



UNIVERSITY OF  
**SOUTH DAKOTA**  
SANFORD SCHOOL OF MEDICINE

**Office of Student Affairs – Career Counseling Program**

**Mission Statement:**

**The aim of the SSOM Career Counseling Program is the development and progression of each medical student, with emphasis on academic and personal strengths, culminating in successful commencement in a medical residency.**

**Pillar 1**

<b>Theme</b>	<b>Event and Timing</b>	<b>Learning Objectives</b>	<b>Action</b>
Student Affairs Services to Students	Orientation to Pillar 1: provide overview of specialties and the personal use of online resources for identifying personal strengths, interests and skills	<ol style="list-style-type: none"><li>1. Introduce students to the Career Counseling Program and outline goals for each Pillar</li><li>2. Introduce Careers in Medicine online resource</li></ol>	Required Activity: Students will gain confidence in the specialty selection process in place at SSOM as they progress through the curriculum
Self - Evaluation	During 1st semester: Clinical Foundations class with conducting the Myers Brigg Type Inventory	<ol style="list-style-type: none"><li>1. Understand individual strengths and characteristics as it relates personality types and to careers</li></ol>	Required activity: Part of Clinical Foundations course; Complete and review personal results of MBTI

General Advising	First Semester: Faculty Advisor (BBS and clinical) assigned to each small group	<ol style="list-style-type: none"> <li>1. Provide personal faculty connections with colleagues as a resource for career advising and guidance early in medical education</li> </ol>	Required Activity: Informal meetings take place as part of the required curriculum
Specialty Leaders & Career Options	First year: Annual Department Chair presentations on Career Planning for specific specialty	<ol style="list-style-type: none"> <li>1. Students will identify the school's key leadership for each specialty.</li> <li>2. Students will understand the specifics of the specialty (residency, call, salary, work/life balance) and will have opportunity to explore the discipline and sub specialties</li> </ol>	Optional activity: Students attend during 1 <sup>st</sup> or 2 <sup>nd</sup> year.
Multi-specialty Clinical Experiences	Semesters 2 & 3: Clinical Shadowing Experiences	<ol style="list-style-type: none"> <li>1. Provide clinical exposure to disciplines of potential interest to student</li> <li>2. Connect with clinical faculty in the specialties</li> </ol>	Required Activity: Students spend one-half day per month in the clinical setting.
Associations with others in specialty	Beginning in 1 <sup>st</sup> semester and continuing throughout all three Pillars: Specialty Interest Groups	<ol style="list-style-type: none"> <li>1. Become acquainted with the specialty and sub specialties through interaction with faculty and residents</li> <li>2. Participate in simulation exercises and procedural labs to enhance skills</li> <li>3. Develop mutual interests with peers</li> </ol>	Optional activity: Attend one or more specialty interest groups and meetings
Peer Resources	Peer Mentorship Program	<ol style="list-style-type: none"> <li>1. Discover the value of using peers for sharing information</li> <li>2. Identify specific skills and resources from among peers</li> </ol>	Optional activity: Pillar 1 students meet with Pillar 2 or Pillar 3 students in pairs either formally and/or informally for guidance and clarification of specific details unique to each specialty

## Pillar 2

Theme	Event and Timing	Learning Objectives	Action
Student Affairs Services to students	Career/Residency Planning Session – Part 1: During spring of Pillar 2	<ol style="list-style-type: none"> <li>1. Review Careers in Medicine</li> <li>2. Introduction to NRMP and Match statistics</li> <li>3. Introduction to FREIDA (online database of all GME programs in the US)</li> <li>4. Introduction to ERAS (discuss application process for residency including deadlines, requirements, etc.)</li> </ol>	Required activity: Student participation in online searches
Campus Leadership Resources	Campus Deans – FARM program Director: Career Planning Meetings with Students	<ol style="list-style-type: none"> <li>1. Outline requirements of residency of choice</li> <li>2. Discuss competitiveness of applicant</li> <li>3. Introduce parallel plan option</li> <li>4. Review Pillar 3 required rotations and electives</li> <li>5. Discuss external rotations</li> <li>6. Facilitate connection of student with department chair of specialty choice</li> </ol>	Required activity: One-on-one meeting with each student at least once during Pillar 2
Student Affairs Leadership Resources	Assistant Dean of Student Affairs: Individual Career Counseling meetings with students	<ol style="list-style-type: none"> <li>1. Review specialty decision or indecision</li> <li>2. Evaluate Pillar 3 schedule and provide recommendations</li> </ol>	Required activity: One-on-one meeting with each student at least once during Pillar 2

		<ol style="list-style-type: none"> <li>3. Discuss external rotations</li> <li>4. Discuss personal strengths, weaknesses and opportunities that have a role in career choice</li> </ol>	
Student Affairs Services to students	Career/Residency Planning Session – Part 2: During September of Pillar 2	<ol style="list-style-type: none"> <li>1. Presentation on OSCE, USMLE Step 2CK and 2CS</li> <li>2. Introduction to MSPE Interview with Dean of Students/Assistant Dean of Students</li> <li>3. Introduce basic outline of MSPE</li> <li>4. Discussion of specifics of choices for Letters of Recommendation, number required, information provided to each author</li> <li>5. Outline of Schedule and requirements for Pillar 3 (required rotations, electives, VSAS, deadlines)</li> <li>6. Review of CiM, FREIDA online, ERAS</li> <li>7. Introduce NRMP and other matching programs</li> </ol>	Required activity: Student participation in review of resources and discussion of LOR's, deadlines, and NRMP process
Student Affairs Services to Students	Career/Residency Planning Session – Part 3: During OSCE week at the end of Pillar 2	<ol style="list-style-type: none"> <li>1. Presentation on writing the CV</li> <li>2. Presentation on composing the Personal Statement</li> <li>3. Financial aid and debt management for residency and beyond</li> <li>4. Gain information/advice about the VSLO process</li> </ol>	Required activity: Students participate in discussion and drafting a personal statement. Includes informal advising meeting with department chairs, clerkship directors, program directors, and residents specific to student's interested specialty. Student panel from the senior class presents on the intricacies of away rotations and navigating VSLO.
Provide Connections	Career Fair: During Cultural Immersion	<ol style="list-style-type: none"> <li>1. Presentations about specific residencies by</li> </ol>	Optional activity: Students participate in gathering

with Program Directors	week when students are all at one site	staff, program directors, residents of SSOM programs 2. Provide information and answer questions related to specialty and training requirements 3. Understand more about life as a resident and a typical work day in specific specialties through interaction with various residents.	information and making connections with specific programs
Specific association with physicians in the specialty	Specialty Interest Groups	1. Become active in a leadership role in a specialty or sub specialty through interaction with faculty and residents. 2. Participate in simulation exercises and procedural labs to enhance skills	Optional activity: Leadership and hands-on activity for interested students

### **Pillar 3**

<b>Theme</b>	<b>Event and Timing</b>	<b>Learning Objectives</b>	<b>Action</b>
Campus Leadership specific resources	Campus Deans – Career Planning Follow-up Meetings with Students	1. Review requirements of residency of choice 2. Re-assess competitiveness of applicant 3. Discuss details of a parallel plan option 4. Review Pillar 3 required rotations and electives not yet completed 5. Discuss need for external rotations	Required activity: Student meets with Campus Dean for additional follow-up on their residency planning and discussion of LOR's and interview skills.

		6. Facilitate collaboration of student with department chair of specialty choice	
Student Affairs Services to Students with peer insight to residency Match, and Program Director insight to the residency Match	Career/Residency Planning Session – Part 4: The week following the Match for the previous class: Includes Medical Student Panel and Program Directors Panel	<ol style="list-style-type: none"> <li>1. Discussion of Match results</li> <li>2. Recently matched medical students answer questions and provide advice on the residency application process and the Match.</li> <li>3. Program directors from SSOM answer questions and give tips to new Pillar 3 students on expectations for interviewing and residency</li> <li>4. Overview of required Mock Interviews in preparation for residency interviews</li> <li>5. Updates on Pillar 3 Schedule</li> <li>6. Guidelines for effective financial management of loans and personal assets</li> </ol>	Optional activity: Students have opportunity to connect with recently matched students, program directors and ask relevant questions. Includes presentation by a professional financial advisor
Student Affairs Services to prepare applications	Assistant Dean of Medical Student Affairs: During first half of Pillar 3 Review and Editing of Curriculum Vitae and Personal Statements	<ol style="list-style-type: none"> <li>1. Students are provided guidance and editing of CV's and PS's as they prepare for residency application</li> </ol>	Required activity: Students are expected to communicate with the Assistant Dean of Medical Student Affairs throughout the process of finalizing their CV's and PS's.
Student Affairs Services to prepare applications and prepare the MSPE	Dean and Assistant Dean of Medical Student Affairs: During first half of Pillar 3: MSPE Interviews	<ol style="list-style-type: none"> <li>1. Students are given feedback on CVs and PSs during the MSPE Interview</li> <li>2. Students are provided information about specific residencies where they may wish to apply</li> <li>3. Students are informed about the VISIT program for their away rotations and for their residency interviews</li> <li>4. Students are reminded of the Mock Interview requirement</li> </ol>	Required activity: Students are expected to bring a draft of their CV and Personal Statement along with their plans for away rotations, interview locations, and possible fellowship interests after residency.

		5. The LOR's authorship listing is discussed	
Student Affairs Services to students	Individual meeting with Financial Aid Staff from Student Affairs: Financial Aid Exit Interview	Individual meetings with each student takes place to discuss personal financial portfolio, their debt portfolio, and the multiple options and resources concerning repayments	Required activity: Student meets with staff to assure that they have been fully informed of their loans and options for repayments
Focused interest in specialty	Specialty Interest Groups	<ol style="list-style-type: none"> <li>1. Continue being active in a leadership role in a specialty or sub specialty through interaction with faculty and residents</li> <li>2. Participate in simulation exercises and procedural labs to enhance skills</li> </ol>	Optional activity: Students focus on their chosen specialty and the skills needed for success in the career

\*Since LCME 2017, we have continued to have great success with our Career Advising Program. We have added an informal session with Department Chairs/Clerkship Directors/Program Directors/Residents following the formal Career Counseling/Advising Session #3 at the end of Pillar 2. This provides students with tips/advice at the start of Pillar 3 and allows the students face-to-face time with those who can be helpful throughout their residency application.

We are also in the process of creating a required Student Affairs One-Credit Course that would include required career advising/counseling sessions and mentoring activities (including career, academic, financial aid, and personal counseling) that would span the 4-year medical school curriculum.