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 (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 (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.

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, 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.


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 (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.

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/

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/ (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"
Spr BIOL3001 S04 20002 Arranged "To Be Arranged"

BIOL 3005. Clerkship in Medicine - LIC. No description available.
Spr BIOL3005 S04 20003 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 20004 Arranged "To Be Arranged"

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

Fall BIOL3030 S12 10008 Arranged "To Be Arranged"
Fall BIOL3030 S14 10009 Arranged "To Be Arranged"
Fall BIOL3030 S22 10010 Arranged "To Be Arranged"
Fall BIOL3030 S24 10011 Arranged "To Be Arranged"

BIOL 3035. Clinical Nephrology. No description available.
Fall BIOL3035 S14 10012 Arranged "To Be Arranged"
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<td>Fall</td>
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<td>Fall</td>
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<td>Infectious Disease - Newport</td>
<td>Fall</td>
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<td>Infectious Disease</td>
<td>Fall</td>
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<td>HIV/AIDS</td>
<td>Fall</td>
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<td>Fall</td>
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<td>BIOL 3090</td>
<td>Allergy and Clinical Immunology Seminar</td>
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<td>Cardiology</td>
<td>Fall</td>
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<td>BIOL 3110</td>
<td>Clinical Adult Cardiology</td>
<td>Fall</td>
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<td>Coronary Care Unit</td>
<td>Fall</td>
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<td>Community General Cardiology</td>
<td>Fall</td>
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<td>Cardiology</td>
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<td>Med/Peds Infectious Diseases</td>
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BIOL 3180. Hospice and Palliative Medicine.
No description available.
Fall BIOL3180 S12 10067 Arranged "To Be Arranged"
Fall BIOL3180 S13 10068 Arranged "To Be Arranged"
Fall BIOL3180 S14 10069 Arranged "To Be Arranged"
Fall BIOL3180 S22 10070 Arranged "To Be Arranged"
Fall BIOL3180 S24 10071 Arranged "To Be Arranged"
Fall BIOL3180 S34 20028 Arranged "To Be Arranged"

BIOL 3190. Palliative Care - RIH.
No description available.
Fall BIOL3190 S14 10072 Arranged "To Be Arranged"
Fall BIOL3190 S24 10073 Arranged "To Be Arranged"
Spr BIOL3190 S34 20029 Arranged "To Be Arranged"

BIOL 3200. Tropical Medicine in East Africa.
No description available.
Fall BIOL3200 S14 10074 Arranged "To Be Arranged"
Fall BIOL3200 S15 10075 Arranged "To Be Arranged"
Fall BIOL3200 S18 10076 Arranged "To Be Arranged"
Fall BIOL3200 S24 10077 Arranged "To Be Arranged"
Fall BIOL3200 S25 10078 Arranged "To Be Arranged"
Fall BIOL3200 S28 10079 Arranged "To Be Arranged"

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

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 10080 Arranged "To Be Arranged"
Fall BIOL3220 S22 10081 Arranged "To Be Arranged"
Fall BIOL3220 S24 10082 Arranged "To Be Arranged"
Spr BIOL3220 S32 20030 Arranged "To Be Arranged"
Spr BIOL3220 S34 20031 Arranged "To Be Arranged"

BIOL 3230. Hematology Oncology - MH.
No description available.
Fall BIOL3230 S12 10083 Arranged "To Be Arranged"
Fall BIOL3230 S14 10084 Arranged "To Be Arranged"
Fall BIOL3230 S24 10085 Arranged "To Be Arranged"
Spr BIOL3230 S32 20032 Arranged "To Be Arranged"
Spr BIOL3230 S34 20033 Arranged "To Be Arranged"

BIOL 3240. Clinical Hematology/Oncology.
No description available.
Fall BIOL3240 S14 10086 Arranged "To Be Arranged"
Fall BIOL3240 S24 10087 Arranged "To Be Arranged"

BIOL 3260. Hematology Oncology.
No description available.
Fall BIOL3260 S24 10088 Arranged "To Be Arranged"

BIOL 3270. Hematology.
No description available.
Fall BIOL3270 S12 10089 Arranged "To Be Arranged"
Fall BIOL3270 S14 10090 Arranged "To Be Arranged"
Fall BIOL3270 S22 10091 Arranged "To Be Arranged"
Fall BIOL3270 S24 10092 Arranged "To Be Arranged"

BIOL 3280. Allergy.
No description available.
Fall BIOL3280 S12 10093 Arranged "To Be Arranged"
Fall BIOL3280 S14 10094 Arranged "To Be Arranged"
Fall BIOL3280 S22 10095 Arranged "To Be Arranged"
Fall BIOL3280 S24 10096 Arranged "To Be Arranged"
Spr BIOL3280 S32 20034 Arranged "To Be Arranged"
Spr BIOL3280 S34 20035 Arranged "To Be Arranged"

BIOL 3290. Pulmonary Diseases.
No description available.
Fall BIOL3290 S12 10097 Arranged "To Be Arranged"
Fall BIOL3290 S14 10098 Arranged "To Be Arranged"
Fall BIOL3290 S24 10099 Arranged "To Be Arranged"
Spr BIOL3290 S32 20036 Arranged "To Be Arranged"
Spr BIOL3290 S34 20037 Arranged "To Be Arranged"

BIOL 3300. Pulmonary Diseases.
No description available.
Fall BIOL3300 S12 10100 Arranged "To Be Arranged"
Fall BIOL3300 S14 10101 Arranged "To Be Arranged"
Fall BIOL3300 S22 10102 Arranged "To Be Arranged"
Fall BIOL3300 S24 10103 Arranged "To Be Arranged"
Spr BIOL3300 S32 20038 Arranged "To Be Arranged"
Spr BIOL3300 S34 20039 Arranged "To Be Arranged"

BIOL 3310. Pulmonary Diseases.
No description available.
Fall BIOL3310 S12 10104 Arranged "To Be Arranged"
Fall BIOL3310 S14 10105 Arranged "To Be Arranged"
Fall BIOL3310 S22 10106 Arranged "To Be Arranged"
Fall BIOL3310 S24 10107 Arranged "To Be Arranged"
Spr BIOL3310 S34 20040 Arranged "To Be Arranged"

BIOL 3315. Pulmonary - Inpatient - MH.
No description available.

No description available.
Fall BIOL3320 S14 10108 Arranged "To Be Arranged"
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BIOL 3326. Concussion and Brain Injury Rehabilitation.
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BIOL 3330. Subinternship in Medicine.
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BIOL 3556. Advanced Clinical Mentorship in Infectious Disease.
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BIOL 3557. Advanced Clinical Mentorship in Comprehensive HIV Care.
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BIOL 3558. Advanced Clinical Mentorship in Adult Oncology.
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- **Spring**: BIOL 3760 S32 20086 Arranged

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- **Fall**: BIOL 3775 S14 18372 Arranged
- **Fall**: BIOL 3775 S24 10248 Arranged
- **Spring**: BIOL 3775 S34 20089 Arranged

### BIOL 3776. Elective in Neurocritical Care.

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<td>BIOL 3930</td>
<td>Physical Medicine and Rehabilitation</td>
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<td>Outpatient Management of Musculoskeletal Problems</td>
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The Warren Alpert Medical School of Brown University
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Biology 4260. Subinternship in Cardiac Surgery. 
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Fall BIOL4260 S14 10394 Arranged 'To Be Arranged'
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Biology 4280. Introduction to Thoracic Surgery. 
No description available.
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Biology 4285. 4th Year Surgery Boot Camp. 
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Biology 4328. Internship Prep Course. 
No description available.
Fall BIOL4330 S12 10403 Arranged 'To Be Arranged'
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Biology 4345. Internship Prep Course. 
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Biology 4515. Clerkship in Pediatrics - LIC. 
No description available.
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Biology 4520. Pediatric Neurology. 
No description available.
Fall BIOL4520 S12 10410 Arranged 'To Be Arranged'
Fall BIOL4520 S13 10411 Arranged 'To Be Arranged'
Fall BIOL4520 S14 10412 Arranged 'To Be Arranged'
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Biology 4530. Pediatric Urology. 
No description available.
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Fall BIOL4530 S14 10416 Arranged 'To Be Arranged'
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Fall BIOL4540 S23 10421 Arranged 'To Be Arranged'
Fall BIOL4540 S24 10422 Arranged 'To Be Arranged'
Spr BIOL4540 S32 20147 Arranged 'To Be Arranged'
Spr BIOL4540 S34 20148 Arranged 'To Be Arranged'

Biology 4550. Adolescent Medicine. 
No description available.
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Fall BIOL4550 S14 10424 Arranged 'To Be Arranged'
Fall BIOL4550 S14 10425 Arranged 'To Be Arranged'
Fall BIOL4550 S22 10426 Arranged 'To Be Arranged'
Fall BIOL4550 S23 10427 Arranged 'To Be Arranged'
Fall BIOL4550 S24 10428 Arranged 'To Be Arranged'
Spr BIOL4550 S34 20149 Arranged 'To Be Arranged'

Biology 4560. Pediatric Cardiology. 
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Fall BIOL4560 S22 10430 Arranged 'To Be Arranged'
Fall BIOL4560 S24 10431 Arranged 'To Be Arranged'
Spr BIOL4560 S34 20150 Arranged 'To Be Arranged'

Biology 4570. Pediatric Infectious Diseases. 
No description available.
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Fall BIOL4570 S14 10433 Arranged 'To Be Arranged'
Fall BIOL4570 S24 10434 Arranged 'To Be Arranged'
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Spr BIOL4570 S34 20152 Arranged 'To Be Arranged'

Biology 4580. Pediatric Endocrinology. 
No description available.
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Fall BIOL4580 S24 10436 Arranged 'To Be Arranged'
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No description available.

Biology 4600. Pediatric Neurorehabilitation. 
No description available.
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Fall BIOL4600 S22 10438 Arranged 'To Be Arranged'
Fall BIOL4600 S24 10439 Arranged 'To Be Arranged'
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Biology 4620. Subinternship in Perinatal Medicine (NICU). 
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Fall BIOL4620 S24 10441 Arranged 'To Be Arranged'
No description available.
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BIOL 4640. Subinternship in Pediatric Critical Care.
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BIOL 4655. Gender Sexuality & Reproductive Justice.
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Fall BIOL4655 S24 10453 Arranged "To Be Arranged"
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BIOL 4670. Pediatrics in a Developing Country: Cambodia.
No description available.
Fall BIOL4670 S24 10454 Arranged "To Be Arranged"

BIOL 4680. Subinternship in Pediatric Hematology-Oncology.
No description available.
Fall BIOL4680 S14 10455 Arranged "To Be Arranged"
Fall BIOL4680 S24 10456 Arranged "To Be Arranged"

BIOL 4690. Pediatric Gastroenterology.
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Fall BIOL4690 S14 10457 Arranged "To Be Arranged"
Fall BIOL4690 S24 10458 Arranged "To Be Arranged"
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BIOL 4900. Core Clerkship in Obstetrics and Gynecology.
Six weeks.
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Fall BIOL4900 S02 10460 Arranged "To Be Arranged"
Spr BIOL4900 S03 20160 Arranged "To Be Arranged"

BIOL 4905. Individualized Clerkship in Ob/Gyn.
No description available.

BIOL 4910. Subinternship in Maternal Fetal Medicine.
No description available.
Fall BIOL4910 S14 10461 Arranged "To Be Arranged"
Fall BIOL4910 S24 10462 Arranged "To Be Arranged"
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BIOL 4915. Clerkship in OB/Gyn - LIC.
No description available.
Fall BIOL4915 S02 18709 Arranged "To Be Arranged"
Spr BIOL4915 S04 20162 Arranged "To Be Arranged"

BIOL 4920. Subinternship in Urogynecology + Reconstructive Pelvic Surgery.
No description available.
Fall BIOL4920 S14 10463 Arranged "To Be Arranged"
Fall BIOL4920 S24 10464 Arranged "To Be Arranged"

BIOL 4940. Reproductive Endocrinology and Infertility.
No description available.
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Fall BIOL4940 S14 10466 Arranged "To Be Arranged"
Fall BIOL4940 S22 10467 Arranged "To Be Arranged"
Fall BIOL4940 S23 10468 Arranged "To Be Arranged"
Fall BIOL4940 S24 10469 Arranged "To Be Arranged"
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BIOL 4950. Subinternship in Gynecologic Oncology and Pelvic Surgery.
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Fall BIOL4950 S24 10473 Arranged "To Be Arranged"
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BIOL 4955. Subinternship in Women's Ambulatory Ob-Gyn.
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Fall BIOL4955 S24 10475 Arranged "To Be Arranged"

BIOL 4960. Women's Reproductive Health Topics.
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Fall BIOL4960 S24 10477 Arranged "To Be Arranged"

BIOL 4970. Breast Disease.
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BIOL 4975. Gynecologic and Breast Pathology.
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BIOL 4980. Patients with Women's Cancers.
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BIOL 4985. Family Planning & Reproductive Health.
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Fall BIOL4985 S14 10490 Arranged "To Be Arranged"
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BIOL 4990. Clinical Cancer Genetics.
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BIOL 5100. Core Clerkship in Psychiatry.
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Fall BIOL5100 S02 10494 Arranged "To Be Arranged"
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BIOL 5105. Individualized Clerkship in Psychiatry.
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BIOL 5110. Subinternship in Psychiatry.  
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BIOL 5130. Addiction Psychiatry.  
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BIOL 5150. Neuropsychiatry and Behavioral Neurology.  
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BIOL 5160. Women’s Mental Health Elective.  
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BIOL 5170. Correctional Psychiatry.  
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BIOL 5240. Healthcare for Homeless Communities.  
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- Fall BIOL5240 S21 10523 Arranged 'To Be Arranged'
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BIOL 5270. Psychiatry of Late Life.  
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- Fall BIOL5270 S22 10525 Arranged 'To Be Arranged'
- Fall BIOL5270 S24 10526 Arranged 'To Be Arranged'
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BIOL 5275. Addiction Medicine.  
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BIOL 5300. Clerkship in Psychiatry-Clinical Neuroscience.  
Six weeks.
- Fall BIOL5300 S01 10527 Arranged 'To Be Arranged'
- Fall BIOL5300 S02 10528 Arranged 'To Be Arranged'

BIOL 5310. Clerkship in Psychiatry.  
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- Fall BIOL5310 S02 10530 Arranged 'To Be Arranged'
- Spr BIOL5310 S03 20180 Arranged 'To Be Arranged'

BIOL 5320. Clerkship in Psychiatry - LIC.  
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BIOL 5325. Clerkship in Neurology.  
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- Fall BIOL5325 S02 10532 Arranged 'To Be Arranged'
- Spr BIOL5325 S03 20182 Arranged 'To Be Arranged'

BIOL 5330. Clerkship in Neurology - LIC.  
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BIOL 5400. Core Clerkship in Community Health.  
Six weeks.
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- Fall BIOL5400 S02 10534 Arranged 'To Be Arranged'

BIOL 5460. Physical Medicine and Rehabilitation.  
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BIOL 5480. Rural Community Medicine.  
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- Fall BIOL5480 S14 10538 Arranged 'To Be Arranged'
- Fall BIOL5480 S22 10539 Arranged 'To Be Arranged'
- Fall BIOL5480 S24 10540 Arranged 'To Be Arranged'
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BIOL 5490. Geriatrics and Rehabilitation.  
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- Fall BIOL5490 S14 10542 Arranged 'To Be Arranged'
- Fall BIOL5490 S24 10543 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 perspectives 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.

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<td>BIOL 5570</td>
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<td>Fall BIOL5630 S22 10550</td>
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<td>Fall BIOL5630 S24 10551</td>
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<td>BIOL 5640</td>
<td>Point of Care Ultrasound</td>
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<td>Fall BIOL5640 S14 10552</td>
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<td>Fall BIOL5640 S22 10553</td>
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<td>Fall BIOL5640 S24 10554</td>
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<td>BIOL 5650</td>
<td>Pediatric Emergency Medicine</td>
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<td>Fall BIOL5650 S23 10557</td>
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<td>BIOL 5655</td>
<td>Sex and Gender Based Acute Care Medicine</td>
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<td>Fall BIOL5655 S23 10561</td>
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<td>BIOL 5660</td>
<td>Wilderness and Environmental Medicine</td>
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<td>BIOL 5690</td>
<td>Spirituality and Medicine</td>
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<td>BIOL 5700</td>
<td>Bridging the Bench and Bedside</td>
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<td>BIOL 5730</td>
<td>Introduction to Medical Portuguese</td>
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<td>BIOL 5795</td>
<td>Clerkship in Family Medicine - LIC</td>
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<td>BIOL 5800</td>
<td>Core Clerkship in Family Medicine</td>
<td>Six weeks.</td>
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<td>Fall BIOL5800 S02 10563</td>
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<td>Spr BIOL5800 S03 20194</td>
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<td>BIOL 5801</td>
<td>Family Medicine Clerkship for MD/PhD students</td>
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<td>BIOL 5805</td>
<td>Individualized Clerkship in Family Medicine</td>
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<td>BIOL 5810</td>
<td>Maternal and Child Health</td>
<td>No description available.</td>
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<td>BIOL 5820</td>
<td>Elective in Family Medicine</td>
<td>No description available.</td>
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<td>Fall BIOL5820 S12 10565</td>
<td>Arranged</td>
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<td>Fall BIOL5820 S13 10566</td>
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<td>Fall BIOL5820 S14 10567</td>
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<td>Fall BIOL5820 S22 10568</td>
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<td>Fall BIOL5820 S24 10569</td>
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<td>Spr BIOL5820 S32 20195</td>
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<td>BIOL 5815</td>
<td>Subinternship in Maternal and Child Health</td>
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<td>Fall BIOL5815 S24 10571</td>
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<td>BIOL 5820</td>
<td>Elective in Family Medicine</td>
<td>No description available.</td>
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<td>Arranged</td>
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<tr>
<td>Fall BIOL5820 S14 10573</td>
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<td>Fall BIOL5820 S22 10574</td>
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<td>Fall BIOL5820 S24 10575</td>
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<td>Spr BIOL5820 S32 20197</td>
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<td>Spr BIOL5820 S34 20198</td>
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<td>BIOL 5830</td>
<td>Free Clinic Preceptorship</td>
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<td>Spr BIOL5830 S41 26836</td>
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<td>BIOL 5850</td>
<td>Primary Care Sports Medicine</td>
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<td>Fall BIOL5850 S22 10579</td>
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<tr>
<td>Fall BIOL5850 S24 10580</td>
<td>Arranged</td>
<td>'To Be Arranged'</td>
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<td>Spr BIOL5850 S34 20199</td>
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<td>BIOL 5870</td>
<td>Subinternship in Family Medicine</td>
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<td>BIOL 5880</td>
<td>Clinical Skills Clerkship Teaching Academy</td>
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<td>BIOL 5895</td>
<td>Medical Spanish</td>
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<td>BIOL 5893</td>
<td>Fundamentals of Health Policy and Management</td>
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<td>BIOL 5897</td>
<td>Self Study in EKG Interpretation</td>
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<td>BIOL 5898</td>
<td>Personal Essay and Op-Ed Writing for Patient Advocacy</td>
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<td>Point of Care Ultrasound</td>
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<td>Art and Medicine Seminar</td>
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<td>BIOL 5920</td>
<td>Public Health and Primary Care in Rural Honduras</td>
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<td>BIOL 6010</td>
<td>Human Anatomy</td>
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<td>BIOL 6100</td>
<td>Nuclear Medicine Preceptorship</td>
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<td>BIOL 6110</td>
<td>Applied Pathology</td>
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<td>BIOL 6120</td>
<td>Research in Perinatal/Pediatric Pathology</td>
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<td>BIOL 6140</td>
<td>Seminar in Clinical Pathological, Developmental and Pediatric Pathology</td>
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<td>BIOL 6150</td>
<td>Neuropathology</td>
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<td>BIOL 6260</td>
<td>Radiation Oncology in a Private Practice Setting</td>
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<td>BIOL 6280</td>
<td>Diagnostic Radiology and Nuclear Medicine</td>
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<td>Diagnostic Radiology</td>
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<td>BIOL 6299</td>
<td>Nuclear Medicine Preceptorship</td>
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<td>BIOL 6300</td>
<td>Nuclear Medicine Preceptorship</td>
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The Warren Alpert Medical School of Brown University
BIOL 6310. Subinternship in Interventional Radiology.
No description available.
Fall BIOL6310 S14 10635 Arranged "To Be Arranged"
Fall BIOL6310 S24 10636 Arranged "To Be Arranged"

BIOL 6320. Vascular and Interventional Radiology.
No description available.
Fall BIOL6320 S12 10637 Arranged "To Be Arranged"
Fall BIOL6320 S13 10638 Arranged "To Be Arranged"
Fall BIOL6320 S14 10639 Arranged "To Be Arranged"
Fall BIOL6320 S22 10640 Arranged "To Be Arranged"
Fall BIOL6320 S24 10641 Arranged "To Be Arranged"
Spr BIOL6320 S32 20233 Arranged "To Be Arranged"

BIOL 6330. Body Imaging and Intervention.
No description available.
Fall BIOL6330 S12 10642 Arranged "To Be Arranged"
Fall BIOL6330 S14 10643 Arranged "To Be Arranged"
Fall BIOL6330 S22 10644 Arranged "To Be Arranged"
Fall BIOL6330 S24 10645 Arranged "To Be Arranged"
Spr BIOL6330 S32 20234 Arranged "To Be Arranged"
Spr BIOL6330 S34 20235 Arranged "To Be Arranged"

BIOL 6335. Cardiothoracic Imaging and Intervention.
No description available.
Fall BIOL6335 S12 18368 Arranged "To Be Arranged"
Fall BIOL6335 S14 18373 Arranged "To Be Arranged"
Fall BIOL6335 S22 18378 Arranged "To Be Arranged"
Spr BIOL6335 S34 20236 Arranged "To Be Arranged"

BIOL 6340. Community Radiology - Newport.
No description available.
Fall BIOL6340 S12 18056 Arranged "To Be Arranged"
Fall BIOL6340 S22 10647 Arranged "To Be Arranged"
Fall BIOL6340 S32 20237 Arranged "To Be Arranged"

No description available.
Fall BIOL6345 S14 10648 Arranged "To Be Arranged"
Fall BIOL6345 S22 10649 Arranged "To Be Arranged"
Fall BIOL6345 S24 18895 Arranged "To Be Arranged"

BIOL 6360. Neuroradiology.
No description available.
Fall BIOL6360 S12 10650 Arranged "To Be Arranged"
Fall BIOL6360 S14 10651 Arranged "To Be Arranged"
Fall BIOL6360 S22 10652 Arranged "To Be Arranged"
Fall BIOL6360 S24 10653 Arranged "To Be Arranged"
Spr BIOL6360 S32 20238 Arranged "To Be Arranged"
Spr BIOL6360 S34 20239 Arranged "To Be Arranged"

BIOL 6380. Pediatric Radiology.
No description available.
Fall BIOL6380 S12 10654 Arranged "To Be Arranged"
Fall BIOL6380 S13 10655 Arranged "To Be Arranged"
Fall BIOL6380 S14 10656 Arranged "To Be Arranged"
Fall BIOL6380 S22 10657 Arranged "To Be Arranged"
Fall BIOL6380 S24 10658 Arranged "To Be Arranged"
Spr BIOL6380 S32 20240 Arranged "To Be Arranged"

BIOL 6390. Intro to Women's Diagnostic Imaging.
No description available.
Fall BIOL6390 S12 10659 Arranged "To Be Arranged"
Fall BIOL6390 S22 10660 Arranged "To Be Arranged"
Spr BIOL6390 S32 20241 Arranged "To Be Arranged"

BIOL 6400. Radiation Oncology.
No description available.
Fall BIOL6400 S12 10661 Arranged "To Be Arranged"
Fall BIOL6400 S14 10662 Arranged "To Be Arranged"
Fall BIOL6400 S22 10663 Arranged "To Be Arranged"
Fall BIOL6400 S24 10664 Arranged "To Be Arranged"
Spr BIOL6400 S32 20242 Arranged "To Be Arranged"
Spr BIOL6400 S34 20243 Arranged "To Be Arranged"

BIOL 6410. Radiation Oncology Exploratory Elective.
No description available.
Fall BIOL6410 S12 18066 Arranged "To Be Arranged"
Fall BIOL6410 S22 10665 Arranged "To Be Arranged"
Spr BIOL6410 S32 20244 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.

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 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.
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 6523. Introduction to Sports Medicine.
No description available.

No description available.

BIOL 6525. Neuroimaging of Mindfulness + Contemplative Practice.
No description available.

BIOL 6526. Physician as Medical Illustrator.
No description available.

BIOL 6527. Art and Healing.
No description available.

BIOL 6528. Addiction Medicine.
No description available.

BIOL 6529. Homeless Communities Health Outreach.
No description available.

BIOL 6530. Sex and Gender Based Medicine.
No description available.

BIOL 6531. Neurological Surgery.
No Description Available.

BIOL 6532. Biomedical Informatics.
No description available.

No description available.

BIOL 6534. Practical Skills in EMS and Disaster Response.
No description available.

BIOL 6535. Medical Journalism.
No description available.

No description available.

BIOL 6537. Medical Portuguese.
No description available.

BIOL 6538. Introduction to Podcasting for Medical Education.
No description available.

BIOL 6539. 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 6540. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6541. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6542. Medical Portuguese.
No description available.

BIOL 6543. Introduction to Medical Arabic.
No description available.

BIOL 6544. Medical Journalism.
No description available.

BIOL 6545. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6546. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6547. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6548. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6549. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6550. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6551. The Bionic Human Elective.
No description available.

BIOL 6552. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6553. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6554. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6555. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6556. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6557. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6558. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6559. Entrepreneurship in Medicine.
No description available.

BIOL 6560. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6561. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6562. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6563. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6564. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6565. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6566. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6567. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6568. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6569. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6570. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6571. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6572. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6573. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6574. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6575. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6576. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6577. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6578. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6579. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6580. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6581. Medical Impact of Translational and Basic Science.
No description available.
BIOL 6681. Integrative Medicine in Practice. No description available.
BIOL 6683. Introduction to the Electronic Health Record. No description available.
BIOL 6685. Medicine in Film & TV. No description available.
BIOL 6686. BE REAL About Health. No description available.
BIOL 6687. Trauma-Informed Patient Care. No description available.
BIOL 6688. Intro to Orthopaedic Surgery. No description available.
BIOL 6690. An Introduction to the History of Medicine. No description available.
BIOL 6691. Introduction to Urology. No description available.
BIOL 6692. Introduction to Interventional Radiology. No description available.
BIOL 6693. Sexual Assault and Domestic Violence Training. No description available.
BIOL 6695. Exploring the Biopsychosocial Model. No description available.
BIOL 6697. Studio Art for Medical Practitioners. No description available.
BIOL 6698. Vital Signs: Intro to Deaf Culture and American Sign Language. No description available.
BIOL 6701. Last Mile Healthcare Delivery. No description available.
BIOL 6702. Medical Documentary. No description available.
BIOL 6703. Housing, Disability & Health Justice. No description available.

BIOL 6705. Climate Change and Health. No description available.
BIOL 6707. Medical Terminology. No description available.
BIOL 6708. Medical Humanities Pre-Clerkship Elective. No description available.
BIOL 6710. Innovation and Entrepreneurship in Modern Medicine. No description available.
BIOL 6711. Practical Skills in EMS and Disaster Response. No description available.
BIOL 6712. Treating Pain: Intro to Interventional, Non-Interventional, and Alternative Therapies. No description available.
BIOL 6713. Introduction to Ophthalmology. No description available.
BIOL 6714. Intro to Surgical Anatomy. No description available.
BIOL 6715. Planetary Health. No description available.
BIOL 6716. Art Speaks. No description available.
BIOL 6718. Art in Medicine. No description available.
BIOL 6800. Elective in Biotechnology. No description available.
BIOL 7000. Away Elective 1. No description available.

BIOL 7001. San Miguel Project. No description available.
BIOL 7002. Intro to Dermatology. No description available.
BIOL 7003. Medical Documentary. No description available.
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No description available.
Fall BIOL7615 S24 10779 Arranged ‘To Be Arranged’

Medical Education

MED 2010. Health Systems Science I.
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.
Fall MED2010 S01 18420 Arranged ‘To Be Arranged’

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 well have students 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:
Fall MED2030 S01 18421 Arranged ‘To Be Arranged’

MED 2040. Health Systems Science 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 18422 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 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.
Fall MED2045 S01 18423 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 health care and wellness of the population.
Fall MED2046 S01 18424 Arranged ‘To Be Arranged’

MED 2050. HSS III: Pop & Clinical Med 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. HSS III: Pop & Clinical Med 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 IV.
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.
Fall MED2070 S01 18350 Arranged ‘To Be Arranged’

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 18356 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 18357 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  18358  Arranged  (G. Anandarajah)

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  18359  Arranged  (G. Anandarajah)

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  18360  Arranged  (G. Anandarajah)

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  18361  Arranged  (G. Anandarajah)

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 2181. Brain Sciences with Head and Neck Anatomy.
This is a core course for the ScM in Medical Sciences degree, part of the Gateways program at Alpert Medical School. This course builds on 4 required prerequisite courses offered in the Fall Semester. In this course, students learn the integration of neuroanatomy, gross anatomy and basic science principles, and the application of these principles to clinical neurologic dysfunction. In the anatomy portion of this course, students learn about the functional and developmental anatomy of the head and neck. This study is aided by review of projections of the head, neck and brain, and builds on anatomical structure and function learned in the fall semester. The neurobiology section is designed to acquaint students with the major structures and functions of the nervous system, building on cell physiology and introductory materials from the fall semester, and the application to clinical dysfunction.

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 2200. Anatomy and Physiology.
This course will cover major organ systems and disease sites. Organ functions will be presented in addition to standard anatomy and cross-sectional imaging based on different modalities (x-ray mammography, CT, MRI, PET, US). Organs at risk and dose tolerance to normal structures will be discussed. Image Registration and Fusion will also be covered, as will motion management.

Fall MED2200  S01  18195  W  4:00-5:15(10)  (Z. Saleh)

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  18391  T  4:00-6:30(07)  (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  18392  Th  4:00-6:30(04)  (M. Rivard)
MED 2230. Computational Medical Physics.
The aim of the Computational Medical Physics course is to familiarize students with mathematical, statistical and computational techniques in Medical Physics and how they integrate at a systems level. Students will learn about the emerging field of Computational Medical Physics through the application of mathematical modeling, computer simulations and quantitative and data-intensive analyses to medical data towards enhancing the accuracy, safety and efficiency of patient care and providing an understanding of cancer research. Basic programming skills are expected.
Fall MED2230 S01 18196 W 5:25-6:40(10) (U. Langner)

MED 2270A. Research Medical Physics.
Customized for each project Note : 2.5 Credits
MED 2270B. Medical Physics Research.
Research for Medical Physics

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.
Fall PLME0200 S01 17318 MW 4:30-6:00(03) (F. Luks)

PLME 0540. 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 PLME0540 S01 17318 MW 4:30-6:00(03) (F. Luks)

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 0700. Communication in Health Care.
Communication is central to medical, nursing, public health and therapist practice and interpersonal relationships between patients and physicians/clinicians can be powerful curative agents. This course reviews theory and research on physician-patient communication. On-line videos, readings, discussions and exercises are enhanced by conducting and analyzing patient interviews. Appropriate for students interested in communication sciences, health psychology, health education, pre-med and other clinical training, and medical anthropology.
Spr PLME0700 S01 26738 W 3:00-5:30 (T. Zink)

"Wilderness, Disasters, and Global Health" is an interdisciplinary and integrative science course that explores the provision of medical care when challenges exist with regard to transportation, communication, equipment, facility infrastructure, medication supply lines, and the affordability and availability of skilled healthcare providers. This course, with a maximum enrollment of 15, is designed for any Brown senior who is interested in the outdoors, healthcare, or a science-based field. Instructor is an emergency physician, and anyone planning to pursue a medical career will learn skills to prepare for, and respond to, emergencies in a variety of limited resource environments.
Fall PLME0800 S01 16517 T 4:00-6:30(07) (J. Foggle)

PLME 1000. PLME Senior Seminar in Scientific Medicine.
This course is an online 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 both didactic, small-group, reflective and multiple-choice question based-approaches to explore multiple areas of medicine: firearm violence, chronic kidney disease and renal transplantation, diversity in gender and sexuality, breast cancer and palliative care, and the opioid epidemic. Woven throughout the course are essential and foundational antiracist themes critical for all entering medical students. 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 statistics. Enrollment limited to 50. S/NC mandatory.
Fall PLME1000 S01 18023 W 3:00-5:30(10) (R. Merritt)