



Faculty Handbook

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Introduction and History

Welcome to the University of South Carolina (USC) School of Medicine Greenville. As a USC School of Medicine Greenville faculty member, your role is crucial in assuring that the School of Medicine fulfills its mission to "... prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care." This handbook was written to help orient you to the USC School of Medicine Greenville's organization including policies, infrastructure, and collaboration with Prisma Health.

University of South Carolina

The primary mission of the University of South Carolina is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life. University of South Carolina Columbia is the major research institution of the [University of South Carolina System](#) and its largest campus. The system serves students from the flagship Columbia campus; three comprehensive universities: Aiken, Beaufort and Upstate; and four Regional Palmetto College campuses: Lancaster, Salkehatchie, Sumter and Union.

To better understand our governance and leadership, and where you fit in, browse comprehensive lists of [colleges](#) and view the USC [organizational chart](#).

Carolinian Creed

The [Faculty Manual](#) includes the following regarding the *faculty commitment to the [Carolinian Creed](#)*

We, the faculty of the University of South Carolina, recognize our special responsibility to honor and exemplify the values and principles expressed in the Carolinian Creed.

We will practice personal and academic integrity;

We will respect the dignity of all persons;

We will respect the rights and property of others;

We will discourage bigotry, while striving to learn from differences in people, ideas and opinions;

We will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires us to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

We, the faculty of the University, hold ourselves to the highest standards of personal and professional conduct as teachers, colleagues, and researchers. Specifically,

As Teachers, we commit ourselves to pursuing our classroom and individual mentoring responsibilities

conscientiously with high intellectual standards and clear pedagogical goals. We also commit ourselves to dealing fairly and respectfully with all students.

As Colleagues, we commit ourselves to supporting faculty colleagues in their pursuit of excellence in research, teaching, and service and to dealing with all university personnel in a civil and responsible manner. We also recognize that disagreement on issues of importance is inevitable and even welcome in a University environment. We therefore affirm our commitment to academic freedom, even as we pledge ourselves to civil and responsible discourse.

As Researchers and Scholars, we commit ourselves to pursuing our research with rigor guided by the highest ethical and intellectual standards of our disciplines and to presenting the results of our research honestly and accurately. We further commit ourselves to carrying these high professional and personal standards into all work that we might perform outside the university.

Finally, in all our dealings we commit ourselves to respecting the rights and feelings of others; to maintaining the confidentiality of sensitive personal or institutional information; to being good stewards of University resources; and to being active agents for promoting the values inherent in the Carolinian Creed.

School of Medicine Greenville History

The USC School of Medicine Greenville is a four (4)-year medical program developed as a partnership between the University of South Carolina (USC) and the former Greenville Health System, now Prisma Health.

USC's participation in undergraduate medical education dates back to the 1960s. After thoughtful planning and preliminary accreditation by the Liaison Committee on Medical Education (LCME), the USC School of Medicine *Columbia* matriculated its first class in February 1977. Greenville Health System began offering elective rotations for fourth-year medical students from the USC School of Medicine Columbia in 1983. Through partnership with Greenville Health System, a branch regional clinical campus of the USC School of Medicine was started on the Greenville Memorial Hospital campus in 1991. For 23 years, 15 to 30 students relocated each year from Columbia to Greenville to complete their fourth-year clinical clerkships.

By 2009, both organizations recognized a need to train additional physicians due to chronic shortages in South Carolina (the state ranked 37th nationally in physicians per 100,000 population). Given the physical and clinical capacity constraints at the existing state medical schools, as well as the continued budgetary challenges facing the state university system, a partnership between GHS and USC was viewed as a potential mechanism to address the state's physician workforce needs. In August 2012, the University of South Carolina School of Medicine Greenville (SOMG) opened on Greenville Memorial Medical Campus, welcoming a charter class of 53 first-year medical students. In 2016, the school received full accreditation from the Liaison Committee on Medical Education (LCME). In 2019, the school reached its full capacity with 400 students enrolled. In 2021, the school achieved LCME re-accreditation for the full eight-year term.

Our partner health system was founded as a city hospital in 1912, a not-for-profit academic health center committed to clinical healthcare delivery, workforce education and development, and clinical research. In 2018, the Greenville Health System of the Upstate Region and the Palmetto Health System of the Midlands merged to form the private not-for-profit Prisma Health, providing health care access to approximately 2/3 of households in the state of South Carolina. Prisma Health is the largest not-for-profit health organization in South Carolina, serving more than 1.2 million patients annually, and dedicated to improving the health of all South Carolinians by improving clinical quality and patient experience by optimizing access to care at a reduced cost. With multiple campuses and over 28,000 team members, Prisma Health provides comprehensive health care for the upstate of South Carolina and beyond.

Because of this synergistic partnership, the educational experience offered at USC SOMG is truly unique. Students are immersed in the healthcare delivery system from their first week and are taught by experienced biomedical educators and clinical faculty from Prisma Health using a state-of-the-art, award-winning integrated curriculum. The curriculum is a blend of interactive experiences from the classroom to the clinical learning environment and to the community that is designed to foster and enhance the acquisition of essential knowledge, communication, diagnostic and problem-solving skills, and lead to application, critical thinking, and patient care. As both the safety net hospital and the major provider of specialty services, Prisma Health is the predominant healthcare resource in the upstate region. In the upstate, Prisma Health has a Level I Trauma Center and Level III neonatal ICU designation. It is the largest provider of obstetrical services and the only provider of children's services in the region. Prisma Health has a rich academic history; currently there are 21 ACGME-accredited postgraduate residencies and fellowships and more than 350 clinical trials, approximately 300 annual publications and presentations, and vital partnerships with different schools within the University, and other universities and organizations in the Upstate of South Carolina. Through its partnership with the University of South Carolina School of Medicine Greenville (USC SOMG), Prisma Health offers unique, on the ground education for future physicians studying the impact of care on patient outcomes from day one. Prisma Health is committed to a transformative healthcare experience for patients, families, and learners by living through their purpose: Inspire Health. Serve with compassion. Be the difference. As one of the 50 largest health systems in the country, Prisma Health is committed to academic and clinical research excellence and is focused on educating the next generation of physicians, nurses, and other medical professionals.

Mission, Vision, Guiding Principles, and Strategic Plan

Mission

We prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care.

Vision

Cultivate a culture of curiosity and commitment to others to transform the health and wellness of communities.

Guiding Principles

The USC School of Medicine Greenville:

- will be responsive to the changing health care needs of the diverse communities we serve with an emphasis on health and wellness
- understands that health care delivery is constantly evolving and that its physician graduates must facilitate and advocate for transformative care that improves patient health and the health of communities
- will graduate physicians who understand comparative effectiveness research and are champions for patient safety, high-value, evidence-based care and continuous quality improvement
- will produce competent, respectful, compassionate physicians dedicated to providing culturally sensitive, interprofessional patient care
- will recruit, develop and support faculty and staff who are committed to their professions as a calling, and who consider their teaching abilities as a gift and a privilege
- will graduate physicians fully prepared to enter specialty training and who demonstrate a commitment to lifelong learning and civic responsibility
- will be integrated with all aspects of our partner health delivery system, utilizing policies and procedures that synergistically combine the academic virtues of USC with the operational efficiencies of Prisma Health.

Strategic Plan

To fulfill its mission and vision, USC School of Medicine Greenville has adopted the following general and strategic goals, to:

- Educate students who are advocates for transforming health care delivery and who embrace lifelong learning
- Drive innovation in teaching, research, patient care and community wellness
- Accelerate national recognition for our:
 - Creative education
 - Research that impacts patient care
 - Innovative multidisciplinary approach to care delivery
 - Lasting impact on our community
- Sustain financial health by mastering operational efficiency while maintaining quality programs

Responsibilities and Privileges of Faculty

Our faculty are the engine of creativity for the medical school in teaching & learning, research & scholarship and in professional service to the communities in which we serve, working in close partnership with our administration and staff. Faculty are appointed by the dean under the authority of the University of South Carolina. The Board of Trustees, as the governing body of the university, delegates to the president and the faculty their powers. Faculty, subject to the review of the president and the board, have legislative powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of their own members. All faculty of the USC School of Medicine Greenville are expected to be aware of the institutional program level learning objectives, the learning objectives relevant to their areas of involvement within the curriculum, and the prevailing policies and norms of the medical school and University for faculty practice and behavior.

The University of South Carolina Faculty Manual (Columbia Campus)

The [Faculty Manual](#) of the USC Columbia campus embodies the essential elements of the employment relationship between the faculty, individually and collectively, and the University. It establishes the terms of employment, the manner of appointment, the procedures and standards for tenure and promotion, the duties of faculty members, and the procedures and standards for termination of employment. It delineates faculty organization and confirms the authority of the faculty to participate in the governance of the university, especially in regard to academic matters. Amendments to the Faculty Manual are generally presented for the consideration and approval of the faculty and the administration before submission to the Board of Trustees. Through the years, much information of interest and importance to the faculty has been added to the Faculty Manual. Such information has been placed in appendices in this edition, clarifying what material is part of the essential contract between the faculty and the university. The appendices may be amended in appropriate cases by the university without faculty or trustee approval. USC subscribes to the general principles of shared governance

Faculty Categories and Appointments

The faculty of the USC School of Medicine Greenville are the clinical and basic science faculty of the medical school whose primary employment is through either the USC (biomedical sciences department) or Prisma Health and its affiliates. Hiring and employment procedures and policies are governed by the institution by which the faculty member is employed. All tenure-track faculty must be employed by the USC; professional track faculty may be employed by either institution. Academic titles for faculty are governed by University policy as detailed in [*Academic Titles for Faculty and Unclassified Academic Staff Positions \(USC-ACAF-1.06\)*](#).

Appointment, promotion and tenure criteria (as appropriate) for medical school faculty are established based on the faculty member's home academic unit under the procedures and policies of the office of the provost at USC Columbia. All faculty appointments must be initiated by a current and active departmental chair and must be structured in accordance with the prevailing faculty and administrative policies of USC. A formal faculty appointment is required for faculty to supervise students and other learners. The supervising faculty member has the responsibility to oversee all activities within the classroom (e.g., guest faculty presentations, feedback into assessments, etc.) and supervise activities in the clinical learning environment. All individuals who regularly participate in the education of USC School of Medicine Greenville students receive appointments to the USC School of Medicine Greenville faculty. Several designations are commonly used to describe USC School of Medicine Greenville faculty. Faculty in the USC School of Medicine will be categorized as:

- Teaching & Research Faculty,
 - USC employed,
 - Prisma Health employed faculty,
- Adjunct Faculty

Distinguishing characteristics of each category are described below:

Teaching and Research Faculty

The teaching and research faculty of the USC School of Medicine Greenville are the clinical and basic science faculty of the medical school who play substantive roles in the teaching of medical students and residents and/or research and scholarship. All such faculty who supervise medical students or other learners are expected to complete required faculty trainings and complete annual reviews within their primary department.

USC Employed Faculty

The basic science faculty will hold their primary faculty appointments in the department of biomedical sciences of the USC and will hold academic rank either in the tenure track as assistant professor, associate professor, or professor or in the professional track as clinical/research instructor, clinical/research assistant professor, clinical/research associate professor, or clinical/research professor. The basic science faculty are largely responsible for teaching the foundational sciences throughout the medical school curriculum.

Basic science faculty share responsibilities with our clinical faculty for the implementation of the integrated curriculum across all four (4) years, with primary focus on the delivery of the pre-clerkship phase, foundational sciences where ever they appear throughout the full curriculum and also participate in research, administration, and service activities consistent with USC School of Medicine Greenville's

mission and the USC Faculty Manual. Full time USC employed basic science faculty are expected to develop into master medical educators with not only full mastery of their own scientific disciplines, but actively engaged in the pursuit of a full understanding of learning, teaching, curriculum design, assessment and other best practices in effective medical education. Rarely, physician faculty may be hired into a tenured or tenure-track appointments within the medical school's single tenuring unit or may be University employed with a professional track appointment in any of the twelve departments of the medical school. Faculty members in clinical departments may hold tenure if employed by the University and must go through the process outlined in the paragraph discussing tenure below or be hired with tenure. Qualified librarians, clinical pharmacists (PharmD) and public health faculty from the Arnold School of Public Health and other partner institutions are appointed as adjunct faculty within this department.

Prisma Health Employed Faculty

Prisma Health employed physician faculty hold their primary faculty appointments in one of the eleven clinical departments: Anesthesia, Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Orthopedics, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Faculty will generally hold academic rank as instructor, clinical assistant professor, clinical associate professor, or clinical professor and are granted a faculty appointment within USC. Clinical faculty will teach medical students in clinical settings and may also be integrated into the pre-clerkship curriculum. These faculty members provide clinical services at Prisma Health campuses and the school's affiliated hospitals, and provide training and supervision for students, residents and fellows. These faculty members may also participate in health services research activities, function as research mentors throughout the educational continuum, and provide administrative and service activities to SOMG. Other clinical health professionals and doctoral level professionals may qualify for appointments within the clinical departments.

Adjunct Faculty

An individual appointed as an adjunct professor serves as an honorary member of the faculty of a department. An adjunct faculty member typically is a clinician within the Prisma Health clinical departments who has minor or incidental contact with medical students or holds a primary faculty appointment through another unit within the USC, another academic institution or as a member of the professional community. According to individual circumstances, faculty in these positions may or may not be salaried in accordance with University policy. If salaried, the faculty hiring rules under [*Recruitment and Appointment of Tenured, Tenure-Track, and Professional Track Faculty \(USC-ACAF-1.00\)*](#) must be followed. The title of adjunct professor also may be used to refer to temporary faculty and academic affiliates as described in [*Affiliate Appointments \(USC UNIV 2.50\)*](#). Titles may be expanded to adjunct assistant professor or adjunct associate professor as appropriate to the status of the individual. The rank for adjunct faculty members should be established based on prevailing criteria for the appropriate Unit but does not require action by a faculty committee as these are administrative decisions. Adjunct faculty roles and the rules for their engagement are the same as for professional track faculty unless otherwise specified. The dean or dean's designee may terminate an adjunct appointment with or without cause prior to the stated end date of the appointment.

USC School of Medicine Greenville faculty from clinical departments may pursue an adjunct faculty appointment within the biomedical sciences department to fulfill requirements for participation in university sponsored research projects.

Health Services Affiliate Faculty

Non-academic affiliates are individuals fulfilling roles related to support services. A health services affiliate is an individual who is designated as a volunteer to provide services to the medical school and may include a retired professional person, usually a physician or someone with other experience in academic medicine who is appointed to the medical school in recognition of professional contributions in teaching, research or service performed on behalf of the USC School of Medicine Greenville. As stated in [Affiliate Appointments \(USC UNIV 2.50\)](#) affiliate status does not constitute employment and does not fall under the purview of the Fair Labor Standards Act. As volunteers, affiliates are not eligible for employee benefits such as annual and sick leave or medical, dental or any other employment-based insurance program. As a result of this volunteer association, affiliates are not eligible for nor entitled to any institutional benefits, including Worker's Compensation.

Appointment, Promotion, and/or Tenure Procedures and Criteria

The overarching authority governing the relationships between faculty members and the University is the Faculty Manual which is the representation of the faculty voice at the level of the entire faculty and is approved by the USC Board of Trustees. The Faculty Manual establishes the terms and manner of appointment, the procedures and standards for tenure and promotion, the duties of faculty members, and the procedures and standards for termination. Appointment and promotion for all faculty will be based upon the most current unit criteria developed specifically for USC School of Medicine Greenville in accordance with USC Columbia Faculty Manual, the University Committee on Tenure and Promotions Guide to Criteria and Procedures, and the USC Policies and Procedures Manual. Unit criteria for appointments, promotion and tenure for all units in the University are accessible through the [Provost's webpage](#). Promotion criteria is on the USC School of Medicine Greenville website for each of the following tracks: [Professional Track Biomedical Science Faculty](#), [Professional Track Clinical Sciences Faculty](#), and [Tenure-Track faculty](#). An annual calendar for the promotion cycle is also posted to the school website.

Annual Evaluation

Full time faculty of the medical school participate in an annual goal setting and review process focused on the pursuit of academic excellence and coaching for success. Annual performance reviews consistent with University or health system policy are conducted for all University employed and health system employed faculty respectively to recognize and reward faculty for superior achievement and to optimize professional growth, facilitate progress toward individual faculty career goals and progress toward promotion, and to ensure that each faculty member's contribution to the School, University, and health system through teaching, research, patient care, and service is at a satisfactory level of performance. Normally, faculty performance reviews require the inclusion of learner evaluations and peer evaluations. Annual reviews are not included in promotion and/or tenure application files; however, they are generally included in late career reviews (e.g., post-tenure review).

Tenure-track faculty will have an additional mid-cycle review where they will be given a comprehensive written evaluation of their progress toward tenure and promotion in accordance with the Faculty Manual. This evaluation is either performed or reviewed by the unit Tenure and Promotions Committee. The Tenure and Promotion Committee will recommend to the next level of file review whether the untenured faculty member should be retained.

Each tenured faculty member, regardless of rank and including those in departmental administrative positions, shall be reviewed every six (6) years unless, during the previous six (6)-year period, the faculty member has been reviewed and advanced to or retained in a higher position (e.g., dean, a chaired professorship, promotion to a higher professorial rank). Post-tenure review will be conducted by tenured faculty members of equal or higher rank. More detailed procedures for mid-cycle reviews and tenure and promotion for senior faculty may be found in the Faculty Manual and/or the unit criteria documents.

Terms and Conditions of Employment

Hiring rules for faculty and departmental chairs will be in compliance with the policies and procedures of the hiring institution. All USC employed faculty receive an offer of employment letter that includes the terms and conditions of employment, as outlined in [Recruitment and Appointment of Tenured, Tenure-Track, and Professional Track Faculty \(USC-ACAF-1.00\)](#). Faculty members must sign the offer letter to indicate acceptance of their appointment.

Newly hired basic science and clinical faculty will receive an offer letter or a contract outlining their assigned duties, to include the amount of effort to be devoted to teaching, research, patient care, administration, and other School of Medicine activities. The distribution of duties is generally revisited each year during the Annual Review process and may be adjusted accordingly. Faculty members can view a copy of the [USC Columbia Faculty Manual](#), [unit criteria](#) and *Faculty Handbook* (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/faculty_handbook.pdf) online, which detail the expectations and standards for School of Medicine Greenville faculty, available resources, and the requirements for promotion and, when appropriate, tenure. Additionally, full-time USC employed faculty participate in a new faculty orientation process, where resources and responsibilities are also reviewed. Please see [USC HR](#) for additional onboarding resources.

USC employed faculty members in the School of Medicine Greenville are expected to participate in faculty orientation within the first week of their employment on campus. All faculty also will participate in some form of new employee orientation for the health system. Because of the health care delivery context of the Greenville campus, all faculty are required to abide by the campus requirements established by the health system, normally including regular tuberculosis screening and annual influenza vaccinations.

Benefits

Benefits for School of Medicine tenured, tenure-track, and professional-track faculty employed by USC are provided through the USC and are outlined in the online [Carolina Benefits Summary](#). The USC Human Resources (HR) Department has individuals dedicated to benefits orientation and/or answering benefit questions. At least once per year, all employees are sent, via email and interoffice mail, communications pertaining to upcoming dates to elect or make changes to annual benefit choices. All USC employed faculty have access to their current benefits and compensation related to the school through the interactive website employee portal in [PeopleSoft](#), maintained by the University PeopleSoft, combined with the University and USC School of Medicine Greenville websites, enables faculty and staff to access benefit and human resource policies and procedures, 24 hours a day (login credentials required).

Once a new hire offer is accepted and the signed offer letter is received by the USC School of Medicine Greenville HR Department, the employee is sent an invite through the employee onboarding portal and an email message containing a description and explanation of benefits and other detailed materials which can also be found [online](#). Additionally, during faculty onboarding an appointment is made with the Human Resources Department to discuss the information and to provide an orientation of compensation, benefits, and other employment matters in one-on-one private meetings. Existing employees may also request a meeting and/or a copy of the most current information at any time.

Benefits for School of Medicine clinical faculty employed by Prisma Health are defined in the health system's employee [benefit summary](#), a document updated at least annually. This document describes the range and eligibility and any costs associated with benefits for physician faculty and other employees. These benefits are available to all eligible Prisma Health employees and its wholly owned subsidiary, Prisma Partners in Health, Inc., the employer of record for physicians. In addition, physician faculty

members are eligible for certain unique retirement and disability benefits which are described in both separate documents and the physician employment agreements. There is an annual re-enrollment period for all benefits for Prisma employed faculty and staff that is coordinated by the HR department. Material is available in real time on the [website](#).

Parking is assigned by the medical school administration in cooperation with the health system.

Compensation Policies on Clinical Practice Earnings

Each physician's employment agreement has a specific appendix that describes the compensation plan outlining the physician's effort and compensation associated with responsibilities such as teaching, research, and clinical services. The physician has a compensation model that is revisited and set at the beginning of each fiscal year, October 1, based on the department's budget and mission-based needs, then incorporated into their employment agreement. If there are individual incentives from the physician's assigned department, they are typically paid quarterly. All of these elements are described in the employment agreement.

Responsibilities and Privileges of the Dean and Senior Administrative Staff

According to the Faculty Manual, the dean of a school or college is the chief academic administrator of the unit and as such is responsible for the personnel and program administration of that division and reports directly to and serves at the pleasure of the executive vice president for academic affairs and provost. The dean reviews curricula and programs in the school or college, appoints chairs of departments and assigns their duties, supervises the use of funds, space, and equipment allotted to the academic unit, and supervises the preparation of the budget of the division. The dean is the presiding officer of the faculty of the school or college.

The senior administrative staff of the medical school derive their authority from and serve at the pleasure of the dean of the school of medicine. Please see the [website](#) for the current leadership team.

Dean (USC School of Medicine Greenville) and Chief Academic Officer (Prisma Health Upstate)

The dean functions in an organizational matrix with multiple professional relationships across both USC and Prisma Health. The dean is responsible for the organization and administration of all USC School of Medicine Greenville programs and policies. The dean's office also has responsibility for development and public affairs activities.

Associate Dean for Finance and Operations

The associate dean for finance and operations is responsible for finance, human resources, IT, facilities, communication, and other functions related to the ongoing business operations of the USC School of Medicine Greenville. S/he serves as a liaison for financial and administrative matters for the health system, practice plan and the University and collaborates with leaders to implement and measure financial success and outcomes of the school. This position provides overall leadership and serves as the steward for the school advising the dean and other school leaders on finance related to any policy and program issues.

Senior Associate Dean for Academic Affairs

The senior associate dean for academic affairs serves as a key member of the Dean's Cabinet team functioning under the principles of servant leadership, responsible for overall leadership of the medical education program of USC School of Medicine Greenville and Prisma Health, leads the charge for a coherent and coordinated continuum from premedical, undergraduate medical education, graduate medical education through to lifelong learning through continuing medical education and continuous professional development, supervises ongoing enhancement of USC School of Medicine Greenville integrated learner-centered curriculum and oversees evaluation/assessment to achieve institutional objectives, optimize student learning, operating within the bounds of the most current LCME accreditation standards.

Associate Dean for Medical Education

The associate dean for medical education serves as a key member of the Dean's Cabinet team functioning under the principles of servant leadership, responsible for leading the charge for coherent and coordinated development and implementation of the UME curriculum across the USC School of Medicine Greenville, including ongoing enhancement of the integrated-learner centered curriculum and assessment related to the curriculum and assurance of quality clinical experiences, operating within the

bounds of the most current LCME accreditation standards.

Associate Dean for Student Affairs

The associate dean for student affairs develops and oversees programs, policies and structures that support and respond to student needs. The associate dean for student affairs is the key dean's office liaison with the student body and is responsible for all programs related to student life, orientation, counseling, career advisement, professional development, student professional assessment, student promotions and additional support for underperforming students, and the development of a strategic plan for the recruitment of qualified applicants. Oversees the efforts of the assistant dean for admissions, serves to support the admissions committee.

Associate Dean for Admissions

The associate dean for admissions is engaged in all aspects of the admissions process for the undergraduate medical education program, serving as the chair of the Admissions Committee to provide oversight in the selection, recruitment and retention of candidates to maintain a diverse body of students.

Associate Dean for Clinical Faculty Affairs and Development

The associate dean for clinical faculty affairs and development oversees clinical faculty appointments and promotion, continuous medical education, and faculty development for clinical faculty as well as biomedical science faculty. This office oversees operations of the teaching academy and leads the professional development and leadership program for SOMG and Prisma Health.

Assistant Dean for Pre-clerkship Education

The assistant dean for pre-clerkship education oversees the development and implementation of the pre-clerkship UME curriculum, including ongoing enhancement of the integrated learner centered curriculum and assessment related to the curriculum and assurance of quality clinical experiences, operating within the bounds of the most current LCME accreditation standards.

Associate Dean for Research (School of Medicine) and Chief Medical Research Officer (Prisma Health)

The associate dean for research is the chief administrative voice for oversight and development of research activities involving members of the medical school faculty and is a key liaison between the school and the member institutions of the Prisma Health Upstate HSC (Prisma Health System, USC, Clemson University and Furman University) and other stakeholders in the research and innovation arena.

Associate Dean for Graduate Medical Education

The associate dean for Graduate Medical Education (GME) works collaboratively with the senior associate dean for academic affairs to assure a seamless interaction with the campus residency and fellowship programs. This position reports directly to the dean and this individual holds a similar position within the administration of Prisma Health, in which he is responsible for oversight of the residency and fellowship programs, including institutional accreditation, internal reviews and other operational and strategic matters.

Chief Diversity Officer

The chief diversity officer collaborates with the executive leadership team to ensure diversity, equity, inclusion, and sense of belonging (DEIB) is seamlessly infused throughout educational and clinical environments. Ensures ongoing development working with the Dean's executive leadership team related to oversight and implementation of institutional (DEIB) initiatives across the USC SOMG and Prisma Health.

Department Chairs

Department chairs are appointed by the Dean. They initiate faculty appointments, conduct annual reviews of the faculty, and work collaboratively with faculty and other members of the senior leadership team to carry out the day-to-day mission of the medical school within each specific department.

Diversity and Inclusion

The USC School of Medicine Greenville is deeply committed to fostering a culture of fairness, equity and inclusion among its diverse students, faculty, staff and other key stakeholders. Therefore, we do not deny educational opportunities to qualified persons based on race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Please review the [*Equal Educational Opportunity and Anti-Discrimination \(USCSOMG-HR-1.00\)*](#) policy for more information. We are particularly committed to recruitment and retention of medical students from school-defined diversity categories, specifically students who identify as Black/African American; Hispanic/Latinx, or financially disadvantaged, and/or who come from rural communities. More on diversity may be seen on our [diversity webpage](#).

Diversity Education

Health care is changing, and the patient populations of tomorrow will be the most diverse in United States history. At the USC School of Medicine Greenville, we want to ensure that our students have the skills and confidence to provide compassionate, high-quality care to meet each patient's unique needs while also recognizing the broader societal and healthcare system patterns that can impact the health of various people differently. For more information on how Diversity has been integrated into the curriculum, please visit the [website](#).

Student Advocates for Diversity Inclusion and Equity

The Student Advocates for Diversity Inclusion and Equity (SADIE) committee exists as a body of welcoming students, faculty and staff committed to advancing the integration of diversity and inclusion within the medical school's curriculum; supporting student organizations with an emphasis on diversity; and fostering an environment for meaningful discussions centered on diversity and inclusion at the USC School of Medicine Greenville. The students serving on this committee will be utilized as a conduit for medical students of any race, creed, ethnic background, ability, sexual orientation or gender identity to express themselves in a safe and supportive setting. To learn more about our diversity & inclusion initiatives, please visit the [website](#).

Committees

Authority

All School of Medicine Greenville committees and subcommittees are advisory to the Dean except as otherwise noted and/or required by USC regulations and policies (e.g., Admissions Committee; Student Evaluation and Promotion Committee), and operate in accordance with the policies and procedures contained in The Faculty Manual. All committee chairs for the standing committees must hold a faculty appointment within the USC School of Medicine Greenville. Faculty are asked to declare their interest in serving on any of the standing committees in winter of each year with formal nominations to the ballot coordinated by the Faculty Representation Committee in spring, then full faculty vote in late spring. Terms start on July 1.

Voting Privileges

Consistent with the policies and procedures of the Faculty Manual for operation of USC colleges, schools, and departments, all faculty, students, administrators, community non-faculty, and staff members who are members of established committees and subcommittees, whether elected, appointed, or ex-officio, are eligible to vote unless otherwise specified. As outlined in the Faculty Manual, in matters related to tenure or promotion on the tenure track, only tenured faculty may vote. Votes related to promotion to the rank of professor are limited to faculty holding the rank of professor. Votes related to promotion to the rank of associate professor are limited to faculty holding the rank of associate professor or professor.

Minutes of Committee and Subcommittee Meetings

The chair of each committee and subcommittee will ensure that agendas for upcoming meetings are sent to committee members at least 24 hours in advance, and that minutes of each meeting are kept and promptly distributed to committee and subcommittee members. This is intended to empower faculty of the school to engage in governance through elected representatives with respect to the specific power delegated to the faculty by the Board of Trustees.

Charges for Standing Committees

The charge for all standing committees is listed below. For current membership descriptions, roster of faculty participants, and meeting times, please see the [website](#).

Admissions Committee

The Dean has delegated the final authority for making all admissions decisions to the Admissions Committee. The charges of the Admissions Committee are as follows:

1. To provide continuity and utilize information submitted by the Admissions Evaluation Committee to offer consistent, holistic review and consideration of all interviewed candidates;
2. To make offers of admissions to selected candidates on a rolling basis after monthly meetings;
3. To develop a tiered waiting list from which additional candidates are chosen to receive an offer of admission as positions become available.

Admissions Evaluation Committee

The charges of the Admissions Evaluation Committee are as follows:

1. To elect an Admissions Committee from current and previous members of the Admissions Evaluation Committee;
2. To evaluate applicants who are invited for an interview, to include a comprehensive review of applications prior to conducting an interview;
3. To present a summary of interviewed candidates to the full Admissions Evaluation Committee during meetings immediately following interviews; and
4. To score candidates and provide a non-binding recommendation of (a) admit, high priority; (b) consider for admission at a later time; or (c) decline to the Admissions Committee

Appointment and Promotion: Biomedical Science Professional Track

The Appointment and Promotion Committee implements appointment and promotion procedures and criteria for professional-track faculty, reviews candidates as appropriate for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.

Appointment and Promotion: Clinical Professional Track

The Appointment and Promotion Committee implements appointment and promotion procedures and criteria for professional-track clinical faculty, reviews candidates as appropriate for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.

Appointment and Promotion: Biomedical Science Tenure Track

Charge

The Appointment and Promotion Committee implements appointment and promotion procedures and criteria for tenure-track faculty, reviews candidates as appropriate for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.

Curriculum Committee

The Curriculum Committee of the USC School of Medicine Greenville is a deliberative body charged

and empowered by the dean and given institutional authority to review, advise, and make policy for the successful design, implementation and assessment of the curriculum for the undergraduate medical education program leading to the MD degree. Additionally, the Committee ensures that students develop the leadership, clinical and interpersonal skills essential to delivering the next generation of patient- centered health care with confidence and compassion. The Committee is guided by its commitment to compassionate patient care, innovative teaching and continuous improvement for the benefit of our students, faculty, administration and community we serve.

Executive Committee

The Executive Committee of the School of Medicine is charged with advising the dean and the dean's leadership team regarding high-level administrative matters, strategy, institutional health, relationship to the community and other issues of long-term significance to the operations and priorities of the medical school.

Faculty Development Committee

The Faculty Development Committee (FDC) is charged with advising the Dean and the Associate Dean for Clinical Faculty Affairs & Development on faculty development offerings and strategic direction across the full range of faculty development activities related to teaching, research, scholarship, and service.

Faculty Representation Committee

The Faculty Representation Committee is charged with ensuring direct faculty participation in policy and decision-making for the undergraduate medical education program at University of South Carolina School of Medicine Greenville through oversight of the nomination and election of diverse, representative faculty to standing committees by regularly reviewing and approving changes in the charge and composition of standing committees as well as the creation of new committees, all in order to ensure transparent, equitable representation of faculty.

Learning Environment Review Committee

The Learning Environment Review Committee is charged with reviewing de-identified aggregated data of mistreatment and learning environment concerns in the classroom, the hospital and the clinics. This group collaborates to identify ways to promote professionalism and role-modeling of professionalism in the learning environment and shares actions taken and outcomes of meetings with the Dean's Cabinet, and annually with the Curriculum Committee.

Policy and Procedures Committee

The Policy and Procedures Committee is charged with ensuring that the content of policies meet university guidelines, LCME expectations, and are aligned with the USC School of Medicine Greenville Strategic Plan. The purpose of USC School of Medicine Greenville policies is to ensure that all students, faculty, and staff are treated equitably, and expectations of behavior are clear. The committee also ensures that faculty input has been achieved for policies related to the curriculum. The policy committee ensures

that policies are updated on the website and communicated to the organization for awareness.

Program Evaluation and Assessment Subcommittee (PEAS)

The Program Evaluation and Assessment Subcommittee (PEAS) is charged with compiling and monitoring data from a variety of outcomes measures, analyzing the information, and providing recommendations to the Curriculum Committee for improved methods of teaching and/or assessment. It coordinates the collection of assessment information from individual modules/clerkships, as well as other longitudinal data to create meaningful performance reports for module, subcommittee, and Curriculum Committee review.

Student Evaluation and Promotion Committee (SEPC)

The Student Evaluation and Promotion Committee, acting for the faculty, makes decisions for each student's continued enrollment and/or academic progress in the School of Medicine, including continuation, promotion to the next academic year, additional educational activities and support, suspension, dismissal, or any variation thereof that in the opinion of the Committee is appropriate. All students who are under evaluation for consideration for dismissal or to repeat a year shall be requested to appear before SEPC for a hearing.

Charge and Descriptions of Other Committees

Academic Affairs Leadership

Charge

Academic Affairs Leadership, chaired by the senior associate dean of the School of Medicine, is responsible for deploying the strategic plan, ensuring accreditation readiness and continuous quality improvement and the integrated programs and operations of the medical school. Members are all appointed by the dean. The Dean's Cabinet is comprised of the associate deans and selected individuals as ad hoc attendees who meet on a regular basis with the dean to discuss issues concerning the school.

Membership Description

The cabinet consists of all assistant and associate deans, the chair of biomedical sciences and others as appointed by the dean.

Quorum

Simple majority

Curriculum

The educational program at the USC School of Medicine Greenville integrates the basic and clinical with a graduated increase in clinical skills and responsibilities across the four (4) years of the curriculum. For a description of our four (4)-year curriculum, please visit the [website](#).

For a complete list of required coursework and credit hours, please see the [website](#)

For a complete list of pre-clerkship module directors and contacts, please see the [website](#)

For a complete list of clerkship and post-clerkship directors and contacts, please see the [website](#)

Curriculum Resources

The current Academic Calendars are located on the [website](#).

For Course Objectives and Descriptions, please visit the [Oasis Course Catalog](#).

A list of required Clinical Experiences within the required Clerkships are listed on the [website](#).

Policies regarding the administration of the USC School of Medicine Greenville academic program can be found on the [website](#).

Educational Program Objectives

The USC School of Medicine educational program objectives are categorized into eight core competency domains, based on the ACGME six (6) core competencies and the AAMC Reference List of General Physician Competencies (Academic Medicine 2013). At the time of graduation, it is expected that every graduate will have demonstrated competency in each of the program learning objectives listed below. Evidence of performance will be collected and documented throughout the educational program.

1. PATIENT CARE: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health	
PC 1	Demonstrate the ability to perform routine technical procedures.
PC 2	Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
PC 3	Organize and prioritize responsibilities to provide care that is safe, effective and efficient.
PC 4	Interpret laboratory data, imaging studies, and other tests required for the area of practice
PC 5	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
PC 6	Develop and carry out patient management plans
PC 7	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
PC 8	Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
PC 9	Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
2. KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care	
KP 1	Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.
KP 2	Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
KP 3	Demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis).
KP 4	Demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.

KP 5	Demonstrate an investigatory and analytic approach to clinical situations
KP 6	Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
KP 7	Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
KP 8	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
KP 9	Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care
3. PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning	
PBLI 1	Identify strengths, deficiencies, and limits in one’s knowledge and expertise
PBLI 2	Set learning and improvement goals
PBLI 3	Identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes
PBLI 4	Incorporate feedback into daily practice
PBLI 5	Locate, appraise, and assimilate evidence from scientific studies related to patients’ health problems
PBLI 6	Use information technology to optimize learning
PBLI 7	Participate in the education of patients, families, students, trainees, peers, and other health professionals
PBLI 8	Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
PBLI 9	Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes
4. INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals	
ICS 1	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
ICS 2	Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health-related agencies
ICS 3	Work effectively with others as a member or leader of a health care team or other professional group
ICS 4	Maintain comprehensive, timely, and legible medical documentation

ICS 5	Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)
ICS 6	Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
5. PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles	
P 1	Demonstrate honesty, integrity, compassion and respect in all interactions with others
P 2	Demonstrate responsiveness to patient needs that supersedes self-interest
P 3	Demonstrate respect for patient privacy and autonomy
P 4	Demonstrate accountability to patients, society, and the profession
P 5	Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
P 6	Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations
6. SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care	
SBP 1	Coordinate patient care within the health care system
SBP 2	Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
SBP 3	Advocate for quality patient care and optimal patient care systems for all patients
SBP 4	Participate in identifying system errors and implementing potential systems solutions to promote patient safety and quality outcomes
7. INTERPROFESSIONAL COLLABORATION: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care	
IPC 1	Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
IPC 2	Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served
IPC 3	Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
IPC 4	Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

8. PERSONAL AND PROFESSIONAL DEVELOPMENT: Demonstrate the qualities required to sustain lifelong personal and professional growth	
PPD 1	Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
PPD 2	Demonstrate healthy coping mechanisms to respond to stress
PPD 3	Manage conflict between personal and professional responsibilities
PPD 4	Practice flexibility and maturity in adjusting to change with the capacity to alter behavior
PPD 5	Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
PPD 6	Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
PPD 7	Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
PPD 8	Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty

Policies

School of Medicine Greenville follows the University of South Carolina policies but has in several cases adopted a subset of policies applicable to our school's specific program. University policies are managed and presented by the Office of the Provost in the official university [Policy and Procedures Manual](#). Any School of Medicine Greenville specific policies are listed [here](#) and are only published in an electronic format. Several key policies are linked and outlined below.

Guidelines for Conduct in Medical Educator/Learner Relationship

The USC School of Medicine Greenville is committed to fostering an environment that promotes academic and professional success in learners and medical educators at all levels. An atmosphere of mutual respect, collegiality, fairness, and trust is essential to achieve this success. Although both medical educators and learners bear significant responsibility in creating and maintaining this atmosphere, medical educators also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Medical educators must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

Further information can be found in the [Guidelines for Conduct in Medical Educator/Learner Relationship \(USCSOMG-STAF-6.02\)](#) policy.

Student Mistreatment

The educational program at USC School of Medicine Greenville has been developed to support and encourage the collegiality and professionalism essential to an effective learning environment. The primary objective of the mistreatment policy is to ensure that students who believe that they have been punitively assessed, harassed or mistreated because of race, ethnicity, religion, creed, sex, gender identity, national origin, age, disability, sexual orientation or veteran status have their concerns promptly addressed in a fair and just manner.

Please review the [Student Mistreatment \(USCSOMG-STAF-6.01\)](#) policy for the definition of student mistreatment as well as reporting mechanisms.

Expectations for Student Conduct

Students at the USC School of Medicine Greenville have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, colleagues, faculty, staff, and most important, the patients who participate in their education. Students enrolled in the School of Medicine should conduct themselves in an appropriately professional manner as defined by the USC School of Medicine Policy on [Expectation of Personal and Professional Conduct \(USCSOMG STAF 5.01\)](#).

Honor Code

The Honor Code is a set of principles established by the university to promote honesty and integrity in all aspects of a student's academic career. It is the responsibility of every student at the University of South

Carolina to adhere steadfastly to truthfulness and to avoid dishonesty in connection with any academic program. A student who violates, or assists another in violating the Honor Code, will be subject to university sanctions.

Please review the [Academic Responsibility Policy](#) for a list of Honor Code violations and sanctions.

Honor and Professionalism System

The purpose of the Honor and Professionalism System of USC School of Medicine Greenville is to promote and maintain the basic ethical and professional principles paramount to the success of a student preparing for the profession of Medicine. The Honor and Professionalism System obligates medical students, as future physicians and representatives of the USC School of Medicine Greenville, to conduct themselves with honor and integrity in all aspects of their lives.

Please review the [Honor and Professionalism System \(USCSOMG-STAF-5.03\)](#) policy for a detailed description of the expectations for professional conduct, reporting, sanctions, and appeal process.

Social Media and Social Networking

Guidelines on the use of social media for Faculty and Students

Social media has been a powerful force for communication and is widely used by students, faculty, staff, patients and the public. Thoughtfully done, it can enhance relationships and communications among all of these constituencies. It is not without the potential for complications, however, particularly when the individuals involved play multiple roles, or their roles change over time. The following general considerations may be of help in determining where to place boundaries or whom to include as “friends”:

- Physicians, faculty, staff and students must be cognizant of prevailing laws, standards and institutional policies regarding privacy of patient and student information;
- Privacy settings can be used to help limit access to your information and confine messaging to your intended audiences;
- Be thoughtful about what you post, and always show respect, avoid vulgarity, intimidations and threats;
- It is important to accurately represent yourself, your professional roles, titles and accomplishments, and to keep your profile up to date; you are personally responsible for all content that you post;
- It is common for faculty to receive requests from students; consider how you intend to respond to maintain consistency; recognize that there is the potential for misinterpretation of relationships such as faculty-student, supervisor-subordinate and staff-student in social interactions; and
- There is significant potential for interactions with students to include social overlap. Social interactions, both positive and negative, have the potential for introducing unconscious biases that could affect grading; faculty should be attentive to the potential for such inequities to arise, and vigilant to ensure that students are neither advantaged nor disadvantaged by the way that they engage through social media.

In addition, students should exercise appropriate caution with social media and social networking. Social media include but are not limited to:

- Multi-media and social networking websites (such as Twitter, Instagram, Snapchat, Facebook, Foursquare, Pinterest, Yahoo! Groups, YouTube, Skype or other instant messaging and other similar sites);
- Blogs (both external and internal to USC School of Medicine Greenville); and
- Wikis such as Wikipedia and any other site where text can be posted.

Misuse of social media can lead to professional behavior and/or confidentiality violations up to and including expulsion. Please review the [Social Media and Social Networking \(USCSOMG-STAF-5.04\)](#).

Exposure to Infectious Hazards

It is the policy of USC School of Medicine Greenville to maintain a safe healthcare environment for patients, students and staff. Students caring for patients experience an increased risk of exposure to several infectious diseases, including Hepatitis-B (Hep B), Hepatitis-C (Hep C) and Human Immunodeficiency Virus (HIV). USC School of Medicine Greenville and the partner health system, Prisma Health–Upstate, shall implement measures to prevent transmission of infectious diseases, which may at times warrant exclusion of students from certain patient care settings or types of patient contact. USC School of Medicine Greenville and the partner health system do not discriminate against otherwise qualified students based upon disabilities, including students infected with HIV, Hepatitis C or Hepatitis B virus, as long as the individual is able to perform the essential functions of the job safely and effectively with reasonable accommodations. Additional information regarding established procedures following potential exposure to an infectious disease is available at [Exposure to Blood Borne Pathogens \(USCSOMG-STAF-7.03\)](#) policy.

Exposure to Environmental Hazards

The purpose of this policy is to maintain a safe environment and provide for the well-being of patients, students, faculty and staff. For proper prevention and treatment following a spill or chemical exposure, see [Environmental Exposure \(USCSOMG-STAF-7.07\)](#) policy.

Radiation Safety

It is the policy of the USC School of Medicine Greenville to ensure the safety of students, patients, faculty and other parties with respect to exposure to radiation. As such, we observe the rules and regulations promulgated by federal and state agencies overseeing radioactive sources and follow policies concerning radiation safety and exposure prevention set forth by our partner health system. Additional information regarding procedures to monitor radiation exposure are available in the [Radiation Safety \(USCSOMG-STAF-7.04\)](#) policy.

Conflict of Interest in Student Assessment

A clinician who has provided medical or psychological services for a medical student will not serve in an evaluative capacity for the student or supervise educational activities that result in evaluation or assessment. In addition, if an assigned assessor cannot provide an objective assessment of a student due to a personal or familial relationship, then they will not serve in an evaluative capacity for the student or supervise educational activities that result in evaluation or assessment. In addition, faculty members with a conflict of interest in assessing a student will recuse themselves from voting on Student Evaluation Promotion Committee (SEPC) decisions. More information can be found in the [Conflict of Interest in Student Assessment \(USCSOMG ACAF 3.04\)](#) policy.

Technical Standards

The USC School of Medicine Greenville Curriculum Committee has approved [technical standards](#).

Curriculum Accommodations

It is the policy of USC School of Medicine Greenville to provide reasonable accommodations or academic adjustments as necessary for students with disabilities. Approved accommodations will be made in a timely manner and on an individualized and flexible basis consistent with written documentation establishing that the individual is an individual with a qualified disability. Please review the [Curriculum Accommodation \(USCSOMG-ACAF-5.00\)](#) policy for more detailed information.

Class Attendance

Please review the following policies for more detailed information and expectations for class attendance:

- [M1 and M2 Student Attendance \(USCSOMG-ACAF-1.00\)](#)
- [M3 and M4 Student Attendance \(USCSOMG-ACAF-1.01\)](#)
- [Integrated Practice of Medicine Attendance \(USCSOMG-ACAF-1.03\)](#)
- [Inclement Weather \(USCSOMG-ACAF-1.02\)](#)
- [Exam Tardiness and Unscheduled Absence \(USCSOMG-ACAF-7.08\)](#)

Academic Workload and Duty Hours

The faculty of a medical school ensure that the medical curriculum includes unscheduled time to allow medical students to develop the skills of lifelong learning. This policy describes the amount of time medical students spend in required activities, including the total number of hours medical students are required to spend in clinical and educational activities during clerkships. See: [Academic Workload and Duty Hours \(USCSOMG-ACAF-3.00\)](#) for detailed information.

Alternative Clinical Site

Medical students are informed at M3 and M4 orientations of the opportunity to request an alternative clinical site. Please review the [Request an Alternative Clinical Site \(USCSOMG-ACAF-3.06\)](#) policy for more detailed information.

Preparation of Resident and non-Faculty Instructors

Residents, graduate students, postdoctoral fellows, and other non-faculty instructors in the medical education program must participate in described trainings prior to supervising or teaching medical students. Course and Clerkship Directors are responsible for ensuring that all residents and non-faculty instructors meet the requirements of this policy prior to supervising, teaching, and assessing medical students. See: [Preparation of Resident and Non-Faculty Instructors \(USCSOMG-ACAF-3.09\)](#) policy for more detailed information

Medical Student Supervision

A supervising health professional, with a faculty appointment, is required to supervise medical students in clinical learning environments at a supervision level of “indirect supervision with direct supervision immediately available” or higher. See: [Medical Student Supervision \(USCSOMG-ACAF- 3.08\)](#) policy for more detailed information

Grading System

Please review the following policies for more detailed information about the grading system at USC School of Medicine Greenville.

- [Grading System \(USCSOMG-ACAF-2.00\)](#)
- [Timeliness of Grade Reporting \(USCSOMG-ACAF-2.05\)](#)

Student Evaluation, Remediation, Requirements for Promotion, and Appeal

The [Student Evaluation, Remediation, Requirements for Promotion and Appeal \(USCSOMG-ACAF- 4.00\)](#) policy outlines those academic and professional standards and the role of the Student Evaluation and Promotion Committee (SEPC) in reviewing progress, and the conditions that constitute promotion, remediation of unsatisfactory academic progress and professional conduct, and dismissal. A student will be requested to appear before the committee prior to a negative action of dismissal or repeat of the year being taken. Students who have a recommended probation, suspension, or expulsion from the Honor and Professionalism Committee (HPC) will also be requested to appear before the SEPC prior to finalizing the sanction. Students who have failed a single module or clerkship and are not at risk of dismissal or repeat of the year may attend upon their request. In addition, students who have a recommended written warning or monitoring period from HPC may also request to appear before the SEPC. A student may bring their Career Counselor or a faculty mentor with them to the SEPC for support but the Counselor or mentor may not

represent the student during the meeting. A student may not bring legal representation, a family member, or individual who does not serve as an official Career Counselor or faculty mentor to SEPC meetings or any subsequent meetings. The policy also outlines the Student Appeal Process and elements of due process. Students must meet academic and professional standards defined by the faculty to qualify for promotion.

Grade Appeal

Students have the right to be graded in an equitable manner, free from arbitrary bias or capriciousness on the part of a faculty member. The Grade Appeal policy was created to ensure a fair and equitable appeal process that allows a medical student to appeal a grade when they can demonstrate that the grade inaccurately reflects their performance in a module, clerkship, or elective. Please see the [Grade Appeal Policy \(USCSOMG-ACAF- 2.07\)](#) policy for more details.

Formative Feedback for Students

To ensure the success of our medical students in the learning process, USC School of Medicine Greenville faculty will deliver formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Please see the [Formative Feedback \(USCSOMG- ACAF-2.04\)](#) policy for details.

Narrative Assessment

In all modules/clerkships where teacher-learner interaction provides such opportunities, narrative assessment will be provided to students as outlined in the [Narrative Assessment policy \(USCSOMG ACAF 2.01\)](#).

Student Feedback on Course Faculty/Resident Performance

Timely student feedback is essential for the continuous quality improvement of the medical education experience. Students are required to provide feedback in the form of faculty, resident, and course evaluations at the conclusion of each module, clerkship and elective. Please review the [Course and Faculty/Resident Evaluation Completion \(USCSOMG-ACAF-3.01\)](#) policy for details.

Leave of Absence (LOA) and Withdrawal

For a variety of reasons, it may become necessary for a student to take a leave of absence from his/her medical education. Occasionally a student may decide to withdraw from the School of Medicine without an approved leave of absence. Please see the [Leave of Absence and Withdrawal \(USCSOMG-ACAF- 4.02\)](#) policy for details.

United States Medical Licensing Examination

Students in the School of Medicine Greenville are required to pass the United States Medical Licensing Examination (USMLE) Steps 1 and 2 prior to graduation. For full details, please review the [United States Medical Licensing Examination \(USCSOMG-ACAF-3.05\)](#) policy.

Requirements for Graduation

The degree of Doctor of Medicine will be conferred by the University of South Carolina upon persons who have complied with the degree requirements as recommended by the faculty. For full details, please review the [*Requirements for Graduation \(USCSOMG-ACAF-4.03\)*](#) policy.

Faculty Development for Teaching

Faculty have opportunities at multiple levels to participate in activities to improve their skills as medical educators, academicians, and scholars.

The Faculty Development Committee (FDC) is charged with advising the Dean and the Associate Dean for Clinical Faculty Affairs & Development on faculty development offerings and strategic direction across the full range of faculty development activities related to teaching, research, scholarship, and service.

There are several offices and programs at the University providing faculty support and development:

- The USC [Center for Teaching Excellence](#) (CTE) offers a variety of programs and resources to assist faculty at all career stages to improve their teaching and/or evaluation skills, including New Faculty Orientation and the Reflective Teaching Practices for Medical Educators (RTPforME) program. RTPforME is a 5-week, cohort-based program for biomedical sciences and physician faculty delivered in a blended format that incorporates evidence-based teaching strategies and a faculty-determined teaching project. CTE also provides academic support in distributed learning, instructional design, general teaching consultations, and instructional technology. Requests for CTE expert consultation can be made via this request form [online](#). A variety of training classes are regularly offered through CTE, faculty are informed of such offerings by email through CTE and through the School's Faculty and Staff newsletter. The University's Division of Human Resources [Training & Professional Development Office](#) offers courses to faculty and staff designed to improve individual and organizational performance and help USC achieve overall institutional goals;
- The [Office of Research and Grant Development](#) provides programs and training in research development, grants administration, compliance, and intellectual property management; and
- USC School of Medicine Greenville provides programs, consultative services, and other resources to assist faculty in developing the knowledge and skills necessary to succeed in academic medicine. New hires in the Department of Biomedical Sciences will receive onboarding in how to access and use course management software (Canvas) and ExamSoft. Training in how to write NBME-style questions will also be provided through the department. Faculty Development specific to basic science educators in the department will be organized by the Vice Chair of Biomedical Sciences in consultation with the Office for Clinical Faculty Affairs and Development. Examples of offerings may include training in conducting peer observations, how to lead active learning sessions, and how to build a teaching portfolio.

Research

Research and scholarly activity constitute a significant responsibility of faculty members in an academic community. Faculty members' accomplishments in basic science, translational, health systems science, population health, clinical, and/or educational research and scholarly activity are assessed regularly in the annual faculty review process, in the promotion and tenure processes. In addition, faculty are expected to engage student learners in their research to support the mission of USC SOMG to prepare physicians who are committed to improving the health and wellness of their community through innovative research.

Research Administration

The research focus of USC School of Medicine Greenville will be principally in the fields of basic science education, translational research, clinical research, and implementation science/population health.

The USC SOMG Office of Research was established in 2021 to assist with student research activities, compliance and regulatory issues. The Office of Research supports grants management, conflict of interest oversight, infrastructure issues and equipment requests and maintenance. The Office of Research has also developed research policies regarding space allocation, grant routing and approval and support for payment of manuscript publication

The USC Office of Sponsored Awards Management (SAM) serves as the primary research administration office and is responsible for all pre-award activities, processing proposals and awards, assisting with budget preparation, grant and contracts negotiation and other awards administration. The SAM team works with funding agencies, principal investigators, research administrators, and Purchasing, Grants and Funds Management to administer sponsored awards. SAM supports and assists faculty and staff throughout the sponsored award life cycle, from proposal preparation and submission through award negotiation, administration and closeout. While staffed by many, there is an assigned grant coordinator to assist the school's faculty. During the pre-award portion of the grant life cycle, SAM provides proposal preparation support, including help with budget development; ensures compliance with the requirements of the sponsor agency; the university, and government regulators; obtains research-related campus approvals; and submits proposals to funding agencies on behalf of researchers. Upon receiving a sponsored award, SAM prepares final documents and negotiates terms of the award with the sponsor; serves as liaison with the sponsor to answer questions and resolve post-award issues, including no-cost extensions, re-budgeting, and other modifications; gathers information and solves problems in conjunction with other campus units, including Purchasing, Grants and Funds Management, Human Resources, etc.; and prepares and negotiates subcontracts. Informational sessions are scheduled periodically for the school's faculty with presentations by representatives from SAM, and the HSC Prisma Health Office of Sponsored Programs to educate and provide updates regarding the grants budget and submission process.

The USC Office of Research Compliance (ORC) provides support for faculty, staff, and students in ensuring compliance with regulatory requirements for scientific research. ORC is responsible for university policies related to the use of human subjects in research, conflicts of interest, research integrity, and responsible conduct of research. The ORC houses the Institutional Review Board (IRB), which is responsible for the review and oversight of all research involving human subjects conducted by USC's faculty, students, or staff. Before a research project involving human subjects is initiated, it must first be approved by the IRB. ORC also houses the Institutional Biosafety Committee (IBC) and Responsible Conduct of Research, and Training. The IBC provides local review and oversight for research involving recombinant DNA and other potentially infectious or hazardous biological materials.

Research involving recombinant DNA, infectious agents, human-derived materials and/or DHHS/USDA select agents or toxins must be reviewed and approved by the IBC. Responsible Conduct of Research and Training (RCR) promotes research integrity through the use of honest and verifiable methods in proposing, performing, and evaluating research, reporting research results with particular attention to adherence to rules, regulations, guidelines, and following commonly accepted professional codes or norms. ORC offers a variety of training and educational opportunities for those involved in all aspects of research. This training includes Human Subject Protection, Good Clinical Practice (GCP), Animal Care and Use, RCR and Export Controls.

The USC Environmental Health and Safety (EH&S) Office works to provide comprehensive environmental, health and safety programs and services to support the University's mission to educate through teaching, research, creative activity and service. All university members are expected to adhere to the policies and protocols to build safety consciousness among students, employees and others while reducing accidents while working in a research lab space. EH&S provides services that include regulatory compliance oversight, technical guidance, training programs, inspections, emergency response assistance, risk management and loss control services. All EH&S programs are committed to protecting the health and safety of the university community, minimizing potential liabilities and promoting environmental stewardship.

Additionally, USC's Office of Research and Grant Development helps researchers locate funding opportunities, assists in coordination of collaborative proposals involving researchers from other colleges and schools, administer training opportunities, and provide additional resources to support faculty and staff seeking guidance in the pursuit of funding. The Office of Research and Grant Development also administers the Gamecock Research Administrators' Network Training (GRANT) certificate program, which offers foundational education, training and resources for staff members working in research administration. The program provides an overview of the grant life cycle taught by subject matter experts from across campus. Faculty in the BMS department (USC employed) submit their funding applications through this office.

USC Institutional Policies and Links Related to Sponsored Research

The following USC policies may be found on the [Provost's webpage](#):

- [Misconduct in Research and Scholarship RSCH 1.00](#)
- [Debarment and Suspension Federally Sponsored Projects RSCH 1.01](#)
- [Sponsored Programs Through USC Foundations RSCH 1.02](#)
- [Research and Human Subjects RSCH 1.03](#)
- [Compliance with Lobbying Disclosure Act of 1995 RSCH 1.04](#)
- [Data Access and Retention RSCH 1.05](#)
- [Disclosure of Financial Interests and Management of Conflicts of Interest Related to Sponsored Projects RSCH 1.06](#)
- [Administration of Sponsored Projects RSCH 1.07](#)
- [Care and Use of Laboratory Animals RSCH 5.03](#)
- [Intellectual Property ACAF 1.33](#)
- [Outside Professional Activities for Faculty ACAF 1.50](#)
- [Research Grant or Time Limited Positions HR 1.85](#)

Faculty Research Resources

Faculty at USC School of Medicine Greenville have access to programs through the USC, the School and the Health Sciences Center that provide training, mentoring, and intramural funds to support research and scholarly activities. Faculty should discuss their research aspirations and achievements with their Chair regularly, and requests for support may be made through the departmental Chair at the time of Annual Reviews or throughout the year as mutually agreeable between the faculty member and the Chair. Other sources of support for research projects include the ASPIRE program through the USC (see below for details) and the Transformative Seed Grant Program that is coordinated by the Health Sciences center at Prisma Health with matching funding from the dean for projects led by faculty members from the biomedical sciences department. The associate dean for research oversees the development of research resources, collaborative opportunities across the partner institutions of the Health Sciences Center, and training and development opportunities for the medical school faculty and campus. At the University level, the USC vice president for research offers training and specific programming to advance research and develop infrastructure. The research program of the combined USC School of Medicine Greenville and the Prisma Health Sciences Center (HSC) programs and support for faculty scholarship are outlined below. Basic science faculty (USC employed) and clinical faculty (Prisma Health employed) are supported in their scholarship by USC resources and by the research and scholarship infrastructure of the HSC of Prisma Health. HSC is a partnership of institutions including Prisma Health, the USC, Clemson University, and Furman University and therefore allows USC School of Medicine Greenville basic science and clinical sciences faculty to leverage the resources of each academic partner. The Research Division of HSC, headed by the associate dean for research/Prisma Health Upstate chief medical research officer and the HSC chief scientific officer supports clinical/translational research and scholarship by coordinating professional development and mentorship for researchers, connecting them with researchers from the partnering academic institutions and providing support for grant development, seed funding, research compliance, awards management and data acquisition and analytic services. Basic science faculty have the additional advantage of leveraging the talents of faculty/student research coordinator for the USC SOMG and the Office of Sponsored Programs at USC.

Internal Funding Opportunities

Faculty within the Department of Biomedical Sciences (BMS) have percentage effort allocated to scholarly activities. BMS offers basic science faculty annual professional funds to reimburse scholarly pursuits such as conference travel. BMS also provides funds for publication fees. Administration (BMS Chair and Office of Research) drafted a publication fee payment policy in 2021. This policy prioritized funding for publications that include medical students as authors to incentivize student involvement in research. The USCSOMG Office of Research also funds medical student research. Funding may include stipends, travel funds and poster printing costs as well as incurring costs of overall infrastructure-related expenses such as service agreements, compliance and regulatory fees, basic supplies including personal protective equipment (PPE), equipment purchases and minor facility improvements.

A number of research funding opportunities are additionally available to USCSOMG including:

1. Through the Advanced Support for Innovative Research Excellence (ASPIRE) Program, USC employed faculty have the opportunity to compete for funding to begin a promising new research endeavor for later external funding, build up a collaborative, interdisciplinary research project and/or apply for funds to invest in the university's research infrastructure. The goal of these investments is to enhance the USC's research capabilities. The ASPIRE program offers USC faculty an opportunity to compete for funding in three primary tracks, each designed to bolster research excellence at the university. ASPIRE-I track funding is designed to support faculty seeking to develop a

new research project for which they ultimately plan to seek external funding. ASPIRE-II is intended to encourage interdisciplinary, collaborative research among at least three faculty representing a minimum of two USC colleges or schools. ASPIRE-III track funding supports the procurement of multi-user research equipment and/or facilities to enhance USC's research infrastructure.

2. **Advanced Support for Innovative Research Excellence in Greenville (ASPIREinG)** Program funds innovative research that includes a faculty member from the Department of Biomedical Sciences and a funded investigator from the USC Columbia campus to foster collaborative research activity. This funding is sponsored by the USCSOMG Dean and is supported by the USCSOMG Office of Research as well as the USC Office of the VPR. The ASPIREinG Program officially launched in 2022.
3. **Prisma Health-Upstate HSC offers Research Seed Grants** through the Prisma Health Office of Sponsored Programs. Funding opportunities are available that reflect the research priorities of the HSC. All applications must include an investigator from Prisma Health and an investigator from an HSC partner (Clemson University, University of South Carolina and/or Furman University). Transformative Research Seed Grants support research projects that focus on improvement of health system performance, population health, or biomedical sciences that translates to clinical practice and improves patient outcomes. Cancer Care-Delivery Research Seed Grants support research that improves clinical outcomes and patient well-being by intervening in patient, clinician, and organizational factors that influence care delivery, particularly diagnosis, treatment, survivorship, and end-of-life care issues.

Graduate Certificate in Translational and Clinical Research

In an effort to increase the clinical research capacity for Prisma Health Upstate Health Sciences Center (HSC) partners including the USC School of Medicine Greenville, Prisma Health and the Department of Public Health Sciences of Clemson University have partnered to create a graduate certificate in Translational and Clinical Research program. The program was developed specifically for clinical faculty but is also available to students and provides practical training in research methodology aligned with the research goals of the health system. The curriculum includes graduate-level courses in comparative effectiveness research, clinical and translational research, health system quality improvement, and population & health research. Those who complete the 12-credit hour program earn a certificate in Translational and Clinical Research.

Prisma Health Upstate HSC Research Consultation Group

Research Consultation Group is a research resource designed to optimize scholarly activity by providing guidance and expertise for both beginner and advanced researchers engaged in all phases of the research process. This consultative group, composed of researchers experienced in study design, biostatistics, human research subject's protection and clinical trials management is a resource to assist medical students and faculty with questions in these areas, including clinical question development and study feasibility as they develop their research methodology.

Prisma Health Upstate Data Support Core

Data Support Core (DSC) of the Prisma Health Upstate Health Sciences Center is available to assist faculty who might have questions about selecting the most appropriate sample sizes, populations, and

methods to enable successful data analysis. The DSC staff include a senior full professor from Clemson who is highly experienced in data methods and a senior biostatistician who provides consultation to faculty and who oversees graduate assistants who are available to perform data analyses.

Research Mentorship

The two broad groups of medical school faculty, the biomedical sciences faculty (University of South Carolina (USC) employed) and clinical faculty (Prisma Health employed) are supported in their scholarship by USC resources and by the research and scholarship infrastructure of the Health Sciences Center (HSC) at Prisma Health. The HSC, the collaborative partnership between Prisma Health and three academic institutions (USC, Clemson University, and Furman University) enables USC School of Medicine Greenville (the School) biomedical and clinical faculty to leverage the resources of each academic partner. The Research Division of the HSC, headed by the associate dean for research for the School/chief medical research officer (CMRO) for Prisma Health-Upstate and the HSC chief scientific officer, supports clinical/translational research and scholarship by coordinating professional development and mentorship for researchers, connecting them with researchers from the partnering academic institutions and providing support for grant development, seed funding, research compliance, awards management and data acquisition and analytic services. Biomedical sciences faculty have the additional advantage of leveraging the talents of the faculty/student research coordinator for the School and the Office of Sponsored Programs at USC. The following narrative describes the infrastructure and resources for both biomedical sciences faculty and clinical faculty.

Clinical and Basic Science Faculty

Mentoring and coaching of clinical faculty is tailored to their needs and their level of research experience. Mentoring and coaching for biomedical sciences faculty is addressed on an individual basis through the biomedical sciences (BMS) chair during the time of annual reviews. Consultation in research design and analysis is available on an individualized basis through the members of the Data Support Core (DSC) of the HSC Research Division. Researchers can also present their research plans to the School's Research Consultation Group (RCG) for mentoring and consultation support to enhance the potential for a successful award submission. RCG members include representatives from medicine and nursing, the Office of Human Research Protection, data support core, academic research partners and clinical department research administration support.

Faculty can also engage in facilitated group-mentoring where junior faculty can connect with experienced researcher mentors as they develop applications for NIH and other funded award opportunities. This mentoring and networking group is led by Alain Litwin, MD, the vice chair for academics and research of the department of internal medicine, who is an accomplished and extensively funded investigator in the field of addiction research. Coordinated by the associate dean for research/CMRO and the faculty of the school, the group meets every two weeks with an average of 10 to 20 attendees, including investigators and team members from HSC partners including the School, Prisma Health, USC Arnold School of Public Health, and Clemson University. Members are asked to send in their grant applications (overview and specific aims; manuscript; protocol) for review prior to the weekly meeting, and the group members review for facilitated discussion. Through this process a research community of mentors and mentees has been built and new research teams have been formed. This initiative has already resulted in a considerable increase in the number of grants submitted (to NIH, HRSA, SAMHSA, AHRQ), some of which have been funded federally.

Patient Engagement Studio

The [Patient Engagement Studio \(PES\)](#) is a resource for all faculty at USC School of Medicine Greenville. The mission of the PES is to bring patients and the public stakeholders into health research and innovation as research partners. They provide a structured opportunity for patients, community stakeholders, physicians, and academic researchers to collaborate in planning, conducting and disseminating research results and health system innovations. Working with patients as researcher partners provides different involvement, resources, roles, and outputs than focus groups or patient advisory panels. The PES is led by a Studio Director, a faculty member from the USC School of Medicine Greenville and also includes three (3) scientists, experienced in health service research, comparative effectiveness research, and social health research; four (4) physician representatives; a representative from the Prisma Patient Experience team; and eight (8) to 12 patient partners. These people come from diverse backgrounds and have participated in training on team building, research methods, and communication. There are also several “condition-specific” PES pertaining to rheumatoid arthritis, breast cancer, and diabetes (representing both rural and urban communities).

Embedded Scholars

Embedding faculty from academic partners as scholars within the health system to advance the transformation of healthcare delivery has been a philosophical approach of our health system partner, Prisma Health-Upstate. Collaborative research occurs when clinicians and researchers have opportunities to work together, and their research is informed by the needs of the delivery system. Health researchers from these university partners, including the School’s faculty, are integrating—or embedding—themselves in Prisma Health in order to study and better understand opportunities for future healthcare delivery and to develop new models to achieve the quadruple aim. These scholars work in partnership with clinical faculty and healthcare leaders to develop, create and analyze transformative solutions to the problems. Medical students have the opportunity to interact with these scholars who represent a broad range of health sciences research domains.

Office of Human Research Protection

The AAHRPP-accredited Office of Human Research Protection is the support structure for the Institutional Review Board (IRB). The office works with investigators to protect the rights and welfare of research participants. Staff pre-review submissions to the IRB, providing feedback, consultation, and interpretation of applicable regulations.

Prisma Health Upstate HSC Office of Sponsored Programs

The Office of Sponsored Programs (OSP) was created in 2013 and is supported by the Clemson University Office of Sponsored Programs. The Office of Sponsored Programs has staff members who specialize in grant development who may assist research teams in proposal preparations as well as pre- and post-award personnel who provide logistical support for budget development and submission to research sponsors. Clinical sciences faculty who are employed by Prisma Health submit their grant applications through the Prisma Health Upstate OSP.

Since the inaugural medical student class matriculated in 2012, efforts to secure sponsored research support have continued to grow. HSC researchers have successfully submitted extramural proposals to a variety of research sponsors including NIH, HRSA, SAMSHA PCORI, the

Department of Justice, National Science Foundation, The Duke Endowment and the Community Foundation. These efforts that are supported by the HSC OSP significantly impact our researchers' ability to conduct, publish and ultimately improve health outcomes for our patients and communities.

Clinical Trials Management Office

The HSC Clinical Trials Management Office (CTMO) supports clinical trials at Prisma Health Upstate in multiple clinical areas including oncology, pediatric oncology, women's health, cardiology, internal medicine, orthopedics, and vascular disease.

The Prisma Health Upstate Health Sciences Library serves the medical students and clinical sciences faculty by providing information to support patient care, education, and research. Staff includes three (3) master's level librarians who assist faculty in accessing relevant and current medical information.

The Prisma Health Upstate HSC Research Division supports several programs and activities that are accessible to medical students. An example of such a program is in the domain of research training for which the Prisma Health Upstate HSC is committed to providing a broad range of training opportunities to researchers at various levels in their professional career and developmental

Online Resources (with links)

[USC SOMG Student Handbook](#)

[USC SOMG Canvas](#)

[USC SOMG Emergency Preparedness Plan](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Health Insurance Portability and Accountability Act \(HIPAA\) USC](#)

[Human Resources](#)

[USC Holiday Calendar](#)

[USC Policies and Procedures](#)

[USC Faculty Manual](#)