



DOWNSTATE
HEALTH SCIENCES UNIVERSITY

Parent & Family Program

Solo Flight: Ground Support

Supporting Your Student's Journey Through
Medical School

Jeffrey S. Putman, Ed.D.

Vice President for Academic & Student Affairs

studentaffairs@downstate.edu

(718) 270-2187



What Changes

- Your student will make more decisions independently.
- Their schedule may be less predictable.
- They may not communicate as frequently.
- FERPA limits what the University can share without permission.
- They will sometimes need to solve problems themselves.

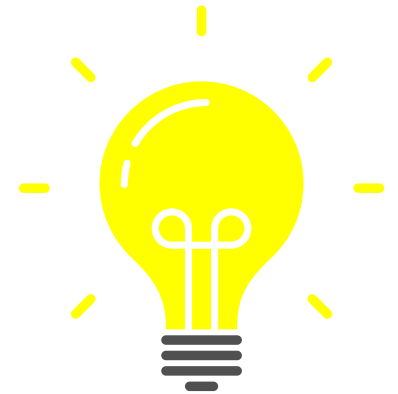
What Does Not

- They still need encouragement.
- They still need a safe place to talk.
- They still need people who believe in them.
- You remain an important part of their support system.

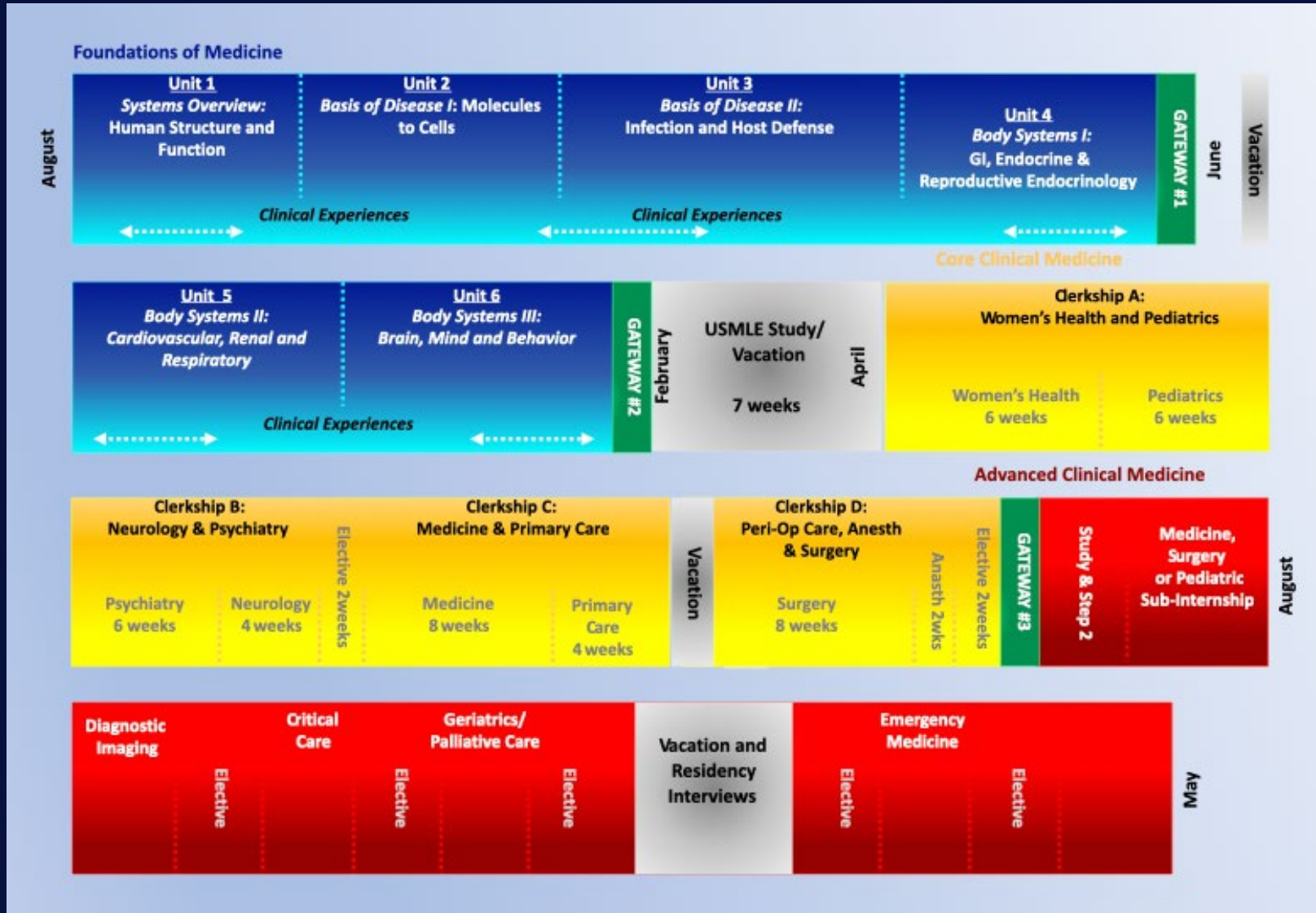


Your Student's Downstate Support Network

Their success is a shared responsibility across the College of Medicine.



The Road From Orientation to Graduation: Integrated Pathways Curriculum



Phases of the Curriculum

PHASE 1 – Foundations of Medicine

Throughout this 18-month phase of the curriculum, students develop the foundational understanding and skills necessary to begin to care for patients on clerkships. Students begin to form their professional identity from day one as they learn clinical skills, foundational medical knowledge, and the skills needed to develop into lifelong learners.

PHASE 2 – Core Clinical Medicine

Paired clerkships during the 12 months of Core Clinical Medicine enhance interdisciplinary teaching across clerkships and support integration of relevant basic science knowledge.

PHASE 3 – Advanced Clinical Medicine

The 14 months of Advanced Clinical Medicine is designed to prepare students for post-graduate training and lifelong learning. Students are required to learn to care for complicated and/or unstable patients as well deepen their understanding of research.

Gateways 1, 2, and 3

The Gateways are evaluation points located at the following points of the curriculum; before the second year of the Foundations of Medicine curriculum, before entering the Core Clinical phase, and before the Advanced Clinical phase. These are points in the curriculum at which students reflect on their mastery of the competencies and the faculty certify that the students meet expectations in the competencies.

Academic Calendar



Before making travel or family plans:

- Consult the official College of Medicine academic calendar.
- Required activities may occur near holidays.
- Remediation periods must remain available until grades are final.
- Clinical schedules may include evenings, weekends, or holidays.
- Students should confirm availability before tickets or reservations are purchased.

		Half I	Half II	Half I	Half II	Half I	Half II	Half I	Half II	Half I	Half II		
		Monday August 9		Tuesday August 10		Wednesday August 11		Thursday August 12		Friday August 13			
8:00	8:00 a.m.												
8:30	8:30 a.m.												
9:00	9:00 a.m.	001 Unit 1 Overview Quinn & Fox				111 Autonomic Nervous System Michelson		031 Ms. Alvarez PBL Session 2	PSDLT Half II	114 General Discussion; Orientation to POPS; Blanchi, et al.			
9:30	9:30 a.m.												
10:00	10:00 a.m.	002 Ms. Alvarez PBL Session 1	PSDLT Half II	119 Vitals are Vital Quinn		008 Regulation of the Cardiovascular System Michelson						016 Acute Regulation of Cardiovascular Function POPS	
10:30	10:30 a.m.												
11:00	11:00 a.m.			005 Principles of Circulation Wong		E00 pt 1 ExamSoft practice							
11:30	11:30 a.m.					E00 pt 2 ExamSoft practice							
12:00	12:00 p.m.												
12:30	12:30 p.m.							221 Circulation In Specific Organs Perkins	PSDLT				
13:00	1:00 p.m.	003 Introduction to the Medical Encounter Ovltsh		007 Cardiac Function Michelson		104 Autonomic signaling Michelson							
13:30	1:30 p.m.												
14:00	2:00 p.m.	PSDLT Half I	002 Ms. Alvarez PBL Session 1	006 Vital Signs HALF I		009 The Cardiac Exam HALF I		PSDLT Half I	031 Ms. Alvarez PBL Session 2				
14:30	2:30 p.m.												
15:00	3:00 p.m.												
15:30	3:30 p.m.												
16:00	4:00 p.m.												
16:30	4:30 p.m.												
17:00	5:00 p.m.												
Hour count (inc. asynchs @ ½ hr) Half I = 23 Half II = 23													
Independent Learning				077 Money Matters 1				222 Signal Transduction		236 Biostats 1			



Unit 1 Overview

Week 1

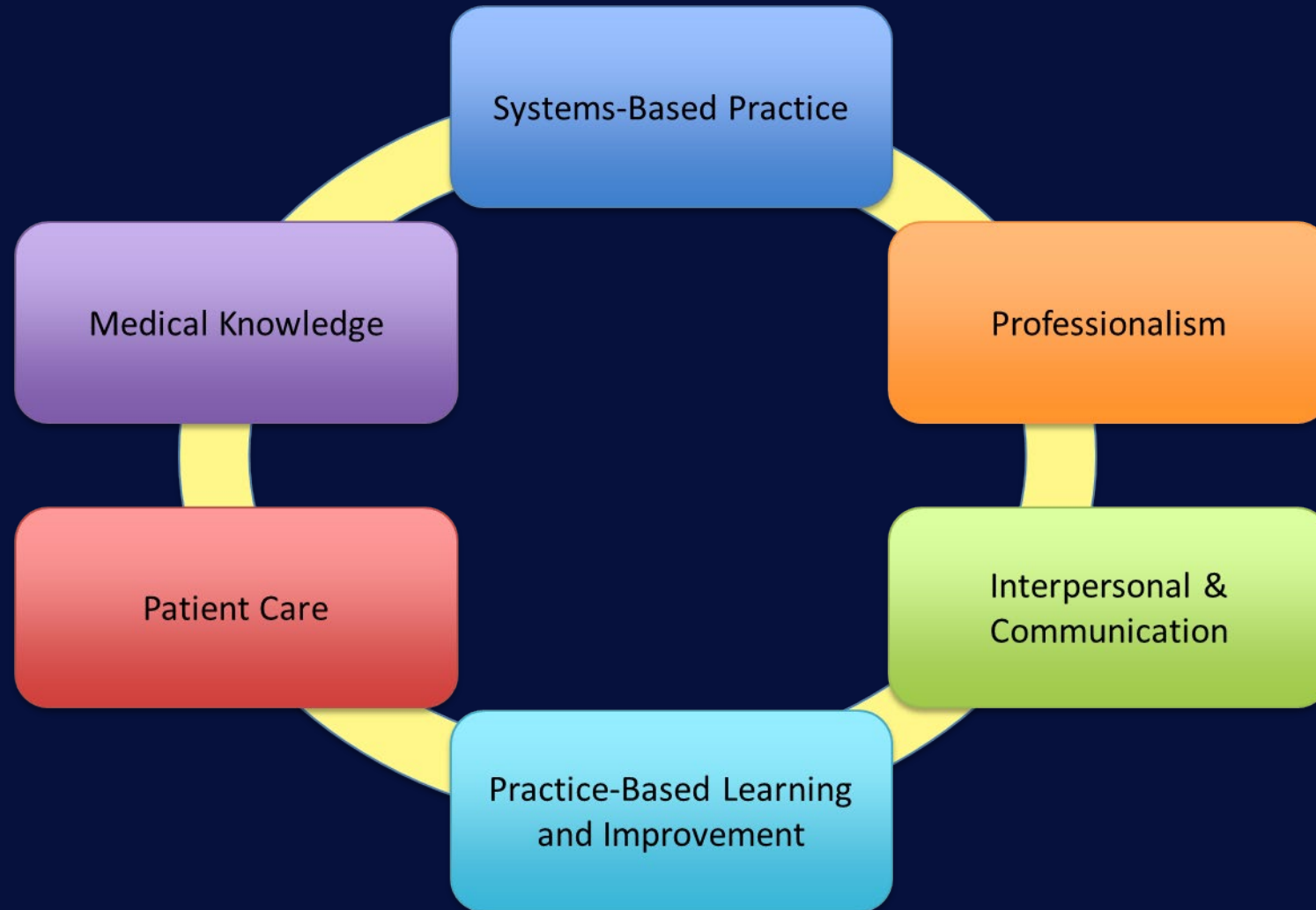
Weekly Formative Assessments

3

Reflection, Integration & Assessment week.

2014	Monday September 29	Tuesday September 30	Wednesday October 1	Thursday October 2	Friday October 3
9:00 9:00 a.m.	Clinical Skills OSCE	Study Day			
9:30 9:30 a.m.					
10:00 10:00 a.m.				MK Essay Exams	NBME Exam
10:30 10:30 a.m.					
11:00 11:00 a.m.			Practical Exams GA & Histo		
11:30 11:30 a.m.					
12:00 12:00 p.m.					
12:30 12:30 p.m.				CS Essay Exams	Unit Exam
13:00 1:00 p.m.					
13:30 1:30 p.m.					
14:00 2:00 p.m.					Clinical Skills MCQ Exam
14:30 2:30 p.m.					
15:00 3:00 p.m.					
15:30 3:30 p.m.					
16:00 4:00 p.m.					
16:30 4:30 p.m.					
Independent Learning					

Integrated Pathways Curriculum



Grading System

GRADE	CRITERIA
P (Pass)	Meets expectations
ID (Identified Deficiency)	Identified Deficiency in one of more competencies
ID/P (Identified Deficiency/Pass)	Deficiency successfully remediated

What Happens When a Student Has Difficulty

- One identified deficiency can often be remediated through the established process.
- Multiple deficiencies are reviewed by the Academic Promotions Committee.
- The goal is to evaluate readiness, provide appropriate support, and protect academic and professional standards.

Remediation: Important Scheduling Note

- Remediation occurs during designated periods on the academic calendar.
- Students must remain available until grades are final.
- Do not book travel during these periods without confirmation.
- Remediation is conducted on site unless otherwise directed.

What we tell your students...

... and we mean it!

Do not suffer in silence. **Ask for help!**

- exercise personal initiative — take responsibility for yourself — ask questions!
- use common sense
- there is nothing wrong with asking for help



Strong students use support before a problem becomes a crisis.

Student Affairs and Academic Support

Academic and Curriculum Questions

- Course or unit director
- Faculty
- Medical Education
- Student Academic Services

Personal, Policy, or Life Concerns

- Student Affairs
- Counseling
- Student Health
- Accessibility Services

Financial or Administrative Questions

- Financial Aid
- Bursar
- Registrar



Support for the Whole Student

- Confidential counseling and psychological services
- Student health care and required clearances
- Accessibility accommodations
- Academic support and learning strategies
- Leaves of absence and personal support



FERPA, Privacy, and Family Community – What Happens When Life Happens

When You Call Us: What We Can and Cannot Share

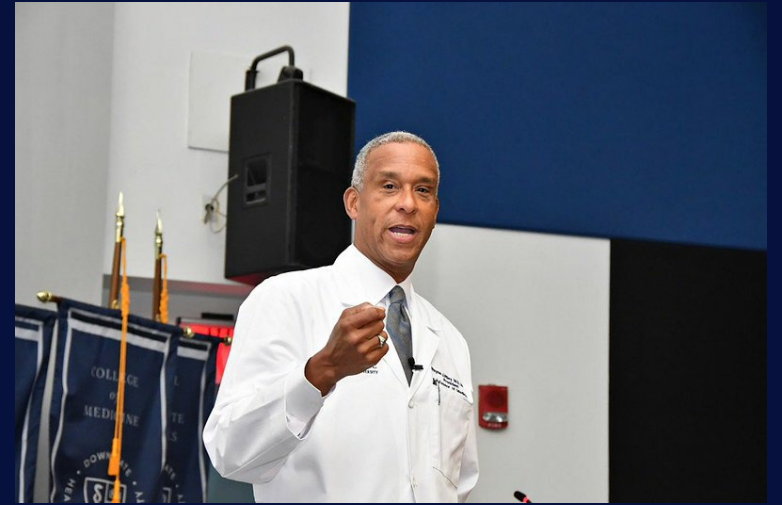
- Once a student is enrolled, their educational records are protected by FERPA.
- We may listen to information or concerns from a family member.
- We may be unable to confirm details or discuss the student's record without written permission.
- In an urgent safety concern, contact Student Affairs or University Police immediately.



How Families Can Help

Encourage First

- Listen before solving.
- Ask what kind of help they want.
- Remind them that setbacks are not failure.
- Encourage them to contact the appropriate Downstate resource.

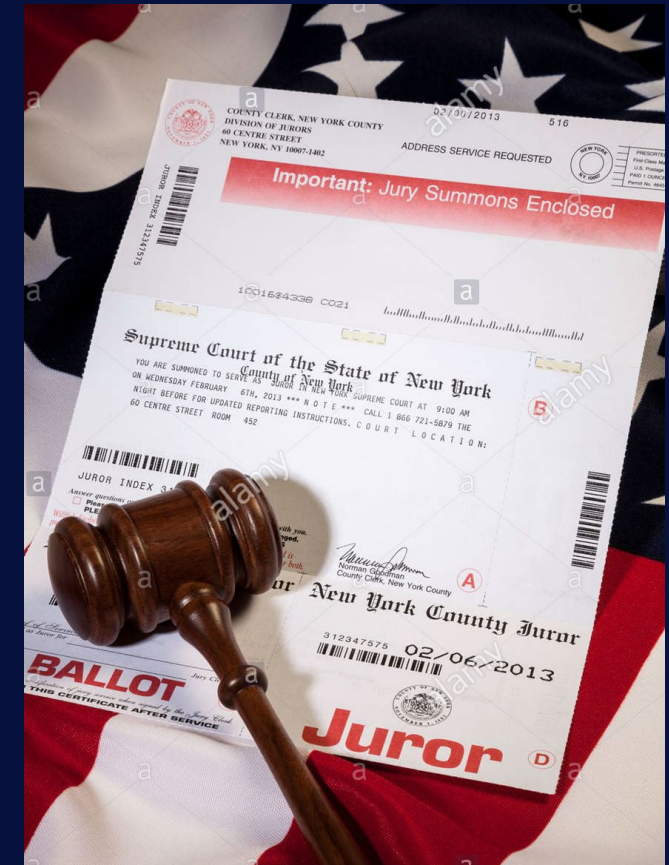


Know When to Call Us

- Significant changes in behavior
- Statements suggesting hopelessness or self-harm
- A serious health or safety concern
- Extended loss of contact that is unusual for your student

Jury Summonses May Arrive at Home

- Please open and promptly notify your student.
- Do not ignore the summons.
- Student Affairs may provide a letter requesting postponement.
- Approval is not guaranteed.
- The request must be made before the service date.



Health Insurance and Financial Concerns

Practical Support Is Available

- Health insurance waiver and enrollment deadlines
- Financial Aid and debt counseling
- Food pantry and basic-needs assistance
- Student emergency support
- Housing and billing assistance



Safety and Emergency Communication

Staying Informed and Safe

- University Police and campus safety resources
- Send Word Now emergency alerts
- Student Health and exposure protocols
- Emergency contacts and after-hours assistance



Other Policies: What Families Need To Know

- Attendance and required activities
- Religious accommodations
- Clinical-site requirements
- Drug testing
- Chosen name and identity records
- Responsible use of AI and social media



Drug Testing and Clinical Sites

Clinical Training Requirements

- Clinical sites may require drug testing.
- Students must comply with site requirements.
- Marijuana may still be tested despite New York legalization.
- A positive result may delay or interrupt clinical training.

AI and Digital Professionalism

Professionalism in a Digital World

- AI use depends on course and assignment rules.
- Patient and confidential information must never be entered into public AI tools.
- Social media conduct is part of professional identity.
- Anything posted may become public and permanent.
- Students must protect patients, classmates, and the institution.

Coordinated Career Advising System

Career Advising Begins in the First Year

- Four-year coordinated calendar
- Early exploration and self-assessment
- Faculty and specialty mentorship
- Clinical advisory deans
- Residency preparation and Match support



COORDINATED CAREER ADVISING SYSTEM

A 4-YEAR ROAD MAP

Your journey. Our guidance. Your future.



YEAR 1



YEAR 2



YEAR 3



YEAR 4



Plan today.
Succeed tomorrow.

YEAR 1 – CAREER FOUNDATION

UNDERSTAND YOURSELF

- ☐ Attend Early Career Advising Sessions (mandatory)
- ☐ Complete Careers in Medicine Self-Assessments
- ☐ Meet with Associate Dean of Career Advising (optional)

EXPLORE OPTIONS

- ☐ Attend Specialty Information Night
- ☐ Attend Alternate Careers in Medicine Night
- ☐ Attend Student Activities Fair
- ☐ Attend one specialty interest group meeting
- ☐ Attend Specialty Information Residency Evening (optional)
- ☐ Request Alumni Mentor or Specialty Advisor (optional)

CHOOSE YOUR SPECIALTY

- ☐ Begin identifying specialties of interest
- ☐ Reflect on specialty fit, values, and interests

PREPARE FOR RESIDENCY

- ☐ Attend CV Workshop
- ☐ Attend Summer Opportunities Information Session
- ☐ Attend Research Opportunities Information Session
- ☐ Meet Director of Medical Student Research (optional)

YEAR 2 – REFINING INTERESTS

UNDERSTAND YOURSELF

- ☐ Meet with Associate Dean of Career Advising
- ☐ Reflect on how Year 1 experiences influenced interests

EXPLORE OPTIONS

- ☐ Attend Specialty Information Night
- ☐ Attend Alternate Careers in Medicine Night
- ☐ Attend Specialty Information Residency Evening (optional)
- ☐ Request Alumni Mentor or Specialty Advisor (optional)

CHOOSE YOUR SPECIALTY

- ☐ Consider specialties of greatest interest
- ☐ Attend Third-Year Scheduling Session and choose Career Exploratory Electives

PREPARE FOR RESIDENCY

- ☐ Update CV
- ☐ Attend CV Workshop (recommended)
- ☐ Complete USMLE Step 1

YEAR 3 – MAKING DECISIONS

UNDERSTAND YOURSELF

- ☐ Reflect on clerkship experiences
- ☐ Meet with Clinical Advisory Dean (CAD)

EXPLORE OPTIONS

- ☐ Attend VSLO / visiting electives session
- ☐ Meet specialty advisors discuss important electives
- ☐ Request Alumni Mentor (optional)

CHOOSE YOUR SPECIALTY

- ☐ Discuss specialty interests with CAD
- ☐ Create MS4 Clinical Schedule Planner and select electives
- ☐ Review schedule with CAD and request approval for electives
- ☐ Submit Advanced Clinical Year Course Lottery preferences

PREPARE FOR RESIDENCY

- ☐ Attend Specialty Information Residency Evening
- ☐ Consider Research Leave of Absence (optional)

YEAR 4 – TRANSITIONING TO RESIDENCY

UNDERSTAND YOURSELF

- ☐ Meet with Associate Dean of Career Advising
- ☐ Confirm specialty choice

EXPLORE OPTIONS

- ☐ Meet faculty mentors and department leadership

CHOOSE YOUR SPECIALTY

- ☐ Finalize residency program list
- ☐ Review Medical Student Performance Evaluation (MSPE)

PREPARE FOR RESIDENCY

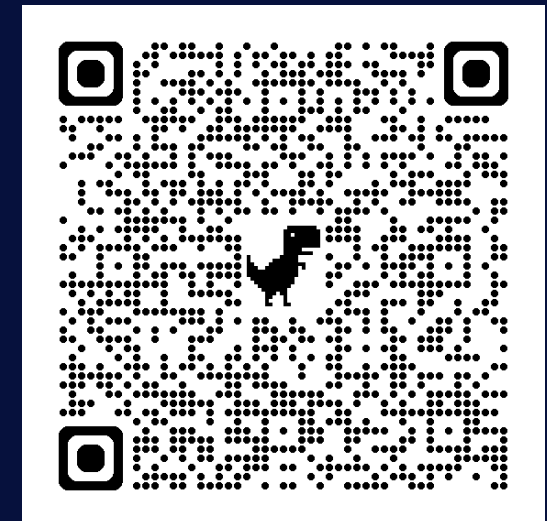
- ☐ Complete USMLE Step 2
- ☐ Attend Residency Application Information Session
- ☐ Attend CV/Experiences Workshop
- ☐ Attend Personal Statement Workshop
- ☐ Attend Residency Interviewing Workshop
- ☐ Register ERAS token
- ☐ Register ResidencyCAS / SF Match if applicable
- ☐ Submit Noteworthy Characteristics
- ☐ Submit residency applications
- ☐ Register for NRMP
- ☐ Request a mock interview
- ☐ Attend Rank List Information Session
- ☐ Submit NRMP Rank List
- ☐ Attend Match Day



Downstate Spirit Store



Proceeds from the store will support the creation of a Downstate Student Emergency Fund, providing critical support to students facing unexpected financial challenges.





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HEALTH SCIENCES UNIVERSITY

White Coat Ceremony

Friday, August 28, 2026

2 Identical Ceremonies – 1pm and 3pm



Downstate Health Sciences University

The other components

- University Hospital at Downstate (UHD)
- School of Graduate Studies — Ph.D. including MD/Ph.D., Bridges Program
- School of Health Professions — upper division and masters programs in health professions — DMI, PT, OT, PA, Midwifery, Health Informatics, ABA
- College of Nursing — undergraduate (RN/BS), Accelerated BS Nursing, graduate programs for nurse practitioners, clinical nurse specialists, Doctor of Nursing Practice
- School of Public Health (CPH, MPH, MHA, DrPH) including a MD/MPH



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ABOUT THE CLASS OF 2030



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Statistics for the Entering Class of 2030

- State Residency

- New York State: 146 (71%)
- Out of State: 59 (29%)

- New York State

- New York City: 93 (45.4%): Brooklyn (33), Queens (25), Manhattan (25), Staten Island (8), The Bronx (2)
- Long Island: 34 (16.6%): Nassau (21), Suffolk (13)
- Westchester: 11 (5.4%); Dutchess, Tompkins 2 (1%), Rockland, Erie, Monroe, Onondaga



Statistics for the Entering Class of 2030

- State Residency

- New York State: 146 (71%)
- Out of State: 59 (29%)

- Other States

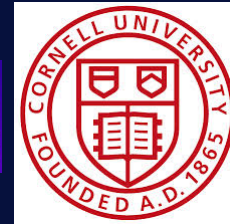
- California (12), Massachusetts (11), New Jersey (9), Connecticut (5), Pennsylvania (4), Maryland (3), Arizona (2), District of Columbia (2), Florida (2), Georgia, Louisiana, Michigan, Minnesota, North Carolina, Oregon, Puerto Rico, Texas, Washington State



Statistics for the Entering Class of 2030

Year Entering	Age Range	Mean Age
2015	21-36	23.20
2016	21-33	23.80
2017	20-40	23.69
2018	20-34	23.70
2019	21-49	24.06
2020	21-38	24.00
2021	21-39	24.00
2022	21-36	24.00
2023	23-35	25.00
2024	31-35	24.00
2025	19-40	24.00
2026	20-35	24.00

Statistics for the Entering Class of 2030



- Undergraduate Colleges Represented in the Class: 85

- Top Feeder Institutions

- New York University 18 (9%)
- CUNY Brooklyn College* 17 (8%)
* Includes students from BA/MD program
- Cornell University 14 (7%)
- SUNY Stony Brook University 14 (7%)
- CUNY Hunter College 12 (6%)
- Columbia University 10 (5%)
* Includes students from Columbia College, SEAS, & Barnard
- Northeastern University 7 (3%)
- Univ of California – Los Angeles 7 (3%)
- Univ of Michigan – Ann Arbor 6 (3%)



Statistics for the Entering Class of 2030

Some Other Colleges



- State University of New York (22): including Stony Brook (14), Binghamton (5), Albany (2), University at Buffalo (1)
- City University of New York (31): including Brooklyn College (14), Hunter (12), Queens (2), City (2), Staten Island (1)



- SUNY Binghamton (5)
- Barnard, Emory, Chicago (4)
- Boston University, Brown, Fordham, UVA (3)
- Carnegie Mellon, CUNY Queens, CUNY City, Georgetown, Hofstra, Northwestern, UAlbany, UC-Berkeley, UC-San Diego, UMass-Amherst, UPenn, Pittsburgh, Rochester, Wake Forest (2)

Statistics for the Entering Class of 2030

Medical College
Admission Test

MCAT



AAMC

MCAT	mean	Percentile
Chemical & Physical	129	86
Critical Analysis	127	81
Biological & Biochemical	129	86
Psychological & Social	130	87

Statistics for the Entering Class of 2030



MCAT	mean	Percentile
Chemical & Physical	119	85
Critical Analysis	127	81
Biological & Biochemical	129	86
Psychological & Social	130	87

THE LAST TIME WE
WILL TALK ABOUT THIS
I PROMISE!!!!

Statistics for the Entering Class of 2030

Grade Point Average	mean
BCPM (science GPA)	3.8
Non Science GPA	3.9
Cumulative Average	3.8

What Your Student May Need From You

- Confidence rather than comparison
- Listening rather than immediate solutions
- Encouragement to seek help early
- Flexibility around schedules and holidays
- Celebration of progress, not only outcomes
- A place where they can still simply be themselves

Ground Support

Your role is not becoming less important...

... it is becoming different!

Encourage! Listen! Believe!

And call us when you're truly concerned!



DOWNSTATE
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Thank you for entrusting us with
someone who means so much to you.

We do not take that responsibility
lightly.

We will be with them from the
moment we believed in them
until the moment we send them into
the profession.

