Mizzou Med School
Interview Day Packet
2020 - 2021
University of Missouri

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University of Missouri-School of Medicine

What Happens After My Interviews?

- Please DO NOT sign off immediately following your second interview. As soon as both of your interviewers’ evaluation forms have been received, you will be dismissed by a member of the office staff.
- Interviews begin in October and will end in mid-March.
- The admissions committee meets weekly to discuss interviewed applicants. At that time, the committee discusses and votes on each applicant. Scores are averaged, and this number is registered.
- Each month we will offer acceptances to a small predetermined number of the applicants with the highest registered score. Applicants not accepted during one selection round will either be retained for future monthly selections or denied admission.
- Applicants remaining in the pool will receive status updates monthly. This will either be a letter of acceptance, a denial email, or an email stating that while you were not accepted in this month’s selection, your name will remain on our listing of acceptable candidates for consideration next month.
- When all interviews are completed, we will create the alternate list. At this point, applicants remaining in the pool will receive an e-mail indicating either acceptance, alternate list or denial.

We now regard your application as CLOSED. No further materials will be accepted or added to your file after today.
Campus Maps & Med School Building
TAKE A VIRTUAL TOUR

MIZZOU CAMPUS
Mizzou Admissions Tour Video: Click Here

MED SCHOOL
PCCLC Tour Video: Click Here

MED SCHOOL ANATOMY LAB
PCCLC Anatomy Lab Video: Click Here
The Patient-Centered Care Learning Center (PCCLC) is home base for all University of Missouri medical students. The $42.5 million building advances the School of Medicine’s goal to train more doctors for Missouri and beyond, alleviating a critical national shortage of physicians.

As a welcoming, comfortable environment for medical students, the PCCLC offers six floors and 97,088 square feet of space focused on patient-based learning. Rather than sitting in lectures, medical students work through real clinical cases with an emphasis on clinical reasoning, self-directed and collaborative learning, and early clinical experiences. The curriculum prepares students to deliver patient-centered care.
The PCCLC’s exterior blends materials from Mizzou’s architectural history. Its traditional brick and mortar gives a nod to the Red Campus, while the limestone-colored precast concrete is reminiscent of the limestone of the White Campus.

Inside, the structure is fused with light, thanks to floor-to-ceiling windows, skylights and a complex LED lighting system. With acoustical tiles that absorb sound, the surroundings encourage quiet. There isn’t a lecture hall in the building. Instead, flexible classrooms and study areas are equipped with movable tables and chairs that can be reconfigured easily. Bright furniture sparks the neutral, gray-toned spaces with color, and subtle threads of Mizzou’s traditional black and gold appear throughout the building, including in the terrazzo floors and wall tiles. Additional amenities: service kitchens, giant-screen TVs, digital access and water fountains with water bottle filling stations.

Students’ needs drove the design of the building. A concept emerged after design architects from BNIM of Kansas City and planning architects from Christner Inc. of St. Louis gathered input from students, faculty and staff, and shadowed the students to observe their daily activities.

In patient-based study, students gather at tables of eight, with each group working on different cases. Flexible classroom space with unfixed furniture would allow the students to see presentations from multiple angles and divide easily into discussion groups. The students also needed quiet surroundings, natural light, study areas, socializing space, storage, recharging areas for digital devices, showers and a place to change after anatomy class.

The expansion allowed class sizes to increase from 96 to 128 students. Construction materials reflect the look of Mizzou’s historic campus. Exposed ductwork functions as art on all floors.
Floating clouds of light hang from ceilings, soaking up sound and stopping reverberation.

Landscaping plants feature native Missouri species.

Recycled materials in the carpeting support an environmentally friendly concept.

ART IN ARCHITECTURE

The design and decorative elements throughout the building reflect Missouri’s diversity, history and people, and function as reminders of the School of Medicine’s mission of service to the people. Visitors are encouraged to read the brief description near each piece of art.

The “river walls” south of the elevators on each floor are made of reclaimed Missouri wood, etched with carvings of the Missouri, Mississippi, Osage, Current and James Rivers – running through the building as they run through Missouri. The wood is salvaged from mid-Missouri barns, a wagon factory in Knox City, a shoe factory in Palmyra and a general store in Hannibal.

The steps of the second-floor main entry are crafted of re-purposed gray-vein Carthage limestone quarried in the late 1920s, installed in the Kansas City Power and Light Building in 1931 and reclaimed in 2014.

Showing the range of University of Missouri practicing physicians, large glass panels on the second floor feature a flat map of the world and, in multiple languages, give a summation of the School of Medicine mission statement: “For the People of Missouri and Beyond.”

On the fifth and sixth floors, artistic overlays on glass doors feature real Missourians who represent the diversity of patients served by Missouri-trained physicians. Resembling etched glass, the 32 images and their individual stories are the works of professional photojournalists of the Missouri Photo Workshop, a Missouri School of Journalism endeavor spanning six decades.

FAST FACTS (Continued)
A Tour, Floor By Floor

**First floor:** Students enter the main anatomy lab with a swipe of their name badge, accessing work space at 36 stainless steel tables; for their comfort, a complex air filtration system refreshes the air 15 times an hour. Down the hallway, a six-table anatomy lab serves advanced students with surgery sub-specialties. Also on this level: a donor storage room, showers with changing areas, fire-pump room and housing for the hot-water heating system.

**Second floor:** An attractive colonnade connects the PCCLC to the medical annex. Benches line the hallways of the building connector, inviting visitors to sit and enjoy the surroundings. A cloud of white ceiling tiles near the entryway flows across the space, calling to mind Missouri’s rivers. Note the historic, gray-vein limestone steps at the main entrance. A classroom at the end of the north hallway shows how space can be reconfigured with movable tables and chairs. Also on this level: informal gathering spaces and an entryway to an outside porch.

**Third floor:** All personnel who have roles in medical education have offices here; adjustable-height work tables allow staff members to sit or stand while working. Also on this level: a waiting room, reception area, meeting rooms and a break room.

**Fourth floor:** Patient-centered care is the focus of this floor. The students receive their cases here and practice their interviewing and diagnostic skills in the 14 examination rooms. From a central control room, faculty mentors observe the students’ interactions with their role-playing patients. Also on this level: a large conference room wired for digital communication, a lounge for the role-playing patients, and three hospital-style rooms with high-tech equipment for diagnosis and treatment.

**Fifth and Sixth floors:** All first- and second-year medical students spend 10 to 12 hours a day on these two floors. In teams of eight, the students work in 16 case-study rooms per floor while enjoying stunning views of MU’s historic campus. Also on these floors: quiet lounge areas, including one with microwaves, refrigerators and, on test week, a bank of crock pots.

**ENERGY EFFICIENT, COST EFFECTIVE**

The PCCLC saves energy through an involved daylighting system connected to an LED lighting system. MU’s Power Plant generates the electricity and supplies steam for heating and chilled water for cooling. In a method of solar control, horizontal metal louvers – several stories tall and mounted on the south side of the building – block direct sun but retain the views; likewise, vertical fins on the east and west side let in a glow of light without direct glare.
General Mizzou Med Information
Meet the **CLASS OF 2024**

**128 Students** Currently Enrolled

Average Math/Science GPA: **3.72**  
Average Total GPA: **3.77**  
Average MCAT Score: **509**

**3,069** Total Applications  
Highest number of applications ever received by the school

**407 Interviews scheduled**

**192 Applicants accepted**

**Students from socioeconomically disadvantaged backgrounds:**  
27%

**Students from rural areas:**  
20%

**Students from Missouri:**  
85%

**39%** Students who self-identify as an ethnic minority

**17%** Students who self-identify as an underrepresented minority

**AGE RANGE:**  
20 **43**

**COLORADO - 2**  
**FLORIDA - 1**  
**ILLINOIS - 3**  
**IOWA - 2**  
**KANSAS - 1**  
**MAINE - 1**  
**MISSOURI - 109**  
**NEW YORK - 3**  
**OREGON - 1**  
**VIRGINIA - 1**  
**WASHINGTON - 1**

School of Medicine  
University of Missouri
University of Missouri
School of Medicine
Pride Points

Our mission is to educate physicians to provide effective patient-centered care for the people of Missouri and beyond.

History/Environment

⇒ Founded more than 160 years ago as the first public medical school west of the Mississippi River
⇒ Over 650 full-time faculty physicians and scientists
⇒ MU graduates work all over Missouri — we’ve trained more Missouri physicians than any other school in the state — our graduates work all over the country in many settings and specialties
⇒ Strong educational collaborations with six core state-of-the-art hospitals across Missouri
⇒ Student-run community clinic

Patient-Based Learning Curriculum

⇒ Internationally recognized model for a problem based learning medical education curriculum that fosters patient centeredness, critical thinking, problem solving, collaboration and lifelong learning
⇒ Integration of biomedical and social sciences and clinical skills
⇒ Early exposure to patient/physician interaction in academic and community settings
⇒ Opportunity to complete clinical experiences in multiple sites across Missouri
⇒ Longitudinal small group experiences that foster professional development
⇒ Interprofessional learning opportunities integrated throughout curriculum
⇒ Elective global health opportunities are available

Outcomes

⇒ Multiple assessments that demonstrate that our graduates are well prepared to deliver effective patient-centered care
⇒ Students participating in the residency match are placed throughout the nation and at top programs
⇒ Graduation questionnaire consistently demonstrates high rates of satisfaction
⇒ USMLE Step 1 & 2 scores above the national average
⇒ Successful completion of a patient-centered care objective structured clinical evaluation is required for graduation
⇒ Reflection exercises on attainment of attributes of a patient-centered physician throughout all 4 years
WHAT SETS US APART

- A leader in using patient-based learning to integrate basic and clinical sciences into patient cases
- Students are exposed to patient care beginning in their first year
- Innovative interdisciplinary teamwork training
- State-of-the-art clinical simulation training center
- Students outperform their peers on licensing exams and residency program director reviews
- Customized programs can combine clinical and research interests toward an MD/PhD degree
- Highly acclaimed rural track program
- MedZou: Students coordinate and participate in patient care at this free clinic for underserved community members
- Partnering with CoxHealth and Mercy health systems on new clinical campus in Springfield, Missouri
- MU has more than 7,700 physician alumni worldwide
- More Missouri physicians received their medical degree from MU than from any other university

PROFILE: CLASS OF 2024

Class size: 128
Average MCAT: 509
Average Sci. (BCPM) GPA: 3.72
Average GPA: 3.77
Total applications: 3069
Interviews completed: 407
Applicants accepted: 192
Age range: 20-43
Females: 52%
Males: 48%
Missouri residents: 85%

FINANCIAL AID

Financial aid is awarded to students based on merit, financial need or both. Merit-based scholarships are awarded based on academic achievement or special characteristics, skills, talents or abilities. Need-based aid is given to students who demonstrate financial need.

ESTIMATED COSTS:

Tuition and fees: $36,688
Books and supplies: $2400
Room and board: $11,320
Total: $58,058
Personal/transportation: $7,520
Hepatitis B vaccination: $130
NR tuition: $34,288.50

CURRICULUM

In 1993, the University of Missouri School of Medicine implemented a curriculum that substantially reduced lectures in favor of problem-based learning. The curriculum emphasizes problem solving, self-directed learning and early clinical experiences rather than memorization. The first and second years each consist of four 10-week blocks. The third year is made up of seven core clerkships. The fourth year consists of advanced clinical selectives, advanced biomedical selectives and general electives. The curriculum's success is illustrated in the following graph of national licensing exam scores.

US/Canada and the University of Missouri USMLE Step 1 Scores
BEYOND THE BASICS
The MU School of Medicine offers unique opportunities for students to customize their medical education:

• Rural Track Programs: The Bryant Scholars Pre-Admissions Program is for students from rural communities who are interested in practicing medicine in rural Missouri. The Summer Community Program and rural clerkships are available to second- and third-year students

• Heyssel Senior Teacher Educator Partnership (STEP) program: Educates students about the joys and challenges of aging by partnering them with seniors living independently in the area

• Students participate in mentoring, advising and teaching, including: fourth-year students tutoring first- and second- year students; high school mini-medical school; and tutoring patient-based learning classes

• Legacy Teachers Program: Students recognize patients as teachers with essays, art and an annual ceremony

UNIVERSITY OF MISSOURI
PHYSICIAN GRADUATES ARE:

• Able to provide effective patient-centered care

• Honest with high ethical standards

• Knowledgeable in biomedical sciences, evidence-based practice, and societal and cultural issues

• Critical thinkers and problem solvers

• Able to communicate with patients and others

• Able to collaborate with patients and other health care team members

• Committed to improving quality and safety

• Committed to lifelong learning and professional formation

ADMISSION REQUIREMENTS
REQUIRED COURSEWORK:

• College English or writing intensive, six credits or one year

• College-level mathematics (college algebra or above), three credits or one semester

• Biologic sciences, six credits or one semester

• General chemistry (through organic chemistry), twelve credits or two years

• General physics, six credits or one year

Applicants must have completed at least 90 semester hours from a U.S. college or university. All required courses must receive a grade of C- or better.

MCAT: Must be completed by September of the application year. We accept scores up to three years old.

LETTERS OF EVALUATION:
Visit medicine.missouri.edu/education/admissions/md-application-requirements

PERSONAL CHARACTERISTICS AND TESTED MOTIVATION FOR MEDICINE: Committee members consider academic qualifications, potential to become a patient-centered physician, and nonacademic attributes such as maturity, integrity, motivation and altruism. We expect all applicants to have experience in health care settings.

CONTACT US
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Med School Curriculum

MIZZOU
Overview of University of Missouri School of Medicine Curriculum

BS/PBL: Basic Science / Patient Based Learning

ACE: Ambulatory Clinical Experience

IPC: Introduction to Patient Care

APD: Advanced Physical Diagnosis

COMPASS: Contemplating Medicine, Patients, Self and Society: All 4 years longitudinal course

Each M1 and M2 block equals 10 weeks: 8 weeks course work, 1 week exams, 1 week free

### M1 Year

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BS/PBL</strong>&lt;br&gt;Structure &amp; Function of the Human Body I</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Structure &amp; Function of the Human Body II</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Structure &amp; Function of the Human Body III</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Structure &amp; Function of the Human Body IV</td>
</tr>
<tr>
<td><strong>IPC</strong>&lt;br&gt;Interviewing</td>
<td><strong>IPC</strong>&lt;br&gt;Physical Examination</td>
<td><strong>IPC</strong>&lt;br&gt;Biopsychosocial Aspects of Medicine</td>
<td><strong>IPC</strong>&lt;br&gt;Clinical Epidemiology &amp; Preventive Medicine</td>
</tr>
<tr>
<td><strong>ACE</strong></td>
<td><strong>ACE</strong></td>
<td><strong>ACE</strong></td>
<td><strong>ACE</strong></td>
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</tbody>
</table>

**COMPASS**

### M2 Year

<table>
<thead>
<tr>
<th>Block 5</th>
<th>Block 6</th>
<th>Block 7</th>
<th>Block 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BS/PBL</strong>&lt;br&gt;Pathophysiology I</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Pathophysiology II</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Pathophysiology III</td>
<td><strong>BS/PBL</strong>&lt;br&gt;Pathophysiology IV</td>
</tr>
<tr>
<td><strong>IPC</strong>&lt;br&gt;Diagnostic Tests and Medical Decisions</td>
<td><strong>IPC</strong>&lt;br&gt;Psychopathology and Behavioral Medicine</td>
<td><strong>IPC</strong>&lt;br&gt;Clinical Practicum</td>
<td><strong>IPC</strong>&lt;br&gt;Physician as a Person</td>
</tr>
<tr>
<td><strong>ACE (elective)</strong></td>
<td><strong>ACE (elective)</strong></td>
<td><strong>ACE (elective)</strong></td>
<td><strong>ACE (elective)</strong></td>
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<tr>
<td><strong>APD</strong></td>
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<td><strong>APD</strong></td>
<td><strong>APD</strong></td>
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</table>

**COMPASS**

### Clerkship Phase

**REQUIRED CLERKSHIPS:** Child Health, Family and Community Medicine, Internal Medicine, Obstetrics/Gynecology, Neurology, Psychiatry, Surgery. Students will experience 3rd and 4th year clerkship and general elective courses at our Springfield Campus or Columbia Campus.

**RURAL TRACK:** Those students selected to participate in the Rural Scholars Program complete 3-4 core clerkships at one of nine rural training sites across the state.

### Advanced Clinical Phase

**ADVANCED CLINICAL SELECTIVES:** One from surgical area, one from medical area.

**ADVANCED BASIC SCIENCES (ABS) SELECTIVES:** Students choose from a list of possibilities such as: Search and analyze the literature, integrate and evaluate data, produce a paper or presentation. Conduct original research with members from the basic or clinical sciences. One 4 week ABS course is required.
## Preclerkship Curriculum at a Glance
### University of Missouri School of Medicine
#### Academic Year 2020-2021

### Year One

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Content</th>
<th>Course Director(s)</th>
</tr>
</thead>
</table>
| Block 1 Introduction to Patient Care (IPC)       | Content and activities will focus on learning the structure and performance of a patient centered medical interview and establishing a collaborative doctor-patient relationship. Students will also be introduced to the process of diagnostic reasoning and addressing ethical issues. | Bruce Horwitz, Ph.D.  
Peter Koopman, M.D. |
| Block 1 Basic Science / Patient Based Learning (PBL) | Metabolism, molecular biology, genetics, pharmacological principles, nutrition, embryology, histology, and gross anatomy.                                                                                     | Peter Wilden, Ph.D.                                    |
| COMPASS (Contemplating Medicine, Patients, Self, and Society) | Longitudinal small group course. Faculty facilitated small group sessions occur throughout all 4 years; addressing topics related to professional formation.                                                    | Arthur Rawlings, M.D.  
Jeffrey Stein, M.D. |
| Block 2 IPC                                      | Basic physical examination skills, and knowledge underlying the exam.                                                                                                                                      | James Koller, M.D.                                     |
| Block 2 PBL                                      | Structure and function of the pulmonary, cardiovascular, gastrointestinal, renal, and respiratory systems.                                                                                               | Robert Lim, Ph.D.                                     |
| Ambulatory Clinical Experience (ACE)             | ACE is required during Blocks 2 through 4. During ACE, each student spends half a day three times per block with a role-model faculty or community physician-preceptor.                                         | Nancy Mabe, M.D.                                      |
| Block 3 IPC                                      | Behavioral medicine, substance abuse, human sexuality, culture and health, and the dying patient.                                                                                                         | Natalie Long, M.D.                                    |
| Block 3 PBL                                      | Neurophysiology and anatomy.                                                                                                                                                                              | Luis Polo-Parada, Ph.D.                               |
| Block 4 IPC                                      | Distribution and dynamics of disease, clinical epidemiology, risk, prevalence, incidence, disease outbreaks, diagnostic testing, and critically reading the literature.                                        | Alicia Ludden-Schlatter, M.D.  
Amelia Frank, M.D. |
| Block 4 PBL                                      | Microorganisms, immune response, reproductive structure and function, and the endocrine system.                                                                                                            | Kevin Everett, Ph.D.                                  |

### Year Two

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Content</th>
<th>Course Director(s)</th>
</tr>
</thead>
</table>
| Block 5 IPC | Diagnostic tests, imaging, tests of function, differential diagnosis, and iterative hypothesis testing.                                                                                            | Carla Dyer, M.D.  
Clayton Butcher, M.D. |
<p>| Block 5 PBL | Cell injury, hemodynamic disturbances, genetic disorders, neoplasia, infection, autoimmune disease, immune deficiency, and hypersensitivity.                                                         | John Cannon, Ph.D.                                    |</p>
<table>
<thead>
<tr>
<th>COMPASS</th>
<th>(See description above)</th>
<th>Arthur Rawlings, M.D. Jeffrey Stein, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 6 IPC</td>
<td>Normal psychosocial development, psychopathology, psychotherapy, psychopharmacology, when to refer, and psychosocial factors in aging.</td>
<td>Bruce Horwitz, Ph.D. Aneesh Tosh, M.D.</td>
</tr>
<tr>
<td>Block 6 PBL</td>
<td>Cardiovascular, respiratory, blood disorders, and nutritional diseases.</td>
<td>Scott Kinkade, M.D.</td>
</tr>
<tr>
<td>Advanced Physical Diagnosis (APD)</td>
<td>APD is required during Blocks 6 through 8. During APD, students are assigned to clinician mentors for the entire academic year. Times and frequency of meetings are at the discretion of the faculty member and the students; however, it is recommended that they meet at least twice each month. The emphasis of the APD experience is on history and physical exam skills and clinical reasoning.</td>
<td>Carla Dyer, M.D.</td>
</tr>
<tr>
<td>ACE</td>
<td>The Ambulatory Clinical Experience is available as an elective in blocks 6-8.</td>
<td>Nancy Mabe, M.D.</td>
</tr>
<tr>
<td>Block 7 IPC</td>
<td>Charts and notes, admission orders, writing prescriptions, adult and pediatric nutrition, venipuncture, infection control, IV access, fluids and electrolytes, and studies in ophthalmology.</td>
<td>Celso Velázquez, M.D.</td>
</tr>
<tr>
<td>Block 7 PBL</td>
<td>Gastrointestinal, liver, endocrine, renal, and genitourinary disorders.</td>
<td>Michael McCullough, M.D.</td>
</tr>
<tr>
<td>Block 8 PBL</td>
<td>Clinical microbiology, antibiotics, reproductive pathology, musculoskeletal, and skin and nervous system disorders.</td>
<td>Julia Halsey, M.D.</td>
</tr>
</tbody>
</table>

**Faculty Leaders**
- Faculty director of Introduction to Patient Care: Carla Dyer, M.D.
- Faculty director of PBL case development: Celso Velázquez, M.D.
- Faculty director of clinical skills education: Celso Velázquez, M.D.
- Faculty director of preclerkship curriculum: Stephen Halenda, Ph.D.
- Anatomy curriculum oversight director: Carol Ward, Ph.D.
- Histology curriculum oversight director: Deiter Duff, M.D.
- Pathology curriculum oversight director: Shellaine Frazier, D.O.

**Medical Education**
- Senior Associate Dean for Education: Michael Hosokawa, Ed.D.
- Associate Dean for Curriculum and Evaluation: Kevin Kane, M.D.
- Associate Dean for Student Programs: Laine Young-Walker, M.D.
- Associate Dean for Rural Health: Kathleen Quinn, Ph.D.
- M1/M2 Curriculum Coordinator:

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Last updated: July 16, 2020  Send corrections to Stephen Halenda sph@missouri.edu
## Sample Block 1 Schedules

### PBL Schedule
*(sample only, subject to change)*

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>8-9 Lecture 9-12 PBL Case 1</td>
<td>8-11 Lectures</td>
<td>8-9 Lecture 9-12 PBL Case 1</td>
<td>8-11 Lectures</td>
<td>8-11 PBL Case 1 11-12 PBL Case 1 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 2</strong></td>
<td>8-9 Lecture 9-12 PBL Case 2</td>
<td>8-11 Lectures</td>
<td>8-9 Lecture 9-12 PBL Case 2</td>
<td>8-11 Lectures</td>
<td>8-11 PBL Case 2 11-12 PBL Case 2 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 3</strong></td>
<td>8-9 Lecture 9-12 PBL Case 3</td>
<td>8-11 Lectures</td>
<td>8-9 Lecture 9-12 PBL Case 3</td>
<td>8-11 Lectures</td>
<td>8-11 PBL Case 3 11-12 PBL Case 3 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 4</strong></td>
<td>8-9 Lecture 9-12 PBL Case 4</td>
<td>8-9 Lecture 9-12 Anatomy lab</td>
<td>8-9 Lecture 9-12 PBL Case 4</td>
<td>8-9 Lecture 9-12 Anatomy lab</td>
<td>8-11 PBL Case 4 11-12 PBL Case 4 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 5</strong></td>
<td>8-9 Lecture 9-12 PBL Case 5</td>
<td>8-9 Lecture 9-12 Anatomy lab</td>
<td>8-9 Lecture 9-12 PBL Case 5</td>
<td>8-10 Interprofessional 10-12 Lecture</td>
<td>8-11 PBL Case 5 11-12 PBL Case 5 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 6</strong></td>
<td>8-9 Lecture 9-10 PBL Case 6 Video interview 10-12 PBL Case 6</td>
<td>8-9 Lecture 9-12 PBL Case 6</td>
<td>8-9 Lecture 9-12 Anatomy lab</td>
<td>8-11 PBL Case 6 11-12 PBL Case 6 Wrap-up</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 7</strong></td>
<td>8-9 Lecture 9-12 PBL Case 7</td>
<td>9-12 Anatomy lab</td>
<td>8-9 Lecture 9-12 PBL Case 7</td>
<td>8-9 Lecture 9-12 Anatomy lab</td>
<td>8-11 PBL Case 7 11-12 PBL Case 7 Wrap-up</td>
</tr>
<tr>
<td><strong>WEEK 8</strong></td>
<td>9-12 PBL Case 8</td>
<td>8-11 Lectures</td>
<td>9-12 PBL Case 8</td>
<td>9-12 Anatomy Lab</td>
<td>8-11 PBL Case 8 11-12 PBL Case 8 Wrap-up</td>
</tr>
</tbody>
</table>

### IPC Schedule
*(sample only, subject to change)*

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td>1-3 Lectures 3-5 COMPASS Session</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 3</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 4</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 5</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 6</strong></td>
<td>Labor Day Holiday</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 7</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td>1-4 Lectures</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
<td>Various small groups meet for 2 hours</td>
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</tbody>
</table>

***NOTE: small group sessions include standardized patient experiences***
ONE MEDICAL SCHOOL

BOTH CAMPUSES
- Level 1 Trauma Centers
- World Renowned Faculty
- Rural Scholars Program Available
- Same Tuition and Fees
- Medical Education Facility
- Research
- High Match Rates
- Simulation Center
- Equivalent Education Experiences

COLUMBIA
- Population: 123,000
- Hospitals: University, Women’s & Children’s, Harry S. Truman Memorial Veterans'
- Medical Students: About 3/4 of each entering class

SPRINGFIELD
- Population: 168,000
- Hospitals: Cox Health, Mercy
- Medical Students: About 1/4 of each entering class

UNIQUE CLINICAL EXPERIENCES - SAME MU EDUCATION
Diversity and Inclusion Resources
The University of Missouri School of Medicine is committed to the recruitment and retention of students from underrepresented groups in medicine, as well as students from underserved areas. The diversity of University of Missouri (MU)'s medical program ensures its graduating physicians know how to provide culturally responsive care to all patients. MU has a diverse enrollment, with more than 33,000 students representing every state in the nation, as well as 115 countries.

Diversity and Inclusion

The University of Missouri and the School of Medicine share the following definitions of diversity and inclusion:

- **Diversity** is reflective of a community of people of differing genders, racial-ethnic backgrounds, languages, religious beliefs, sexual orientations, abilities and disabilities, national and geographical origins, socioeconomic class, veterans’ status and political views.

- **Inclusion** means diversity should be included as an integral component of every effort to improve education, research and patient care. Inclusion should be reflected in the campus climate, curriculum, intellectual discourse, leadership, scholarly products and recruitment and retention efforts.

The School of Medicine promotes an inclusive academic health care community. A diverse population leads to greater knowledge, understanding, acceptance and mutual respect. The school’s faculty members embrace MU’s commitment to diversity and recognize the special role of the medical school in the development of a physician workforce prepared to serve an increasingly diverse state and national populace. It is both the School of Medicine’s responsibility and in its institutional self-interest to recruit and retain faculty, staff and students who reflect and understand the larger communities we serve.

Through education and example, the School of Medicine will:

- Commit to a welcoming, engaged environment for all
- Pursue a diverse and qualified community within the School of Medicine
- Recognize and reward talent, scholarship and merit in an environment that derives its strength from varied societal experiences
- Value the enrichment that diversity provides to the practice and art of medicine
**Student Outreach Programs**

**CALEB-The Science Club**
An extracurricular academic program hosted by the School of Medicine involving students of all levels who are interested in encouraging youth to become health care professionals.

**Excellence in Learning**
For more than 20 years, we have partnered with Washington University to provide an intensive medical education experience to St. Louis area high school students and teachers.

**Mini-Medical School**
A unique summer experience offered by the School of Medicine for high school students interested in careers in medicine.

**Mizzou MedPrep**
A series of exclusive workshops offered by the School of Medicine that help individuals explore careers in health care, guide those interested in medical school through the application process and prepare students for the academic rigor of medical school.

**Pre-Med Day**
An annual showcase of the School of Medicine for pre-medical students (post high school) and academic advisors. It is an opportunity to meet current students and faculty, tour the school, learn about admissions and financial aid, and the patient-based learning curriculum.

**Summer Research Internship**
Students who are underrepresented in medicine are able to come to MU and study with a faculty scientist.

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**Financial Aid**  
**FAFSA Code: 002516**

Financial aid is awarded to students based on merit, financial need or both. Merit-based scholarships are awarded for academic achievement or a special characteristic, skill, talent or ability. Most medical school financial aid is need-based, which is given to students who show they have financial need. Some scholarships have been set aside for those with backgrounds that are underrepresented in the field of medicine.

- Cooper Minority Medical Scholarship
- Marvin and Lilith Valle Scholarship
- Minority Medical Student Scholarship
- Medical School Minority Scholarship
- L. Graham Medical Scholarship
- Medical School Assistantship
- Medical Minority Scholarship
- Medical General Scholarship

For a full list of scholarship opportunities, please visit [medicine.missouri.edu/financial/scholarships](http://medicine.missouri.edu/financial/scholarships)

**Campus Resources**
- Student National Medical Association (SNMA)
- Latino Medical Student Association (LMSA)
- MizzouMed PRIDE – LGBTQ
- MU Pan-Asian Student Society
- MU Latinx Graduate Professional Network (LGPN)
- Association of Black Graduate and Professional Students (ABGPS)
- Gaines-Oldham Black Culture Center
- MU Multicultural Center
- MU Division of Inclusion, Diversity, and Equity (IDE)

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**CONTACTS**

![Laine Young-Walker, MD](health.missouri.edu)
Laine Young-Walker, MD  
Associate Dean for Student Programs  
*YoungWalkerL@health.missouri.edu*

![Laura Henderson Kelley, MD, MPH](health.missouri.edu)
Laura Henderson Kelley, MD, MPH  
Assistant Dean for Diversity and Inclusion  
*hendersonle@health.missouri.edu*

![Robin Clay](health.missouri.edu)
Robin Clay  
Manager, Diversity and Inclusion Initiatives  
(573) 884-8213  
*clayrb@health.missouri.edu*
Mizzou Med Student Contact List

In order to give you a complete picture of life as a Mizzou Med student, we have created a contact sheet of folks from different backgrounds. Whether you identify with one of these groups or just want more information about diversity at Mizzou Med they are excited to talk with you!

You can email the individuals on this list to arrange a meeting or contact them if questions arise. If there is someone you would like to speak with that is not on this list, please contact us and we will be happy to try and arrange something for you. **This is an informal, student-run initiative, and the admissions committee will not be informed of any contact.**

Please feel free to contact us with any questions!

Racy Guinan M3 – rcbfy6@health.missouri.edu
Jon Thacker M3 – thackerjo@health.missouri.edu
Kaystin Weisenberger M3 – weisenbergerk@health.missouri.edu

**Ethnic/Racial**

**African**
- Munachukwudi Afamefuna Okoye (M1) - maowg7@health.missouri.edu
- Bayo Bello (M2) – aab4pb@health.missouri.edu

**African American**
- Taylor Brooks (M3) - stbdfm@health.missouri.edu
- Abdi Abud (M1) – aact6@missouri.health.edu

**Vietnamese American**
- Hanh Ngo (M2) – hvn6c2@health.missouri.edu

**Chinese American**
- Emily Xu (M3) – hxwg7@health.missouri.edu
- Alan Lu (M3) – ayl873@health.missouri.edu

**Korean American**
- Clara Oh (M2) - coh@missouri.edu

**Hispanic American**
- Thalia Anderson (M1) – tcam44@health.missouri.edu
- Katie Bernal (M4) – ceb98x@health.missouri.edu

**Bosnian American**
- Matilda Dervisevic (M1) - md9y8@health.missouri.edu

**South Asian American**
- Maaz Muhammad (M2) – cmm8x6@health.missouri.edu

**Other**

**1st Generation Students**
For the complete list please visit https://tinyurl.com/y4qapbvu

- Tony Ragusa (M3) - arbhf@health.missouri.edu
- Aloha Prince (M2) - alptnh@health.missouri.edu

**Career Changer**
- Racy Guinan (M3) – rcbfy6@health.missouri.edu

**LGBTQ**
- Alex Hinken (M1) - aphf39@health.missouri.edu
- Jessica Doran (M4) - jadczg@health.missouri.edu

**Military**
- Alec Maglione (M4) – am7g3@health.missouri.edu
- David Spadavecchia (M2) – das5bb@health.missouri.edu

**Older Applicants**
- Sophia Greer (M2) – sgm97@health.missouri.edu

**Out-of-State Applicant**
- Michela Fabricius (M2) – mmtd6@health.missouri.edu
- Austin Sanders (M4) – asm26@health.missouri.edu

**Rural Background**
- Brittney Marshall (M2) – blm36f@health.missouri.edu
- Abrea Mizer (M3) - aqmtg2@health.missouri.edu

**Students with Children**
- Allison Miller (M2) – aasqh5@health.missouri.edu
- Oluwabunmi Omiyale (M1) – oofc8@health.missouri.edu

**Religious**

**Latter Day Saints**
- Jacob Bailey (M4) - jjbxgt@health.missouri.edu

**Hindu**
- Pooja Nair (M3) - pnrg4@health.missouri.edu

**Jewish**
- Kate Rubin (M2) - kfrf4p@health.missouri.edu

**Catholic**
- Branden Stealey (M2) - basntc@health.missouri.edu

**Sikh**
- Jasraj Marjara (M4) - jsmxv3@health.missouri.edu

**Muslim**
- Maaz Majid (M2) – mmk6c@health.missouri.edu
Student Opportunities

MIZZou
Mizzou Med Student Organizations

Alpha Omega Alpha — Student Honor Society
American Medical Association (AMA-MMS) — Mizzou Medical Society
American Medical Student Association (AMSA)
American Medical Women’s Association (AMWA)
Asian Pan-American Medical Student Association
Association of Women Surgeons
Christian Medical & Dental Society (CMDS)
Domestic and Interpersonal Violence Awareness and Advocacy
Eat Healthy, Stay Active (EHSA)
Gold Humanism Honor Society (GHHS)
Graduate Professional Council
Greatest Gift at Mizzou — Education and encouragement about organ donation
Humanism in Medicine
Latino Medical Student Association (LMSA)
Medical Student Affairs Council (MSAC) — Student government organization
Medical Students for Choice (MS4C)
Medical Students for Life (MS4L)
Medical Students interested in a National Health Program
MedZou — Student-run free clinic serving the uninsured members of our community
Military Medical Student Association (MMSA)
Mind Over Medicine — A student group focused on the emotional hardships of medical students and professionals to improve the well-being and effectiveness of the medical community
MizzouMed Pride
MUtation — Yearbook organization
Student National Health Program (SNHP)
Student Ambassadors
Students Interested in Global Health for Tomorrow (SIGHT)
Student National Medical Association (SNMA) — An organization aiming to serve underrepresented minority medical students and underserved communities
Wilderness Medicine Society (WMS)

Specialty Interest Groups

Anesthesia (SIA), Dermatology (DIG), Emergency Medicine (EMIG), Family Medicine (FMIG), Geriatrics (GIG), Hematology/Oncology, Infectious Disease, Internal Medicine (ASI), Med-Peds, Neurology (SIGN), OB/GYN, Ophthalmology, Orthopedics/Sports Med, Otolaryngology Head and Neck Surgery (OHNS), Pathology, Pediatrics, Physical Medicine & Rehabilitation, Psychiatry, Radiology (RIG), Rural Medicine, Surgery Club, Urology
Our Mission
To provide high-quality, patient-centered care for uninsured residents of Central Missouri, while educating health care students about working with underserved populations.

Our Goals
- To provide high-quality, patient-centered care for the uninsured of Central Missouri.
- To promote social justice by advocating on behalf of patients regarding access to medical care and basic needs.
- To educate University of Missouri students about working with underserved populations.
- To promote collaboration across various health-related disciplines.
- To reduce the overall costs of healthcare by promoting primary health care, education, and prevention.

Our History
MedZou opened in October of 2008, following a medical student-led research initiative demonstrating a lack of access to primary care physicians in the Columbia, Missouri, area. Since opening our doors, we have seen over 1,700 different patients. We are a completely student-run organization that runs solely on the efforts of our highly dedicated volunteers. In addition to patient care and education, we are constantly involved in research projects and quality improvement initiatives to better serve our patients.

Our Clinic
MedZou Community Health Clinic is currently operating all appointments via telehealth, and is physically located at the Family Impact Center (105 E. Ash). We are open every Thursday evening beginning at 5:00pm. We also offer a rotating schedule of specialty services including endocrinology for both diabetes management and hormone replacement therapy, ophthalmology, dermatology, physical medicine and rehabilitation, neurology, and gynecologic screenings.

Our Services
- Free primary and preventative medical care.
- Free medications under $20 from MU Pharmacy, and a Patient Assistance Program that help patients obtain expensive, name-brand medications for free (we do not prescribe controlled substances).
- Free social work consultation and referrals to local community agencies.
- Psychiatric consultation and evaluation
- Free HIV testing influenza vaccines, and smoking cessation services.
- Free laboratory testing, onsite EKGs, EMG/NCS testing, and audiology testing.
- Longitudinal care for patients with chronic disease and complex social issues, especially those with diabetes.
- Outreach to local homeless shelters and social services, including patient screening and education.
- Interpreting services for non-English-speaking patients.
- Patient advocacy and medical care coordination, especially for patients with limited financial and social resources. This includes referrals to specialists and imaging that we cannot provide at MedZou.

Our Volunteers
- 5 student directors (M1’s/M2’s) + 3 faculty advisors
- 50+ chair positions (filled mostly by M1/M2s, but also students from other disciplines).
- Medical students, residents, and attending physicians.
- Social work students.
- Dietetics students.
- Students from a wide variety of disciplines including: undergraduates, MPH students, health informatics, health administration, and more.

Contact Us
James Dorroh, Director of Clinic Services, jtdc6c@health.missouri.edu
Clara Oh, Director of Business and Administration, coh@missouri.edu
Shubham Kanake, Director of Patient Advocacy, skb9@health.missouri.edu
Brenda Moreira Gois, Director of Volunteer Services, bmegg7@health.missouri.edu
Chase Seiller, Director of Specialty Clinics, csm97@health.missouri.edu
**WHAT:** A student-run free clinic for patients without insurance. Medical student teams work alongside physician volunteers during Thursday evening clinics, which focus on primary care. We also offer a rotating schedule of specialty services including endocrinology for both diabetes management and hormone replacement therapy, ophthalmology, dermatology, physical medicine and rehabilitation, neurology, and gynecologic screenings. The clinic is fully staffed by a multidisciplinary team with representatives from social work, dietetics, pharmacy, public health, health administration and undergraduate student volunteers.

**WHY:** The number of people unable to afford health care and insurance has continued to rise dramatically with recent studies showing that over 18% of Boone County residents are uninsured. The substantial number of uninsured patients poses a challenge for existing health care centers in Columbia and throughout Missouri. The MedZou Clinic provides an additional health care option for such patients. Our goal is to meet the basic primary care needs of individuals without insurance while helping them access more permanent, comprehensive health resources.

**WHERE:** MedZou is temporarily operating 100% via telehealth. The clinic is located at the Family Impact Center, a community center created by MU that aims to meet the unmet needs of the people of Central Missouri. We aim to collaborate with the variety of existing social resources in Columbia in order to provide more holistic, patient-centered care for all of our patients.

**HOW:** The MedZou Clinic was researched and developed by pre-clinical medical students in 2008. With the help of faculty advisors, students work closely with existing health resources such as the Family Health Center and the Boone County Health Department, and attend national conference for student-led clinics. Students are involved in every aspect of the clinic, from obtaining funding through grant writing and planning fundraising events to training and scheduling volunteers. If students want clinical experience or a leadership position during their first year of medical school, MedZou is one of the best organizations for such experience.
Mizzou Med Student Research Opportunities

**Dean's Advisory Committee on Medical Student Research**
The Dean’s Advisory Committee on Medical Student Research consists of medical students who wish to facilitate communication between faculty researchers and medical students interested in pursuing a research project. The goal of this committee is to identify receptive faculty researchers and provide their contact information to interested medical students.

**Summer Research Fellowship**
The Office of Research coordinates a summer research program with the objective of supporting students in full-time mentored research under the direction of a member of the faculty. Students who are currently first-year medical students are encouraged to apply. 58/112 students signed up for this fellowship in 2019.

**Research Project Match**
Research Project Match is a database in REDCap that provides faculty members a forum to list projects on which they may desire student involvement, and for students to search projects for an appropriate match, either for the Summer Research Fellowship or for continuing research during medical school.

**Health Sciences Research Day**
Students are encouraged to present the results of their original research at Health Sciences Research Day, held each fall at MU's medical school. This day-long symposium is filled with poster presentations by undergraduate, graduate and professional students, with prizes awarded to the three best presentations in each student category. In addition, special Deans' Awards will be presented for the most outstanding research conducted by trainees from the schools of nursing, health professions and medicine. Holders of academic titles are not eligible for this competition, except through mentoring roles.

**Most Outstanding Medical Student Research Publication**
Medical students are invited to submit full manuscripts (either in print or accepted) for which they served as the first author on work that occurred at any time during their medical school years for this annual award. Submitted manuscripts will be reviewed by a subcommittee of the Research Council, and the award will be conferred at the Honors and Awards Convocation.

**Medical Student Research Interest Group (MSRIG)**
The purpose of MSRIG is to provide a central interest group for all MU medical students interested in medical research. MSRIG welcomes students with any level of prior research experience, including those without any exposure who are interested in learning more. MSRIG will provide students with networking opportunities, educational events, and assistance in becoming involved with research at MU.

Check out our [NextGen Precision Health Institute](#) set to open in Fall 2021!
Global Health Scholars Program

Q: Funding global trips, how these trips work into med school timeline, etc.
A: Opportunities have included the M1 Nicaragua exchange (2 weeks during summer between M1 and M2 years) and M4 international electives (typically 4 weeks during M4 year).
Currently, most global health experiences are funded through personal fundraising or through external organizations. Previously, our M1 Nicaragua team organized several school-wide fundraisers to raise money for their trip. There is also a scholarship application for financial aid for M4 global health rotations.

Q: When do we start applying/showing interest for the Global Health Scholars Program?
A: You can start applying at the beginning of your M1 year but are welcome to apply at any point during medical school.

Q: I was wondering if there was an application process for this or if anyone interested could participate in this group?
A: There is an application process that explores your interests and motivations for global health learning. We want to include as many students as possible, but are looking for students who are serious about completing the program requirements.

Q: What does student participation look like for this group?
A: We offer an educational curriculum including faculty lectures, conversational InSIGHT "journal club" discussions, documentary nights, and an annual global health reading. In addition, an immersion experience and capstone project are required as part of the Global Health Scholar recognition.

Q: What countries will be included in the global health scholars program?
A: Past immersion experiences have included Nicaragua, Vietnam, Guatemala, Ecuador, and the Indian Health Service (domestic). Any global health experience during medical school can be proposed as an immersion experience credit.

https://medicine.missouri.edu/education/medical-education-curriculum/learning-experiences/global-health-scholars
RURAL SCHOLARS PROGRAM

PROGRAM OVERVIEW

As the state’s leading educator of physicians practicing in Missouri, the University of Missouri School of Medicine is in a key position to improve the number of physicians in rural Missouri.

The Rural Scholars Program is designed to offer medical students interested in rural practice a variety of experiences including lectures, mentoring and clinical programs centered around rural care.

STUDENT BENEFITS

Rural Missouri Experience

• Experience the rewards and challenges of working and living in a rural community
• Examine rural health disparities and quality of life concerns within a specific region of Missouri
• Develop an ongoing relationship with hospital systems and health care providers in rural Missouri
• Explore potential future practice locations

Clinical Experience

• Participate in a unique early clinical experience after the first year of medical school to enhance understanding of rural medicine and practice history taking and physical exam skills
• Participate in high-volume, high-value rural educational experiences across all four years of medical school through the Rural Track Pipeline Program
• Complete 3-4 core clerkships during third year in a rural community while working one-on-one with MU appointed community-based faculty

Lasting Benefits

• Participate in community-based research through the development of a community integration project
• Complete one four-week elective in a rural community to develop a deeper understanding of rural practice and assist in solidifying specialty selection

• Prepare for rural practice through ongoing clinical exposure
• Develop strong, supportive relationships with other students interested in rural care
• Receive personal mentoring from a rural community-based faculty member
• Participate in the annual rural lecture series for ongoing exposure to topics in rural health
• Receive a program completion scholarship during the fourth year of medical school
• Receive personalized assistance and support from Rural Track Pipeline Program faculty and staff
• Receive potential scholarships from participating hospitals and/or health systems

IN PARTNERSHIP WITH:

School of Medicine
University of Missouri
Students accepted into the Rural Scholars Program are expected to:

- Attend six evening rural lectures across the first and second year of medical school
- Establish a mentor relationship with a designated rural faculty member during the first year of medical school
- Meet at least twice per academic year with their designated mentor across all four years of medical school
- Participate in the Summer Community Program for six weeks or complete four weeks of the Summer Community Program and the Clinical Rural Immersion Program after the first year of medical school
- Complete three core rural track clerkships and a community integration project during the third year of medical school
- Complete one rural track elective during the fourth year of medical school

Summer Community Program
Students work with one or more community-based physicians in a primary care setting and experience the benefits and rewards of rural practice. Students perform appropriately focused medical histories, physical exams and other clinical tasks under the supervision of the physician. Students who complete this program will receive a stipend.

Clinical Rural Immersion Program
Hosted in communities throughout the state, the Clinical Rural Immersion Program is a two-week experience for rising second year medical students and health professions students. The program is a clinical experience designed to highlight the social and communal aspects of rural life. Through group activities and meetings with community leaders and rural health professionals, participants get a preview of life as a rural health care professional. Students who complete this program will receive a stipend.

Rural Lecture Series
Annual lecture series where experts in rural medicine speak on a variety of topics, including models of addressing behavioral and women’s health in rural areas, rural leadership and community engagement, the use of telemedicine in rural areas, the opioid epidemic in rural Missouri and many more.

Rural Track Clerkship Program
Students are given the unique opportunity to live and work in a rural community to gain personal experience about the rewards of rural practice. Community-based physicians serve as faculty and role models, guiding students through the program and serving as mentors for professional and personal development. In busy rural settings, students care for a large number of patients and are able to experience continuity of care.

Community Integration Project
Students research community health needs in a region of the state and develop and evaluate a community research project to address the identified needs. An academic poster and paper are submitted to reflect on the project.

Rural Track Elective Program
The Rural Track Elective Program provides students with additional rural clinical experience during their final year of medical school to help students explore and solidify their commitment to practicing rural medicine.

Continuity Region
Rural Scholars will be assigned to a region where they will complete all clinical training programs. Rural Scholars will develop a more in-depth connection with and understanding of the culture, health disparities and health care resources in the region.

For more information visit medicine.missouri.edu/ruralscholars

This program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling $4 million with 10 percent financed with nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.
MedPrep 3 is a workshop composed of five primers designed to assist newly admitted University of Missouri School of Medicine students. The academic primers review the subjects of biochemistry, cell physiology, pharmacology and anatomy as a preparation tool prior to the start of medical school. The professional development primer includes an online component as well as a one-day, onsite workshop that focuses on promoting a diverse and inclusive medical school environment.

**Biochemistry Primer**
Provides the opportunity to learn or review material related to biological chemistry and biochemistry. The topics covered include basic organic and biological chemistry concepts essential in understanding the biochemistry of basic cellular building blocks (carbohydrates, lipids, amino acids, etc.) and metabolic processes related to these compounds.

**Cell Physiology Primer**
Provides the opportunity to learn or review material related to cellular structure and function. The topics will cover membrane structure and function including lipids, proteins and transport. In addition, cellular organelle structure and function will be covered.

**Pharmacology Primer**
Provides the opportunity to learn or review material related to pharmacological principles. Basic terminology and concepts in pharmacology, including processes of drug absorption, distribution, metabolism, elimination, mechanism of action and rational choice of drugs will be included.

**Anatomy Primer**
Provides an overview of regional gross anatomy that parallels first-year anatomy curriculum. Each lecture includes an introduction to the anatomy of a given region, a component of the challenging autonomic nervous system and examples of radiology.

**Where:** Online via Canvas  
**When:** June 7 – July 18, 2021  
**Who:** Incoming students  
**Cost:** $50 per academic primer  
Financial assistance available based on need.

**Developers:** Medical school faculty who are experts in each discipline’s subject matter.

**Facilitators:** Current medical school students who have been carefully selected for their competence and expertise in the discipline’s subject matter, supported by the faculty member who developed the primer.
The Diversity and Inclusion primer is designed to promote an inclusive academic health care community and foster relationships between the entering class, deans, faculty, staff and current medical students. It also provides resources and tools to train participants as diversity educators knowledgeable in topics that encourage and embrace diversity and inclusion. The four-week online component is a weekly self-paced course that promotes engagement, learning and discussion, leading to the one-day interactive session with students, deans, faculty and staff. The enrichment primer is no cost to the student and is open to the entire entering class.

Registration required for all primers.

For more information visit medicine.missouri.edu/education/medprep3. For questions, contact Andrea Simmons at mizzoumedprep@health.missouri.edu or (573) 884-6375.
CONGRATULATIONS on making the decision to become a doctor! You have worked hard to get here, and the next few years will be challenging—both academically and financially. Although medical school can be expensive, and student loans are a reality for many, you do have options. The key to making medical school affordable is educating yourself about your options. **Be encouraged.** You are making an investment in yourself, your future, and the future of health care. This investment will provide great rewards.

### Cost of Medical School 2020-2021

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<th>Public (in-state)</th>
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<td>Tuition and Fees</td>
<td>$38,202</td>
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<td>Cost of Attendance</td>
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</tbody>
</table>

Mizzou serves both the resident taxpayers of Missouri and students from across the nation and world. **Nonresidents pay an additional $34,288.50 in medical student tuition costs.** However, you can petition to become a resident after you have lived and worked in Missouri for 12 consecutive months. Please visit registrar.missouri.edu/residency to learn more.

### Class of 2020 Indebtedness

<table>
<thead>
<tr>
<th></th>
<th>Mizzou Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Med School Debt</td>
<td>$185,089</td>
</tr>
<tr>
<td>Average Total Educational Debt</td>
<td>$204,133</td>
</tr>
</tbody>
</table>

Manage your educational debt acquired prior to medical school. Know how much you owe. Check your balances at www.nslds.ed.gov.

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**BORROW WISELY**

- Educational loans are a useful tool to pay for college, but you are encouraged to borrow only enough to cover your necessary educational related expenses.

- You are mortgaging your future income when you borrow an educational loan. The less you mortgage now, the more you will have to enjoy in the future.

- You will be offered loans up to the full cost of attendance. **Accept only what you need!** If you find you have borrowed too much or too little during the year, you may ask for a revision.

**SPEND WISELY**

- Create a budget, or spending plan, to help control your borrowing.

- Plan for expenses that only come up once or twice per year.

- Keep a cash reserve of at least $500 for emergencies.

- Pay off your credit card balance in full every month.

- Request a copy of your credit report at www.annualcreditreport.com. **Resolve any issues over the summer.**
Loans have to be repaid, usually with interest, but grants and scholarships are gifts. That’s why they are commonly referred to as “gift aid”.

You will receive a link to the Mizzou Med’s scholarship application after you have been offered admission. Our deadline date for submission is April 1.

The MU School of Medicine awarded more than 21 million dollars in financial aid during the 2019-2020 academic year. The chart below shows the number of students that received each aid type and the total dollar amount awarded.

**TYPES OF FINANCIAL AID**

During your M1 year, you will have the opportunity to apply for one of six summer work programs that will earn you a stipend. The experiences last between four and eight weeks. Research, clinical and international opportunities are available. Find out more here: https://medicine.missouri.edu/education/medical-education-curriculum/learning-experiences/summer/

**SERVICE COMMITMENT**

Another option you have is a service commitment where you owe back your time rather than your money. These service grants will provide full tuition plus a living stipend. Find out more about these opportunities on our website.

- National Health Service Corp
- Armed Forces
- Indian Health Service

**FINANCIAL AID TO-DO LIST**

- Apply at FAFSA.ed.gov by April 1. Include school code 002516.
- Submit your Mizzou Med scholarship application by April 1.
- Research outside scholarships and service commitments.
- Accept your awards by July 1.
- Research credit-based loans.
- Complete loan paperwork with your loan servicer.

No matter where you are in your journey as a medical student, AAMC’s FIRST provides informative resources at https://students-residents.aamc.org/financial-aid/