

University of Minnesota
Medical School
Duluth Campus

Student Manual

2018-2019

Content in this document is subject to change.

This document is available online at <https://www.med.umn.edu/sites/med.umn.edu/files/duluth-campus-student-manual.pdf>

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Welcome

Medical school. Sounds impressive, doesn't it? In many aspects it is quite an accomplishment, and you should feel proud of the skills, decisions, sacrifices and diverse talents that have brought you to this point. The Medical School Duluth Campus students, faculty and staff extend their congratulations to you on your decision to begin this mighty endeavor. Still, our congratulations alone might not suffice. What we feel you need is advice, and lots of it. Consequently, we have taken it upon ourselves (with the guidance and assistance of our esteemed administrators and faculty) to provide you with just the advice you need. In the following pages, you will find most of the answers and advice we hope you'll find useful as you begin your medical studies. What is gross anatomy really like anyway? Is it possible I'll ever really learn the Krebs cycle? Which drug did he say causes gingival hyperplasia, and what the heck does that mean? These are all questions we hope to answer. But medical school, like a lot of the important things in life, consists of a lot more than just studies. Thus, we hope also to provide answers about where it is you can get a good meal, buy a good book, go camping, take a scenic walk or run, or even find some music and a good beer. Duluth and the surrounding area has all these things, and we hope to point you in the right direction to find each of them.

Sometimes manuals such as these are deemed "Survival Guides." Many of us feel this term isn't entirely appropriate. You'll survive. Most everyone before you have survived. And most importantly, **everyone** before you have some great stories to share about the fantastic opportunities and experiences they have had while a student at Medical School Duluth Campus. Remember, each of these things are yours for the taking. Good luck and enjoy the year!

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The Flexible M.D. at the University of Minnesota Medical School

The Flexible M.D. aims to unleash the creativity of medical students so that they might construct educational programs that meet their individual needs and allow them to better serve communities and patients. The University of Minnesota Medical School previously has offered a great deal of flexibility informally to individual students, those who had the drive to do something outside the usual track. Some have taken a semester or a year overseas; others have devoted more time to their scientific training or research programs; and others have pursued policy or political involvement.

The Medical School now extends that flexibility, in a formal way, to all its students. Primarily, the change is in timing rather than the rigor of one's learning experiences—students still have to meet a stringent set of educational objectives.

Medical students seeking to take advantage of the Flexible M.D. will outline their plans to faculty and staff members of an educational enrichment committee. They need guidance, because medical education is complex, combining the need to master patient care and medical knowledge with developing skills in the other competencies of a physician: practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. (For more, see the ACGME site on core competencies)

Students entering the University of Minnesota Medical School may take anywhere from three and one-half to six years to complete their studies and pay the same price to earn their M.D. We believe this flexibility in the long term will improve their ability to serve the needs of patients and communities.

Potential scenarios for students taking advantage of the Flexible M.D. might include:

- A medical student might want to pursue a dual degree, such as an MD/MPH, or to do a year of research before beginning clinical rotations.
- A medical student who would typically be entering his third or fourth year, and who has an interest in neurology, believes his future patients would benefit if he more deeply delved into the knowledge base of neuroscience. He would like to take more courses in neurosciences. Perhaps he takes on a summer research job in the lab that becomes a research project he follows throughout the rest of his learning experiences leading to the M.D.
- A medical student who from her first day in Medical School has been involved with a clinic treating homeless youth and families in an urban area decides on a goal. She wants to organize a group of medical students and concerned citizens to appeal to the State Legislature for a policy change leading to dedicated health-care funding for poor and underserved populations of the state. She requests a semester to pursue this goal.

However they adapt their educational programs, medical students can apply their creativity and benefit from flexibility. In training the next generation of physicians, the Medical School responds to the concerns of our communities. We will ensure that University of Minnesota Medical School students excel in patient-focused care. The Flexible M.D. is one step towards that goal.

Students register on a semester basis. Registration coincides with the University calendar, even though the Medical School schedule varies slightly. Students register according to the approximate times listed below:

Fall Semester – Mid April
 Spring Semester – Mid November
 Summer Semester – Mid March

An electronic billing statement will follow from Accounts Receivable via e-mail, which details the tuition and fees charges and account credits. Each student is responsible for making sure they are registered for the correct courses each term.

Holds

Holds block students from being registered. They are placed on students' records for failure to pay tuition, failure to pay a bill at UMD Health Service, failure to return a library book, etc. Students can check for holds on-line at <http://www.onestop.umn.edu>. Having a hold on your registration will also stop all financial aid awards and could potentially put you on probation with the Financial Aid Office.

Basic Science Years

The Year One curriculum consists of three semesters of course work: Fall, Spring and Summer. Year Two covers the subsequent Fall and Spring term. Year Three begins the Summer term.

Clinical Years

The requirements for the M.D. degree include satisfactory completion of 76 weeks of full-time work in clinical courses or courses offered by clinical departments in the Medical School. Of the total credits/weeks in Years 3 and 4, **56 credits/weeks** must be completed in required courses (see below). Additionally, **20 elective credits/weeks** must be taken, with **8 credits/weeks** being “hands-on” direct care in the metropolitan area, Duluth or greater Minnesota (family medicine elective clerkship) in advanced or specialized courses/clerkships. The remaining 12 credits/weeks of the 20 elective credits/weeks may be additional hands-on clerkships and/or non-hands-on clerkships, the latter including laboratory medicine and pathology, radiology, electives away for credit (including international rotations), integrative medicine and research.

Required Clinical Courses in Years 3 and 4 (56 weeks):

- Med 7500 Internal Medicine I
- AdPy 7500 Psychiatry Externship
- Obst 7500 Obstetrics/Gynecology Externship
- Ped 7501 Pediatrics Externship
- Surg 7500 Surgery Externship
- FMCH 7600 Family Medicine Clerkship
- EMMD 7500 Emergency Medicine
- Neur 7510 Neurology Externship
- INMD 79XX Sub-Internship in Critical Care
- Advanced Selectives (multiple course choices)
- Becoming a Doctor I-IV

Payment of Fees

Your billing statement reflects the amount due on your student account from any unpaid tuition and fee charges, charges from other University offices, and previously unpaid account balances. You may pay on your account at any time after your bill has been generated; however, your billing statement will show you the exact charges and credits applied to your account as of the date the bill was created. To avoid paying an installation fee or late payment fee, pay the amount in full by the first payment due date for each semester.

To view and/or pay your billing statement online, obtain current balance and up to date information about other credits and charges on your student account, or verify the status of your anticipated financial aid, go to <http://www.onestop.umn.edu> and click on "View your student account."

Billing Timelines and Fees

All currently enrolled students will receive their billing statement electronically. An email notification that your student account bill is ready to be viewed will be sent to your U of M assigned email account approximately two weeks after the semester begins and monthly thereafter.

Your billing statement will list both a new balance and the minimum payment due and a due date. To avoid paying any late payment fees or installment plan charges you must pay in full by the first due date. Payments must be received by the due date to be considered on time.

If you pay less than the full payment due by the due date, you will be placed on an installment payment plan at a cost of \$20 per semester, which will be added to the balance due on your next billing statement. In addition, you will be assessed a \$40 late payment fee on your next statement any time your payment is less than the minimum amount due by the due date.

You are responsible for checking your university email account for your electronic bill and for making your account payment(s) on time.

See: <https://onestop.d.umn.edu/finances/how-pay>

Late Fees

Late Registration Fees

A late registration fee will be assessed for any initial registration which occurs on or after the first day of classes:

- \$50 during the first or second week
- \$100 thereafter

No late registration fees are charged for Summer Session.

Late Payment Fees

To avoid paying any installment or late payment fees, you must pay in full by the first due date. Late payment fees of \$40 are assessed for paying less than the minimum amount due or paying after the due date printed on the billing statement. Payments must be received (not postmarked) by the due date to avoid a late fee and a hold on your record. On-line payments must be completed by 5 p.m. Central Time on the due date to be considered on time.

You are responsible for checking your university email account for your electronic bill and making your account payments on time.

Residency

You are considered a Minnesota resident if:

- You have lived in Minnesota for at least one calendar year prior to your first day of class attendance, and
- Your primary reason for being in Minnesota is not to attend school.

If you believe that your residency has been inappropriately classified, you can speak with a campus residency resource person by contacting One Stop Student Services at umdhelp@d.umn.edu or (218) 726-8000.

Reciprocity

Residents of South Dakota who attend the University of Minnesota may apply for reciprocity privileges and pay a tuition rate comparable or equal to the amount paid by Minnesota residents. Application for reciprocity is separate from the regular admission application. If you are eligible, obtain a reciprocity application form from your home state reciprocity program office. Processing of the form will take from four to six weeks. Any nonresident student who has not applied or is not eligible for reciprocity will be charged nonresident tuition rates unless they receive a Non-Resident Tuition Waiver Scholarship.

<http://admissions.tc.umn.edu/costsaid/residency.html>

COURSES

Learning Communities and Competencies

Learning Communities

An initiative at the University of Minnesota Medical School Duluth Campus has been designed to meet the future challenges of health care. Learning Communities (LC) will serve as a vehicle to promote self-directed and patient-centered learning through the use of active learning techniques and mentor models (Faculty Advisors). Longitudinal mentoring by dedicated faculty for small groups of students will be the hallmark of Learning Communities.

Our vision is to provide a competency-based medical education that will allow students to achieve and track professional development and academic progress according to personal learning styles along a course of milestones considered by the faculty to be requisite for advancement and, ultimately, graduation from medical school.

You will be assigned to a Learning Community with clinical Faculty Advisors with whom you will meet formally three times a year and informally as often as you wish.

Competencies

The Accreditation Council on Graduate Medical Education (ACGME) has formulated essential competencies felt to be necessary for physicians practicing in the current health care climate. These are:

- **Patient Care** that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health
- **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care
- **Practice-Based Learning and Improvement** that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care
- **Interpersonal and Communication Skills** that result in effective information exchange and teaming with patients, their families, and other health professionals
- **Professionalism**, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population
- **Systems-Based Practice**, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide optimal patient care.

The University of Minnesota Medical School has organized its competencies into nine categories of knowledge, skills and attitudes. These align with the core ACGME competencies to promote continuity of learning and assessment between medical school and residency. All the competencies contained within the curriculum will map to these nine domains:

- Medical Knowledge
- Clinical Skills and Patient Care
- Scientific and Clinical Inquiry
- Professionalism
- Interpersonal and Communication Skills
- Systems of Health Care
- Continual Improvement of Care through Reflective Practice
- Interprofessional Collaboration
- Practice-Based Learning and Improvement

Students matriculating at the University of Minnesota Medical School will enter a program in which core competencies are the focus of individual learning, assessment and progression. All medical students will be expected to demonstrate achievement of specific, required competencies during their tenure.

Classes at Medical School Duluth Campus: The First Year

Required Courses

Introduction to Rural Family Medicine (Med 6102)

Foundations of Medicine (Med 6520)

Family Medicine Preceptorship (FMed 6462)

Skin/Musculoskeletal Medicine (Med 6788)

Rural Medical Scholars Program I (Med 6530)

Social and Behavioral Medicine I (BhSc 6652)

Clinical Pathology Conferences I (FMed 6501)

Neurological Medicine (Med 6573)

Immunology, Hematology, and Oncology (Med 6541)

Electives

Current Research Techniques (BMS 8294)

Journal Club (BMS 8151)

Medical Education Through Diversity and Service (FMed 6957)

Obstetrical Longitudinal Course (FMed 6987)

Rural Academy of Leadership I (FMed 6997)

Seminars in American Indian Health (Med 6023)

Summer Internship in Medicine (Med 6997)

Student Notes on the First Year

Introduction to Rural Family Medicine

Introduction to Rural Family Medicine has a primary focus on the numerous positive qualities of working as a physician in a rural Minnesota community. The course is two weeks long and consists of lectures, physical exam teaching sessions, small group discussions and a site visit to a rural Minnesota community. Our class visited Aitkin, Hibbing, Moose Lake, and Grand Rapids to see both the health and non-health aspects within the community; College of Pharmacy first-year students traveled with us. After your visit, you will work in small teams within your group to present the various aspects of the community to the rest of the class.

The lectures and panel discussions are interesting as they raise important concepts concerning rural health issues such as occupational risk injuries, infectious diseases, chronic illnesses and barriers to health care. You will also take an in-depth look at the community assessment wheel, which looks at all aspects of living in a rural community. After your community visit, you will write a short comparison paper using this wheel as guidance. The community assessment is also used in the Rural Medical Scholars Program.

In addition to the community visits, this course is our first exposure to the clinical side of medicine. One of the most valuable skills acquired by medical students is the ability to elicit a concise, pertinent patient history. Intro to Rural Med consists of several lectures on how to take a medical history, a demonstration, and then, the application of the covered topics by taking several histories of your own. Topics include the format and structure of the medical history, techniques of eliciting historical information, techniques for caring for the patient, and methods of eliciting a sexual history of the patient. A significant step in the course is for each student to perform a medical history on one college volunteer and one patient while working with your local preceptor.

In the physical diagnosis portion of this course, you will learn important skills that you will use in medical practice. Breaking up into groups of ~12 students (your Learning Community), the faculty advisors will teach you the basics of routine physical examinations including the eyes, ears, nose, throat, musculoskeletal, and nervous systems, among others. There will be lectures on the basics of a pelvic, breast, and genital exam, which you then practice on volunteer patients. Lectures are also given on the pediatric exam, imaging studies and many more clinical skills by some clinical faculty.

The majority of the grade will come from the paper and group assignments covering your rural site visit. There is no formal class examination; students are evaluated based on reviews of the patient write-up, physical diagnosis skills assessed later and participation in group presentation. You will get the most out of this course by engaging fully in the discussions and small group activities. Take a deep breath and a brief mental break. Enjoy learning about the “real” doctor stuff!

Foundations of Medicine

Foundations of Medicine is just that – a foundation. Essentially, Foundations will try to get everyone on an even playing field, regardless of past experiences. This course will review things you already know, build on things you are familiar with and introduce entirely new topics, all of which will help you succeed as you move into the systems courses. Biochemistry, genetics, molecular biology, microbiology, and pharmacology are some of the subjects covered. This course can be challenging and it is essential to have good study habits to succeed.

Besides covering a huge array of material, many different professors are involved with this course. Some teach for several weeks at a time, whereas others might have only a couple lectures. It helps to ask second years about how to study for different professors and about their style of test questions. Some teachers ask relatively basic questions, or point out their main “testable” points while others require you to synthesize several points to get the correct answers.

The course begins with an overview of biochemistry and biochemical processes required for normal cell function. Dr. Skildum does most of the lectures for biochemistry and does a really nice job of trying to relate biochem to future clinical scenarios with case-based learning and clicker questions. There is a lot of pertinent information jammed into the hours of lecture. If you feel the need to study something the summer before medical school (which is definitely not necessary), biochemistry is probably the best option. Almost everything from your college biochemistry courses will be covered in a span of 3-4 weeks; however, more clinical information will be added and you will have other lecture topics included in these weeks. Foundations is really the time you should learn how you learn best, meaning the first couple tests can be a challenge. However, just because you feel like you didn't do as well as you would have liked on the first test or even the second, DON'T PANIC! There is ample opportunity to recover and plenty of help available: ask faculty, ask second years, ask your peers.

The next segment of the course considers several aspects of cell biology. These include discussions of cellular structure and organelles, gene expression and its control, and the mechanisms of cell division and cell death. It concludes with a discussion of membrane transport and cellular signaling. Several professors teach pieces of the cell biology section. Because there is so much material presented in Foundations, sometimes it can be difficult to identify what you should focus on for the exams. Luckily, most professors provide specific learning objectives for each lecture that will highlight the most important concepts to know. Most professors write their exam questions directly from these objectives, so if you're feeling overwhelmed focusing your studying around these objectives will be very helpful.

The course continues with a discussion of genetics and genomics, including the inheritance of genetic traits and the use of genetic information for the diagnosis and treatment of disease. Genetics can be a dense and detailed subject, but don't get overwhelmed. Most topics are easy to simplify and, again the professors usually give lots of hints on what is important to know. At times, genetics can get very detailed and a bit tough to find interesting, but keep in mind that this information will be key for understanding genetic concepts in other courses during your first year.

Throughout the course, principles of drug action including pharmacokinetic and pharmacodynamic considerations are taught. A heavy emphasis is placed on antibacterial drugs, as these are essential for further drug discussion in each of the organ-based courses that follow Foundations. The professors provide great practice questions on the drugs that focus on what you need to know. You will also have medical microbiology covering the basics on viruses, prokaryotic bacteria, and eukaryotic fungal and animal parasites.

Towards the end of the course you will receive an introduction to embryology and the final segment covers the normal structure and function(s) of the basic tissues of the body and provides a necessary background for understanding how the various organ systems (to be studied in subsequent courses) are organized around these basic tissues. This material will be closely interfaced with fundamental principles of pathology, which focuses on cell injury and neoplasia. Normal histology that is covered includes: epithelium and glands, connective tissues, muscles, and neural tissue. *HistoTime* is your best friend when it comes to studying this material, including pictures and ample practice questions.

Family Med Preceptorship

One of the most easily anticipated questions asked by entering first year medical students is, "When will we get to see patients?" The answer is simple: sooner than you might think. Early in the first semester students are paired with local family physicians in Duluth, Superior, Proctor, Two Harbors, Hermantown, or Cloquet. Periodically throughout the year, visits are scheduled with these preceptors as they go on hospital rounds and see clinic patients. Before you know it, you will be "out and among them" observing and sometimes practicing many of the skills you will be acquiring during your medical studies. It is also very nice to get a morning or afternoon out of the classroom to get a taste of your future.

For some students the scheduled preceptorship may be sufficient, but you will find that many of the doctors are happy to have students schedule additional visits. You'll find opportunities to see almost any aspect of medical care simply by asking doctors as they lecture at the Medical School. For example, the surgeons who assist in gross anatomy lab will often be happy to let you scrub in on surgery with them some afternoon. The important point to keep in mind with the preceptorship program is *initiative*. The way to see more is to ask for more. You will oftentimes gain from the preceptorship experience an amount proportional to the effort you put into it. Some students get many opportunities to interact with patients and do procedures on these patients, but other students may not get those opportunities. Let your preceptor know when you are ready and comfortable to start practicing the things that you have learned in class and hopefully they will be receptive to the idea.

Skin/Musculoskeletal Medicine

Skin/MS takes place in the second half of fall semester. The course covers everything about skin, the upper and lower extremity through lecture and gross anatomy lab. Just a few main faculty members teach the gross anatomy portions of the class with many of the rest of lectures being covering by clinicians. This course begins to incorporate case-based learning, which will continue to build in each course that you take in medical school. Relevant pathology, histology and microbiology are also covered.

In the physical diagnosis portion of this course, you will add to the basic skills that you learned in the Introduction to Rural Med course. Again in your LCs, your advisors will go through focused exams of the knee and shoulder at the same time that you work to learn the gross anatomy in dissections. This integration helps you to visualize and understand what you are trying to accomplish with your exam. At the end of the course you will be required to perform a physical exam on a student with whom you are paired, which counts towards your grade in Intro to Rural Med.

Anatomy has been integrated into the systems courses, allowing you to dissect pertinent body systems while you learn all about them in lecture. Therefore, your first experience with your cadaver will come in October with the Skin/MS course. You'll spend the majority of the time in gross anatomy learning your cadaver and applying your knowledge of the human body to clinical scenarios. Remember your cadaver has to last two years, so as always treat it and the equipment with respect.

There will be eight people assigned to each cadaver. Four from each group will be required to dissect each time (you and a partner will rotate with the other members of the group). Those who dissect will then TEACH the rest of your group what you did during that day's dissection. We recommend you take advantage of your group's knowledge of the dissection, and review other group's dissections as well, since studying in lab is a key to success in this course.

Because so much of the information comes from clinicians, it is vital to attend lecture. This course moves quickly and integrates many different topics so it is important to keep up with the information. You will find this is a common theme for all of your medical school classes!

Rural Medical Scholars Program I

Rural Medical Scholars Program (RMSP) is also divided into three different sections, a week at a time in January, April and June. This course provides an opportunity to practice our physical exam skills in a real life setting and learn about what it's like to be a small-town physician.

During the first week, you are to spend time getting to know the community, the healthcare system and how the two work together as well as working on your community assessment paper. In the subsequent weeks, you will spend time with your preceptor in clinic and also spend time doing more within the community to help you complete these assignments.

In addition to your community assessment paper and poster, you will have many assignments related to the things you do and see in clinic. These will include H&Ps and SOAP notes—all of the things you

learned in the Intro the Rural Medicine course! This is a great time to learn and practice application of things that will soon become part of our daily life.

Social and Behavioral Medicine

This course is divided into three sessions: two-week sessions in January and April and a one-week session in June. The first two weeks of the course begins with an introduction to selected theories of human behavior and development from infancy through adolescence to old age. In the second two weeks, you'll gain an understanding of the DSM-5 method of psychological assessment and a number of valuable items including psychopharmacology, phobias, and developmental issues. The final week of first year concludes with a look at chronic disease and end-of-life care, including a visit to the Solvay House hospice.

Medical ethics is integrated into the Social and Behavioral course. The topics covered examine the role and values of the medical community and the patient in the provision of health care. The goals of these lectures are to sensitize us to how values are relevant to clinical decision making and to help us acquire basic concepts and skills related to current medical ethics. In the first two weeks, there are online modules in addition to a couple of lectures to cover interesting concepts such as health care as a moral activity, introduction to health care analysis, provider's oaths and codes, beneficence and non-maleficence, justice in the financing of health care and beginning/end-of-life care—just to name a few. In the second two weeks, there is lecture and an amazing guest speaker on child abuse.

The class enhances a future physician's understanding of medicine and the various patients we will be seeing someday. The professors cover everything from the neurochemistry of Schizophrenia to the sexual response cycle. Most of the lectures are very relevant to the type of patients we will be seeing in our future practices.

Even though this course serves as a nice "break" between the systems courses, do NOT underestimate the exams! Show up to class, appreciate the material and do your best to apply it.

Clinical Pathology Conferences I

Clinical Pathology Conferences (CPC) is a course that you will take your spring/summer terms. The course is a very interesting one that allows the students to take newly acquired information and apply it to unknown medical cases. Generally, a designated group of students will be given a history of a clinical case (i.e., symptoms, chief complaint, family history, etc.) and a database of available tests that can be done to solve the case. The students then work as a group, utilizing the available resources to solve the case and then present it to the class. The presentation of the cases is interesting and chock-full of class participation. The main goals of the course are to learn how to identify major medical concerns from a case and to develop skills in the presentation of a clinical case and to appropriately develop differential diagnoses.

Neurological Medicine

Neurological Medicine has a reputation for being a very difficult course, but don't let its reputation start you out on the wrong foot. It is true that the volume of material can be overwhelming, but if you stay on top of it early, you'll be okay! Keep in mind that you will not be the only one who feels like there is not enough time to study everything. The faculty in Neuro work VERY hard at keeping students informed about their status in the course and typically let us know how the entire class is doing shortly after each exam. The second you feel like you are falling behind, ask for help from faculty or your peers. There is no room for error, but the faculty will work with anyone who needs help. They want all of the students to pass as much as we all want to pass.

NeuroTime is one of the best tools you can use to learn the anatomy, and it is often the subject of test questions. Although the *NeuroTime* search function is a handy tool for exam review, the more you use *NeuroTime* in the beginning, the more you will understand the material presented in lecture (and the less

you'll have to review!)

Be prepared for neuroscience, microbiology, pathology, pharmacology, embryology, special senses, and anything else! The drug list may begin to overwhelm you. Develop a system that works for you to keep track of them all. Many students find it helpful to start a list at the beginning of the class. Microbiology is again presented through patient cases, similar to the Skin/MS course. There will be some physiology, namely of the eye and ear. This material can be tricky, because it is very detailed. A key part of Neuro is learning to use a variety of provided resources. Be sure to utilize the resources you find helpful, but keep in mind that Neuro is a race against the clock. The sheer volume of the material could keep you studying 24-7, so it is extremely important to be as efficient as possible. If you try and review histology as you learn the physiology, you will likely be able to put the pieces together much more easily. The clinical correlations are a nice way to pull the basic science information together. These are presented by clinicians and in-patient cases that you will work through with your learning communities and a faculty advisor.

Gross anatomy of the head and neck is divided among the first 3 blocks of the course. There is not a lab exam final, but all of the material you learn will carry over through the last half of the course. Many of the dissections are tedious and time-consuming; don't get frustrated when you can't find all the small details! Be sure to study all the dissections and models provided in lab. The pictures from Netter and lecture are helpful to orient yourself. Be sure to utilize the lab faculty during dissections.

This course is also the introduction to Problem Based Learning (PBL). PBL is an integral part of most of the systems courses. Students are provided with a clinical case and are asked to come up with differential diagnoses on their own based on the information provided using the internet, course materials and texts. Preparation and outside research can become time consuming, but use of Harrison's Internal Medicine, Robbin's Pathology, and Clinical Key as online resources will cover the material in the depth that you need to comprehend it.

Make sure to ask the faculty if you have questions at any point. They are very helpful and you will fall behind quickly if you do not understand the material (again, keep in mind that the final is cumulative). In the past, the cumulative final has been more "big picture" than the block exams.

Immunology, Hematology, and Oncology

IHO embodies a diverse group of interesting subjects pertaining to immunology, autoimmune disorders, pharmacology, pathology, oncology and other blood disorders. The course is well organized and everyone is very receptive to student feedback. This course takes place towards the end of the spring semester.

The course opens with a 2-week crash course in immunology which can be overwhelming, but it is super high yield for every class and will be repeated over and over. The course continues with everything blood: pathology, pharmacology, histology, biochemistry, etc. Drs. Diebel, Fitzakerley, and Skildum make appearances during this course. The basics of blood are explained, followed by a look at what can go bad, including a healthy dose of cancer chemotherapy drugs to know!

As is a common theme in all courses, stay up on the material each day! The concepts continue to build on each other as the course progresses, especially during the immunology portion. Be careful to pace yourself in this course, especially as May hits and the weather gets warm while you are stuck in class. Don't be too hard on yourself if you find yourself lacking motivation or studying less efficiently. Just hang in there and take it day by day! Make sure to get outside and enjoy the beautiful weather Duluth offers in May!!!

First Year Electives

Journal Club

Journal Club provides students the opportunity to explore current topics and evidence-based clinical information relevant to medicine and its subspecialties.

Current Research Techniques

This elective allows students an opportunity to be involved with current research. Students will be involved in particular areas of strength with a focus across the Medical School. Students may join existing projects or shed light on an unknown domain of knowledge. Students collaborate as a team with other researchers.

Medical Education Through Diversity and Service (MEDS)

MEDS is a Global and Population Health elective. The course consists of 10 in-class sessions, combining lecture and small group activities, in which students will explore key topics in global health. Topics include health risks; determinants of health; environment and health; barriers to health and healthcare; medical interpreters; cultural, political and economic influences on health; and ethics and international health experiences. Interested students may have the opportunity to identify and participate in an international health experience during the summer. The goal of MEDS is for students to gain knowledge of global health principles, optionally participate in an international health experience, and apply what they learn in this course to patient and population care in their future practices.

Obstetrical Longitudinal Course

The elective OB Longitudinal Course offers medical students the wonderful opportunity to follow a pregnant mother through prenatal visits, labor and delivery, postpartum and newborn care with her family physician or OB specialist. As a participant in this course, you will attend small group lectures where you will learn about prenatal care, labor and delivery, postpartum care and newborn care. Stay on top of your SOAP notes when attending pre-natal appointments and be patient with this course as it definitely picks up and becomes more rewarding in the last month leading up to the delivery. This is a great opportunity to not only watch a delivery but also experience the rewards of having continuous contact with a patient.

Rural Academy of Leadership I

The Rural Academy of Leadership (RAL) elective allows students to spend time volunteering in the community and complete a service project at an organization of their choice. This course builds upon your service and leadership skills. You will attend lectures and discussions related to community service and being a community leader as well as retreats to better your skills as a clinician at the HOPE clinic.

RAL is paired with the HOPE (Health of People Everywhere) Clinic, a free student-run clinic that operates once a week in the CHUM homeless drop-in center in downtown Duluth. It allows medical students and pharmacy students to work together to gain early clinical experience and deliver medical care for citizens in need. Don't worry though, a certified physician and pharmacist will be there for questions, prescriptions, and referrals. Keep in mind we try to keep clinic open all summer, so if you are around Duluth, you can volunteer all year long!

Seminars in American Indian Health

This is a two-year elective course, one credit per year. It serves as an introduction to the diverse issues that physicians encounter. This course presents the distinctions and convergences of medicine in diverse communities, cultures and the general population to help recognize the importance of and encourage cultural awareness in healthcare.

Summer Internship in Medicine (SIM)

The Summer Internship in Medicine (SIM) Program is available to students pursuing a Medical Degree at the University of Minnesota and is coordinated through the Duluth campus. The SIM Program occurs during the vacation period between years one and two (typically July and August). Students are placed in rural communities to gain exposure to rural medicine and to experience life as a rural health professional. Placement is by queue and matching student preferences with site availability. After placement, students work directly with the hospital/clinic personnel to coordinate their internship. The internship generally lasts about two weeks, and you may receive a stipend depending on your site.

Textbooks

Many different professors suggest a variety of textbooks for all of the courses you will encounter over your two years in Duluth. There is disagreement between students on which are helpful and which are not. Mainly, it comes down to personal opinion. Although it is cheaper to purchase your books from students ahead of you or online, the bookstore typically has the common books stocked so if you decide to get one last minute, you should be okay. We suggest talking to your second-year mentor on advice for what textbooks they had and which ones they used and whether they have any to sell you.

You will also find that many professors provide you with wonderful PowerPoints and Word documents that include all of the information you need to know and more.

Another great resource available to us is the AccessMed website which can be found at: <http://www.lib.umn.edu/get/14549> This is available to us through the [Bio-Medical Library](#) and is another great resource to use. The only problem is that only a certain number of people can use the website at one time, so you may find that you can't access it at times.

Below you will find the laundry list of textbooks suggested by the faculty. We have added comments as to what the students have used and found to be helpful. If you are purchasing a book, be sure to buy the most recent edition.

Alberts, Johnson, Lewis, Raff, Roberts, and Walter. *Molecular Biology of the Cell*.

Bates' Guide to Physical Examination and History Taking. **This text is used in the Intro to Rural Medicine course as well as for many physical exam skill sessions. There are a few short quizzes before the physical exam skills so it is a good idea to purchase this. As you are out on preceptorship, you will hear them refer to Bates' a lot as well, so it's a good investment to use now and in your future.**

Cormack. *Clinically Integrated Disease*.

Gartner and Hiatt. *Color Atlas of Histology*.

Gartner and Hiatt. *Color Textbook of Histology*.

Katzung. *Basic and Clinical Pharmacology*. **(Available for iPad)**

Marks, Smith, and Lieberman. *Marks' Basic Medical Biochemistry*. **A few students purchased this book to use for Foundations. It is also useful in IHO. The professors do reference pictures in it, but they are also provided in the PowerPoints. The book is helpful so that you have another resource to help tie things together after lecture. This book will be offered on your first year**

google drive.

Mason. *Medical Neurobiology*. **This book is nice to have when you begin to tackle Neuro. All of the material you need to know is given to you in lecture or on Blackbag, but having this book helps to read things another way and look at additional pictures.**

Moore, Keith L. *Clinically Oriented Anatomy*. **This book supplements Dr. Severson's lectures very well, and provides additional information that may be useful. Dr. Severson asks mostly clinical vignette-style questions from the "blue boxes" in Moore, but it is not essential that you own this book in order to pass his questions on exams. (Available for iPad)**

Moore & Persaud. *The Developing Human: Clinically Oriented Embryology*. **(Available for iPad)**

Netter. *Atlas of Human Anatomy*. **This text is good, however if you buy the Netter Flashcards (or get them free with an AMA student membership) it is probably not necessary.**

Ryan & Ray. *Sherris Medical Microbiology: An Introduction to Infectious Disease*.

Robbins. *Pathologic Basis of Disease*. **(Available for iPad)**

Sloan. *Essentials of Family Medicine*.

Hussain, Sattar A. *Fundamentals of Pathology*. Many students use this book along with the website (pathoma.com) as a resource during the Neurological and IHO units. It may be best to wait to purchase until the winter break, because Pathoma usually offers a discount to students for the textbook and the website.

Wedding & Stuber. *Behavior & Medicine*. 5th ed. **This book is suggested for the first two weeks of social and behavioral medicine. Some of the questions do come from assigned readings, but be aware that this book is only used for two weeks!**

Other student suggestions:

Board Review Series Books: These are commonly used when studying for boards, but can be useful to pick up now as they provide nice, concise overviews. BRS Biochemistry and BRS Pharmacology were found to be the most helpful.

First Aid for USMLE Step 1: This is another board review book that you will use when studying for boards. Many students own this book during their first year of school, and find it helpful to review for each block while studying for exams. This textbook offers a large amount of information in a succinct style that makes for a quick review. Would highly recommend purchasing this book.

Lippincott's Microbiology: Many students purchased this book to use as a microbiology resource. Although there is a book available on the AccessMed website, this book provides nice summaries of each organism and is written so that even a micro-beginner can understand!

Lippincott's Biochemistry: A nice guide to biochemistry if you've never had it before.

As you can see, there are a vast amount of resources available to you for all courses. Try not to get overwhelmed and use what you feel is helpful to you! Don't try to read every text book and article and know all the details, you simply won't have time!

iPad Application Suggestions and Suggested Uses

The following is a list of apps compiled from students that you may find useful if you decide to purchase an iPad.

General Stuff

Dropbox: Synching files between computer/iPad/ iPod/cloud.

GoodReader: File storage & organization on the iPad, pdf annotation (You can download files straight from the web, dropbox, googledocs, etc. Very useful for \$3!).

Evernote: For reading notes & handouts.

Kindle: I use this to download books related to medicine. I have downloaded a few board review books on the Kindle App, so I will probably use this App more next year when I am studying for Step 1.

Noterize: Notes.

Popplet: Flow charts, notes.

Dragon Dictation: Used for voice-to-text entry; have not used much for medical school directly, but have used for other applications like email and text entry.

One Note: This is a helpful App to write notes on the PowerPoint slides during lecture.

Study Tools

Quizlet: Making and studying flashcards. You can even add pictures to help memorize histology and pathology.

Anki: Long term flashcard studying

Mental Case: Flashcard application that is wonderful! You can create your own or download cards from flashcardexchange.com.

G flash pro: A flashcard app, great for flashcards because you can make the cards in a Google spreadsheet, which is easier than messing with some other programs.

modalityBody: Downloading the Netter Flashcards, anatomy quizzes.

3D Brain: For studying neuro (my favorite neuro-related app).

NeuroMind: For studying neuro.

BrainView: A great app that has MRIs of head from 3 different directions. Also, you can click on structures and the app labels them, great for neuro!

Q bank: Great question bank, but you need Q bank for access. Otherwise a great app.

USMLE question bank: A little spendy (\$40) but great if you're traveling and don't have Internet access. Great explanation to questions, I felt it helped for exams.

Drug Applications

Epocrates: Drug info.

Calculate by QxMD

Micromedex: Drug database, works without wi-fi, so it's useful in the clinic as opposed to Epocrates, search drugs and it gives lots of information like generic names, dosing regimes, adverse effects, pharmacokinetics, etc.

MedCalc: Formula and calculation reference.

Medical Information/Tools

WebMD: Looking up info about diseases.

Medscape: Case studies, PCP. Great to look up diseases/procedures/drugs, etc., that I am unfamiliar with. Great intro to the topic with more info if you want it.

Physical Exam HD: Review physical exam information on preceptor, excellent for use during physical exam skill sessions.

Pamper's Baby: Describes what is happening in prenatal development week by week. Great to have for the OB longitudinal course!

Radiology 2.0 (Night in the ER): Review interesting CTs.

Littmann SoundBuilder: Familiarizing self with various murmurs, gallops, stenosis.

Prognosis: Fairly good case studies, they add a new case each week, you go through HPI, physical exam, you decide what tests to order and how to treat, they rate your performance, and there is a discussion at the end.

Eye Chart Pro: Eye chart for physical exam sessions, nice because you can change the letters by tapping on it.

Eponyms: My favorite app for looking up diseases, signs, and symptoms.

MedPage: I use this periodically to keep up with the latest news in medicine.

iStethoscope: Stethoscope sounds: heart, lung, bowel sounds.

Study Tips from Those Who Have Gone Before

Some of the topics in Foundations are covered in depth, while others, such as pharmacology, are just an introduction to an area that you'll be learning about throughout your two years at our school. Keep in mind that we all come in with different academic backgrounds. You will likely find subjects that you are more knowledgeable about than others. But don't worry; it all seems to even out in the end. If your MCAT score was good enough to get into med school, you have more than enough prior knowledge to

handle this course. In addition, the instructors generally do a great job of explaining their topics for students at all levels.

Spend time in anatomy lab during dissections. Make good use of your dissection time; float around the lab and study other cadavers, ASK QUESTIONS!! Spending the time allocated wisely will save you hours later at night or on the weekends. Keep in mind that every cadaver has an equal amount of questions on exams and there are always anatomical differences between the cadavers. Make sure you give such differences equal study time. You will be thankful come test day! Finally, review with a partner or in a group. Anatomy is perhaps the most interactive class in medical school and quizzing one another is a useful method to prepare for examinations. Our class set up practice quizzes the week before exams to further quiz each other; some found this helpful, others did not. Do what helps you learn best!

KEEP UP WITH THE INFORMATION! This goes for each and every class you encounter. While it is nearly impossible to keep up daily, you will soon find out that once you get behind it is VERY hard to get caught up again. Be sure to make time for yourself, too, but realize that, at the end of the day, you need to know the material.

Even though we've given you a lot of good tips and information, it is up to you to decide what works best for YOU. Some of the strategies you used to get you here will undoubtedly still be good strategies to use. But if you find what you are used to isn't working for you, do not hesitate to experiment with other study materials/techniques. Some students make flashcards, some outlines, others even create their own quizzes/tests, still others skip lecture entirely and study everything on their own; do whatever works for you! Ultimately, you will be responsible for taking the exams and passing the boards, so if you find something that works for you, stick with it. The faculty and staff are here to help you achieve your goals, but it's up to you to ask for help. Hopefully some of what you've read here will help you develop a good strategy for success!

* * *

“One thing that has worked pretty well for me is to attempt to budget my time while studying, so I don't go crazy. Soon before an exam (usually the weekend before), I allow 15 minutes of study for each hour of lecture. Most exams cover 20-30 hours, which means a total of 5-8 hours of concentrated study for a given exam. Fifteen minutes for each hour usually gives me enough time to get through the material covered, and it keeps me from getting bogged down in certain areas while glossing over others. During the studying, I also keep a piece of scratch paper handy, where I write down trouble spots that I need to go over again. This also helps to keep my studying moving so I'm less likely to fall asleep. In addition to this, I used note cards quite a bit for things that need to just be memorized like pharmacology and microbiology. For biochemistry, the only way I could learn the reaction pathways was to keep drawing them out on a piece of scratch paper.”

“I studied 3-4 hours each night to review the day's material, then used the weekend to review all of the material from the previous week. The key is to not get behind.”

“There are probably as many different ways to study as there are students in the class; everyone has their own style which works (hopefully) for them. When I entered school I had been conditioned to believe I'd be pulling 'all-nighters' or something ridiculous like that. It isn't true. I studied between 3-4 hours each night and tried to make a point of keeping my weekends free. It is very possible to do this assuming there isn't an exam on Monday morning. Basically, I study best by reading different sources covering the same material. The different perspectives found in the different books made difficult subjects easier to assimilate. Next, I would make notes or figures which supplemented the lecture notes provided in class. This approach is sometimes awfully time-consuming, but it worked for me. Putting in some quality study time almost every day was the approach I found useful and it worked throughout the year.”

“Lots of students found it helpful to make note cards. Some found it useful to use an entire set of different colored pens or highlighters. Others just studied the lecture notes. It’s hard to say what will work for you. I found that the time I put into making note cards went a long way in helping study the material for the exam, and especially in quickly reviewing the material for the final exam. Writing the material onto a note card paid its dividends. It is an especially useful way to study, learn, and review the pharm drugs and microbiology.”

“The big key to studying all of this material is finding a way that suits you. One of the biggest mistakes for me was not previewing the material before lecture. It wasn’t until we were into summer session that I began to make a point of previewing before class and it really helped me. I tend to get most of my information from lecture. I think previewing should have struck me earlier as a common sense way to make lecture more productive. But it wasn’t something I did during undergrad and I think I may have been a little hesitant to change. Don’t be afraid to try new approaches to studying.”

“I found it important for me to set a study schedule and decide in advance what I would cover. My approach was to integrate information so that I could understand and manipulate it. Sometimes this meant looking up things that were not required, but I think integration will help me with the boards. At times memorization is necessary but I tried to avoid it as much as possible. Also, although it may seem a bit obvious it can’t be stressed enough—don’t procrastinate! If you fall too far behind it will all just snowball. My last piece of advice is to be satisfied with what you know. There is conceivably enough material that you could spend 24 hours a day in a small room studying. So it’s important to be able to draw that line and say you know the material.”

Classes at Medical School Duluth Campus: The Second Year

Required Courses

Cardiovascular, Respiratory, Renal, Acid-Base (CRRAB) I & II (Med 6566/6728)

Community Clinical Medicine I & II (FMed 6441/6442)

Rural Medical Scholars Program II (Med 6531)

Social & Behavioral Medicine II (BhSc 5591)

Gastrointestinal Medicine (Med 6724)

Hormonal & Reproductive Medicine (Med 6762)

Electives

Journal Club (BMS 8151)

Current Research Techniques (BMS 8294)

Healer's Art (Med 6967)

Rural Academy of Leadership II (FMed 6997)

Seminars in American Indian Health (Med 6023)

Student Notes on the Second Year

Cardiovascular, Respiratory, Renal, Acid-Base (CRRAB) I & II

Congratulations, you're a second-year medical student! This is the first course you'll have in your second year. Cardiology, Respiratory, Renal, and Acid-Base have been integrated into one course spread out over fall semester. Many of the topics overlap between the systems, making the course flow quite nicely. You'll find that even though the course is integrated, there are defined weeks for each system, which helps to make studying a little more focused.

The first five weeks will focus mostly on the cardiovascular system. You will dive head first into PBL for the pathology, pharmacology and medicine aspects. This course has weekly PBL, and the most PBL of any course you've had to date, but work hard and stick with it...you'll find that the work you put into it now will pay off when it comes to reviewing for Step 1! PBL also gives everyone a lot of flexibility, which is always nice. Because of PBL, there are far fewer traditional lectures, but you will still learn all the information you need.

Next you will enter the world of nephrology. You may be wondering why four weeks are devoted to the kidneys, but you will soon find out how important they are. Every system relies on the kidney functioning properly to maintain the body's overall chemistry. This course starts to pull many different things together as you review the kidney's role throughout the body. Dr. Muster from St. Luke's teaches renal physiology, and she does a FANTASTIC job. You will really enjoy her lectures, and you'll be surprised how well you'll understand this very complex organ. PBL continues to be a large part of the pathology, pharmacology, and medicine teaching.

Although knowing the difference between membranous glomerulonephritis and proliferative glomerulonephritis may seem insignificant, lack of attention to detail will catch up with you when you review renal for boards. Also, because the renal system is so closely integrated to everything else in the body, a firm handle on renal physiology will not only reinforce what you already know, it will prepare you well for what is yet to come. Don't be fooled by the small course hours devoted to this material – it is overflowing with information and it's very easy to fall behind, plus it carries over from CRRAB 1 to 2.

The transition from renal to respiratory includes a week or two devoted to acid-base physiology. This material can be very complex, but it is actually a sensible transition because both the lungs and the kidney play a big role in maintaining the pH of your blood. Acid-base may seem unimportant, but it's worth getting a good handle on now as it is a vital topic for boards and on the wards!

CRRAB concludes with the respiratory system which is set up similarly to the previous systems in the course. Respiratory helps to bring the course full circle and really wrap up what you have learned over the last semester. The setup is the same with physiology and PBL for pathology, pharmacology, and medicine.

A few more notes on PBL: this course, like almost no other in the second year, will force your class to come together, work as a group and help your cohort as much as possible. Sharing summary information sheets, graphs and tables is absolutely essential. After it's over, not only will you be able to diagnose a pink puffer from a mile away, you'll appreciate your colleagues like never before. Trust us, as we write this summary in the midst of boards chaos, PBL cases are some of the most remembered topics over the past two years. You will appreciate the work you put in now!

CRRAB study tips

Divide and conquer PBL. The more quality shared study materials your group can create, the easier it will be. Good study documents should have everything you need and nothing you don't.

Don't waste everyone's time during PBL by making low-yield outlines. If you're going to make a diagram, keep it clean. If you're going to make an outline, make it complete. Your classmates will thank you, trust me.

Make sure to be reading reputable, high-yield materials throughout CRAAB. Exams are usually divided into anatomy, physiology, pharmacology, pathology, histology, microbiology, and medicine (clinical stuff). If you're having trouble finding resources to study, ask around, talk to your classmates.

The majority of students found the following books helpful.

Goljan Rapid Review Pathology

Pathoma – Our class got a discount to access the online lectures because so many people bought it!

First AID

BRS Physiology

Katzung's Pharmacology (free online w/ AccessMed)

Cardiovascular Physiology-Mohrman

Vander's Renal Physiology

Some students also found the following helpful: Clinical Microbiology Made Ridiculously Simple, BRS Anatomy, BRS Pharmacology, Harrison's (free online w/AccessMed), CV Physiology/Renal Physiology (both free online w/AccessMed), Osmosis videos

Community Clinical Medicine I & II

For those who are chomping at the bit to get to the hospital and start saving lives, here's your chance. Community Clinical Medicine is a conglomeration of various clinical experiences in hospitals, nursing homes, the operating room and labor and delivery – basically a chance for you to play doctor and get your first taste of what rotations will be like.

Throughout your second year, you'll work through several mini-rotations: OB, surgery, pediatrics, interprofessional, and two medicine blocks. The CCM blocks on Blackbag look overwhelming, but for the vast majority of rotations, it is only 1-2 Thursday afternoons a month; Medicine being the only exception where you will have 3 Thursday afternoons to take H&Ps at a senior living facility. Interprofessional is an hour on Friday afternoon where you get to take a patient history and watch as nursing, physical therapy, occupational therapy, pharmacy and social work students also elicit information to enhance our training in the area of teamwork.

These aren't intended to teach you everything there is to know about being a doctor, but it's a great opportunity to practice your physical diagnosis skills, start approaching patients from a diagnostic viewpoint and develop some confidence in your clinical skills. Essentially, you get to do something clinical every week and be reminded of why you wanted to go to medical school in the first place.

The course also consists of 2 OSCEs (Objective Standardized Clinical Exam). There are nine stations, each with a different patient and a different patient scenario. You have six minutes to do as much of a history and a physical as needed to make a diagnosis and come up with a treatment plan. It might sound intimidating, but it's fun and great practice for next year!

Rural Medical Scholars Program II

RMSP continues into second year at the same sites you were at during first year. There are two week-long visits this year, in October and February. Continue to build on the relationships you formed last year and start putting what you are learning in class into practice. You will be amazed how much more you know this year than last...cardiology and respiratory make a HUGE difference when it comes to clinic! The assignments are very similar to those you saw in RMSP I: H&Ps, SOAPs, and a home health visit. While these tasks may seem mundane at this point, take the time to do them well and learn as much as you can.

RMSP also acts as a glimpse into the Rural Physician Associate Program. If you are considering RPAP, use this opportunity to talk to your preceptor, the RPAP student at your site, or other doctors in the clinic about their experience. RPAP applications are due before winter break, so start considering this early!

Social and Behavioral Medicine II

This two-week course is a continuation of the behavioral medicine course that you had first year. It takes place right after your CRRAB II final before winter break. At times it seems as though medicine and patient care is 50% science and 50% psychological. Again and again, you'll witness the dramatic effects that lifestyle, emotional state and choices in diet and exercise have on a person's physical health.

Behavioral Medicine explores many of these factors – subjects that you won't get enough of in the systems courses. Topics covered include stress – its pathophysiology and effects on health, the psychology and physiology of addiction, motivational interviewing, the effects of obesity, the physiology of sleep, and the effects of chronic pain.

Gastrointestinal Medicine

Ever wonder what REALLY happened to the Mac and Cheese you had for dinner last night? Or why the half-price margaritas do such a crazy thing to your stomach (and your bladder)? The GI system faculty has all of the answers to every question you've ever had about the intricacies of the human digestive system. In GI, you will be led on a nail-biting, saliva-secreting, physiological adventure from mouth to anus.

GI is loaded with physiology, microbiology and pharmacology, but never fear, the course is well-integrated and organized. Content includes basic nutrition, the physiology of digestion and excretion, microbiology and pharmacology, the pathology of pretty much everything involved with digestion, and more microbiology and pharmacology. You'll find this to be a nice breath of fresh air after everything CRRAB that you just completed.

There are also several team-based learning cases unique to GI which are conducted in the active learning classroom. Students work together in small groups to analyze the findings of a research paper about the week's topics. In addition to improving literacy of scientific papers, TBL also involves drawing out mechanisms for GI diseases in a shorted PBL style.

Hormonal and Reproductive Medicine

Hormonal and Reproductive is a thrilling survey of everyone's favorite subjects: hormones and sex. Not only that, but this course also indicates that you are getting closer to the end! After exploring all of the body's systems, now you'll discover just how those magical things called glands control everything. This is a very exciting course. Everything you learned in physiology up to this point finally comes together and you get to see just how integrated everything is. It is a GREAT review of physiology and other high yield material for the boards.

Warning: Endocrine physiology is confusing. You'll find yourself swimming in circles between releasing hormones, the hormones that are being released and the substances secreted in response to inhibit secretions of the releasers and thus the hormones which ultimately stops the inhibitors. Follow that? Take the time to know the pathways well as that makes the rest of the course quite simple.

As your last systems-based course, it's really easy to start slipping and fall behind as you're starting to review for boards and dream about the end of classroom days. Stick with it and try to remain patient with yourself and your classmates during this time. Soon you'll be done and you'll be wishing you could spend more time with the friends you've made over the last few years.

Second Year Electives

Journal Club

Journal Club provides students the opportunity to explore current topics and evidence-based clinical information relevant to medicine and its subspecialties.

Current Research Techniques

This elective allows students an opportunity to be involved with current research. Students will be involved in particular areas of strength with a focus across the Medical School. Students may join existing projects or shed light on an unknown domain of knowledge. Students collaborate as a team with other researchers.

Healer's Art

Learning how to preserve and strengthen your own humanity, your sense of the physician's work, and your ability to handle loss and remain open-hearted may make the difference between professional burnout and a rich and fulfilling life. In Healer's Art, we will be talking about meaning and service, sharing loss, finding healing, strengthening our personal commitment and uncovering the spiritual dimensions of the practice of medicine for ourselves.

Class format includes both large group exercises and small group discussions in a discovery model around the above topics. Meetings are held in the evenings at an off-campus site – most likely at a manor in East Duluth, which has a great setting that will remind you of Clue. This is an elective class, and you WILL enjoy it if you take it. There are no quizzes and no presentations. It is a great time to sit back and discuss the balance between life and death and what roles medical professionals play.

Rural Academy of Leadership II

The Rural Academy of Leadership (RAL) elective allows students to spend time volunteering in the community and complete a service project at an organization of their choice. This course builds upon your service and leadership skills. You will attend lectures and discussions related to community service and being a community leader as well as retreats to better your skills as a clinician at the HOPE clinic.

RAL is also paired with the HOPE (Health of People Everywhere) Clinic, a free student-run clinic that operates once a week in the CHUM homeless drop-in center in downtown Duluth. It allows medical students and pharmacy students to work together to gain early clinical experience and deliver medical care for citizens in need. Don't worry though, a certified physician and pharmacist will be there for questions, prescriptions, and referrals. Keep in mind we try to keep clinic open all summer, so if you are around Duluth, you can volunteer all year long!

Seminars in American Indian Health

Two-year elective course, one credit per year. An introduction to the diverse issues that physicians encounter. Presents the distinctions and convergences of medicine in diverse communities, cultures and the general population to help recognize the importance of and encourage cultural awareness in healthcare.

Board Review Tips

As second year progresses, board exams will loom larger. Have no fear! You have survived medical school thus far, and you will pass your boards. That's not saying it doesn't take a lot of hard work and effort, but you can do it!!

As you are going through your courses this year, work to write things into your First Aid from course material. First aid is set up as an outline so you will appreciate having some extra notes added, especially on material that is harder to grasp. Also, start using your Q bank...most of them allow you to set up tests based on systems, so they are a GREAT study tool for your course exam and to start getting used to board-style questions.

Start thinking early about what you would like to use to study. Talk to your mentor and see what they used. The BRS books are a great review series, as is Goljan Pathology. Find what suits your style best and stick with it! The majority of our class decided to do either Kaplan High Yield Lectures or Doctors in Training. Both have advantages and disadvantages. The first rule for studying for Boards is: Do what works. Amidst the chatter of study strategies, you must find out what you think will work for you. Do a little homework on study strategies, come up with a plan (Phyllis Lindberg can help with this, and many students meet with her in the spring) and STICK TO IT. If you can do that, you're golden.

Textbooks

Many of the books you have from last year will serve you well again this year, but there are a few extras you may want to pick up!

EKG book: This will serve you well for the CRRAB course, for wards, and as you start practicing. Check your preceptor's shelf—they probably have one! Rapid Interpretation of EKG by Dale Dubin was the popular choice of our class.

Physiology: There are physiology textbooks for all the courses available on Access Medicine. While some students bought the recommended physiology textbooks, many used the free online versions which worked just fine. Another great investment is BRS physiology...the outline form of the book explains all the physiology very well, has great diagrams, and practice questions. You will use this book over and over again.

THE HOLY TRINITY: These really don't need an explanation; you should either own them or at least have borrowed them from someone and confirmed that you are one of the weirdos who doesn't find them a godsend.

FIRST AID

BRS Physiology

Pathoma

Goljan Rapid Review Pathology

STUDENT LIFE

Medical Student Groups and Activities

American Academy of Family Physicians (AAFP)

Student membership in AAFP is free and includes all the benefits of a regular membership. Funds for student membership in the AAFP during all 4 years of medical school are provided by the Minnesota Academy of Family Physicians. The *AAFP Reporter News* is regularly sent to members. It lists conventions and activities of the Academy. Members also receive the monthly clinical journal *The American Family Physician*. The journal contains many topics pertinent to your medical education.

All members of the AAFP automatically become members of the Minnesota Academy of Family Physicians and receive the *Minnesota Family Physician* newsletter describing local events and happenings. This contains information on issues pertinent to state political and clinical concerns.

American Medical Association (AMA)

The American Medical Association is a national organization that advocates publicly and politically for the best interests of the physician and patient. It actively promotes high medical standards, ethics and excellence in medical education and practice. The AMA is the single largest organization representing physicians today, and only through increased membership and activity will the profession continue to have a strong voice in shaping the future of medicine.

The Medical School has a tradition of student participation in the AMA and MMA (the AMA's Minnesota Chapter). Nearly all students become members of our school's chapter. The inclusive membership fee for the AMA, MMA, and the LSMS (Lake Superior Medical Society) for all 4 years is \$68. With membership, students receive a subscription to *JAMA*, *AMA Voice*, and a Stedman's Medical Dictionary. The current AMA president (a second-year student) will sponsor a membership drive at the beginning of the year.

Students have many opportunities to get involved in the AMA beyond our local chapter level. In past years, students have attended the November interim national meeting, and students were delegates to the Medical Students' Section Annual meeting. Our school's chapter has four seats on the MMA's house of delegates, which holds meetings in the Twin Cities quarterly. Whether students are interested in patient advocacy and social justice issues, changing standards in medical education, current legislation affecting medicine, or networking within the political arena and meeting a lot of dynamic physicians and medical students, these meetings are a great way to get involved and have a voice in the medical profession.

American Medical Student Association (AMSA)

The American Medical Student Association, once the student branch of the American Medical Association, currently represents the largest organization of medical students in the United States. Its purpose is to promote the exchange of ideas between medical students across the country and aid in the implementation of diverse student projects including nutrition seminars, special screening clinics, and curriculum changes. The Duluth Campus Chapter has been active at the local level and supports several local projects. AMSA provides at least partial funding in support of many of these projects. A five-year membership in AMSA costs \$75. Most students join AMSA, initially because with membership you get a welcome gift such as a copy of Netter's "Atlas of Human Anatomy" or "Step-Up to USMLE Step 1," as well as other benefits. Membership includes a monthly subscription to the *New Physician* magazine, and on-line access to physicians. Each year several students attend national and regional meetings. AMSA has a life insurance policy worth up to \$75,000 through the Minnesota Mutual Insurance Company, and members have access to loans, health and automobile insurance, Gold Master Card, and instrument sale. The elected AMSA representative organizes the fall membership drive and welcome gift distribution, and chapter meetings.

Brain Awareness Week

Brain Awareness Week was created in 1996 by the Dana Alliance for Brain Initiatives and the Society of Neuroscience as a mechanism to promote the public and personal benefits of brain research. For the past twenty years, U of M neuroscience researchers, as well as graduate and medical students, have traveled to elementary schools in the Twin Cities and the Duluth area to give interactive presentations about the brain to over 70,000 4-6 grade students. In the Rural Medical Scholars Program, all students are required to complete a Brain Awareness activity, and many students participate in this optional week to give back to our local community as well.

Christian Medical Society (CMS)

CMS is a national organization for Christian medical students. The Duluth Campus chapter is only loosely affiliated with the national organization, however, which means you don't have to become a member of the national CMS to be a member of CMS here. Christians from all denominations and any interested persons are welcome to join CMS at its weekly meetings and special events.

In past years we have met one day a week over the noon hour. We had Bible studies, guest speakers (usually local doctors), and group discussions of published articles relating medicine to Christianity.

The CMS chapter is not merely a social group, but rather a place to share fellowship with other Christians, to share your faith, and to learn more about what it will mean to be a Christian physician. It is a wonderful place to make Christian friends, to share your struggles, to learn more about God, and to find someone who will pray for you and for whom you can pray. It is a group that will help you maintain your focus on God throughout the busy school year.

Churches United in Ministry (CHUM) and the HOPE Clinic

The CHUM center is a local day shelter for indigent adults in the Duluth area. The CHUM center serves meals, offers recreation, and helps people connect with local social services that they need. There is also a volunteer nurse at the center most days of the week who offers basic medical care, if desired, to those who come to CHUM. Medical students enrolled in the Rural Academy of Leadership (RAL) elective course participate in the HOPE clinic, open on Tuesday afternoons at the CHUM center. This student-run free clinic has provided positive experiences for individuals that may not have access to the traditional health care system. Because we are coming to people on their own turf, we are often perceived as a much less intimidating resource for questions related to health than when they visit a clinic or hospital emergency room. Students not enrolled in the RAL course can still volunteer at the CHUM center in other ways. Volunteering at the CHUM center gives us a chance to see that what we have learned in the classroom applies to real life situations. We gain valuable experience in talking with people from all sorts of different backgrounds. Potential projects for the school year include doing a sock drive for the people at CHUM (which is *very* important in the winter) and facilitating group discussions about various health topics.

Confidential Peer Assistance Program (CPAP)

CPAP is a council organized and composed of University of Minnesota medical students for the purpose of providing support and resources to fellow medical students having difficulty coping with the stresses of medical school. Several faculty physicians and psychologists contribute their expertise, experience, and support to the council. CPAP can help students in four ways: 1) provide compassionate, confidential peer support; 2) provide information about resources available to medical students; 3) help students obtain professional psychiatric, psychological, or social services; 4) provide financial assistance to medical students seeking the above mentioned professional services.

Docs on Call

Docs on Call is a half-hour television program that airs locally on PBS Channel 8. Each week, three panelists are invited to talk about a specific topic and to answer telephone questions from viewers. Medical student volunteers are responsible for answering telephone calls and writing the viewer's

questions which will be presented to the physician. Volunteering for Docs on Call is a fun experience.

Duluth Family Medicine Interest Group

The Duluth Family Medicine Interest Group functions to get medical students together with family practice residents and family physicians in the Duluth community and promote the family medicine specialty. Activities are held throughout the year. In the past, skills session nights have been held for practicing casting, suturing, and ultrasound with local family medicine residents. Lunch lectures and physician round-table discussions are other popular events.

Intramurals

UMD offers a wide variety of intramural sports in which many medical students participate. Students have participated in a number of different intramurals including softball, soccer, broomball, flag football, volleyball, dodgeball, and hockey. Leagues are created based on skill level and gender/co-ed. Games are held during the evening on campus. Sports are offered during fall and spring semesters, and there are two “seasons” per semester.

Medical Students for Choice

The goal of the group is to sponsor some discussions or lunch lectures with physicians who provide abortions and are pro-choice, and with doctors who are pro-life, to see both sides of this issue.

Another opportunity that will be available to med students will be to spend a day at an abortion clinic in Duluth. You don’t have to be planning to become an abortion provider or even be pro-choice to take advantage of this great opportunity to see first-hand what really happens at an abortion clinic; from counseling and education, to the legal process, to actual surgical abortions.

Women in Medicine (WIM)

WIM is a student organization interested in addressing a broad range of women’s health issues that we will all encounter as physicians, learning more about being a woman in the medical field, and exposing young girls to the possibility of pursuing careers in medicine. We believe that women play a significant role in changing the face of health care in this country.

WIM’s activities change from year to year, depending on the interests of its current members. For fundraising, we organize a clothing sale in the fall and spring. In the past, our activities have included a banquet featuring female physicians in a variety of fields, potlucks at the homes of area doctors, and a book club. WIM has been active during Breast Cancer Awareness week, distributing pink ribbons to the UMD campus and hosting a physician who spoke about mammograms. Other guest speakers included representatives from resource centers for pregnant women and physicians discussing hormone replacement, sexual abuse in children and the corresponding physician responsibilities. We have visited schools and given presentations about health issues. We are welcoming more ideas to get involved with girls in the community, such as a mentoring program.

Being a part of WIM is a great way to put your interest in women’s issues into practice. There are several leadership opportunities, and we are always open for ideas. We can help you network with female physicians in Duluth to talk, to preceptor, or to watch heart surgery. Of course, it is fun just getting to know each other and learn more about the topics of women and healthcare.

One last note—WIM is not just for women! All interested men are welcome.

Other Student Groups

This student group list is not exhaustive. There are many other groups available for students to get involved in and students are always welcome to start new group opportunities!

Class Officers

In the near future you will be electing officers and committee representatives from your classmates for the following positions:

Class President (1 year term)
Class Vice-President (1 year term)
Academic Health Center Student Consultative Committee (AHC SCC) (4 year term)
American Academy of Family Physicians (AAFP) (2 year term)
American Medical Assoc. (AMA)/ MN Medical Assoc. (MMA) (1 year term)
American Medical Student Assoc. (AMSA) (1 year term)
Chief Diversity Officer (1 year term)
Community Liaison (2 year term)
Curriculum Committee Duluth (1 year term)
Curriculum Committee Duluth *Alternate* (1 year term)
Duluth Family Medicine Interest Group (1 year term)
Education Council Representative Year 2 (1 year term)
Graduate & Professional Student Assembly (GAPSA) (2 year term)
Honor Council (1 year term)
Organization of Student Representatives (OSR) (2 year term)
Scholastic Standing Committee (1 year term)
Scholastic Standing Committee *Alternate* (1 year term)
School Assembly (1 year term)
Social/Party Liaison (1 year term)
Student Curriculum Review Committee (2 year term)
Student Health Advisory Committee (2 year term)
UMD Board of Publications (1 year term)
AV and Technology Support (2 year term)

Class officers are more important than they might at first appear. The medical school faculty and administration are very open to suggestions when approached in an appropriate manner. The schedule of tests and class lectures is flexible to some extent and, where possible, the faculty will try to accommodate the needs of the class as a whole.

Class President

The class president must be prepared to spend time helping organize class activities, in acting as an official liaison between faculty and students when scheduling changes are desired, as a spokesperson to the class when the faculty and administration want something communicated, and as a spokesperson to the faculty and administration when the class wants something communicated. The president presides over class meetings. The term is one year.

Class Vice-President

The Class Vice-President will be the assistant to the Class President and will serve as a source of advice and support. If the Class President is unable to fulfill the duties associated with the office, the Class Vice-President will assume the position on an interim basis. The Class Vice-President will also assist the Class President with class activities and will chair some of the committees.

Academic Health Center Student Consultative Committee (AHC SCC)

This is a body of student representatives from each of the AHC colleges and allied health fields that meet once per month to talk about student issues and concerns, and meet with academic officers in the AHC to share student viewpoint on issues. Past issues have included: student study space, web portal, classroom upgrades, clinical skills space, feedback mechanisms, health insurance, clinical skills space, needle stick and immunization policies. This is a four-year position. The first-year rep enters into the official position in year 2. More information at <http://usenate.umn.edu/committees/academic-health-center-student-consultative-committee-ahc-scc>

American Academy of Family Physicians (AAFP) Liaison

The holder of this office should definitely be interested in family practice and should also be interested in continually working to change family practice and make it better. The duties of the AAFP student liaison are to attend the regional and national AAFP/MAFP events that happen 2-3 times per year, work with the FMIG (Family Medicine Interest Group) and then relate what we are doing to the state-wide student representative who represents us at the actual MAFP meetings. The FMIG is also the group that brings the skills sessions and family medicine specialty promotion to the Duluth Campus. In the fall it is the AAFP liaison's job to recruit first year student and get them excited for AAFP/MAFP as well as their FREE AAFP monthly magazine.

Time/duties commitment: Write 1 paragraph every month and send it to the student representative to the MAFP. This is an important step because usually this is how we get our funding, through the MAFP. Other than that, the regional meetings are occasional and last about 8 hours.

American Medical Association (AMA) Vice-President

The American Medical Association is a national organization that advocates publicly and politically for the best interests of the physician and patient. It actively promotes high medical standards, ethics and excellence in medical education and practice. The AMA is the single largest organization representing physicians today, and only through increased membership and activity will the profession continue to have a strong voice in shaping the future of medicine.

Students have many opportunities to get involved in the AMA beyond our local chapter level. Our school's chapter has 4 seats in the MMA's House of Delegates, which holds meeting in the Twin Cities quarterly. Whether students are interested in patient advocacy and social justice issues, changing standards in medical education, current legislation affecting medicine, or networking within the political arena and meeting a lot of dynamic physicians and medical students, these meetings are a great way to get involved and have a voice in the medical profession. The AMA Vice-President will assist the chapter president in their duties as well as sit on the MMA student executive committee with medical students from other Minnesota medical schools.

American Medical Student Association (AMSA)

The American Medical Student Association, once the student branch of the American Medical Association, currently represents the largest organization of medical students in the United States. Its purpose is to promote the exchange of ideas between medical students across the country and aid in the implementation of diverse student projects including nutrition seminars, special screening clinics, and curriculum changes. The Duluth Campus Chapter has been active at the local level and supports several local projects. AMSA provides at least partial funding in support of many of these projects. A five-year membership in AMSA costs \$75. Most students join AMSA, initially because with membership you get a welcome gift such as a copy of Netter's "Atlas of Human Anatomy" or "Step-Up to USMLE Step 1," as well as other benefits. Membership includes a monthly subscription to the *New Physician* magazine, and on-line access to physicians. Each year several students attend national and regional meetings. AMSA has a life insurance policy worth up to \$75,000 through the Minnesota Mutual Insurance Company, and members have access to loans, health and automobile insurance, Gold Master Card, and instrument sale. The elected AMSA representative organizes the fall membership drive and welcome gift distribution, and chapter meetings.

Community Liaison

High school and college students occasionally visit the medical school and are interested in learning more about our campus. The Community Liaison conducts tours and shares their experiences of medical school with these visitors. This position requires a person who is interested in comfortable speaking in front of groups of people (informally) and enjoys teenagers and young people. Having a high energy level and being a bit extroverted is a definite plus in the position! Dina Flaherty is the staff member who will contact community liaisons when visits are requested.

Curriculum Committee Duluth

This committee is composed of faculty members, student members, and non-voting representatives of the Regional Campus Dean's Office. The committee is responsible for coordinating and reviewing educational programs and Medical School Duluth Campus curriculum and makes appropriate recommendations to the School Assembly for modifications of such programs. There will also be a student elected as an alternate to this Committee.

Duluth Family Medicine Interest Group

The Duluth Family Practice Interest Group functions to get medical students together with family practice residents and family physicians in the Duluth community. Dr. Raymond Christensen heads this interest group. Student members help coordinate activities to promote the family medicine specialty.

Educational Council Representative

The Educational Council Representative will be responsible for attending the monthly Education Council meeting and will work together to enhance communication between the Education Council and the Council, as well as the student body.

Graduate and Professional Student Assembly Representative

The Graduate and Professional Student Assembly's purpose is to govern all graduate and professional students through their councils. GAPSA is empowered to speak for all graduate and professional students at the University of Minnesota, on a local and a statewide scale. This organization is one that is based in the Twin Cities; you will be able to participate in the meetings via polycom or travel down to the Cities for some meetings, but do not worry GAPSA will pay you for your traveling. In Duluth, currently only Pharmacy and Medical students are a part of GAPSA so we work in close relations with the Pharmacy students to keep up to date on GAPSA events. The GAPSA representatives will be responsible for staying up to date on possible financial opportunities for fellow students, as well as representing our medical school meetings with the GAPSA council. The GAPSA representative will also help plan a gathering each semester and attend student council meetings monthly.

Honor Council

The Council is composed of three members from each of the first and second year classes and a faculty advisor appointed by the Regional Campus Dean. The student members are elected at the beginning of their first academic year. The Council will handle suspected violations of the honor code.

Organization of Student Representatives (OSR)

The Organization of Student Representatives (OSR) is the official student organization within the Association of American Medical College (AAMC). The AAMC deals with curriculum and policy legislation for medical schools across the country. As with AMSA, there are yearly regional and national meetings.

One member from each class is selected to be the representative to the OSR. The purpose of the post is to act as a liaison between the students at Medical School and the AAMC. It is the job of the representative to facilitate interactions between various organizations at the medical school. In addition to this, the OSR representative receives a biweekly summary of action taking place at the national level that is pertinent to the practice or study of medicine. This information is then to be shared with classmates in Duluth. Finally, the OSR representative attends two yearly meetings of the OSR, one regional and one national meeting. The duty of the OSR is to bring information and concerns from Duluth Campus medical students to the meetings, and to bring information from the meetings back to Duluth Campus students.

A delegate to the OSR will be chosen from the first-year class. This person will remain the delegate during the second year of school, and in the second year will travel with the deans to the national convention as an official representative of Medical School. For the first year, the elected delegate serves only as an alternate, but both first and second-year delegates attend regional meetings and, should the second-year student be unable, the first-year delegate would attend the national convention.

Scholastic Standing Committee

The committee is composed of three members from each academic department, one member from the Center of American Indian and Minority Health, one elected medical student and an alternate from each class, and a non-voting representative from the Regional Campus Dean's Office (Associate Dean for Student Life and Academic Affairs).

The committee determines guidelines for student academic standing, and it monitors each student's progress towards successful completion of the required coursework. The committee is responsible for making recommendations to the School Assembly and the Regional Campus Dean concerning each student's promotion, transition to the U of M Twin Cities, termination, and/or special programming.

School Assembly

The School Assembly consists of all regular and temporary faculty, two civil service representatives, and two student members from each class. This is the general governing body of the medical school, and it is responsible for establishing policies concerned with the educational goals, objectives, and programs of the Medical School Duluth Campus.

Social/Party Liaison

As Social/Party Liaison you are responsible for helping set up social events for yourself and fellow medical students. You will be working closely with Shawn Evenson and the President and Vice President of your class. You will be responsible for establishing committees for the numerous parties held throughout the year.

Student Curriculum Review Committee

The Student Curriculum Review Committee will be elected from the class at large and will consist of four students per class who will be in charge of reviewing courses in first and second years. The format of the reviews will be standardized from course to course and will represent the views of the majority of the

students in the class. Both positive areas and areas needing improvement will be presented as feedback to the Assistant Dean for Curriculum and the Course Director. These students will also be in charge of updating the Student Manual relating to courses.

Student Health Advisory Committee

The Student Health Advisory Committee is an active voice between the student body and Health Services. Attend monthly SHAC meetings/forums on pertinent Health related topics. Be an active voice between your group and SHAC. Actively participate in our group meetings. Relay the opinions of your group to SHAC at the meetings. Dori Decker, is the SHAC Advisor (726-7046).

UMD Board of Publications

The UMD Board of Publications is the governing board of the UMD newspaper “The Bark.” In the spring, the board elects a new editor for the paper. During the mid-year the board gathers information and presents a proposal to the Student Service Fee Committee. Also, the committee deals with students who have grievances with The Bark.

AV and Technology Support

This person will be responsible for assisting presenters and students with the use of classroom equipment and technology.

Student Council

<http://medstudentcouncil.umn.edu/>

The Medical Student Council is organized for the purpose of advancing the interests and well-being of the Medical School and its students. It is composed of four representatives from each class and two representatives from the Duluth campus (one for each class). Additionally, there are representatives from several student organizations. The Council has several permanent committees, which address various areas of concern to medical students. These committees include the Student Peer Review Committee (Ethics Committee), Student Affairs and Council Affairs Committee, Academic and Administration Committee, Governmental and Professional Association Committee, and Community and Extramural Activities Committee. With the exception of the Student Peer Review Committee, all Student Council committees are open to any Medical Students who volunteer and are identified to the Council.

Married Life

“My son was a year and a half old when I started medical school. I have an office at home, so at the beginning of the first year I would lock myself in there whenever I needed to study. He would come and stick his little fingers under the door and yell, ‘Mama!!’ But my husband would distract him and he would eventually forget that I was even home. As he got older, however, he learned how to open my office door and since I only had a latch lock he would peek in the little crack and say, ‘I see you Mama!’ Well, needless to say, I had to start studying at school halfway through the year. Most students with families study at school, because it becomes necessary to separate work from family time to be able to give each the attention they deserve.

It helps if you have a study schedule that your spouse agrees with and that your children can benefit from. For example, study after class until suppertime and then go home and be with your family for supper and bedtime. Several students with families arrive at school by 5 am to study before class so that they can be with their spouse and kids in the evening. Having a family and studying medicine is the ultimate balancing act. And don’t forget to take time for yourself. . .

Sometimes you just don’t have enough time for everything, however. That is when you have to learn to live with simply doing the best you can in each area of your life. In my case, my grades steadily decreased over the course of the year as my son grew, learned how to talk, and needed my attention more than three hours a day. Often in the morning he would point towards the door and say, ‘Mama, don’t go to school. Let’s play trucks!’ At those moments my heart would just break. Since I was raised in a traditional family with the notion that I would of course be a ‘stay-at-home’ mom, I have also dealt with a lot of guilt this year. I have had to remember that I am a good mom *precisely because* I have the privilege of being in medical school and being able to realize my goals. And yet, sacrificing grades a little to be with my son and husband has also been worthwhile.

Finally, the most important person that helps me get through medical school with a family is my spouse. If your spouse is willing to spend time with your kids, take care of the household, perhaps work part-time, and all the while be supportive of you, you are married to an angel. (I know I am.) And don’t forget that you have 62 babysitters sitting all around you when you need to go on a deserved date with your spouse.

Medical school is ‘definitely possible’ with a family, as one dad in our class puts it. You can do it! Set a schedule and don’t be afraid to seek help. Everyone here is understanding and full of good suggestions. Above all, don’t sacrifice your family for school. It would never be worth it.”

“My wife and I were married in June of last year, just a few months before medical school started. Nearly all of our marriage so far has been while I was in school. I was once told that marriage is a large source of support and a large source of stress all at the same time, and I would have to agree with that. Relationships in general take a lot of work, but you easily get out of them what you put into them. Where the ‘rubber hits the road’ is how to make a relationship work while still managing to pass all of the classes. One trick that I found is to do the majority of my studying at home; that way, when I take my study breaks I spend them with my wife. This allows me to spend time with her while still spending time with my studies. It is also a good idea to keep your priorities in line. If your top priority is to get the highest score in every class, then your marriage will undoubtedly suffer. Likewise, if your only priority is to spend all of your time with your spouse, then you will have a tough time passing your classes. It ends up being a big juggling act (but when is life not?). The bottom line is that marriage is a wonderful blessing if you treat it like it is. It is part of what makes life worth living, and what gives you a life outside of medical school.”

“For the most part my first year of medical school was a wonderful experience. I can’t say there weren’t stressful times or moments when the enormous volume of information made me feel overwhelmed, because those times will arise. I’m happy to say you will be able to do it and maintain a life outside of medical school. In fact, Dr. Boulger requires it! During the past year, I’ve met some amazing people, played on a few intramural sports teams and went to Paris with some classmates. Most importantly I managed to spend almost every evening with my family. My wife and I had our first child a few months before medical school began. So I planned study time during the wee hours of the morning and during my son’s nap time. I’m not embarrassed to say that on occasion my son was able to stay awake later than I could. Over the year many classmates commented on how hard it must be having a family and being in medical school. At times it is, but on the other hand it is always a tremendous incentive to do well. My wife has been very supportive and has a pretty good idea of what the curriculum is like. She is a physician assistant working in a rural family practice. Luckily, I have a built in reference right at home.

I think we all have a world outside of medical school to deal with. Sometimes it adds stress and sometimes it relieves stress. So we just have to do the best we can.”

From the Spouses

“Being married to a medical student is a lot easier than I expected. I’ve found that most married couples tend to fit into one of four categories: the medical student doesn’t study much at all except for right before a big test so he or she is around a lot; the medical student studies all of the time, but still takes small breaks from his or her schedule to spend time with their spouse; the medical student who goes to school from 8:00 am to 6:00 p.m. and then the rest of his or her time belongs to their family; or some couples live geographically far apart and see each other on weekends or holidays. I get to spend a lot of time with my husband, but when he’s studying I take advantage of that time and I try to go out with friends or do things that I like to do. I’ve always been an independent person so having some time to myself is great. Something important for us is to spend a little time every day with each other even on the hectic day before an exam. Good times for this are at dinner, while driving, and bedtime. The most important things to remember are to communicate, be independent, use both your time alone and your time with your spouse wisely, be understanding, know and tend to each other’s needs, and to love each other.”

“The best investment we made as a family during the first year of medical school was a \$4.99 90-day erasable calendar. It is poster-sized and hangs on a wall in our house. This helped us stay organized. At a glance, I could see which tests were coming up for my husband. They were marked in bright red. It was easy to predict when he would want to study more (i.e., neuro). In other colors on the calendar we’d put important dates such as doctor appointments for our son, family events, and my overnight work schedule. My husband was able to adjust his study schedule accordingly which helped avoid conflicts between our personal lives and school. Unfortunately, even with good planning something unexpected would arise. Occasionally (again, neuro), my husband was not able to attend a function. I found it important that our son and I still go. The first year of medical school was a challenge for our family. Our lives have always been busy, but any change takes some adjustments. Be organized. Be flexible. Have a good time.”

“In my situation as a husband of a student I feel that the biggest adjustment that I have had to make is to revert back to a more “bachelor” state. I was out of college and in the workforce for a couple of years before moving with my wife to Duluth to “go back to school.” Now I feel as though life has reversed a few years with a couple key differences.

In our case, I was leaving a well-paying job with good benefits for an uncertain situation in Duluth. Having found an enjoyable but less than profitable employment I am back to living as a student myself. Of course you have to **expect** an extremely lean budget when marrying a medical student.

Perhaps the biggest hurdle I have had with the move and the new lifestyle is the lack of a social life. It's not that I don't have some free time, but with a small group of co-workers and no school of my own to socialize in, I have become pretty isolated and it can get lonely when your best friend is your spouse, who doesn't have a lot of time to spend with you. I encourage anyone moving to medical school as a spouse to try and get involved with other spouses as soon as possible. There are fewer guys than women to meet here, but it's worth a try. In any case, expect a lot more "by-yourself" time. The best thing we have done is adopt our cat Sunny, my best friend and "son" for now!

Of course it goes without saying that at home with your spouse, you better be prepared to pick up as much slack as you can around the house. Cooking, cleaning, dishes, etc. Do as much as you can without them asking you to do it (I could do better!).

As for time with your spouse, it's not as limited as you think. There should still be plenty of time together, but not as much as before. Cherish all the time you get, especially that time between the snooze buttons...don't miss the opportunity to get warm and cozy and just cuddle for a while when you can."

STUDENT WELL-BEING

Taking Care of Yourself

Stress and Medical School

Undoubtedly, medical school can be a stressful activity. Self-awareness of stress as it waxes and wanes is particularly useful because it guides workload adjustments (spreading things out), revision of goals and expectations, and insight into your own behavior and responses.

There can be a subtle distinction between realizing you are stressed and evaluating your responses and choices, and letting that recognition make you a victim of circumstance. The latter happens when you see the world as the exclusive source of stress independent of your appraisal and reactions (both psychological and physiological). This view can lead to anger, resignation, and passivity—hardly a formula for managing stress.

Unlike many stressful situations, completion of medical school ushers in the opportunity to engage in a fulfilling profession brought to life by intellectual and humanitarian challenges. Becoming a physician, stressful as it may be, is an investment in stress management methods for the rest of your life.

It may be stressful not to be the brightest in your class, to set aside personal agendas for the privilege of being a physician, or to realize that the practice of medicine is riddled with ambiguity. Yet if you can focus on your long-term commitment to serve your patients, the sacrifices and self-doubts that transiently appear tend to recede.

Stress Management Strategies

Stress management *is not something you do after you do your life*. It is not an add-on to promote recovery. It works best when it is part of your routine and embodies moderation. Intense, self-indulgent, blowout stress reduction is important and positive, but one should also transiently decompress risks that add to the load: sleep debt, hangover, overdrawn accounts, and problems in your personal life.

Anticipation

Stress is exaggerated by a perceived lack of information and lack of control. Creating and sticking to schedules can help you avoid feeling overwhelmed and out of control.

Moderation

Feast or famine strategies tend to produce a sense of instability and encourage procrastination. Most effective activities are incremental and planned. Moderation also applies to goals and expectations. With respect to professional attainment there is no defining moment to measure your progress—who knows where the finish line is? Will you peak on the Foundations of Medicine final (and it will be downhill from there) or will you peak five years after your residency when you feel secure as a caring and competent physician?

Routines

Routines encourage consistent effort across a wide range of goals and produce a sense of balance and sanity. Exercise, creative expression, staying in touch with the world (reading newspapers or books), and maintaining relationships are just as important as studying (and tend to enhance study time by making it more efficient).

Goals

Goals should be modest and obtainable. “I will read ten chapters tonight” is a self-defeating commitment. Setting an unrealistic goal not only throws your schedule off—failure to meet it can be demoralizing and lead to *“getting it back behavior”* that is depleting and often isolating. It is really not clear what makes a gifted physician and how one gets there. A steady and continuous effort acknowledges that we will never truly finish our studies.

Social Support

Everything we know about stress suggests that it can be buffered by reciprocal social support. Support that goes only one way can be exhausting and produce guilt and avoidance. Relationships where both sides have something to give are more intrinsically stable. The staple of reciprocal support is participation in a group activity that has an agreed upon goal.

Diet

It should go without saying that your diet should be wholesome, nutritious and balanced. Try not to fall victim to the pressures of the day and find a quick fix in packaged or fast foods that are heavy in salt, saturated fat, and cholesterol. It is also important to stay hydrated!

The Healthy Mind

Personal discipline, confidence, cheerfulness, and openness to others go a long way toward giving the student a balanced outlook on the world and on your academic work and career development. Sometimes students need counseling and should seek assistance. Robin Michaels, Ph.D., Associate Dean for Student Life and Academic Affairs (218-726-8872), and other administrative staff are always available to help students with supportive counseling and direction to other resources for specific help. Students who have special concerns about health matters are encouraged to consult physicians at the UMD Health Services.

Exercise

Students should plan to get regular exercise, no matter how crowded their weekly schedule becomes. Exercise improves muscle tone, strengthens bones, and liberates the mind. It is also relaxing. The University of Minnesota Duluth's Recreational Sports Outdoor Program is an excellent resource for you to meet these needs. Check out <http://www.umdrsop.org> or call them at (218) 726-7128

Recreation

All the greats in medicine have stressed the importance of personal time for self, including recreation. All work and no play ... as the saying goes. Plan to include personal time each week somewhere. Keep up one (or more) of your many interests—reading, music, art, exploring, cinema, games, and whatever. Going into depth in an area will enrich you no matter what specialty you ultimately pursue.

Feel free to explore the University of Minnesota Duluth Campus Home Page at <http://www.d.umn.edu>. This website contains a variety of information, as well as a schedule of events on campus.

Additional Resources

<https://www.med.umn.edu/md-students/personal-and-professional-wellbeing>

UMD Health Services

<http://d.umn.edu/health-services>

Mission

To provide students the opportunity to develop healthy personal lifestyles, help insure their retention at UMD, and contribute to the overall excellence of their total educational experience. We will accomplish this mission by providing quality health care, counseling, and education that focuses on their physical, emotional, social, and intellectual well being, and to be actively involved with all health issues that affect the University and community.

UMD Health Services is a nationally accredited family practice clinic. They are dedicated to providing quality primary health care, counseling, and education that is aimed toward young adults and to the unique needs of college students and our campus community. UMD Health Services is located at 615 Niagara Court, between Goldfine Hall and Lake Superior Hall.

All UMD students enrolled at the University who pay the Student Service fee are eligible. Your Student Service fee covers all professional services. Services available include general outpatient medical care, physical exams, gynecologic services, and sports medicine. Laboratory and x-ray services, minor surgery and procedures may be billed to patients' health insurance. These include care associated with the following:

Acute illness and accidents	Dispensary services
General physical examinations	Minor surgery
Gynecological services	Sports medicine
Complete counseling services	Laboratory and x-ray
Health education	Immunizations and allergy injections
Family planning	

When specialty care is necessary, Health Services will help you arrange appointments. Health Services provides counseling and therapy services to students experiencing ongoing or situational psychological or behavioral difficulties. Health Services is concerned about helping you enjoy wellness through special programs aimed at assisting to develop healthy life styles, such as:

Nutrition counseling	Relationships/sexuality counseling
Eating disorder counseling	Adult children of alcoholic parents group
Alcohol/drug awareness counseling	Smoking cessation

To maximize efficiency of out-patient care, students are encouraged to call ahead for an appointment. This is especially necessary for physical examinations, pelvic exams, contraceptive care and more involved medical problems or for counseling needs. **Call (218) 726-8155 to schedule a convenient time for your medical appointment or (218) 726-7913 for your counseling appointment.** Students requesting medical services without prior appointment will be seen by a triage nurse who will assess the patient's needs. Confidentiality of the Health Services/patient relationship is a primary concern of the staff. The Health Services' record is considered private and sensitive information and *will not* be released to anyone without the *written or verbal consent* of the student.

How to Make an Appointment

Call (218) 726-8155 during regular office hours to speak to scheduling and registration.

Have your class and work schedules available to help schedule an acceptable time.

Please bring your ID card and health insurance information with you to your appointment.

Please check in 15 minutes prior to your scheduled appointment time if you are a new patient.

Registration is at the front desk.

If you are late for your scheduled appointment time, you may be asked to re-schedule. Please keep this in mind when scheduling your appointment.

Not Sure if You Need to Be Seen?

During the academic semesters (September thru 3rd week of May) you can call (218) 726-7870 during regular clinic hours to talk to one of the clinic nurses if you:

- Are unsure if you need to be seen.
- Have medical questions.
- Want self-care information.

Clinic Hours

Semester	Health Services is open from:
Regular academic semesters, September thru 3rd week in May	8:00 am to 4:00 pm Monday, Tuesday, Wednesday, Friday 9:00 a.m. to 4:00 pm Thursday
Summer session, 4th week in May thru August	9:00 am to 3:00 pm Monday-Friday
Health Services is closed evenings, weekends, all university holidays, during December break, and for weather closures.	

Service After Hours

For service after hours please check out this list of local hospital/urgent care centers (Services are not paid for by UMD Health Services at these locations). You are advised to call the 1-800 phone number on your insurance card prior to going to a hospital or urgent care center. Emergency Room services are provided at the expense of the **student's insurance**, or if you do not have appropriate coverage, at your own expense. Most follow-up care can be performed at UMD Health Services.

Emergency Care

Essentia Health Nurse Care Line	(218) 786-3110 1-800-714-4646	Duluth-Superior Area
St. Luke's Hospital 915 E 1st Street Duluth MN	(218) 249-5616 (218) 249-6095	Emergency Room Urgent Care
Essentia Health 407 E 3rd Street Duluth MN	(218) 786-4357 (218) 786-6000	Emergency Room Urgent Care
Essentia Health Crisis Line 502 E 2nd Street Duluth MN	(218) 723-0099	Mental Health Crisis
Birch Tree Center 4720 Burning Tree Road Duluth, MN 55811	(218) 623-1800	Mental Health Crisis
Text4Life	Text "life" to 61222	Mental Health Crisis
Q Care Express Clinic Inside Mt. Royal Medical Clinic 1400 Woodland Avenue Duluth, MN 55803	(218) 249-8888	Walk-in Clinic (minor injuries and general illness)
Q Care Express Clinic Inside Cub Foods 619 West Central Entrance Duluth, MN 55811	(218) 249-4987	Walk-in Clinic (minor injuries and general illness)
Ambulance Service	call 911	

Hospitals and Clinics in Duluth

Essentia Health St. Mary's Medical Center

<https://www.essentiahealth.org/find-facility/profile/essentia-health-st-marys-medical-center-duluth/>

407 East 3rd St.

Duluth, MN 55805

(218) 786-4000

St. Luke's Hospital

<http://www.slhduluth.com/>

915 East 1st Street

Duluth, MN 55805

(218) 249-5555

Essentia Health Clinics and Specialties

<https://www.essentiahealth.org/find-facility/>

St. Luke's Clinics and Specialties

<http://www.slhduluth.com/Clinics-and-Specialties.aspx>

Duluth Family Practice Center

<http://www.duluthfamilymedicineclinic.com/Main/Home.aspx>

330 North 8th Avenue East

Duluth, MN 55805

(218) 723-1112

Student Academic Support

Academic support services are available to all medical students through the Office of Student Affairs. Assistance is offered to help students increase study effectiveness and efficiency, and to achieve their learning and academic goals.

A full range of academic services help students develop optimal study strategies, such as time management, study organization, note-taking, problem-solving, reading, and test-taking skills. Examples of services provided include:

- Counseling for improving study techniques and test-taking skills
- Assistance with specific learning or performance problems (e.g., difficulties in concentration/attention, procrastination, test anxiety, etc.)
- Assistance with preparation for the United States Medical Licensing Examination (USMLE) Step 1
- Referrals to Access Center/Disability Services, UMD Health Center and other related University and community resources
- Faculty are available for academic assistance for individual courses

Incoming medical students are given direction in how to adapt their study techniques, time management and learning strategies to the unique challenges of medical education. Academic progress is closely monitored by Student Affairs to help identify students' strengths or difficulties at an early period so that intervention will be profitable. A practice examination (Basic Science Comprehensive Review Exam) is given to Year Two students as they prepare for the USMLE Step 1. Most course exams are given on computer so that students become proficient at taking computer exams in preparation for Step 1.

Please call Phyllis at (218) 726-7059 for additional information or to schedule an appointment.

FINANCIAL AID

The Medical School Financial Aid Office, which is very student friendly, is in Med 173. It is probably one of the biggest operations at the School, and is run by an efficient staff (me)! Questions, comments or concerns regarding the financial aid process should be directed to this office. I am available from 7:30 am to 3:00 pm, Monday-Thursday and 7:30 to noon on Fridays on a walk-in or appointment basis.

Dina Flaherty: 218-726-6548

This office is here to assist you in all aspects of the financial aid process including general information, financial counseling, debt management and loan processing. Please feel free to stop by or call with your questions.

Application

After January 1st of each year, the Free Application for Federal Student Aid (FAFSA) will be available on-line at www.fafsa.ed.gov. By submitting the FAFSA you will be considered for loans discussed below. A new application must be submitted each year. The majority of students who attend the Medical School receive financial aid in the form of loans. Scholarship opportunities do exist, but unfortunately the primary funding is from loans.

There are no deadlines for filing financial aid applications. A preferred date is March 31.

Most programs are based on financial need. Your financial need is determined by subtracting the amount of your expected contribution from the school-approved budget for your cost of attendance. The difference between the two amounts is your need. The amount of your expected contribution is derived from the information you provide on your FAFSA application. You will still be funded for your expected contribution with an unsubsidized loan. Our school code is 002388.

Awards

Upon completion of your FAFSA application, you will be considered for financial aid. Your award package is determined according to federal, state, and university regulations and available funding levels for each aid year. The Financial Aid Office considers loan and scholarship eligibility in the order most favorable to you.

In July you will be sent an e-mail notice of your financial aid award to accept or decline.

Before accepting any of your award, assess your actual needs. See if you can establish a budget for yourself that is less than the school approved budget! If you are able to live on less than the school approved budget or have outside resources (savings, help from relatives), you should not automatically accept your entire award. Consider your actual needs and accept only what you need. I would be happy to sit down with you and discuss a budget plan or just go over tuition figures and living expense figures with you.

A thought to ponder: *The loan amounts you may be taking seem a little overwhelming, but consider it an investment in fulfilling your dreams of a medical career.*

Tuition and Fees

Cost of Degree Tuition Policy

For all new entering students, the Cost of Degree Tuition Policy provides a guaranteed tuition rate for all four years of the medical school curriculum. Once determined, your tuition cost per year will remain fixed until completion of your degree. Future increases will apply only to those entering in subsequent years. This policy will allow for financial planning upon entry to medical school and will reduce the concerns and uncertainty experienced by students around the yearly setting of tuition costs. Medical School Duluth Campus medical students attend three semesters (fall, spring, and summer) in their first year and two semesters their second year. All fees are subject to change.

Health insurance is required. If you don't have your own insurance, you must purchase the University health insurance. You can request a health insurance loan for the AHC health insurance.

Loans

Several federal and campus-based loans are available for medical students. These loans are awarded to students each year depending on individual student need and according to current federal regulations.

Loans

Awarded upon completion of the FAFSA application. Included in this category are:

- Ford Federal Direct Unsubsidized Loan
- Direct Grad Plus

Supplemental Loans

Loans that generally require separate application. These are generally higher interest loans and are not automatically awarded as part of the initial award process.

Scholarships and Grants

Most scholarships and grants do not require repayment. These are awarded based on financial need and academic achievement. To be considered for these awards, a medical school scholarship application which will be sent to you in December of fall semester must be turned in.

Non-Resident Tuition Scholarships—The Medical School may award a limited number of scholarships, equivalent in amount to the whole or partial cost of the non-resident portion of medical school tuition, to high ability non-resident, non-reciprocity students to achieve the goal of attracting a diverse student body. The following factors will be considered in the scholarship review process for non-resident, non-reciprocity applicants: academic achievement, high academic potential, educational disadvantage, financial need, race and ethnicity, evidence of outstanding leadership, creativity, unique work or service experience, community involvement and special talents. There will be up to 10 scholarships awarded to non-resident students in each entering class.

Medical School Scholarships / University of Minnesota Foundation Scholarships are awarded by the Medical School Scholarship Awards Committee based on financial need and academic achievement. A general application will be sent to you in December of Fall semester. An application must be turned in to be considered for the scholarship awards.

Private Scholarships may be found on your own or by searching the Web for graduate/professional scholarship opportunities. As announcements are received for scholarships, they are posted on the financial aid bulletin board in the Student Lounge and an announcement is sent out via e-mail.

UMD One Stop Student Services

Services provided:

Records, Registration, and Financial Aid.

Department Web Site:

<https://onestop.d.umn.edu/>

How to contact:

One Stop Student Services

Located: Solon Campus Center, Room 23

Phone: 726-8000

TTY/TDD: Minnesota Relay Service (800) 627-3529

Fax: 218-726-8219

Email: umdhelp@d.umn.edu

Postal Address:

One Stop Student Services
University of Minnesota Duluth
Solon Campus Center 23
1117 University Drive
Duluth, MN 55812-3000

**MSD
STUDENT/CAMPUS
RESOURCES AND
SERVICES**

Careers in Medicine

Careers in Medicine is a four-phase course that is designed to assist you in understanding your options for choosing a specialty and selecting and applying to a residency program to meet your career objectives. Careers in Medicine can be used as both a self-managed course and/or combined with the career/specialty guidance programs that will be provided.

Careers in Medicine uses a career development model that is widely accepted throughout higher education. In this model, career planning and development is a four-stage process that includes:

- Self-assessment
- Career exploration
- Decision-making
- Implementation

Careers in Medicine was developed jointly by the Association of American Medical Colleges (AAMC), and the American Medical Association (AMA). Students may access the Careers in Medicine website at <https://www.aamc.org/cim/>

You may seek further career guidance from the Associate Dean of Student Life and Academic Affairs and faculty advisors listed below.

Name	Phone	Office	E-Mail
Ray Christensen, M.D.	726-7318	131 Med	rchrste@d.umn.edu
Amy Greminger, M.D.	726-7227	145 Med	agreming@d.umn.edu
Robin Michaels, Ph.D.	726-8872	177 Med	rmichael@d.umn.edu
Emily Onello, M.D.	726-7820	141 Med	econello@d.umn.edu
Jen Pearson, M.D.	726-7574	157 Med	jpearso1@d.umn.edu

Center of American Indian and Minority Health

The University of Minnesota Center of American Indian and Minority Health (CAIMH) strives to raise the health status of the Native American population by educating Native American students in the field of health care and Indian health. With the support of the CAIMH, Native American students are better able to fulfill the need for Native Health professionals, with many returning to their communities to deliver culturally sensitive health care to their own people.

Duluth CAIMH Office:

Center of American Indian & Minority Health
University of Minnesota
182 Med
1035 University Drive
Duluth, MN 55812-2487

Duluth Office Phone # 218/726-7235

Duluth Office Fax # 218/726-8948

<http://www.caimh.umn.edu/>

Rural Physicians Associate Program

<https://www.med.umn.edu/md-students/individualized-pathways/rural-physician-associate-program-rpap>

RPAP is a nine-month community-based elective for third year medical students that provides extensive primary care clinical experience in a rural setting. Activities include hospital rounds, evaluating patients in the clinic, assisting with deliveries and surgical procedures, emergency call, nursing home rounds, clinic and hospital meetings, and independent study.

The RPAP curriculum contains 36 weeks of hands-on credit, 1 UMN Medical School intersession week, and 2 weeks of vacation. Students train with primary care physicians and surgeons in non-metropolitan settings. The goal of RPAP is to return physicians to rural practice.

The “hands-on” patient experiences and continuity of care aspects of the program are highly valued. The practical focus is complemented by university faculty visits and organized patient communication sessions throughout the nine months. Students are also exposed to benefits and realities of small town professional life.

Applications are available to second-year students in early November. Students are screened and interviewed in December and chosen in February. Students must successfully pass USMLE Step 1, have no incomplete grades, and have completed specific required clerkships prior to the start of the program in October of their third year.

Duluth Campus Contacts:

Raymond Christensen, M.D.
Associate Dean for Rural Health & Associate Director of RPAP
131 Med
(218) 726-7318
rchrste@d.umn.edu

Katie Krasaway
Program/Project Specialist
137 Med
(218) 726-7897
katekras@d.umn.edu

Twin Cities Campus Contacts:

Office located at A-675 Mayo Memorial Building
Phone: (612) 624-3111
Fax: (612) 624-2613
E-mail: rpapumn@umn.edu

Disability Resources

Services provided:

Disability Resources promotes both academic and physical access to students with disabilities, providing appropriate and reasonable accommodations on an individual and flexible basis.

Department Web Site:

<http://www.d.umn.edu/disability-resources>

How to contact

Mary Kaye Caskey, Executive Administrative Specialist

Located: Kirby Student Center 258

Phone: 726-6130

TTY/TDD: Minnesota Relay Service (800) 627-3529

Fax: 218-726-6706

Email: mcaskey@d.umn.edu

Postal Address:

Disability Resources
University of Minnesota Duluth
Kirby Student Center 258
1120 Kirby Drive
Duluth, MN 55812-3085

Role of Disability Resources

- Collects and maintains disability-related documents
- Certifies eligibility for services
- Determines reasonable accommodations
- Communicates to the student the process of obtaining reasonable accommodations
- Facilitates provision of reasonable accommodations

Confidentiality and Release of Information

Disability Resources keeps all information about students confidential, as is required by law. Except in specific, need-to-know situations, signed consent is required for release of information.

Certifying Eligibility for Services

Students must provide disability documentation from an appropriate licensed professional to verify the presence and impact of their disability. If the documentation is incomplete or inadequate, Disability Resources has the right to require additional documentation. The student is responsible for the cost of obtaining all professional documentation. If Disability Resources desires a second professional opinion, the University will bear that cost. Pending receipt of such documentation, Disability Resources reserves the right to deny services or accommodations.

Important: Please note that you should not delay meeting with us out of concern for not having the right paperwork. Each specialist will discuss documentation needs during the initial meeting and steps you can take after the meeting. *Our first priority is meeting with you, not reviewing the paperwork.*

Determining Reasonable Accommodations

The University of Minnesota Duluth is obligated to make accommodations based only on the documented limitations of an otherwise qualified student with a disability. The determination of reasonable accommodations is made by Disability Resources. Accommodations ensure access to both on-campus and off-site University functions.

- An accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to enjoy the same the benefits, privileges, responsibilities, and consequences as a student without a disability.
- A reasonable accommodation removes the barriers of a disability, but does not compromise the essential elements of the course, program, service, job, activity, or facility.

Role of the Student

As adults, college students with disabilities must take the initiative to disclose their disabilities and request all needed accommodations. Accommodations are not made "automatically." Students must:

- Seek assistance from Disability Resources in a timely manner
- Provide documentation of disability
- Discuss how the student's disability affects participation in the University
- Identify to faculty early in the term
- Develop independence and self-advocacy skills

Grievances

The student is responsible for contacting Disability Resources if reasonable accommodations are not provided in an effective or timely way, or if they believe they have been discriminated against on the basis of their disability. The following steps should be taken:

- Discuss the situation with the student's disability counselor.
- If not resolved, talk to Disability Resources director.
- Finally, the student may consult with the Office of Equal Opportunity or may file a grievance with that office.

Robert F. Pierce Speech-Language-Hearing Clinic

The Robert F. Pierce Speech-Language-Hearing Clinic is a professional outpatient clinic that serves community members in need of speech-language-hearing services. The clinic also services as a teaching facility for students entering the field of speech-language pathology. Clients receive services from student interns under the supervision of faculty who are certified by the American Speech-Language Hearing Association and licensed by the Minnesota Department of Health.

Services provided:

The clinic offers a full range of speech, language, and hearing services, including evaluations, individual treatment, and group therapy. Therapy services are designed to meet the individual needs of the client.

Department Web Site:

<https://cehsp.d.umn.edu/departments/department-communication-sciences-and-disorders/clinic-services>

How to contact

Linda Marnich, Principal Office and Administrative Specialist

Located: 156 Chester Park, 31 West College Street

Phone: 218-726-8199

TTY/TDD: 218-726-6890 or Minnesota Relay Service (800) 627-3529

Fax: 218-726-8693

Email: cd@d.umn.edu

Postal Address:

Speech-Language-Hearing Clinic

University of Minnesota Duluth

Chester Park 156

31 West College St

Duluth, MN 55812-1106

Sexuality and Gender Equity Initiatives

Sexuality & Gender Equity Initiatives works to empower UMD's queer and trans+ students in their academic and personal endeavors, equip aspiring allies with vital skills to support queer and trans+/gender non-conforming individuals, and collaborate with campus and community partners to strive for an improved and affirming climate for all queer and trans+/gender non-conforming individuals.

Information and Referral

Information about campus and community resources and events, University policies, local ordinances, and education resources is available through walk-in and telephone requests and through the office's information files and small research library.

Advocacy

Assistance, support and referrals are available to students, faculty, staff and others using University services who perceive that they have been treated unfairly because of their sexual orientation or gender identification.

Education

Educational programming is provided through professional in-service workshops, campus events, and special guest speakers. The office also coordinates a volunteer speaker's bureau of students, faculty, staff and alumni available to speak to diverse campus audiences.

Consultation

Information and assistance are available to University groups and individuals for developing programs appropriate to the needs and concerns of queer and trans+ students.

Coordination

Support and technical assistance are available for other queer and trans+ organizations on campus.

Department Web Site:

<http://d.umn.edu/sgei>

How to contact

R.B. Brooks, Program Coordinator

Located: Kirby Student Center 245

Phone: 218-726-7300

TTY/TDD: Minnesota Relay Service (800) 627-3529

Fax: 218-726-6724

Email: rmbrooks@d.umn.edu

Postal Address:

Sexuality and Gender Equity Initiatives

University of Minnesota Duluth

Kirby Student Center 245

1120 Kirby Drive

Duluth, MN 55812-3085

UMD Stores

UMD Stores are located on the street level and lower level of the Kirby Student Center.

On the lower level, the Bookstore sells textbooks, general books, office supplies, and much more. Most instructors order their required texts to be available here by the time classes begin. As a warning, medical textbooks are costly; you may be able to borrow texts from second year students and save a bundle. At the end of each semester, the Bookstore buys back, for cash, used textbooks that will be used the following semester; there may be limitations on the number of textbooks which can be bought back. The buy-back price is up to 50% of the new book price. For books not planned for use the following semester, sale to a wholesaler may be arranged.

The Computer Corner is located in the Bookstore. Computer software is available, miscellaneous computer supplies and the latest in computers, both Mac and PC.

The street level of UMD Stores in the Kirby Student Center sells UMD wear and gifts, art supplies, greeting cards, magazines, health and beauty items, candy, grocery items, stationery and more.

UMD Stores offers many services to the UMD community and the community at large.

- **Bus Service** to the Twin Cities is available from Jefferson Bus Lines. Visit the Street Level UMD Store to buy your tickets today! Great fares are available to locations in Minneapolis and St. Paul. For more information, see our Jefferson page [HERE](#) or visit the Jefferson Lines website: www.jeffersonlines.com.
- **Gift Cards** are available for purchase in both the Street and Lower Level UMD Stores, as well as online. Gift cards can be purchased in any dollar amount. They make a great way to give your student a secure form of payment for textbooks and much more! Click [HERE](#) to purchase online.
- **Stamps** are available at any of our registers in the Street and Lower Level stores, as well as in the Print Shop (located at 125 Kirby Plaza). For more information about shipping, you can check out UMD's Mail Services webpage by clicking [HERE](#)!
- **Fax Service** is available in the Print Shop (125 Kirby Plaza). You can receive a fax for free! See the Print Shop for pricing and details.
- **Phone Cards** are available for purchase in both the Street and Lower Level UMD Stores, as well as online. Phone cards carry \$5, \$10, and \$20 amounts, with a 5.9¢ per minute rate for domestic calls and no connection fee.
- UMD Stores contributes to our campus and our community in many ways. We're proud to make contributions to community academic-related events throughout the year. If you are interested in obtaining a contribution or support for an event, please contact Lisa at (218) 726-6507 or [email her](#) today!

Food Service

Dining Dollars

All food purchases made with Dining Dollars at the Dining Center, Plaza Food Court, or Northern Shores Coffee House are tax-free. Dining Dollars works like a debit card. The value you add to your U Card is stored online. Simply present your U Card to the cashier for payment. The cashier will deduct the cost of your purchase from your Dining Dollars account.

To initiate your account, stop by the U Card Office in Kirby Plaza 127. Show your valid Identification Card/U Card and make an initial deposit. Any unused Dining Dollars from Fall Semester will carry forward to your Spring Semester Dining Dollars account. You can add additional money at any time in the U Card Office or by visiting <https://ibex.d.umn.edu/biz/ucard/>. **PLEASE NOTE: All Dining Dollars must be used by the last day of the current Spring Semester. Any unused Dining Dollars will expire without a refund. Please spend down your account before the end of Spring Semester.**

Superior Dining Center

The Superior Dining Center serves three meals a day, five days a week, and is open for lighter fare during off-meal times. On Saturdays and Sundays, students can relax with a breakfast, brunch, and dinner schedule. All meals are buffet-style dining. Off-campus students may purchase a meal plan per semester, or pay for meals as they go. The Dining Center is on the third floor of the Kirby Student Center.

Kirby Plaza Food Court

The Food Court, located on the second floor of Kirby Plaza, has an a la carte menu. You may “brown bag” it in this cafeteria without buying anything.

Northern Shores Coffee House

The coffee shop serves a variety of espresso and cappuccino drinks, along with brewed gourmet coffee. Northern Shores is located on the first floor of Kirby Plaza across from UMD Stores EXPRESS.

U Card

The U Card identifies you as a student, staff or faculty member on the UMD Campus. Your first U Card can be obtained at the U Card Office. Bring your driver's license, state ID, Military ID, Tribal ID, or passport and be prepared to have your picture taken.

The U Card is your key to all sorts of campus services and facilities.

Since your U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for...

- Campus Cash Program
- Ticket Discounts
- Art Department Materials
- Bursar Services
- University Bookstores Purchases
- University Libraries
- Student Employment
- Health Services - Clinical Health Services
- And more!

Take care of your U Card! Report lost or stolen U Cards immediately. There is a \$25 replacement fee for lost, stolen or damaged U Cards.

Questions about your U Card? See this website: <https://ucard.umn.edu/umd/home>

Parking

Many students have the greatest of intentions when it comes to health and exercise. Certainly sparing a few minutes sleep is worth the effort and benefits found in enjoying a crisp morning walk to the UMD campus. However, when the weather in the Northland changes with the season and those crisp morning walks become marred by the brisk, bitter-cold winds of winter, most of our good intentions are set aside for what many of you will now consider self-preservation. You'll pass on the walk and spend those few extra minutes warming up the car for your morning commute. And let's face it—many of us simply love our cars. As such, a parking permit makes for a wise investment. Word to the uninitiated, buy your permit as quickly as possible; you might not want to be without one and permit spaces are limited. Parking permits are purchased online at <http://d.umn.edu/transportation-parking-services/>

The **Maroon lot parking permit** is valid in any Maroon or White lot. (The lot across University Drive from the Med School is a Maroon lot.). The **White lot parking permit** is valid in any White lot. Permits are enforced from 6 a.m. - 5 p.m. Monday - Friday. Permits are not required from 5 p.m. - 2 a.m., Monday through Friday, and all day (5 a.m. to 2 a.m.) weekends and designated breaks. There is no overnight parking in Maroon and White lots.

Daily parking is available in Pay Lot G, located on University Drive by the Swenson Civil Engineering Building. A car pool discount card is available. Pay Lot G is open from 6 a.m. - 5 p.m. Monday - Thursday and 6 a.m. - 2 p.m. Friday. You can park for free from 5 p.m. - 2 a.m., Monday through Friday and all day (5 a.m. to 2 a.m.) weekends and designated. There is no overnight parking in Pay Lot G.

Metered parking spaces are located along University Drive and in Lots A and B near the Medical School. Enforcement hours are 6 a.m. to 5 p.m., Monday through Friday year-round. Cost is 25 cents (credit cards accepted) for 15 minutes. Overnight parking is allowed weekdays from 5 p.m. - 6 a.m., and all weekend (Friday at 5 p.m. - Monday at 6 a.m.).

The **UMD/DTA Student Bus Program**. You can use your U Card to ride DTA buses FREE anywhere in the Twin Ports. DTA route and schedule information is available at (218) 722-7283 or <http://www.duluthtransit.com>.

There is no overnight parking in any of the parking lots at UMD. Overnight parking, however, is allowed in the metered areas on campus between 5 p.m. - 6 a.m., Monday through Friday, and all weekend.

How to contact

Transportation & Parking Services

Located: 202 Kirby Plaza

Phone: 218-726-7433

TTY/TDD: Minnesota Relay Service (800) 627-3529

Email: umdpark@d.umn.edu

Kathryn A. Martin Library

The [Kathryn A. Martin Library](#) provides research services and access to print and electronic information resources that support the learning, teaching, and research activities of the UMD community. The library's membership in the MINITEX system allows students and faculty fast access to materials not available in the library.

Health science books and periodicals are shelved in the main book and periodical stacks. Books are shelved according to call number while periodicals are arranged alphabetically by title. If an item cannot be located help is available at the Reference Desk.

The first floor of the library houses Circulation Services. Located nearby circulation is an interactive kiosk that will assist library users in finding the materials of services needed. The Leisure Reading Area and Current Views, displays bestselling books and popular periodicals. This floor also has technology rooms.

The Reference Desk, staffed by reference librarians, provides research assistance to students and faculty. It is located on the second floor near the reference shelves. The Securian Learning Commons is also found in the second floor Talk Zone and includes in-person research help, writers' workshop, and other resources for the UMD community.

The third floor contains government documents, teaching materials library, the children's collection, and books A-L. There are many study carrels and tables located in Quiet Zones on this floor.

The fourth floor contains the other half of the main book collection, M-Z. The Rotunda Reading Room and many group study rooms are found on this floor, with Quiet Zone throughout. Library administrative offices can also be found on the fourth floor.

The renovated section of the old health sciences library is called the Library Annex. This section contains UMD Archives, the Northeastern Minnesota Historical Collection, and periodicals that are more than ten years old.

There are 20 group study rooms available for reservation throughout the Library and Annex. Students can book online by going to <https://lib.d.umn.edu/services/study-rooms>

The highly trained library staff is very helpful and always willing to assist students and faculty members as they use the library. Tours can be scheduled by calling 726-8586. For help connecting to the library's electronic databases, or for any additional research assistance, call the reference desk (726-8100).

The Bio-Medical Library

Located on the Twin Cities campus in Diehl Hall, the [Bio-Medical Library](#) provides information, resources, and services to support the education, research, professional practice, and outreach missions of the University of Minnesota's Academic Health Center. You can easily search PubMed and find other databases or apps available to AHC students, faculty, and staff.

The following individuals are University of Minnesota Health Sciences Libraries medical school liaisons:

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cjbakker@umn.edu
612-301-1353

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Clinical Information Librarian
sjbrown@umn.edu
612-351-7051

**THINGS TO DO
AROUND
DULUTH**

You've just completed a marathon week of studying for the big Foundations exam; your head is spinning with pathways, equations, charts, and facts. Sooner or later you're going to feel the need to push the books aside and do something beyond the realm of medical school and studying. What to do? By now you know what it is that gives you pleasure, what offers you a bit of relaxation and peace. Do you like to walk, run, ski, eat, tour museums, shop or watch movies? Fortunately, Duluth and the surrounding area provides a little something for everyone. The following provides only a glimpse of some of the many opportunities Duluth has to offer. Regardless of where your interests rest, you'll find you've plenty to do.

The following list is by no means complete! Duluth and the surrounding area has many more places which one may visit. To list each of them requires considerably more than is possible in this manual. Much of the information provided here is adapted from the Duluth Convention and Visitors Bureau. Students interested in obtaining more information are enthusiastically encouraged to contact this organization at 1-800-438-5884 or (218) 722-4011. Also, you may contact www.visitduluth.com through the internet. Brochures providing a more comprehensive list of activities Duluth and Superior have to offer can be picked up at Visitor Centers in the Duluth area.

Attractions

S.S. William A. Irvin Ore Boat Museum

350 Harbor Drive, 55802
(218) 722-7876, (218) 623-1236
<http://decc.org/william-a-irvin/>

The S.S. William A. Irvin, permanently docked on the waterfront next to the Duluth Entertainment Convention Center, was once the flagship of the USS Great Lakes Fleet. The ship is now a museum on the water and is a testimony to the history of the North Shore and Great Lakes shipping. Each fall, during the week preceding Halloween, the UMD Theatre Department converts the ship into a "Ship of Ghouls" haunted tour which is a proven exciting (and frightening) experience. Tours are available from May through October.

Lake Superior Maritime Visitor Center

U.S. Army Corps of Engineers
600 Lake Ave S, 55802
(218) 788-6430
<http://www.lsmma.com/>
Aerial Bridge boat watchers' schedule: <http://www.duluthboats.com/>
Harbor Lookout schedule: <https://harborlookout.com/#/ships#0>

The Lake Superior Maritime Visitor Center, located on the Duluth waterfront in Canal Park, represents the most visited museum in the state of Minnesota. The museum offers several interesting and educational exhibits including model ships, films, and historic memorabilia from the great ships that sail on the waters of Lake Superior. Visitors gain a true appreciation of the unique and exciting history of shipping in the Great Lakes and the Duluth-Superior Harbor. The museum is open year-round and admission is free. It represents a great place to spend an afternoon.

Lake Superior Zoo

7210 Fremont Street, 55807
(218) 730-4500
<http://www.lszoo.org/>

The Lake Superior Zoo offers a wide variety of animals housed in settings closely resembling their natural environments.

Glensheen

3300 London Rd, 55804
(218) 726-8910; (888) 454-GLEN
www.d.umn.edu/glen

For many, the idea of a visit to Duluth is synonymous with a tour of Glensheen, the historic mansion located on the shore of Lake Superior. Glensheen is a 39-room mansion replete with historic original furnishings, formal gardens, a carriage house, and a clay tennis court. Construction of Glensheen was completed in 1908 and it is currently listed in the National Register of Historic Places. There are many tour options and free events that occur on the grounds. Pricing and information for tours can be obtained by calling the above numbers or checking out the website.

Duluth Huskies Baseball

Wade Stadium
101 N 35th Ave W, 55807
(218) 786-9909
<http://northwoodsleague.com/duluth-huskies/>

The Huskies play in the Northwoods League. Home games are in historic Wade Stadium from early June to mid-August.

Great Lakes Aquarium at Lake Superior Center

353 Harbor Drive
(218) 740-FISH
www.glaquarium.org

The Great Lakes Aquarium features animals and habitats found within the Great Lakes Basin and other freshwater ecosystems.

Vista Fleet Harbor Cruises

323 Harbor Dr., Duluth
Entertainment Convention Center, 55802
Information: (218) 722-6218
<http://vistafleet.com/>

Get a new perspective of Duluth by viewing it from the water. As part of the narrated cruise, you'll pass beneath the Aerial Lift Bridge on your way into Lake Superior. Along the way you'll tour the harbor for a viewing of Duluth's grain elevators, lake freighters, and saltwater ships in port from around the world. Call the above number for information on pricing, tour times, and reservations.

The Depot

506 W Michigan St, 55802
(218) 727-8025
www.duluthdepot.org

The Depot was built in 1892 as a railroad station. It is now a museum most famous for the Lake Superior Railroad Museum located in its basement. But it also includes the North Shore Scenic Railroad, St. Louis County Historical Society, Veterans' Memorial Hall, Duluth Art Institute, Minnesota Ballet, Duluth Playhouse, Matinee Musicale, and Arrowhead Chorale.

Tweed Museum of Art

University of Minnesota Duluth Campus
(218) 726-8222
www.d.umn.edu/tma/

Located on the UMD campus, the Tweed Museum of Art offers a great study break. With a permanent collection of over 6,000 art objects representing a range of cultures and periods of art history, the Tweed is a major cultural and educational resource for the Upper Midwest.

Grandma's Marathon

(218) 727-0947

www.grandmasmarathon.com

This world-famous race represents one of the biggest events in Duluth each year. Typically held on the third Saturday in June, the race begins in Two Harbors, winds along the North Shore of Lake Superior, and ends in Canal Park. Grandma's Marathon has hosted the Women's National Championship title and has served as a test for hundreds of Olympic hopefuls. Each year several medical students from UMD run the race or help in the medical tents. Whether you are a spectator or runner, the event is lots of fun. For the less ambitious runner, the Gary Bjorkland Half Marathon and the William A. Irvin 5K races are also held on the same weekend. If you'd like to run next year, register early, as registration limits are often met quickly.

John Beargrease Sled Dog Marathon

(218) 722-7631

www.beargrease.com

The Beargrease is the longest sled dog race in the lower continental United States. The course begins in Two Harbors and stretches along the North Shore to finish in Grand Portage at the end of the three-day race. Watching the start of the race is a great experience!

Bayfront Blues Festival

(715) 817-6933

www.bayfrontblues.com

With two concert stages and 25-plus bands, this is one of the largest annual outdoor blues festivals in the upper Midwest. It is held in mid-August at Bayfront park. The music is great!

Carriage Rides

Located at the end of Canal Park Drive by Comfort Suites

Grab your sweetie and take a horse drawn carriage ride along Duluth's Canal Park. Carriage rides run from May through October. Not a bad way to spend an afternoon.

The Duluth Lakewalk

<http://www.duluthmn.gov/parks/parks-listing/lakewalk/>

If you're looking for a great place to walk, bike, run, or skate you should take advantage of the fantastic paved path stretching for 7.3 miles along Lake Superior. The Lakewalk begins at the ship canal and follows the lake past Fitger's Complex, Leif Erikson Park and Rose Garden to 60th Ave E. Most likely you'll bump into fellow classmates along the way.

Park Point Recreational Area

<http://www.duluthmn.gov/parks/parks-listing/park-point/>

<http://www.parkpointbeach.org/>

This 7-mile stretch of sandy beach is located across the lift bridge. At the end of the road, there is a beach house that is open from mid-May through September. The area includes two ball fields, four miles of hiking trails, several sand volleyball courts, a picnic area, and a children's playground.

Enger Tower

<http://www.duluthmn.gov/parks/parks-listing/enger-park/>

You can see this five-story octagonal stone tower along the horizon on top of the hillside. You can enjoy a beautiful view of the city at Enger Park and leisure in the picnic areas and gardens.

Parks and Recreation Areas

<http://www.duluthmn.gov/parks/parks-listing/>

Wherever you are in Duluth, there's a park nearby.

Hiking Trails in the Duluth Area

<http://www.duluthmn.gov/parks/trails-bikeways/>

Duluth is renowned for its beauty. It is highly recommended you take advantage of what the area has to offer. In addition to the many museums and exhibits you can visit while in Duluth, the area provides a great many outdoor trails for walking, running, biking, and/or skating.

Chester Park Trail, 1800 E Skyline Parkway, 2.5 miles

Congdon Park Trail, 32nd Ave E and Superior St, 1.5 miles

Grassy Point Trail, end of Leisure St, 1.0 mile

Hartley Park Trails, Fairmont and Woodland Aves, 5+ miles

Kingsbury Creek Trail, 7210 Fremont above Zoo, 1.3 miles

Lester Park Trail, E Superior St and Lester Park Rd, 15 K

Lincoln Park Trail, 25th Ave W and 3rd St, 1.5 miles

Magney-Snively Trail, 9900 block of W Skyline Parkway, 14 K

Mission Creek Trail, Hwy 23 and 131st Ave W, 3.25 miles

Park Point Trail, Base of Minnesota Ave, 4 miles

Piedmont Trail, Adirondack and Hutchinson Road, 4 K

Western Waterfront Trail, Across from Zoo on Grand Ave, 5 miles

Willard Munger State Trail, Grand Ave and 75th Ave W, 14 miles

Other Activities Around Duluth

Movies

Duluth Cinema, 300 Harbor Drive; 729-0335

<https://marcustheatres.com/theatre-locations/duluth-cinema-duluth>

Lakes Cinema, 4351 Stebner Rd; 729-0335

<https://www.marcustheatres.com/theatre-locations/lakes-cinema-hermantown>

Zinema 2, 222 E Superior St; 722-7300

<https://zeitgeistarts.com/zinema/>

Golfing

City of Duluth courses

<http://www.golfinduluth.com/>

Lester Park, 1860 Lester River Road, 525-0830

Enger Park, 1801 W Skyline Blvd; 723-3451

Superior, Wisconsin, course

<http://www.nemadjigolf.com/>

Nemadji, 5 N 58th St, Superior; (715) 394-0266

Cross-Country Skiing

Snowflake Nordic Ski Center, 4348 Rice Lake Road, (218) 726-1550, <https://www.skiduluth.com/>

Down-Hill Skiing

Spirit Mountain, Exit 249 off I-35, (218) 628-2891, <http://www.spiritmt.com/>

Lutsen, Highway 61 in Lutsen, (218) 663-7281, <http://www.lutsen.com>

Chester Bowl, Chester Bowl Park, (218) 724-9832, <http://www.chesterbowl.org/>

Mont Du Lac, Highway 23, 15 miles southwest of Duluth, (218) 626-3797, www.skimontdulac.com

Fishing (without a boat)

St. Louis River at Boy Scout Landing

From I-35, go south on Highway 23/Grand Ave. Located half a block past McCuen St.

St. Louis River at Clyde Ave

From I-35, go south on Highway 23/Grand Ave. Southeast of the junction with US Highway 2, go east on Clyde Ave. The pier is on the west shore.

St. Louis River at Perch Lake

From I-35, go south on Highway 23/Grand Ave. Cross the St. Louis River Bridge, then go east half a mile to Perch Lake.

Shopping

Miller Hill Mall

Miller Trunk Highway / Highway 53

<http://www.simon.com/mall/?id=185>

Lots of typical stores including JC Penney, American Eagle Outfitters, Barnes and Noble and more. Also has a food court. Near the Miller Hill Mall are other stores such as Target, Best Buy, and Kohl's.

Dewitt-Seitz Marketplace

Canal Park

<http://www.dewittseitz.com/>

Houses some of the most unique stores and restaurants in Duluth. Local favorites are Taste of Saigon, J. Skylark (toys and gifts), Two and Company, Art Dock, Hepzibah's Sweet Shoppe, Northern Waters Smokehaus, and Blue Heron Trading Company. The Duluth Pack Store is located across the parking lot.

Fitger's Brewery Complex

600 E Superior St

(218) 722-8826

<http://www.fitgers.com/>

Contains interesting shops and restaurants, including the Brewhouse, Boat Club Restaurant and Bar, Mexico Lindo, A Place for Fido, Duluth Kitchen Co., Trailfitters, and The Bookstore at Fitgers.

POLICIES

All students are required to adhere to all main [University of Minnesota Policies](#). Duluth-specific policies may be found at the [Policies and Procedures webpage](#).

Links to selected policies are listed below:

[Medical School Grading and Transcripts](#)

[Attendance Requirements for Courses, Clerkships, and Exams](#)

[Policies and Procedures of the Student Scholastic Standing Committee](#)

[Mistreatment and Harassment](#)

Acknowledgements

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