



UNIVERSITY
of MARYLAND
SCHOOL OF MEDICINE



Your **MEDICAL STUDENT WELLNESS BOOK**

A Guide *for* First-Year Families
Class of 2030



WELCOME TO THE UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE

Walking through the doors of Davidge Hall for the first time as a medical student, something changes. Your student realizes that they are now part of a much greater mission, one that began with the oldest public medical school in America.



SUPPORTING *Their* JOURNEY

CONGRATULATIONS, CLASS OF 2030!

Your medical student just completed their White Coat Ceremony, a special tradition that honors your student's first step to becoming a physician. In recognizing this tremendous accomplishment, we must also pledge to help and support your student through their journey.

Medical school is an incredible time but additionally very challenging. Your student is embarking on a life-long journey of learning and self-improvement in order to serve their community through compassionate care. Many consider becoming a physician to be a higher calling, something greater than a job or career. Recognizing the pressure this can place on a learner, we must acknowledge and prepare them for the challenges and opportunities for growth that await.

Over the course of the next four years, your student may face challenges that cause them to question core beliefs, personal priorities, or even their career path. We anticipate a healthy level of challenge, and many students will need additional resources to help them along the way. At the University of Maryland School of Medicine (UMSOM), we prioritize wellness and self-care for our student body and have amassed a large amount of resources to help our students thrive.

This guide will help you support your student throughout their medical school experience. If you or your student have concerns or need any additional help or guidance, please encourage them to reach out to the Office of Student Affairs or one of the many sources of support outlined in this guide. The faculty and staff of the University of Maryland School of Medicine are here to support and guide the Class of 2030 with anything they may need. We look forward to watching them thrive and grow into the outstanding physicians they are destined to become.

Office of Student Affairs:

Kerri Thom, MD, MS
Associate Dean

Elizabeth Lamos, MD
Assistant Dean

John Allen, MD
Assistant Dean

Marissa Flaherty, MD
Assistant Dean

Tonya Webb, PhD
Assistant Dean for Student Engagement and Student Life

At UMSOM, no one goes it alone. Since day one, they have been working within a collaborative environment that supports them in every way:

Their education, through our innovative Renaissance Curriculum, designed to educate informed and caring physicians who can thrive in a rapidly changing profession;

Their desire to innovate, through mentor-led opportunities for research starting in their first year;

Their sense of community, through our Advisory Houses and social programming;

Their wellbeing, through a range of wellness programs to maintain their student work-life balance;

Their commitment to change, through service learning and special interest groups.

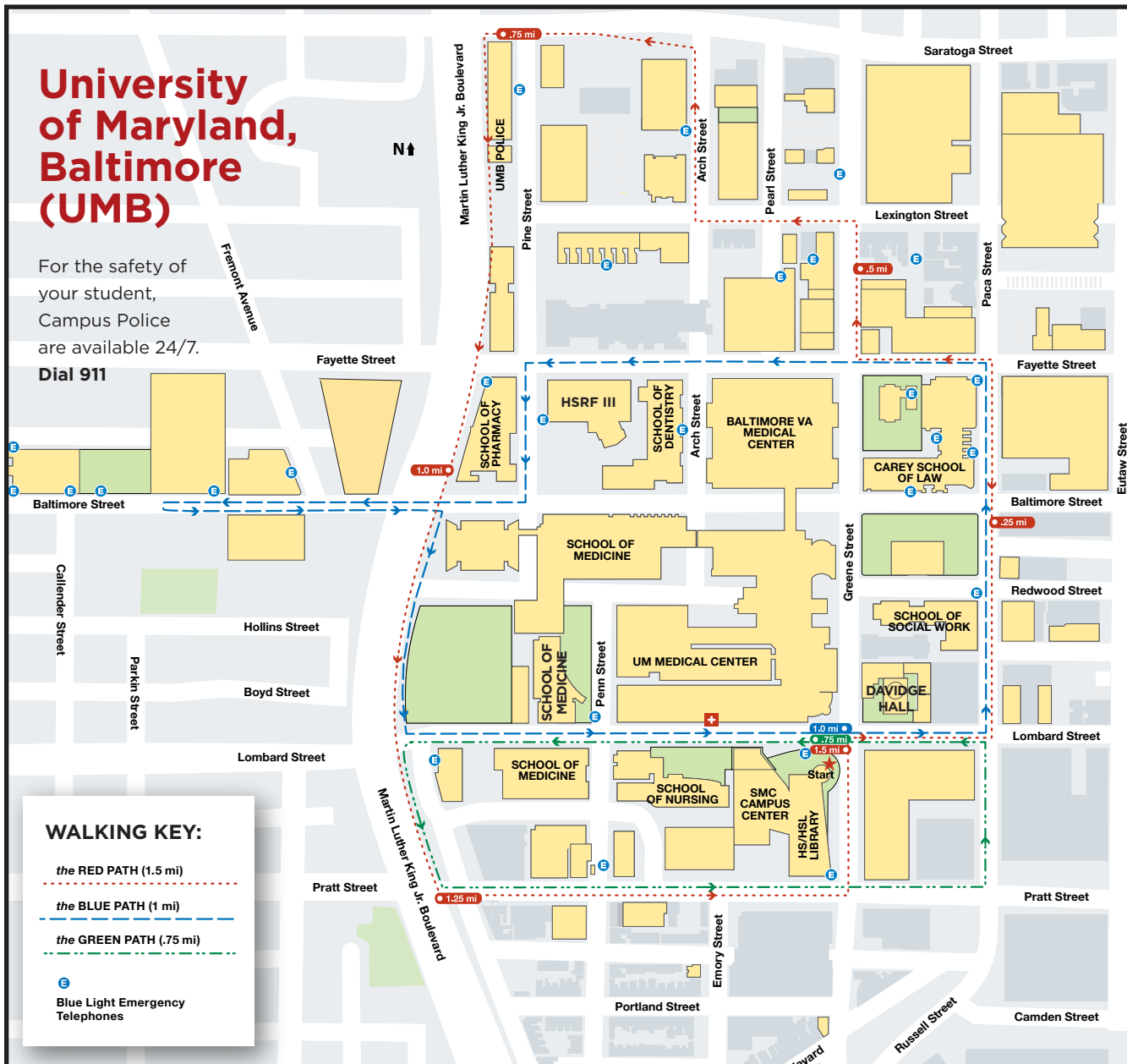
You too can help support them.

Our CAMPUS

University of Maryland, Baltimore (UMB)

For the safety of your student, Campus Police are available 24/7.

Dial 911



WALKING KEY:

the RED PATH (1.5 mi)

the BLUE PATH (1 mi)

the GREEN PATH (.75 mi)



Blue Light Emergency Telephones

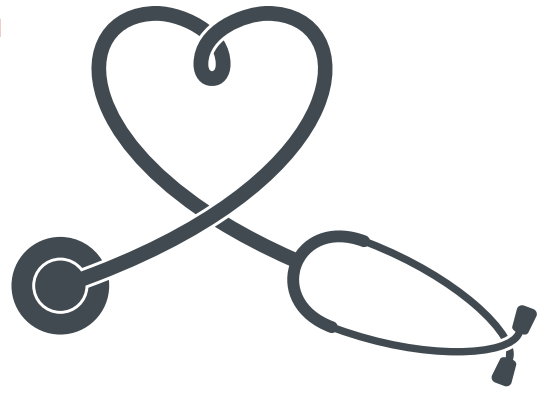
UMB's SAFE WALK is available 24/7. UMB's SAFE RIDE is available 7 AM TO 1 AM. Call 410-706-6882.

ABOUT THE UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE

Your student is not alone. As one of the seven professional schools that make up the University of Maryland, Baltimore campus, the School of Medicine has a total population of almost 7,500, which includes approximately 2,500 students, residents, and other trainees, along with faculty, staff, and volunteers.

The School of Medicine is one of the fastest growing, top-tier biomedical research enterprises in the world – with over 50 academic departments, centers, institutes, and programs; and a faculty of 3,000 physicians, scientists, and allied health professionals, including members of the National Academy of Medicine and the National Academy of Sciences, and included a distinguished two-time winner of the Albert E. Lasker Award in Medical Research. With an operating budget of more than \$1.35 billion, the School of Medicine works closely in partnership with the University of Maryland Medical Center and Medical System to provide research-intensive, academic and clinically based care for nearly 2 million patients each year.

IMPORTANT THINGS TO REMEMBER



Your medical student is embarking on becoming an outstanding, compassionate physician who will be fully ready to practice medicine in the 21st century. Our Renaissance Curriculum is designed to help them realize their potential as:

- ~ An exceptional clinician with a humanistic perspective who values social justice and diversity;
- ~ A confident professional and leader who is well prepared to manage a real-world practice;
- ~ A lifelong learner and critical thinker who is adept in current research methodologies and scholarship.

YOUR STUDENT DESERVES TO BE HERE.

Most of your student's classmates were at the top of their undergraduate classes and accustomed to earning A's. This means your student might not be at the top of the class anymore. Please let them know this is all right and that they are still intelligent and amazing. There is nothing "average" about being a medical student.

MEDICAL SCHOOL FOCUSES ON TEAMWORK.

We encourage students to work in small groups and to share notes and study aids. This emphasis on collaboration may be a change for students who have succeeded independently in a competitive pre-med curriculum.

We emphasize teamwork and help-seeking because the most successful physicians are ones who know how to work as part of a team and who ask for help from colleagues and specialists, when needed. Your student might be surprised by how hard they have to work and how much time medical school requires. You might be too. You will both adapt, but allow time for adjustment.

ADJUST TO SEEING LESS OF THEM.

There will be fewer visits home, especially if you live far away. At times, even though the student wants to come home, school must come first.

Please remember to:

- Still invite them to family events, but make it clear that it is OK if they can't come;
- Assume your student is telling the truth when you hear, "I have to study" or "I am busy." Allow them the time they need for work;
- Try not to give your student a hard time if they have to cancel something — even at the last minute.

Medical school can be an emotional roller coaster. You may receive calls full of tears, complaints, and self-doubt. Listen, remind your student of how special they are, and offer emotional support.

Do not call the school on the student's behalf unless it is an emergency; this will help your student advocate for themselves.

HELPFUL TIPS FOR *You* AND *Your* STUDENT

AMERICAN MEDICAL ASSOCIATION'S* TIPS TO COMMUNICATING WITH A MEDICAL STUDENT

1. Ask about what they are studying. This is a great way to connect with one another, and it can help your student retain what they are spending time learning.

2. Choose your moments wisely. Trying to have a meaningful conversation when your student is intensely studying for an exam is counterproductive.

3. Keep a shared calendar. Whether the calendar is on your fridge or shared online, both of you should add events, important test dates and other specific dates so you can spot conflicts early and plan accordingly.

4. Talk about money. A medical student's life can be expensive with textbooks, supplies, study materials and exam fees. It is important that you both know how much money you have, how you are going to budget and what you need to be saving for.

And two more...

5. Get a class and exam schedule. You will have a better understanding of good times to reach your student and of the weeks when they might be particularly busy.

6. Don't judge how your student manages time. Instead, ask them how their schedule is working for them and how you can be of help.

**The American Medical Association is one of the largest physician lobbying groups in the United States with the goal of "promot[ing] the art and science of medicine and the betterment of public health."*

Learn more at www.ama-assn.org

FOR SPOUSES/PARTNERS/SIGNIFICANT OTHERS

1. Help your student find a schedule that works for them AND for you. Some students stay at school to work when classes are over and take the evening off. Some students need a break after class and use the evening to study. Establish a routine that works for everyone.

2. Create a quiet study space in your home.

3. You have needs too. This guide focuses on your student, but do communicate your own needs about time together, help around the house, time with friends, etc.

4. Offer to help with some of the studying. Can you quiz your student on flash cards? Are you willing to have your student practice physical exam skills on you?

5. Encourage regular exercise — and, if appropriate, exercise together. Exercise is one of the most important factors to help students manage stress and stay healthy during medical school.

6. Encourage your student to find time for their passions outside of medical school. They will be much happier and more successful if they believe these upcoming years are part of life rather than a sacrifice of life.

7. Remember, your student relies on you for love and support — even if they sometimes seem to be dismissive. Remind them that you know they will be a great doctor someday. Be patient. Be flexible.

8. Try to get to know the significant others of your partner's classmates. You can exchange stories about medical school and offer each other support and perspective.

9. There are forums for spouses and partners, visit www.studentdoctor.net. Also, check out Physician Family Magazine at www.physicianfamilymedia.org.

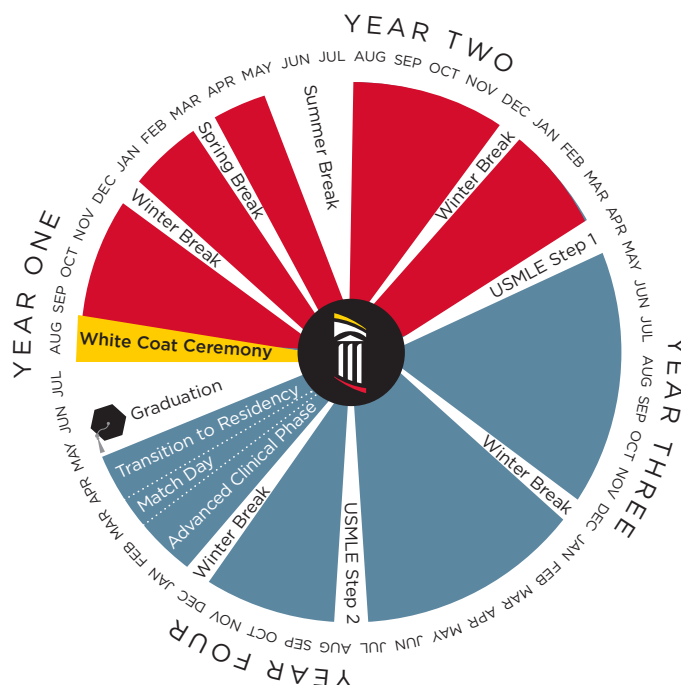
Our CURRICULUM

OUR RENAISSANCE CURRICULUM AT A GLANCE

Over four years, our Renaissance Curriculum provides your medical student with a solid, holistic exploration of human systems and pathologies, giving them a deeper understanding of human health, disease, and patient care. The pie chart provides you with a glimpse of medical school from the White Coat Ceremony and the duration of the pre-clerkship and clerkship phases through to graduation.

Use the academic schedule to help support your student during their first year of medical school — and incorporate some of the helpful tips.

- Pre-Clerkship
- Clerkship



2026-27 ACADEMIC SCHEDULE*

Month	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T						
July			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
August						1	2	3	4	5	6	7*	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28†	29	30	31
September		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
October				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
November						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
December		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
January					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28								
March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
April				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					

	Course	Dates	Exam Dates
	Introduction to Medical School	Aug 3 - Aug 7	
	Foundations	Aug 10 - Oct 23	Fri, Aug 28‡; Fri, Sep 25; Fri, Oct 23
	Blood & Host Defense	Oct 26 - Dec 21	Mon, Nov 9; Wed, Nov 25; Mon, Dec 21
	Brain & Behavior	Jan 4 - Mar 12	Fri, Jan 22; Fri, Feb 19; Fri, Mar 12
	Digestion & Hormones	Mar 22 - May 17	Fri, Apr 16; Mon, May 17
	Practice of Medicine	Aug 17, Oct 12, Nov 2, Nov 30, Jan 11, Feb 8, Mar 29, Apr 26	
	Wellness Day	Nov 10	
	BREAKS/HOLIDAYS	Labor Day: Sep 7 Thanksgiving: Nov 26-27 Winter Break: Dec 22-Jan 1 MLK: Jan 18 Spring Break: Mar 15-19	‡ Anatomy Assessment until 3p * White Coat Ceremony

*SUBJECT TO CHANGE

NEW TERMS FOR *You* TO LEARN

Your student will essentially be learning a new language. Below are some of the most common terms to help you better understand what your student is saying.

UME: Undergraduate Medical Education. Refers to medical school.

Pre-Clerkship Phase: The first 21 months of medical school. Also called the preclinical years. Your student will be learning in the classroom and through some early clinical experiences. This curriculum focuses on a core basic science education, ethics, professionalism, clinical skills, clinical reasoning, and communication skills. This phase ends with students taking the first part of their national licensing examination.

Step 1: The first part of the United States Medical Licensing Examination (USMLE). Taken after the Pre-clerkship Phase, Step 1 assesses whether your student understands and can apply important concepts of the sciences basic to the practice of medicine. Studying and taking this exam is generally very stressful for students, and they will likely need some extra support from you. This examination is now pass/fail; it was previously graded with a numeric score.

Clerkship Phase: Also called third year or wards. The 12 months in which your student will be working in hospital or clinic settings learning about the core clinical specialties of Emergency Medicine, Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery. Each of these rotations is called a clerkship and lasts for four or eight weeks.

Advanced Clinical Phase: Also called fourth year. The final 12 months of medical school. This year includes clinical and non-clinical electives and is a chance for your student to practice more advanced skills in caring for patients, to focus on their specialty of interest, and to learn more about ambulatory practice and community health. Your student will face unique challenges this year, such as possible travel to away programs, the second part of their national licensing examination, and applications to residency programs. They may schedule interviews at these residency programs, and so may have to travel around the country on short notice.

Sub-I: Also called Sub-Internships. These are the advanced clerkships students do to advance their clinical skills and which are considered important rotations in the residency application process.

OSCE: This acronym stands for Objective Structured Clinical Examination. This is a formative and summative assessment tool designed to test clinical and communication skills. This type of assessment occurs throughout the curriculum.

Standardized Patients: Also called SP's. These paid actors act as patients in various encounters with students to help students practice their communication and clinical skills. Some of these encounters are formative — just to help your student improve their skills — and some are summative — designed to help your student improve skills, but also will count towards a grade.

ERAS: The acronym for the Electronic Residency Application Service, one of several application programs your student may use to apply for residency training in their fourth year of medical school.

The Match: The term for the National Resident Matching Program, an independent, non-profit organization that provides a systematic way of placing medical school students into residency positions in United States teaching hospitals. You will hear a lot more about the Match in the years to come.

GME: Graduate Medical Education. Refers to years of training after medical school, including internship (the first year), residency (the remaining years of training in your student's specialty), and fellowship (additional training after residency).

HOW *You* CAN HELP *Your* STUDENT

THROUGH RANDOM ACTS OF KINDNESS

- Buying and delivering a week's worth of groceries.
- Premaking homemade meals that can be frozen and used as needed.
- Dropping off healthy snacks that they can grab on the go.
- Filling the car with gas.
- Sending gift cards for coffee or local eateries.
- Taking the car to the shop when it needs an oil change.
- Doing their laundry.
- Supplying cleaning, household, toiletries, or school supplies.
- Babysitting the kids or walking the pets.
- Offering to help clean or fix anything.
- Giving a gift certificate for a massage.



THROUGH CONSTANT ACTS OF SUPPORT

- Listen to your student — just listen. Don't judge, don't try to fix a problem — just listen. The student just may need to vent.
- Send texts / e-mails / voice mails / photos. Do not be offended if your gestures go unanswered or unmentioned.
- Send cards of encouragement — include extended family members and friends.
- Bring their favorite dinner to school when your student cannot make it home.

WHEN *Your* STUDENT SHOULD SEEK HELP

ENCOURAGE YOUR STUDENT TO ASK FOR HELP, WHEN THEY...

- Seem to be isolating themselves from you or other close classmates or associates.
- Seem to be hiding details about feelings or experiences they would normally have shared.
- Describe feeling isolated and having no one care about how they feel.
- Feel badly or down for weeks and don't seem to "snap out of it."
- Seem stuck in a behavior, thoughts, or feelings that they want to change but seem unable to.
- Might want the perspective of a trained professional.
- Are feeling, thinking, behaving, or believing that they are compromising their work
- Want to learn a specific coping skill, i.e. relaxation, biofeedback, assertiveness, etc.
- Want help communicating better with those they love.
- Feel their self-esteem seems to be draining away or they feel overwhelmed with responsibilities.
- Are using alcohol or illicit drugs to "self-medicate" or to make them feel better.
- Describe themselves as burnt-out or emotionally exhausted.
- Are having thoughts of self-harm or acting in self-destructive ways.
- Want to work on emotional health and personal growth.

The University has a Psychiatric Urgent Care unit that provides services 24/7.

Students should call:
410-328-1219

FACULTY/STAFF TO SUPPORT *Your* STUDENT

■ Donna Parker, MD

Senior Associate Dean for Undergraduate Medical Education
dparker@som.umaryland.edu

Dr. Parker leads the School of Medicine's Undergraduate Medical Education mission, with oversight of the Offices of Student Affairs, Medical Education, Student Research, and Admissions. Dr. Parker is a locally and nationally recognized mentor for medical students.

OFFICE OF STUDENT AFFAIRS

■ Kerri Thom, MD, MS

Associate Dean for Student Affairs
kthom@som.umaryland.edu

Dr. Thom serves as the primary advocate, advisor, and support leader for medical students throughout their educational journey, from orientation through graduation and residency placement. Dr. Thom oversees career counseling, wellness initiatives, professionalism standards, student organizations, and student policy guidance, while promoting a respectful inclusive learning environment.

■ John Allen, MD

Assistant Dean for Student Affairs
john.allen@som.umaryland.edu

Dr. Allen serves primarily in a counseling and career advisory role. Dr. Allen has a strong interest in medical student advocacy and wellness, and works with the students in the Rural-MD Scholars Program.

■ Marissa Flaherty, MD

Assistant Dean for Student Affairs
mflaherty@som.umaryland.edu

Dr. Flaherty serves primarily in a counseling and career advisory role. Dr. Flaherty has a strong interest in medical student advocacy and wellness, and supports student scheduling.

■ Elizabeth Lamos, MD

Assistant Dean for Student Affairs
elamos@som.umaryland.edu

Dr. Lamos serves primarily in a counseling and career advisory role. Dr. Lamos is the

Student Affairs liaison for the school's dual-degree and joint-degree programs and their students.

■ Tonya Webb, PhD

Assistant Dean for Student Engagement and Student Life
twebb@som.umaryland.edu

Dr. Webb leads strategic efforts to foster a vibrant, inclusive environment for medical students. Dr. Webb develops and implements initiatives that enhance engagement across the continuum including recruitment, retention, curriculum, and culture.

■ Neda Frayha, MD

Student Affairs Faculty
NFrayha@som.umaryland.edu

Dr. Frayha is the creator, producer, and host of The OSA Insider podcast, the first medical education podcast to originate from a medical school's Office of Student Affairs.

■ Katherine Goetzinger, MD

Career Advisor
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■ Moran "Roni" Levin, MD

Career Advisor
rlevin@som.umaryland.edu

■ Krista Tookhan, MD

Career Advisor
kthookhan@som.umaryland.edu

■ Gentry Wilkerson, MD

Career Advisor
gwilkerson@som.umaryland.edu

The University of Maryland School of Medicine Office of Student Affairs (OSA) **supports the success, wellbeing, and professional development of students throughout their medical education journey.** OSA provides guidance and resources related to academic progress, career advising, student services, and important milestones from enrollment through graduation.

OSA oversees programs that support the student experience, including the UMSOM U_Matter Wellbeing Program and the OSA STEP Career Advising Program, while also coordinating services such as registration, advancement, scholarships and fellowships, and graduation-related activities. Through these efforts, OSA partners with students and families to help ensure students have the support and resources needed to thrive in medical school and prepare for their future careers in medicine.

OFFICE OF MEDICAL EDUCATION

The mission of the University of Maryland School of Medicine Office of Medical Education (OME) is to **support the educational program of the school across the continuum through curricular oversight, education innovation, technological expertise, assessment and evaluation management, and research.** OME works closely with the other offices in Undergraduate Medical Education (Admissions, Student Affairs, and Student Research) to manage and enrich the student experience at the School of Medicine.

■ Joseph Martinez, MD

Associate Dean for Medical Education and Student Experience
jmartinez@som.umaryland.edu

Dr. Martinez oversees the Office of Medical Education. In addition, Dr. Martinez monitors the learning environment, which includes the professional manner in which students are treated in their classes and rotations.

■ Nirav Shah, MD

Assistant Dean for Medical Education
ngshah@som.umaryland.edu

Dr. Shah is responsible for the ongoing development, implementation, and assessment of the School of Medicine's MD curriculum.

■ Bernadette Siaton, MD

Assistant Dean for UME-GME Transition
bsiaton@som.umaryland.edu

Dr. Siaton runs our OSCEs and our Transition to Residency Course.

■ Connie Lacap, DO

Assistant Dean for Assessment
clacap@som.umaryland.edu

Dr. Lacap works to maintain a high-quality examination and evaluation process.

■ Nitin Seam, MD

Assistant Dean for Innovation and Educational Technologies
nseam@som.umaryland.edu

Dr. Seam provides leadership in the integration and applications of cutting-edge educational technologies to enhance teaching and learning.

■ Norman Retener, MD

Assistant Dean of Longitudinal Undergraduate Medical Education, First Year Practice of Medicine Course Director and UMMS/UMSOM Liaison
noretener@som.umaryland.edu

Dr. Retener directs the Practice of Medicine course in which students learn the skills necessary to be a physician including taking histories and performing physical examinations.

■ Devang Patel, MD

Assistant Dean of the Pre-Clerkship Curriculum
dpatel@ihv.umaryland.edu

Dr. Patel has direct oversight of the pre-clerkship curriculum.

■ Phil Dittmar, MD

Assistant Dean of the Clinical Curriculum
pdittmar@som.umaryland.edu

Dr. Dittmar directly oversees the clinical curriculum.

ACADEMIC SUPPORT

■ Theresa (Tess) Gillis, MBA, MJ

Director, Academic Success
tess.gillis@som.umaryland.edu

■ Courtney Butler, MBA

Academic Development Specialist
courtney.butler@som.umaryland.edu

Ms. Gillis and Ms. Butler provide academic counseling, coordinate the tutors, and support students in preparing for board exams.

OFFICE OF STUDENT RESEARCH

The University of Maryland School of Medicine Office of Student Research (OSR) aims to **promote innovation and discovery in science for our students and trainees.** OSR's goal is to foster student achievement in their scholarly pursuits.

■ Kathryn S. Robinett, MD

Associate Dean for Student Research & Education
krobinett@som.umaryland.edu

Dr. Robinett supports and promotes didactic and hands-on experiential research training for all medical students.

RESOURCES TO SUPPORT *Your* STUDENT

THE HOUSE ADVISORY SYSTEM

www.medschool.umaryland.edu/osa/umatter/house-advisory-system

Every incoming medical student is assigned to one of four houses, each named for a prominent School of Medicine alumnus. Each House is led by a senior faculty member dedicated to medical student education. Within each House are eight core faculty members. Every faculty member is assigned a cohort of five students from each medical school class, for a total of 20 students per group. This allows students to receive mentoring and support from not only the mentor, but from other students in classes ahead of them.

ACADEMIC COACHING

www.umaryland.edu/coaching

A working partnership that focuses on the process of learning. Together with an academic coach, students examine their learning styles, habits of working, and current difficulties or barriers to success. Then this team (coach and student) works to create and put in place more effective strategies. The aim is to heighten awareness of what it takes to achieve academic success and anchor this with new strategies, a supportive relationship, and personal accountability. Please visit the website above to fill out a form and learn more about Academic Coaching.

STUDENT COUNSELING CENTER

www.umaryland.edu/counseling

The Student Counseling Center offers ready access to mental health care, including drop-in stress management sessions. Students can always call 410-328-8404 to set up an appointment. It is never too soon to start. Students in crisis after hours or on a weekend, can call the number above and dial 7. For more information about the Student Counseling Center please visit the website. For additional crisis resources, please visit: www.umaryland.edu/counseling/crisis-care-resources.

UMATTER (OPT OUT)

At UMSOM, your student's wellbeing and mental health are a top priority. As part of our commitment to supporting students, we've partnered with the Student Counseling Center to offer all incoming medical students a personalized introductory appointment. This "opt-out" session is designed to help students get to know the center's services and reduce any barriers to accessing care. No action is needed unless your student chooses to opt out—our goal is to ensure every student starts medical school with the support they need.

RISE: A 24/7 peer support service for those who encounter a stressful, clinically related event. A RISE responder is immediately available to assist your student. Students should contact a **RISE responder using in-house pager #12602 or 410-328-2337, ID# 12602 and follow prompts.**

PEER SUPPORT NETWORK: A group of students who have volunteered their time to meet with other students to support them in different aspects of their journey through medical school.

Our UMSOM peer support leaders are Certified Peer Educators through the National Association of Student Personnel Administrators. They have been trained in active listening and resource management and help use their personal experiences to help support your student's journey. Examples include finding resources on campus, emotional support, questions on specific courses, residency applications, USLME studying, etc.!

Your student's connection with a UMSOM peer support leader will be confidential and the things they share will stay confidential, unless there is imminent danger to your student (at which point the leader will work with your student to connect them to the right resource/person for help). A list of the UMSOM peer support leaders can be found at www.medschool.umaryland.edu/osa/umatter/peer-support-network.

RESOURCES *Continued*

STUDENT HEALTH CENTER

www.umaryland.edu/studenthealth/student-health-center

The Student Health Center is dedicated to providing your student with the highest quality care in a friendly and expedient manner. The center sees itself as your “wellness hub while away from home.” The Student Health Center operates with UMaryland Immediate Care. The staff maintains a policy of strict confidentiality and will not release information without the student’s written permission.

Located at 408 W. Lombard St. between Eutaw and Paca streets. Open Monday through Friday from 7:00 am-4:45 pm. Students are encouraged to schedule an appointment in advance by calling 667-214-2233. Telemedicine appointments are also available. To reach a health care provider after hours and on weekends, call 667-214-1899.

THE OSA INSIDER PODCAST

www.medschool.umaryland.edu/osa/umatter/the-osa-insider-podcast

Want to learn more about the academic life of your student? The OSA Insider is a podcast about medical student life and the journey to becoming a physician. Peel back the curtain on day to day life, major milestones, wellness strategies, and tips for surviving and thriving.

OFFICE OF EDUCATIONAL SUPPORT AND DISABILITY SERVICES (ESDS)

www.umaryland.edu/disabilityservices

Coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school. In addition to overseeing accommodations, ESDS has resources for students in academic and professional development coaching.

THANK *You*

Thank you for taking the time to learn how to support your loved one through medical school. The UMSOM Office of Student Affairs (OSA) is committed to all our students graduating from medical school as healthy as — or healthier than — when they started their training. Our curriculum includes explicit teaching to help our students manage stress, integrate their personal and professional lives, and incorporate self-care into their professional identity.

We hope you found this guide helpful and provided you meaningful ways of support as your medical student continues on their journey.

Please encourage your student to contact OSA anytime throughout your student’s four years at **410.706.7476** or **studentaffairs@som.umaryland.edu**.

We would also like to acknowledge and thank the University of New Mexico School of Medicine for compiling and sharing some of the ideas and tips within this book.

Your SUPPORT CAN HELP

THE MEDICAL FAMILY ANNUAL FUND

Please consider a contribution to the Medical Family Annual Fund at the University of Maryland School of Medicine. Your donation will enhance student activities and student life. The House Advisory System, medical student wellness initiatives, mentorship activities, and more, receive essential support because of the generosity of medical student families.

Through your support we can continue to find new ways to support our medical students.

Donations may be made securely online by visiting www.medschool.umaryland.edu/MFAFdonate

If you would prefer to mail in your donation, please make your check out to UMBF, Inc. / Medical Family Annual Fund, and send it to:

University of Maryland Medicine Philanthropy
31 S. Greene Street, Third Floor
Baltimore, MD 21201
Attn: Traci Morgan

For more information about the Medical Family Annual Fund, please contact the University of Maryland Medicine Philanthropy office at **(410) 328-2391**.

Gifts to the University of Maryland, Baltimore and its Schools are administered by the University of Maryland Baltimore Foundation, Inc.

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A portion of any contribution to the University of Maryland School of Medicine may be used to enhance advancement efforts.



MISSION

We pursue excellence across biomedical research, education, and patient care to advance health equity and wellness for people in Baltimore, the State of Maryland, and around the world. Together, we work to solve generational health challenges and make lasting contributions to the betterment of our diverse and interconnected communities.

VISION

To stand as one of the nation's leading public medical schools, distinguished by an unwavering commitment to fostering vibrant and healthy communities through bold discovery science, transformative education, and personalized, equitable patient care.

CORE VALUES

The University of Maryland, Baltimore's (UMB) core values are at the heart of our mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. These core values guide our academic programs, operating philosophy, and commitment to our constituents, while supporting our dedication to global enhancement and social progress.

Respect and Integrity

We value each other and hold ourselves accountable for acting ethically and transparently using compassion and empathy.

Well-Being and Sustainability

We care about the welfare of our people, planet, communities, and University.

Equity and Justice

We embrace and are committed to diversity, and we value inclusive and just communities. We oppose discrimination in all its forms.

Innovation and Discovery

We imagine and explore new and improved ways to accomplish our mission through education, research, clinical care, and service.

The University of Maryland, Baltimore is accredited by the Middle States Commission on Higher Education. The Liaison Committee on Medical Education, the accrediting body for the Association of American Medical Colleges and the American Medical Association, accredits the School of Medicine. The University of Maryland, Baltimore is actively committed to providing equal educational and employment opportunity in all of its programs. The University strives to ensure women and minorities are equitably represented among the faculty, staff, and administration of the University, so that its workforce reflects the diversity of Maryland's population. All employment policies and activities of the University of Maryland, Baltimore shall be consistent with federal and state laws, regulations and executive orders on nondiscrimination on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, handicap, marital status and veteran status. Sexual harassment, as a form of sex discrimination, is prohibited among the workforce of the University.