General Information
According to Thomas Jefferson, medical education was to become part of the curriculum and of the general education at the University of Virginia. A “School of Anatomy and Medicine” was one of the original eight schools authorized by an Act of the General Assembly, passed January 25, 1819, and opened on March 7, 1825.

Unlike many other medical schools of that era, the Medical School was always an integral part of the University, and the professors received full-time appointments. During the early years, the curriculum for the medical degree consisted of a graduated course entailing the most thorough theoretical instruction, except for the anatomical lessons of the dissecting room. Consequently, many medical students took additional degrees in schools in large cities where they obtained the necessary clinical training. The bias against clinical instruction was based, in part, on a Jeffersonian concept which stressed the teaching of medicine from a cultural rather than from a practical point of view.

Today, the University of Virginia Health System serves as one of the major acute-care referral institutions in central and western Virginia. The Health System comprises all of the direct patient care areas and the educational enterprise. The newest component is the University Hospital, which opened in 1990. The hospital and its adjoining Primary Care Center are linked to the old hospital, called the West Complex, located just across the street.

The University of Virginia Hospital has come a long way since its beginnings as a 25-bed facility. Today, the Medical Center is the centerpiece of the Health System, which also includes a school of nursing, a major health sciences library, and a highly rated school of medicine.

The Health System also includes the Children’s Medical Center, the Kluge Children’s Rehabilitation Center, the Private Clinics Building, and the affiliated Virginia Ambulatory Surgery Center. The Center also operates a number of other local clinics and treatment centers. Preventative and family care are available, along with the leading specialists associated with a major medical center.

Address
School of Medicine Admissions
1146 McKim Hall
University of Virginia
P.O. Box 800725
Charlottesville, VA 22908-0725
(434) 924-5571 Fax: (434) 982-2586
medsch-adm@virginia.edu
www.hsc.virginia.edu/education-research/medschl.html

Research Facilities
The research facilities of the School of Medicine include laboratories located in the old Medical School Building, Cobb Hall, Stacey Hall, Jordan Hall, and the Medical Research Buildings, and represent more than 500,000 square feet of dedicated space. Each of the five upper floors of Jordan Hall houses the offices and laboratories of one of the basic science departments. Components of the Cancer Center, the Diabetes Center, and several research service core labs occupy parts of the first and second floors of Jordan Hall. Clinical departments have their research labs in the old Medical School Building, Cobb Hall, the Medical Research Buildings, and the first two floors of Jordan Hall.

In addition, the new Bioengineering and Medical Sciences Building houses research labs of the Departments of Pathology, Bio-medical Engineering, and the Cardiovascular Research Center.

Medical Student Research Programs
Medical students participate to an increasing extent in the research programs of the School of Medicine. There is an active summer research program following the first year of medical school, and further research activities are encouraged thereafter during elective periods. Medical students may also elect to extend their medical education to include a year of basic science or clinical research without an additional year’s tuition. The student will prepare a research proposal outlining the hypothesis for the project, methods, and a time schedule that must be approved by the student’s research supervisory committee. To complete the program, the student will present the initial proposal and a final report in the format of a scientific paper. Recognition for the research year will appear on the student’s transcript.

Admission Information
The University of Virginia School of Medicine receives applications for admission that greatly exceed the number of places in the entering class. The Admissions Committee is thus placed in the position of having to choose a class from among an applicant population in which the number of academically qualified applicants far exceeds the number of available places. While the School of Medicine could choose its class solely on the basis of academic potential, neither the public nor the profession would be best served by an admissions process that was limited to selecting students by GPA and MCAT scores alone. The faculty believes that the educational process at the School, as well as the medical profession itself, is best served by an admissions process that will result in the selection of a diverse and multi-talented student body.

To that end, the School has formulated an admissions policy that takes into consideration individual skills and characteristics that
AMCAS applications must be submitted no later than November 1 of the year prior to the year of proposed enrollment. Students are selected and notified of their acceptance on a rolling admissions basis beginning October 15; therefore, early application is advantageous. All applicants will be required to pay a $75 non-refundable application processing fee unless granted a fee waiver.

Requirements for Admission Applicants should note that the University of Virginia School of Medicine considers applications only from students who are enrolled in or who have graduated from United States or Canadian colleges and universities. Applicants who are not U.S. citizens or permanent residents of the U.S. are eligible to apply provided they have completed (or will complete) their undergraduate course work in a U.S. or Canadian college or university.

Selection of College Courses The required courses listed above form the essential background for the scientific study of medicine. Many courses contributing to a well-rounded liberal education are of direct value and, though proficiency in the sciences is essential to the understanding of medicine, concentration on the sciences is not necessary. Medicine is concerned with a variety of social and community problems and requires a broad cultural background as well as technical education.

Advanced placement courses are acceptable if such courses are clearly indicated on the undergraduate college transcript as having been accepted by the college toward fulfillment of requirements for the bachelor's degree. However, students are expected to pursue advanced courses if advanced placement credit was awarded for any of the required science courses listed above (including laboratory work). Students pursuing a graduate or professional degree must complete the program requirements prior to entrance into medical school.

Technical Standards Applicants to the University of Virginia School of Medicine are considered with reference to disability but with the expectation that they can complete all parts of the curriculum. In addition to certain academic standards, candidates for the M.D. degree must have abilities and skills in observation, communication, motor function, quantification, abstraction, integration, conceptualization, and interpersonal relationships and social behavior. Some disabilities in certain of these areas may be overcome technologically, but candidates for the medical degree must be able to perform in a reasonably independent manner without the use of trained intermediaries. Those desiring additional information on this matter may contact the Admissions Office for the full Technical Standards Policy.

Medical College Admission Test The Medical College Admission Test is required of all applicants. All students must present scores from tests taken no later than the fall of the year prior to the year of matriculation, and no earlier than the spring of three years prior to the year of matriculation. Further information concerning this test is available from college premedical advisors, or from the AAMC website: www.aamc.org.

Personal Interview Students are not accepted without a personal interview. Selected individuals are invited for interviews after review of their completed application. The Admissions Committee does not grant regional interviews, telephone interviews, or interviews by applicant request.

Transfer Applicants Transfer applications are accepted for entrance into the third-year class if there are vacancies due to attrition. Transfer applicants must be in good standing at a United States allopathic medical school, and preference will be given to Virginia residents or to individuals who have compelling reasons to be in Charlottesville. All students accepted for transfer into the third-year class will be required to complete two full years of the curriculum at the University of Virginia School of Medicine and pay the appropriate tuition and fees.

Correspondence concerning admission should be addressed to the Director of Admissions, UVA School of Medicine, P.O. Box 8007725, Charlottesville, VA 22908-0782; (434) 924-5571; fax: (434) 982-2586; medsch-adm@virginia.edu.

The Curriculum Throughout the four years, the curriculum combines the practice and science of medicine. Patient contact begins early in the first year and increases throughout the four years. The curriculum is a thoughtful balance of lecture courses, problem-based small-group courses, hands-on laboratories, and hospital and community-based clinical experiences. At the center of the curriculum is the patient, the science of medicine, and the physician’s role in improving the health of individuals and communities. Students adapt the curriculum to their own learning styles. Some students prefer to learn from lectures; others from self-study of notes provided by faculty or from texts and computer materials.

First Year In the first year, students develop an understanding of normal human biology and its relationship to the practice of medicine. Instruction in physiology, genetics, biochemistry, anatomy, histology and neuroscience present the scientific core of the physician’s knowledge base. At the same time, the students' advancing scientific knowledge is integrated with clinical applications in the Practice of Medicine course. In small-group, problem-based experiences, students interview patients in hospitals and in other health care settings and learn to take patients' histories and conduct physical examinations. During the first year, students meet with physicians on a one-to-one basis in the mentoring program.

Second Year The coordinating theme of the second year is provided by the problem-based course, Introduction to Clinical medicine. This course consists of clinical case studies which students solve in small group tutorials...
led by physicians. During the year, students also work on a one-to-one basis with physicians to develop their skills in taking medical histories and conducting physical exams. Other courses such as pathology and pharmacology are coordinated with Introduction of Clinical Medicine to emphasize the clinical correlations between medical science and medical practice. In the spring of the second year, each student participates in a preceptorship to work with a doctor in a community practice. Students go to many areas of Virginia for their preceptorship and live in those communities for the week.

Third Year The third year is devoted to clinical training. Students take clerkships in medicine, surgery, pediatrics, primary care, psychiatry, and obstetrics and gynecology. There is extensive direct contact with patients, and students work with a well-balanced patient population, which includes primary, secondary, and tertiary care. Teaching is related to the patient on rotation in small tutorial seminars, lectures and group discussions. Emphasis is given to the principles of prevention, diagnosis, treatment, and the continuing integration of clinical medicine with medical sciences and the psychological factors that influence health. Students work in small groups and rotate among many clinical services, gaining practical experience under supervision in the wards and outpatient clinics of the University of Virginia hospitals, the Roanoke Community Hospitals, the Veterans Administration Medical Center in Salem, the Western State Hospital, and INOVA Fairfax Hospital in Northern Virginia. The teaching programs at the affiliated hospitals allow students to observe the practice of medicine in multiple settings and gain exposure to a somewhat different spectrum of illnesses than that seen at the University of Virginia. During their third year, all students spend an average of 28 weeks away from Charlottesville in affiliated clerkship locations.

Fourth Year The electives program in the fourth year allows students to pursue their own interests. Under the guidance of a faculty advisor, students choose clinical rotations, basic science and humanities courses, or research activities. Programs are tailored to meet individual interests and needs, including a selection of programs in other domestic and foreign settings, in appropriate community medicine programs, or in other activities of suitable educational merit. Students also complete their four-week neurology clerkship in the fourth year.

Philosophy of Medical Education At the University of Virginia, we believe that art and science should be blended in medical education. Our mission is to confer scientific knowledge and skill and to convey an appreciation of the interpersonal qualities of comfort, care and understanding essential for a complete physician-patient relationship.

Two fundamental components of our educational philosophy are, first, that principles of problem understanding and management are more important than retention of isolated facts, and second, that learning is facilitated by the presence of the patient. Thus, we correlate principles of basic science with presentation of the patient in the first two years, teach clinical medicine by utilizing real patient problems, and emphasize teaching at the bedside and in the clinic whenever possible. These methods enhance the base of meaningful knowledge that can be readily recalled and applied. The School is also committed to small group and individual teaching in which interaction between student and faculty can be maximized.

Degree Requirements The degree of Doctor of Medicine is conferred by the University of Virginia upon candidates who have complied with the entrance requirements of this School and satisfactorily completed the subjects included in the medical curriculum.

Candidates for the degree of Doctor of Medicine must have completed the full course of study for this degree and must be certified by the faculty as having successfully met all of the criteria. These include satisfactory completion of the preclinical courses of the first two years, 52 weeks of required clinical clerkships, and 28 weeks of electives. In addition, the student must take and pass Step 1 and Step 2 of the United States Medical Licensing Examination (USMLE). Furthermore, students must demonstrate those professional attitudes and behaviors that form the foundation upon which the practice of medicine rests. The elements of these attitudes and behaviors include altruism, accountability, honor, integrity, humanism, commitment to service, and striving for excellence.

Fundamental Objectives for Undergraduate Medical Education The Curriculum Committee has adapted a set of fundamental objectives for the undergraduate medical education based on findings of the 1998 University of Virginia School of Medicine Task Force on Medical School Objectives. These are presented in outline form.

The competencies required of the contemporary physician include:

1. The development and practice of a set of personal and professional attributes that enable the independent performance of the responsibilities of a physician and the ability to adapt to the evolving practice of medicine. These include an attitude of:
   a) humanism, compassion, and empathy,
   b) collegiality and interdisciplinary collaboration,
   c) continuing and lifelong self education,
   d) awareness of a personal response to one's personal and profession limits,
   e) community and social service,
   f) ethical personal and professional conduct,
   g) legal standards and conduct,
   h) economic awareness in clinical practice;

2. Competence in the human sciences:
   a) in the understanding of current clinically relevant medical science,
   b) in scientific principles as they apply to the analysis and further expansion of medical knowledge;

3. The ability to engage and involve any patient in a relationship for the purpose of clinical problem solving and care throughout the duration of the relationship;

4. Eliciting a clinical history;

5. Performing a physical examination;

6. Generating and refining a prioritized differential diagnosis for a clinical finding or set of findings;

7. Developing and refining a plan of care for both the prevention and treatment of illness and the relief of symptoms and suffering;

8. Developing a prognosis for an individual, family or population based upon health risk or diagnosis, with and without intervention, and planning appropriate follow-up;

9. Selecting and interpreting clinical tests for the purpose of health screening and prevention, diagnosis, prognosis or intervention;

10. Organizing, recording, presenting, researching, critiquing and managing clinical information;

11. Selecting and performing procedural skills related to physical examination, clinical testing and therapeutic intervention; and

12. Knowledge of the social, economic, ethical, legal and historical context within which medicine is practiced.

Combined Degree Programs Time Limit for Completion of the M.D. Degree Students in combined degree programs must complete the requirements for the M.D. degree within seven years of matriculation in the School of Medicine. Those who are making progress toward graduation but who will exceed the seven-year limit may apply to the Student Promotions Committee for one-year extension. The Committee may grant more than one extension; application must be made on a yearly basis.

M.D.-Ph.D. (NIH Medical Scientist Training) Program The goal of the program is to provide students with the highest quality training to conduct biomedical research as well as a firm grounding in clinical medicine. Ph.D. training may be done in one of our Basic Science Departments including Cell Biology, Biochemistry & Molecular Genetics, Biology, Biomedical Engineering, Chemistry, Microbiology, Molecular Physiology and Biological Physics, and Pharmacology. We also offer a wide variety of Interdisciplinary Graduate Programs in the areas of Immunology, Cardiovascular Physiology, Cell and Molecular Biology, Neuroscience, Biophysics, Molecular Pharmacology, Molecular Medicine, Chemical Engineering, Cancer, and Infectious Diseases. A major emphasis of the program is to train physician-scientists who will lead the biomedical research community in efforts to dis-
cover the fundamental basis of human disease and to develop innovative new therapies for their treatment. For more information see www.healthsystem.virginia.edu/internet/mstp.

M.D.-M.S. Health Evaluation Sciences
This joint M.D.-M.S. Health Evaluation Sciences program is designed to develop the research, analytic, and quantitative skills that students need to succeed in a variety of health careers. The M.S. portion of the program can be completed in one academic year after the third year of medical school. Five areas of specialization are offered: epidemiology, clinical investigation, health services research, health care informatics, and health care resource management. Students choose an area of particular interest to them and complete core and specialized courses and a final project.

M.D.-M.P.H. Public Health
This multidisciplinary degree is offered in collaboration with the School of Medicine, Law, Nursing, and the College of Arts and Sciences. The program emphasizes Public Health, Law and Ethics, Community Health, Global Health, Bio-preparedness, and Health Policy Management. Medical Students who decide to pursue the M.P.H. should expect to extend their education by one year.

M.D.-M.A. Bioethics
The School of Medicine and the Graduate School of Arts and Sciences offer an M.A. degree in Bioethics. Medical students at the School of Medicine may apply for this program which can be pursued along with their professional training. Students interested in this program should plan on extending their educational experience by one year.

Student Organizations
In 1967 students from all four classes created the Mulholland Society, an all-inclusive student body that would provide greater interaction among the four classes, a unified student voice to promote the interests of medical students, and an outlet for the academic, social, and athletic interests of students. Instead of calling it a student body, however, it was named a “society” to emphasize the importance of camaraderie and teamwork within and between classes. They named this society in honor of the late Dr. Henry Bearden Mulholland, one of the most distinguished figures in American medicine, whose entire career was spent at the University of Virginia from 1917 to 1962. The society chose his name in honor of his special interest in student affairs and because he represented “the best in medicine, not only in the classroom but in the community.”

Mulholland Society Council (The Medical Student Government) The Council works to monitor and improve all aspects of medical student life, both in and out of the classroom. All class officers and Mulholland Society officers sit on the Council. The Student Medical Education Committee exists to provide coordination for medical student input on medical education issues to the various faculty administration committees and the Dean’s office. Students also sit on the Curriculum Committee, the Admissions Committee and the Dean’s advisory committee. Membership on standing committees is open to any interested students, and Council meetings are always open.

American Medical Student Association
The local chapter of AMSA was founded in 1994 and offers students a mix of community service opportunities such as Habitat for Humanity, benefits such as health insurance and loan programs, grants for local projects and elective rotations abroad and even a summer elective class in medical Spanish. The two primary goals of the organization are to provide students with needed services and support, and to help students get involved in service-oriented community-based activities.

American Medical Women’s Association
AMWA addresses medical issues that are vital to women’s health, prepares women for leadership positions in medicine, and promotes equity in professional status and pay. A physician branch and a student branch are open to women who are faculty, residents, or medical students at the University of Virginia. Student members are eligible to apply for loans and scholarships.

The Arrhythmics This co-ed a cappella singing group is open to medical students and members of the Health System Community. Activities range from singing on the wards, in the hospital lobby, and for faculty/administration. The proceeds from fund-raising activities go to a medically-related charity.

Asian Pacific American Medical Student Association
APAMSA is devoted to meeting the unique educational and social needs and interests of Asian-American medical students. This includes efforts to foster Asian student/faculty interaction, health outreach to Asian communities in the area and communication among Asian medical students at the University of Virginia. The organization offers a forum and a vehicle through which students can voice their concerns about issues pertinent to the Asian medical community. APAMSA sponsors speakers, workshops on topics of interest, social activities and cooperates with other Asian-American student associations on joint projects.

HIV Education Program
This program medical students are trained to present educational workshops about HIV and AIDS to junior high, high school, and college students in the Charlottesville area.

International Medicine Club
This is an informal group founded to address the growing need to view medical and public health issues in a global multicultural perspective. Goals are to highlight opportunities, to invite public speakers to lead group discussions, and to provide the opportunity for students to contribute to health care around the world.

The Orthopedic Club
This club was started for students interested in the field of orthopedics. The club is sponsored by the University of Virginia Orthopedics Department. This is an excellent way for student to work with faculty before the fourth year and to learn skills used in orthopedic surgery.

The Pediatrics Club
This club was founded by a group of students interested in the field of Pediatrics. The club works closely with the UVA Pediatrics Department in order to sponsor speakers and events designed to introduce first- and second-year students to clinical issues in Pediatrics.

The Elizabeth Project
This is a statewide community-based project sponsored by local churches. Volunteers are needed to work with children who are the children of expectant mothers. Each volunteer who successfully completes the training program is paired with a teenage mom. The program is broken into twelve-week sessions, which include a weekly evening course attended by the mom and her partner.

Family Practice Club
The Family Practice Club was organized with the goal of introducing medical students to the field of Family Medicine. Meetings often feature a speaker and topics of interest to medical students in general. The club also sponsors a Follow-a-Resident program and Follow-a-Maternity Patient program for first and second-year medical students. The Club is associated with the Virginia Academy of Family Physicians and the Department of Family Medicine.

ClubMED
This is the interest group for students interested in the field of Internal Medicine. The group was founded in 1993 and is sponsored by the UVA department of Internal Medicine. Students work to provide speakers on a variety of topics, to introduce medical students at all levels to the field of Internal Medicine and to host an informal social event to promote interactions between faculty and students.

The Henry Student Council (The Medical Student Government) The Council works to monitor and improve all aspects of medical student life, both in and out of the classroom. All class officers and Mulholland Society officers sit on the Council. The Student Medical
Project S.M.I.L.E. “Students Making It a Little Easier” is an organization sponsored by the American Cancer Society, which matches medical students (“big buddies”) with pediatric hematology/oncology patients (“little buddies”). Big buddies accompany little buddies to oncology clinic appointments, to planned organizational functions, and in general, provide emotional support to the patient and to the family of the patient.

S.H.A.R.E. SHARE was founded by members of the class of 1989 and 1990 and acts as an independent umbrella organization devoted to service projects. These projects include teaching local high school and college students about HIV, working with indigent patients at the Charlottesville Free Clinic, visiting nursing homes and retirement communities, spending time with children at a local shelter for families in emergencies, and refereeing and coaching in Special Olympics activities.

Sloane Society The Sloane Society was started in 1999 and is partly funded and supported by the Humanities in Medicine program. Activities range from lectures on bioethical issues to film viewing and play readings.

The Spinal Chords Founded in 1979, this a cappella singing group is made up of first- and second-year men and brings “music and mirth” to the hospital and the community-at-large. They perform in class, on the wards, and throughout the state. In addition, the “Chords” raise funds for the Children’s Medical Center, which are presented each May during the CMC telethon. Membership is open to all male members of the first and second-year class.

Student National Medical Association SNMA is a national organization founded with the purpose of increasing the number of physicians who serve minority and indigent communities. Accordingly, the SNMA develops programs for implementation of urban and rural health care as well as for the encouragement of minorities to enter and succeed in the health professions. The Chapter at the University of Virginia School of Medicine is dedicated to the recruitment, success, and retention of minority medical students, to the success of pre-medical students, and to contribution to the surrounding community through the utilization of members’ skills and training.

Surgery Club The Surgery Club, aka the Cabell Society, introduces the discipline of surgery to students. Club members believe that all future physicians will benefit from increased understanding of the role surgery plays in the delivery of health care. The club is also designed to help those with an interest in surgery gain some exposure in the first two years. The club sponsors talks, social events, and a surgeon-shadowing program.

Course Descriptions

MED 601 - (o) (Y) Cell and Tissue Structure Cell and Tissue Structure is integrated with Physiology into a year-long course that provides a correlated structure/function approach to cells, tissues, organs, and organ systems.

MED 602 - (o) (Y) Gross Anatomy The structure and function of the body. This is the basic biological course in which students learn the morphological setting upon which clinical knowledge and experience are built. In this course, anatomy is approached from gross structural and embryological perspectives.

MED 605 - (o) (Y) Medical and Molecular Genetics An overview of the basic and clinical aspects of the rapidly changing field of human genetics. The course begins with the building blocks of inheritance: DNA structure, replication, transcription, and translation. Included is the area of human cytogenetics and a number of important clinical cytogenetic abnormalities.

MED 606 - (o) (Y) Biochemistry This course establishes a perspective regarding the breadth of the discipline of biochemistry, while starting to recognize the importance of molecular biochemical detail.

MED 608 - (o) (Y) Neuroscience Emphasis is on the structure and function of the central nervous system. Neural disease is discussed to provide a context for understanding normal neural function and to illustrate the reasoning process that uses an understanding of functional neuroanatomy to localize neural dysfunction.

MED 610 - (o) (Y) Physiology An integrated study of the histology and physiology of the major organ systems of the human body, including the autonomic nervous system, cardiovascular system, urinary system, respiratory system, digestive system, endocrine system, and reproductive systems.

MED 615 - (o) (Y) Practice of Medicine I The understanding of the patient’s humanity and how interaction and treatment affect patients and their family and community. Provides a format for actively learning the fundamental attitudes, skills, and knowledge required of a physician.

MED 616 - (o) (Y) Psychopathology Mental disorders and the clinical skills necessary to diagnose and treat such conditions.

MED 618 - (o) (Y) Microbiology An identification of the most likely causative agents of disease and how to appreciate differential diagnoses of infectious diseases based on symptoms, epidemiology, and laboratory tests.

MED 622 - (o) (Y) Pathology The study of pathology beginning at the cellular and molecular level, examining the ways in which cells may be injured, adapt to injury, or die.

MED 625 - (o) (Y) Practice of Medicine II An expansion of the student’s knowledge base to include clinical information, differential diagnoses, pathophysiology, and treatment. Develops problem-solving abilities and establishes the practices of study and evaluation for use throughout a professional career.

MED 630 - (o) (Y) Pharmacology The basic mechanisms of action of the major drug classes, the fundamentals of their therapeutic use, and the major representative drugs of each class.

MED 632 - (o) (Y) Epidemiology A combination of the basic clinical sciences of biostatistics, clinical epidemiology, health services research, and informatics, aiming to provide a better understanding of the relationships among biologic discoveries, patient characteristics, treatment options, systems, and outcomes.

MED 642 - (o) (S) Medicine As active members of the health care delivery team, students on the medicine clerkship will have appropriately supervised responsibilities for their patients. During the inpatient rotations, a complete written evaluation is done on approximately three patients per week.

MED 646 - (o) (S) Obstetrics & Gynecology The OB/GYN clerkship encompasses primary care women’s health, normal labor and obstetric complications, benign and malignant gynecologic conditions, and basic surgical technique.

MED 648 - (o) (S) Pediatrics Exposure to pediatric inpatients, ambulatory pediatric patients, children with developmental problems and/or chronic diseases such as nutritional problems, babies in the newborn nursery, acutely ill children, and one or more pediatric subspecialty outpatient clinics.

MED 650 - (o) (S) Surgery Surgical physiology and anesthesiology (physiologic responses to anesthesia and surgery), fluid and electrolytes, nutrition and energy exchange, endocrine responses, cardiopulmonary-renal responses, wounds including trauma (thermal and physical), inflammation, infections, and immunology.
MED 652 - (0) (S)
Psychiatry
The fundamentals of psychiatric assessment and the diagnosis and treatment of psychiatric illness, including the common medical and neurological disorders that relate to the practice of psychiatry.

MED 656 - (0) (S)
Family Medicine
The clinical skills, knowledge, problem-solving skills, and professional attitudes necessary to assess and care for patients in the family practice setting.

Med 670 - (0) (Y)
Electives Program
The fourth year is predominantly an elective year. All students must earn 28 elective credits, including an Advanced Clinical Elective (ACE), plus complete four weeks of the Neurology clerkship and the Public Health course as requirements for graduation. There are ten periods between the end of the third year and graduation in May of the following year.

MED 671 - (0) (SS)
Clinical Electives
For August graduates finishing the Electives program.

MED 672 - (0) (S)
Neurology
A firm grounding in fundamental neurological concepts, and in the recognition and initial management of emergent and common neurological problems. The clerkship relies on the premise that students will show self-directed learning with the experiences provided.

MED 673 - (0) (SS)
Clinical Medicine

MED 675 - (0) (SS)
Summer Research

MED 676 - (0) (SS)
Summer Family Practice

MED 677 - (0) (SS)
Introduction to Generalist Medicine

MED 679 - (0) (SS)
Basic Science

MED 698 - (0) (Y)
Research

MED 699 - (0) (Y)
Special Studies