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; and
• 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
for some disabilities in certain competency requirements. Candidates accepted for admission who will need special accommodations cannot be admitted unless those supportive services are available, as determined by the Dean of Medicine and Biological Sciences. The processes for assessing whether applicants will be able to meet the competency requirements for the M.D. degree are described in Technical Standards for Medicine, listed below.

In keeping with the mission of Brown University, the office of admissions recognizes the importance of diversity to the success of the medical school. Dimensions of diversity include, but are not limited to: race, ethnicity, religious affiliation, gender identity, sexual orientation, veteran status, age, socioeconomic status and geographic background. Multicultural perspectives enrich educational understanding, improve outreach to the community, enhance trust and communication, and facilitate development of culturally appropriate clinical and research programs.

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/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, Postbacalaureate, 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.

Learn more about the MD/MPH Program (https://www.brown.edu/academics/public-health/mph/dual-degrees) at: https://www.brown.edu/academics/public-health/mph/dual-degrees

MD/MPA Program

Brown University, the Warren Alpert Medical School, and the Master of Public Affairs (MPA) at the Watson Institute have developed a dual-degree program aimed at creating the next generation of leaders in medicine and health care policy.

About the Joint Degree

The MD/MPA 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/MPA (https://www.brown.edu/graduateprograms/mdmpa) Program at: https://www.brown.edu/graduateprograms/mdmpa

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.

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 (SoM) 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'  
Spr BIOL3020 S24 20007 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 3030. Gastroenterology
No description available.
- Fall: BIOL3030 S12 10016 Arranged 'To Be Arranged'
- Fall: BIOL3030 S14 10017 Arranged 'To Be Arranged'
- Fall: BIOL3030 S22 10018 Arranged 'To Be Arranged'
- Fall: BIOL3030 S23 10019 Arranged 'To Be Arranged'
- Fall: BIOL3030 S24 10020 Arranged 'To Be Arranged'
- Spr: BIOL3030 S32 20006 Arranged 'To Be Arranged'
- Spr: BIOL3030 S34 20007 Arranged 'To Be Arranged'

### BIOL 3040. Cardiology
No description available.
- Fall: BIOL3040 S12 10016 Arranged 'To Be Arranged'
- Fall: BIOL3040 S14 10017 Arranged 'To Be Arranged'
- Fall: BIOL3040 S22 10018 Arranged 'To Be Arranged'
- Fall: BIOL3040 S23 10019 Arranged 'To Be Arranged'
- Fall: BIOL3040 S24 10020 Arranged 'To Be Arranged'
- Spr: BIOL3040 S32 20006 Arranged 'To Be Arranged'
- Spr: BIOL3040 S34 20007 Arranged 'To Be Arranged'

### BIOL 3050. Infectious Disease
No description available.
- Fall: BIOL3050 S12 10025 Arranged 'To Be Arranged'
- Fall: BIOL3050 S14 10026 Arranged 'To Be Arranged'
- Fall: BIOL3050 S24 10027 Arranged 'To Be Arranged'

### BIOL 3060. Gastroenterology
No description available.
- Fall: BIOL3060 S12 10021 Arranged 'To Be Arranged'
- Fall: BIOL3060 S14 10022 Arranged 'To Be Arranged'
- Fall: BIOL3060 S22 10023 Arranged 'To Be Arranged'
- Fall: BIOL3060 S24 10024 Arranged 'To Be Arranged'
- Spr: BIOL3060 S32 20008 Arranged 'To Be Arranged'

### BIOL 3070. Infectious Disease
No description available.
- Fall: BIOL3070 S14 10026 Arranged 'To Be Arranged'
- Fall: BIOL3070 S22 10029 Arranged 'To Be Arranged'
- Fall: BIOL3070 S24 10030 Arranged 'To Be Arranged'
- Spr: BIOL3070 S34 20009 Arranged 'To Be Arranged'

### BIOL 3073. Infectious Disease - Newport
No description available.
- Fall: BIOL3073 S22 10031 Arranged 'To Be Arranged'

### BIOL 3075. Infectious Disease
No description available.
- Fall: BIOL3075 S14 10032 Arranged 'To Be Arranged'
- Fall: BIOL3075 S23 10033 Arranged 'To Be Arranged'

### BIOL 3080. HIV/AIDS
No description available.
- Fall: BIOL3080 S12 10034 Arranged 'To Be Arranged'
- Fall: BIOL3080 S14 10035 Arranged 'To Be Arranged'
- Fall: BIOL3080 S22 10036 Arranged 'To Be Arranged'
- Fall: BIOL3080 S23 10037 Arranged 'To Be Arranged'
- Fall: BIOL3080 S24 10038 Arranged 'To Be Arranged'
- Spr: BIOL3080 S32 20010 Arranged 'To Be Arranged'
- Spr: BIOL3080 S34 20011 Arranged 'To Be Arranged'

### BIOL 3090. Allergy and Clinical Immunology Seminar
The pathophysiology, diagnosis, and treatment of allergic and immunological diseases. Particularly addresses the following diseases: asthma, rhinitis, sinusitis, urticaria, anaphylaxis, primary immunodeficiencies, food allergy, allergic reactions to medications, atopic eczema and insect-sting allergy. Molecular, cellular, and genetic components of allergic and other immunologic inflammation guide consideration of the diagnosis, clinical management, and prevention of allergic and other immunological diseases.

### BIOL 3100. Cardiology
No description available.
- Fall: BIOL3100 S14 10039 Arranged 'To Be Arranged'
- Fall: BIOL3100 S21 10040 Arranged 'To Be Arranged'
- Fall: BIOL3100 S22 10041 Arranged 'To Be Arranged'
- Fall: BIOL3100 S24 10042 Arranged 'To Be Arranged'
- Spr: BIOL3100 S34 20012 Arranged 'To Be Arranged'

### BIOL 3110. Clinical Adult Cardiology
No description available.
- Fall: BIOL3110 S13 10043 Arranged 'To Be Arranged'
- Fall: BIOL3110 S14 10044 Arranged 'To Be Arranged'
- Fall: BIOL3110 S24 10045 Arranged 'To Be Arranged'
- Spr: BIOL3110 S33 20013 Arranged 'To Be Arranged'
- Spr: BIOL3110 S34 20014 Arranged 'To Be Arranged'

### BIOL 3120. Coronary Care Unit
No description available.
- Fall: BIOL3120 S12 10046 Arranged 'To Be Arranged'
- Fall: BIOL3120 S13 10047 Arranged 'To Be Arranged'
- Fall: BIOL3120 S14 10048 Arranged 'To Be Arranged'
- Fall: BIOL3120 S22 10049 Arranged 'To Be Arranged'
- Fall: BIOL3120 S24 10050 Arranged 'To Be Arranged'
- Spr: BIOL3120 S32 20015 Arranged 'To Be Arranged'
- Spr: BIOL3120 S34 20016 Arranged 'To Be Arranged'

### BIOL 3130. Community General Cardiology
No description available.
- Fall: BIOL3130 S12 10051 Arranged 'To Be Arranged'
- Fall: BIOL3130 S14 10052 Arranged 'To Be Arranged'
- Fall: BIOL3130 S24 10053 Arranged 'To Be Arranged'

### BIOL 3140. Cardiology
No description available.
- Fall: BIOL3140 S14 10054 Arranged 'To Be Arranged'
- Fall: BIOL3140 S22 10055 Arranged 'To Be Arranged'
- Fall: BIOL3140 S24 10056 Arranged 'To Be Arranged'

### BIOL 3165. Med/Peds Infectious Diseases
No description available.
- Fall: BIOL3165 S14 10057 Arranged 'To Be Arranged'
- Fall: BIOL3165 S24 10058 Arranged 'To Be Arranged'
- Spr: BIOL3165 S32 20017 Arranged 'To Be Arranged'

### BIOL 3170. Urgent Care
No description available.
- Fall: BIOL3170 S12 10059 Arranged 'To Be Arranged'
- Fall: BIOL3170 S21 10060 Arranged 'To Be Arranged'
- Fall: BIOL3170 S22 10061 Arranged 'To Be Arranged'
- Fall: BIOL3170 S24 10062 Arranged 'To Be Arranged'
- Spr: BIOL3170 S32 20018 Arranged 'To Be Arranged'

### BIOL 3180. Hospice and Palliative Medicine
No description available.
- Fall: BIOL3180 S12 10063 Arranged 'To Be Arranged'
- Fall: BIOL3180 S13 10064 Arranged 'To Be Arranged'
- Fall: BIOL3180 S14 10065 Arranged 'To Be Arranged'
- Fall: BIOL3180 S22 10066 Arranged 'To Be Arranged'
- Fall: BIOL3180 S24 10067 Arranged 'To Be Arranged'
- Spr: BIOL3180 S34 20019 Arranged 'To Be Arranged'

### BIOL 3190. Palliative Care - RIH
No description available.
- Fall: BIOL3190 S24 10088 Arranged 'To Be Arranged'

### BIOL 3200. Tropical Medicine in East Africa
No description available.
- Fall: BIOL3200 S14 10089 Arranged 'To Be Arranged'
- Fall: BIOL3200 S15 10070 Arranged 'To Be Arranged'
- Fall: BIOL3200 S18 10071 Arranged 'To Be Arranged'
- Fall: BIOL3200 S24 10072 Arranged 'To Be Arranged'
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- Fall: BIOL3200 S28 10074 Arranged 'To Be Arranged'

### BIOL 3205. International Critical Care at Tuebingen
No description available.

### BIOL 3207. International Exchange in Japan
No description available.
BIOL 3210. Hospice and Palliative Medicine.
No description available.

BIOL 3215. Internal Medicine Night Float.
No description available.

BIOL 3220. Endocrinology.
No description available.
Fall BIOL3220 S14 10075 Arranged 'To Be Arranged'
Fall BIOL3220 S22 10076 Arranged 'To Be Arranged'
Fall BIOL3220 S24 10077 Arranged 'To Be Arranged'

BIOL 3230. Hematology Oncology.
No description available.
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Fall BIOL3230 S14 10079 Arranged 'To Be Arranged'
Fall BIOL3230 S22 10080 Arranged 'To Be Arranged'
Spr BIOL3230 S32 20020 Arranged 'To Be Arranged'
Spr BIOL3230 S34 20021 Arranged 'To Be Arranged'

BIOL 3240. Clinical Hematology/Oncology.
No description available.
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Fall BIOL3240 S24 10082 Arranged 'To Be Arranged'

BIOL 3260. Hematology Oncology.
No description available.
Fall BIOL3260 S24 10083 Arranged 'To Be Arranged'

BIOL 3270. Hematology.
No description available.
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Fall BIOL3270 S14 10085 Arranged 'To Be Arranged'
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Fall BIOL3270 S24 10087 Arranged 'To Be Arranged'

BIOL 3280. Allergy.
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BIOL 3290. Pulmonary Diseases.
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BIOL 3300. Pulmonary Diseases.
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Fall BIOL3300 S14 10096 Arranged 'To Be Arranged'
Fall BIOL3300 S22 10097 Arranged 'To Be Arranged'
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BIOL 3310. Pulmonary Diseases.
No description available.
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Fall BIOL3310 S14 10100 Arranged 'To Be Arranged'
Fall BIOL3310 S22 10101 Arranged 'To Be Arranged'
Fall BIOL3310 S24 10102 Arranged 'To Be Arranged'
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BIOL 3315. Pulmonary - Inpatient - MH.
No description available.

No description available.

BIOL 3325. Critical Care Elective.
No description available.

BIOL 3326. Concussion and Brain Injury Rehabilitation.
No description available.
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BIOL 3330. Subinternship in Medicine.
No description available.
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Fall BIOL3330 S14 10105 Arranged 'To Be Arranged'
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BIOL 3331. Subinternship in Medicine - MH.
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Fall BIOL3331 S24 10108 Arranged 'To Be Arranged'

BIOL 3332. Subinternship in Medicine - MHRI.
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Fall BIOL3332 S24 10110 Arranged 'To Be Arranged'

BIOL 3333. Subinternship in Medicine - RIH.
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BIOL 3334. Subinternship in Medicine - VAMC.
No description available.
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Fall BIOL3334 S24 10114 Arranged 'To Be Arranged'

BIOL 3340. Subinternship in Medical Intensive Care (MICU).
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Fall BIOL3340 S24 10116 Arranged 'To Be Arranged'
Spr BIOL3340 S34 20027 Arranged 'To Be Arranged'

BIOL 3350. Subinternship in Critical Care Medicine.
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Fall BIOL3350 S24 10118 Arranged 'To Be Arranged'
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No description available.
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BIOL 3390. Psychiatry in Medical Practice.
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BIOL 3400. Medical Consultation - OB/Gyn.
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BIOL 3405. Medical Consult in OB/Gyn and Periop Med.
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BIOL 3663. IMS-3 Pulmonary.
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BIOL 3664. IMS-3 Renal.
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BIOL 3665. IMS-4 Supporting Structures.
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BIOL 3666. Integrated Medical Sciences III - Systemic Pathology.
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BIOL 3667. Integrated Medical Sciences III - System-Based Pharmacology.
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BIOL 3670. Doctoring 4.
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BIOL 3673. IMS-4 Gastroenterology.
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BIOL 3674. IMS-3 Human Reproduction.
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BIOL 3676. Integrated Medical Sciences IV - System-Based Pharmacology.
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BIOL 3691. System-Based Pharmacology.
No description available.

BIOL 3750. Neurology.
No description available.
Fall  BIOL3750  S12  10229  Arranged  'To Be Arranged'
Fall  BIOL3750  S13  10230  Arranged  'To Be Arranged'
Fall  BIOL3750  S14  10231  Arranged  'To Be Arranged'
Fall  BIOL3750  S22  10232  Arranged  'To Be Arranged'
Fall  BIOL3750  S23  10233  Arranged  'To Be Arranged'
Fall  BIOL3750  S24  10234  Arranged  'To Be Arranged'
spr  BIOL3750  S32  20047  Arranged  'To Be Arranged'
spr  BIOL3750  S34  20048  Arranged  'To Be Arranged'

No description available.

No description available.
Fall  BIOL3770  S12  10235  Arranged  'To Be Arranged'
Fall  BIOL3770  S22  10236  Arranged  'To Be Arranged'
spr  BIOL3770  S32  20049  Arranged  'To Be Arranged'

BIOL 3775. Subinternship in Neurocritical Care.
No description available.
Fall  BIOL3775  S24  10237  Arranged  'To Be Arranged'

No description available.
Fall  BIOL3780  S14  10238  Arranged  'To Be Arranged'
Fall  BIOL3780  S24  10239  Arranged  'To Be Arranged'

BIOL 3785. Subinternship in Neurology.
No description available.
Fall  BIOL3785  S14  10240  Arranged  'To Be Arranged'
Fall  BIOL3785  S24  10241  Arranged  'To Be Arranged'

BIOL 3790. Aging and Dementia.
No description available.
Fall  BIOL3790  S12  10242  Arranged  'To Be Arranged'
Fall  BIOL3790  S22  10243  Arranged  'To Be Arranged'
Fall  BIOL3790  S24  10244  Arranged  'To Be Arranged'
spr  BIOL3790  S32  20050  Arranged  'To Be Arranged'
spr  BIOL3790  S34  20051  Arranged  'To Be Arranged'

BIOL 3795. Elective Clerkship in Neurology.
No description available.
Fall  BIOL3795  S14  10245  Arranged  'To Be Arranged'
Fall  BIOL3795  S24  10246  Arranged  'To Be Arranged'

BIOL 3800. Neurosurgery.
No description available.
Fall  BIOL3800  S12  10247  Arranged  'To Be Arranged'
Fall  BIOL3800  S13  10248  Arranged  'To Be Arranged'
Fall  BIOL3800  S14  10249  Arranged  'To Be Arranged'
Fall  BIOL3800  S22  10250  Arranged  'To Be Arranged'
Fall  BIOL3800  S24  10251  Arranged  'To Be Arranged'
spr  BIOL3800  S34  20052  Arranged  'To Be Arranged'

BIOL 3815. Subinternship in Neurosurgery.
No description available.
Fall  BIOL3815  S14  10252  Arranged  'To Be Arranged'
Fall  BIOL3815  S15  10253  Arranged  'To Be Arranged'
Fall  BIOL3815  S24  10254  Arranged  'To Be Arranged'

BIOL 3890. Culture, Patient, Advocacy and the Community.
This 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.

Six weeks.
Fall  BIOL3900  S01  10255  Arranged  'To Be Arranged'
Fall  BIOL3900  S02  10256  Arranged  'To Be Arranged'
spr  BIOL3900  S03  20053  Arranged  'To Be Arranged'

No description available.
Fall  BIOL3905  S14  10257  Arranged  'To Be Arranged'
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<td>Fall S12 10258</td>
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<td>Orthopedic Surgery</td>
<td>Fall S24 20054</td>
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<td>Fall S22 10291</td>
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<td>Spr S24 20059</td>
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<td>Spr S34 20060</td>
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**BIOL 3915. Clerkship in Surgery - LIC.**

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**BIOL 3970. Orthopedic Surgery in the Community.**

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**BIOL 3990. Pediatric Orthopedic Surgery.**

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BIOL 4900. Core Clerkship in Obstetrics and Gynecology.
Six weeks.
Fall BIOL4900 S01 10441 Arranged 'To Be Arranged'
Fall BIOL4900 S02 10442 Arranged 'To Be Arranged'
Spr BIOL4900 S03 20084 Arranged 'To Be Arranged'

BIOL 4905. Individualized Clerkship in Ob/Gyn.
No description available.
Fall BIOL4910 S14 10443 Arranged 'To Be Arranged'
Fall BIOL4910 S24 10444 Arranged 'To Be Arranged'
Spr BIOL4910 S34 20085 Arranged 'To Be Arranged'

BIOL 4915. Clerkship in OB/Gyn - LIC.
No description available.
Fall BIOL4920 S14 10445 Arranged 'To Be Arranged'
Fall BIOL4920 S24 10446 Arranged 'To Be Arranged'

BIOL 4940. Reproductive Endocrinology and Infertility.
No description available.
Fall BIOL4940 S12 10447 Arranged 'To Be Arranged'
Fall BIOL4940 S14 10448 Arranged 'To Be Arranged'
Fall BIOL4940 S22 10449 Arranged 'To Be Arranged'
Fall BIOL4940 S23 10450 Arranged 'To Be Arranged'
Fall BIOL4940 S24 10451 Arranged 'To Be Arranged'
Spr BIOL4940 S34 20086 Arranged 'To Be Arranged'

BIOL 4950. Subinternship in Gynecologic Oncology and Pelvic Surgery.
No description available.
Fall BIOL4950 S12 10452 Arranged 'To Be Arranged'
Fall BIOL4950 S14 10453 Arranged 'To Be Arranged'
Fall BIOL4950 S22 10454 Arranged 'To Be Arranged'
Fall BIOL4950 S24 10455 Arranged 'To Be Arranged'
Spr BIOL4950 S34 20087 Arranged 'To Be Arranged'

BIOL 4955. Subinternship in Women's Ambulatory Ob-Gyn.
No description available.
Fall BIOL4955 S14 10456 Arranged 'To Be Arranged'
Fall BIOL4955 S24 10457 Arranged 'To Be Arranged'

BIOL 4960. Women's Reproductive Health Topics.
No description available.
Fall BIOL4960 S14 10458 Arranged 'To Be Arranged'
Fall BIOL4960 S24 10459 Arranged 'To Be Arranged'

BIOL 4970. Breast Disease.
No description available.
Fall BIOL4970 S13 10460 Arranged 'To Be Arranged'
Fall BIOL4970 S14 10461 Arranged 'To Be Arranged'
Fall BIOL4970 S22 10462 Arranged 'To Be Arranged'
Fall BIOL4970 S24 10463 Arranged 'To Be Arranged'

BIOL 4975. Gynecologic and Breast Pathology.
No description available.
Fall BIOL4975 S12 10464 Arranged 'To Be Arranged'
Fall BIOL4975 S14 10465 Arranged 'To Be Arranged'
Fall BIOL4975 S22 10466 Arranged 'To Be Arranged'
Fall BIOL4975 S24 10467 Arranged 'To Be Arranged'
Spr BIOL4975 S32 20088 Arranged 'To Be Arranged'

BIOL 4980. Patients with Women's Cancers.
No description available.
Fall BIOL4980 S14 10468 Arranged 'To Be Arranged'
Fall BIOL4980 S22 10469 Arranged 'To Be Arranged'
Fall BIOL4980 S24 10470 Arranged 'To Be Arranged'
Spr BIOL4980 S34 20089 Arranged 'To Be Arranged'

BIOL 4985. Family Planning & Reproductive Health.
No description available.
Fall BIOL4985 S14 10471 Arranged 'To Be Arranged'
Fall BIOL4985 S24 10472 Arranged 'To Be Arranged'

BIOL 4990. Clinical Cancer Genetics.
No description available.
Fall BIOL4990 S24 10473 Arranged 'To Be Arranged'
Spr BIOL4990 S33 20090 Arranged 'To Be Arranged'

BIOL 5100. Core Clerkship in Psychiatry.
Six weeks.
Fall BIOL5100 S01 10474 Arranged 'To Be Arranged'
Fall BIOL5100 S02 10475 Arranged 'To Be Arranged'
Spr BIOL5100 S03 20091 Arranged 'To Be Arranged'

BIOL 5105. Individualized Clerkship in Psychiatry.
No description available.
Fall BIOL5110 S14 10476 Arranged 'To Be Arranged'
Fall BIOL5110 S24 10477 Arranged 'To Be Arranged'
Spr BIOL5110 S34 20092 Arranged 'To Be Arranged'

BIOL 5130. Addiction Psychiatry.
No description available.
Fall BIOL5130 S12 10478 Arranged 'To Be Arranged'
Fall BIOL5130 S13 10479 Arranged 'To Be Arranged'
Fall BIOL5130 S14 10480 Arranged 'To Be Arranged'
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Fall BIOL5140 S14 10483 Arranged 'To Be Arranged'
Fall BIOL5140 S24 10484 Arranged 'To Be Arranged'

BIOL 5150. Neuropsychiatry and Behavioral Neurology.
No description available.
Fall BIOL5150 S14 10485 Arranged 'To Be Arranged'
Fall BIOL5150 S22 10486 Arranged 'To Be Arranged'
Fall BIOL5150 S24 10487 Arranged 'To Be Arranged'

BIOL 5160. Women's Mental Health Elective.
No description available.
Fall BIOL5160 S12 10488 Arranged 'To Be Arranged'
Fall BIOL5160 S14 10489 Arranged 'To Be Arranged'
Fall BIOL5160 S22 10490 Arranged 'To Be Arranged'
Fall BIOL5160 S24 10491 Arranged 'To Be Arranged'

BIOL 5170. Correctional Psychiatry.
No description available.
Fall BIOL5170 S14 10492 Arranged 'To Be Arranged'
Fall BIOL5170 S24 10493 Arranged 'To Be Arranged'

No description available.
Fall BIOL5210 S12 10494 Arranged 'To Be Arranged'
Fall BIOL5210 S14 10495 Arranged 'To Be Arranged'
Fall BIOL5210 S22 10496 Arranged 'To Be Arranged'
Fall BIOL5210 S24 10497 Arranged 'To Be Arranged'

No description available.
Fall BIOL5220 S14 10498 Arranged 'To Be Arranged'
Fall BIOL5220 S24 10499 Arranged 'To Be Arranged'
Spr BIOL5220 S34 20094 Arranged 'To Be Arranged'
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 5525. 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 5550. 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.

**BIOL 5620. Emergency Medicine.**
No description available.

**BIOL 5630. Emergency Medicine.**
No description available.

**BIOL 5640. Point of Care Ultrasound.**
No description available.

**BIOL 5650. Pediatric Emergency Medicine.**
No description available.

**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 S12 10523 Arranged 'To Be Arranged'
Fall BIOL5800 S23 10524 Arranged 'To Be Arranged'

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

**BIOL 5805. Individualized Clerkship in Family Medicine.**
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**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. Prerequisite: 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.

**BIOL 6506. Science and Power: A Bioethical Inquiry.**

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 Subspecialties.**

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 6514. Integrative Medicine: From Alternative to Mainstream.**

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.**

No description available.

**BIOL 6517. Diseases, Doctors and Divas.**

No description available.
BIOL 6518. Design and Health.
No description available.

BIOL 6519. Leadership in the Health Professions.
No description available.

BIOL 6520. Artists and Scientists as Partners.
No description available.

BIOL 6521. Advanced Spanish.
No description available.

BIOL 6522. The Healer's Art.
No description available.

BIOL 6524. Introduction to Sports Medicine.
No description available.

No description available.

BIOL 6526. Neuroimaging of Mindfulness + Contemplative Practice.
No description available.

BIOL 6527. Physician as Medical Illustrator.
No description available.

BIOL 6528. Art and Healing.
No description available.

BIOL 6529. Addiction Medicine.
No description available.

BIOL 6530. Homeless Communities Health Outreach.
No description available.

BIOL 6531. The Bionic Human Elective.
No description available.

BIOL 6652. Wilderness Medicine Preclinical Elective.
The Wilderness Medicine elective is designed to instill the basic survival skills training necessary for environments outside the hospital, both urban and wild. It combines didactic lectures on such topics as toxicology and travel medicine with field skills sessions & workshops (e.g. suturing, splinting). These sessions also include mock medical scenarios, such as near drownings, for the students to handle. It includes off-campus consultation with experts to review their medical emergency procedures. A final project consisting of writing about a popular wilderness myth and its voracity is required.

BIOL 6653. Refugee Health and Advocacy.
No description available.

No description available.

No description available.

No description available.

BIOL 6657. Sexual Health.
No description available.

BIOL 6658. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6659. Entrepreneurship in Medicine.
No description available.

No description available.

BIOL 6662. Environmental Health.
No description available.

BIOL 6663. Qualified Professional Test Counselor Certification Course.
No description available.

No description available.

BIOL 6665. Classroom Connection: Understanding Allergy and Immunology.
No description available.

BIOL 6666. Food and Health.
No description available.

BIOL 6667. Quantitative Statistics.
No description available.

BIOL 6668. Intro to Patient Safety + Quality Improvement.
No description available.

BIOL 6669. The Virtuous Physician.
No description available.

BIOL 6670. Narrative Medicine.
No description available.

No description available.

BIOL 6672. Introduction to Trauma.
No description available.

BIOL 6674. Introduction to Diagnostic Imaging.
No description available.

BIOL 6675. The Business of Medicine.
No description available.

BIOL 6676. Intro to Dermatology.
No description available.

BIOL 6677. Digital Health.
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Biology Electives

**BIOL 7245. International Elective: Zhejiang University (China).**
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**BIOL 7246. International Elective University of Nicaragua.**
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**BIOL 7247. International Elective University of Ghana.**
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**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.

**BIOL 7252. International Elective: Tokyo Women’s Medical College.**
No description available.

**BIOL 7253. International Elective: Tokyo Women’s Medical College.**
No description available.

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

**BIOL 7256. International Elective Kurume University School of Medicine.**
No description available.

**BIOL 7301. Seminar on Race + Health Disparities.**
No description available.

**BIOL 7320. International Elective: Technion-Israel Institute of Technology.**
No description available.

**BIOL 7323. International Elective Away 3.**
No description available.

**BIOL 7325. International Elective: Tokyo Women’s Medical College.**
No description available.

**BIOL 7326. International Elective: University of Sao Paolo (Brazil).**
No description available.

**BIOL 7400. Approved Subinternship Away.**
No description available.

**BIOL 7405. Approved Subinternship Away 2.**
No description available.

**BIOL 7410. Approved Subinternship Away 3.**
No description available.

**BIOL 7415. Approved Subinternship Away 4.**
No description available.

**BIOL 7520. International Elective University of Rostock (Germany).**
No description available.

**BIOL 7525. International Elective: University of Tuebingen (Germany).**
No description available.

**BIOL 7529. International Elective University of Nicaragua.**
No description available.

**BIOL 7530. International Elective: University of Sao Paolo (Brazil).**
No description available.

**BIOL 7535. International Elective: Tokyo Women’s Medical College.**
No description available.

**BIOL 7536. International Elective: Tokyo Women’s Medical College.**
No description available.

**BIOL 7540. International Elective: University of Tuebingen (Germany).**
No description available.

**BIOL 7545. International Elective: Zhejiang University (China).**
No description available.

**BIOL 7546. International Elective University of Nicaragua.**
No description available.

**BIOL 7548. International Elective University of Sao Paolo (Brazil).**
No description available.

**BIOL 7549. International Elective Kyoto University (Japan).**
No description available.

**BIOL 7550. International Elective University of Notre Dame Haiti.**
No description available.

**BIOL 7555. International Elective EWHA Womans University (Korea).**
No description available.

**BIOL 7560. International Elective Kurume University School of Medicine.**
No description available.

**BIOL 7565. Approved Subinternship Away 2.**
No description available.

**BIOL 7570. Approved Subinternship Away 3.**
No description available.

**BIOL 7575. Approved Subinternship Away 4.**
No description available.

**Biology Courses**

**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.

**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 intended 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.

**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 health care and wellness of the population.

**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.

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.

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.

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.

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 prossections, to impart broad conceptual and in-depth knowledge of this subject.

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.

MED 2180. Brain Sciences and Neurological Disease.
Brain Sciences is composed of several interrelated components - Head Anatomy, Neurobiology, Neuropathophysiology, Neuropathology and Neuroradiology. The intent of the course is to encourage the integration of underlying neurological anatomy 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.

MED 2210. Radiological Physics and Dosimetry.
This course will cover the fundamental physics behind radiation production and interaction, including a review of pertinent mathematics, classical mechanics, and nuclear physics. Topics to be covered within basic radiation physics: radioactive decay, radiation producing devices, characteristics of the different types of radiation (photons, charged and uncharged particles), mechanisms of their interactions with materials, and essentials of the determination of absorbed doses, by measurement and calculation, from ionizing radiation sources used in medical physics (clinical) situations.

Fall MED2210 S01 16188 Arranged (G. Cardarelli)
MED 2220. Radiation Protection & Instrumentation.
This course examines principles of radiation protection with application to the hospital setting in radiation oncology, diagnostic imaging, and nuclear medicine. Designs of facilities and quality management programs are examined. Radiation safety practices are reviewed for involved hospital staff, patients, and the general public. This includes various radiation sources: electronically-generated photons and electrons, sources of sealed radioactivity, and unsealed sources of radioactivity. Additionally, the practice of radiation measurements as performed by the medical physicist is taught. This aspect includes associated dosimetry protocols, instrumentation, and clinical contexts. A practicum permits hands-on opportunities to assimilate the theoretical basis and rationale for radiation measurements.

Fall  MED2220  S01  16169  Arranged  (M. Rivard)

MED 2250. Radiation Therapy Physics.
This course will provide a comprehensive survey of basic radiotherapy physics, fundamental radiation therapy, and contemporary radiation therapy. The basic principles of radiotherapy treatment modalities, radiation detection, dose calibration methods, and image-based treatment planning will be reviewed. Topics to be covered include external beam radiation therapy (photons, protons, and electrons), brachytherapy, and special procedures. Image guidance methods will be discussed as well as patient and machine quality assurance.

Spr  MED2250  S01  24787  Arranged  (E. Klein)

MED 2260. Physics of Medical Imaging.
The course provides the necessary physics background that underpins day-to-day medical imaging physics activities. It is aimed primarily at new entrants to the profession, but should be of benefit to postgraduate students, postdoctoral research workers, physicist-managers, representatives of allied commercial organizations and anyone wishing to deepen or re-establish their understanding of the physics of medical imaging. Overviews of specialized or research related topics, such as positron emission tomography and magnetic resonance spectroscopy are given.

Spr  MED2260  S01  24788  Arranged  (E. Walsh)

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.

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.

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 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
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.