



Newsletter

Dear Students,

We wanted to remind you that we are planning for our school's LCME review in March of 2027. The LCME is the Liaison Committee on Medical Education, and they are our accrediting body. Accreditation is important to you as it allows you to continue your education into residency and fellowship. It is important for us as it allows us to continue to recruit outstanding students.

This newsletter is now the fifth in the series. The purpose of these newsletters is to provide you with information that will help you prepare for your role during that visit.

Soon, you will be asked to complete the ISA – Independent Student Analysis. Class of 2027, you heard about this from Becka and Josh during the last Town Hall meeting. Students from other classes, you'll hear more soon at one of your upcoming Town Hall meetings. The ISA is a student lead initiative which creates a survey for you to complete and then analyze so that the results can be provided to the LCME. The LCME will use the results to focus upon areas of our medical school where improvements are needed. The Class of 2027 will complete this survey on Monday, November 24th. Dates for the remainder of the classes will be announced by your class ISA representatives soon.

We'd like you to answer these questions accurately, and we'd like to equip you with the information to do just that.

In this fifth newsletter, we will focus on **“Academic and Career Advising and Financial Aid Services”**.

We believe these services are essential for providing you with a learning environment where you can be successful and be prepared for the match and post graduate training.

Career Advising

Dr. Iuli runs our “Pathways to Success” program of which one of the major components is the CAREERS program. CAREERS programming runs longitudinally across all three phases of your LEARN curriculum. It is designed to provide you with career advising at specific, designated times in the curriculum, but also on an individual and as needed basis. Through the

CAREERS program, you have access to knowledgeable advisors including your Deans and Specialty Advisors.

We now have a designated faculty specialty advisor or advisors in nearly all of the specialties and subspecialties including: Anesthesia, Dermatology, Emergency Medicine, Family Medicine, Internal Medicine, Med-Peds, Neurology, Neurosurgery, OB/GYN, Occupational Medicine, Ophthalmology, Orthopedic Surgery, Otolaryngology, Pathology, Pediatrics, Physical Medicine and Rehabilitation, Plastic Surgery, Preventive Medicine, Psychiatry, Radiation Oncology, Radiology (Diagnostic and Interventional), Sports Medicine, Surgery (General and Pediatric) and Urology.

You also have easy access to a number of online and other electronically provided resources that you may use to aid you in exploring medical specialties and career options. This includes the CAREERS Tab on CBase, your one stop place for CAREERS information and resources.

Specifically, the tab includes:

1. The latest CAREERS news
2. Student opportunities - away sub-internships and electives, research, conferences, etc.
3. The CAREERS events calendar for each class which includes slides and videos for each event
4. The list of CAREERS Specialty Advisors and the Advising Guides
5. CAREERS Resources and Links which include information on electives (Stony Brook, away and research electives, VSLO, affiliation agreements, forms, etc.), links to exploring specialties and residencies (AAMC CIM, AMA FRIEDA and Residency Explorer, self-assessments, etc.), information about residency applications and interviews (ERAS, MSPEs, LORs, CVs, personal statements, interviewing, etc.) and information about the Match (NRMP, Match data, rank order lists, RSOM Match results and Alumni HOST program, etc.)

Of note, the Specialty Advising Guides have been developed by the Office of UGME and the SOM's designated faculty specialty advisors. Each guide provides a wealth of information and advice about preparing for and matching in that particular specialty. The guides include department contact information, FAQs for preparing to enter the specialty, ratings of various activities and performance factors for successfully matching in the specialty, NRMP Match Data, recommended electives, and FAQs regarding the residency application process. These Specialty Advising Guides are updated annually.

Finally, our weekly TGIF regularly includes a schedule of upcoming CAREERS Events and Town Halls, a Road to Residency section that provides general career advice and information, CAREERS Resources that inform students of new and/or useful resources for medical students, and Student Ops, which alert students to opportunities for new electives, residency programs, internships, scholarships and fellowships. We also regularly include the lists of Faculty Specialty Advisors, Deans' Open Office Hours, and RSOM@SBU Residency Program Directors in TGIF.

An important part of the career advising program is Phase III elective advising. This is formally provided by the Specialty Advisors, and you are required to meet with a specialty advisor to plan your Phase III schedules. This meeting is held near the end of Phase II. Later, during your MSPE meeting with a dean, you'll review your elective choices and have the opportunity to

revise these choices as guided by your dean. Phase III elective advising can also occur using the resources available on CBASE under the CAREERS tab as described above.

Academic Advising

Another component of our Pathways to Success Program is the academic advising, counseling and tutorial help which is available to all our students.

First, you are always encouraged to approach your medical school course or clerkship director who can provide academic advice on mastering the course material and counsel you on your performance on evaluations. Your course/clerkship director may direct you to peer tutoring or other appropriate support resources. In addition, they may suggest that you contact one of our medical school's two full-time Learning Specialists/Success Coaches.

Next, all of your deans are available through open office hours or by appointment and we welcome you to come to us about any issue including academic support. We may also recommend working with our Learning Specialists/Success Coaches and/or with a peer tutor.

Of course, you can also seek help directly with either (or both) of our Learning Specialists/Success Coaches at any time either because you are experiencing academic difficulty or simply to improve your study efficiency. They may work with you to identify obstacles to learning including time management, organizational skills, reading and writing skills, note taking, test taking skills, memory techniques, attention and focus deficits, cognitive processing difficulties, and the possibility of a diagnosable learning disorder and/or ADD/ADHD. While the Learning Specialists are not diagnosticians, if concern about a possible diagnosable learning and/or attention disorder develops, they will refer you to the Stony Brook University Student Accessibility Support Center (SASC). The University will help a student to get evaluated for a disability and facilitate SASC review to determine what accommodations are necessary and appropriate.

At the Renaissance School of Medicine, we have always provided MS2 teaching assistants during the MFM and Body courses to aid MS1 students as they become accustomed to medical school. More recently, we have created the Course Ambassador Program. This program utilizes high-performing MS4 students selected by the administration based on exceptional academic achievement and professionalism. Each Phase 1 course is assigned its own set of ambassadors, who work closely with course directors to ensure that the material they provide aligns with the curriculum and instructional goals. Ambassadors guide students in identifying and utilizing the most appropriate third-party resources for each course, lead review sessions before major assessments, and offer personalized tutoring when needed. In recognition of their contributions, ambassadors receive Phase 3 credit through participation in the *Teaching in Medicine* elective, gaining valuable experience in medical education while supporting their peers. Through the Teaching in Medicine elective, MS4 students also serve as peer tutors for Phase I students in the ICM course. Peer tutors work with Phase I medical students in small groups early in the course to reinforce note writing skills. Then later in the course, peer tutors work with students to develop their clinical reasoning skills. They watch the recorded history and physical exams with their individual

students and help the students to understand the pertinent portions of the H&P. They then go on to review the differential diagnosis with a justification for each disease process.

Finally, the advising PODs serve as an informal opportunity for academic advising from POD leaders and senior students. Learning specialists routinely visit the Advising PODs throughout the academic year to speak with students about strategies for success.

Financial Aid Services

The Renaissance School of Medicine provides access to financial aid services through two complementary offices, providing flexibility to choose the option that best meets your needs. The first is the Stony Brook University Office of Financial Aid and Scholarship (OFAS), a university-wide office located in the Student Union on the West Campus. OFAS provides RSOM students with services such as federal verification, loan processing, and general financial aid counseling. The second option is the Renaissance School of Medicine (RSOM) Financial Aid Office, which is located within the Office of Undergraduate Medical Education (UGME) at RSOM. This office currently has two staff members who provide specialized counseling tailored to the unique financial challenges of your medical education, including debt management strategies, budgeting, and financial planning resources. We are currently working on hiring an additional member. You are free to work with either office, or both depending on your individual needs and preferences.

As a RSOM student you have access to a comprehensive set of debt management informational materials designed to support informed financial decision-making throughout your education. The primary resource is the AAMC FIRST (Financial Information, Resources, Services, and Tools) program, which provides evidence-based guidance on budgeting, loan repayment strategies, and overall financial wellness.

We introduce financial aid materials during the admissions process to assure that you begin your medical education with a clear understanding of available resources and strategies for managing educational debt. Then, throughout the academic year, you receive regular notifications from the Assistant Dean for Student Affairs about upcoming AAMC FIRST webinars. These webinars cover critical subjects such as loan repayment options, budgeting techniques, and financial planning for residency.

At the RSOM, we integrate debt management education into the curriculum through required financial planning sessions in Year 1 and Year 4. These sessions feature expert speakers from the AAMC FIRST program and certified financial planners (CFP, ChFC), providing students with practical strategies tailored to the unique financial challenges of medical education. Students also have the opportunity to schedule individual counseling sessions with financial planners, with the first session offered free of charge.

This multi-modal approach, combining national resources, institutional guidance, and personalized counseling, helps us provide all of you with access to high-quality debt management information and support.

At the Renaissance School of Medicine, we understand the importance of outstanding academic, career and financial aid advising and we are committed to continually improvement and augmentation of these programs.

Sincerely,
Andrew Wackett, MD
Vice Dean of UGME