The Warren Alpert Medical School of Brown University

Dean
Jack A. Elias

Admissions

Students interested in the study of medicine at the Warren Alpert Medical School of Brown University may apply through a variety of admission routes designed to create a highly qualified and diverse medical student body.

The majority of the 120 matriculants in the first-year class apply through the American College Application Service (AMCAS). Approximately (40%) of the first-year class enroll from Brown’s eight-year combined Bachelor’s-medical degree Program in Liberal Medical Education. These students are joined by students entering through special programs at institutions with which the medical school has formed linkages (postbaccalaureate and early identification). These admission routes are described below.

AMCAS Admission

Qualified students or graduates of accredited colleges or universities in the United States or Canada may apply to Alpert Medical School (AMS) through the AMCAS route. Individuals must first complete and submit the electronic AMCAS application, found on the website of the American Association of Medical Colleges (https://www.aamc.org), and indicate that they wish to apply to the Warren Alpert Medical School of Brown University. Applicants must also complete a web-based secondary application (forwarded by AMS Office of Admissions) and submit an application fee to be considered an eligible candidate for admission.

The AMCAS applicant pool for the most recent entering class (MD 2016) was competitive, with over 3300 applicants vying for 57 seats (of 120). The applicant pool was impressive in geographic scope and size, including residents of 49 states, the District of Columbia, the Commonwealth of Puerto Rico, and a number of foreign countries (predominantly Canada, China, and South Korea).

Additional information and related admission requirements may be found at http://www.brown.edu/academics/medical/admission. The Office of Admissions may be contacted by email (MedSchool_Admissions@brown.edu) or telephone (401) 863-2149. Letters and other correspondence should be mailed to the Office of Admissions, Box G-M, Brown University, Providence, RI 02912-9706.

Program in Liberal Medical Education (PLME)

The Program in Liberal Medical Education is an eight-year continuum of liberal arts and medical education leading to both the bachelor’s and M.D. degrees. The PLME is open to high school graduates who have applied to and are simultaneously admitted to Brown for their undergraduate studies. The PLME seeks highly qualified and strongly motivated high school students who are committed to a career in medicine at an early age and who also wish to pursue another area of academic interest to an advanced level of scholarship within the framework of a broad liberal education.

From a large (approximately 2,000) and highly qualified applicant pool, roughly 50 students matriculate annually. For additional information regarding the PLME, access the website at http://www.brown.edu/academics/medical/plme/ or contact the College Admission Office, Brown University, Box 1876, Providence, RI 02912-9706; (401) 863-2378.

Postbaccalaureate Linkage Programs

The Postbaccalaureate (PB) Linkages are cooperative ventures between Alpert Medical School and the Premedical PB Programs at Bryn Mawr College, Columbia University, Johns Hopkins University, and Goucher College. Postbaccalaureate students enrolled in these programs may be offered admission to the medical school during the spring semester of their first year of study, thus allowing them to enter the medical school in the next class.

Selection occurs by a nomination process in which the premedical advisor selects candidates meeting established eligibility criteria (e.g., age, postbac grade point average). The number of PB students in each medical school class depends upon the number of places available as well as the caliber of the applicant pool. PB students nominated for admission must apply to AMCAS and complete an AMS secondary application. The MCAT is not required for admission. Timelines for this process are distributed to PB Program Directors on a yearly basis. Completed applications are reviewed by a subcommittee of the Admissions Committee, which selects nominees for interviews. The interviews follow the same protocol as that for AMCAS applicants and the same evaluation form is used.

The Early Identification Program (EIP)

The Early Identification Program (EIP) provides selected students at cooperating institutions with a place at Alpert Medical School upon continued academic progress and college graduation. This route provides opportunities for a medical career to two groups:

- Rhode Island residents enrolled at Providence College, Rhode Island College, and the University of Rhode Island;
- Students enrolled at Tougaloo College, a historically black, liberal arts institution in Mississippi.

Eligible students are identified by their premedical advisor in the sophomore year of college, participate in selected PLME activities, and enroll in medical school after receiving the bachelor’s degree. Generally, up to two students may be admitted annually from each school. For more information and application procedures, please contact the premedical advisor at the participating institutions. For more information access the website at http://www.brown.edu/academics/medical/admission/other-routes-of-admission.

Definition of Rhode Island Residency for Medical School Admission

An individual is considered a Rhode Island resident if he or she graduated from a Rhode Island high school and if the individual’s parent(s) have lived in Rhode Island for the previous two calendar years, as documented by federal tax returns. For dependent students, the custodial parent(s) must claim the student as a dependent on his or her federal tax returns for the prior two years. Individuals who are independent (i.e., not living with parents and filing individual federal tax returns for the previous two years) must have at least one parent residing in Rhode Island for the previous two years, as documented by federal tax returns.

Selection Factors

Students admitted to Alpert Medical School must attain competence in the sciences basic to medicine at a sufficient level to provide adequate preparation for medical school. Applicants are expected to demonstrate competence by successfully completing the following premedical course requirements at a college or university in the United States or Canada: one semester of organic chemistry; and two semesters of physics, inorganic chemistry, and social and behavioral sciences. The Medical College Admission Test (MCAT) is required for AMCAS route applicants.

All applicants are selected on the basis of academic achievement, faculty evaluations, evidence of maturity, motivation, leadership, integrity, and compassion. For the PLME, Brown seeks highly qualified and strongly motivated students who wish to pursue an area of academic interest to an advanced level of scholarship within the framework of a liberal premedical education.

In order to be eligible for consideration, candidates must present a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken as a matriculated student at an undergraduate college. Applicants who have attended graduate school must achieve a cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken in graduate school. Applicants must have completed requirements for the baccalaureate degree before matriculating into the medical school. All applicants must be capable of meeting the competency requirements expected of all graduates. Technological compensation can be made
Technical Standards for Medicine

Process for Assessing Whether Applicants Meet Technical Standards for Medicine:

1. No inquiry will be made on the application forms concerning disability. Brown’s policies regarding technical abilities and skills necessary to meet the competency requirements are included with the letter of admission, and students are asked at that time to contact the Associate Dean for Medical Education if they have any concerns about their ability to meet these standards.

2. Applicants who are identified as having a disability through volunteered information, supporting credentials, or interviews will have an assessment of their ability to meet competency requirements only after a determination is made of their admissibility to the medical program.

3. Those applicants with disabilities deemed admissible to the Medical School will be requested to have submitted on their behalf appropriate documentation in regard to the disability from a qualified health professional. The health professional will be asked to provide an opinion on the candidate’s ability to meet the competency requirements for the M.D. degree. The applicant may also be requested to respond to that question.

4. The responses will be submitted to a committee appointed by the Dean of Medicine and Biological Sciences. This committee may ask for a review of the supporting documentation by appropriate members of the faculty in regard to the applicant’s meeting the competency requirements. The committee will ascertain what accommodations, if any, the medical program would need to make in order that the applicant might be able to meet the competency requirements, and assess the feasibility of any needed accommodations.

5. The committee will review the information received to determine if the applicant will be able to meet the competency requirements, with reasonable accommodations on the part of the medical program, if necessary.

6. The committee will recommend to the Dean of Medicine and Biological Sciences acceptance of applicants who can meet the competency requirements or will recommend nonacceptance if they cannot.

Process for Assessing Student’s Ability to Continue in the Medical School Should Disability Occur After Matriculation at Brown University:

1. A student who develops a disability after matriculation at Brown University may be identified to the Medical Student Affairs Office through a variety of sources, e.g., reporting of accident or illness by peers, family, friends, or faculty and subsequent follow-up with health professionals managing the care.

2. If the degree to which the student has become disabled raises questions related to meeting the competency requirements after a review by the Associate Dean for Medical Education, a meeting of an ad hoc committee will be set up to discuss the situation. The student will be asked to meet with the committee members, unless the disability is so severe that the student needs to be represented by another individual. In some cases, it might be more appropriate to have a health professional, not directly involved in the care, serve as a consultant to the committee on the issues surrounding the disability.

3. The ad hoc committee will develop a recommendation as to the student’s ability to successfully pursue a medical education based on his or her ability to meet the competency requirements of the medical program. These educational accommodations will be discussed with the appropriate course directors to be certain that there is agreement on how the student will be managed. If facilities accommodations are recommended, the committee will discuss these with the appropriate individuals to be certain that the needs for the disabled student can be provided. The committee’s recommendations will be discussed with the student or his or her representative in the event that the student cannot attend.

4. When the recommendation is that the disabled student can meet the medical program’s competency requirements, the committee will develop a report on any educational program accommodations that, if made, will still meet the competency requirements.

5. Should the decision of the committee be to recommend to the dean that the student be dropped from enrollment in the medical program, the normal due process appeals mechanism will be in effect, and the Student Affairs Office will work with the individual as appropriate on potential alternative career options. For students in the Program in Liberal Medical Education continuum, being dropped from the program due to inability to meet competency requirements for medical education does not necessitate the withdrawal of the student from the undergraduate college if that phase of the student’s education has not been completed.

Advanced Scholarship

Medical students who wish to earn an advanced degree (M.A., Sc.M., M.P.H., Ph.D.), must meet the requirements of the Graduate School. Numerous academic departments at Brown offer graduate programs. All graduate studies are carried out under the supervision of a faculty member of a graduate program at Brown University and are subject to the specific requirements of that program in addition to the general guidelines given below. Students should discuss their interests and goals with a director of a graduate program in planning any study that might lead to an advanced graduate degree.

Educational Programs

Program in Liberal Medical Education

The Program in Liberal Medical Education (PLME) offers a unique opportunity to combine undergraduate education and professional studies in medicine into an eight-year program.

The PLME is not an accelerated medical program. Rather, it encourages students to take advantage of the breadth of a liberal arts education, to take charge of their education, and to become active learners. At Brown, creative students need not sacrifice the benefits of a rich liberal arts education in order to gain admission to medical school.

The PLME provides great flexibility in curriculum planning. During the early years, students take courses related to their chosen concentration and to obtain a broad liberal education. In addition, students take courses designed to meet the competencies required for admission to Alpert Medical School. This begins with courses in the natural, social and behavioral sciences, and mathematics, which provide a foundation for later medical science and clinical courses.

Students may choose to work towards an A.B. or Sc.B. degree in the sciences, or to fulfill the requirements for an A.B. in the humanities, social sciences or behavioral sciences. Several interdisciplinary concentrations such as Public Policy and International Relations are also available. The expected duration of the program is eight years. The last four years of the program culminate in the M.D. degree.

Brown’s entire faculty is available to PLME students. This access to faculty throughout the University fosters collaborative teaching and research among scholars and students from widely divergent disciplines. Although the program is characterized by the unique breadth
of educational opportunities available to students, it has great strength in the conventional biomedical sciences accompanied by in depth research opportunities as well.

The Medical Curriculum

The Alpert Medical School curriculum has been designed and implemented with the intention of creating an integrated, contemporary, compassionate, and flexible program of learning for our students. Our approach to medical education is predicated on the vision that tomorrow’s physician must be a lifelong learner who is scientifically and clinically enlightened, patient and service-centered, and who understands the economic underpinnings of the US health care system. Our goal is to train physicians who will provide informed and compassionate care while at the same time serving as leaders and change agents for the health care system. To achieve the latter goal, we aim to train physicians who will be leaders at all levels.

These educational goals are pursued through a curriculum with the following structure. During Years 1 and 2, students enroll in four sequential semesters of Integrated Medical Sciences (IMS-I through -IV) and Doctoring-I through -IV. The elective Scholarly Concentrations Program is introduced to students during Year 1. Year 3 allows students to explore core disciplines and related specialties through the completion of required clerkships in medicine, surgery, pediatrics, obstetrics & gynecology, psychiatry, and family medicine. The transition from the third year to the fourth year takes place in May, after which time students have the opportunity to develop a program of elective rotations aimed at finalizing a career choice, and obtaining and preparing for a residency in their chosen field.

Alpert Medical School continues to employ a competency-based curriculum that was officially launched in 1996 for the graduating MD Class of 2000. The rationale behind the competency-based curriculum stems from the need to define the outcomes of the educational process: what are the desirable qualities of a medical school graduate, and what constitutes the essential knowledge base that will enable a graduate to make a successful transition to his or her chosen medical field?

All students are expected to gain competency in the Nine Abilities (see below) and knowledge base by graduation. Each course within the core curriculum of the Medical School identifies which abilities and parts of the knowledge base it addresses. Students may also meet the competency requirements through individualized study, group independent study projects (GISPs), or alternative courses that might be arranged as part of collaborative learning opportunities.

Nine Abilities:

1. Effective communication
2. Basic clinical skills
3. Using basic science in the practice of medicine
4. Diagnosis, prevention, and treatment
5. Lifelong learning
6. Professionalism
7. Community health promotion and advocacy
8. Moral reasoning and clinical ethics
9. Clinical decision making

MD/PhD Program

Students interested in careers in academic medicine may want to consider dual MD/PhD training. Applications are only accepted from current PLME and Alpert Medical School students. Other interested individuals must apply to the MD program (http://brown.edu/academics/medical/education/admission). Consideration for PhD training will take place during years 1, 2 or 3 of medical school. Our approach to dual MD/PhD training offers curriculum flexibility. Students may begin their graduate work after Year 2 or Year 3 of medical school. Components of the requirements for the MD may be incorporated into the graduate years, and graduate work can provide partial fulfillment of the Year 4 requirements for the MD.

PLME students in their undergraduate years and medical students in years 1, 2 or 3 must meet with the Associate Dean for Medical Education to discuss entry into the MD/PhD program. Selection is based on past research accomplishments, a clear commitment to a research career, and academic achievement at Brown. Students without substantial research experience will be advised to garner such experience before making an application to the program. Applications will be considered not only by the Associate Dean but also by representatives of the graduate program(s) of interest to the student.

Learn more about the MD/PhD Program (https://www.brown.edu/academics/medical/education/other-programs/md-phd) at: https://www.brown.edu/academics/medical/education/other-programs/md-phd/

MD/MPH Program

Students interested in the MD/MPH program must apply separately to Alpert Medical School and to Brown University’s Graduate School. Regardless of the route of admission to the medical school—PLME, Standard, EIP, Postbaccalaureate, Advanced Standing—all students are eligible to apply for the MPH during the first three years at the Alpert Medical School.

There is no formal path for non-Brown medical students to enroll in the 5-year MD/MPH Program. However, medical students from other schools are welcome to apply to the MPH Program through the standard route and they may request that up to 4 courses from their medical school curriculum count toward the MPH degree.


About the Joint Degree

The MD/MPH program is a joint, integrated, four-year program in which select students receive both a Doctorate of Medicine (MD) and a Master of Public Affairs (MPA). This is the first integrated program of its kind in the U.S., where students are able to complete their degree program in four years and take courses taught by both medical school and public policy faculty. You can earn your Master of Public Affairs without adding another year to your MD studies.

In this program you will:

• Learn how to analyze the intersections of medicine and public policy;
• Be prepared to take leadership positions in government, both nationally and internationally, research centers, or health care delivery organizations, and;
• Gain the knowledge, skills and content expertise necessary to lead health care policy change in a rapidly evolving health care system.

Learn more about the MD/MPH (https://www.brown.edu/academics/medical/education/mdmpa-program) Program at: https://www.brown.edu/academics/medical/education/mdmpa-program

Primary Care - Population Medicine Combined MD-ScM Program

The Primary Care-Population Medicine (PC-PM) program is an innovative, dual-degree curriculum that focuses on preparing students for a career in medicine while providing comprehensive, longitudinal training in population medicine.

The program will prepare medical students for leadership roles in health care on the local, state, or national level in areas ranging from primary care clinical service to research, education, and health policy.

This four-year program, the first of its kind in the United States, results in the awarding of both a Doctor of Medicine and a Master of Science in Population Medicine.
Learn more about the Primary Care - Population Medicine Combined MD-ScM Program (https://www.brown.edu/academics/medical/education/other-programs/primary-care-population-medicine) at: https://www.brown.edu/academics/medical/education/other-programs/primary-care-population-medicine/

SCM in Medical Physics
Medical Physics is one of the select non-MD specialties recognized by the American Board of Medical Specialties. Medical Physicists contribute to maintaining and improving the quality, safety and cost-effectiveness of healthcare services through patient-oriented activities requiring expert action, and optimized clinical use of medical devices, such as CT and MRI scanners, linear accelerators, and treatment planning systems, including patient risk and protection. Activities are based on current best evidence or the Medical physicists’ own scientific research when the available evidence is not sufficient. The career path eventually leads to residency training and certification by the American Board of Radiology.

Students will write a publishable thesis and engage in practical experience, both of which are essential to securing a residency. This is also the key metric of success for students and ultimately the program, in addition to students’ academic success beyond residency and board certification. In addition, the program will be distinctive in that students will have a full semester to undertake their research and work closely with faculty.

Learn more about the SCM in Medical Physics Program at: https://www.brown.edu/med-physics-graduate-program/

Brown Gateways to Medicine, Health Care, and Research
The Gateways Program at the Warren Alpert Medical School of Brown University provides academically promising, motivated students new pathways to careers in the health sciences. Small class sizes and a robust mentoring system mean you’ll get individualized attention as you pursue your academic and career goals.

Through Gateways, you can:
• Improve your credentials for entry into medical school or other health professional schools;
• Gain a solid foundation in the basic science coursework typically undertaken by first-year medical students; and
• Test your aptitude for a variety of careers in health sciences.

Learn more about the Gateways Program (https://www.brown.edu/academics/medical/education/other-programs/gateways) at : https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences)

The Gateways Program offers two courses of study:

Master of Science in Medical Sciences
In this one-year, full-time program, you will complete 8.5 required courses culminating in a Master of Science (ScM) in Medical Sciences from Brown University. Courses include all four of the basic science courses and two of the three organ system courses undertaken by first-year medical students at Alpert Medical School. You’ll also complete a unique seminar course series about pressing issues in today’s health care system, such as social determinants of disease, population health, interdisciplinary teamwork, quality improvement, and health care communication. Integrated into this course series will be a longitudinal service learning experience at a community healthcare site and an associated community-based capstone project.

Learn more about the ScM in Medical Sciences program (https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences) at: https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences

Certificate in Medical Science
For this one-year certificate program, you will complete 6 required courses: all four of the basic science courses and two of the three organ system courses undertaken by first-year medical students at Alpert Medical School. You’ll also have the freedom to independently pursue other areas of interest during this academic year, including part-time research opportunities and/or a 3-week, full-time immersion experience.

Learn more about the Certificate in Medical Science program (https://www.brown.edu/academics/medical/education/other-programs/gateways/certificate-medical-science) at: https://www.brown.edu/academics/medical/education/other-programs/gateways/certificate-medical-science.

For additional information regarding Alpert Medical School please visit the website at: http://brown.edu/academics/medical/

Courses

Biology
BIOL 3001. Clerkship in Medicine.
Twelve weeks.
Fall BIOL3001 S01 10001 Arranged 'To Be Arranged'
Fall BIOL3001 S02 10002 Arranged 'To Be Arranged'
Spr BIOL3001 S03 20001 Arranged 'To Be Arranged'

BIOL 3005. Clerkship in Medicine - LIC.
No description available.
Spr BIOL3005 S04 20002 Arranged 'To Be Arranged'

BIOL 3010. Systemic Pathology.
First-semester systemic pathology course building on the general principles of disease introduced in general pathology IMS-1. Objectives include learning the classification of systemic disease according to basic pathological mechanisms, describing and explaining the functional and structural changes produced by the most common diseases, and enhancing the ability to diagnose and treat patients. Runs in parallel with pathophysiology BIOL 3500; covers four organ system segments: cardiovascular, renal, and pulmonary and supporting structures.

BIOL 3015. Individualized Clerkship in Medicine.
No description available.
Fall BIOL3015 S12 10003 Arranged 'To Be Arranged'
Fall BIOL3015 S18 10004 Arranged 'To Be Arranged'

BIOL 3020. Nephrology.
No description available.
Fall BIOL3020 S12 10005 Arranged 'To Be Arranged'
Fall BIOL3020 S14 10006 Arranged 'To Be Arranged'
Fall BIOL3020 S24 10007 Arranged 'To Be Arranged'
Spr BIOL3020 S34 20003 Arranged 'To Be Arranged'

BIOL 3025. Longitudinal in Renal Disease.
No description available.

BIOL 3030. Clinical Nephrology.
No description available.
Fall BIOL3030 S14 10008 Arranged 'To Be Arranged'
Fall BIOL3030 S24 10009 Arranged 'To Be Arranged'

BIOL 3035. Clinical Nephrology.
No description available.
Fall BIOL3035 S14 10010 Arranged 'To Be Arranged'

BIOL 3040. Clinical Dermatology.
No description available.
Fall BIOL3040 S12 10011 Arranged 'To Be Arranged'
Fall BIOL3040 S14 10012 Arranged 'To Be Arranged'
Fall BIOL3040 S21 10013 Arranged 'To Be Arranged'
Fall BIOL3040 S22 10014 Arranged 'To Be Arranged'
Fall BIOL3040 S24 10015 Arranged 'To Be Arranged'
Spr BIOL3040 S32 20004 Arranged 'To Be Arranged'
Spr BIOL3040 S34 20005 Arranged 'To Be Arranged'
BIOL 3320. Concussion and Brain Injury Rehabilitation. 
No description available.
Fall BIOL3326 S14 17766 Arranged 'To Be Arranged'

BIOL 3330. Subinternship in Medicine. 
No description available.
Fall BIOL3330 S10 10099 Arranged 'To Be Arranged'
Fall BIOL3330 S14 10100 Arranged 'To Be Arranged'
Fall BIOL3330 S24 10101 Arranged 'To Be Arranged'
Spr BIOL3330 S34 20026 Arranged 'To Be Arranged'

BIOL 3331. Subinternship in Medicine - MH. 
No description available.
Fall BIOL3331 S14 10102 Arranged 'To Be Arranged'
Fall BIOL3331 S24 10103 Arranged 'To Be Arranged'

BIOL 3332. Subinternship in Medicine - MHRI. 
No description available.
Fall BIOL3332 S14 10104 Arranged 'To Be Arranged'
Fall BIOL3332 S24 10105 Arranged 'To Be Arranged'

BIOL 3333. Subinternship in Medicine - RIH. 
No description available.
Fall BIOL3333 S14 10106 Arranged 'To Be Arranged'
Fall BIOL3333 S24 10107 Arranged 'To Be Arranged'

BIOL 3334. Subinternship in Medicine - VAMC. 
No description available.
Fall BIOL3334 S14 10108 Arranged 'To Be Arranged'
Fall BIOL3334 S24 10109 Arranged 'To Be Arranged'

BIOL 3340. Subinternship in Medical Intensive Care (MICU). 
No description available.
Fall BIOL3340 S14 10110 Arranged 'To Be Arranged'
Fall BIOL3340 S24 10111 Arranged 'To Be Arranged'
Spr BIOL3340 S34 20027 Arranged 'To Be Arranged'

BIOL 3350. Subinternship in Critical Care Medicine. 
No description available.
Fall BIOL3350 S14 10112 Arranged 'To Be Arranged'
Fall BIOL3350 S24 10113 Arranged 'To Be Arranged'
Spr BIOL3350 S34 20028 Arranged 'To Be Arranged'

No description available.
Fall BIOL3370 S13 10114 Arranged 'To Be Arranged'
Fall BIOL3370 S14 10115 Arranged 'To Be Arranged'
Fall BIOL3370 S24 10116 Arranged 'To Be Arranged'
Spr BIOL3370 S34 20029 Arranged 'To Be Arranged'

BIOL 3390. Psychiatry in Medical Practice. 
No description available.
Fall BIOL3390 S12 10117 Arranged 'To Be Arranged'
Fall BIOL3390 S14 10118 Arranged 'To Be Arranged'
Fall BIOL3390 S15 10119 Arranged 'To Be Arranged'
Fall BIOL3390 S22 10120 Arranged 'To Be Arranged'
Fall BIOL3390 S23 10121 Arranged 'To Be Arranged'
Fall BIOL3390 S24 10122 Arranged 'To Be Arranged'

BIOL 3400. Medical Consultation - OB/Gyn. 
No description available.
Fall BIOL3400 S14 10123 Arranged 'To Be Arranged'
Fall BIOL3400 S24 10124 Arranged 'To Be Arranged'
Spr BIOL3400 S34 20030 Arranged 'To Be Arranged'

BIOL 3405. Medical Consult in OB/Gyn and Periop Med. 
No description available.
Fall BIOL3405 S12 10125 Arranged 'To Be Arranged'
Fall BIOL3405 S14 10126 Arranged 'To Be Arranged'
Fall BIOL3405 S22 10127 Arranged 'To Be Arranged'
Fall BIOL3405 S23 10128 Arranged 'To Be Arranged'
Fall BIOL3405 S24 10129 Arranged 'To Be Arranged'
Spr BIOL3405 S34 20031 Arranged 'To Be Arranged'
BIOL 3410. Internal Medicine in the Dominican Republic.
No description available.
Fall BIOL3410 S24 10130 Arranged 'To Be Arranged'

BIOL 3415. Clinical Medicine in Nicaragua.
No description available.
Fall BIOL3415 S14 10131 Arranged 'To Be Arranged'

BIOL 3420. Physical Medicine + Rehabilitation.
No description available.
Fall BIOL3420 S14 10132 Arranged 'To Be Arranged'
Fall BIOL3420 S24 10133 Arranged 'To Be Arranged'

BIOL 3460. College Health Longitudinal.
No description available.

BIOL 3470. Issues Concerning Deaf Patients in Healthcare.
Students will gain understanding of the basics of communication with and among the Deaf, including ASL, lip-reading, current technologies, and the use of interpreters.

No description available.

BIOL 3490. Cardiology.
No description available.
Fall BIOL3490 S14 10134 Arranged 'To Be Arranged'
Fall BIOL3490 S22 10135 Arranged 'To Be Arranged'
Fall BIOL3490 S23 10136 Arranged 'To Be Arranged'
Fall BIOL3490 S24 10137 Arranged 'To Be Arranged'
Spr BIOL3490 S34 20032 Arranged 'To Be Arranged'

BIOL 3500. Cardiovascular Medicine - Outpatient and Inpatient Practice.
No description available.
Fall BIOL3500 S12 17678 Arranged 'To Be Arranged'
Fall BIOL3500 S14 10138 Arranged 'To Be Arranged'
Fall BIOL3500 S22 10139 Arranged 'To Be Arranged'
Fall BIOL3500 S24 10140 Arranged 'To Be Arranged'
Spr BIOL3500 S34 20033 Arranged 'To Be Arranged'

BIOL 3505. Medical and Interventional Pain Management.
No description available.
Fall BIOL3505 S12 17678 Arranged 'To Be Arranged'
Fall BIOL3505 S14 10141 Arranged 'To Be Arranged'
Fall BIOL3505 S22 10142 Arranged 'To Be Arranged'
Fall BIOL3505 S24 10143 Arranged 'To Be Arranged'

BIOL 3510. Clinical Reasoning and Human Errors in Medicine.
No description available.
Fall BIOL3510 S14 10144 Arranged 'To Be Arranged'
Fall BIOL3510 S24 10145 Arranged 'To Be Arranged'

BIOL 3551. Advanced Clinical Mentorship in Renal.
No description available.
Fall BIOL3551 S21 10146 Arranged 'To Be Arranged'

BIOL 3552. Advanced Clinical Mentorship in Dermatology.
No description available.
Fall BIOL3552 S21 10147 Arranged 'To Be Arranged'

BIOL 3553. Advanced Clinical Mentorship in Cardiology.
No description available.
Fall BIOL3553 S12 10148 Arranged 'To Be Arranged'

BIOL 3554. Advanced Clinical Mentorship in Endocrinology.
No description available.

BIOL 3555. Advanced Clinical Mentorship in Med/Peds Primary Care.
No description available.
Fall BIOL3555 S11 10149 Arranged 'To Be Arranged'

BIOL 3556. Advanced Clinical Mentorship in Infectious Disease.
No description available.
Fall BIOL3556 S21 10150 Arranged 'To Be Arranged'

BIOL 3557. Advanced Clinical Mentorship in Comprehensive HIV Care.
No description available.
Fall BIOL3557 S22 10151 Arranged 'To Be Arranged'

BIOL 3558. Advanced Clinical Mentorship in Adult Oncology.
No description available.
Fall BIOL3558 S21 10152 Arranged 'To Be Arranged'

BIOL 3559. Advanced Clinical Mentorship in Hematology/Oncology.
No description available.
Fall BIOL3559 S12 10153 Arranged 'To Be Arranged'
Fall BIOL3559 S21 10154 Arranged 'To Be Arranged'
Spr BIOL3559 S42 20034 Arranged 'To Be Arranged'

BIOL 3560. Advanced Clinical Mentorship in Pulmonary Disease.
No description available.

BIOL 3561. Advanced Clinical Mentorship in Rheumatology.
No description available.

BIOL 3562. Advanced Clinical Mentorship in Internal Medicine.
No description available.
Fall BIOL3562 S11 10155 Arranged 'To Be Arranged'
Fall BIOL3562 S12 10156 Arranged 'To Be Arranged'
Fall BIOL3562 S21 10157 Arranged 'To Be Arranged'
Fall BIOL3562 S22 10158 Arranged 'To Be Arranged'

BIOL 3563. Advanced Clinical Mentorship in Gastroenterology.
No description available.

BIOL 3564. Advanced Clinical Mentorship in Functional Neurosurgery.
No description available.
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Fall BIOL3564 S12 10160 Arranged 'To Be Arranged'
Fall BIOL3564 S21 10161 Arranged 'To Be Arranged'

No description available.
Fall BIOL3565 S11 10162 Arranged 'To Be Arranged'
Fall BIOL3565 S21 10163 Arranged 'To Be Arranged'
Fall BIOL3565 S22 10164 Arranged 'To Be Arranged'

BIOL 3566. Advanced Clinical Mentorship in Orthopedic Surgery.
No description available.
Fall BIOL3566 S11 10165 Arranged 'To Be Arranged'
Fall BIOL3566 S21 10166 Arranged 'To Be Arranged'

BIOL 3567. Advanced Clinical Mentorship in Anesthesiology.
No description available.
Fall BIOL3567 S11 10167 Arranged 'To Be Arranged'
Fall BIOL3567 S22 10168 Arranged 'To Be Arranged'

No description available.
Fall BIOL3568 S11 10169 Arranged 'To Be Arranged'
Fall BIOL3568 S12 10170 Arranged 'To Be Arranged'
Fall BIOL3568 S21 10171 Arranged 'To Be Arranged'
Fall BIOL3568 S22 10172 Arranged 'To Be Arranged'

No description available.
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Fall BIOL3569 S12 10174 Arranged 'To Be Arranged'
Fall BIOL3569 S21 10175 Arranged 'To Be Arranged'
Fall BIOL3569 S22 10176 Arranged 'To Be Arranged'

BIOL 3570. Advanced Clinical Mentorship in Pediatric Surgery.
No description available.
Fall BIOL3570 S21 10177 Arranged 'To Be Arranged'

BIOL 3571. Advanced Clinical Mentorship in Urology.
No description available.
No description available.
Fall BIOL3572 S12 10178 Arranged 'To Be Arranged'

BIOL 3573. Advanced Clinical Mentorship in ENT.
No description available.
Fall BIOL3573 S11 10179 Arranged 'To Be Arranged'

No description available.

BIOL 3575. Advanced Clinical Mentorship in Pediatric Neurology.
No description available.

No description available.
Fall BIOL3576 S12 10180 Arranged 'To Be Arranged'
Fall BIOL3576 S12 10184 Arranged 'To Be Arranged'
Fall BIOL3576 S21 10182 Arranged 'To Be Arranged'
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Fall BIOL3577 S12 10185 Arranged 'To Be Arranged'
Fall BIOL3577 S21 10186 Arranged 'To Be Arranged'
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BIOL 3578. Advanced Clinical Mentorship in Outpatient Psychiatry.
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Fall BIOL3578 S21 10188 Arranged 'To Be Arranged'

No description available.
Fall BIOL3579 S12 10189 Arranged 'To Be Arranged'
Fall BIOL3579 S21 10190 Arranged 'To Be Arranged'

BIOL 3580. Advanced Clinical Mentorship in Clinical Rehabilitation Medicine.
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No description available.
Fall BIOL3581 S11 10191 Arranged 'To Be Arranged'
Fall BIOL3581 S12 10192 Arranged 'To Be Arranged'
Fall BIOL3581 S21 10193 Arranged 'To Be Arranged'
Fall BIOL3581 S22 10194 Arranged 'To Be Arranged'

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BIOL 3583. Advanced Clinical Mentorship in Family Medicine.
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Fall BIOL3583 S11 10195 Arranged 'To Be Arranged'
Fall BIOL3583 S12 10196 Arranged 'To Be Arranged'
Fall BIOL3583 S21 10197 Arranged 'To Be Arranged'
Fall BIOL3583 S22 10198 Arranged 'To Be Arranged'

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Fall BIOL3584 S12 10199 Arranged 'To Be Arranged'
Fall BIOL3584 S21 10200 Arranged 'To Be Arranged'

BIOL 3585. Advanced Clinical Mentorship in Radiation Oncology.
No description available.

BIOL 3586. Advanced Clinical Mentorship Independent Study.
No description available.

BIOL 3587. Advanced Clinical Mentorship in Primary Care/Behavioral Medicine.
No description available.
Fall BIOL3587 S11 10198 Arranged 'To Be Arranged'

No description available.
Fall BIOL3588 S12 10201 Arranged 'To Be Arranged'

BIOL 3589. Advanced Clinical Mentorship in Refugee Health.
No description available.
Fall BIOL3589 S21 10202 Arranged 'To Be Arranged'

BIOL 3590. Advanced Clinical Mentorship in Radiology.
No description available.
Fall BIOL3590 S11 10203 Arranged 'To Be Arranged'

No description available.
Fall BIOL3591 S11 10204 Arranged 'To Be Arranged'

BIOL 3592. ACM in Pathology.
No description available.

BIOL 3640. Doctoring 1.
No description available.
Fall BIOL3640 S01 10205 Arranged (D. Chofay)

BIOL 3641. Integrated Medical Sciences I.
No description available.
Fall BIOL3641 S01 10206 Arranged 'To Be Arranged'

BIOL 3642. IMS 1 - Scientific Foundations of Medicine.
No description available.
Fall BIOL3642 S01 10207 Arranged (P. Gruppuso)

BIOL 3643. IMS-1 Histology.
No description available.
Fall BIOL3643 S01 10208 Arranged 'To Be Arranged'

BIOL 3644. IMS-1 Human Anatomy I.
No description available.
Fall BIOL3644 S01 10209 Arranged (D. Ritter)

BIOL 3645. IMS-1 General Pathology.
No description available.
Fall BIOL3645 S01 10210 Arranged 'To Be Arranged'

BIOL 3650. Doctoring 2.
No description available.
Spr BIOL3650 S01 20035 Arranged (D. Chofay)

BIOL 3651. Integrated Medical Sciences II - Comprehensive.
No description available.
Spr BIOL3651 S01 20036 Arranged 'To Be Arranged'

BIOL 3652. IMS-2 Brain Sciences.
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Spr BIOL3652 S01 20037 Arranged 'To Be Arranged'

BIOL 3653. IMS-2 Microbiology/Infectious Diseases.
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Spr BIOL3653 S01 20038 Arranged 'To Be Arranged'

BIOL 3654. IMS-2 Endocrine Sciences.
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Spr BIOL3654 S01 20039 Arranged 'To Be Arranged'

BIOL 3655. Human Anatomy II.
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BIOL 3656. Health Systems Science.
No description available.
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BIOL 3657. Health Systems and Policy II.
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BIOL 3660. Doctoring 3.
No description available.
Fall BIOL3660 S01 10213 Arranged (S. Rougas)
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The course focuses on the knowledge, skills, and attitudes required for effective patient advocacy with an emphasis on the role of culture in developing advocacy partnerships with patients, families, peers and community service providers. Specifically, it examines the relationships between race, ethnicity, social factors, economic factors and health status indicators. The course will provide opportunities to build self-awareness, to develop greater insight into the social and community contexts of health care and patient advocacy, and to refine physician-patient communication skills.
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- BIOL 4197: S14 10351 Arranged
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**Spring Terms:**
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**To Be Arranged Terms:**
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BIOL 4328. Internship Prep Course.  
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BIOL 4330. Online Internship Prep Course.  
No description available.  
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BIOL 4510. Pediatric Hematology Oncology.  
No description available.  
Fall BIOL4510 S12 10375 Arranged 'To Be Arranged'  
Fall BIOL4510 S14 10376 Arranged 'To Be Arranged'  
Fall BIOL4510 S24 10377 Arranged 'To Be Arranged'  
BIOL 4515. Clerkship in Pediatrics - LIC.  
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BIOL 4520. Pediatric Neurology.  
No description available.  
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BIOL 4550. Adolescent Medicine.  
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BIOL 4560. Pediatric Cardiology.  
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Fall BIOL4560 S14 10397 Arranged 'To Be Arranged'  
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BIOL 4570. Pediatric Infectious Diseases.  
No description available.  
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BIOL 4580. Pediatric Endocrinology.  
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Fall BIOL4580 S24 10404 Arranged 'To Be Arranged'  
Spr BIOL4580 S34 20080 Arranged 'To Be Arranged'  
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BIOL 4600. Pediatric Neurorehabilitation.  
No description available.  
Fall BIOL4600 S12 10405 Arranged 'To Be Arranged'  
Fall BIOL4600 S22 10406 Arranged 'To Be Arranged'  
Fall BIOL4600 S24 10407 Arranged 'To Be Arranged'  
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BIOL 4620. Subinternship in Perinatal Medicine (NICU).  
No description available.  
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Fall BIOL4620 S24 10409 Arranged 'To Be Arranged'  
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Fall BIOL4630 S14 10410 Arranged 'To Be Arranged'  
Fall BIOL4630 S24 10411 Arranged 'To Be Arranged'  
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BIOL 4640. Subinternship in Pediatric Critical Care.  
No description available.  
Fall BIOL4640 S14 10412 Arranged 'To Be Arranged'  
Fall BIOL4640 S24 10413 Arranged 'To Be Arranged'  
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BIOL 4655. Gender Sexuality & Reproductive Justice.  
No description available.  
Fall BIOL4655 S14 17761 Arranged 'To Be Arranged'  
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BIOL 4670. Pediatrics in a Developing Country: Cambodia.  
No description available.  
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BIOL 4680. Subinternship in Pediatric Hematology-Oncology.  
No description available.  
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BIOL 5240. Healthcare for Homeless Communities.
No description available.

BIOL 5270. Psychiatry of Late Life.
No description available.
Fall BIOL5270 S22 10482 Arranged 'To Be Arranged'
Fall BIOL5270 S24 10483 Arranged 'To Be Arranged'

BIOL 5300. Clerkship in Psychiatry-Clinical Neuroscience.
Six weeks.
Fall BIOL5300 S01 10484 Arranged 'To Be Arranged'
Fall BIOL5300 S02 10485 Arranged 'To Be Arranged'

BIOL 5315. Clerkship in Psychiatry.
No description available.
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BIOL 5320. Clerkship in Psychiatry - LIC.
No description available.

BIOL 5325. Clerkship in Neurology.
No description available.
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Fall BIOL5325 S02 10489 Arranged 'To Be Arranged'

BIOL 5330. Clerkship in Neurology - LIC.
No description available.

BIOL 5400. Core Clerkship in Community Health.
Six weeks.
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Fall BIOL5400 S02 10491 Arranged 'To Be Arranged'

BIOL 5460. Physical Medicine and Rehabilitation.
No description available.
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BIOL 5480. Rural Community Medicine.
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Fall BIOL5480 S22 10496 Arranged 'To Be Arranged'
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BIOL 5490. Geriatrics and Rehabilitation.
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Fall BIOL5490 S14 10499 Arranged 'To Be Arranged'
Fall BIOL5490 S24 10500 Arranged 'To Be Arranged'
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BIOL 5510. Introduction to the Basic Science Curriculum in the Medical School.
The preclinical elective is designed for PLME students who will enter the Alpert Medical School. The seminar series provides prospective on teaching and learning in the Alpert Medical School—with a specific focus on understanding how the basic sciences are addressed in lectures and in the laboratory.

BIOL 5520. Medical French Elective.
No description available.

BIOL 5530. College Student Health.
No description available.

BIOL 5540. Controversies in Health Care Policy.
No description available.

BIOL 5560. Law and Medicine.
No description available.

BIOL 5570. Elective in San Lucas Toliman, Guatemala.
No description available.

BIOL 5580. Frontier Nursing Service, Mary Breckinridge Hospital.
No description available.

BIOL 5590. Mississippi Family Health Center.
No description available.

BIOL 5600. Rural Family Practice.
No description available.
Fall BIOL5600 S12 10501 Arranged 'To Be Arranged'
Fall BIOL5600 S23 10502 Arranged 'To Be Arranged'

No description available.
Fall BIOL5620 S14 10503 Arranged 'To Be Arranged'
Fall BIOL5620 S24 10504 Arranged 'To Be Arranged'
Spr BIOL5620 S34 20096 Arranged 'To Be Arranged'

BIOL 5630. Emergency Medicine.
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Fall BIOL5630 S14 10506 Arranged 'To Be Arranged'
Fall BIOL5630 S22 10507 Arranged 'To Be Arranged'
Fall BIOL5630 S24 10508 Arranged 'To Be Arranged'
Spr BIOL5630 S32 20097 Arranged 'To Be Arranged'
Spr BIOL5630 S34 20098 Arranged 'To Be Arranged'

BIOL 5640. Point of Care Ultrasound.
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Fall BIOL5650 S24 10514 Arranged 'To Be Arranged'
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BIOL 5655. Sex and Gender Based Acute Care Medicine.
No description available.

BIOL 5660. Wilderness and Environmental Medicine.
No description available.

BIOL 5690. Spirituality and Medicine.
No description available.

BIOL 5700. Bridging the Bench and Bedside.
No description available.

BIOL 5730. Introduction to Medical Portuguese.
No description available.

BIOL 5795. Clerkship in Family Medicine - LIC.
No description available.

BIOL 5800. Core Clerkship in Family Medicine.
Six weeks.
Fall BIOL5800 S01 10515 Arranged 'To Be Arranged'
Fall BIOL5800 S02 10516 Arranged 'To Be Arranged'
Spr BIOL5800 S03 20100 Arranged 'To Be Arranged'

BIOL 5801. Family Medicine Clerkship for MD/PhD students.
No description available.

BIOL 5805. Individualized Clerkship in Family Medicine.
No description available.
BIOL 6300. Nuclear Medicine Preceptorship.
No description available.
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Fall BIOL6300 S21 10569 Arranged 'To Be Arranged'
Fall BIOL6300 S22 10570 Arranged 'To Be Arranged'
Fall BIOL6300 S24 10571 Arranged 'To Be Arranged'

BIOL 6310. Subinternship in Interventional Radiology.
No description available.
Fall BIOL6310 S14 10572 Arranged 'To Be Arranged'
Fall BIOL6310 S24 10573 Arranged 'To Be Arranged'

BIOL 6320. Vascular and Interventional Radiology.
No description available.
Fall BIOL6320 S12 10574 Arranged 'To Be Arranged'
Fall BIOL6320 S13 10575 Arranged 'To Be Arranged'
Fall BIOL6320 S14 10576 Arranged 'To Be Arranged'
Fall BIOL6320 S22 10577 Arranged 'To Be Arranged'
Fall BIOL6320 S24 10578 Arranged 'To Be Arranged'

BIOL 6330. Body Imaging and Intervention.
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Fall BIOL6330 S14 10580 Arranged 'To Be Arranged'
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Fall BIOL6330 S24 10582 Arranged 'To Be Arranged'
Spr BIOL6330 S34 20115 Arranged 'To Be Arranged'

BIOL 6340. Community Radiology - Newport.
No description available.
Fall BIOL6340 S22 10583 Arranged 'To Be Arranged'

BIOL 6360. Neuroradiology.
No description available.
Fall BIOL6360 S12 10584 Arranged 'To Be Arranged'
Fall BIOL6360 S14 10585 Arranged 'To Be Arranged'
Fall BIOL6360 S22 10586 Arranged 'To Be Arranged'
Fall BIOL6360 S24 10587 Arranged 'To Be Arranged'
Spr BIOL6360 S32 20116 Arranged 'To Be Arranged'

BIOL 6380. Pediatric Radiology.
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Fall BIOL6380 S13 10589 Arranged 'To Be Arranged'
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Fall BIOL6380 S22 10591 Arranged 'To Be Arranged'
Fall BIOL6380 S24 10592 Arranged 'To Be Arranged'

BIOL 6390. Intro to Women's Diagnostic Imaging.
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Fall BIOL6390 S12 10593 Arranged 'To Be Arranged'
Fall BIOL6390 S22 10594 Arranged 'To Be Arranged'
Spr BIOL6390 S32 20117 Arranged 'To Be Arranged'

BIOL 6400. Radiation Oncology.
No description available.
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Fall BIOL6400 S22 10597 Arranged 'To Be Arranged'
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Spr BIOL6400 S34 20119 Arranged 'To Be Arranged'

BIOL 6410. Radiation Oncology Exploratory Elective.
No description available.
Fall BIOL6410 S22 18137 Arranged 'To Be Arranged'

BIOL 6500. Cancer Action and Reflection (CARE).
No description available.

BIOL 6501. Medical Chinese Elective.
Students will attain a working knowledge of Chinese relevant to medical practice in order to better communicate with and serve Chinese-speaking patients. Open to students who are proficient in the Mandarin dialect of Chinese.

BIOL 6502. Intermediate Medical Spanish.
The course is designed for students to gain beginning-level competence in Medical Spanish that will enable them to communicate more effectively with Spanish-speaking patients and their families. Specifically, the students will develop critical Spanish lexicon and language skills for conducting the medical interview. Perquisite: Background in Spanish. Grading: S/NC

BIOL 6503. Poverty, Health and Law.
No description available.

BIOL 6504. Health Care in America.
No description available.

BIOL 6505. Introduction to Multidisciplinary Fetal Medicine.
An 8 session elective seminar for 2nd year medical school students. Emphasis is placed on the multidisciplinary approach to medical problems. The course concentrates on those conditions for which fetal and/or neonatal intervention may be indicated, from gene therapy to fetal surgical intervention.
Fall BIOL6505 S01 17649 Arranged 'To Be Arranged'

No description available.

BIOL 6507. Elective in Mindfulness Training.
No description available.

BIOL 6508. Gender and Sexuality in Healthcare: Caring for All Patients.
The goal of the course is to provide medical students with the knowledge needed to effectively and competently work with a growingly diverse patient (and colleague) population. Contemporary medical school curricula are lacking in the instruction and discussion of patients of all genders and sexualities. This elective will address this need. The course will consist of eight 2-hour sessions, with guest speakers lecturing for the first hour and small group discussion happening for the second hour. Students are required to keep a journal of their experiences as their final assignment for the class. The class will be graded S/NC.

The topics range from LGBTQ Teenagers to Institutionalized Homophobia to Hormone Therapy, led by experts in each field.

BIOL 6509. Introduction to Surgical Subspecialities.
No description available.

BIOL 6510. Topics in Medicine - An International Perspective at University of Rostock, Germany.
No description available.

BIOL 6511. Comparative Medical Ethics at University of Tuebingen, Germany.
No description available.

BIOL 6512. Modern Genetics: Ethics, Policy, and the Doctor-Patient Relationship.
No description available.

BIOL 6513. (Play)writing and Medicine.
No description available.

This elective seminar for 1st and 2nd year medical school and PLME students will introduce them to the world of complementary and alternative forms of healing (CAM) and place it into a framework of an Integrative Medicine.

BIOL 6515. Humanities as Medical Instruments.
No description available.

BIOL 6516. Race, Health Disparities, and Biomedical Interpretations.
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BIOL 6517. Diseases, Doctors and Divas.
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Fall BIOL7120 S12 10657 Arranged 'To Be Arranged'
Fall BIOL7120 S22 10658 Arranged 'To Be Arranged'
Fall BIOL7120 S23 10659 Arranged 'To Be Arranged'
Fall BIOL7120 S24 10660 Arranged 'To Be Arranged'
Spr BIOL7120 S34 20138 Arranged 'To Be Arranged'

BIOL 7130. Independent Study.
No description available.

BIOL 7140. Approved Subinternship Independent Study.
No description available.
Fall BIOL7140 S16 10661 Arranged 'To Be Arranged'
Fall BIOL7140 S24 10662 Arranged 'To Be Arranged'
Spr BIOL7140 S34 20139 Arranged 'To Be Arranged'

BIOL 7150. Independent Study.
No description available.
Fall BIOL7150 S17 10663 Arranged 'To Be Arranged'

BIOL 7160. Scholarly Concentration Independent Study.
No description available.
Fall BIOL7160 S11 17838 Arranged 'To Be Arranged'
Fall BIOL7160 S12 10664 Arranged 'To Be Arranged'
Fall BIOL7160 S13 10665 Arranged 'To Be Arranged'
Fall BIOL7160 S14 10666 Arranged 'To Be Arranged'
Fall BIOL7160 S15 10667 Arranged 'To Be Arranged'
Fall BIOL7160 S16 10668 Arranged 'To Be Arranged'
Fall BIOL7160 S1A 10669 Arranged 'To Be Arranged'
Fall BIOL7160 S21 10670 Arranged 'To Be Arranged'
Fall BIOL7160 S22 10671 Arranged 'To Be Arranged'
Fall BIOL7160 S24 10672 Arranged 'To Be Arranged'
Fall BIOL7160 S26 10673 Arranged 'To Be Arranged'
Fall BIOL7160 S27 10674 Arranged 'To Be Arranged'
Fall BIOL7160 S28 10675 Arranged 'To Be Arranged'
Spr BIOL7160 S34 20140 Arranged 'To Be Arranged'
Spr BIOL7160 S35 20141 Arranged 'To Be Arranged'
Spr BIOL7160 S36 20142 Arranged 'To Be Arranged'

BIOL 7165. Scholarly Concentration Independent Study.
No description available.
Fall BIOL7165 S24 10676 Arranged 'To Be Arranged'

BIOL 7170. Academic Scholar Program.
No description available.

BIOL 7180. Advanced Independent Study.
No description available.
Fall BIOL7180 S2A 10677 Arranged 'To Be Arranged'

BIOL 7190. International Independent Study.
No description available.
Fall BIOL7190 S12 10678 Arranged 'To Be Arranged'
Fall BIOL7190 S21 10679 Arranged 'To Be Arranged'
Fall BIOL7190 S22 10680 Arranged 'To Be Arranged'
Fall BIOL7190 S24 10681 Arranged 'To Be Arranged'

BIOL 7195. Independent Study in Infectious Disease - Ghana Exchange.
No description available.
Fall BIOL7195 S23 10682 Arranged 'To Be Arranged'
Fall BIOL7195 S24 10683 Arranged 'To Be Arranged'

No description available.
Fall BIOL7196 S24 10684 Arranged 'To Be Arranged'

BIOL 7200. International Elective: University of Bologna (Italy).
No description available.
Fall BIOL7200 S14 10685 Arranged 'To Be Arranged'
Fall BIOL7200 S22 10686 Arranged 'To Be Arranged'

No description available.
Fall BIOL7205 S22 10687 Arranged 'To Be Arranged'
Fall BIOL7205 S24 10688 Arranged 'To Be Arranged'

BIOL 7210. International Elective: Moi University (Kenya).
No description available.

No description available.
Fall BIOL7215 S24 10690 Arranged 'To Be Arranged'

No description available.
BIOL 725. International Elective: University of Rostock (Germany).  
No description available.  
Fall: BIOL725 S14 17762 Arranged 'To Be Arranged'

BIOL 7230. International Elective: Technion-Israel Institute of Technology.  
No description available.  
Fall: BIOL7230 S23 10691 Arranged 'To Be Arranged'
Fall: BIOL7230 S24 10692 Arranged 'To Be Arranged'

No description available.  
Fall: BIOL7235 S14 10693 Arranged 'To Be Arranged'

BIOL 7240. International Elective: University of Tuebingen (Germany).  
No description available.  
Fall: BIOL7240 S24 10694 Arranged 'To Be Arranged'

No description available.

BIOL 7246. International Elective University of Nicaragua.  
No description available.

No description available.  
Fall: BIOL7247 S22 10695 Arranged 'To Be Arranged'

BIOL 7248. International Elective University of Sao Paolo (Brazil).  
No description available.

BIOL 7249. International Elective Kyoto University (Japan).  
No description available.

BIOL 7250. International Elective University of Notre Dame Haiti.  
No description available.  
Fall: BIOL7250 S24 10696 Arranged 'To Be Arranged'

BIOL 7255. International Elective EWHA Womans University (Korea).  
No description available.

BIOL 7260. International Elective Kurume University School of Medicine.  
No description available.

BIOL 7301. Seminar on Race + Health Disparities.  
No description available.  
Fall: BIOL7301 S26 10697 Arranged 'To Be Arranged'

BIOL 7600. Approved Subinternship Away.  
No description available.  
Fall: BIOL7600 S14 10698 Arranged 'To Be Arranged'
Fall: BIOL7600 S23 10699 Arranged 'To Be Arranged'
Fall: BIOL7600 S24 10700 Arranged 'To Be Arranged'
Spr: BIOL7600 S34 20143 Arranged 'To Be Arranged'

BIOL 7605. Approved Subinternship Away 2.  
No description available.  
Fall: BIOL7605 S14 10701 Arranged 'To Be Arranged'
Fall: BIOL7605 S23 10702 Arranged 'To Be Arranged'
Fall: BIOL7605 S24 10703 Arranged 'To Be Arranged'
Fall: BIOL7605 S25 17839 Arranged 'To Be Arranged'

BIOL 7610. Approved Subinternship Away 3.  
No description available.  
Fall: BIOL7610 S14 17758 Arranged 'To Be Arranged'
Fall: BIOL7610 S24 10704 Arranged 'To Be Arranged'

No description available.  
Fall: BIOL7615 S24 17951 Arranged 'To Be Arranged'

Medical Education

This course will explore how multiple social determinants influence individual and population health; the laws and policies that shape the social environments in which patients live; and the role of physicians in advocating for systems and policy changes that will reduce health disparities and improve population health outcomes.

The thesis requirement for the Master of Science degree in Population Medicine is an integral component of the Primary Care-Population Medicine program at Brown University. This course will build on previous work students have done and develop and demonstrate the necessary research skills to formulate a population medicine research question and then design, conduct, and write a manuscript presenting a research study that will satisfy the thesis requirements. The course itself has three parts: An introductory primary on biostatistics A research methodology seminar series A journal club in which the biostatistics and research methodology will be integrated in the analysis and critique of studies related to population medicine
Fall MED2030 S01 17870 Arranged 'To Be Arranged'

MED 2040. Health Systems and Policy II.  
This course will offer an overview of the critical issues in U.S. healthcare and public health policy. It will also provide future leaders in population medicine with a foundation for analyzing healthcare reform and public health efforts and for identifying the role of physicians in driving and shaping future policy reforms to improve the healthcare system and population health.
Fall MED2040 S01 18144 Arranged 'To Be Arranged'

MED 2045. Quantitative Methods.  
In this course, students will be introduced to fundamental concepts in clinical epidemiology and basic statistics, as they relate to population and clinical research. This course is designed to teach students both the basic knowledge required to develop and interpret clinical studies as well as the skills in order to conduct basic statistical analyses.
Fall MED2045 S01 17916 Arranged 'To Be Arranged'

MED 2046. Leadership in Health Care.  
This course emphasizes practical application of teamwork and leadership skills across multiple settings. Leadership in Health Care is a master’s level course for second year medical students enrolled in the Primary Care-Population Medicine (PC-PM) program. Through interactive classroom sessions, field work in health care advocacy, and a team-based “leadership action project”, students will develop foundational leadership skills. The first formal leadership course at Alpert Medical School, Leadership in Health Care will contribute to the PC-PM program’s ultimate goal of preparing physician leaders who will improve the quality of healthcare and wellness of the population.
Fall MED2046 S01 17915 Arranged 'To Be Arranged'

MED 2050. Population and Clinical Medicine I.  
This is the first semester of Population and Clinical Medicine, a two-semester course focused on the integration of population medicine and clinical practice. In this course, students will focus on topics integral to clinical medicine, but expand beyond the patient into the population and beyond. Given the importance of population health interventions for impacting the health of vulnerable and underserved patients, the course will focus on issues affecting these populations.

MED 2060. Population and Clinical Medicine II.  
This is the second semester of Population and Clinical Medicine, a two-semester course focused on the integration of population medicine and clinical practice. In this course, students will focus on topics integral to clinical medicine, but expand beyond the patient into the population and beyond. Given the importance of population health interventions for impacting the health of vulnerable and underserved patients, the course will focus on issues affecting these populations.
MED 2070. Health Systems Science III.
This course is designed to further explore the themes of the Primary Care-Population Medicine Program and prepare students for the next steps in their professional careers. The course is designed to be a capstone and employs integrated, developmental, evolutionary educational spirals - providing the knowledge, attitudes and skills at the right time in the right format, and building on the first three years of the program. Course threads include Health Systems Science Advanced Content, Skill Building, Preparation for Next Career Stages, and Master’s Thesis Workshopping.

MED 2110. Introduction to Medical Sciences and Patient Care.
This 2-week intensive course introduces students to the wide variety of topics explored in the Master’s of Medical Sciences program, with a focus on patient care aspects. The course combines seminar classroom instruction with field work/immersion at community healthcare sites. Topics covered include: biopsychosocial model of healthcare; intersection between science, social science and humanities in healthcare; introduction to community health centers; professionalism in healthcare; basic healthcare communication skills; quality improvement skills; and strategies for mastery of basic science knowledge. Students will be assessed using multiple methods including: seminar participation, reflective essays/field notes, attendance at field-work sites, & assessment from community mentors.
Fall MED2110 S01 17802 Arranged (G. Anandarajah)

MED 2120. Patient Care in Complex Systems I.
This is the second of a three course series for Master of Medical Sciences students. This course introduces students to the variety of complex factors affecting health, imparting both theoretical knowledge and practical skills. Teaching methods: interactive seminars and experiential learning at community healthcare sites with members of multidisciplinary teams. Topics covered: healthcare systems, social determinants of health, roles of interdisciplinary healthcare team members, quality improvement, and epidemiology. Students will begin developing a project at their clinical sites which will be implemented in spring semester. Student assessment includes: seminar participation, reflective essays, attendance at field-work sites, and assessment from community mentors. Pre Requisites: MED 2110.
Fall MED2120 S01 17804 Arranged (G. Anandarajah)

MED 2130. Patient Care in Complex Systems II.
This is the third of a 3 course sequence for Master of Medical Science students. Students will continue their study of both theoretical and practical aspects of healthcare through an interactive seminar series, continued service learning at their longitudinal community healthcare site, and completion of their community project. Seminar topics: care of vulnerable populations, environmental health, population health, new models of healthcare delivery, ethical issues in healthcare, whole-person health, cultural humility, complementary and alternative medicine, and patient advocacy. Students assessment includes: seminar participation, reflective essays, attendance at field work sites, assessment from community mentors, and quality of project and presentation. Pre Requisites: MED 2110 and MED 2120.

MED 2140. Human Histology.
Human Histology provides an in-depth examination of the basic architecture of the body. Fundamental to this understanding is the cell and how during early development cells in the aggregate undergo specialization as tissues, which are the building blocks of the body. This course focuses first on the biology of the four basic tissues (epithelium, connective tissue, muscle and nerve) and second, how they contribute to the functional anatomy of all organs and systems. We will emphasize characteristic developmental, structure-function and regulatory relationships within normal cells and tissues, which in turn are the foundation for the understanding of pathological alteration.
Fall MED2140 S01 17805 Arranged (J. Ou)

MED 2150. General Pathology.
Pathology is the study of the causes, mechanisms, and consequences of disease. In General Pathology students study in detail the cell and tissue alterations that lead to the production of human diseases. To uncover such alterations, morphological observations are correlated with studies involving molecular biology, biochemistry, and genetics. In studying the pathogenesis of human disease we pay close attention to epidemiological parameters, population health, aging, and to environmental and occupational health problems. General Pathology been integrated, whenever possible, with other courses in the Fall Semester of the Gateways Program, in order to maximize learning opportunities.
Fall MED2150 S01 17806 Arranged (L. Dumenco)

MED 2160. Human Anatomy 1.
This course explores the anatomical organization of the human body, viewing anatomical structures as a product of development and functional demand. Human Anatomy provides an opportunity for students of diverse backgrounds, interests, and goals to emerge with an understanding of the human body as a cornerstone of medical science. The course uses a combination of lectures, on-line modules, and mandatory laboratory sessions examining human cadaver projections, to impart broad conceptual and in-depth knowledge of this subject.
Fall MED2160 S01 17807 Arranged (A. Chew)

MED 2170. Scientific Foundations of Medicine.
Scientific Foundations of Medicine is an integrated cross-disciplinary course that introduces the fundamental basic science principles relevant to the study of health, disease mechanisms and clinical medicine. As such the course consists of six blocks of core topics that incorporate foundational principles of molecular biology, cellular and metabolic biochemistry, nutritional science, cell physiology, inheritance patterns, mechanisms of genetic disorders, and immunology. Grounding in these scientific principles gives students insight into the biological complexity and genetic diversity that underlies disease processes.
Fall MED2170 S01 17808 Arranged ‘To Be Arranged’

MED 2180. Brain Sciences and Neurological Disease.
Brain Sciences is composed of several interrelated components - Head Anatomy, Neurobiology, Neuropathophysiology, Neuropathology and Neuropharmacology. The intent of the course is to encourage the integration of underlying neuroanatomy and basic science principles with an understanding of the presentation and management of neurological diseases. Course leaders from each of these disciplines have worked closely together in order to present the material in a cohesive and logical framework that promotes the sequential acquisition of new information based upon a substantive understanding of the previous material.

MED 2190. Microbiology and Infectious Disease.
Microbiology and Infectious Disease is an integrated course that introduces the basic biological principles, pathogenesis and host response, disease presentation, epidemiology, control and treatment of parasites, viruses, fungi and bacteria that cause human disease. Emphasis is placed on the most clinically significant and best characterized pathogens in each group. The Microbiology component of the course explores the characteristics of disease-causing microorganisms, mechanisms of transmission, immunity, and how specific microbial pathogens cause disease. Microbial disease states in multiple organ systems are addressed in the Infectious Disease component of the course with a focus on common infectious diseases and their clinical presentation.

For students enrolled in the Primary Care-Population Medicine program at Alpert Medical School, this course is structured to allow students to conduct research focused on population health with a mentor at Brown University.
Program in Liberal Medical Education

PLME 0200. Primetime Bioethics.
Is it ethical to design a perfect baby? Who should get these organs?
Is it ever okay to be dishonest with patients for their own good? These
questions and more will be tackled in this discussion-based course that
uses episodes of popular medical television shows to highlight topics in
medical ethics. Students will watch 1-2 episodes of TV shows and read
related articles and chapters on biomedical ethics and ethics theory. The
goal is to give students the background with which to approach the ethical
topics. This course may be most beneficial to students pursuing a career
in medicine.
Spr PLME0200 S01 26343 T 4:00-6:30(16) (D. Fearon)

PLME 0400. Introduction to Medical Illustration.
This semester course explores the field of medical illustration and its
many facets. Depiction of diseases, anatomy, medical practices and
surgical procedures has been around since antiquity. Not only has medical
illustration evolved over the centuries, it has played the role of historian,
documenting the beliefs and knowledge of its time. Today, medical
illustration is as present as ever despite the advent of other methods of
medical documentation, including photography and videography.
Fall PLME0400 S01 17461 Arranged (F. Luks)

PLME 0550. Italian and American Health Care: a Cultural, Historical
and Practical View.
This program has been developed for Brown PLME students and first year
Italian medical students to familiarize the future physicians with the much-
debated theme of health care delivery and policies. Students will focus on
medicine beyond science through the critical study of how socioeconomic
and cultural factors impact this field. Students will compare the Italian and
American systems, focusing on historical structures and current issues in
health care regulation. Enrollment limited to 10.

PLME 0600. Convergence of Medicine, Technology and Public Policy
in the US, As Told by the Failing Kidney.
Technological advances, public policy, and corporate interests are
assuming ever-expanding roles in US health care. This course explores
the conjunction of the introduction of hemodialysis, a unique 1972
expansion of the Medicare program to cover the costs of end-stage renal
disease (ESRD) and the simultaneous spread of corporate-run, for-profit
dialysis centers.
This course explores how the concurrence of technological advances,
public policy initiatives, and corporate consolidation led to major
consequences in the treatment advanced kidney disease. The course
reviews the history, treatment, implications of the technological imperative
and the evolution of the medical-industrial complex through ESRD in
American medicine.
Fall PLME0600 S01 15375 T 4:00-6:30(09) (A. Cohen)

PLME 1000. PLME Senior Seminar in Scientific Medicine.
This course is an interdisciplinary and integrative science course that will
supplement the preparation of both PLME and pre-medical students for
the study of medicine in the 21st century. The course will use a case-
based approach to relevant and contemporary subjects in medicine and
health care, such as: biological systems and their interactions; diagnosis
and therapy optimization; and the humanistic aspects of patient care. The
course is intended for seniors interested in attending medical school but
will preferentially enroll PLME students. Prerequisite: PLME competency
in Biology, Chemistry (inorganic and organic), Physics, and introductory
calculus. Enrollment limited to 40. S/NC
Fall PLME1000 S01 16478 MW 8:30-9:50(01) (J. Ip)
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Helvetica was used instead of Arial.

The editor may contact Leepfrog for a draft with the correct fonts in place.