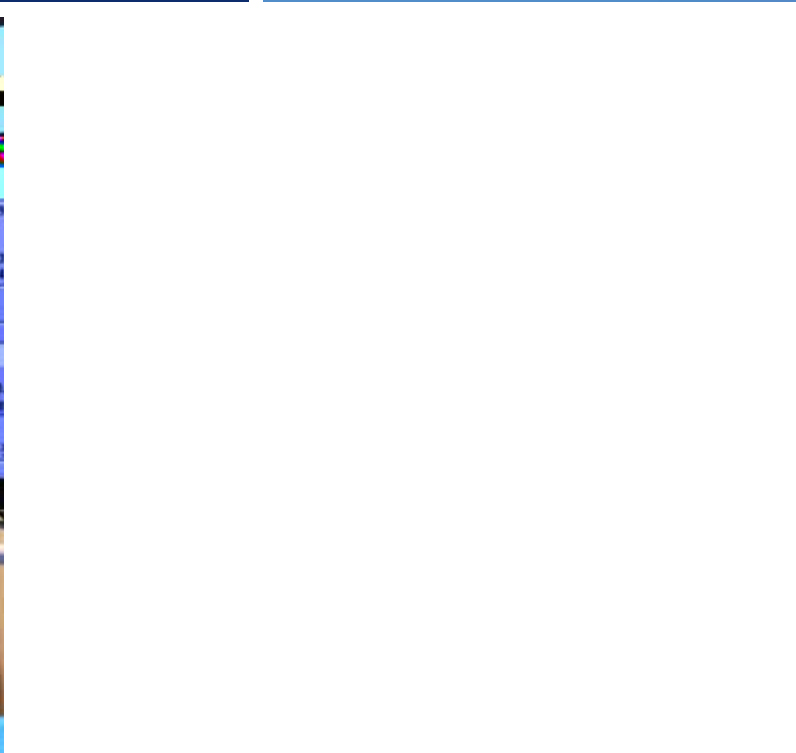
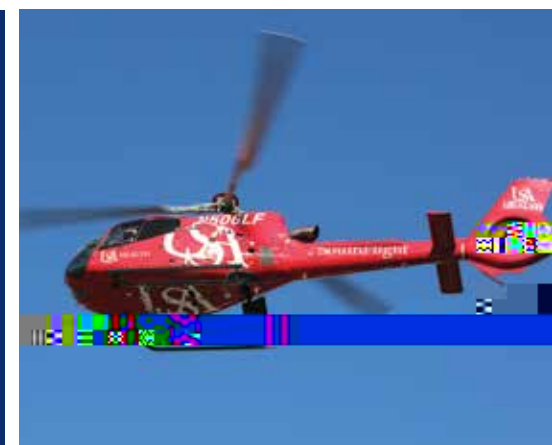


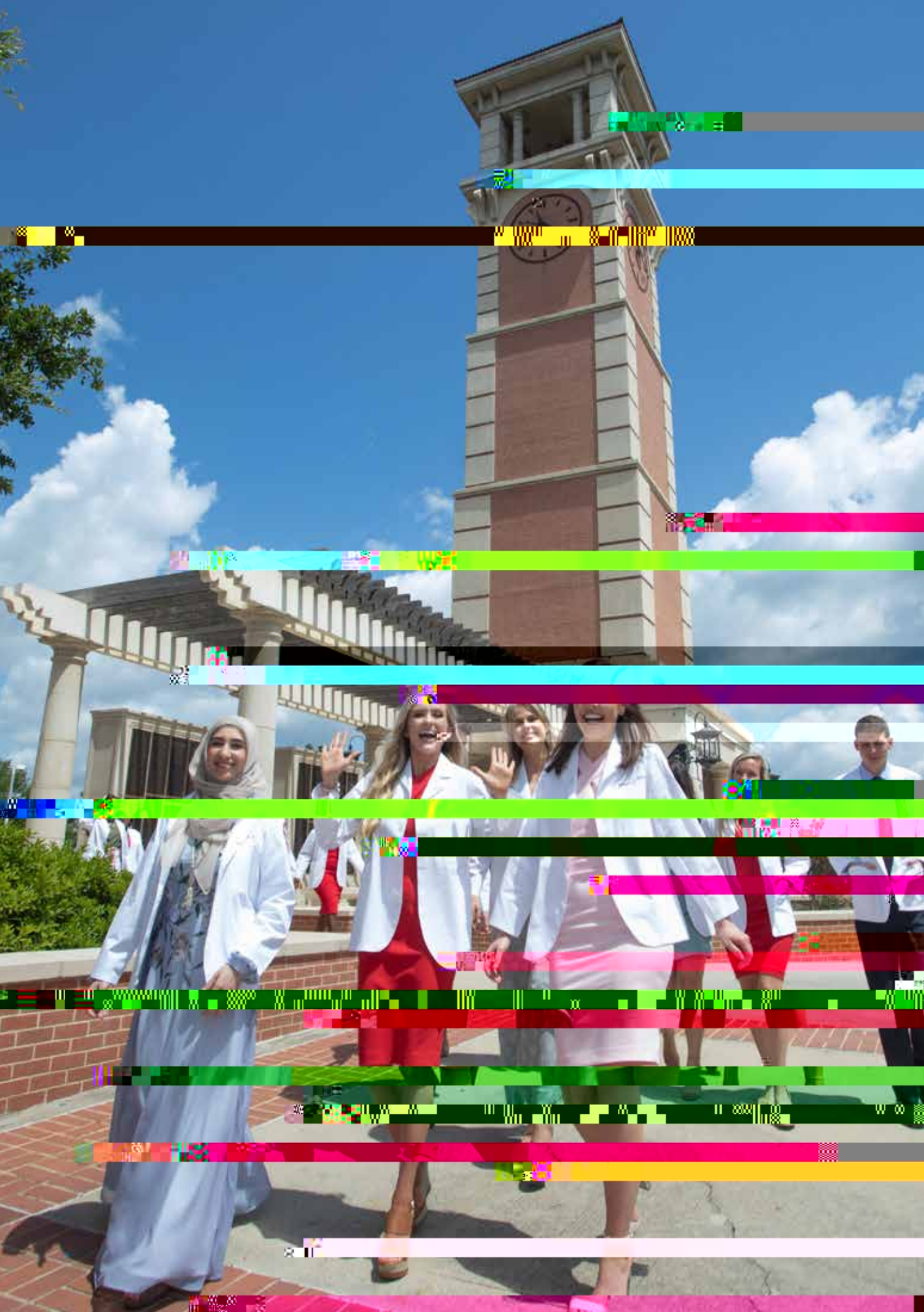


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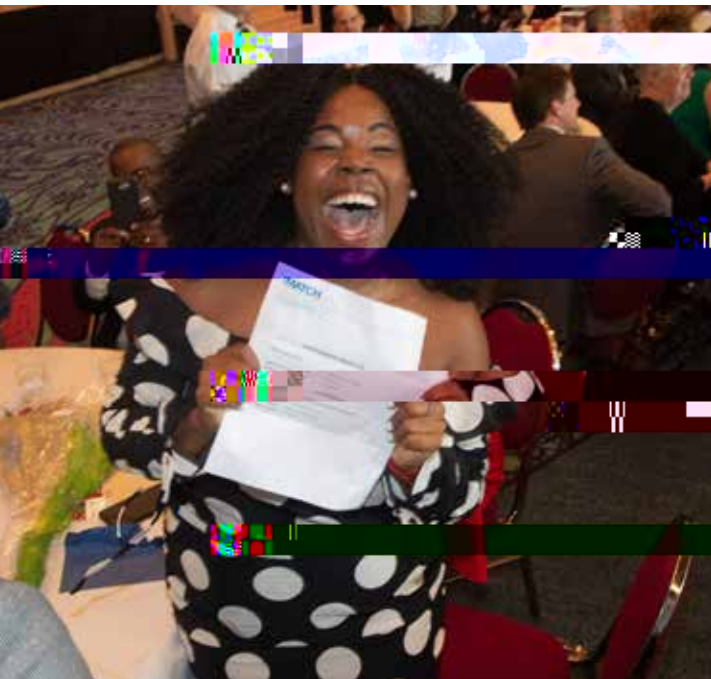
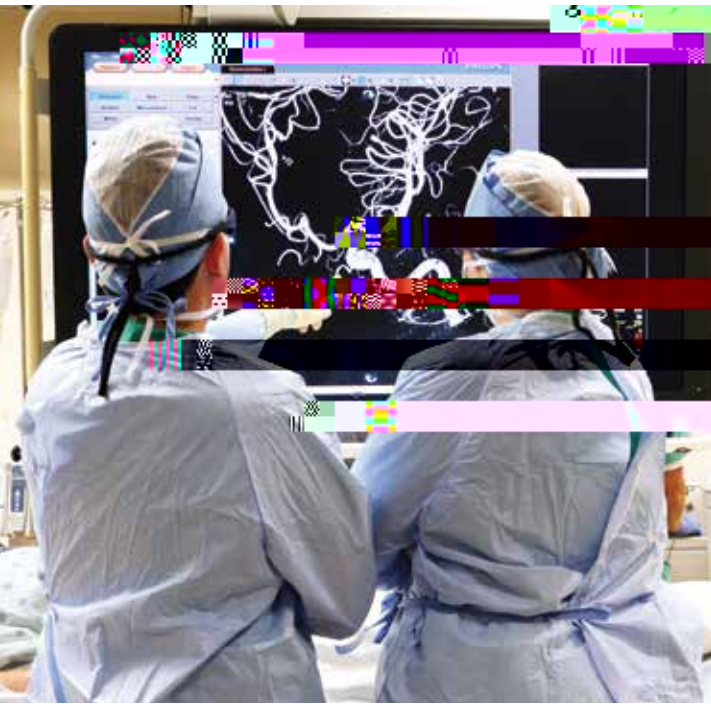
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USA UNIVERSITY OF COLLEGE ICINF





USA



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The University of South Alabama — South, for short — is Mobile’s only comprehensive research and teaching university. With an enrollment of more than 14,000 students and a workforce of nearly 7,000 employees, USA’s leadership and innovation in education, research, service and healthcare make the University an economic driver and a catalyst for positive transformation around the state of Alabama and along the Gulf Coast.

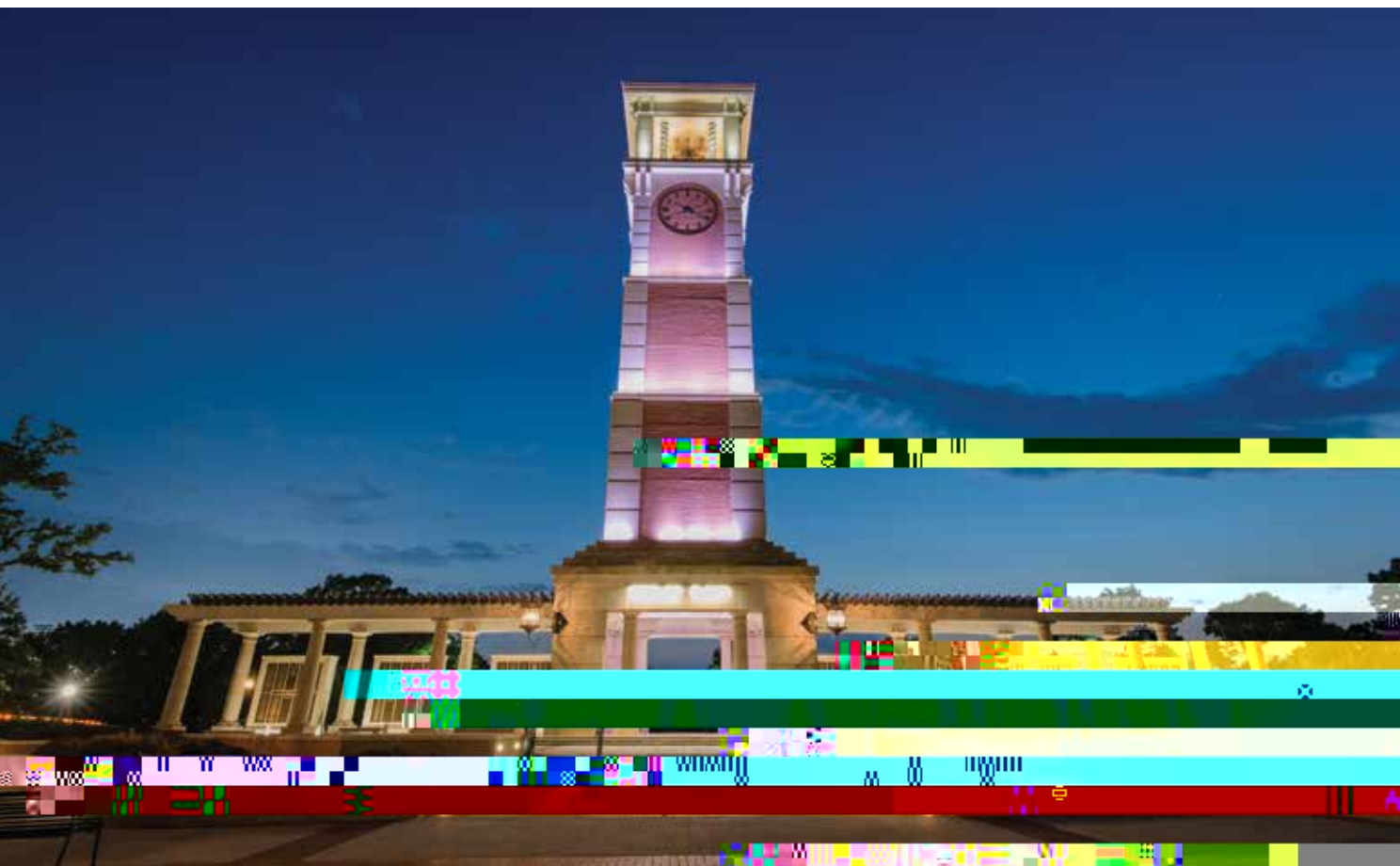
South has awarded more than 90,000 degrees since its founding in 1963. The University’s faculty promote an environment where curiosity and discovery are given free rein in more than 100 fields of study that include business, the liberal arts, education, engineering, computing, the sciences and healthcare.

Classified as a high research activity university by the Carnegie Classification of Higher Education, USA’s advanced degree offerings include doctorates in audiology, business, computing, educational leadership, engineering, marine sciences, medicine, basic medical sciences, nursing, physical therapy and psychology. Research is conducted at both the undergraduate and graduate levels, and

students work alongside faculty experts on an array of research projects in varied disciplines. In addition, the USA Technology & Research Park acts as an incubator for tech startups.

In addition to USA’s outstanding academic programs, students enjoy a wide variety of social, cultural, entertainment and athletic activities that contribute to an outstanding college experience. The USA Jaguars men’s and women’s athletics teams compete in 17 Division I sports within the Sun Belt Conference. Intramural and club sports allow all students the opportunity to participate at a level that suits their abilities. The Student Recreation Center offers students, faculty, staff and alumni a comprehensive recreational opportunity in exercise, swimming, intramural sports and outdoor adventures, and the JagFit trail offers additional opportunities for the USA community and area residents to get fit while enjoying the outdoors.

USA is a place where students discover and strengthen their career passions and form connections that result in lifelong relationships. At South, we look at the world and see things that we have the power to change, affect and shape — together. So that’s exactly what we do, every single day.





## **Services continued**

- Center of Excellence for Health Disparities
- Center for Healthy Communities
- Center for Human Performance
- Center for Lung Biology
- Center for Strategic Health Innovation
- Center for Weight Loss Surgery
- Center for Women's Health
- Comprehensive Sickle Cell Center
- Coronary, Medical, Neurotrauma, Pediatric and Surgical Intensive Care
- Digestive Health Center
- Epilepsy Monitoring Unit
- Fanny Meisler Level I Trauma Center
- Level III Neonatal Intensive Care Unit
- Maternal Fetal Medicine/High-Risk Obstetrics
- Neonatal Transport Service
- Pediatric Complex Care Clinic
- Pediatric Developmental Medicine (Autism Diagnostic Center)
- Pediatric Healthy Life Center
- Pediatric Transport Service
- Plastic Surgery Center
- Primary Care with Patient Centered Medical Home Designations
- Pulmonary Hypertension Program
- Regional Stroke Center
- Reproductive Endocrinology Center ical







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The administrative offices and primary classroom facilities of the College of Medicine are located on USA's main campus, while clinical training facilities are primarily located at our hospital campuses. Numerous buildings used as educational and research facilities are being enhanced to accommodate our expanding programs in education, research and patient care.

### **Charles M. Baugh Biomedical Library**

The Charles M. Baugh Biomedical Library supports medicine, nursing and allied health and holds standard reference works. It contains standard reference works in print, along with discipline-specific journals and books. An extensive collection of electronic resources – including books, journals and databases – are available through the Biomedical Library's web site, [southalabama.edu/departments/biomedicallibrary/](http://southalabama.edu/departments/biomedicallibrary/). Materials can be found in the University libraries' online catalog, SOUTHcat (click on Catalog Search), or the University libraries' e-resource locator (click on Journals tab in the front page Search box). The Biomedical Library provides access to online databases in the health sciences and to resources not in the Biomedical Library collection via interlibrary loan. Other services include reference assistance, document delivery service, literature searches, and individual and group instruction on use of the library's resources and research processes. Computer access and individual and group study rooms are also available.

### **Central Services and Administration Building (CSAB)**

The office of the Vice President for Medical Affairs and Dean of the College of Medicine is located on the first floor of the CSAB. The Office of Medical School Admissions, Risk Management and Continuing Medical Education – as well as other administrative offices of the College of Medicine – are also located here.

### **Children's & Women's Hospital**

Children's & Women's Hospital is a full-service acute-care medical/surgical hospital. Officially opened and dedicated in September of 1997 and recently expanded, it is one of only five freestanding hospitals in the United States dedicated to the healthcare of children and women. With some 2,600 deliveries annually,

it is Mobile's leader in births. Children's & Women's Hospital has the region's only neonatal and pediatric intensive care units, both specially equipped and staffed to provide the most advanced care for premature, critically ill and critically injured children. The NICU includes a recently opened small baby unit providing specialized care for infants born at 28 weeks gestation or sooner. The high-risk OB unit and the Labor/Delivery/Recovery unit are the regional referral centers for high-risk obstetrical patients for the central Gulf Coast. This hospital also features the award-winning USS Hope infusion center, which uses "distraction therapy" to give young patients the feeling of traveling in a submarine during their visit. The Geri Moulton Children's Park, located in an adjacent wooded setting and filled with more than 50 life-size bronze sculptures of children and families, provides a tranquil place for patients and the community to enjoy, as well as a beautiful entrance to the hospital.

### **Mastin Patient Care Center**

The Mastin Patient Care Center, located directly behind University Hospital, houses surgery and internal medicine specialty clinics, administration offices, faculty offices, small classrooms, a satellite location for the Office of Student Affairs, and department conference areas.

### **Medical Sciences Building (MSB)**

The Medical Sciences Building features two lecture auditoriums, the Gross Anatomy Laboratory, the Clinical Skills Laboratory, teaching laboratories and conference areas that can accommodate small groups or entire classes. There are also faculty research laboratories and offices. The offices of Student Affairs and Educational Technologies and Services are located on the first floor of this building. The Division of Medical Education is located on the second floor.

### **Mitchell Cancer Institute (MCI)**

The Mitchell Cancer Institute provides exceptional cancer care through innovative treatment while also conducting both clinical and basic research. A major goal of the Mitchell Cancer Institute is to bring state-of



## Overview

The philosophy of the curriculum leading to the Doctor of Medicine degree is to impart the fundamental knowledge upon which medicine is based. The basic objective is to prepare students so that after further specialized training they may follow a variety of careers in the private practice of medicine, teaching, research, medical education or medical administration.



The Committee on Admissions is charged with the final responsibility for selecting students with superior academic, personal, and moral attributes who have demonstrated a strong motivation for the study of medicine and who show by other measures a strong promise to develop into competent physicians. The committee is charged with the responsibility of selecting the best qualified students without regard to age, race, religion, nationality, sexual orientation or gender, a selection that is not influenced by political or financial factors.

Detailed information on admission to the College of Medicine can be found at [southalabama.edu/colleges/com/futurestudents](http://southalabama.edu/colleges/com/futurestudents)

## Preparation for the Study of Medicine

Since the medical profession needs individuals with a wide range of talents and

academic backgrounds, both science and nonscience majors will be considered. Ninety (90) semester hours from an accredited college or university are required, and a Baccalaureate degree is preferred.

The following required college courses (including laboratory work) must be completed prior to matriculation and must be completed at an accredited college or university in the United States.

- General Chemistry with Lab: Two semesters or three quarters.
- Biology with Lab: Two semesters or three quarters.
- Mathematics (Calculus is recommended): Two semesters or three quarters.
- Organic Chemistry with Lab: Two semesters or three quarters.
- Physics with Lab: Two semesters or three quarters.
- Humanities: Two semesters or three quarters.
- English Composition or Literature: Two semesters or three quarters.

The following courses are recommended, but not required: Biochemistry (may substitute for Organic Chemistry II), Psychology, Computer Science and Genetics.

Preparation in foreign universities must be supplemented by one or more years of work in an approved college of arts and sciences or institute of technology listed in the current directory of Accredited Institutions of Post-Secondary Education published by the American Council on Education.

## The Application Process

All applicants are required to take the Medical College Admission Test (MCAT) and apply to medical school through the American Medical College Application Service (AMCAS).

AMCAS begins accepting applications on June 1 of each year. Completed applications and all materials, including official transcripts, must be submitted to AMCAS no later than November 1. If the application is submitted after the deadline, the student must contact the school directly and obtain permission for AMCAS to process the application.

AMCAS offers a Fee Assistance Program

for students with documented need. Those students granted a fee waiver will automatically qualify for a secondary application fee waiver from the College of Medicine.

All U.S. citizens who apply and international applicants with permanent resident status will be sent a secondary application. The information and documentation that students furnish will provide the Admissions Committee with an opportunity to learn more about each candidate. A \$75.00 non-refundable application fee must accompany the application form.

## The Selection Process

In the early phase of the selection process, the Admissions Committee relies on objective criteria such as grade-point average, MCAT scores, substance and level of courses taken, trend in academic performance, pre-health advisory review, extracurricular activities and state of residence.

Once the student's credentials have been favorably reviewed, the applicant is invited to interview with members of the Admissions Committee. Approximately 200 applicants are invited for interviews. Applicants are interviewed by members of the Admissions Committee and ad hoc interviewers. Each interview is scheduled for 30 minutes. The interviewers are supplied with the AMCAS profile of the applicant and an evaluation form. In addition to the interviews, applicants have an opportunity to tour the medical school and

selected clinical facilities, as well as meet with current medical students.

The Admissions Committee interview evaluates the applicant's abilities and skills necessary to satisfy the nonacademic requirements established by the faculty, and the personal and emotional characteristics that are necessary to become a competent physician. Specifically, the applicant's communication, empathy, leadership, team-orientation, previous life and work experiences, research experience, regional bilingual language proficiency and sensitivity to our multicultural society are evaluated.

## Acceptance

The College of Medicine's goal is to select candidates who have the potential to address the wide spectrum of needs that the medical profession faces. Candidates who have been accepted must notify the school of their decisions within two weeks of the offer. If further information is needed to expedite a decision, students are encouraged to call and seek clarification.

**Deferred Admission:** It is possible, under special circumstances, for an applicant who is offered a position in the freshman class of the College of Medicine to request a deferral of the start of their medical studies for one or two years. A written request that describes the reason for the deferral should be received by the Office of Admissions no later than June 1.

Approval of a request to defer will be based on the perceived validity of the reasons set forth by the student. Deferred applicants may not seek nor accept admission at any other school for the deferred entering class year.

## Early Decision Program (EDP)

The College participates in the EDP







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The curriculum at the USA College of Medicine focuses on the concept of education across the continuum. It is fueled by the challenge in medical education of how best to move the matriculating medical student along the pathway to becoming a competent physician and lifelong learner. The job is complex as young physicians must be able to satisfy an ever increasing level of competency in all aspects of their profession. The goal at the College of Medicine is to provide a dynamic plan of learning expectations and awareness in training of what needs to be accomplished toward expertise of becoming a competent physician.

The educational learning objectives are framed around the six core competencies for medical training delineated by the Accreditation Council for Graduate Medical Education and American Board of Medical Specialties in 1999. The College of Medicine curriculum is devoted to the integrated instruction of all competencies beginning in the first week of medical school. Replacing traditional discipline-based basic science courses, instruction commences with a two-year sequence of modules devoted to different organ systems.

Using the cardiovascular system as an example, students learn basic medical knowledge covering the structure, function and pathology of the heart and medical treatment of heart conditions. At the same time students

learn to monitor and evaluate heart sounds and interpret other diagnostic tests while acquiring professional and interpersonal communication skills needed for accurate diagnosis, documentation of care and relating effectively with heart patients.

Years three and four of training also changed significantly in the competency-based, integrated curriculum. The objectives, pedagogy, and assessment of all clinical rotations are integrated to satisfy the continuum and to optimally prepare students to enter residency programs with previously established competency-2-yaTBDC (ed t)1 (oe)2 (s)18 oa. III





medical records to facilitate the exchange of



ultimately treat conditions associated with injury and/or illness. Given the nature and frequency of abnormal musculoskeletal conditions within our society, especially in geriatrics and sports, a comprehensive, interdisciplinary and holistic approach to the professional care for these individuals will be emphasized.

## **Infectious Disease & Immunology Module**

The Infectious Disease & Immunology Module covers the immune system that defends the body against infection. Both of these systems affect all organ systems and are critical for human health. The module will focus on fundamental knowledge regarding the normal development, structure and function of the hematologic and immune systems, how these systems interface with infectious agents and how defects in these systems cause health problems such as cancer, immunodeficiency, allergy, autoimmunity and infection. Thus, the module will equip students to understand the cellular and molecular mechanisms underlying each disorder and will develop their ability to deliver appropriate patient care through proper diagnosis, treatment, management and prevention of these diseases.

Throughout the module, students will engage in lectures, small-group learning sessions, independent study and clinical experiences. These activities will provide students with opportunities to strengthen communication skills, observe and participate in systems-based practice and exercise practice-based learning techniques in a variety of settings that require and foster professional behavior and personal integrity.

## **Cardiovascular System Module**

The Cardiovascular System Module is designed to provide students with an in-depth survey of the cardiovascular system in health and disease, integrating concepts across disciplines. Each week in the seven-week module is topically focused and the week's content is framed by introduction and discussion of relevant clinical vignettes. Development and aging in the cardiovascular system, cardiac function and rhythmicity, regulation of blood pressure, vascular function and dysfunction, risk factors for and epidemiology of cardiovascular disease, basics of clinical treatment strategies, and disparities in access to healthcare will be discussed.

Students will master content through a

combination of learning strategies, including small-group learning, lectures, laboratories and independent self-study. In parallel, students will gain experience in developing patient history, as well as basic clinical skills relevant to assessment of cardiovascular function.

## **Urinary System Module**

The Urinary System Module covers the kidneys and the urogenital system including ureters, urinary bladder and prostate. The lecture series of the module begins with the normal development and structure of the urogenital system, moves into the normal physiology of the kidney, introduces the action of pharmacological agents relevant to kidney function, and concludes with introduction of pathological processes of infectious, oncological and immune injury.

Throughout the module, students are engaged in learning activities that challenge them to explore further the mechanisms of disease, the application of basic principles of organ structure and function to disease states, and approaches to problem-solving in the consideration of ethical and medical issues confronting patients with kidney disease. The students will be schc9 (o)-1 (l learnTJ1 (v)19 (ent t)lu(tion o di4 (a)10 (tt)2 (ue)2 , labor5T\*(in acc2(confr)9 (onterm-sic

labs, independent learning, clinical experiences and radiological imaging. The module will begin with an introduction to head and neck embryology. This will contrast the abnormal with normal development. In the anatomical segment, students will study the 12 cranial nerves as related to head and neck structures and learn to recognize the signs and symptoms resulting from nerve lesions. In addition, the students will learn the microbiology, physiology and pharmacology of the upper respiratory region.

The goal of this module is to provide

Upon completion of the module, students will have a fundamental understanding of the structure and function of the human nervous system, the clinical manifestations of common neurologic and psychiatric disorders, as well as treatments for these conditions. Students will learn to take an accurate neurologic history, conduct the essential elements of the neurologic exam, perform a psychiatric assessment, and develop interpersonal skills and professional attitudes expected in the practice of neurology and psychiatry.

## **Endocrine and Reproductive Systems Module**

developing their clinical skills and other future career exploration. Students may choose from a variety of specialties, some not included in the third-year clerkships, allowing early exposure to potential career paths. Students are required to complete a clinical logbook and reflective writings during their clinical experience. Students document patient diagnoses, treatment plans, and complete tasks to prepare them for their immersive third-year clinical year. Formative assessments from preceptors are included in the logbook and transferred to the OSCE (Objective Structured Clinical Examination) Skills program. Students choose one rotation each semester and attend each rotation three times for a total of 24 hours per academic year.

is responsible for the diagnostic evaluation and care of patients under the supervision of the attending physician and the ward resident. Rounds are made daily with the house staff and with the attending physician. The average team consists of one attending physician, one resident, two to three interns and three students. Didactic conferences, small-group learning exercises, case-based discussions, simulation exercises and board review lectures are provided each week on topics relating to common problems in medical diagnosis and

## **YEAR THREE**

Third-year students rotate through seven clerkships over the course of their junior year:

### **Family Medicine (6 weeks)**

The clerkship in Family Medicine teaches students about primary care and ambulatory medicine. It is unlike other core clerkships at USA, as the student will spend most of the rotation working one-on-one with a community faculty member in their private practice. In these offices, students will see a different population from that at the USA hospitals. This rotation will teach students how to care for many illnesses in the office setting so hospital admission can be avoided. Departmental faculty will teach concepts of preventive medicine, population medicine, health policy and chronic disease management in didactic and active-learning methods. A two-stage interview of a standardized patient in an OSCE format allows students to demonstrate learned skills in chronic disease management in the outpatient setting. Medical students see firsthand the diversity and breadth of family medicine while learning patient care across the spectrum of specialties and in the context of comprehensive care.

### **Internal Medicine (12 weeks)**

During the Internal Medicine clerkship, students are taught basic disease mechanisms and general principles of diagnosis and patient management. The student utilizes current medical literature in addition to standard texts for the acquisition of information. The student

experience includes student participation in the general pediatric wards, nursery and the pediatric hematology/oncology wards. During the clerkship, students participate in simulations, small group learning exercises and interactive lectures. Several didactic activities focus on the application of basic science in the pediatric clinical setting. The multiple clerkship experiences provide the students with ample opportunity for self-directed learning, cognitive application, practice of clinical skills and demonstration of required attitudes.

### **Psychiatry (4 weeks)**

The student is taught basic signs, symptoms, etiology and management of psychiatric diseases during the Psychiatry clerkship. The clerkship includes exposure to adult inpatient and outpatient services, child and adolescent psychiatry, as well as consultation-liaison at the BayPointe facility of Mobile Mental Health, Inc. Working with patients' families, where possible, is an integral part of all services.

Another integral part of the clerkship is emergency psychiatry, since psychiatric illness is remarkably common in patients who seek care in the emergency room.

### **Surgery (8 weeks)**

The clinical clerkship in Surgery consists of three two-week rotations on Trauma, Colorectal Surgery and General or GI Surgery, as well as a one-week rotation on CVT or at USA Children's & Women's Hospital, and a one-week elective. The goals of the clerkship are (1) to develop an understanding of the pathophysiology, evaluation and management of surgical problems commonly encountered in general practice; (2) to provide exposure to general surgery and the surgical subspecialties; (3) to develop basic technical skills; (4) to foster the interest of students considering a career in surgery. These goals are achieved primarily through teaching rounds, intraoperative teaching, supervised patient care and basic surgical skills labs, as well as team-based learning activities and lectures.

### **Third-Year Selectives**

During the third year, medical students have the opportunity to spend one month in one of the third-year selective courses. These include Orthopaedic Surgery, Emergency

Medicine, Pathology, Radiology, Research and Neurosurgery. This option enhances career exploration opportunities prior to the end of the third year. Students who opt to participate in a third-year selective do so in place of the Neurology clerkship. Neurology will be deferred to year four.

### **YEAR FOUR**

The fourth year is composed of 10 four-week elective rotations with 32 weeks required for graduation. All students must select one acting internship, one specialty and one basic science course in addition to the Transition to Residency course. Three rotations may be taken at sites away from the University.



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## **FINANCIAL INFORMATION**

Financial aid is available to all students who, due to economic circumstances, could not otherwise finance their medical education. The amount of assistance for which a student may qualify is determined by need analysis, i.e., a review and evaluation of the costs that are reasonable and necessary to sustain one's attendance, and the assets and resources available to the student.

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meet the deadline, he or she may petition the Associate Dean for Student Affairs in writing for a short extension. Payment should be made to staff in the Office of Student Affairs.

## SCHOLARSHIPS AND AWARDS

The College of Medicine is pleased to grant a number of scholarships and awards based on academic performance and financial need. Other foundation-based scholarships are available by independent application based on selective criteria including diversity, community residence, and a commitment to primary care practice in underserved communities. More information regarding these opportunities is available through the College of Medicine Office of Admissions.

In addition to scholarships and various awards, eligible students are elected for four significant honors: Alpha Omega Alpha Honor Medical Society (Alabama Beta Chapter), the Gold Honor Society for Humanism in Medicine, the National Pathology Honor Society and Research Honors. These honors are based on academic and non-academic criteria including professionalism, leadership attributes, community and school service and extensive research in a selected science.

### Freshman Scholarships

All incoming freshman medical students are considered for the following scholarships:

- Dean's Merit Scholarship
- Dean's Achievement Scholarship
- Crampton Trust Scholarship

- Medical Alumni Association Scholarship
- The Clyde "Sid" Huggins Endowed Scholarship
- The Class of 1976 Medical Alumni Scholarship
- The Class of 1981 Medical Alumni Scholarship
- The Class of 1983 Medical Alumni Scholarship
- Barbara Corcoran Endowed Award
- Ernest G. DeBakey Scholarship
- The Premedical Scholarship
- Mobile County Foundation for Public Higher Education Scholarship For Excellence
- Samuel J. Strada Endowed Scholarship

College of Medicine Dean's and Crampton Trust Scholarships may be renewable for each of the four years of medical school. Other renewable scholarships are limited to students who are from specific counties in Alabama (Turner Trust Scholarships) or who are committed to practice in an underserved area of the state (Ernest G. DeBakey Scholarships).

### W. Hudson and Sarah E. Turner Trust Medical Scholarships

Students from Houston, Dale, Henry and Geneva counties are eligible for the W. Hudson and Sarah E. Turner Trust Medical Scholarships.

### Additional Scholarships, Awards and Honors

The College of Medicine is deeply appreciative of the generous support of the individuals, organizations and foundations that provide funding for all of these scholarships.

- Alpha Omega Alpha
- American Academy of Neurology (AAN) Award
- Dr. William James Atkinson, Jr. Memorial Endowed Scholarship
- Ritha Baliga Memorial Women's Medical Scholarship
- Charles M. Baugh Award
- Black Physicians Scholarship
- Blue Cross/Blue Shield Scholarships
- Claudette Box Scholarship
- L. W. Cave Family Endowed Scholarship
- Ralph B. Chandler Scholarship
- Cope Memorial Scholarship
- John A. Desak Award
- John Donald Memorial Award in Surgery
- Charlotte H. and Samuel Eichold Scholarship



- Department of Emergency Medicine
- Edgar C. Fonde Scholarship
- Drs. Ron and Vicky Franks Endowed Scholarship
- William A. Gardner Pathology Award
- Glasgow-Rubin Achievement Citations
- Mr. and Mrs. Mendel P. Goldstein Memorial Scholarship
- Christian Grinaker Memorial Scholarship
- Dr. Richard W. Gurich Memorial Endowed Scholarship
- Dr. Joseph G. Hardin Jr. Memorial Scholarship
- Dr. Robert A. Kreisberg Endowed Award of Excellence
- McGraw-Hill/Lange Medical Student Award
- Donna B. Ledet Memorial Scholarship
- Adele Mantiply and Gerald Galle Pediatric Endowed Scholarship
- Stephanie A. Marsh Medical Scholarship
- Mark K. McDonald Memorial Scholarship
- William S. McKnight Scholarship
- Medical Alumni Leadership Award
- Medical Society of Mobile County
- Merck Award
- Meyer/Anderson Orthopedic Excellence Award
- H.C. Mullins Award in Family Practice
- Department of Obstetrics and Gynecology
- Office of the Associate Dean for Medical Education & Student Affairs
- Department of Orthopaedics

- Department of Pharmacology
- James Pulliam Scholarship
- ProAssurance Award
- Department of Psychiatry
- Regan Robinson-Young Memorial Scholarship
- Robert E. Russell Memorial Scholarship
- The Cooke-Scott Scholarship in Neuroscience
- Semple Family Endowed Scholarship
- Society for Academic Emergency Medicine (SAEM) Award
- Lester Sockwell Scholarship
- Student National Medical Association
- Daniel F. Sullivan Memorial Scholarship in Pediatrics
- Taylor-Davis Scholarship
- Steven Karl Teplick, M.D., FARC Memorial Award
- Thornton Endowment for the College of Medicine
- Leonard Tow Humanism in Medicine Award
- W. Hudson and Sara E. Turner Trust Medical Scholarship
- Charles W. Urschel Scholarship
- USA Medical Faculty Guild Mendenhall Scholarship
- Thaddeus H. Waterman Scholarship
- Drs. William T. and Francis A. Webb Memorial Scholarship
- Virginia Webb Endowment
- Hollis J. Wiseman Award for Excellence in Pediatrics
- Thomas J. Wool, MD, Endowed Scholarship
- Ralph Denny Wright and Anne G. Wright Memorial Award

### **Armed Forces Health Professions Scholarship Program**

Under this program, the student is commissioned a second lieutenant or ensign in the U.S. Army, Air Force or Navy in the inactive reserve. While in the program, the student receives a monthly stipend in addition to all tuition, mandatory fees and related academic expenses. The student incurs an obligation of one year of active commissioned service for each year, or fraction thereof, of program participation or a minimum of three years. Application is made directly to the military services. Please visit their individual websites.

U.S. Army [healthcare.goarmy.com](http://healthcare.goarmy.com)

U.S. Air Force [airforce.com/healthcare](http://airforce.com/healthcare)

U.S. Navy [navy.com/navy/careers/healthcare](http://navy.com/navy/careers/healthcare)

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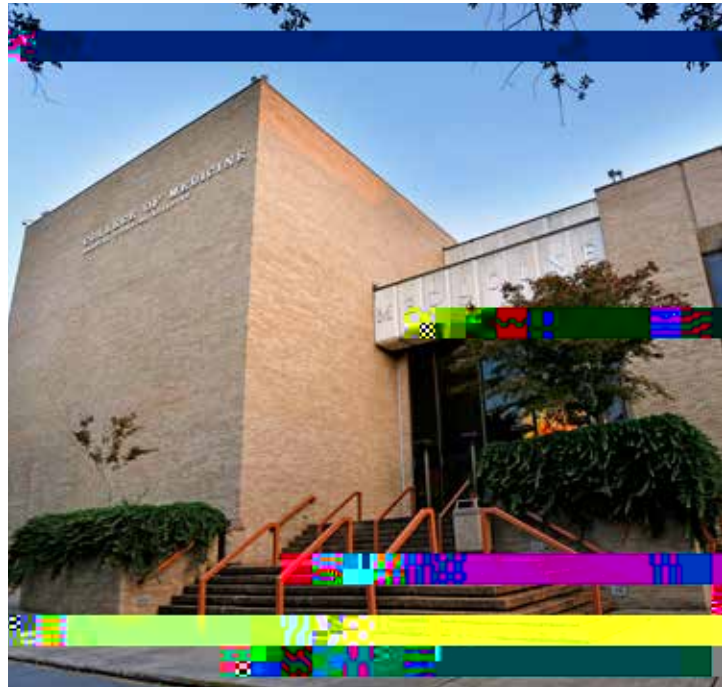
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Director of Admissions

**Jonathan Scammell, Ph.D.**  
Assistant Dean for Admissions

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Match Day is an important day for each graduating medical student. It also serves as a focus of celebration for each medical school. Across the United States, medical students simultaneously learn of the locations of the residency programs in which they will continue the next phase of their medical training.

The USA College of Medicine Class of 2019 successfully matched in a wide variety of specialties. Twenty-eight students (36 percent of the class) matched in primary care (internal medicine, family medicine or pediatrics). Eight students matched in emergency medicine and general surgery, while the remaining students matched in a number of other specialties including obstetrics and gynecology, psychiatry, anesthesiology, pathology and orthopaedic surgery.

A complete list of the match results is shown below.

**Hala Omar Al-Safarjalani**

Pediatrics

Tufts Medical Center - Boston, Massachusetts

**Shivam Vipul Amin**

Transitional Year (2019)

Presence Saint Francis Hospital -

Evanston, Illinois

Ophthalmology (2020)

University of Chicago - Chicago, Illinois

**Joseph William Anderson**

Orthopaedic Surgery

University of South Alabama Hospitals -

Mobile, Alabama

**Christina Er/P7e3v**

Transitional Y

**Philip Jeferson Cato**

Anesthesiology  
University of Tennessee Graduate School  
of Medicine - Knoxville, Tennessee

**Lauren Marie Chastain**

Psychiatry  
Palmetto Health Richland -  
Columbia, South Carolina

**Jemimah Ming Chen**

Psychiatry  
Tulane University School of Medicine -  
New Orleans, Louisiana

**Thomas Clayton Coleman**

Internal Medicine  
Greenville Health System/University of  
South Carolina - Greenville, South Carolina

**Charles Crawford Cox**

General Surgery  
University of South Alabama Hospitals -  
Mobile, Alabama

**Agam Dhawan**

Psychiatry  
Western Michigan University Stryker School  
of Medicine - Kalamazoo, Michigan

**Harrison Powell Dilworth\***

Family Medicine  
Eglin Air Force Base - Destin, Florida

**William Charles Gambla\***

Internal Medicine (2019)  
Ophthalmology (2020)  
University of Tennessee College of Medicine -  
Memphis, Tennessee

**Jonathan Taylor Grammer**

Emergency Medicine  
West Virginia University School of Medicine -  
Morgantown, West Virginia

**Alexis Ivana Gri n**

Obstetrics & Gynecology  
Tufts Medical Center - Boston, Massachusetts

**Seth Kendal Hill\***

Internal Medicine (2019)  
Loyola University Medical Center -  
Maywood, Illinois  
Diagnostic Radiology (2020)  
Northwestern - Chicago, Illinois

**Chase Lee Hofman**

General Surgery-Preliminary  
University of Florida College of Medicine -  
Jacksonville, Florida

**Charquincy D. Hollowell**  
Family Medicine  
Baptist Memorial Hospital -  
Memphis, Tennessee

**Daniel Brett Jackson**  
Pathology-Anatomic and Clinical  
Brookwood Baptist Health -  
Birmingham, Alabama

**Laura Elizabeth Johnson**  
Family Medicine  
University of Tennessee College of Medicine -  
Memphis, Tennessee

**Jonathan David Jones**  
Obstetrics & Gynecology  
University of South Alabama Hospitals -  
Mobile, Alabama

**Joshua Keith Kay**  
Otolaryngology  
Tulane University School of Medicine -  
New Orleans, Louisiana

**Connor William Kimbrell**  
Emergency Medicine  
University of Tennessee College of Medicine -  
Chattanooga, Tennessee

**Alex Koichi**  
Diagnostic Radiology  
University of Arkansas College of Medicine -  
Little Rock, Arkansas

**Maelynn La**  
Internal Medicine  
Tulane University School of Medicine -  
New Orleans, Louisiana

**Christopher Henry Lasecki**  
Internal Medicine (2019)  
Ophthalmology (2020)  
LSU School of Medicine -  
New Orleans, Louisiana

**Peter Yong Joon Lee**  
Psychiatry  
University of South Alabama Hospitals -  
Mobile, Alabama

**Robert William Lightfoot**  
General Surgery  
Charleston Area Medical Center/WV University  
- Charleston, West Virginia





**Kristen Mariah Sankey**  
Obstetrics & Gynecology  
University of Texas Medical School -  
Houston, Texas

**Alan Price Schumann\*\***  
Internal Medicine  
San Antonio Military Medical Center -  
San Antonio, Texas

**Ryan David Screven\***  
Neurological Surgery  
University of South Florida Morsani College  
of Medicine - Tampa, Florida

**Emily Morgan Smith\***  
General Surgery  
University of South Alabama Hospitals -  
Mobile, Alabama

**Kristen Leigh Smith**  
Obstetrics & Gynecology  
Madigan Army Medical Center -  
Tacoma, Washington

**Jason Robert Snider**  
General Surgery-Preliminary  
Brookwood Baptist Health -  
Birmingham, Alabama

**Trevor Chalk Stevens\* \*\***  
Internal Medicine  
Vanderbilt University Medical Center -  
Nashville, Tennessee

**Kasey Amber Stoutin\***  
Internal Medicine  
University of Utah Affiliated Hospitals -  
Salt Lake City, Utah

**William McKinley Teachey**  
Orthopaedic Surgery  
Wright State University Boonshoft School  
of Medicine - Dayton, Ohio

**Ashleigh Mei Tomkovich**  
Pathology  
San Antonio Military Medical Center -  
San Antonio, Texas

**Alisa Tnhu Trinh**  
Psychiatry  
State University of New York Upstate Medical  
University - Syracuse, New York



**Alexandra Baxter Van Haneghan**  
Anesthesiology  
University of Alabama Medical Center -  
Birmingham, Alabama

**Hilda Antranette Watkins\*\***  
Emergency Medicine  
University of Tennessee College of Medicine -  
Chattanooga, Tennessee

**Jonathon David Whitehead\*\***  
Orthopaedic Surgery  
Medical College of Georgia - Augusta, Georgia

**Anna Williams Zampese**  
Psychiatry  
San Antonio Military Medical Center -  
San Antonio, Texas

**Perrin Fant Windham**  
Pediatrics  
University of Tennessee College of Medicine -  
Chattanooga, Tennessee

**Kang Rui Xiang**  
Internal Medicine  
Wake Forest Baptist Medical Center -  
Winston-Salem, North Carolina

**Amanda Jacqueline Zayek**  
Pediatrics  
Duke University Medical Center -  
Durham, North Carolina

\*Alpha Omega Alpha Honor Medical Society

\*\*Arnold P. Gold Humanism Honor Society







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