, Surgery, Psych, OB/GYN Clerkships & Break
Summative Clinical Competency Exam
Personalized Education Plan, USMLE Step 2
Electives

## Lincoln Scholars

*With Physician Assistant Students*

Hematology, GI & Cardiology	Rural Mentor Clinic
Immunology, Infectious Diseases, Pulmonology & Rheumatology	
Neurology, Behavioral, and Musculoskeletal	
OB/GYN, Urology & Endocrine	
Renal, Endocrine, Metabolism, Nutrition	
Break	Family Med Continuity Clinic
Int Med, Peds, Neuro, Emer Med, Surgery, Psych, OB/GYN Clerkships & Break	
Summative Clinic	
Review Sessions, USMLE Prep. Step 1	
Electives, USMLE Step 2	
Electives	

## **Grade Review Process**

### **Purpose**

The assignment of grades for units, clerkships, and electives is an academic function, and is the ultimate responsibility of the chair or director of the appropriate academic unit. The Student Progress Committees receives reports of the grades for the units, clerkships, and electives, but is not responsible for the assignment or review of grades for the individual units, clerkships, or electives.

### **Year 1 Grade Review Process**

Students will receive notification when the final Year One grade (Pass/Fail) is assigned and officially recorded. All students shall be entitled to ask for review of a final Year One grade and receive a timely response according to the following guidelines.

If a student believes there has been an error in the evaluation process, or believes the final unit evaluation does not accurately reflect their performance, the student may speak informally with the Year One Curriculum Director to find a resolution.

The student is not required to pursue an informal review, but instead may request a formal review. To begin the formal review process, a student must provide the Year One Curriculum Director with a written document that outlines the basis for the request. Unless there are unusual or compelling circumstances, the written request, along with any supporting documentation, must be filed by the student within 10 working days of the official recording of the intermediate evaluation. The Year One Curriculum Director will consider the request for review, will consult with appropriate faculty members and/or the Year One Doctoring Director, and will issue a written decision to the student on the request. The Year One Curriculum Director must respond to the request for review within 10 working days of receipt of the formal request for review.

Should the student wish to have further review of the Year One Curriculum Director's decision, a written request for evaluation review will be submitted to the Chair of the SPC within 10 working days of the decision of the Year One Curriculum Director. The Chair of the SPC must respond, in writing, to the request for review within 10 working days of receipt of the request for review. The decision of the Chair of the SPC will be submitted as the final evaluation.

### **Year 2 Grade Review Process**

All students shall be entitled to ask for review of a Unit grade and receive a timely response. All Unit faculty members shall be required to substantially comply with the following guidelines.

When the final Unit grade is assigned, students will receive e-mail notification that the evaluation has been officially recorded and is available for student review; this notification will include a reminder of the Grade Review Process.

If a student believes there has been an error in the grading process, or believes the final unit evaluation does not accurately reflect the performance, the student may speak informally with the faculty to find a resolution. However, the student is not required to pursue an informal review, but instead may request a formal review.

To begin the formal review process, a student must provide the Unit Coordinator with a written document that outlines the basis for the request. Unless there are unusual or compelling circumstances, the written request, along with any supporting documentation, must be filed by the student within 10 working days of the official recording of the final grade. The Unit Directors(s) will consider the request for review, will consult with appropriate faculty members and/or the Director of Doctoring, and will issue a written decision to the student on the request. The Unit Directors(s) must respond to the request for review within 10 working days of receipt of the formal request for review.

Should the student wish to have further review of the Unit Directors(s)' decision, a written request for grade review will be submitted to the Year 2 Curriculum Director within 10 working days of the decision of the Unit Directors(s). The Year 2 Curriculum Director must respond, in writing, to the request for review within 10 working days of receipt of the request for review. The decision of the Year 2 Curriculum Director will be submitted as the final grade.

### **Clinical Clerkship Grade Review Process**

NOTE: This Policy shall apply to all Clerkships taken during Year 3 and Year 4, including the Medical Humanities Clerkship.

All students shall be entitled to ask for a review of a final clerkship grade or a grade received for remediation activities by the department and receive a timely response. All departments shall be required to substantially comply with the following guidelines.

When the final grade for the clerkship is assigned, students will receive e-mail notification or a memorandum from the department indicating that the evaluations are complete and have been sent to the Office of Education and Curriculum. This notification will include a reminder of the Grade Review Policy.

If a student believes there has been an error in the grading process, or believes the final evaluation does not accurately reflect the performance, the student may speak informally with the faculty to find a resolution. However, the student is not required to pursue an informal review, but instead may request a formal review.

To begin the formal review process, a student must provide the Clerkship Director with a written document that outlines the basis for the request. Unless there are unusual or compelling circumstances, the written request, along with any supporting documentation, must be filed by the student within 30 working days of the official recording of the final grade. The request for review will prompt a review of the student's portfolio. The outcome of this review will be shared with the student before any change in evaluation is submitted to the Office of Student Affairs. The Clerkship Director, in writing, must respond to the student's request within 10 working days of receipt of the request for review.

Should the student wish to have further review of the Clerkship Director's decision, a written request for grade review will be submitted to the Chair of the Department within 10 working days of the decision of the Clerkship Director. The Chair of the Department must respond, in writing, to the request for review within 10 working days of receipt of the request for review. The decision of the Chair of the Department will be submitted as the final grade.

## **Elective Grade Review Process**

NOTE: This Policy Shall Apply to Electives Taken During Year 4.

All students shall be entitled to ask for a review of a final elective grade or a grade received for remediation activities and receive a timely response. All elective faculty members shall be required to substantially comply with the following guidelines.

When the final grade for the elective is assigned, students will receive e-mail notification that the evaluation has been officially recorded and is available for student review in the Office of Student Affairs; this notification will include a reminder of the Grade Review Policy.

If a student believes there has been an error in the grading process, or believes the final evaluation does not accurately reflect the performance, the student may speak informally with the responsible elective faculty member to find a resolution. However, the student is not required to pursue an informal review, but instead may request a formal review.

The student shall have 30 working days in which to commence the formal review process; the 30 working day time period will begin with the date the e-mail notification is sent that the evaluation has been officially recorded and is available for student review in the Office of Student Affairs.

The student's request must be addressed to the responsible elective faculty member, must be in writing and must include written documentation of the rationale for the request for the review. The faculty member must respond in writing within 10 working days of receipt of the student's request.

If the student wishes further review, the student must, within 10 working days of receiving the response, ask for a grade review by the Elective Coordinator for the Department in which the elective was taken. The Elective Coordinator will consider the rationale for the request and the faculty member's response, and make a decision on the matter, which will be transmitted to the student in writing within 10 working days of receipt of the written request.

Should the student wish to have further review of the Elective Coordinator's ruling, a written request for grade review will be submitted to the Year 4 Director within 10 working days of the ruling of the Elective Coordinator. The Year 4 Director must respond in writing to the request for review within 10 working days of receipt of the request for review. The decision of the Year 4 Director will be submitted as the final grade.

## **M.D. /J.D. Degree**

Recognizing the heightened level of interaction between medicine, law and health policy, SIU's Schools of Medicine and Law offer an MD/JD dual-degree program to accommodate the increasing number of individuals seeking a carefully structured, interdisciplinary education. The program leads to the awarding of degrees in medicine and law at the completion of a unique, six-year program of academic and clinical study. Students seeking to enroll in the MD/JD program are required to meet admission standards established by the School of Medicine and the School of Law. Students are admitted separately to each of these schools, filling a limited number of places available in the program. Students must apply concurrently to both schools for admission.



## **M.D. /M.P.H. Degree**

The principles of preventive medicine, public health and health policy are gaining prominence in the area of health and health care. We are progressive in training physicians to have an understanding of the interplay of outside factors in the health of individuals. SIU's School of Medicine and College of Education and Human Services offer a concurrent degree program leading to the degrees of Doctor of Medicine (MD) and Master of Public Health (MPH).

Students seeking to enroll in the five-year program are required to meet the admission standards established by the School of Medicine and the Graduate School. Application to the program is competitive, with only three individuals admitted per year. Inquiries for further information should be directed to Admissions in the Office of Student Affairs at the School of Medicine or the SIU Graduate School.

## **Office of Student Affairs**

Students will interact frequently with Student Affairs staff from the time they apply to the School through graduation and beyond. The office handles new student admissions and current student issues like registration, financial aid, residency applications, student activities and career counseling.

## **Student Organizations**

We support and encourage you to be active in student organizations, such as the American Medical Student Association, the Student National Medical Association, the Latino Midwest Medical Student Association, the American Medical Women's Association, the Medical Student Section of the American Medical Association and state and county medical societies. A chapter of Alpha Omega Alpha Honor Medical Society was established in 1985. The Medical Student Assembly serves the student body as an advocate group for student interests. Medical students also serve as voting members on a full range of University and School of Medicine committees including Graduate and Professional Student Council, Admissions, Student Progress, Curriculum and Educational Policy.

## **Counseling**

Counseling services are available for all medical students, with an emphasis on academic and personal counseling for students with special needs.

## **Office of Alumni Affairs**

With assistance from the Alumni Society's Board of Governors, our Alumni Affairs Office works closely with students on various activities and services, including the HOSTS (Helping Our Students To Succeed) program that connects alumni with fourth-year medical students while students are interviewing for residencies, the Alumni News section in the School's aspects magazine, communication through social media and the alumni website, assistance with the annual Alumni Fund Campaign, class reunions and other social events. For further information, contact the Office of Alumni Affairs.

## **Tuition and Fees / Financial Assistance**

The types and amount of tuition and fees charged to students are established by the Board of Trustees and are subject to change. Nearly all SIU School of Medicine students receive some form of financial aid.

Financial need is determined by completion of the Free Application for Federal Student Aid (FAFSA). The financial aid office provides short-term emergency loans, debt counseling and help securing loans and scholarships.

**Eligibility:** A Free Application for Federal Student Aid (FAFSA), which uses a standard need analysis formula to calculate financial aid eligibility, must be completed each year. An expected family contribution (EFC) is calculated for each student based on their income, net worth, resources, family size, the number of family members attending postsecondary education and other factors. Financial aid is "packaged" as a combination of loans and, if applicable, scholarships to meet the financial need.

**Application Procedures:** To apply for financial aid at SIUSOM, a FAFSA must be completed each year.

The FAFSA should be completed as soon as possible beginning October 1st.

Students must submit a copy of their Student Aid Report (SAR) via email, fax, or mail to the Springfield Office.

Students who are applying for financial aid for the first time at SIUSOM are also required to complete our Financial Aid Institutional Application (sent in their "welcome" email).

Students who have applied for aid during the previous year should complete a Renewal FAFSA.

You can view information about federal loans you have received in the past at [www.nslds.ed.gov](http://www.nslds.ed.gov).

The FSA ID, which consists of a user-created user name and password, replaced the PIN effective May 2015. It allows users to electronically access personal information on Federal Student Aid web sites as well as electronically sign a FAFSA.

**Application Results and Changes:** A Student Aid Report (SAR) is provided to the student when the FAFSA is processed. The SAR should be reviewed for accuracy and completeness. If the SAR has errors, or you did not list SIUSOM as a school choice, electronic corrections are made at the FAFSA web site by using the PIN and the Make Corrections link. When a corrected SAR is received, the student should retain it for his/her records, and forward a copy to the financial aid office at SIUSOM.

**Electronic Connection:** Additional financial aid information is available from our web site. The student can obtain specific information about his/her own financial aid on SalukiNet. If you have questions and want to discuss your financial aid further, our office can be contacted via e-mail or by calling 217-545-2223.

## **Scholarships**

Numerous scholarships are available, but you must be willing to make the effort to search for them. A sample of scholarships can be found here, <https://www.siumed.edu/studentaffairs/scholarships.html>. Students interested in seeking a private grant or scholarship should check as many sources as possible, including high school guidance offices, local clubs and civic organizations, businesses, employers, church groups, alumni organizations, public libraries and financial institutions. If you have been a hospital volunteer, contact the hospital auxiliary to inquire if any scholarships are available for volunteers.

## **Student Budget and Tuition Rates**

Please visit the website for the most up-to-date information on tuition rates and estimated student budgets, <https://www.siumed.edu/studentaffairs/student-budget.html>

## **Health Issues and Medical Insurance**

Information regarding student medical insurance and medical student health issues can be found here, <https://www.siumed.edu/studentaffairs/health-resources.html>

## **Select Policies and Guidelines**

Students at SIU School of Medicine are expected to follow all policies and guidelines found on the web site and in the Student Handbook (<https://www.siumed.edu/oec/policies/student-handbook.html>). This section only highlights a few of these policies.

### **Criminal Background Check Policy**

#### **PURPOSE:**

The Southern Illinois University School of Medicine (SIU SOM) is committed to provide the public with well-trained physicians who possess the traits of high moral character and standards. The purpose of this policy is to help ensure a safe environment for patients, employees, fellow students, visitors and the general public as well as to protect property by conducting criminal background checks on all matriculants.

#### **SCOPE:**

This policy applies to all applicants receiving offers of acceptance from the SIU SOM on the effective date shown on the acceptance letter.

Authorization: Illinois law authorizes the SIU SOM Admissions Office to conduct criminal background checks on accepted medical students who plan to matriculate to SIU SOM, based on the expected patient population, which may include children or vulnerable adults.

#### **POLICY:**

The SIU SOM requires a criminal background check as part of the acceptance process for all incoming medical students.

Background checks will be performed only after the applicant has received an offer of acceptance.

Matriculation is contingent upon satisfactory results of a criminal background check.

Criminal background information released to the SIU SOM will be used only for purposes of assisting in making acceptance decisions and/or clinical rotations at affiliated hospitals.

If a background check identifies issues, which may preclude acceptance, the case will be referred to the Dean with counsel from the Associate Dean for Student Affairs and the General Counsel's Office.

## PROCEDURE:

**Application:** The supplemental application includes an inquiry about convictions. The supplemental application will be shared with the Admissions Committee. Applicants, who refuse to complete this section or do not answer truthfully and completely, will have their offers of acceptance reviewed.

**Waiver/Consent:** The acceptance letter to the SIU SOM will include a consent form for a Criminal Background Investigation. Refusal to provide adequate/correct information or to provide consent for investigation will result in withdrawal of offer of acceptance.

## Inquiry:

The SIU SOM Admissions Office will initiate the background check through an external company, as part of the routine procedure for medical students prior to matriculation.

A copy of the informed consent form will be faxed to the company authorized to perform the background check.

The authorized company will be instructed to provide results to authorized individuals only.

## Convictions:

The existence of a conviction does not automatically disqualify an individual from eligibility for acceptance. Relevant considerations may include, but are not limited to: the date, nature and number of convictions; the relationship the conviction bears to the duties and responsibilities of the medical student; and successful efforts toward rehabilitation. Any decision to reject or accept an applicant with a conviction is solely at the discretion of the SIU SOM.

## RESULTS:

**Confidentiality:** Reasonable efforts will be made to ensure that results of criminal background checks are kept as confidential as possible with limited number of persons authorized to review results.

**Access to Results:** The Associate Dean for Student Affairs will review all criminal background checks. If adverse information deemed to be relevant to the applicant's acceptance as a medical student is contained in the background check, the Associate Dean for Student Affairs will notify the applicant in writing.

**Information Available through Background Checks:** The criminal background check will include a record of all arrests and convictions. In almost every case, only conviction information will be considered.

**Ability of Applicant to Review Information:** The applicant may review the criminal background check received by the University by contacting the Associate Dean for Student Affairs in writing.

**Right to Respond to Adverse Report:** The applicant will be asked to review any adverse information and to provide a written response to the Associate Dean for Student Affairs. When appropriate, the applicant may be asked to meet with the Associate Dean for Student Affairs in person to answer questions.

Right to Change and/or Terminate Policy: Reasonable efforts will be made to keep applicants informed of any changes in the policy. However, the SIU SOM reserves the right, in its sole discretion, to amend, replace, and/or terminate this policy at any time.

## **Outside Activities**

You are requested to notify the Office for Student Affairs/Carbondale or Springfield before participating in any type of employment, research, or classes other than medical school. This information serves two major purposes: 1) it gives the office a record of participation in non-curricular activities, and 2) it provides information for future first year students about the kinds of enrichment activities available in Carbondale. You should take under advisement the recommendation made by the Assistant Dean for Student Affairs/Carbondale before making a final commitment to any outside activity.

The following procedures are recommended for entry into each of the activities:

### **Employment**

You must clear all employment with the Office of Student Affairs/Carbondale or Springfield prior to making a commitment. They will approve the work activity if you are in good standing academically, and it appears that the work activity will not conflict with upcoming curricular activities.

### **Basic Research**

You may participate in laboratory research with faculty members when time is available for your enrichment or other purposes. Faculty permission and specification of the number of hours per week to be spent in the laboratory are required for participation.

## **Contacts**

### **CARBONDALE**

Office of Student Affairs  
Lindegren Hall, Room 132  
Mail Code 6503  
Southern Illinois University Carbondale  
600 Agriculture Drive  
Carbondale, IL 62901  
PHONE: 618-453-1531  
FAX: 618-453-3144

### **SPRINGFIELD**

Student Affairs: 217-545-2860  
Admissions: 217-545-6013      admissions@siumed.edu  
Financial Aid: 217-545-2224      financialaid@siumed.edu  
Registrar: 217-545-0890      registrar@siumed.edu