School of Medicine

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School of Medicine

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- WILLIAM M. TIERNEY, M.D., Associate Dean for Clinical Effectiveness Research
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- ERIC S. WILLIAMS, M.D., Associate Dean for Indiana University Health Affairs
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- MARY E. DANKOSKI, Ph.D., Assistant Dean for Faculty Affairs and Professional Development
- MEGAN M. PALMER, Ph.D., Assistant Dean for Faculty Affairs and Professional Development
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- FEN-LEI F. CHANG, M.D., Ph.D., Assistant Dean, and Director of Indiana University School of Medicine—Fort Wayne
- GORDON L. COPPOC, Ph.D., D.V.M., Assistant Dean, and Director of Indiana University School of Medicine Medicine—Lafayette
- TAIHUNG DUONG, Ph.D., Assistant Dean, and Director of Indiana University School of Medicine— Terre Haute
- RUDOLPH M. NAVARI, M.D., Ph.D., Assistant Dean, and Director of Indiana University School of Medicine—South Bend
- T. STUART WALKER, Ph.D., Assistant Dean, and Director of Indiana University School of Medicine— Muncie
- JOHN B. WATKINS III, Ph.D., Assistant Dean, and Director of the Medical Sciences Program, Bloomington

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- PROFESSOR BUTTERWORTH, Department of Anesthesia
- PROFESSOR ZHANG, Department of Biochemistry and Molecular Biology
- PROFESSOR STUREK, Department of Cellular and integrative Physiology
- PROFESSOR SIMON ATKINSON, Medical Biophysics Interdisciplinary Program in Biomolecular Imaging
- PROFESSOR GERRY OXFORD, Medical Neuroscience
- PROFESSOR TRAVERS, Department of Dermatology
- PROFESSOR McGRATH, Department of Emergency Medicine
- PROFESSOR McKEAG, Department of Family Medicine
- PROFESSOR CORNETTA, Department of Medical and Molecular Genetics
- JOHN B. HICKAM PROFESSOR CRABB, Department of Medicine
- PROFESSOR BROXMEYER, Department of Microbiology and Immunology
- PROFESSOR PASCUZZI, Department of Neurology
- BETSY BARTON PROFESSOR NELSON, Professor of Neurological Surgery
- CLARENCE EHRLICH PROFESSOR LEARMAN, Department of Obsterics and Gynecology
- PROFESSOR CANTOR, Department of Ophthalmology
- PROFESSOR ANGLEN, Department of Orthopaedic Surgery
- ARILLA SPENCE DeVAULT PROFESSOR MIYAMOTO, Department of Otolaryngology—Head and Neck Surgery
- PROFESSOR EBLE, Department of Pathology and Laboratory Medicine
- EDWIN L. GRESHAM PROFESSOR SCHREINER, Department of Pediatrics
- PAUL STARK PROFESSOR VASKO, Department of Pharmacology and Toxicology
- ASSISTANT PROFESSOR PRAHLOW, Department of Physical Medicine and Rehabilitation
- ALBERT EUGENE STERNE PROFESSOR McDOUGLE, Department of Psychiatry
- PROFESSOR SWANSON, Department of Public Health
- WILLIAM A. MITCHELL PROFESSOR JOHNSTONE, Department of Radiation Oncology
- JOHN A. CAMPBELL PROFESSOR JACKSON, Department of Radiology
- JAY L. GROSFELD PROFESSOR LILLEMOE, Department of Surgery
 - General Surgery—Battersby Professor Wiebke
 (Director)
 - Peripheral Vascular Surgery—Habegger Professor Dalsing (Director)
 - Transplant Surgery—Associate Professor Tector (Director)
 - Trauma and Surgical Critical Care—Associate
 Professor Gomez
 - Pediatric Surgery—Lafayette E. Page Professor Rescorla (Director)

- Plastic Surgery—Bennett Professor of Plastic Surgery Coleman (Director)
- Thoracic/Cardiovascular Surgery— Schumacker Professor of Survery Brown (Director)
- PROFESSOR KOCH, Department of Urology
- PROFESSOR WATKINS, Medical Sciences Program (Bloomington)

Regional Campus Directors

- PROFESSOR WATKINS, Medical Sciences
 Program—Bloomington
- PROFESSOR BECKER, Indiana University School of Medicine—Evansville
- PROFESSOR CHANG, Indiana University School of Medicine—Fort Wayne
- PROFESSOR COPPOC, Indiana University School of Medicine—Lafayette
- PROFESSOR WALKER, Indiana University School of Medicine—Muncie
- PROFESSOR BANKSTON, Indiana University School of Medicine—Northwest
- PROFESSOR NAVARI, Indiana University School of Medicine—South Bend
- PROFESSOR DUONG, Indiana University School of Medicine—Terre Haute

Overview

The School of Medicine is responsible for providing medical education within the state of Indiana. As part of a major university, it accepts and fulfills five major responsibilities: (1) it provides its students with the opportunity to acquire a sound basic education in medicine and fosters the development of lifelong habits of scholarship and service; (2) it advances knowledge through research in biomedically oriented studies, and studies related to the cultural and behavioral aspects of medicine and the delivery of health care; (3) it provides graduate education in order to produce practitioners, teachers, and investigators through clinical residency programs and advanced degree programs in the basic medical sciences; (4) it offers continuing education programs aimed at maintaining and improving the competence of those professionals engaged in patient care; and (5) it provides multiple services to the people of the state of Indiana in all areas of the medical sciences and health care.

The Indiana University Medical Center (IUMC) campus covers some 85 acres within one mile of the center of Indianapolis. Half of the first- and second-year classes are on the IUMC campus; the other half are on one of eight campuses throughout Indiana located on or near IU and other universities in the state. Including the thirdand fourth-year medical students, there are approximately 873 M.D., 211 Ph.D., and 43 M.D./Ph.D. students on the IUMC campus. During the third and fourth years of medical school, the M.D. students participate in rotations to physician offices and hospitals throughout the state.

Contact Information

School of Medicine 1120 South Drive Fesler Hall 302 Indianapolis, IN 46202-5114 (317) 274-8157 Contact Office of Admissions

History

The Indiana University School of Medicine (IUSM) was founded in 1903, and its first students were enrolled on the Bloomington campus. It was the fourth medical school in the United States, after Johns Hopkins, Harvard, and Western Reserve, to require two or more years of collegiate work for admission. The school awarded the Doctor of Medicine (M.D.) degree to its first class of 25 in 1907. Following the union of all medical schools in the state with Indiana University in 1908, the General Assembly of the State of Indiana, in 1909, mandated that Indiana University assume the responsibility for medical education in the state. Initially, students had the opportunity of taking the first two years of their medical school work at either Bloomington or Indianapolis. In 1912, all students entered through the Bloomington program and moved to Indianapolis for their second-, third-, and fourth-year courses. This remained in effect until 1958, when the work of the Bloomington division was transferred to Indianapolis. Excellent facilities for the teaching of the basic medical sciences and a strong nucleus of basic science faculty remained in Bloomington. Consequently, in 1959, a new experimental program of medical education was started in Bloomington in cooperation with the College of Arts and Sciences and the Graduate School. This program, the Medical Sciences Program, included studies that could lead to combined M.D., M.S. and M.D., and Ph.D. degrees.

In 1965, a faculty committee of the School of Medicine recommended the adoption of a comprehensive plan for medical education throughout the state of Indiana. The plan involved the use of regional facilities in addition to those of the Medical Center in Indianapolis. The plan would coordinate and utilize elective programs in community hospitals, preceptorships with practicing physicians, internship and residency programs, and continuing medical education programs throughout the state.

The plan also resulted in the formation, within existing educational institutions, of "Centers for Medical Education" for teaching basic medical science courses to first-year medical students. In 1971, the General Assembly of the State of Indiana unanimously authorized legislation that led to the completion of the Indiana Statewide Medical Education System. This legislation mandated that the Indiana University School of Medicine be responsible for selection, admission, and assignment of students, for curricular development, and for evaluation and accreditation of the system. The institutions presently involved in this program, in addition to the Medical Sciences Program at Indiana University Bloomington, are Purdue University, the University of Notre Dame, Ball State University, Indiana State University, the University of Southern Indiana, and Indiana University Northwest. In addition, a first-year program was initiated in 1981 at the Fort Wayne Center for Medical Education on the campus of Indiana University-Purdue University Fort Wayne.

Further development of the Indiana Statewide Medical Education System was approved in the 1979 Indiana General Assembly. Approval for planning and funding for a second year of medical study at each of the Centers for Medical Education was passed. Consequently, second-year students were first appointed to all centers, except Fort Wayne, in the fall 1980 semester. Funding for second-year students at the Fort Wayne campus began in the fall of 1990. The school awarded 261 M.D. degrees and enrolled a total of 1,173 medical students the 2007-2008 academic year.

Mission

The mission of the school is broad, and the hub of the Indiana Statewide Medical Education System is the Indiana University School of Medicine on the Medical Center campus in Indianapolis.

Facilities

The School of Medicine includes several facilities on the IUMC campus, including Fesler Hall, VanNuys Medical Sciences Building, Indiana Cancer Pavilion, IU Cancer Research Institute, Research Institutes II and III, the Rotary Building, and Emerson Hall. The William H. Coleman Hospital, Robert W. Long Hospital, and the Willis D. Gatch Clinical Building have been renovated to provide research and administrative offices at IUSM. Approximately one mile east of the IUMC campus, along the historic canal, sits the Medical Information Science Building, the Clarian Pathology Building, the Radiology Education and Research Institute, and Fairbanks Hall.

Hospitals that are staffed by IUSM faculty and provide residency training programs on the IUMC campus include Wishard Memorial Hospital (a city-county hospital recently listed among the top 100 U.S. public hospitals), Roudebush VA Medical Center, Riley Hospital for Children, and Indiana University Hospital and Outpatient Center. Riley and IU hospitals separated from the Indiana University School of Medicine in 1997 to join Methodist Hospital of Indiana to form Clarian Health Partners. Clarian Health is committed to the school's mission of advancing education, research, and patient care. Located approximately two miles from IUMC, Methodist Hospital provides additional significant educational opportunities to IU students and residents.

The IU School of Nursing (the largest in the country), the IU School of Dentistry, and the IU School of Health and Rehabilitation Sciences are also on the IUMC campus. These health science schools are part of the larger campus created by Indiana University and Purdue University at Indianapolis (IUPUI), which offers IU and Purdue undergraduate and graduate degree programs.

Clarian Health's hospitals—Riley Hospital for Children, IU Hospital, and Methodist Hospital of Indiana—currently record approximately 1 million in- and outpatient visits per year. The affiliated hospitals—Wishard and Roudebush together handle another 1 million patient visits each year. This enormous patient base provides a broad range of superb clinical educational opportunities. The hospitals host 76 residency and fellowship programs with more than 1,000 residents and fellows, and provide clinical experiences in both inpatient and outpatient facilities to second- through fourth-year students. IUSM's nearly 800 teaching faculty staff all the hospitals. In addition, the hospitals host educational programs for nursing, dentistry, and allied health sciences students as well as Purdue University pharmacy doctoral students.

IUSM Library

The mission of the Library is to meet the information needs of the school's faculty, students, and staff throughout the state. Additionally, the library serves all other personnel in the Indiana University Medical Center as well as practicing Indiana health professionals.

The Library provides print and electronic access to over 19,000 journals, with additional titles accessible via agreements with other Indiana University libraries. In addition, the library provides electronic access to numerous bibliographic and knowledge bases and over 100 books, including such well-known titles as *Harrison's Principles of Internal Medicine and Scientific American Medicine*. Additional database access is provided via agreements with other Indiana University libraries. Printing and photocopying are available for a fee. Copy/print cards are available at the circulation desk, or students may set up an account to use the Indiana University OneCard as a debit card.

Items not available in the Library's collection may be requested via our Document Delivery Service, available at no charge for most requests. Delivery of articles held by the library is available for a fee. Many items can be delivered as electronic files directly to a personal computer.

The Library's Information Services faculty and staff provide basic assistance with accessing materials and with reference questions. In-depth consultation and individualized training on basic database searching and electronic resource utilization are also available. Online reference assistance is available via e-mail. Library faculty participate in the design and implementation of the School of Medicine's competency-based curriculum, and are available to teach individual classes or complete courses.

Library hours of operation (summer hours vary; exceptions will be posted):

Mon.–Fri. 7:30 a.m. - 9:00 p.m. Saturday 8:00 a.m. - 9:00 p.m. Sunday 12:00 p.m. 9:00 p.m. Medical students have extended hours.

The Library is located in the Medical Research and Library Building, IB 100.

Library Administration telephone: (317) 274-1404 Library Administration fax: (317) 278-2349 Circulation Desk telephone: (317) 274-7182 Reference Desk telephone: (317) 274-7185 Document Delivery telephone: (317) 274-7184

Website: <u>www.medlib.iupui.edu</u> Living Facilities

There is minimal campus housing available at IUPUI; however, the surrounding neighborhood offers contemporary housing that has attracted young professionals, who attend IUSM or work in downtown Indianapolis businesses and corporations. Downtown Indianapolis and IUPUI provide an amateur sports mecca, frequently hosting NCAA and Olympic trial events in facilities that are also accessible to students.

Residential housing for IUPUI is located on the main campus and is managed by the Office of Housing and Residence Life. There are several options for oncampus living: Ball Residence Hall, River Walk Campus Apartments, and Town Homes.

The campus housing office maintains a partial listing of off-campus housing accommodations located in the Indianapolis area. For additional information please contact: Department of Housing and Residence Life, IUPUI, 1226 W. Michigan Street, Indianapolis, IN 46202-5180. Telephone: (317) 274-7457; fax: (317) 274-8150; e-mail: reshalls@iupui.edu; www.housing.iupui.edu; office hours: 8 a.m. to 5 p.m., Monday through Friday.

Bookstore

A bookstore located in the Student Center on the Medical Center campus carries all necessary textbooks and supplies for the Schools of Medicine, Dentistry, Nursing, and Allied Health Sciences.

IUSM Library

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Website: www.medlib.iupui.edu

Department of Knowledge Informatics and Translation (KIT)

975 W. Walnut Street, IB 310 Indianapolis, IN 46202 Telephone: (317) 274-7183 Fax: (317) 278-2349

KIT Administration

- Julie McGowan, Ph.D., Associate Dean
- Lola Thompson, Director of Administration and Finance
- Elaine Skopelja, M.A.L.S., Associate Librarian
- Elizabeth Whipple, M.L.S., Assistant Librarian
- Polly Willhite, Financial Manager

Campuses

The Indiana University School of Medicine offers the first and second year of the regular medical curriculum at a number of campuses throughout the state, in cooperation with the distinguished institutions of higher learning located in those cities. Following admission to the School of Medicine, a freshman may be assigned to one of the following campuses: Indiana University School of Medicine -Evansville at the University of Southern Indiana, Indiana University School of Medicine-Fort Wayne at Indiana University-Purdue University Fort Wayne, Indiana University School of Medicine-Lafayette at Purdue University, Indiana University School of Medicine-Muncie at Ball State University, Indiana University School of Medicine-Northwest at Indiana University Northwest, Indiana University School of Medicine-South Bend at the University of Notre Dame, or Indiana University School of Medicine—Terre Haute at Indiana State University.

Indiana University School of Medicine—Bloomington

Indiana University School of Medicine—Evansville

Indiana University School of Medicine—Fort Wayne

Indiana University School of Medicine—Indianapolis

Indiana University School of Medicine—Lafayette

Indiana University School of Medicine—Muncie

Indiana University School of Medicine—Northwest

Indiana University School of Medicine—South Bend Indiana University School of Medicine—Terre Haute

Indiana University School of Medicine—Evansville

Assistant Dean and Director: Professor Becker

Evansville, Indiana's third largest city, is the economic, retail, and manufacturing hub of the three-state area serving northwestern Kentucky, southeastern Illinois, and southwestern Indiana. It is an area undergoing rapid growth and expansion through which the Ohio River flows as both artery of commerce and backdrop for cultural and recreational activities. Because the region's principal medical referral center is Evansville, our students have access to the expertise of the physicians and specialists who staff the city's clinics and hospitals. Over 200 of these physicians are members of the clinical faculty, providing instruction in the firstand second-year curricula, third-year family practice clerkships, and fourth-year senior electives. A substantial number of these volunteers are Indiana University School of Medicine—Evansville (IUSM-E) alumni.

IUSM-E occupies the third floor of the Health Professions Center at the University of Southern Indiana. In addition to offices and research facilities, other features include two tiered classrooms, a multipurpose teaching lab, a gross anatomy lab (with showers for post-dissection clean-up), a center library with a dedicated computer room, private study rooms and carrels, and a student lounge.

Campus-based faculty members guide students through the courses that form the framework for their understanding of medicine. First-year students begin their course work with Biochemistry, Gross Anatomy, Histology, and Introduction to Medicine I: Patient-Doctor Relationship. Second semester courses are Physiology, Microbiology/Immunology, Neurobiology, and Introduction to Medicine I: Patient-Doctor Relationship.

The second-year student advances to Pharmacology, General Pathology, and the self-study Biostatistics tutorial in the first semester, and returns from semester break to Medical Genetics and Systemic Pathology. The backbone course of the second year, Introduction to Medicine II, begins in late August and ends in early May.

Enhancing the student-to-physician/instructor dialogue are IUSM-E-sponsored seminars, hospital grand rounds, continuing medical education symposia, the summer research studies for qualified students, and social events with members of the medical community and the Vanderburgh County Medical Society. Through the teaching hospitals, Deaconess and St. Mary's, students have a wide choice of third-year clerkships and fourth-year electives. Students who are interested in a family practice residency may elect to take the majority of their senior electives in Evansville.

The University of Southern Indiana (USI), IUSM-E's state-supported host institution, is the fastest growing of Indiana's colleges and universities. Offering undergraduate and graduate degree programs, USI's enrollment exceeds 10,000. IUSM-E students are accorded special graduate student status entitling them to take advantage of the academic, entertainment, athletic, and recreational facilities available to USI students.

The Evansville campus seeks to help students not only realize their goals of attaining an M.D., but also appreciate the art of practicing medicine. Please visit our website at http://evansville.medicine.iu.edu/.

For additional information concerning the Evansville campus, contact: Rex D. Stith, Ph.D. Health Professions Center, 3rd floor Indiana University School of Medicine—Evansville 8600 University Blvd. Evansville, IN 47712-3534 Telephone: (812) 464-1831 Fax: (812) 465-1184

Indiana University School of Medicine—Fort Wayne

Assistant Dean and Director: Fen-Lei Chang, MD, PhD

Indiana University School of Medicine—Fort Wayne is located on the north end of the campus of Indiana University–Purdue University Fort Wayne (IPFW). The medical education building, constructed in 2009, offers large classrooms with state-of-the-art audiovisual and telecommunication technologies, expanded research facilities, and many amenities for medical students, faculty, and staff.

IPFW, located along the St. Joseph River in the northeastern section of Fort Wayne, is one of the most picturesque campuses in the state. The campus has an average enrollment of 13,500 undergraduate and graduate students, making it the fifth-largest university in the state. IPFW offers numerous academic programs and allows the campus' students access to well-equipped computer facilities, campus library, student union and a sports center equipped with various courts, a track, and a variety of exercise equipment. IPFW athletics programs are NCAA Division 1 and belong to the mid-continent conference.

Seven tenured full-time faculty, as well as non-tenured and clinical faculty members are involved in medical education. The faculty includes expert instructors in the fields of medical biochemistry, molecular biology, anatomy, histology, cell biology, embryology, microbiology, immunology, physiology, pharmacology, pathology, and neuroscience. Two part-time faculty members serve as course directors for Introduction to Clinical Medicine I and Introduction to Clinical Medicine II. Our faculty members work collaboratively with clinical researchers and academic institutions within the community.

The Fort Wayne campus' first-year academic program is based on semesters: Gross Anatomy, Biochemistry, Molecular Biology, and Histology/Embryology are offered in the first semester. The second semester includes Medical Physiology, Neuroscience, and Microbiology/ Immunology. For three hours per week throughout the first year, students gain clinical experience in historytaking, doctor/patient relationships, and other areas in the Introduction to Clinical Medicine I course.

The second-year academic program follows a modified semester format, with Medical Pharmacology, Biostatistics, Medical Genetics, and General Pathology offered in the first semester. Systemic Pathology is offered in the second semester. The Introduction to Clinical Medicine II course spans both semesters of the sophomore year and includes aspects of advanced history-taking, medical ethics, nutrition, physical diagnosis, radiology, infectious diseases, cardiology, neurology, and other areas in medicine. More than 180 local physicians have School of Medicine clinical faculty appointments and participate in lectures and as clinical preceptors in the program.

The third- and fourth-year clinical clerkships provide students with educational opportunities in the clinical settings. Students learn valuable skills and knowledge during each of the clinical rotations. There are eight required clerkships in the third year: medicine, psychiatry, neurology, surgery, anesthesiology, obstetrics/gynecology, family medicine, and pediatrics. There are three required clerkships in the fourth year: medicine sub-internship, radiology, and emergency medicine. There are many electives offered throughout the third and fourth years. Students are able to master their history taking skills, perform physical examinations and learn procedures and advanced skills under the direction and supervision of their clinical preceptors. Students attend lectures provided by local faculty members as well as clinicians from the Indianapolis campus through videoconferencing.

There is frequent interaction with the Fort Wayne Medical Education Program. This unique program offers family practice residency in collaboration with the five community hospitals (Parkview, St. Joseph's, Lutheran, Parkview North, and Dupont) and the Veterans Administration Medical Center. The Family Medicine junior clerkship, senior electives, and continuing medical education events for both students and practicing physicians, are offered in Fort Wayne and other northeast Indiana communities through the Fort Wayne Medical Education Program. Physicians, residents and hospital personnel are easily accessible to medical students and enthusiastically provide informal clinical training and advice on career planning.

Fort Wayne is the second-largest metropolitan area (approximately 250,000 residents) in the state. The Botanical Gardens, award-winning Fort Wayne Children's Zoo, Art Museum, Philharmonic, Performing Arts Center, and historical attractions provide its residents with cultural activities. Fort Wayne has professional hockey, baseball, and basketball teams, and IPFW is a national powerhouse in volleyball. Parks, playgrounds, and bike trails cover over 2,000 acres of public park land and nearby state parks provide recreational activities for outdoor enthusiasts throughout the year.

Please visit our website at <u>http://</u> www.fortwayne.medicine.iu.edu

For further information contact: Fen-Lei Chang, MD, PhD. Assistant Dean and Director Indiana University School of Medicine-Fort Wayne 2101 E. Coliseum Boulevard Fort Wayne, IN 46805 Phone: (260) 481-6731 E-mail: baileyg@ipfw.edu

Indiana University School of Medicine—Lafayette

Assistant Dean and Director: Professor Coppoc

The Indiana University School of Medicine—Lafayette was established in 1971 and is located on the campus of Purdue University in West Lafayette, Indiana. The greater Lafayette area consists of Lafayette and West Lafayette with 2006 estimated populations of approximately 61,000 and 29,000, respectively. Tippecanoe County was estimated to have a population of 167,964 in 2009. Medical students are registered as special graduate students in the Purdue University Graduate School. Housing is handled through University Residences, telephone (765) 494-1000 and the IUSM-L office, telephone (765) 494-8591.

Extracurricular activities include events typical of a Division I Research University, a number of movie theaters in greater Lafayette as well as the Lafayette Symphony Orchestra, Lafayette Civic Theater, and Feast of the Hunters' Moon. Because the medical students are graduate students, they are entitled to student rates for the many athletic department activities, the Purdue Convo-series, the Recreational Sports Center, Memorial Union, and many other Purdue facilities. Work for spouses is coordinated through the local office of Employment Security Division.

Purdue University enrolls nearly 40,000 undergraduate and graduate students with approximately 9,000 graduate students pursuing advanced degrees. The Lafayette Center has two full-time and 34 part-time faculty members and over 100 clinical associate faculty (physicians). Lynn Hall is the site of the lectures, varied laboratory experiences including Anatomy and Pathology courses, and study areas. Libraries are available in Lynn Hall, Lilly Hall, Stewart Center (Main Campus Library) and in the hospitals that the students visit. These hospitals include the Riggs Community Health Clinic, Franciscan St. Elizabeth Health –Lafayette East and Central, Purdue University Student Health Center, Wabash Valley Hospital, Indiana University Health --- Arnett, and the Indiana Veterans' Home.

The IUSM-L calendar follows the Purdue University calendar of 16 weeks of class, including holidays, per semester, with one week of final exams. Opportunity exists for independent study and combined Ph.D./ M.D. degrees. The students have audio-visual material available at the IUSM-L in Lynn Hall. Clinical activities include visits to physician's offices, hospitals, hospital emergency rooms, clinics, and various social agencies.

For further information concerning the Lafayette Center, write:

Director Indiana University School of Medicine—Lafayette (on the campus of Purdue University) 625 Harrison Street Lynn Hall, Room B181 West Lafayette, IN 47907-2026 Phone: (765) 494-8591 Fax: (765) 494-7994 E-Mail: coppoc@purdue.edu Website: http://lafayette.medicine.iu.edu

Indiana University School of Medicine—Muncie

Assistant Dean and Director: Professor Walker

The Indiana University School of Medicine-Muncie (IUSM —Muncie) is located on the periphery of the Ball State University campus, immediately adjacent to Indiana University Health - Ball Memorial Hospital in Muncie, Indiana. Muncie is an agricultural-industrial community with a population of approximately 80,000. IUSM—Muncie is located in the northwest portion of the city. Ample student housing is available in the immediate vicinity of the center. Ball State University has an enrollment of approximately 18,000 students pursuing both undergraduate and graduate degrees. Among the resources available at Ball State University is a library complex, which is available to students at IUSM-Muncie. In the physical education department, an indoor track and an Olympic-size swimming pool are available for student use. Among the cultural opportunities available at Ball State University are the Muncie Symphony, Artists Series, Concert Series, and Muncie Ballet Company. The Muncie Civic Theatre also provides entertainment throughout the year.

IUSM-Muncie has six full-time faculty members, ten parttime members, and 65 volunteer physicians involved in the first- and second-year programs. One of the major advantages of the Muncie center is its proximity to IU Health-Ball Memorial Hospital. Ball Memorial Hospital is a 400-bed community hospital with a full range of specialists. The medical staff of Ball Memorial Hospital is committed to medical education, and there are currently 62 residents involved in postgraduate education at Ball Memorial Hospital. Residencies are offered in family medicine, internal medicine, and transitional. Freshman students at IUSM-Muncie are invited to shadow house staff members. There are opportunities for summer externships at Ball Memorial Hospital for students between their freshman and sophomore years.

The North Tower in Ball Memorial Hospital includes a surgical suite, a laboratory, and a radiology department. There is also an extensive medical library with a full range of journals, books, and audiovisual equipment. Extensive computer support is available in the library.

An Outpatient Pavilion houses physicians' offices. The hospital offers other major services, including an Oncology Center and a new Cardiology wing that was completed this past year.

The Edmund F. Ball Medical Education building was completed in June of 2000. It houses the Ball Memorial Hospital Family Medicine Clinic/Residency Program and the teaching and research programs of the Muncie Center for Medical Education.

Classes during year one at IUSM-Muncie are taught using a block schedule; students are taught a single discipline during each block. Year two classes are taught using a traditional schedule.

For further information concerning the Muncie Center, contact:

Director

Indiana University School of Medicine-Muncie E.F. Ball Medical Education Building, Room 201 Ball State University Muncie, IN 47306-1099 Phone: (765) 751-5100 Fax: (765) 751-5116 E-mail: <u>swalker@bsu.edu</u> Website: <u>http://medicine.iu.edu/muncie/</u>

Indiana University School of Medicine—Northwest

Assistant Dean and Director: Professor Bankston

The Patient-Centered Learning Program

The academic program at the Northwest Campus is designed around the principle that the learning of essential basic science information should occur in the context of patient interaction, patient case studies, and practice of clinical skills. To that end, the faculty of the Northwest Campus have dedicated themselves to a student-centered and patient-centered approach that involves their widely acclaimed Problem-Based Learning Curriculum, the unique History and Physical Learning Center, the Steven C. Beering Library, externship opportunities with local physicians and hospitals, and the participation of 132 volunteer community physicians.

The Northwest campus Patient-Centered Learning Program provides an unique opportunity within the Indiana System for students to experience a different, and we think excellent, approach to medical student learning.

We welcome visits from prospective students who would like to learn more about our Patient-Centered Learning Program and to participate with our first- or second-year medical students in one of the case-based learning sessions described below. Please contact Dr. Pat Bankston, Assistant Dean and Director, pbanks@iun.edu, to schedule a visit.

Our Problem-Based (Case-Based) Learning Approach

For 19 years after its founding in 1972, Indiana University School of Medicine-Northwest offered a traditional first- and second-year medical curriculum. Beginning with the 1989-1990 academic year, the Northwest Campus introduced an innovative curriculum with heavy emphasis on problem solving and active learning. The highlights of this new curriculum include: (A) problembased learning (PBL) sessions, where small groups of five to seven students meet three times a week for two hours to discuss and analyze patient cases in the presence of a faculty moderator. During these studentdirected PBL sessions, students set learning objectives, generate and test hypotheses, share learned information, and apply knowledge of basic science principles to the care of patients; (B) small numbers of lectures presented by experienced faculty supplement the PBL sessions by providing helpful overviews of key concepts; (C) organization of the first and second year curricula into seven sequential "Steps" or units; this approach allows students to concentrate all of their studies to one subject at a time; (D) basic science laboratories in Gross Anatomy, Histology, Neuroscience, and Pathology provide active-learning experiences that reinforce and expand the knowledge base attained during PBL sessions and lectures; and (E) PBL sessions, lectures, and laboratories end by noon each day, allowing ample time for independent study and one or more afternoons per week for other patient-based activities.

The 7 Steps (courses) of the IUSM—Northwest PBL curriculum are:

1st Year

- Step 1 The Molecular Basis of Medicine (Biochemistry, Molecular Biology) 6 weeks
- Step 2 Human Structure (Gross Anatomy, Histology, Cell Biology) 11 weeks
- Step 3 Systemic Function and Drug Action (Physiology) 6 weeks

- Step 4 Neural Control and Disease (Neuroscience) 6 weeks
- Step 5 Medications and Disease (Pharmacology) 6 weeks

2nd Year

- Step 6 Invasion and Defense (General Pathology, Microbiology, Immunology) 11 weeks
- Step 7 Pathophysiology and Advanced Problem Solving (Introduction to Medicine, Systemic Pathology, Advanced Doctor/Patient Relationship) 24 weeks

Doctor/Patient Relationship (dispersed throughout the first-year)

Component Descriptions

Behavioral Scienc The Behavioral Science curriculum deals with systemic introduction to human development involving learning, conditioning and perception. Cases, including those used in Step 1 through Step 5, will be used to emphasize human behavioral studies regarding those concepts that are considered useful in understanding and treating disturbed behavior. The development of personality and the role of mental mechanisms in healthy and unhealthy adjustments are also reviewed.

Medical Ethics Medical Ethics consists of a series of seminars devoted to discussion of various topics such as disclosure, confidentiality, informed consent, and death and dying. Cases posing dilemmas that relate to step cases will be presented, along with abstract material to facilitate conceptual and ethical analysis.

History Taking and Physical Diagnosis The H & P Learning Center's goal is to support medical education, evaluation, and research. It uses standardized patients to create simulations of history and physical findings of real patients. Standardized patients are individuals trained to present a patient's history and physical examination findings in a consistent manner. They are also trained to evaluate the clinical and interpersonal skills of individual medical students. Students will be involved in many projects utilizing the H & P Learning Center and standardized patients during the Doctor/Patient Relationship course.

History Taking The fundamentals of history taking consist of five introductory history-taking sessions in the first half of the freshman year. To aid in the development of historytaking skills, students will be participating in several projects involving hands-on training with standardized patients in the H & P Learning Center. In addition to the introductory history-taking sessions, students will be involved in a series of preceptor visits. Each student will be paired with a local area family practitioner. The student will shadow the preceptor in a primary care setting. As the student develops history-taking skills, he/she will interview patients seen in the preceptor's office. Preceptors will critique the student's write-ups and provide feedback so improvement can be made on their history-taking skills. At the end of the history-taking instruction, students will be evaluated by standardized patients in the H & P Learning Center.

Physical Diagnosis The second term of the freshman year will continue with instructing the fundamentals of the Physical Examination. This portion of the curriculum

consists of ten sessions. Each week a portion of the physical exam will be presented first by demonstration on a standardized patient, and then by having students pair up to practice. Standardized patients will also be used in a series of learning sessions in the H & P Learning Center. During this segment of the curriculum students will have an opportunity for hands-on experience in the physical exam. Students will examine standardized patients "from head to toe" in several H & P Learning Center Projects. The history and physical exam instruction will culminate in a testing session using standardized patients in the performance of a head-to-toe physical exam with history and health-risk appraisal in the H & P Learning Center.

Chronic Patient Program At the beginning of each academic year, freshmen students will be assigned one chronic patient to monitor and care for consistently for the two years they stay at the Northwest Center. Students will be expected to visit or speak with their patient on a weekly and/or biweekly basis. They also will be expected to keep a detailed journal of their experiences in treating their patient. In turn, the patient will utilize their medical student as a resource for questions concerning treatment, and as a means of emotional support. The intent of this project is to introduce students to the art of building a solid doctorpatient relationship. Students look to their preceptors for help and guidance during this experience. All students must report any significant patient comments or physical exam findings to the patient's primary care physician. All charts and journals will be considered confidential material and only first names should be used when documenting any information about the chronic patients.

Discussion Series In addition to Behavioral Science, Medical Ethics and History Taking, and Physical Diagnosis, the Doctor/Patient Relationship will include a group discussion segment which has been characteristic of this portion of the curriculum since its inception at the Northwest Center. The Discussion/Brown Bag Series is designed to encourage group cohesion among students and to provide a mechanism for communication for both the students and the faculty. The discussion series will be interspersed with preceptor visits the first ten weeks of the freshman year. Sessions will consist of quest speakers, panel discussions, and student discussions. These sessions will be organized around topics which integrate the various components of the Doctor/Patient Relationship. The series may include such topics as professionalism, the Managed Care Plans, family systems, prevention and health maintenance, medical malpractice, the importance of community in health care systems, spirituality and cross-cultural issues in patient care, and issues in documentation and confidentiality. Faculty members involved in all areas of the Doctor/Patient Relationship will be encouraged to attend these sessions so all issues will be viewed from a variety of perspectives.

Our library, librarian, and library assistant help students gather information and provide a place to study.

To facilitate self-directed study, students have 24-hour access to the Steven C. Beering Medical Library and Medical Resource and Learning Center, which houses a Student Learning Center with 19 computer stations, audio-visual and computer-directed learning programs, and an extensive series of periodicals, textbooks, and other reference materials. A professional librarian and assistant are available to help students locate the latest in medical information to aid their studies. The library complex has ten comfortable study rooms for students and a lounge area for reading journals or medical literature. The Northwest campus is the only regional campus in the School of Medicine that maintains a large medical library and student study center of this nature.

Our Doctor/Patient Course facilitates learning of professional skills, values, attitudes, and behaviors important to our student doctors.

An important part of the IUSM—Northwest Patient Centered Learning Program is the Doctor/Patient Relationship course. One element of this course is eight weeks of exposure to patients in family practice physician's offices beginning in the first week of medical school. A similar eight-week experience with specialty physicians begins the second year of medical school. Student clinical skills are taught by local doctors who instruct students in the fundamentals of doctor/patient interactions, patient interviewing, and many other aspects of primary care ambulatory medical practice. The topics "medical ethics" and "behavioral science" are also part of the Doctor/Patient Course.

The History and Physical Learning Center helps student doctors learn and practice interviewing and physical exam skills early in their curriculum.

To facilitate the Doctor/Patient Relationship course, the Northwest campus maintains for the exclusive use of its students a state-of-the-art History and Physical Learning facility, the largest and most extensive H & P learning facility of all the regional campuses. The facility has six private examination rooms for students to practice their skills with standardized patients (SPs). SPs are individuals trained to present a patient's history and physical examination findings in a "standardized" manner and also to evaluate the clinical and interpersonal skills of the medical student examiners. Instruction and extensive practice sessions in H & P skills at IUSM-Northwest is offered during the first year of medical school (all other programs at IUSM teach these skills in the second year); thus, our students are uniquely prepared to apply their H & P skills to real patient experiences between the first and second years (summer externships).

Students follow an ill patient as the patient's own student doctor for two years to learn the real life problems, family situations, financial difficulties, and changes that occur in the course of receiving medical care. In an exciting, innovative approach unique to our campus, medical students will be part of an "interprofessional health care team" together with nursing students and social work students from the College of Health and Human Services at IU Northwest. Some students become like family members, attending birthday parties, visits to the doctor, and surgeries. Through these interactions, each student learns about the humanistic side of medicine and gains knowledge of patient social, financial, cultural, and spiritual matters that may influence medical care and patient management.

Competency Education is an easy matter in our student-centered and patient-centered approach.

The Northwest Campus has been a leader in the implementation of the IUSM Competency-Based

Curriculum, and all courses and all faculty participate in competency training and assessment. The goal of the Competency Curriculum is to develop and graduate physicians with characteristics that represent the highest aspirations of the profession. We expect our students to strive for the qualities of altruism, honesty, compassion, respect, responsibility, accountability, and excellence, and upon graduation to pursue their work as a virtuous activity and a moral undertaking. In other words, our goal for our students is for them to become virtuous physicians. At IUSM—Northwest, the patient-centered approach, the small student to faculty ratio, three-times-per-week small group PBL sessions, and H & P training with SPs allow multiple opportunities to teach competencies and to provide fair evaluations, feedback, and timely help if skills need improvement.

Scholarships available

A limited number of Northwest Indiana scholarships are available for eligible students attending the Indiana University School of Medicine—Northwest. Inquiries should be made to Dr. Bankston.

Summer Research Opportunities

A small number of research-oriented medical students are chosen each year to participate in the Summer Research Fellowship Program. Students in this program are awarded a stipend to work on biomedical research projects under the supervision of a campus faculty member in the summer between the first and second year.

Medical students at IUSM—Northwest are also welcome and encouraged to attend any of the numerous educational programs hosted by the Northwest campus, including (a) our annual fall and spring seminar series in basic and patient-based research; (b) visiting professor lecture-hour series presented by guest lecturers; and (c) any of the large number of additional medical-educational activities that are offered by seven local hospitals.

Student-Centered Approach

The philosophy of the faculty and support staff toward medical students is one of helpfulness and nurture of adult learners, as student doctors learn the knowledge, skills, values, and attitudes characteristic and unique to the special profession that they are entering. The faculty and support staff see themselves as partners, facilitators, and resources to help students realize their goal of becoming the best doctor they can be, for their own sake and that of their future patients.

Location and Facilities

Indiana University School of Medicine—Northwest is located on the Indiana University Northwest campus in the Glen Park area of the City of Gary and occupies approximately 35,000 square feet of a new building on the southwest corner of the campus. The safe and attractive campus is bounded on three sides by the Little Calumet River, the well-kept residential community of Glen Park, and the Gleason Golf Course. Students have 24-hour access to the building and all of its facilities. The new building includes a student lounge with a small kitchen area and refrigerator for personal food storage and preparation. Locker rooms and showers provide students with a place to freshen up after exercise or sessions in the gross anatomy laboratory.

The current undergraduate enrollment at the IU Northwest campus is approximately 5,000 students. IU Northwest has a student union complex with gymnasium and fitness center available for medical student exercise and a cafeteria for low-priced food. Cultural activities on campus are numerous, including an IUN-sponsored local drama group, the Northwest Theater, and the Northwest Indiana Symphony Orchestra. In addition, the numerous sports events, museums, ethnic neighborhoods, restaurants, and cultural attractions of Chicago are less than an hour drive from the campus. For those who prefer an escape to the out-of-doors, the Hoosier Prairie and the Indiana Dunes National Lakeshore, in addition to numerous parks in Lake, Porter, and LaPorte Counties, are outstanding areas for hiking, swimming, picnics, and cross country skiing.

Housing

Northwest Indiana offers a variety of housing opportunities within easy driving distance of the campus. IUN is a commuter campus and, as such, has no dormitories or other student housing. However, IUSM—Northwest maintains two apartment buildings directly across from the medical building with a limited number of apartments for reasonable rent to medical students. Arrangement to see the apartments is strictly by appointment only with Dawn Ilgenfritz, director of operations and finance, IUSM—Northwest, (219)980-6551, dilgenfr@iun.edu. Unscheduled visits cannot be accommodated.

For additional information concerning Indiana University School of Medicine—Northwest, please visit the website: <u>http://iusm-nw.medicine.iu.edu</u> or, write or contact: Patrick W. Bankston, Ph.D.

Assistant Dean and Director Professor of Anatomy and Cell Biology Professor of Pathology and Laboratory Medicine Indiana University School of Medicine—Northwest 3400 Broadway Gary, IN 46408 Phone: (219) 980-6562 Fax: (219) 980-6566 E-mail: <u>pbanks@iun.edu</u>

Indiana University School of Medicine—South Bend

Assistant Dean and Director: Professor Rudolph M. Navari, MD, PhD

The Indiana University School of Medicine—South Bend (IUSM-SB) is located on the campus of the University of Notre Dame (UND). South Bend is the center of a metropolitan area extending from Elkhart, Indiana, to Niles, Michigan, with an urban population of more than 300,000. Students assigned to the center are considered special graduate students of the University of Notre Dame and are eligible for privileges of UND students. Most medical students live off campus. Assistance in locating housing is available through the director's office of the center.

The academic calendar follows a block-style schedule in year one and a traditional semester-based schedule in year two. First-semester first year medical courses cover embryology/anatomy, cell biology/biochemistry, histology and introduction to the American healthcare system (a component of Introduction to Clinical Medicine-I). Second-semester courses cover immunology/ microbiology, physiology, neuroscience, and ICM I. All courses are taught by IUSM-SB faculty who have adjunct appointments with UND.

The fall curriculum for second year medical students is Introduction to Clinical Medicine II, Pharmacology, General Pathology, and the beginning of Systemic Pathology. In the spring, Pharmacology, Systemic Pathology and Introduction to Medicine II continue, and Medical Genetics and Biostatistics are added. Courses are taught by IUSM-SB faculty and clinicians from the community. Core curriculum from pathology, pharmacology and medicine are integrated by systems (neurological, cardiovascular, pulmonary, etc.)

In addition, the IUSM-SB campus offers a clinical training program in which students may stay all four years. All required clerkships in third year are offered: Family Medicine, Pediatrics, Anesthesia, Surgical Subspecialties, General Surgery, Ob/Gyn, Internal Medicine, Neurology and Psychiatry. In fourth year all required rotations are offered (Emergency Medicine, Radiology and Medicine Sub-Internship) as well as a host of clinical and researchbased electives from which students may choose.

South Bend has been active in postgraduate medical education for many years. St. Joseph Regional Medical Center and Memorial Hospital of South Bend have active family practice residency programs with 18 residents per year at each hospital. The South Bend Medical Foundation provides clinical and anatomic pathology services for the communities of Elkhart, Mishawaka, and South Bend. Other clinical community partners include: Elkhart General Hospital, La Porte Regional Health System, The South Bend Clinic and Madison Center.

For further information concerning the IUSM—SB, visit <u>http://medicine.iu.edu/southbend/</u> or contact: Director Indiana University School of Medicine—South Bend

1234 N. Notre Dame Avenue South Bend, IN 46617 Phone: (574) 631-5574

Indiana University School of Medicine—Terre Haute

Assistant Dean and Director: Professor Duong

Terre Haute provides medical services for a population of more than 250,000 residents of the Wabash Valley, between west central Indiana and east central Illinois. Established in 1971, the mission of the Indiana University School of Medicine—Terre Haute (IUSM—Terre Haute) is to advance health, education, and research in the Wabash Valley, the state of Indiana, and beyond.

IUSM—Terre Haute full-time, part-time, and volunteer clinical faculty are strongly dedicated to excellence in teaching, research, and service. They provide a medical school curriculum with maximum clinical exposure. Basic science courses in the first year are taught with the participation of physicians and continuous clinical correlations, using innovative teaching methods and current information technology. For better clinical relevance, the Introduction to Medicine and the Pathology courses in the second year are taught by practicing physicians, and so is the Pharmacology course, which is taught by a practicing pharmacist/pharmacologist. From the beginning of the first year, a weekly one-onone preceptorship program with community physicians emphasizes exposure to patients in the clinical setting. The students have the ability to choose the specialty of the preceptor. In the fall semester of the second year, the medical students rotate through hospitals, shadowing community physicians, hospitalists or resident physicians of the Union Hospital Family Medicine residency program. In the spring semester of the second year, medical students learn and further develop history-taking and physical examination skills with physician preceptors in a clinical setting. Funded internships for summer experiences in rural or hospital-based medicine are available. Medical service learning is encouraged with a student-led Community Health Fair and participation in free clinics or medical missions. IUSM-Terre Haute faculty also welcomes medical students' interest and involvement in biomedical research. IUSM-Terre Haute medical students have many opportunities for broad and varied educational experiences through faculty and community offerings, including Enrichment Hours, where various aspects of health care delivery are presented by health professionals, continuing medical education and pathology conferences for physicians at Union Hospital and Regional Hospital, and the Mini-Medical School outreach program for the general public.

In fall 2008, to meet the health care needs of people in rural and medically underserved areas, IUSM—Terre Haute initiated a rural medical education program. This four-year medical school program is based in the Wabash valley and centers on the following action items:

- Recruit Hoosiers from underserved areas and populations
- Teach science from the perspective of clinical medicine during the basic science years
- Teach medicine from the perspective of rural health during the clinical years
- Develop twenty-first century tools for the rural physician
- Promote research in community health

The goals of the program are to promote appreciation, understanding, and respect for the rural practitioner and the rural patient; to equip medical students with skills and experiences unique to rural medicine; to provide longitudinal exposure and experiences with health care delivery in a rural setting; to prepare medical graduates who are ready for interactions with rural doctors and who have a competitive advantage for future graduate medical education training in the practice of rural medicine; and to increase the number of IUSM graduates who elect to enter medical practice in a rural setting.

For admission to this program, please contact Mr. Jonathon O'Neal, Assistant Director of Admissions in charge of the Rural Medical Education program (317-274-3772; jponeal@iupui.edu).

Scholarships available

A number of scholarships such as the Kunkler scholarship, the McBride scholarship, the Nay scholarship and the

Stanley scholarship are eligible for medical students attending IUSM—Terre Haute.

In 2010, the Smith scholarship was created for medical students on the rural track. Inquiries should be directed to Dr. Duong or to Mr. Jose Espada (jespada@iupui.edu).

Location and facilities

IUSM—Terre Haute is located in Holmstedt Hall on the campus of Indiana State University and at the Landsbaum Center for Health Education, adjacent to Union Hospital. The medical students have 24-hour access to the facilities including a 150-seat auditorium, four large classrooms, anatomy laboratory with showers and personal lockers, conference rooms, study rooms with computers and personal lockers, and lounges with kitchens. The medical students have special graduate student status and are granted access to all academic, athletic, entertainment, and recreational facilities available to students at Indiana State University.

Nestled on the banks of the Wabash River, Terre Haute is located in west central Indiana and has a population of 60,000. A bicycle trail winds its way through the north side of the city, next to wooded parks and lakes. Deming Park and Dobbs Park, located on the east side, provide scenic places to study. City and county parks provide opportunities for fishing, boating, and water (or cross-country) skiing. Half a dozen golf courses are spread throughout the city, including Hulman Links, a PGA championship-level golf course. Extensive outside recreation can also be found within a 30-mile radius at the surrounding major state parks: Shakamak, Turkey Run, Raccoon Lake, and McCormick's Creek.

For further information on IUSM—Terre Haute, point your browser to: <u>http://terrehaute.medicine.iu.edu/</u> or contact Dr. Duong, Assistant Dean and Director, (812) 237-2777 or <u>tduong@iupui.edu</u>.

We welcome visits from prospective students. Contact Beth Nesius (812) 237-2777 or <u>beth.nesius@indstate.edu</u>.

Indiana University School of Medicine—Indianapolis

Indiana University School of Medicine-Indianapolis is located on the north end of the Indiana University-Purdue University Indianapolis (IUPUI) campus approximately one mile from the center of downtown. Within the eightyfive acre IU Medical center campus, several hospitals are staffed by IUSM faculty and provide residency training programs including Wishard Memorial Hospital (recently listed among the top 100 U.S. public hospitals), Roudebush VA Medical Center, Riley Hospital for Children, and IU Health University Hospital and Outpatient Center. Methodist Hospital, located approximately two miles from campus, also provides significant educational opportunities to IU students. Many other facilities located on the campus are used for education and research including VanNuvs Medical Sciences Building and the Ruth Lilly Medical Library, both of which house first and second year courses. The Indianapolis campus is the largest campus of the IU School of Medicine and about half of first- and second-year students will spend their first two years here. Including third- and fourth-year medical students, there are approximately 873 M.D., 211 Ph.D., and 43 M.D. /Ph.D. students.

IUPUI is situated along White River on the west end of downtown Indianapolis, a few blocks from the state capitol building. IUPUI enrolls more than 30,000 undergraduate and graduate students and has received several national awards and recognitions. Medical students are considered graduate students of the university and have access to the libraries, computer labs, and other resources offered by IUPUI. Students can have access to the fitness centers and IU Natatorium, an indoor pool that has hosted Olympic trials and USA Swimming Championships, for a low fee each semester.

The academic calendar follows a traditional semester schedule during both the first and second year. Firstyear fall semester courses include gross anatomy, cell and molecular biology, biochemistry, evidence-based medicine and immunology. First-year spring semester courses include physiology, microbiology, and histology. Introduction to Clinical Medicine I and Clinical Problem Solving are taught during both semesters. Second-year courses include neuroscience, general and systemic pathology, Introduction to Clinical Medicine II, genetics, and pharmacology.

Outside of the classroom students can participate in a large number of extracurricular activities and student organizations such as Medical Student Council, student interest groups ranging from nearly every medical specialty to issues such as global health, and many service learning projects such as the Student Outreach Clinic. Evening of the Arts is an annual event where students, faculty, and administrators can showcase artistic and musical talents with the proceeds supporting healthcare for the homeless population of central Indiana.

Indianapolis, with a population just under 830,000 residents, is the largest city in Indiana, the second largest city in the Midwest, and the 12th largest in the United States. Indianapolis is home to many professional sporting teams including the Indianapolis Colts, Indiana Pacers, Indiana Fever, and Indianapolis Indians minor league baseball. World famous Indianapolis Motor Speedway is the site of the Indianapolis 500 and Brickyard 400 races. Other attractions include the Indianapolis Zoo, The Children's Museum of Indianapolis, the Indianapolis Museum of Art, and the Indiana Repertory Theatre. White River State Park, the Central Canal, and the Monon Trail provide recreational activities such as biking or rollerblading for outdoor enthusiasts.

For more information concerning the Indianapolis campus, please visit <u>http://msa.iusm.iu.edu/indynewstudents.htm</u> or contact:

Dean's Office for Medical Student Affairs Van Nuys Medical Science Room 164 635 N Barnhill Dr. Indianapolis, IN 46202 Phone: (317) 274-1965 Fax: (317) 274-4309

Admission

The modern world is complex, and physicians care for people from a wide range of social, economic, and cultural backgrounds. The Indiana University School of Medicine requires applicants to include in their undergraduate study a minimal number of required science courses (see below). It is also expected that successful applicants will have included in their undergraduate experience a significant number of courses in the humanities and social and behavioral sciences. In this fashion, students gain a better understanding of contemporary society and human experience, and greater insight into their patients' backgrounds, problems, and illnesses. Applicants are expected to be competent in speaking and writing the English language.

Selection of the Class

Students are offered places in the class on the basis of scholarship, character, personality, references, performance on the Medical College Admission Test, and personal interview. The medical school faculty has specified nonacademic criteria ("Technical Standards for Admission and Retention in Medical School"), which all applicants are expected to meet in order to participate in the medical education program and the study of medicine.

The successful applicant will usually have a record of 1) extracurricular experience in a clinical setting and/or shadowing of physicians and 2) volunteer work/community service.

Except for Early Decision Program candidates, accepted applicants will normally be notified on October 15, November 15, December 15, January 15, February 15, March 15, and at intervals thereafter until the class is filled.

The successful applicant should keep in mind that acceptance is granted subject to the satisfactory completion of all School of Medicine requirements. If the student does not maintain the scholastic average and course load that were evident at the time of acceptance, the committee reserves the right to withdraw acceptance.

Indiana University School of Medicine does not discriminate on the basis of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Requirements

It is strongly recommended that the applicant complete a B.A. or B.S. degree in a school accredited by one of the regional accrediting agencies. The minimum amount of college course work required is three academic years (90 credit hours, excluding physical education and ROTC courses). Any major from the traditional arts and sciences curriculum is acceptable. Students with educational backgrounds in areas outside the usual liberal arts and sciences curriculum (education, business, engineering, pharmacy, etc.) will be evaluated based on a minimum of 90 credit hours (three academic years) of college course work of arts and sciences equivalence. Such students are invited to consult with the Admissions Office about School of Medicine policy regarding academic course work outside the arts and sciences area. The Admissions Committee encourages highly gualified students to enroll in undergraduate honors courses.

The following science course work is required for admission; each course must include a minimum of six credit hours of lecture and two credit hours of laboratory component:

General chemistry, 8-10 credit hours (one academic year)

- Organic chemistry, 8-10 credit hours (one academic year)
- Physics, 8-10 credit hours (one academic year)
- Biological sciences, 8-10 credit hours (one academic year)

Neither grades nor credit hours from subjects offered in the medical curriculum will be accepted toward fulfilling the required 90 credit hours of undergraduate course work or the above specific science requirements.

The Admissions Committee reserves the right to determine which courses will fulfill its requirements.

Scholastic Record

Every grade becomes a part of the permanent record and is calculated in the overall scholastic average. A student who is an Indiana resident cannot usually expect to gain entrance to the class if his or her average of credit points is below 3.2 on a 4.0 scale. The applications of nonresidents will be considered on an individual basis (see below at "Residence").

Greater weight is given to the quality of work than to an excess of credit hours over the minimum required. A scholastic record that shows a large number of withdrawals and/or a repetition of subjects in order to remove grades of F or to raise low grades will obviously be less impressive than a record showing work of uniformly good quality.

A student who has withdrawn or been dismissed from another medical school is usually not eligible for admission to the first-year class at Indiana University.

Residence

Preference will be given to applicants who are residents of the state of Indiana. Nevertheless, a number of nonresidents are accepted each year, and well-qualified nonresidents with an interest in obtaining a medical education at Indiana University are encouraged to apply. The applications of nonresidents who have significant ties to the state of Indiana may be given greater consideration. The Admissions Committee uses the Indiana University System Residency Policy to determine the residency of applicants for IU fee purposes <u>http:///www.iue.edu/</u> <u>registrar/policies/residency_rules.php</u>.

Application Procedure

The Indiana University School of Medicine participates in the American Medical College Application Service (AMCAS). Application information is available on the Web site of the Association of American Medical Colleges (AAMC) at <u>www.aamc.org</u>. The deadline for AMCAS's receipt of application and transcripts is December 15 for the following year's entering class.

The School of Medicine participates in the national Early Decision Program (EDP). The deadline for EDP applicants is August 1. Additional information is available from AMCAS and from the Admissions Office.

Interviews

Beginning in September, members of the Admissions Committee will interview students by appointment only. In general, appointments for interviews are scheduled in the order in which applications are received unless the applicant has not taken the Medical College Admission Test.

Transcript

It is the applicants' responsibility to send an updated transcript to the Admissions Office at the conclusion of each grading period during the application process.

Medical College Admission Test

All applicants must take the Medical College Admission Test (MCAT) in order to be considered for admission. Registration information may be obtained from <u>www.aamc.org</u>. Students are urged to take this test in the spring of the year preceding the application. Ordinarily, acceptance will not be granted in the absence of an MCAT score.

Technical Standards

The medical school faculty has specified the following nonacademic criteria ("technical standards") that all applicants/medical students are expected to meet in order to participate in the medical education program and the practice of medicine.

- **Observation:** The applicant/medical student must be able to participate actively in all demonstrations and laboratory exercises in the basic medical sciences and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis, and treatment. Such observation and information acquisition usually requires the functional use of visual, auditory, and somatic sensation.
- **Communication:** The applicant/medical student must be able to communicate effectively and sensitively with patients in order to elicit information; describe changes in mood, activity, and posture; assess nonverbal communications; and effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the health care team. Communication skills include speaking, reading, and writing, as well as the observation skills described above.
- Motor: The applicant/medical student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers; be able to perform basic laboratory tests; possess all skills necessary to carry out diagnostic procedures; and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.
- Intellectual-Conceptual, Integrative, and Quantitative Abilities: The applicant/medical student must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the applicant/ medical student must be able to comprehend threedimensional relationships and to understand the spatial relationships of structures. The applicant/ medical student must have the capacity to perform these problem-solving skills in a timely fashion.
- Behavioral and Social Attributes: The applicant/ medical student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development

of mature, sensitive, and effective relationships with patients and others. Applicants/medical students must also be able to tolerate taxing workloads, function effectively under stress, adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment, and motivation are personal qualities that each applicant/medical student should possess.

Transfer Admission

Indiana University School of Medicine currently does not accept applications for transfer.

Financial Assistance

It is important to recognize that it costs considerably more to provide a quality medical education than what the student actually pays in tuition and fees. Every student attending the Indiana University School of Medicine benefits from the subsidies provided by the state of Indiana through state-legislated appropriations. These funds enable Indiana University to keep tuition and fees at the lowest reasonable amount possible. In addition, Indiana University benefits through its many generous friends and supportive organizations that assist in making a medical education affordable to all School of Medicine students.

The purpose of the School of Medicine's scholarship and financial aid programs is to assist students whose personal and family resources are not sufficient to meet the total cost of their medical education. To meet the financial needs of our students in a fair and equitable manner through the most desirable aid programs possible, most financial aid programs are made available to students with documented financial need. The school cannot assure that it will be able to fully meet each student's financial need, and therefore, some students will need to investigate other options in meeting their educational expenses.

Student eligibility for financial aid programs is determined by evaluating both the student's and the parents' ability to defray the cost of a medical education. To apply for most desirable financial aid programs, regardless of the independent status of the student, students must complete the Free Application for Federal Student Aid (FAFSA) <u>http://www.fafsa.ed.gov</u>. The FAFSA results will be made available electronically to IUPUI. Beginning in April, students will be notified of their eligibility for all federal aid programs for the academic year. Keep in mind that all financial information received is held in strict confidence and is used only to determine the student's eligibility for financial assistance.

The Dean's Office for Medical Student Affairs–Student Financial Services (MSA–SFS) makes available via the MSA Web page, the IUSM Financial Aid Guide, the financial aid application materials, and other information about specific programs. Students are encouraged to investigate outside sources of aid that may be available through bank trusts, churches, and fraternal and professional organizations.

Financial Assistance Programs

The following financial assistance programs are available to medical students attending the Indiana University School of Medicine (IUSM). Any questions you may have about these programs can be answered by contacting our office: Medical Student Affairs Student Financial Services Medical Sciences Building 119 635 Barnhill Drive IU School of Medicine Indianapolis, IN 46202-5120 Phone: (317) 274-1967 E-mail: jespada@iupui.edu E-mail: tnfox@iupui.edu E-mail: mtitus@iupui.edu

These programs are described in further detail in the IU Financial Aid Guide for Medical Students at <u>http://msa.iusm.iu.edu</u>.

Federal Primary Care Loan

- Federal Subsidized Stafford Student Loan
- Federal Unsubsidized Stafford Student Loan
- Federal Graduate Plus Loan
- Federal College Work-Study Program (CWSP)
- Child-of-Disabled-Veteran Award (CVO) (available to Indiana residents only)
- Scholarships to Disadvantaged Students (SDS)
- Loans to Disadvantaged Students (LDS)
- Indiana Primary Care Scholarship

Scholarships, Fellowships, and Loans

The School of Medicine Scholarship Committee awards students more than \$3 million in scholarships and fellowships from annual gifts and scholarship endowments. The scholarship awards range from \$1,000 to full tuition. While some programs have donor restrictions, the School of Medicine maintains a philosophy of equal opportunity. All students who complete the school's Application for Financial Assistance will be considered for all of the IU School of Medicine scholarships and fellowships listed at <u>msa.iusm.iu.edu</u> in the IU School of Medicine Financial Aid Guide.

While most scholarships are awarded for a combination of financial need and academic achievement, some scholarships are based strictly on academic achievement and a small portion based strictly on financial need. To receive need-based awards, students must first apply for federal aid and submit parental information (regardless of independent status) on the Free Application for Federal Student Aid (FAFSA). Parental information is a factor in granting scholarships based on need or a combination of need and academics. Academic awards honor outstanding medical school achievement.

Medical students receiving the Armed Forces Health Professions Scholarships (AFHPSP) or the National Health Service Corps (NHSC) will not be considered for scholarships based on financial need or a combination of need and academics.

Eligibility for and renewability of scholarship assistance has been outlined by the IUSM Scholarship Committee in the following policy statement:

The receipt of any academic or combined need and academic scholarship by a student is contingent upon: (1) the student applying when required, (2) the criteria of the scholarship award, and (3) the student maintaining good academic standing. A student is in good academic standing, as seen by the Scholarship Committee, when the student is not on academic probation for any reason during the entire preceding academic year. The Indiana University School of Medicine Student Manual defines what constitutes good academic standing.

In addition, renewability will be contingent upon the student having demonstrated financial need and the availability of funds.

Fees

Annual tuition for students in the M.D. program in the School of Medicine for 2010/2011 is \$29,652.50 for residents of the state of Indiana and \$42,980.50 for nonresidents. A General Fee that contains University assessments for student activities, athletic development, technology, and general services is also assessed to all students with each registration and is included with the tuition charge. Specific assessments associated with class year and center of instruction are also levied. All students are required to carry personal health insurance. Students not covered under an insurance policy meeting certain minimal criteria as determined by the school must enroll in the school-sponsored health insurance plan at an annual cost of \$2,800.00 for 2010/2011. Tuition and fees are subject to change by action of the Board of Trustees. All fees may be confirmed by contacting the school.

An application fee of \$50 is required of all new applicants for admission to Indiana University.

Students taking Graduate School courses should consult the appropriate graduate office for relevant fee information.

The School of Medicine possesses a sufficient number of excellent binocular microscopes to meet the needs of all of its students. These are available on a use-charge basis. If a student wishes to provide his or her own microscope, it must meet rigid specifications and be approved by the microscope committee of the School of Medicine. Storage space for personal microscopes is not available in the teaching laboratories.

Programs

The Indiana University School of Medicine offers academic programs leading to the MD degree, graduate degrees in the biomedical sciences, and continuing medical education for practicing physicians.

Doctoral Programs

Doctor of Medicine

Doctor of Philosophy in Medical Biophysics

Doctor of Philosophy in Medical Neuroscience

Other Doctor of Philosophy Programs

Doctor of Medicine

With an undergraduate student body of 1,300 and an average class size of 325, the Indiana University School of Medicine (IUSM) is the nation's second largest medical school. As the only medical school in the state of Indiana, IUSM is committed to producing knowledgeable, skilled, and caring physicians.

Recognizing that the art of medicine requires more than excellent medical knowledge and procedural skill, IUSM was among the first of a growing number of schools in the nation to adopt an innovative curriculum designed to support student development in nine areas of competency: (1) Effective Communication; (2) Basic Clinical Skills; (3) Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention; (4) Lifelong Learning; (5) Self-Awareness, Self-Care, and Personal Growth; (6) The Social and Community Context of Health Care; (7) Moral Reasoning and Ethical Judgment; (8) Problem Solving; and (9) Professionalism and Role Recognition. Additional information about the curriculum can be found at <u>http://</u> medicine.iu.edu/meca/.

The School of Medicine, in cooperation with other institutions of higher learning, has expanded educational opportunities for first- and second-year students on several campuses throughout Indiana. Matriculates begin their first two years of study at one of nine campus locations throughout Indiana, including:

- Medical Science Program on the campus of Indiana University—Bloomington;
- IUSM—Evansville on the campus of University of Southern Indiana;
- IUSM—Fort Wayne on the campus of Indiana University—Purdue University at Fort Wayne;
- IUSM—Indianapolis on the campus of Indiana University—Purdue University at Indianapolis;
- IUSM—Lafayette on the campus of Purdue University;
- IUSM—Muncie on the campus of Ball State University;
- IUSM—Northwest on the campus of Indiana University—Northwest;
- IUSM—South Bend on the campus of University of Notre Dame;
- IUSM—Terre Haute on the campus of Indiana State University.

For the third and fourth years of study Fort Wayne, Indianapolis, Northwest, South Bend and Terre Haute campuses offer all four years. Bloom¬ington, Evansville, Lafayette and Muncie offer the first two years with plans to include clerkships in the future.

IUSM course and non-course work reflect the competency focus. Small group work emphasizes foundational science content along with communication, problem-solving, and lifelong learning. Introduction to Clinical Medicine courses address clinical, social, behavioral, and basic sciences in addition to communication, professionalism, medical ethics, cultural diversity, and spirituality. Year one focuses on the physician-patient relationship through interaction with faculty and patients in a variety of settings. In year two, the competencies are increasingly integrated into patient care through direct patient contact at the bedside. Students demonstrate their developing competencies in various settings, including Objective Structured Clinical Examinations with standardized patients trained to present specific health problems and give students immediate feedback.

In year three, student learning in the competency areas is furthered through the medical care programs of the hospitals. During clinical clerkships, students assume increasing responsibility for all aspects of patient care. Clerkship opportunities range from preventive medicine and outpatient care through emergency services, general hospital ward work, and specialized medical services. The annual AAMC Graduation Questionnaire indicates that students value the exposure to a wide variety of hospitals, patient populations, and clinical experiences that are available. Fourth-year students widen their experience through three required clerkships, advanced-level projects in three of the nine competency areas, and six months of elective study. Students may choose from electives in basic and clinical science departments, hospital systems throughout the state, private practice preceptorships, or foreign study.

The formation of a physician's professional identity is not accomplished solely through the formal curriculum. Learners also assimilate patterns of relating what they experience in the social environment, or informal curriculum, during their training. The desired outcome is a culture that consistently reflects the ethical, professional, and humane values expressed in the formal curriculum. Additional information about the informal curriculum can be found at <u>http://medicine.iu.edu/meca/informalcurriculum/</u>.

The school follows an evaluation system that includes both course and competency grades. The course grading system includes grades of honors, high pass, pass, and fail. Achievement of the nine competencies is tracked and documented each year, culminating in a competency transcript upon graduation. The competency grading system is satisfactory or non-satisfactory. In order to graduate, students must pass all course and competency requirements (all nine competencies at Levels 1 and 2 and three selected competencies for Level 3) and Steps 1 and 2 (Clinical Skills and Clinical Knowledge portions) of the United States Medical Licensing Examination.

A graphical representation and detailed information about planned competency experiences, evaluation, and assessment for all campuses and Levels can be searched within the Database of Competency Curriculum (DoCC) at http://meded.iusm.iu.edu/docc/home.aspx.

Student Honors

Alpha Omega Alpha Honor Medical Society The Alpha Omega Alpha Honor Medical Society was organized on August 25, 1902. Each year, undergraduates are elected to membership based entirely on scholarship, personal integrity, and potential leadership. It is the duty of members to foster the scientific and philosophical features of the medical profession, to look beyond the self to the welfare of the profession and of the public, to cultivate social-mindedness as well as an individualistic attitude toward responsibilities, to show respect for colleagues and especially for elders and teachers, to foster research, and in all ways to ennoble the profession of medicine and advance it in public opinion.

Gold Humanism Honor Society IUSM received a grant from the Arnold P. Gold Foundation to establish a chapter of the Gold Humanism Honor Society. By encouraging the creation of chapters in medical schools around the country, the Gold Foundation seeks to honor senior medical students, residents, role-model physician-teachers, and other exemplars who demonstrate excellence in clinical care, leadership, compassion and dedication to service. Approximately 15 percent of the graduating class is selected through a process including peer and faculty nomination, followed by a review of each student's required essays, clerkship comments, and record of community service.

The John Barnhill Award (Anatomy) Named for Dr. Barnhill, a noted teacher, anatomist, and otolaryngologist, the Department of Anatomy presents this award to the outstanding student in courses in anatomy.

The K. K. Chen Award (Pharmacology) This award is named for Dr. K. K. Chen, Professor Emeritus of Pharmacology, who was a distinguished teacher and researcher in the Department of Pharmacology. The award and honorarium are given to the senior with outstanding achievements in pharmacology.

The Jay Thomas Award (Bloomington) This award is in honor of Jay Thomas who, as a first-year medical student, was the victim of an airplane accident in 1956. This award and honorarium are made to the outstanding medical student in physiology from the Medical Sciences Program.

Senior Honors

The American Academy of Neurology Medical Student Award for Excellence in Neurology. This award is presented to the graduating senior who has demonstrated exemplary performance in clinical neurology. This student will have demonstrated a high level of competence and intellectual curiosity during the Core Required Clerkship and during a special elective during fourth year. The faculty believe this student has tremendous potential to be successful in a future career in neurology.

The American College of Surgeons Award (Surgery)

Through the Indiana Chapter of the American College of Surgeons, this award is presented to a senior or seniors demonstrating interest and outstanding achievement in surgery.

The Student Excellence in Anesthesia Award The Indiana University Department of Anesthesia selects for its Student Excellence in Anesthesia Award the graduating medical student who, in the opinion of the Department, demonstrates the best combination of academic achievement and citizenship among those graduating medical students who have chosen to pursue a career in the field of anesthesiology.

The E. Jane Brownley Award (Pediatrics) Dr. Brownley was a member of the Indiana University School of Medicine Class of 1952 and practiced pediatrics in Indianapolis for more than 30 years. This award is presented to an outstanding female student in the graduating class who will be pursuing a career in pediatrics.

The Community Service Leadership Award This award recognizes outstanding initiative and effort resulting in the institutionalization of major new medical service-learning programs which benefit the health of the community.

The Dean's Award This award is presented to the member of the senior class who has been most helpful to the dean in matters pertaining to administration and service to the medical community and the School of Medicine. The Department of Dermatology Award The faculty of the Department of Dermatology presents this award to the graduating senior who has demonstrated outstanding academic performance and scholarly achievement in the field of dermatology.

The Medical Student Excellence in Emergency Medicine Award This award is sponsored by the Society for Academic Emergency Medicine, and the Indiana University School of Medicine recipient is chosen by the leadership of the Department of Emergency Medicine. It is given to the senior medical student who has distinguished her/himself through overall medical school academic performance, Emergency Medicine clinical clerkship evaluation, and contributions to the discipline. The award includes membership in the society and subscription to its publications.

The Medical Student Professionalism and Service Award The American College of Emergency Physicians has chosen to recognize students who excel in compassionate care of patients, professional behavior, and service to the community and/or specialty. The student is chosen by the leadership of the Department of Emergency Medicine. This award is complemented by a certificate from ACEP and a reception for award winners at the ACEP annual Scientific Assembly. The criteria for medical student selection include the following: outstanding care to patients in a manner that exemplifies professionalism and a humanistic approach to patients, their families, and fellow health care workers; and evidence of active service to medical organizations and the community that demonstrates a substantial commitment to them and effort with evidence of leadership.

The Department of Family Medicine Award This award is presented by the Department of Family Medicine to the graduating senior with highest academic honors and demonstrated clinical competence entering residency training in family medicine.

The John E. Heubi Award in Ambulatory Pediatrics Given in memory of John E. Heubi, M.D., a distinguished teacher of pediatrics, to a member of the graduating class who demonstrated the most outstanding performance on the ambulatory pediatrics clerkship, as well as excellence in other medical studies, and who plans to become a practitioner of general pediatrics.

The John B. Hickam Award (Internal Medicine) This award is presented in memory of Dr. John B. Hickam, a renowned educator and physician, and former Chair of Medicine. It is granted by the Department of Medicine to a graduating senior planning a career in medicine or medicine/pediatrics who has demonstrated outstanding clinical and academic competence in internal medicine.

The J. Donald Hubbard Award (Pathology) This recognition is given to honor Professor J. Donald Hubbard, M.D., who was a longtime teacher and mentor of medical students and recipient of the Golden Apple Award. It is given to reward scholastic ability as measured by the Pathology Statewide Final Examination.

The Indiana Society of Physical Medicine and Rehabilitation Award The Department of Physical Medicine and Rehabilitation and the Indiana Society for Physical Medicine and Rehabilitation present this award to the student who has displayed the most outstanding knowledge and skills during the elective clinical rotation.

The Tina Kwan Scholarship (Pediatrics) Dr. Kwan was a member of the Indiana University School of Medicine Class of 1969. Dr. Kwan's life has been shaped by the forces of war, national and world events, and through the strength of her family and values. Her gratitude toward Indiana University for the opportunity to pursue her medical career has led to this scholarship, presented to a female student in the graduating class pursuing a career in pediatrics.

The Lyman T. Meiks Clinical Award and Research Award (Pediatrics) The Lyman T. Meiks Pediatric Awards are given to honor a master clinician, gifted physician, and dedicated teacher who was a distinguished leader in the School of Medicine and Riley Hospital for over 40 years. These awards are conferred by faculty of the Department of Pediatrics on the seniors who have demon-strated outstanding achievement in pediatrics during the undergraduate years and who seem destined to make lifelong contributions to the health and welfare of children.

The Carleton D. Nordschow Award (Pathology) This award recognizes the contributions of Dr. Nordschow, Chair and Professor of Pathology for more than 20 years. The department honors the senior student chosen by the faculty who demonstrates outstanding creative ability in the field of pathology.

The Marcus Ravdin Award Marcus Ravdin of Evansville, Indiana, an avid supporter of this school in its early years, provided in his will for a trust fund. As part of this trust, he directed that a proper award commemorating the occasion be made each year to honor the student at Indiana University School of Medicine graduating with high academic honor. The award has been presented since 1917.

Research Program in Academic Medicine This award is presented to those students who have demonstrated academic excellence in individual scholarship, intellectual curiosity, and scientific inquiry.

The Roy Rheinhardt Memorial Award (Obstetrics and Gynecology) This award is in honor of Roy Rheinhardt, a senior student who was killed in an auto accident. Classmates and friends established the award because of Mr. Rheinhardt's deep interest in obstetrics and gynecology. The department faculty presents this award to the senior who shows sincere interest and the highest academic and clinical performance in this discipline.

The Arthur B. Richter Scholarship (Child Psychiatry) Dr. Arthur B. Richter established the scholarship for the support and maintenance of senior student scholarships in child psychiatry. The scholarship is to give recognition to selected senior medical students for academic achievement and interest in Child Psychiatry.

The Floyd T. Romberger Jr., M.D., Teaching Award (Obstetrics and Gynecology) To honor the teaching skills and loyalty of Dr. Romberger, the Department of Obstetrics and Gynecology gives this award to a distinguished senior medical student. Third-year students, residents, and the faculty in the department selected this senior for skills in teaching others.

The Alexander Treloar Ross Award (Neurology)

Dr. Ross established the Department of Neurology at Indiana University and served as the first chairman for a remarkable 23 years. He is responsible for IU becoming a national leader in neurological education and was a champion for compassion and empathy in patient care. This award is presented to the graduating senior who follows the tradition of Dr. Ross by demonstrating excellence in neurological scholarship and outstanding care of neurological patients.

Senior Elective Honors Program The honors program is a senior elective in which the participating students are chosen by the faculty based on their prior performance and class standing. Their performance in the program is carefully reviewed and those performing at an honors level are given special recognition at the time of graduation.

The Patricia Sharpley Award (Psychiatry) This award is named in memory of Dr. Patricia Sharpley, who served on the faculty beginning in 1965. Her death in 1997 cut short a distinguished career as a psychiatric educator, administrator, and clinician, which had won her both local and national recognition. The award honors the student who best embodies the principles taught by distinguished faculty and residents of the Department of Psychiatry. These include a concern for patients as human beings who have multifaceted, interrelated health problems.

The Mary Jean Yoder Award Dr. Mary Jean Yoder was a Mennonite and a graduate of this school. In memory of her ideals, this award honors a graduating senior who exhibits high moral character, academic excellence, and, especially, dedication to service to others. This award is sponsored by the class of 1964.

Doctor of Philosophy in Medical Biophysics

Interdisciplinary Program in Biomolecular Imaging and Biophysics

Director and Graduate Advisor: Professor Richard Day, Department of Cellular and Integrative Physiology, Van Nuys Medical Sciences Building, Room MS 333 (317) 274-2166

Degrees Offered: Master of Science and Doctor of Philosophy

General Information

The interdisciplinary program offers graduate research training that leads to the Ph.D. in Biomolecular Imaging and Biophysics and is designed to train talented students in the use of imaging techniques to study biological processes from the molecular to the cellular level. Core courses in the fundamentals of biomedical science are complemented by courses teaching specialized knowledge in the physical basis of cell and molecular imaging. The interdisciplinary nature of the program allows students to choose from faculty research mentors in a variety of departments in the School of Medicine and other schools on the Indianapolis campus who have a wide range of expertise in biomedical and physical science. Further information is available on the program website, http://bioimage.medicine.iu.edu/

The ten School of Medicine biomedical science Ph.D. programs participate in the Indiana University School

of Medicine BioMedical Gateway (IBMG) Program. The IBMG Program provides a shared first year experience for all School of Medicine biomedical science predoctoral (Ph.D. program) students. The first semester of study in the IBMG Program is built around core courses in biochemistry, cell biology, genetics, molecular biology, and systems biology, and a laboratory research rotation. In the second semester, students have a choice of modular electives that match their interest, interactive study of research methods, professional skills, and scientific understanding, and two additional laboratory research rotations. Throughout the program, support and mentoring are strongly emphasized. Ultimately, this year of research exploration and laboratory rotations culminates in the student's decision to join one of ten biomedical science Ph.D. degree programs.

Special Program Requirements (See also general University Graduate School requirements.)

Admission Requirements — The program requires a baccalaureate degree in science or mathematics with a 3.0 undergraduate GPA or higher.

Applying: — For more information about how to apply to the IBMG Program, please visit <u>http://www.iu.edu/</u> ~gradschl/phd/HowToApply.htm, or contact: Monica Henry

IBMG Program Director Indiana University School of Medicine—Graduate Division Medical Science Building Room 207 635 North Barnhill Drive Indianapolis, IN 46202-5120 Phone: (317) 274-3441 Fax: (317) 278-5211 E-mail: biomed@iupui.edu

Doctor of Philosophy Degree

Course Requirements: A total of 90 credit hours, with a minimum of 36 credit hours in course work (including those for the IBMG core). Required core courses include G733 Introduction to Biological Microscopy, G734 Theory and Principles of Optical Microscopy, G613 Image Processing for Biological and Biomedical Applications, and G614 Methods in Biological Optical Microscopy. Additional elective courses are determined by the advisory committee in discussion with the student and selected from a list compiled by the faculty.

Research Proposal: A dissertation research proposal is required.

Final Examination: Oral defense of the dissertation.

MED–G 613 Image Processing for Biological and Biomedical Applications (3 cr.) Provides the mathematical foundations and practical techniques for digital manipulation of images. Topics include image acquisition reconstruction, post-processing, visualization, and commonly used semi-quantitative and quantitative data endpoints. The course will provide an integrated view across all imaging modalities including both in vivo/ molecular imaging and microscopy. Shen and Staff

MED–G 614 Methods in Biological Optical Microscopy (3 cr.) This is an intensive 2-week summer experience offering hands-on training in all aspects of modern optical microscopy. Students will prepare specimens and collect images using the full range of optical microscopes available on campus. Students will be guided in the application of image methods for image processing, rendering and quantitative analysis. Dunn and Staff

MED–G 733 Introduction to Biological Microscopy (2 cr.) The course will be divided equally between lecture time and demonstration sessions covering the basics of light and electron microscopy, emphasizing approaches commonly used in contemporary biomedical research. Topics to be covered include: basic light microscope design, resolution limit of conventional light microscopy, contrast generation in transmitted light microscopy, fluorescence and fluorescence microscopy, confocal and multiphoton microscopy, FLIM, TIRF, fluorescent probes for biological microscopy, using FRET in biological microscopy, electron microscopy, image processing. Akinson and Staff

MED–G 734 Theory and Principles of Optical Microscopy (3 cr.) Provides a rigorous treatment of the fundamental principles underlying optical imaging methods. The course will combine didactic lectures, problem sets, discussions and review of relevant research literature. Topics to be covered include: interaction of light and matter, optics, physico-chemical properties of fluorophores (organic, biological, semiconductor), multiphoton excitation, fluorescence lifetime measurements, fluorescence correlation spectroscopy, super-resolution methods. Day and staff

MED-A 610 Research in Biophysics (1-15 cr.) Staff

Doctor of Philosophy in Medical Neuroscience

Director: Professor Gerry Oxford

Graduate Advisor: Associate Professor Cynthia M. Hingtgen Department of Neurology (317) 278-9344

Degrees Offered:Master of Science and Doctor of Philosophy

Special Program Requirements

(See also general University Graduate School requirements.)

Admission Requirements: Bachelor's degree in chemistry, biological sciences, physics, mathematics, or psychology, which includes courses in general chemistry (8 cr.), organic chemistry (8 cr.), physics (4 cr.), biological sciences (8 cr.), and mathematics through calculus. Promising students may be accepted even though certain undergraduate prerequisites may be lacking, but must remove deficiencies during the first year of graduate study. The Graduate Record Examination General Test results must be available before applicants are considered for admission.

Doctor of Philosophy

Course Requirements: A total of 90 credit hours, including dissertation. A minimum of 36 credit hours must be in course work, the remainder in research. Core courses include N801 Seminar (1 cr.), F850 Effective Grant Writing (2 cr.), N611 Functional Neuroanatomy, G743 Electrical Signaling and Ion Channel Biology (2 cr.), G744

Neuropharmacology of Synaptic Transmission (2 cr.), G745 Intracellular Signal Transduction in Neurons (2 cr.), N612 Presynaptic Neurotransmitter Regulation & Synaptic Plasticity (2 cr.), Integrative Systems Neuroscience (2 cr.), Developmental Neurobiology (2 cr.), N711 Translational Neuroscience and Neurogenetics. Additional appropriate courses will be accepted for credit toward the major with prior approval of the student's advisory committee (see below).

Minor: Must be taken in one of the basic medical sciences associated with the Medical Neuroscience Program and the Indiana Biomedical Gateway curriculum.

Final Examination: Oral defense of dissertation.

Graduate Programs

Basic Biomedical Sciences Programs

Combined Degree Programs

Master of Science in Medical Science Program

Master of Science in Medical Biophysics

Master of Science in Medical Neuroscience

Master of Public Health

Student Research

The broad range of interdisciplinary faculty research programs in clinical and basic medical science fields provides outstanding opportunities for student participation in research. Direct fellowship support for the student is available through the Student Research Program in Academic Medicine Committee. In addition, many students participate in faculty projects as research assistants.

Basic Biomedical Sciences Programs

The Indiana University School of Medicine faculty at Indianapolis, in collaboration with the University Graduate School, offers students an opportunity to pursue an M.S. or Ph.D. in anatomy and cell biology, biochemistry and molecular biology, cellular and integrative physiology, medical and molecular genetics, biomolecular imaging and biophysics, medical neuroscience, microbiology and immunology, pathology and laboratory medicine, pharmacology, and toxicology. The Medical Sciences Program (Bloomington) has programs in anatomy, pathology, pharmacology, and physiology.

All incoming Indianapolis Ph.D. students participate in a common first year community of students: The IUSM BioMedical Gateway (IBMG) program provides a common first year curriculum, choice of laboratory rotation experiences, and the freedom to join any available program at the end of the first year. Descriptions of programs and application materials can be found online at http://grad.medicine.iu.edu/.

In addition, specialized M.S. degree programs are available in biotechnology, clinical research, genetic counseling, and pathologist's assistant. Graduate certificates in biotechnology, clinical research and medical dosimetry are also available.

For additional information, contact: Graduate Division Indiana University School of Medicine Medical Science Building 207 635 Barnhill Drive Indianapolis, IN 46202-5120 Telephone: (317) 274-3441 E-mail: biomed@iupui.edu http://grad.medicine.iu.edu/

Combined Degree Programs

The School of Medicine and the University Graduate School offer selected students an opportunity to pursue the Ph.D., M.B.A., M.A., or M.P.H. degrees, concurrently or sequentially, with a coordinated and flexible program leading also to the M.D. degree. Combined degree programs are designed to meet the student's particular objectives and needs and are planned by the student and an advisory committee of faculty representing the School of Medicine and the respective graduate school program. Programs at Indianapolis are available in anatomy and cell biology, biochemistry and molecular biology, cellular and integrative physiology, medical and molecular genetics, biomolecular imaging and biophysics, medical neuroscience, microbiology and immunology, pathology and laboratory medicine, pharmacology, toxicology, and biomedical engineering with Purdue University faculty at West Lafayette and at IUPUI. Programs at Bloomington are available in the basic medical sciences, humanities, and social studies. The combined degree programs are also available through the graduate schools of Purdue University and the University of Notre Dame.

Entry into a combined degree program requires approval of both the School of Medicine and the University Graduate School.

The Indiana University School of Medicine has an NIHsupported Medical Scientist Training Program (MSTP) for students interested in pursuing an M.D. and a Ph.D. Interested students apply to the program when applying to medical school. Students in their first or second year of medical school may also apply. A faculty committee selects students for the program based on commitment to a career as a physician scientist, research experience, undergraduate grade point average, and MCAT scores. Information can be obtained from the Graduate Division of the School of Medicine. A minimum of 90 credit hours of graduate (Ph.D.) study is required for the combined Ph.D./ M.D. degree. A maximum of 30 credit hours of School of Medicine courses may count toward the Ph.D. degree.

For additional information, contact: Graduate Division Indiana University School of Medicine Medical Science Building 207 635 Barnhill Drive Indianapolis, IN 46202-5120 Telephone: (317) 274-3441 E-mail: mdphd@iupui.edu http://grad.medicine.iu.edu/degree-programs/combineddegrees/mdphd/

Master of Science in Medical Science Program

The Master of Science in Medical Science (M.S.M.S.) Program at Indiana University School of Medicine was created in 1995 to enhance the preparation and confidence of its students to be successful in a medical curriculum. Students aspiring to careers in medicine at times require additional skill-building experience and an enhanced knowledge of learning strategies. Thus, this unique opportunity is for students from disadvantaged backgrounds. All eligible applicants are expected to complete and submit the program's application for admission. The M.S.M.S. Program's two-year academic experience includes 36 credit hours of didactic instruction, laboratory experience, problem-based learning, and guided research. M.S.M.S. students may choose to apply to medical school during their first or second year in the program but only students who complete the full 2-year academic curriculum will earn the M.S.M.S. degree. Students must achieve a minimum grade point average of 3.0 on a 4.0 scale in order to earn the M.S.M.S. degree.

All admitted students must complete a ten-week intensive summer Medical College Admission Test Preparation Program offered at Indiana University School of Medicine before starting the graduate M.S.M.S. curriculum in the fall semester.

For additional information, contact: Master of Science in Medical Science Program Indiana University School of Medicine 1110 West Michigan Street, LO 423 Indianapolis, IN 46202 Telephone: (317) 278-1724 Fax: (317) 278-5364 E-mail: msms@iupui.edu Website: http://www.msms.iu.edu

Master of Science in Medical Biophysics

Interdisciplinary Program in Biomolecular Imaging and Biophysics

Director and Graduate Advisor: Professor Richard Day, Department of Cellular and Integrative Physiology, Van Nuys Medical Sciences Building, Room MS 333 (317) 274-2166

Degrees Offered: Master of Science and Doctor of Philosophy

General Information

The interdisciplinary program offers graduate research training that leads to the Ph.D. in Biomolecular Imaging and Biophysics and is designed to train talented students in the use of imaging techniques to study biological processes from the molecular to the cellular level. Core courses in the fundamentals of biomedical science are complemented by courses teaching specialized knowledge in the physical basis of cell and molecular imaging. The interdisciplinary nature of the program allows students to choose from faculty research mentors in a variety of departments in the School of Medicine and other schools on the Indianapolis campus who have a wide range of expertise in biomedical and physical science. Further information is available on the program website, http://bioimage.medicine.iu.edu/

The ten School of Medicine biomedical science Ph.D. programs participate in the Indiana University School of Medicine BioMedical Gateway (IBMG) Program. The IBMG Program provides a shared first year experience for all School of Medicine biomedical science predoctoral (Ph.D. program) students. The first semester of study in the IBMG Program is built around core courses in biochemistry, cell biology, genetics, molecular biology, and systems biology, and a laboratory research rotation. In the second semester, students have a choice of modular electives that match their interest, interactive study of research methods, professional skills, and scientific understanding, and two additional laboratory research rotations. Throughout the program, support and mentoring are strongly emphasized. Ultimately, this year of research exploration and laboratory rotations culminates in the student's decision to join one of ten biomedical science Ph.D. degree programs.

Special Program Requirements (See also general University Graduate School requirements.)

Admission Requirements — The program requires a baccalaureate degree in science or mathematics with a 3.0 undergraduate GPA or higher.

Applying: — For more information about how to apply to the IBMG Program, please visit <u>http://www.iu.edu/</u> ~gradschl/phd/HowToApply.htm, or contact: Monica Henry

IBMG Program Director Indiana University School of Medicine—Graduate Division Medical Science Building Room 207 635 North Barnhill Drive Indianapolis, IN 46202-5120 Phone: (317) 274-3441 Fax: (317) 278-5211 E-mail: biomed@iupui.edu

Master of Science in Biomolecular Imaging and Biophysics

Course Requirements: At least 30 credit hours, of which 20 credit hours must be in biophysics, including 7 credit hours in research; remaining credit hours in related courses.

Thesis: required.

Final Examination: Comprehensive oral examination.

Master of Science in Medical Neuroscience

Director: Professor Gerry Oxford

Graduate Advisor: Associate Professor Cynthia M. Hingtgen Department of Neurology (317) 278-9344

Degrees Offered: Master of Science and Doctor of Philosophy

Special Program Requirements

(See also general University Graduate School requirements.)

Admission Requirements: Bachelor's degree in chemistry, biological sciences, physics, mathematics, or psychology, which includes courses in general chemistry (8 cr.), organic chemistry (8 cr.), physics (4 cr.), biological sciences (8 cr.), and mathematics through calculus. Promising students may be accepted even though certain undergraduate prerequisites may be lacking, but must remove deficiencies during the first year of graduate study. The Graduate Record Examination General Test results must be available before applicants are considered for admission.

Master of Science in Medical Neuroscience Course Requirements: At least 30 credit hours, including at least 17 credit hours of approved courses and at least 6 credit hours of research.

Thesis: Required.

Final Examination: Comprehensive oral examination.

Master of Public Health

Public health is the science and art of protecting and improving community health through health education, promotion, research, and disease prevention strategies. Public health is the knowledge and application of multidisciplinary, interdisciplinary, population-based methods of research, teaching, service, and practice involving various academic disciplines.

Indiana University School of Medicine offers a comprehensive curriculum leading to the Master of Public Health (M.P.H.) degree. This program provides students with a clear understanding of the roles of core disciplines in public health and knowledge of the theory and terminology used by these disciplines that allows effective participation in interdisciplinary public health efforts. Students obtain specialized skills in epidemiology, health policy and management, or social and behavioral health science. The M.P.H. Program provides a broad, contemporary perspective for future health care leaders to focus on prevention of injury and disease in populations by addressing issues such as tobacco and drug abuse, air and water contaminants, infectious and chronic diseases, and cost-effective use of health care technologies. The M.P.H. degree is 45 credits in length.

Medical Sciences Program (Bloomington)

Assistant Dean and Director: Professor Watkins

The Medical Sciences Program is located on the Indiana University Bloomington campus. The program is designed to provide medical students with an excellent curriculum in the basic sciences, which involves extensive clinical integration at Bloomington Hospital. The hospital provides an auditorium, classrooms, examining rooms, a library, a student lounge, and offices used by the program. Considerable emphasis is placed by the program on close personal contact between medical students and the basic science and clinical faculty, which fosters a rich cooperative environment for learning.

Our medical curriculum is strong because major courses are taught over the entire academic year rather than being confined to a particular semester. This allows students a longer time to master these subjects. For example, during the first semester, freshman medical students enroll in Gross Human Anatomy I, Human Physiology I, Medical Biochemistry I, Human Microscopic Anatomy, Patient/ Physician Relationship I, and Microbiology/Immunology. In the second semester, they enroll in Human Gross Anatomy II, Human Physiology II, Medical Biochemistry II, Neuroscience, and Patient/Physician Relationship II. Sophomore medical students take year-long courses in Pathology, Pharmacology, and Introduction to Medicine, along with semester-long courses in Medical Genetics and Biostatistics. Thus, the sophomore year also provides students with increased time to master these important medical subjects by having them taught throughout the academic year.

The Medical Sciences Program also provides medical students with the opportunity to pursue graduate studies leading to the combined M.D./Ph.D. degree. The program leading to the M.D. degree is administered by the School of Medicine and the Ph.D. degree program is offered by the University Graduate School. A coordinated flexible schedule provides a basis for advanced study and research in a specific field. Close personal faculty guidance is provided in the preclinical curriculum, which is adjustable to the background, needs, and special interests of each student. The student may complete the requirements for an advanced research degree prior to, concurrent with, or upon completion of the clinical years of medicine.

The 1,930-acre Bloomington campus lies in scenic, rolling, heavily wooded terrain in southern Indiana, 50 miles south of Indianapolis. The hilly, wooded acres of the campus are traversed by a small stream, the Jordan River, which creates the illusion of a forest. Most of the university buildings, including Jordan Hall where the Medical Sciences Program is housed, are constructed from native limestone from nearby quarries. The campus is the home of the movie Breaking Away and the famous Little 500 bike race.

Bloomington and its surrounding area offer outstanding cultural and recreational opportunities for students and their families. The university's world-famous School of Music provides an annual calendar of events that includes opera, chamber groups, ensembles, several orchestras, and student and faculty recitals. The University Theater offers year-round productions. The Indiana University Art Museum exhibits paintings, sculptures, and other art objects, and schedules frequent displays of visiting art collections.

The Indiana University athletic teams are part of the Big Ten Conference and provide a wide variety of spectator sports including soccer, swimming and diving, basketball, track, football, gymnastics, and wrestling. All of the recreational sports facilities of the School of Health, Physical Education, and Recreation are available for student use.

For further information concerning the program, visit http:// bloomington.medicine.iu.edu/ or write: John B. Watkins III, Ph.D. Assistant Dean and Director Medical Sciences Program Jordan Hall 105 Indiana University Bloomington, IN 47405-4401 (812) 855-8118 E-mail: watkins@indiana.edu

Continuing Medical Education

The Indiana University School of Medicine, through the Division of Continuing Medical Education, provides a variety of learning opportunities to physicians, particularly in Indiana, utilizing principles of adult learning so physicians may meet the emerging health care challenges of the present and the future. Nationally recognized for excellence, the IU School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME).

Linking clinical expertise, state-of-the-art educational planning, and comprehensive events management, the Division of CME matches clinical needs with appropriate learning activities and delivery formats; explores innovative solutions to the educational challenges related to health care reform, expanding biomedical information and technologies, and informatics and quality management principles; ensures quality in the educational process by applying adult learning principles, evidence-based medicine, and a focus on improved patient outcomes; and builds alliances for collaborative research, education, and clinical practice improvement.

Comprehensive educational opportunities are available in many formats that are timely, effective, and practical, including teaching improvement; tools for self-directed learning; professional development; collaborative projects; distance learning activities in videoconferencing and teleconferencing; enduring materials such as videos, Internet CME, CD-ROMs, monographs and journals; minifellowships; grand rounds and recurring events; and a wide variety of symposia, conferences, workshops, and seminars.

In addition, the IU School of Medicine Visiting Professor Program provides hospitals throughout the state with access to School of Medicine faculty, who give presentations on a variety of medical topics by request.

For more detailed information on Continuing Medical Education activities, visit the website at <u>cme.medicine.iu.edu</u>, or contact:

Hassan Danesh, Ph.D. Director for CME IU School of Medicine Division of Continuing Medical Education 714 N. Senate Avenue, EF200 Indianapolis, IN 46202 Phone: (317) 274-2854 or (317) 274-0104 Fax: (317) 274-5182 E-mail: hdanesh@iupui.edu

Charles M. Clark Jr., M.D. Associate Dean for CME IU School of Medicine 714 N. Senate Avenue, EF200 Indianapolis, IN 46202 Phone: (317) 274-0104 Fax: (317) 274-5182 E-mail: chclark@iupui.edu

Courses

Courses by Department | Courses by Campus

Courses by Department

Courses by Department | Courses by Campus

Note: In the following course statements, the abbreviation "cr." in parentheses means number of hours of credit; "arr. cr." in parentheses means credit to be arranged. The figures given in parentheses with the abbreviation "hrs." indicate the number of actual (clock) hours devoted to the work. The abbreviation "P" refers to prerequisite courses; "C" refers to corequisite courses; "R" refers to recommended courses. Interdepartmental Courses (Indianapolis) Department of Anatomy and Cell Biology Department of Anesthesia Department of Biochemistry and Molecular Biology

Department of Cellular and Integrative Physiology

Medical Biophysics Interdisciplinary Program in Biomolecular Imaging

Medical Neuroscience

Department of Dermatology

Department of Emergency Medicine

Department of Family Medicine

Department of Medical and Molecular Genetics

Department of Medicine

Department of Microbiology and Immunology

Department of Neurology

Department of Neurological Surgery

Department of Obstetrics and Gynecology

Department of Ophthalmology

Department of Orthopaedic Surgery

Department of Otolaryngology

Department of Pathology and Laboratory Medicine

Department of Pediatrics

Department of Pharmacology and Toxicology

Department of Physical Medicine and Rehabilitation

Department of Psychiatry

Department of Public Health

Department of Radiation Oncology

Department of Radiology

Department of Surgery

Department of Urology

Medical Sciences (Bloomington)

Interdepartmental Courses (Indianapolis)

MSCI–X 501 Topics in Basic Medical Sciences

(arr. cr.) Special topics in the basic medical sciences as assigned by the School of Medicine for supplementing and modifying a student's academic program. Staff

MSCI–X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include communication skills, normal human growth and development, medical ethics and professionalism, sexuality, cultural diversity, minority health issues, the role of communities, religion and spirituality, family dynamics, and death and dying. Gaffney and Staff

MSCI–X 601 Introduction to Clinical Medicine

II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problemsolving skills are stressed, including synthesis and interpretation of medical data. Gaffney and Staff

MSCI-X 602 Evidence-Based Medicine (11 hrs.) (1 cr.)

A short (three-week), intensive, and highly interactive course. Uses sample patient problems in teaching students to use techniques of clinical epidemiology, biostatistics, and medical informatics to ask patientfocused questions, evaluate literature, and decide on appropriate treatment plans. Four lectures and three small-group sessions led by select group of faculty. Staff

MSCI-X 604 Concepts of Health and Disease (4 cr.)

A multidepartmental, interdisciplinary course which integrates concepts of the first-year medical curriculum using the problem-based learning approach. Students work in small groups facilitated by faculty to interpret clinical cases and integrate basic science and clinical science concepts. Designed to assess the proficiency at Level I for portions of the competencies. Staff

MSCI-X 800 Topics in Clinical Sciences (arr. cr.) Staff

MSCI-X 801 Seminar in Medical Sciences (arr. cr.) Staff

Department of Anatomy and Cell Biology

Chair: Professor Jones

ANAT–D 503 Gross Anatomy for Medical Students (165 hrs.) (7 cr.) Study and dissection of entire body, using regional approach. Frequent conferences and discussions with members of staff. Series of lectures on radiographic anatomy and clinical application of anatomy. Seifert

ANAT–D 504 Histology (90 hrs.) (4 cr.) Lectures and laboratory study of the microscopic structure of cells, tissues, and organs of the human body; correlation of structure and function. McAteer

ANAT–D 505 Neuroscience and Clinical Neurology (105 hrs.) (5 cr.) A multidisciplinary consideration of structural, functional, and clinical features of the human nervous system. Wong

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in anatomy and for medical students seeking a combined M.D. and graduate degree. Complete program information is provided in the University Graduate School Bulletin and/or departmental brochure.

ANAT–D 501 Functionally-Oriented Human Gross Anatomy (5 cr.) P: K101 Concepts of Biology I or K103 Concepts of Biology II, or K331 Embryology, or equivalent. Enrollment: Consent of instructor Introduction to the concepts, terminology, and basic structure of the human body. Prosection of the body will use a regional approach. Emphasis on providing fundamental knowledge of the structure/function of major organ systems, peripheral nervous system, and vascular supply to the trunk, head and neck, limbs, and back. Shew

ANAT–D 502 Basic Histology (4 cr.) Lecture and laboratory instruction on the microscopic structure of the basic tissues and organs of the body. Condon

ANAT–D 526 Methods in Cell and Neurobiology (4 cr.) Methodology and theory of the latest techniques in analyzing biological structure, including chemistry of cell structure, chemical and molecular neuroanatomy, imaging neurochemistry, quantitative image analysis, and cell-cell interactions. Lab provides experience with 15 commonly used methods in current cell biology and neurobiology research. Zhou

ANAT–D 527 Neuroanatomy (3 cr.) Introduction to terminology, pathways, organization, and concepts of the human nervous system. Emphasis on providing fundamental knowledge of the structure, neurochemistry, and molecular mechanisms of the central and peripheral nervous systems in health and disease. Kubek

ANAT–G 801 Experimental Approaches to Cell Structure and Function (var. cr.) The overall objective of this graduate course in cell biology is to present, in an experimental context, information integrating cell structure with cell function. The focus is on topics in which new information on cell structure has enhanced or reformulated our understanding of cell function. Staff

ANAT–G 819 Basic Bone Biology (2 cr.) P: One semester introductory biology. An introduction to basic bone biology, including bone morph-ology, composition, and physiology; cell biology of bone cells; measurement techniques; adaptation to the mechanical and metabolic environments; regulatory factors and mineral homeostasis; and growth and development. Staff

ANAT–D 850 Gross Anatomy (8 cr.) A survey course of human anatomy, including a complete dissection. Seifert

ANAT–D 851 Histology (4 cr.) A complete survey of the microscopic structure of the tissues and organs of the body. McAteer

ANAT–D 852 Neuroscience and Clinical Neurology (5 cr.) A systematic study of the nervous system. Wong

ANAT–D 854 Histochemistry and Cytochemistry (3 cr.) P: D851. Application of histochemical techniques to the study of organs and tissues and to special problems. Odd years. Staff

ANAT–D 856 Advanced Histology (1–5 cr.) In-depth consideration of selected topics on the microscopic anatomy of cells, tissues, and organs. Staff

ANAT-D 860 Research (arr. cr.)

ANAT–D 861 Seminar (1 cr.) Required of all graduate students in residence. Presentations of papers by students, staff, and outside speakers. Includes postseminar discussion. Staff

ANAT–D 862 Anatomical Techniques (arr. cr.) Introduction to techniques in anatomical research and in preparation of teaching materials. Staff

ANAT–D 864 Advanced Gross Anatomy (1–5 cr.) P: D503. Functional, clinical, and developmental gross morphology of specific regions of the human body; special topics may vary. Staff

ANAT–D 865 Developmental Neuroanatomy (3 cr.) Basic principles and problems relating to prenatal and postnatal development and aging of the central nervous system. Staff

ANAT–D 866 Electron Microscopy (2 cr.) P: D851 or equivalent, and consent of instructor. Introduction to electron microscopy, including rationale of biological specimen preparation, general principles of instrument operation, and related techniques. Gattone

ANAT–D 867 Electron Microscopy Laboratory (arr. cr.) P: D866 and consent of instructor. C: D866 and consent of instructor. Enrollment limited. The application of techniques for electron microscopy of biological specimens, including preparative procedures, instrument operation, and photographic processing. Miller

ANAT–D 870 Tissue Culture: Lecture (2 cr.) C: D871. Study of living animal cells and tissues maintained in an artificial environment, with emphasis on growth, differentiation, and their response to various factors. Staff

ANAT–D 871 Tissue Culture: Laboratory (2 cr.) C: D870. Application of laboratory techniques used in preparation of in vitro cultures, and their use in biomedical research. Staff

ANAT–D 875 Topics in Advanced Neuroanatomy (2– 5 cr.) Examination of the anatomy and related physiology and neurochemistry of selected brain areas. Topics will include regional structures (in spinal cord, brain stem, diencephalon, or telencephalon) or specific neurological systems (sensory, motor, or autonomic-visceral). Area of study to be arranged with instructor. Staff

ANAT–D 876 Neurotransmitter and Neuroendocrine Cytology and Anatomy (3 cr.) Detailed examination of the cytology and connections, chemical and physiological regulatory mechanisms, interactions, and functions of neurotransmitter or neurohormonal cells, including central neurons utilizing dopamine, norepinephrine, epinephrine, serotonin, acetylcholine, amino acid transmitters, substance P, and endorphins. Regulation and function of neuroendocrine transducers related to anterior and posterior pituitary, adrenal medulla, pineal. Kubek

ANAT–D 878 Anatomy Teaching Practicum (2 cr.) P: Consent of instructor. This course is designed to provide each student with supervised teaching experiences in gross anatomy, histology, and neuroscience, as well as critical reviews of all teaching duties. May be repeated for credit. Torbeck

ANAT–D 888 Development and Molecular Neurobiology (3 cr.) P: D505 or D527. This in-depth course in neurobiology is designed to help students understand the molecular and cellular mechanisms that underlie the develop-ment of, as well as the normal and abnormal functions of, the nervous system. Special emphasis will be placed on both experimental and theoretical approaches that have led to our current knowledge of the nervous system. Staff

ANAT–D 899 Senior Elective in Anatomy (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Staff

ANAT–D 700 Educational Research Practicum (2 cr.)

P: Consent of instructor This course is designed to provide students with structured and supervised educational research experiences, as well as critical reviews of individual performance. May be repeated for credit. Brokaw

Department of Anesthesia

Chair: Professor Butterworth

ANES–L 704 Core Anesthesia Clerkship (0 cr.) The student will participate in the perioperative care of patients receiving anesthesia. Designed to address Competency 2, Basic Clinical Skills. Directed readings keyed to Basics of Anesthesia, (Fifth Edition), edited by Stoelting & Miller, and department generated interactive case studies on Angel.

ANES–L 899 Senior Elective in Anesthesia (arr. hrs.) (arr. cr.) Several electives are offered by the department. Specific information about each elective is provided in the Senior Elective Program Course Listing, which is updated and published in February of each year. In addition to electives in the Medical Center facilities, other approved programs are available in clinics and hospitals throughout the state. Staff

Department of Biochemistry and Molecular Biology

A Graduate Certificate in Biotechnology is designed to train technicians for working in health-related industrial research laboratories, including those at the IU School of Medicine. The M.S. degree in Biotechnology aims to boost the research skills of individuals interested in health sciences research.

Biotechnology Training Program

BIOC–B 821 Scientific Writing and Communication (1 cr.) Discussion and individualized instruction in the preparation of a research proposal and thesis in the Biotechnology track of the M.S. in Biochemistry and Molecular Biology. Staff

BIOC–B 822 Research in Biotechnology (1–3 cr.) The objective of the course is for the student to conduct new research for the thesis under the direction of a faculty research mentor and a director of a School of Medicine core research facility. Staff

GRAD–G 823 Methods in Cell Biology (3 cr.) Discussion and laboratory instruction in modern methods for cell culture, imaging, flow cytometry, and cell biology. Staff

GRAD–G 828 Concepts in Biotechnology (1 per semester cr.) Case studies exploring topics on the cutting edge of biotechnology and tutorials in biotechnology calculations. Staff

GRAD–G 841 Methods of Protein Chemistry (3 cr.) Discussion and laboratory instruction in modern methods for protein purification, analysis of purity, peptide mapping, and amino acid sequencing. Staff

GRAD–G 890 Methods in Molecular Biology and Pathology (3 cr.) Basic principles and techniques in molecular biology and pathology. Particular emphasis will be on molecular techniques that can be used to study problems related to biochemistry and pathology. Lee

BIOC–B 500 Introductory Biochemistry (3 cr.) Structures of carbohydrates, proteins, lipids, and nucleic acids. Basic principles of enzyme catalysis, protein synthesis, intermediary metabolism and nutrition. Quilliam

Medical Courses

MSCI–X 604 Concepts of Health and Disease (4 cr.) A multidepartmental, interdisciplinary course which integrates concepts of the first-year medical curriculum using the problem-based learning approach. Students work in small groups facilitated by faculty to interpret clinical cases and integrate basic science and clinical science concepts. Designed to assess the proficiency at Level I for portions of the competencies. Staff

GRAD-X 804 Cellular and Molecular Biology (3 cr.)

Cellular and molecular biology that emphasizes the structural organization, biochemistry and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine. Harrington

Graduate Courses

BIOC–B 500 Introductory Biochemistry (3 cr.) Structures of carbohydrates, proteins, lipids, and nucleic acids. Basic principles of enzyme catalysis, protein synthesis, intermediary metabolism and nutrition. Quilliam

GRAD-G 807 Structural and Chemical Biology

(2 cr.) This course will explore the fundamentals of macromolecular structure and chemical biology with an emphasis on the underlying principles of interactions between macromolecules and small molecules. Topics will include structural, computational, and high-throughput screening approaches to drug development, and the use of chemical tools for understanding biological processes. Georgiadis and Zhang

GRAD–G 848 Bioinformatic Applications to Proteomics and Genomics (2 cr.) Modern biology has been transformed by massive databases containing whole-organism nucleic acid sequences, whole-organism information on genetic networks, protein networks, and sets of small molecules. This course focuses on these databases and on the computational tools used to assemble these databases and to ask questions of them. Dunker BIOC-B 890 Seminar (1 cr.) Students will enroll each semester and present one seminar per year. Georgiadis

GRAD–G 805 Diabetes and Obesity (2 cr.) Biochemistry, cell biology, molecular biology, genetics, immunology, and pathophysiology of diabetes and obesity. Thurmond and Considine

GRAD–G 852 Concepts of Cancer Biology: Signaling gone awry (2 cr.) Fundamentals of cancer biology; the signaling events that regulate cell growth, survival, and differentiation; how mutation/dysregulation of signaling molecules leads to cancer. Quilliam and Nakshatri

GRAD–G 817 Advanced Cell Biology (2 cr.) Molecular mechanisms involved in intracellular organization and trafficking. Goebl

GRAD–G 825 Advanced Topics in Molecular Biology (2 cr.) Advanced theory and techniques in molecular biology. The focus of the course will be on techniques related to manipulation of cloned DNA for study of their expression, structure, and function. DePaoli-Roach and Lee

Graduate Electives

BIOC–B 800 Medical Biochemistry (3 cr.) Structure and function of biological molecules, regulation of cellular processes by nutrients and hormones, biochemical and molecular basis of disease. Roach

BIOC-B 803 Advanced Biochemistry (1-3 cr.) Tutorial instruction in biochemistry. Goebl

BIOC–B 811 Advanced Intermediary Metabolism (1–3 cr.) Tutorial instruction in specialized areas of metabolism. Roach

BIOC–B 814 Advanced Enzymology (1–3 cr.) TTutorial instruction in advanced enzyme isolation and kinetics. Hurley

BIOC–B 854 Introduction to Research in Biochemistry (1 cr.) Tutorial and laboratory instruction in biochemistry. Purpose is to introduce students in biochemistry to three different research programs. Staff

BIOC-B 855 Research (arr. cr.) Staff

BIOC–B 899 Senior Elective in Biochemistry (arr. hrs.) (arr. cr.) A variety of electives is offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Staff

GRAD–G 804 Cellular and Molecular Biology (3 cr.) Cellular and molecular biology that emphasizes the structural organization, biochemistry, and molecular biology of cells. Includes cellular processes, development and differentiation and their relationship to medicine. Harrington

BIOC–G 901 Advanced Research (6 cr.) Research for graduate students who have more than 90 credit hours. Goebl

Department of Cellular and Integrative Physiology

Chair: Professor Sturek Graduate Director: Professor Gallagher Department E-mail: cellphys@iupui.edu

PHSL-F 499 Independent Research in Medical

Physiology and Biophysics (1–4 cr.) Research for undergraduate students. Introduction to research methods and scientific investigation in cellular and medical physiology or biophysics. Research areas include neurobiology, neurophysics, cellular, respiratory, muscle, vascular, or renal physiology and endocrinology. Staff

PHSL–F 513 Mammalian Physiology Lecture (5 cr.) Physiology course for medical students covering neurophysiology, physiology of muscular activity, respiration, circulation, gastrointestinal physiology, excretion, metabolism, and endocrinology. Emphasis on basic physiological mechanisms and control systems but clinical application stressed. Kempson and Staff

MED-X 604 Concepts of Health and Disease (4 cr.)

A multidepartmental, interdisciplinary course, which integrates concepts of the first year medical curriculum using a problem-based learning approach. Students work in small groups facilitated by faculty to interpret clinical cases and integrate basic science and clinical science concepts. Designed to assess the proficiency at Level I for portions of the competencies. Staff

GRAD-X 804 Cellular and Molecular Biology (3 cr.)

Cellular and molecular biology for medical students that emphasizes the structural organization, biochemistry, and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine. Harrington and Staff

GRAD–G 804 Cellular and Molecular Biology (3 cr.) Cellular and molecular biology for medical students that

emphasizes the structural organization, biochemistry, and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine. Harrington and Staff

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in cellular and integrative physiology, or the combined M.D. and graduate degrees. Complete and current program information is provided in the departmental website: http:// physiology.medicine.iu.edu.

PHSL–F 503 Human Physiology (4 cr.) P: Introductory biology, organic chemistry, and physics. Graduatelevel course in human physiology designed for students with no prior exposure to the discipline. Emphasis on basic physiological mechanisms of control with regard to membrane, neural, endocrine, reproductive, muscle, cardiovascular, respiratory, gastrointestinal, renal, and multisystems physiology. Packer and Staff

PHSL–F 595 Advanced Physiology (1–15 cr.) P: Consent of instructor. Special techniques in advanced

P: Consent of instructor. Special techniques in advanced areas of physiology.

PHSL–F 701 Research in Physiology (1–15 cr.) Original laboratory research required for fulfillment of M.S. or Doctoral degrees.

PHSL–F 702 Seminar in Physiology (1 cr.) Seminars delivered by invited international, national, and local speakers. Interactive, with question-and-answer period.

PHSL–F 780 Special Topics in Physiology (1–15 cr.) Tutorial instruction in physiology. Staff

GRAD–G 735 Cardiovascular, Renal, and Respiratory Function in Health and Disease (2 cr.) The course will advance fundamental elements of cardiovascular function including basic hemodynamics cardiac function, respiratory function, ventilator mechanics, gas exchange, and kidney function, including control of excretion and regulation of body fluid dynamics. An emphasis will be placed on integrative function of different organ systems. Herring and Elmendorf

GRAD–G 736 Endocrine and Gastrointestinal Function in Health Disease (2 cr.) The course emphasizes the use of modern experimental techniques to study mechanisms underlying the physiological function of the gastrointestinal tract and endocrine system. Lectures highlight the molecular and cellular basis for diseases of the gastrointestinal and endocrine systems and how they affect whole animal function. Basile and Tune

Focused Elective Courses

Elective courses are taken by graduate students in all of the basic sciences who wish to enhance their knowledge of a specific area of physiology. Each course is composed of a two- to three-hour discussion each week for four to five weeks. These sessions are informal discussions of review and original research papers covering new technology and progress in each focus area. Demonstration of new laboratory technology relevant to the focus area is an integral part of some focus courses. Students are expected to prepare for each discussion or demonstration session. These courses are offered on a rotating basis; times and dates for courses are to be arranged with the instructor. Interested students should contact the graduate program director.

GRAD–G 708 Cardiac & Coronary Physiology of Exercise (1 cr.) P: Graduate-level physiology. Given the current epidemic and foreseeable continuing trend of obesity and diabetes in the U.S., emphasis will be placed on responses and adaptations of the heart and coronary circulation to exercise in the setting of obesity- and diabetes-induced coronary disease. Concepts of exercise stimulus, quantification of work, and in vivo responses and adaptations will be fundamental to studies of cellular and molecular mechanisms of myocardial and coronary artery responses and adaptations to exercise. The approach taken will be the use of current textbooks, select reviews, original research papers, interactive discussion, and laboratory demonstrations and projects. Sturek

GRAD–G 712 In Vivo Microcirculatory Physiology

(1 cr.) P: graduate-level physiology. This course will concentrate on in vivo observation of the microcirculation of the small intestine, a skeletal muscle and the cerebral cortex of rats and mice. Techniques to measure blood flow, vascular diameter, tissue oxygen tension and nitric oxide will be explored. An overall goal is to provide students with an overview of the living microcirculation and a beginning understanding of how to evaluate microvascular performance. The approach will use select reviews, original research papers, interactive discussion, and laboratory demonstrations and projects. Typically there are four hours of class/laboratory per week over a four-week session. Bohlen

GRAD–G 713 Angiogenesis (1 cr.) P: F710 or graduate level cell physiology. This course addresses the ability of the body to grow new blood vessels, a process named angiogenesis. Focus will be on concepts and mechanisms of angiogenic processes. The course will start with lectures and workshops covering the basic knowledge of angiogenesis. Methods of assessing angiogenesis in vitro and in vivo will be introduced and also part of laboratory demonstration and independent laboratory experiments. Clauss

GRAD-G 714 Development of the Vascular System

(1 cr.) P: F710 or graduate-level cell physiology. This advanced level course is offered to graduate students who have an interest in vascular biology. Concepts of vascular development will be explored with an emphasis on the experimental techniques used to unravel organ development. The course will provide an indepth knowledge of the physiology, cell, and molecular biology of the development of the vascular system by means of introductory lectures, assigned reviews of current literature, group discussions, and laboratory demonstrations with an emphasis on the experimental techniques used to examine developmental systems. The course will comprise a mixture of didactic lecture, student reading, and presentation of original research and review articles, group discussions, and laboratory demonstrations. The course will comprise four one-hour sessions per week over a four-week session. Herring

GRAD–G 761 Molecular and Cellular Physiology of Ion Channels (1 cr.) P: F710 or graduate-level cell physiology or consent of instructor. Advanced ion transport topics are selected by students from current areas of research on ion channels, pumps, and exchangers. Specific topics include transporter biophysical characteristics, long-term regulation, effects on cell and organ function, electrophysiological and optical methods for study. Format: textbooks, reviews, original research papers, interactive discussion, computer simulations, and laboratory demonstrations and projects. Obukhov

GRAD–G 762 Renal Physiology (1 cr.) P: F710 and F711 or graduate-level physiology. Students will read and discuss several classical or outstanding research papers in renal physiology. Laboratory experiences will include measurement of renal function using clearance methods and demonstrations of micropuncture and in vivo imaging techniques. The course is intended for graduate students who plan to teach or do research in physiology or related disciplines. Basile

GRAD-G 782 Physiology and Pathophysiology

of Lipid Rafts (1 cr.) P: F710 or graduate-level cell physiology. The course is targeted to pre-doctoral graduate students in the School of Medicine with interest in advanced study of lipid rafts, a class of membrane domains that compartmentalize signaling molecules and macromolecule complexes to specific cellular sites, and spatially organize signal transduction in cells. The course will reinforce membrane architecture and explore the molecular basis of lipid raft function and dysfunction in disease. The topics to be discussed include: biophysics of lipid lateral organization, biogenesis and maintenance of lipid domains, signal trans-duction from lipid rafts, and role of lipid rafts in disease. The overall objective is to provide a deep understanding of lipid rafts in membrane organization and cellular function. The course will be comprised of a mixture of didactic lecture, reading and presentation of original research and review articles, group discussion, and laboratory demonstrations. The course will be taught in four one-hour lectures/week. Elmendorf

GRAD–G 640 Epithelial Cell Biology (1 cr.) P: graduatelevel cell physiology. P: graduate-level cell physiology. The course is an integrated approach to studying the structure and functional relationships in epithelial cells, the role of this subcellular organization in normal physiology, and the disturbances that underlie pathophysiology. The emphasis is on reading and discussion of original review articles and research papers, and demonstrations of techniques to study epithelial functions in cultured cells, tissues, and model organisms such as the zebrafish. Kempson

GRAD–G 703 Physiology of the Coronary Circulation (1 cr.) P: graduate-level physiology. Advanced study of the physiology, pharmacology, and pathophysiology of the coronary circulation using contemporary methods is emphasized. Concepts of hemodynamics, cardiac regulation, vasomotor control, pressure pulses, etc. are reinforced. In vivo studies using angiography, intravascular ultrasound, coronary flow velocity measures, coronary angioplasty, and echocardiography in large animal models are compared with in vitro methods. An overall goal is to provide a rational basis for functional genomics and modern therapy. Approach will be the use of current textbooks, select reviews, original research papers, interactive discussion, and laboratory demonstrations and projects. Tune

GRAD–G 704 Physiological Proteomics (1 cr.) P: graduate-level cell physiology. This is a fundamentalsbased course on theory and practice of contemporary proteomics techniques. Graduate students will learn to select and apply appropriate proteomic technologies in their research through exposure to protein analytical, quantitative, and informatic approaches to physiologicallyrelevant biomedical problems. Witzmann

GRAD–G 706 Designer Mice: Transgenes and Knockout Animals (1 cr.) P: graduate-level cell physiology. An advanced course emphasizing the strategies for designing genetically modified mouse models. The approach will involve study of the components of vectors, experimental methods to generate these animals, and approaches to studying these animals. This course will use a combination of readings, discussions and problem sets related to generating, breeding, and analyzing transgenic and knockout mice. Gallagher

GRAD–G 707 Physiology of Smooth Muscle (1 cr.) P: graduate-level physiology. Advanced study of the physiology of the smooth muscle tissues with focus on the normal physiology and pathophysiology of airway smooth muscle and the airways. Biochemical and physiologic mechanisms in the regulation of contraction, growth, and phenotypic expression in smooth muscle tissues will be explored. Focus will be on contemporary molecular and cellular and whole animal approaches for the study of muscle physiology, including tissue transfection and the genetic modification of smooth muscle tissues, organ culture, and methods for the measurement of contractility and contractile protein activation in intact and permeabilized tissues including confocal imaging, and in vivo measurement of airway function. Gunst

GRAD–G 830 Advanced Cardiovascular Physiology

(3 cr.) P: Graduate level physiology course. The focus of this course is topical areas of advanced cardiovascular research, emphasizing modern approaches to study cardiovascular function. Topics will change each semester but may include: regulation of vascular tone, cardiovascular development, control of cardiac function, myopathies, atherosclerosis, and blood pressure. Format: Journal Club/Seminar and facilitated interactive student discussion. Basile and Tune

GRAD-G 831 Concepts and Controversies in

Cardiovascular Science (2 cr.) P: Graduate level physiology course. The focus of this course is topical areas of advanced cardiovascular research, emphasizing modern approaches to study cardiovascular function. Topics will change each semester but may include: regulation of vascular tone, cardiovascular development, control of cardiac function, myopathies, atherosclerosis, and blood pressure. Format: Journal Club/Seminar and facilitated interactive student discussion. Basile and Tune

Medical Biophysics Interdisciplinary Program in Biomolecular Imaging

MED–G 613 Advanced Cellular Imaging (4 cr.) The course goal is to introduce the imaging methods and concepts that are used to extract information about cellular structure and function. The course emphasizes general principles of light microscopy, electron microscopy and digital imaging as modalities of cellular imaging. Applications and examples relate to analysis of cellular properties. Dunn and Staff

MED–G 614 Advanced Molecular Imaging (2 cr.) The course emphasizes general principles of macromolecular structure and dynamics applied to ensemble and single molecules. Methodologies use visible light, electrons, X-ray diffraction, and atomic force mapping as modes of molecular imaging. Naumann and Staff

MED–G 733 Introduction to Biomolecular Imaging (1 cr.) The goal of the course is to introduce key concepts that carry through all types of biological microsopy, and provide examples of how these concepts of modern imaging apply in the real world at the level of cellular and molecular imaging. The course will include a survey of the principles and application of modern microscopic imaging modalitites. Akinson and Staff

MED–G 749 Introduction to Structural Biology

(1 cr.) General principles of macromolecular structure determination and X-ray crystallography. Applications to protein and nucleic acid structure analysis. Staff

MED-A 610 Research in Biophysics (1-15 cr.) Staff

Medical Neuroscience

MNEU–N 611 Functional Neuroanatomy: Methods, Parts and Pathways (5 weeks) (2 cr.)

MNEU–N 612 Presynaptic Neurotransmitter Regulation & Synaptic Plasticity (2 cr.) (5 weeks) Neurotransmitter and peptide synthesis, quantal basis of transmitter release, neurotransmitter transporters, mechanisms of long term synaptic plasticity.

MNEU–N 614 Integrative Systems Neuroscience (2 cr.) (5 weeks) Consideration of synaptic integration and connectivity in the central nervous system using spinal reflexes, pain sensitization, cerebellar and striatal motor control, and autonomic regulation as examples.

MNEU–N 616 Developmental Neurobiology (2 cr.) (5 weeks) Basic neuroembryology, molecular cues for axial patterning, axonal pathfinding and guidance, regulation of gene transcription, neuronal stem cells and glial precursors, regionalization of nervous system function.

MNEU–G 743 Electrical Signaling and Ion Channel Biology (2 cr.) (5 weeks) Membrane potentials and voltage-gated ion channels and their contribution to signaling in the nervous system. Basic bioelectricity, action potentials and their conduction, sodium, calcium, and potassium channels and their roles, ion channel pharmacology (drugs, toxins), and posttranslational modification.

MNEU–G 744 Neuropharmacology of Synaptic Transmission (2 cr.) (5 weeks) General

pharmacokinetics; binding, potency, efficacy; ternary models for receptor activation, ionotropic and metabotropic receptors including glutamate, GABA, monoamines, and peptides and their roles in nervous signaling.

MNEU–G 745 Intracellular Signal Transduction in Neurons (2 cr.) (5 weeks) General mechanisms of posttranslational regulation (phosphyrlation, methylation, ribosylation), G-protein signaling, receptor tyrosine kinase

pathways, integrin signaling pathways, intracellular calcium signaling, lipid signaling.

MNEU–N 800 Research in Medical Neuroscience (1– 12 cr.) P: Consent of instructor with whom research is being performed. Supervised literature and laboratory research in selected area(s) of medical neuroscience.

MNEU–N 801 Seminar—Topics in Medical

Neuroscience (1 cr.) Required of all graduate students in program. Development of presentation skills in students by attendance, discussion, and critique of seminars by visiting neuroscientists in any of several regular research seminar series sponsored by the program. Class may be taken for credit twice.

Anatomy

ANAT-D 526 Methods in Cell and Neurobiology (4 cr.)

Pharmacology

PHAR-F 850 Effective Grant Writing (2 cr.)

Biomedical Engineering

BME 595 Experimental Methods in Biomedical Engineering (3 cr.)

Mathematics

MATH 526 Principles of Mathematical Modeling (3 cr.)

MATH 537 Applied Mathematics for Scientists and Engineers 1 (3 cr.)

Psychology

PSY 590 Behavioral Genetics and Animal Models/ Drugs of Abuse (3 cr.)

PSY 263 Behavioral Neuroscience (3 cr.)

PSY–I 544 Psychobiology of Motivation and Reward (3 cr.)

PSY–I 545 Psychopharmacology (3 cr.)

Department of Dermatology

Chair: Professor Androphy

Fourth-Year Electives

DERM-M 814 Research in Dermatology (arr. hrs.) (arr. cr.) Staff

DERM–M 825 Clinical Studies in Dermatology (arr. hrs.) (arr. cr.) Klenk

DERM–M 898 Senior Elective in Dermatology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Staff

Department of Emergency Medicine

Chair: Professor Hobgood

EMER-X 602 Evidence-Based Medicine (1 cr.) A part of the Freshman Core Curriculum. EBM is a short introduction to the principles of integration of evidence, experience, and values in clinical decision making. Staff

EMER-X 690 Emergency Medicine Clerkship (4 cr.) A part of the Senior Core Curriculum. EM gives students the opportunity to learn the fundamental approach to evaluation and treatment of the undifferentiated patient with urgent or emergent conditions. Students will be assigned clinically to one of five area hospitals. Staff

EMER–X 720 Emergency Medicine Clerkship Elective (4 cr.) This elective is designed to accommodate IU

or visiting students' interests by providing the same opportunities for learning the efficient evaluation and management of undifferentiated patients with urgent or emergent conditions as X690. Staff

93ZM i720 Title (4 cr.) 1. Provide the student with "handson" experience in medical informatics. 2. To educate medical students on basic informatics concepts they will encounter throughout their career. 3. Introduce and/or reinforce basic research principles. Students that pass this course will be certified at a level 3 in the Problem Solving Competency.

93ZE 900 Special Elective in Toxicology (4 cr.)

Students will spend time on a toxicology consult service which covers four hospitals - Methodist, Wishard, Riley, and IU. Dedicated didactic series will help students understand and manage commonly seen poisonings and exposures. **93ZE 740 Special Elective in EMS (4 cr.)** This elective is designed to give both IU and visiting students more in depth exposure to Emergency Medical Services. Students work with faculty members in the Division of Out of Hospital Care on various areas of Medical Direction. Students will be exposed to all spectrums of prehospital care from day to day operations, to mass gathering and tactical medicine. At the end of the elective, the student will have a better appreciation of prehospital emergency care and the various duties of a large EMS system Medical Director.

93ZE 730 Emergency Medicine Students In Research

(4 cr.) This elective is intended to promote research and evidence-based medicine education to medical students. The program provides on-line didactics, assigned readings and tests to insure that the students gain an understanding of basic clinical research principles, research ethics, and evidence-based medicine. It represents a unique opportunity to allow medical students to directly participate in the performance of clinical research, while also providing them with an education on basic research methodology and research ethics.

Department of Family Medicine

Chair: Professor Kevin B. Gebke

Electives

First Year

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the social and community context of the patient. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include communication skills, normal human growth and development, medical ethics and professionalism, sexuality, cultural diversity, minority

health issues, the role of communities, and death and

dying. Staff Second Year

X 601 Introduction to Clinical Medicine II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. This course includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problemsolving skills are stressed, including synthesis and interpretation of medical data. Staff

Third Year

X 730 Clerkship in Family Medicine (4 cr.) Core clerkship will provide the student with basic knowledge and skills to assess common medical problems present in an ambulatory community setting. This course provides principles of family medicine, focusing on biopsychosocial aspects of medical problems, health promotion, and disease prevention. Staff and Volunteer Staff

Fourth Year

Y 899 Senior Electives in Family Medicine (arr. hrs.) (arr. cr.) A variety of electives are offered by faculty within the Department of Family Medicine, including Sports Medicine, Geriatrics, Ambulatory Family Medicine, Family Medicine-Obstetrics, In-Patient Family Medicine, International Family Medicine in Honduras, Research in Family Medicine, Care for the Underserved, and Holistic Health Care Emphasizing Faith and Medicine. The department also sponsors over 20 additional electives throughout Indiana. Staff

Department of Medical and Molecular Genetics

MGEN-Q 601 Medical Genetics (36 hrs.) (2 cr.)

Required for sophomore medical students. A comprehensive course in human genetics, emphasizing the principles of genetics and their application to clinical medicine through family history, clinical findings, and laboratory studies. Examples of specific problems, their evaluation, clinical correlates and genetic counseling will be used to supplement didactic material. Dlouhy

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in medical genetics and for medical students seeking a combined M.D. and graduate degree. Complete program information is provided in the Graduate School Bulletin and/or departmental brochures.

MGEN–Q 580 Basic Human Genetics (3 cr.) P: General genetics and consent of instructor. An introduction to the genetics of human traits and heritable diseases. Emphasis will be on general aspects of eukaryote genetics as it applies to humans, but some prokaryote genetics will be included for comparison. Dlouhy

MGEN–Q 606 Foundations in Genetic Counseling (3 cr.) P: Consent of instructor. Introduction to the principles and practice of genetic counseling. Topics include genetic counseling techniques, prenatal diagnosis counseling, pediatric/adult counseling, and support services. Delk

MGEN–Q 610 Clinical Genetics Practicum (3 cr.)

P: Consent of instructor. Methods for obtaining medical and family histories, approaches to evaluation of individuals and families with genetic disorders, and techniques for providing genetic counseling. May be repeated once for credit. Weaver May be repeated once for credit.

MGEN–Q 612 Molecular and Biochemical Genetics (3 cr.) P: Consent of instructor. Molecular and biochemical aspects of gene function in various genetic disorders and selected examples of techniques/approaches used to investigate genetic disease. Emphasis on the DNA lesion when known, on aberrations in the metabolic pathways, and on structural defects. Discussion of hemoglobinopathies, phenylketonuria, storage diseases, and other conditions. Dlouhy

MGEN–Q 613 Molecular and Biochemical Genetics Laboratory (2 cr.) P: Consent of instructor. The student will learn to perform and interpret basic molecular and biochemical methods such as determination of genetic markers that can be used for diagnosis, genotyping, and forensic applications. Dlouhy

MGEN–Q 614 Psychological Aspects of Genetic Counseling (3 cr.) P: Consent of instructor and one course in introductory or abnormal psychology. Introduction to theory and research in the field of genetic counseling. Topics include risk assessment, attitude assessment, and decision making. The social, ethical, and legal aspects of the delivery of genetic services are also covered. Quaid

MGEN–Q 615 Prenatal Diagnosis Practicum (3 cr.) P: Consent of instructor. Training in prenatal genetic counseling; counseling referrals may include advanced maternal age, abnormal prenatal screening, abnormal ultrasound, or other pregnancy complications. Delk

MGEN–Q 616 Specialty Clinics Practicum (2 cr.) P: Consent of instructor. An overview of the long-term management of patients living with a variety of genetic conditions. Students may provide genetic counseling while in these clinics. Delk

MGEN–Q 617 Genetic Counseling Practicum (arr. cr.) P: Consent of instructor. Training in general genetic counseling. Counseling referrals may include recurrent miscarriage, family history of a genetic condition, pre-conception counseling, and teratogen exposures. Delk

MGEN–Q 620 Human Cytogenetics (3 cr.) P: Consent of instructor and basic genetics. Study of chromosome structure and replication, X-inactivation, meiosis, numerical and structural rearrangements in humans, and cytogenetics of malignancies. Thurston

MGEN–Q 621 Human Cytogenetics Laboratory (3 cr.) P: Basic genetics, Q620, and consent of instructor. Current techniques in human cytogenetics. May be taken concurrently with Q620. Vance

MGEN–Q 622 Cytogenetics of Malignancies (2–3 cr.) P: Consent of instructor. This course will primarily examine the biologic implications of cytogenetic abnormalities found in malignancies. Aberrant gene function as a result of cytogenetic abnormalities will be stressed. Vance

MGEN–Q 625 Introduction to Clinical Genetics (1 cr.) An introduction to the broad areas of practice in clinical genetics; the ethical, legal, and social issues involved in the care of patients and families with genetic disorders; and the interface of clinical genetics and genetics research. Griffith

MGEN–Q 626 Fundamentals of Biochemical & Molecular Genetics (1 cr.) An introduction to the concepts of molecular and biochemical genetics with emphasis on examples of pathogenesis of human disease. Dlouhy

MGEN–Q 627 Fundamentals of Human Cytogenetics (1 cr.) An introduction to the principles of human cytogenetics with applications in basic genetics, including the clinical consequences of chromosomal abnormalities. Thurston

MGEN–Q 628 Fundamentals of Population Genetics (1 cr.) An introduction to the broad areas of population genetics and gene discovery. Jung **MGEN–Q 630 Population Genetics (3 cr.)** P: Basic genetics. Effects of mutation and selection on the survival of alleles in a population; consequences of consanguinity and inbreeding; methods of linkage analysis including parametric and non-parametric methods; and quantitative genetics such as twin studies and QTL mapping in animal models of disease. Foroud

MGEN–Q 640 Special Topics in Human Genetics

(1–3 cr.) P: Basic genetics. A continuing, nonrepeating series of lectures and/or review of publications on newer advances in human genetics; discussions in specific areas of human genetics not presently available to all students. Additional credits may be obtained by study of a specific area under individual tutelage. Staff May be repeated for a maximum of 9 credit hours.

MGEN-Q 640 Special Topics in Human Genetics:

Dysmorphology (1 cr.) P: Consent of the instructor. Study of human congenital malformations, deformations, disruptions, and dysplasias; review of associated syndromes; approach to dysmorphology evaluation. Torres

MGEN–Q 640 Special Topics in Human Genetics: Embryology (2 cr.) P: Consent of the instructor. Normal human conception and embryonic/fetal development and factors causing birth defects. Walsh

MGEN–Q 640 Special Topics in Human Genetics: Practical Cancer Genetic Counseling (2 cr.) P: Consent of the instructor. Overview of hereditary cancer syndromes, counseling approaches, and testing issues. Cohen & McIlvried

MGEN–Q 640 Special Topics in Human Genetics: Communication Techniques (3 cr.) P: Consent of the instructor. Genetic counseling models, methods, and communication skills; professional issues related to client interactions. Practice-based learning through role play and other class interactions. Delk

MGEN–Q 640 Special Topics in Human Genetics: Clinical Management and Genetics of Metabolic Disease (1 cr.) The student will gain a practical understanding of inborn errors of metabolism, the management of patients with these diseases, and the genetic counseling issues that arise in the care of families with these diseases. Griffith

MGEN–Q 642 Dermatoglyphics (2 cr.) P: Consent of instructor. Formation, development, classification, and variation of finger, palm, and footprint patterns (dermatoglyphics) in humans; interpretation of results of quantitative and statistical techniques utilized in the study of the inheritance of dermatoglyphic traits, variation in twins, and applications in clinical genetics. Reed (inactive)

MGEN–Q 660 Medical Genetics Seminar (2 cr.) P: Basic genetics. Topics chosen from aspects of medical genetics not extensively treated elsewhere. Various phases of research in medicine from a genetic and clinical point of view. Students may receive credit during each semester of residence on Medical Center campus. Dlouhy

MGEN–Q 730 Methods in Human Genetics (3 cr.) P: Basic genetics and Q630. Sampling methods employed in the study of human genetics; methods for analysis of linkage with family data collected under various forms of ascertainment. Koller

MGEN–G 504 Introduction to Research Ethics (2– 3 cr.) P: Basic genetics and Q630. Introduction to the basic concepts of research ethics. The course will cover historical development of concern with ethics in science as well as practical information needed by students working in the science today. Format will be lecture and discussion. Quaid

MGEN–G 724 Molecular Cancer Genetics (1 cr.) An introduction to cancer focusing on genetics. Topics include causes and effects of chromosome instability (including centromere/telomere failures and chromosomal translocations), epigenetic changes, and genetic risk factors during cancer progression. Herbert and Grimes

MGEN–G 725 Gene Transfer Approaches to Clinical and Basic Research (Gene Therapy) (1 cr.) A lecturebased course of basic principles involved with the transfer and expression of genetic material. Focus on technical aspects of each vector system, followed by applications to human diseases/experimental animal models. Practical understanding of non-viral and viral gene transfer to utilize these techniques in research studies. Morral

MGEN–G 726 Developmental Genetics (1 cr.) This introductory course focuses on the genetic basic of mouse development. It covers the principles of embryogenesis and explores the mechanism of morphogenic signaling and transcriptional control of body plan and tissue differentiation. Special emphasis will be placed on the role of developmental genetics in understanding human disease. Zhang

MGEN–G 727 Animal Models of Human Disease (1 cr.) This class explores advantages and limitations of animal models of human disease. Topics include models for diabetes, psychiatric disorders, cancer, osteoporosis, polycystic kidney, and cardiovascular disease. The goal of the course is to provide a framework for students to select experimental animal models in their future research careers. Rosen

MGEN–Q 800 Medical Genetics Research (arr. cr.) Exempt from Incomplete rule (see Indiana University Graduate School Bulletin). Staff

MGEN–Q 899 Senior Elective in Medical Genetics (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Staff

MGEN–G 746 Chromosome Instability and Disease (1 cr.) (Biannually) Exploration of the mechanisms of chromosome instability and the clinical impact of this problem. Topics will include chromosome structure and function and how failures in these functions promote chromosome instability in meiosis and mitosis. Other topics include the clinical consequences of chromosome instability in miscarriage, birth defects, and cancer. Grimes and Thurston

MGEN–G 901 Advance Research (6 cr.) For Ph.D. students who have at least 90 credit hours. May be taken

for a maximum of six semesters. Staff May be taken for a maximum of six semesters.

Department of Medicine

First Year

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.) A

multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include communication skills, normal human growth and development, medical ethics and professionalism, sexuality, cultural diversity, minority health issues, the role of communities, religion and spirituality, family dynamics, and death and dying. Gaffney and Staff

Second Year

X 601 Introduction to Clinical Medicine II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Hilgarth and Staff

Third Year

MED–M 828 Clinical Studies in Medicine (arr. hrs.) (arr. cr.) Elective work is offered in a wide variety of fields, with subjects, hours, and credits arranged to meet individual needs. In general, the work consists of clinical or research experience in close association with a senior staff member. Arrangements can also be made for a series of lectures or conferences at the request of small groups of students. Staff

MED-M 827 Research in Medicine (arr. hrs.) (arr. cr.) Staff

MED–M 720 Core Medicine Clerkship (540 hrs.) (8 cr.) Students are assigned to medicine teams that care for patients with problems related to general internal medicine and/or related subspecialties in both the inpatient and outpatient settings. Participation in patient care is the primary teaching device; conferences and workshops provide complementary educational modalities. The clerkship is an eight-week rotation. Vu and Staff

Fourth Year

MED–M 899 Senior Electives in Medicine (arr. hrs.) (arr. cr.) Electives are offered in general medicine and related subspecialties throughout the year. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs at clinics and hospitals throughout the state.

MED–M 730 Core Internal Medicine Sub-Internship (4 cr.) Core rotation is designed to prepare students for internship by providing a rigorous clinical experience that closely resembles the internship year. Students are assigned to inpatient Medicine teams that care for patients in the medical intensive care unit or the medical ward setting. Students are given primary patient care responsibilities with a closely guided experience in clinical decision-making that comprises the diagnostic and therapeutic management plans for typical medical conditions related to internal medicine. Students take overnight calls with the team to admit new patients and cover their own patients. The primary method of teaching is active participation in patient care activities with daily teaching attending rounds. Daily conferences and morning reports, along with Web-based case modules, provide a complementary educational venue. The course is a onemonth rotation. Vu and Staff

Department of Microbiology and Immunology

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in microbiology and immunology, and for medical students seeking a combined M.D. and graduate degree. Complete program information is provided in the Graduate School Bulletin and/or departmental brochures.

MICR-J 510 Infectious Microbes and Host Interactions

(3 cr.) P: Graduate-level biochemistry. Emphasis on the molecular and cellular events that permit pathogenic bacteria and viruses to enter human cells and disrupt cell function while evading the host's immune system. Staff

MICR–J 601 Medical Immunology (2 cr.) Introduction to natural and acquired immune mechanisms, with consideration of their significance to medicine. Topics will include both normal and abnormal immune processes, including recovery from and prevention of disease, immune-mediated pathological processes, tumor immunology, immunodeficiency, and auto-immunity. Designed to precede and complement J822 General and Medical Microbiology. Smith

MICR–J 800 Advanced Microbiology (arr. cr.) P: Consent of instructor. The approach to problems in microbiology, including the application of techniques of bacteriology, genetics, immunology, mycology, parasitology, virology, and zoology. Staff

MICR–J 802 Introduction to Research (2 cr.) P: Consent of instructor. Laboratory research instruction in microbiology and immunology. Purpose is to introduce students to three different research programs in microbiology and/or immunology. Staff

MICR–J 807 Current Topics in Immunology (2 cr.) P: Graduate standing, J805 or J840 or equivalent, or consent of instructor. Discussion and review of current literature in selected topics in immunology. Emphasis on molecular and cellular events in lymphocyte activation and regulation. Topic varies from year to year. May be repeated for credit. Staff May be repeated for credit.

MICR–J 810 Research in Microbiology (arr. cr.) P: Consent of instructor. Data obtained from work in this course may be used to meet thesis requirements for advanced degrees in medicine, dentistry, or in the Graduate School. Staff **MICR–J 822 General and Medical Microbiology (3 cr.)** Lectures covering the biology of various pathogenic organisms such as bacteria, viruses, fungi, and parasites, their role in human disease with emphasis on determinants of microbial virulence, the mechanisms of host responses to infection, and the role of these factors in the pathogenesis of disease. Staff

MICR–J 829 Current Topics in Molecular Genetics of Microorganisms (2 cr.) P: Graduate standing, J821, J828 or G865, consent of instructor. In-depth study of a specific topic in contemporary molecular genetics of microorganisms. Topic varies; may be taken for credit more than once. Staff

MICR–J 842 Neoplastic Determinants (2 cr.) P: G865, G817 or equivalent and consent of instructor. Focus on the genetic basis of the cancer phenotype. Consider effects of DNA sequence mutations, chromosomal rearrangements, and/or introduction of new genetic information on DNA repair, oncogene products, and tumor suppressors. Intra- and intercellular consequences of these direct alterations will be studied. Staff

MICR-G 505 Responsible Conduct of Research (1 cr.) An overview of the rules and standards required for anyone conducting responsible scientific research.

MICR–G 720 Stem Cell Biology (1 cr.) This course will cover the self-renewal, proliferative, survival, differentiation, and migration/homing characteristics of hematopoietic and embryonic stem cells, how these functions are regulated by cytokines/chemokines and other external stimuli, and what their clinical capabilities are and might be.

MICR–G 728 Fundamentals of Infection and Pathogenesis (1 cr.) This course will cover concepts of host-pathogen interactions ranging from pathogen entry, growth pathogen survival strategies, and transmission to new hosts. Basics of bacterial, viral, and parasitic structures will be considered as they relate to pathogenesis.

MICR-G 729 Immunology I—Introduction to the Immune System (1 cr.) An introductory biomedical science, lecture-based, core course intended for all incoming basic science doctoral graduate students in the School of Medicine programs or other interested graduate students. The course will cover components of the immune system, development of the immune system, the immune response to pathogens, and immunological disease.

MICR–G 817 Eukaryotic Cell Biology (2 cr.) P: One semester of biochemistry. Organization and function of subcellular structures. Intracellular coordination of cell activity: protein and RNA trafficking, chromatin dynamics, and intracellular processing of receptor mediated signals.

MICR–G 837 Mammalian DNA Repair and Disease (3 cr.) P: Consent of instructor. The molecular biology of genetic repair and mutation; emphasis on human systems and human disease states related to DNA repair; mechanisms of DNA repair and regulation of DNA repair in mammalian cells.

MICR-G 852 Concepts of Cancer Biology: Signaling Gone Awry (2 cr.) P: Completion of the BioMed I, II, & III courses or consent of instructor. Fundamentals of cancer biology; the signaling events that regulate cell growth, survival, and differentiation; how mutation/dysregulation of signaling molecules leads to cancer and might be exploited for treatment.

Department of Neurology

N 720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. Staff

S 899 Senior Elective in Neurology (n/a cr.) Pascuzzi and Staff

Department of Neurological Surgery

N 720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. Staff

S 899 Senior Elective in NNeurological Surgery (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Nelson and Staff

93SN 990 Neurosurgery Senior Honors Program (n/ a cr.) In-depth three-month senior elective rotation on the Neurosurgery service. One-month clinical rotation and two months laboratory experience in the lab of your special interest. Specific information on each neurosurgery

laboratory is available within the department. Barton/ Nelson

Department of Obstetrics and Gynecology

OBGY–G 730 Obstetrics and Gynecology (6 cr.) Junior year, clinical clerkship. Application of physiologic and pathologic principles of pregnancy. Application of physiologic and pathologic principles of female reproductive biology. Clinic and hospital patient experiences. Staff

OBGY-G 808 Research in Obstetrics and Gynecology (arr. hrs.) (arr. cr.) Staff

OBGY-G 809 Clinical Clerkship in Obstetrics (arr. hrs.) (arr. cr.) Staff

OBGY–G 899 Senior Elective in Obstetrics and Gynecology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

Department of Ophthalmology

Chair: Dr. Louis Cantor

Director of Medical Student Education: Dr. Chi Wah Rudy Yung

OPTH–E 854 Special Elective and Research in Ophthalmology (arr. hrs.) (arr. cr.) Staff (Elective 93IA990 is listed in the Senior Elective Program.)

OPTH–E 899 Senior Elective in Ophthalmology (arr. hrs.) (arr. cr.) A variety of electives (93IA710, 49IA704, 71IA703 and 82IA711) are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities (93IA710) and in approved programs in clinics and hospitals throughout the state (49IA704, 71IA703, 82IA711).

Department of Orthopaedic Surgery

Chair: Randy Loder

Director of Riley Orthopaedic Rotations: George Gantsoudes

ORTH-L 702 Orthopaedic Surgery Clerkship (2 cr.)

Orthopaedic surgery clerkship and assignments in clinics, night call and lectures. Student will become familiar with the clinical service with daily rounds, surgery, staff rounds, and conferences. Staff

ORTH–L 898 Senior Elective in Orthopaedics (n/a cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

Department of Otolaryngology

X 601 Introduction to Clinical Medicine II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Staff

OTHN–E 898 Senior Elective in Otorhinolaryngology —Sections of Head and Neck Surgery; Otology; Audiology and Communication Disorders (n/a cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Level III competency-based curriculum credits can be earned.

OTHN–E 700 Title (2 cr.) OTHN-E Student is considered a member of the urologic team and assigned individual cases as primary responsibility. Student will become familiar with the entire clinical service through daily rounds, clinics, surgery, staff rounds, and weekly conferences.

Department of Pathology and Laboratory Medicine

X 601 Introduction to Clinical Medicine II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course

designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Staff

PATH–C 603 General Pathology (148 hrs.) (6 cr.) Introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes. Staff

PATH–C 604 Systemic Pathology (88 hrs.) (4 cr.) Presentation of pathology by organ systems with emphasis on etiologic factors, evolution of lesions, pathologic physiology, and clinical correlations. Staff

PATH–C 899 Senior Elective in Pathology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in pathology. Complete program information is provided in the University Graduate School Bulletin and/or departmental brochures.

PATH–C 603 General Pathology (6 cr.) Introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes. Staff

PATH–C 690 Techniques for Specimen Processing (2 cr.) P: Graduate physiology and histology. Designed for M.S. pathologist's assistant students. Didactic and laboratory experiences in specimen management and tissue processing methods: histotechnology techniques including specimen procurement, processing, fixation, and staining, cytologic methods, and electron microscopy sample processing.

PATH–C 691 Gross Surgical and Pediatric Pathology Techniques (3 cr.) P: Graduate physiology, histology, microbiology, gross anatomy, and C690. Designed for pathologist's assistant students. Didactic and laboratory experiences emphasize proper handling and evaluation of tissues remove during surgery and examined in the surgical or pediatric pathology laboratory. Human embryology and medical photography and terminology are also included.

PATH–C 692 Autopsy and Forensic Pathology Techniques (3 cr.) P: Graduate physiology, histology, microbiology, gross anatomy, C690, and C691. Designed for pathologist's assistant students. Didactic and laboratory experiences in autopsy and forensic pathology introduce students to all phases of the human postmortem examination, including evisceration, dissection, description of findings, and preparation of post-mortem reports. **PATH–C 693 General and Clinical Pathology (4 cr.)** P: Graduate physiology, histology, microbiology, gross anatomy, C690, C691, and C692. Designed for pathologist's assistant students. Didactic and laboratory experiences introduce students to the basic concepts of pathologic processes and provide them with a working knowledge of clinical pathology testing, including chemistry, hematopathology, transfusion medicine, and microbiology.

PATH–C 694 Systemic Pathology (3 cr.) P: Graduate physiology, histology, gross anatomy, C690, C691, C692, and C693. Designed for pathologist's assistant students. Didactic and laboratory experiences in systemic pathology provide students with a broad base of knowledge of pathologic processes in various organ systems including the nervous, pulmonary, cardiovascular, genitourinary, digestive, and musculoskeletal systems.

PATH–C 695 Practicum for Pathologist's Assistants (1–4 cr.) P: Graduate physiology, histology, microbiology, gross anatomy, C690, C691, and C692. Designed for pathologists' assistant students. Students complete seven to nine month-long modules involving surgical, pediatric, autopsy, and forensic pathology at various facilities. Students also study medical ethics, laboratory operations, management, and information systems, and educational techniques.

PATH–C 700 Clinical Chemistry I (3 cr.) P: B500 or B800 or equivalent. Methodology, instrumentation, and interpretation with clinical correlation of procedures in the clinical chemistry laboratory.

PATH–C 701 Clinical Chemistry II (3 cr.) P: B500 or B800 or equivalent. Special clinical chemistry therapeutic drug monitoring and radioassay, radioimmunoassay, and enzyme immunoassay.

PATH-C 802 Advanced Morphologic Hematology

(2 cr.) P: Consent of instructor. A graduate-level course with emphasis on diagnostic morphologic hematology. This course covers several aspects of morphologic hematology including erythrokinetics, myeloid and erythroid morphology, leukemia classification, myelodysplastic syndromes, myeloproliferative disorders, and newer concepts in diagnostic hematology.

PATH–C 803 Diagnostic Immunopathology (2 cr.) P: Basic undergraduate immunology and permission of instructor. Emphasis on immunobiology and diagnostic immunopathology. This course covers several aspects of immunopathology including autoimmune disease, transplantation biology, immunodeficiency disorders, and use of molecular diagnostics.

PATH–C 808 Graduate Seminar in Pathology (1 cr.) P: Permission of instructor. Graduate-level seminar series with emphasis on experimental pathology. First-year graduate students present critical literature reviews of contemporary research topics. More advanced students present proposals and reports of their research.

PATH–C 820 Advances in Diagnostic Microbiology (3 cr.) Discussions of infectious diseases and agents of infectious diseases including source, clinical manifestations, pathogenesis, epidemiology, treatment, and prevention and control, and the correlation of these subjects with laboratory diagnostic methods. Contemporary subjects will be emphasized.

PATH-C 850 Cellular Structure of the Nervous

System (3 cr.) Cellular structure and ultra-structure of the central nervous system in normal and experimental situations, including cell biology of neurons, astrocytes, oligodendroglia, brain macrophages, mast cells, brain vessels, and barriers. Organization of neural systems into global and point-to-point circuits; generative and regressive phenomena; and cerebral transplantation in neurodegenerative conditions.

PATH–C 858 Experimental Pathology (5 cr.) Review and performance of selected experiments in pathology illustrating the types of pathologic processes. Staff

PATH–C 859 Research in Pathology (arr. cr.) Supervised initiation of a research project in pathology. Counseling in the completion of a thesis. Staff

PATH–C 862 Basic Pathologic Techniques (5 cr.) Methods of the histologic and chemical laboratories of pathology; principles of examination used in the usual procedures of surgical and autopsy pathology. Staff

PATH–C 875 Biochemical Pathology (3 cr.) P: C603 or B800. A survey of biochemical pathology as demonstrated by recent advances in research in pathology. Selected topics for lecture and discussion will include aspects of tissue, cellular, subcellular, and molecular pathology. Staff

PATH-G 556 Methods of Humane Animal

Experimentation (1 cr.) The purpose of this course is to provide graduate students entering careers in life science disciplines with the opportunity to obtain training in the proper care and humane use of laboratory animals. Federal regulations and considerations in the selection of animal models will also be discussed.

PATH-G 655 Research Communications Seminar

(2 cr.) Study of the methodological and systematic treatments of scientific data required for effective communication through written primary and secondary research publications, oral presentations, abstracts, post presentations, and grant proposals.

PATH–G 890 Methods in Molecular Biology and Pathology (3 cr.) P: G865 or J838, and consent of instructor. Basic principles and techniques in molecular biology and pathology. Particular emphasis will be on molecular techniques that can be used to study problems related to biochemistry and pathology.

PATH–C 800 Advanced Pathology (arr. hrs.) (arr. cr.) Subject material and hours arranged to conform to needs of students. Staff

Department of Pediatrics

PED–K 710 Core Pediatrics Clerkship (340 hrs.) (8 cr.) The clerkship in pediatrics for third-year medical students is divided into approximately three-and-a-half week rotations on inpatient and outpatient settings. Inpatient rotations are offered at Riley, Methodist, and Wishard hospitals; outpatient rotations are with general pediatricians including private pediatricians throughout Indiana, and may include one week in the normal newborn nursery (note that at the time of this publication the medical school is in the midst of expansion planning, and those plans include more opportunities for clinical clerkships at different venues around the state). Study and care of patients is augmented by daily lectures or conferences for students, by attending physician rounds and resident physician rounds, by attendance at departmental conferences, and through online curriculum including Computer-assisted Learning in Pediatrics Program (CLIPP).

PED-K 899 Electives in Pediatrics (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Elective Program Course Listing, which is available on the Medical Student Affairs Web site. These electives are offered in the Medical Center and Clarian facilities and in approved programs in clinics and hospitals throughout the state.

Department of Pharmacology and Toxicology

PHAR–F 604 Pharmacology (120 hrs.) (6 cr.) Lectures, quizzes, laboratory. Required for sophomore medical students. Drugs classified as to site and mechanism of action; representative members of each class of drugs discussed; rational clinical uses emphasized; basic statistical techniques and their application to medical problems are introduced. The laboratory experiments illustrate typical actions of drugs. Student projects may be approved in lieu of part of laboratory. Richardson

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in pharmacology or toxicology, and for medical students seeking a combined M.D. and graduate degree. Complete program information is provided in the Graduate School Bulletin and/or departmental brochures.

PHAR–F 598 Drugs, Diseases and Poisons (3 cr.) P: A course in basic biology or physiology equivalent to K324 or BIOL 501. Introductory course in pharmacology and toxicology primarily for senior undergraduate students. The course provides an overview of the molecular basis of drug action and pharmacological properties of several of the major drug groups used in medical science. Richardson

PHAR–F 602 Pharmacology: Lecture (5 cr.) P: Biochemistry B800, Physiology F513, F614. Mode of action of drugs as a basis for therapy. Richardson and Faculty

PHAR–F 801 Introduction to Research in Pharmacology and Toxicology (1–3 cr.) Application of basic laboratory methods to pharmacological problems. Consideration of theoretical principles, instrumentation, and applications. Faculty

PHAR–F 813 Clinical Pharmacokinetics (3 cr.) Design and complete mathematical analysis of pharmacokinetic studies in humans. The clinical utility of pharmacokinetics will be stressed, but the course will also have definite value for those involved with drug studies in animals. Faculty

PHAR-F 819 Chemical Carcinogenesis (3 cr.) This course examines the mechanisms by which chemicals cause cancer. Emphasis on the uptake, metabolism,

cellular targets, and specific stage(s) of the cancer process affected by chemical carcinogens. Faculty

PHAR–F 826 Seminar in Toxicology (1 cr.) Literature and research reports by students and faculty. Broustovetsky

PHAR–F 836 Pharmacogenetics and Physiological Disposition of Drugs (3 cr.) Factors affecting the absorption distribution, metabolism, and excretion of drugs will be discussed in terms of environmental, biochemical, and physiochemical parameters. Pertinent literature will be reviewed and special problems discussed. Callaghan

PHAR–F 830 Seminar in Pharmacology (1 cr.) Literature and research reports by students and faculty. Broustovetsky

PHAR–F 838 Cellular and Molecular Toxicology (3 cr.) This graduate-level course deals with the study of the effects of toxic xenobiotics at the cellular, biochemical, and molecular levels. The course emphasizes the mechanisms through which toxic chemicals interact to evoke toxicological manifestations. Faculty

PHAR–F 841 Advanced Topics in Toxicology (1–3 cr.) A continuing, nonrepeating series of lectures on advances in toxicology. Topics will examine metabolic, cellular, and molecular mechanisms by which toxic agents produce injury. Nass

PHAR–F 843 Pharmacology of Cellular Transduction (**3 cr.**) This course focuses on mechanisms involved in cellular signal transduction ranging from the molecular biology of receptors to the role of transduction cascades in drug action. Students will participate extensively in discussion of issues. Nicol, Vasko, and Faculty

PHAR–G 747 Principles of Pharmacology (1 cr.) This course is intended for incoming basic science doctoral graduate students in the School of Medicine Pharmacology and Toxicology programs or other interested graduate students. This course covers the basics of drug-receptor interactions, drug metabolism, pharmacogenetics, and pharmacokinetics. This course will include PowerPoint presentations and student presentations. Richardson

PHAR–G 748 Principles of Toxicology 1 (1 cr.) This course will present the fundamental concepts of toxicology necessary to understand the effects of chemicals on human health. Cellular and molecular mechanisms involved in toxic responses elicited by pharmaceutical and environmental agents, activation and detoxification of drugs and chemicals, and the principles of carcinogenesis and mutagenesis will be presented. Wagner

PHAR–F 850 Experimental Design Analysis in Pharmacology and Toxicology (1 cr.) P: F602. This course presents experimental methods and data analysis used in pharmacological and toxicological experimentation. Emphasis will be on experimental design. Cummins

PHAR–G 754 Principles of Toxicology 2 (1 cr.) Xenobiotic-induced target organ toxicity will be discussed with respect to the biological and/or chemical factors that influence toxicity at a tissue site, the modes of action for producing damage, and the methodology used to measure injury. This course is designed to provide a foundation for understanding the complex interactions between toxicants and biological systems from a basic science approach. Nass

PHAR–G 755 Principles of Toxicology 3 (1 cr.) The effects associated with specific classes of chemicals, including chemical agents that either demonstrate a great chance for injury and/or pose significant potential for human exposure will be presented. The chemical classes covered will include selective metals, solvents and alcohols, pesticides, plastics, and gases. Chou

PHAR-F 812 Research in Toxicology (1–12 cr.)

P: F602. Independent laboratory research to fulfill dissertation requirements. Faculty

PHAR–F 825 Research in Pharmacology (1–12 cr.) This course is more advanced than the senior electives F803 and F806. Independent laboratory research for fulfilling the dissertation requirements. Faculty

PHAR–F 899 Senior Elective in Pharmacology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

PHAR–F 905 Review of Pharmacodynamics (arr. hrs.) (arr. cr.) Faculty

Department of Physical Medicine and Rehabilitation

Physical medicine and rehabilitation involves the treatment of several patient groups. Outpatient treatment largely centers on treating persons with a variety of neuromusculoskeletal disorders. It encompasses occupational medicine, sports medicine, and the treatment of various injuries, as well as some neurologic or neuromuscular disorders. Common diagnoses include radiculopathy, back and neck pain, sprains, and strains. Inpatient treatment centers on the rehabilitation of persons with spinal cord injury, stroke, brain injury, and multiple trauma. Emphasis is on good neuromusculoskeletal physical examination, functional outcomes, and exercise.

Electives in Physical Medicine and Rehabilitation Several electives are offered within the department to both third- and fourth-year medical students. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals in the state.

Department of Psychiatry

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (2 cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Foreman and Associates

X 601 Introduction to Clinical Medicine II: Introduction to Clinical Care (398 hrs.) (21 cr.) A multidepartmental course designed to introduce clinical medicine. Includes medical history taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Kellams and Associates

PSY–N 730 Psychiatric Clinical Clerkship (180

hrs.) (4 cr.) Core experiences in techniques of patient evaluation and management within an inpatient, as well as an outpatient, setting. This four-week clerkship includes chemical dependency. Adult as well as child and adolescent psychiatry experiences are offered. Clinical assignments include the following facilities: Larue D. Carter Memorial Hospital, Methodist Hospital, Riley Children's Hospital, Roudebush VA Medical Center, University Hospital, University Adult Psychiatry Clinic, and Wishard Memorial Hospital/Midtown Community Mental Health Center. Butler and Associates

PSY–N 898 Senior Elective in Psychiatry (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published in February of each year. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Butler and Associates

Department of Public Health

PBHL–H 500 Philosophy/Principles of Health Education (3 cr.) Explores the principles of health education and behavioral science and strategies for their application to health problems in communities and among special populations.

PBHL–P 500 Philosophy and Principles of Social and Behavioral Health Science Applied to Public Health Practice (3 cr.) Explores the principles of health education and behavioral science and strategies for their application to health problems in communities and among special populations.

PBHL–C 501 Program Planning in Public Health Education (3 cr.) This course is designed to illuminate health planning models and key steps in health promotion planning. Students will develop a health promotion campaign through needs assessment and brochure development.

PBHL–H 501 U.S. Health Care: Systems, Policies and Ethical Challenges (3 cr.) Explores health, illness and disease trajectories and the systemic components that mold the health care system. Ideological paradigms predicting utilization and health behaviors are addressed, as are guidelines of ethical decision making/ problem analysis. Formulations and implementation of organizational and governmental policies and their associated theoretical assumptions are addressed.

PBHL–H 502 Developing Strategic Capability in Health Care (3 cr.) Explores management roles in health care. Application of management theories, concepts, and principles and an understanding of managerial roles in organizations are emphasized. Managerial process, management theories, leadership, organizational design, and strategic management are examined.

PBHL–P 504 Health Services Administration for Public Health Professionals (3 cr.) Explores health, illness, and disease trajectories and the systemic components that mold the health care system. Ideological paradigms predicting utilization and health behaviors are addressed, as are guidelines of ethical decision making/ problem analysis. Formulations and implementation of organizational and governmental policies and their associated theoretical assumptions are addressed.

PBHL–H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field and the economist's approach to health care issues. It also provides insights offered by economic analysis of specific health issues and problems.

PBHL–H 517 Fundamentals of Epidemiology (3 cr.) Introduces basic epidemiologic concepts including determinants of health and patterns of disease in populations, and implications of disease processes on prevention strategies and policy development. Among the topics to be covered are measures of morbidity, and mortality, sources of data, and design of research studies and clinical trials.

PBHL–H 519 Environmental Science in Public Health (3 cr.) Examines national and international environmental factors that influence health such as population, toxic substances, energy, food quality, and air and water quality. Students will discuss risk analysis as well as prevention strategies.

PBHL–P 600 Epidemiologic Research Methods (3 cr.) Provides an in-depth presentation of the major research designs, analytical methods, and practical issues specifically related to conducting research in the field of epidemiology. Descriptive, observational, and experimental designs are included. In addition, issues of ethics, protocol, data quality, instrument design, and analysis are covered.

PBHL–P 601 Advanced Epidemiologic Methods and Applications (3 cr.) Provides students with an in-depth understanding of advanced epidemiologic concepts and techniques not covered in other classes. Topics include cutting edge techniques, philosophical issues, and insights for appropriately conducting and interpreting the findings of epidemiological studies.

PBHL–P 602 Internship (3 cr.) Integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in a designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems in greater depth and with more responsibility than the M.P.H. community project (P503). The student works with both a faculty advisor and an academically and professionally qualified preceptor in the agency.

PBHL-P 603 Seminar in Behavioral Health Science

(1 cr.) This course provides an overview of the fundamental elements used in conducting research in public health. Topic areas include: elements of a research proposal; the basic structure of inquiry; human subjects and ethical issues; formulating behavioral health science research questions; qualitative and quantitative measurement; sampling design; data collection and analysis.

PBHL–P 606 Seminar in Epidemiology (1 cr.) This course provides experience in the development of an epidemiologic research grant using specific submission criteria. Topics are chosen by each student, generally the subject of their culminating research project. Students practice their grant reviewing skills by performing a critical review of a grant.

PBHL-P 607 Seminar in Health Policy and

Management (1 cr.) This course provides an overview of the fundamental elements used in conducting research in public health. Topic areas include: elements of a research proposal; the basic structure of inquiry; human subjects and ethical issues; formulating health policy research questions; qualitative and quantitative measurement; sampling design; data collection and analysis.

PBHL-P 609 Infectious Disease Epidemiology

(3 cr.) Examines infectious health conditions from an epidemiological perspective. Concepts include distributions, determinants, diagnosis, measures of severity, treatment modalities, surveillance measures, survival and prognosis, and quality of care measures. Research methods, prevention strategies, and screening tests will also be presented. Clinical experts will present diagnosis and treatment methods.

PBHL-P 610 Chronic Disease Epidemiology

(3 cr.) Examines chronic health conditions from an epidemiological perspective. Concepts include distributions, determinants, diagnosis, measures of severity, treatment modalities, surveillance measures, survival and prognosis, and quality of care measures. Research methods, prevention strategies, and screening tests will also be presented. Clinical experts will present diagnosis and treatment methods.

PBHL–P 611 Policy Design, Implementation, and Management (3 cr.) This course will examine the implications for the future of health policy in the United States. Further, health policy topics from economic, financial, sociological, political, and psychological perspectives will be covered. Analytical paradigms are applied to organizational or macro-policy making issues. Topics vary by semester according to current policy challenges faced at the federal level.

PBHL–P 612 Health Outcomes Research (3 cr.) Focuses on patient-centered outcomes research in the health care field. The different types of patient-centered outcomes assessment tools and their application in determining patient health status, change in health status, and the effectiveness of health care interventions will be discussed. PBHL–P 613 Public Health Emergency Preparedness: Public Health's Role and Response (1–3 cr.) This course is designed to familiarize learners with biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present.

PBHL–H 617 Human Disease and Prevention (3 cr.) This course has two components. First, students acquire knowledge of selected diseases and social pathologies of importance in public health. They turn this knowledge into educational materials for public health presentations and interventions. In the second component, students evaluate different prevention interventions for the previously selected pathologies and develop formal recommendations.

PBHL–P 618 Cancer Epidemiology (3 cr.) P: H517. This course is an overview of cancer epidemiology, focusing on key concepts, etiologic research, applications to public health practice, and major epidemiologic methods. This course is designed for students who have an interest in epidemiology.

PBHL–P 631 Maternal, Child, and Family Health (3 cr.) Overview of maternal and child health with emphasis on conditions and issues affecting reproductive, childhood, and women's well-being. Includes classroom lecture, discussion, and student presentations.

PBHL-P 632 History of Public Health (3 cr.) This course surveys the history of public health from antiquity to the late twentieth century with the aim of providing students an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations. Using a chronological and thematic approach to history, students will learn the origins, natural histories, and important determinants of the structure and function of modern systems of public health in the United States. The course will explore the complex interactions within populations of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the rate of adoption and diffusion of public health systems. The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read four to seven papers and be prepared to discuss them in class. Important goals of the course are to stimulate interest in the history of public health, learn about methods and tools used in historical research, and promote critical thinking.

PBHL–P 650 Readings in Public Health (arr. hrs.) (arr. cr.) Designed to expose the student to different readings in public health. The course will allow the student to apply skills learned in the public health core courses by collecting data and applying techniques. The student will be required to read critically published papers and identify researcgh topics.

PBHL-P 650 Public Health Law and Policy (3 cr.) This course will explore the various ways laws and policies impact public health in the United States. Public health concepts, the three core functions, and the ten essential public health services will be integrated into discussions. The course will review how policies are developed and investigate their impact on a variety of public health issues. The course will focus on the states and the constitutions of the states as well as the federal government's relationship to the states in public health issues.

PBHL–P 651 Biostatistics for Public Health I (3 cr.) Introduction to biostatistics for those planning a career in public health or public health-related research. Students learn to apply statistical techniques to the processing and interpretation of data from health studies. They will study probability, descriptive statistics, study design, and linear regression, among other topics.

PBHL–P 652 Biostatistics for Public Health II (3 cr.) Designed to give students experience with more advanced statistical methodologies. Topics include multiple linear regression, logistical regression, survivor analysis, and Cox's regression.

PBHL–P 655 Historical Evolution of Epidemiology (3 cr.) P: H517. The course will explore the historical developments and public health responses to human disease morbidity and mortality, and their importance and influence on the role of public health in modern society. Readings and discussion will examine, in detail, the evolutionary change in the epidemiologic response of a varity of disease of national and international importance.

PBHL–P 657 Application of Cost-Effectiveness Analysis in Public Health (3 cr.) Cost-effectiveness analysis is widely used in evaluating the performance of public health programs and policies. In this course, students will learn to frame the conceptual model, to collect and synthesize data regarding "cost" and "effectiveness," to perform a cost-effectiveness analysis, and to form recommendations based on the analysis. Meta-analysis and various survey/interview techniques will be introduced as essential tools for data collection in cost-effectiveness analyses. Learning will be facilitated by numerous examples of the application of this popular method. Health Policy and Management students have the option of taking this course in place of H509.

PBHL–P 702 Social and Behavioral Health Science Concentration Project (3 cr.) This course provides students the opportunity to synthesize and integrate knowledge acquired through course work and the public health internship. Student projects will include components of behavioral health science research and application.

PBHL–P 704 Epidemiology Concentration Project (3 cr.) This course provides students the opportunity to synthesize and integrate knowledge acquired through course work and the public health internship by conducting an epidemiological study. Satisfactory projects include epidemiological research and applications that involve protocol development, data collection and analysis, and preparation of an oral presentation and written report.

PBHL–P 705 Health Policy and Management Concentration Project (3 cr.) This course provides students the opportunity to synthesize and integrate knowledge acquired through course work and the public health internship. Student projects will include components of health policy analysis or management research and applications.

Department of Radiation Oncology

RT 700 Elective in Radiation Oncology (arr. hrs.) (arr. cr.) Electives in radiation oncology are offered for students considering specialty training in surgery, gynecology, otorhinolaryngology, pediatrics, radiology, internal medicine, and family practice, as well as radiation oncology and medicine subspecialties of hematology and medical oncology. The medical student is introduced to diagnosis, staging, prognosis, evaluation, and treatment by radiation of patients with neoplastic disease. Specific information on each elective is available in the Elective Program Course Listing, which is updated and published each year. These electives are offered at the IU Health University, Methodist, and West hospitals, at the Indianapolis Veteran Administration Medical Center, and at the IU Health Proton Therapy Center in Bloomington.

Department of Radiology

Eugene C. Klatte Professor and Chair: Valerie P. Jackson, M.D.

X 601 Introduction to Clinical Medicine II: The Clinical Encounter (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. A component of the course focuses on the role of diagnostic imaging in clinical care. Staff

RADI–R 720 Radiology Clerkship (4 cr.) Core clinical clerkship for four weeks in Indiana University radiology department. Staff

RADI–R 899 Senior Elective in Radiology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

Department of Surgery

SURG–S 700 Junior Surgery Clerkship (8 cr.) General surgery clerkship and assignment in neurologic, plastic and pediatric surgery, ward rounds, clinics, and conferences. Lillemoe, Ladd, and Staff

SURG-S 820 Plastic and Reconstructive Surgery (7 hrs.) (1 cr.) Coleman

SURG–S 825 Research in Surgery (arr. hrs.) (arr. cr.) Lillemoe and Staff

SURG-S 826 Clinical Studies in Surgery (arr. hrs.) (arr. cr.) Lillemoe and Staff

SURG–S 899 Senior Elective in Surgery (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state. Lillemoe and Staff

SURG-S 860 Elective Surgery (n/a cr.) Seminars, clinical and investigative electives. Lillemoe and Staff

Department of Urology

UROL-L 804 Research in Urology (arr. hrs.) (arr. cr.) Urology faculty

UROL-L 897 Senior Elective in Urology (arr. hrs.) (arr. cr.) A variety of electives are offered within the department. Specific information on each elective is available in the Senior Elective Program Course Listing, which is updated and published every February. These electives are offered in the Medical Center facilities and in approved programs in clinics and hospitals throughout the state.

Medical Sciences Program (Bloomington)

Courses for Medical Students

School of Medicine required courses are restricted to those medical students and graduate students whose departmental graduate programs require the courses. These students must also receive approval from the director of the Medical Sciences Program.

Anatomy

ANAT–A 550 Gross Human Anatomy I (4 cr.) Study of the gross anatomy of the human, including regional dissections and radiographic and cross-sectional anatomy. Developmental and systemic anatomy, regional anatomy of the thorax, abdomen, pelvis, and perineum. Doubleday and O'Laughlin

ANAT–A 551 Gross Human Anatomy II (4 cr.) P: A550. A continuation of A550. Developmental and regional anatomy of the extremities, the head, and the neck. Doubleday and O'Loughlin

ANAT–A 560 Human Microscopic Anatomy (4 cr.) Microscopic study of the anatomy of the human. Tissue histology and embryology of each of the systems of the body. Foley and Mescher

Chemistry

CHEM–C 580 Medical Biochemistry (3 cr.) A course emphasizing structure-function relationships of cellular components and biosynthesis and degradation of simple and complex cell constituents, as well as regulation of metabolic pathways. Includes biochemical basis for genetic continuity and expression of hereditary characteristics. Mazumdar and Walczak

CHEM-C 583 Physiological Chemistry (3 cr.) P: P580.

Includes the biochemical basis of genetic diseases of carbohydrate, lipid, and protein metabolism; the mechanisms of hormone actions; plasma components, particularly those of the clotting mechanism; the biochemistry of the red blood cell; and the biochemical basis for clinical nutrition. Daleke and Walczak

Pathology

PATH–C 601 General Pathology (5 cr.) Principles of pathology, including a comprehensive introduction to

mechanisms of reaction to injury and pathogenesis of disease processes. Braun and Staff

PATH-C 602 Systemic Pathology (6 cr.) Review of human pathology by organ systems. Braun and Staff

Pharmacology

PHAR–F 605 Principles of Pharmacology I (4 cr.) P: P531-P532 or consent of instructor. Basic principles

and clinical aspects of modern pharmacology presented in lectures. Physicochemical properties of drugs. Drugs that affect the autonomic nervous system. Drugs that act on cardiovascular and renal systems. Chemotherapy of cancer, infections, and parasites. Watkins and Staff

PATH–C 606 Principles of Pharmacology II (4 cr.)

P: F605. Drugs that influence the central nervous system. Drugs that influence gastrointestinal and endocrine systems. Immunopharmacology and the pharmacology of allergy and inflammation. Toxicology. Watkins and Staff

Medicine

MCSI–M 485 Physiology of Human Disease (4 cr.) This course will explore the scientific and social aspects of three common diseases: diabetes mellitus, cardiovascular disease, and breast cancer. Students will learn about these diseases through didactic lecture, observations of patients in clinics, doctors' offices, or hospital settings. Carr

MED–M 505 Human Genetics and Development

(2 cr.) An introduction to the genetics of human traits and inheritable diseases; normal and abnormal development of the human from embryonic life through early childhood. Open only to students in the School of Medicine. Forrester

MED–M 555 Medical Neurosciences (5 cr.) An interdisciplinary study of the morphological, functional, and clinical aspects of the human nervous system. Ronan, Suthers, and Staff

MCSI-M 605 Introduction to Medicine I (10 cr.) A

multidepartmental course designed to introduce clinical medicine. Includes medical history-taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with the emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Hrisomalos and Staff

MCSI-M 606 Introduction to Medicine II (10 cr.)

P: M605. Extension and application of techniques acquired in M605, including workups of patients, medical rounds, and clinicopathological conferences. Hrisomalos and Staff

MCSI-X 600 Patient/Physician Relationship (2 cr.)

A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Hrisomalos, Watkins, and Staff

MCSI–X 603 Biostatistics (1 cr.) An introductory course in biostatistics for medical students. Mynark

Microbiology/Immunology

MCSI–M 540 Microbiology/Immunology (5 cr.) Basic concepts of immunology, microorganisms as agents of disease, host-parasite relationships, epidemiology, chemotherapy. Hrisomalos

Physiology

PHSL–P 531 Human Physiology I (3 cr.) Basic principles of general physiology; cardiovascular, digestion, respiration, and renal physiology relevant to humans. Martin and Staff

PHSL–P 532 Human Physiology II (5 cr.) P: P531. Basic physiological principles of temperature regulation, metabolism, endocrinology, and neurophysiology relevant to humans. Martin and Staff

Courses for Undergraduate Students Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr.) (Fall, Spring, Summer II) Intended for science majors and not recommended for first-semester freshmen. This course is team-taught by Medical Sciences faculty. An organ systems approach to the study of the human body, including microscopic and gross structure. The course starts with an introduction to basic cell structure and tissue construction, and continues with the coverage of all human systems with emphasis on the musculoskeletal system, cardiovascular, reproductive, and nervous systems. Bones, models, and prosected cadavers are used to study these topics concurrently in the laboratory. Three lecture periods and two two-hour laboratory and lecture exams are given outside the regularly scheduled class time. Please see the Schedule of Classes for exam times. There are required textbooks for both lecture and laboratory portions of this course, with additional materials provided on the Internet.

ANAT–A 464 Human Tissue Biology (4 cr.) (Spring) This course will provide undergraduates with an indepth understanding of the biology of human tissues and organs at the cellular and molecular level. Emphasis will be on the normal structural and functional relationships of adult tissues, but will include certain aspects of embryonic tissue formation and medically important tissue abnormalities. After discussing the molecular basis of fundamental types of tissues, we will consider each of the organ systems, including the nervous system, immune system, endocrine system, and reproductive systems. Developmental aspects of certain specialized tissues such as bone, teeth, and blood cells will be covered in greater detail.

Medical Sciences

MCSI–M 131 Disease and the Human Body (3 cr.) (Fall, Spring) Suitable for non-science majors at all levels. Basic science knowledge is advantageous but not necessary. This course is team-taught by Medical Sciences faculty. Provided will be a description of a disease or injury and a discussion of the normal anatomy and physiology of relevant body systems and the alterations because of the disease or injury. Included will be various drug and other medical interventions that can be used to diagnose and treat the diseases and injuries. The format consists primarily of lectures with some interactive demonstrations. Four objective exams are scheduled throughout the semester and standard grading policies are utilized. No text is required, and extensive handouts are provided.

MCSI–M 216 Medical Science of Psychoactive Drugs (3 cr.) (Fall, Spring) An entry-level examination

of the biological mechanisms underlying the effects of psychoactive drugs. Drug actions in the brain, spinal cord, heart, lungs, liver, and other organs and tissues will be detailed. Molecular mechanisms and genetic factors involved in drug-induced therapeutic and adverse effects will be emphasized. No single appropriate textbook exists. Handouts generated from multiple sources will be provided to cover lecture material.

MCSI–M 450 Undergraduate Research for Biomedical

Science (1–6 cr.) P: Written permission of faculty member supervising the research and the undergraduate research advisor. Introduction to research methods and scientific investigation in the biomedical sciences. Written report is required upon completion of the research.

MCSI-M 485 Physiology of Human Disease (4 cr.)

Course will explore the scientific and social aspects of three common diseases: diabetes mellitus, cardiovascular disease, and breast cancer. Students will learn about these diseases through didactic lecture, observations of patients in clinics, doctors' offices, or hospital settings. Carr

MCSI–M 490 Special Topics in Biomedical Science

(1–6 cr.) Intensive study of a selected topic in biomedical sciences. Topics will vary.

MCSI–M 499 Internship in Medical Science Instruction (3 cr.) P: Anatomy A215 and/or Physiology P215 and consent of instructor. Supervised teaching experience in undergraduate medical science courses. May be repeated only once for credit. May be repeated only once for credit.

Physiology

PHSL–P 130 Human Biology (4 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology; emphasizes related social problems.

PHSL-P 215 Basic Human Physiology (5 cr.) (Fall, Spring, Summer II) Intended for science majors and not recommended for first-semester freshmen. It is recommended but not required that students complete A215 and C101 prior to enrollment in P215. This course is team-taught by Medical Sciences faculty. An organ systems approach to the study of human body function. Presentation begins with basic cell function and communication systems of the body, progressing to control systems, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Focus for the course is on how organ systems contribute to essential metabolic activity and the maintenance of homeostasis. The laboratory emphasizes the application of material presented during lecture and is a required part of the course. Four lecture periods and one-hour laboratory session per week. Separate objective laboratory and lecture exams are given outside of the regular scheduled class time. Please see the Schedule of Classes for exam times. There are required textbooks for

both lecture (same text as A215) and laboratory portions of this course with additional materials provided on the Internet.

HPER–P 409 Physiology of Exercise (4 cr.) P: An introductory biology course and general chemistry. Lectures and laboratory on the regulation and integration of metabolic, cardiovascular, and respiratory functions in response to varying intensities of exercise. The influences of these stresses and responses on certain organs and systems, including liver, kidneys, skin, and the gastrointestinal tract.

PHSL–P 416 Comparative Animal Physiology (3 cr.) P: Two college biology courses, a college mathematics course, Chemistry C106. Lectures on physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

PHSL–P 417 Neurobiology (2 cr.) P: An introductory biology course and Chemistry C106. R: a course in cellular physiology or S308 or P416. Physiology of nerves and muscles including sensory receptors, peripheral and central processing of neural information, coordination of motor output, and neurophysiological correlates of behavior.

PHSL–P 418 Laboratory in Comparative Animal Physiology (2 cr.) P: P416. C: P416. Laboratory experiments using a variety of animals to illustrate physiological principles.

PHSL–P 421 Principles of Human Physiology (3–5 cr.) Intended for science majors. Permission of instructor required. This course offers an organ systems approach to the study of biophysical principals governing human body function. Lectures provide a broad survey of the communication and control systems of the body, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Problem-solving skills, critical evaluation of data, research and resources in the study of physiology.

PHSL-P 431 Human Physiology (4 cr.) (Fall, Spring) Intended for science majors. This is an introductory course in human physiology designed to introduce the senior undergraduate student and master's-level graduate student to the function of the human body. This course provides a basic understanding of human organ system function. The emphasis is on demonstrating how organ systems work to maintain homeostasis, a constant yet dynamic internal state that enables us to deal with diverse environmental conditions and activities. Concepts are presented so as to provide students insight into the scientific process, problem solving, and knowledge of resources for the study of human body in health and disease. An opportunity to explore physiological concepts through discussion and experimentation is incorporated into the lecture format of this course. Assignments and exams include seven laboratory reports, seven discussion exercises, four semester exams, and one comprehensive final exam. There is a required textbook; additional materials are provided on the Internet.

PHSL–P 432 Healing Outreach Program Elective (HOPE) (2 cr.) P: Consent of instructor. A servicelearning course exploring the health and healing benefits of animals. This course partners companion animals, community volunteers, students, and facilities caring for the well-being of people who are physically and/or behaviorally compromised. Reflection and discussion will enhance basic knowledge of physiology and behavior and introduce related research.

Graduate Courses and Electives

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in the biomedical sciences and for medical students seeking a combined M.D. and graduate degree. Complete program information is provided in the Indiana University Graduate School Bulletin and/or departmental or program brochures.

Anatomy

ANAT-A 464 Histology (5 cr.)

ANAT–A 505 Human Development (1 cr.) P: Consent of instructor. Normal and abnormal human development, with a general consideration of human embryology from fertilization through the early neonatal period followed by more detailed analysis of topics in mammalian development biology and teratology.

ANAT–A 512 Introduction to Research in Anatomy (1 cr.) Required of all new graduate students. Lectures and demonstrations in current research interests of faculty.

ANAT–A 513 Introduction to Research Techniques (1 cr.) P: A512. Individual work on a research problem. Staff

ANAT-A 530 Special Topics (2 cr.)

ANAT-A 550 Gross Human Anatomy I (4 cr.)

ANAT-A 551 Gross Human Anatomy II (4 cr.)

MED–M 555 Medical Neuroscience (5 cr.) An interdisciplinary study of the morphological, functional, and clinical aspects of the human nervous system.

ANAT-A 560 Human Microscopic Anatomy (4 cr.)

ANAT–A 601 Advanced Gross Anatomy I (4 cr.) P: A551, consent of instructor. Structure of the upper and lower extremities.

ANAT–A 602 Advanced Gross Anatomy II (4 cr.) P: A551, consent of instructor. Thorax, abdomen, and pelvis.

ANAT–A 603 Advanced Gross Anatomy III (4 cr.) P: A551, consent of instructor. Head, neck, and gross brain. All include detailed dissection and lectures and discussion on current literature to determine relation of structure to function.

ANAT–A 610 Comparative Neuroanatomy (2 cr.) P: Consent of instructor, graduate standing, and one neuroscience course or equivalent. A comparison of the central nervous system of mammalian and nonmammalian vertebrates, including a laboratory study of representative specimen.

ANAT-A 664 Selected Topics in Advanced Microscopic Anatomy (2 cr.) P: A560 or consent of instructor. Advanced instruction in the microscopic structure of selected animal cell systems, involving discussion and review of current literature and research with these systems. Topic will change with each offering.

ANAT-A 800 Research in Anatomy (arr. cr.)

ANAT–A 850 Seminar in Anatomy and Physiology Medicine (arr. cr.)

MSCI-G 901 Advanced Research (6 cr.) Authorized by director.

Pathology

PATH-C 601 General Pathology (5 cr.)

PATH-C 602 Systemic Pathology (6 cr.)

PATH–C 800 Advanced Pathology (arr. cr.) P: C603. Subject material and hours arranged to conform to needs of students.

PATH–C 858 Experimental Pathology (5 cr.) Review and performance of selected experiments in pathology illustrating the types of pathologic processes.

PATH–C 859 Research in Pathology (arr. cr.) Supervised initiation of a research project in pathology. Counseling in the completion of a thesis.

PATH–C 862 Basic Pathologic Techniques (5 cr.) Methods of the histologic and chemical laboratories of pathology; principles of examination used in the usual procedures of surgical and autopsy pathology.

PATH–C 875 Biochemical Pathology (3 cr.) P: C603 or B800. A survey of biochemical pathology as demonstrated by recent advances in research in pathology. Selected topics for lecture and discussion will include aspects of tissue, cellular, subcellular, and molecular pathology.

Pharmacology

PHAR-F 605 Principles of Pharmacology I (4 cr.)

PHAR-F 606 Principles of Pharmacology II (4 cr.)

PHAR–F 611 Methods of Pharmacology I (3 cr.) P: Consent of instructor. Chemical and biological procedures used in pharmacological research. Lectures and demonstrations of techniques used for the determination of specific substances in biological material.

PHAR–F 612 Methods of Pharmacology II (3 cr.) P: F611. Laboratory application of principles and techniques presented in F611 to practical problems in pharmacological research. Introduction to data handling.

PHAR–F 613 Graduate Pharmacology I (3 cr.) P: F605-F606 or consent of instructor. Molecular mechanisms of drug action, drug-receptor interactions, drug metabolism, and pharmacokinetics.

PHAR–F 614 Graduate Pharmacology II (3 cr.) P: F513 or consent of instructor. Continuation of F513. Molecular mechanisms of drug action, drug-receptor interactions, drug metabolism and pharmacokinetics.

PHAR–F 615 Chemotherapeutic Pharmacology (3 cr.) P: F605-F606 or consent of instructor. Basic principals of use of drugs as selectively toxic agents and of chemotherapy of bacterial, parasitic or viral diseases and malignancies.

PHAR-F 616 Molecular Pharmacology (3 cr.) P: F605-F606 or consent of instructor. Molecular mechanisms as they relate to drug action. Biological transducers, receptor mechanisms, subcellular phenomena in the actions of drugs on mammalian systems.

PHAR–F 617 Pharmacology of Drug Metabolism (3 cr.) P: F605-F606 or consent of instructor. Physicochemical principles involved in the absorption, distribution, metabolism, and excretion of drugs and other foreign compounds in the mammalian organism.

PHAR–F 618 Pharmacokinetics (3 cr.) P: F617. Kinetic aspects of absorption, distribution, and excretion of drugs in the mammalian organism. Compartmentalization, multiphasic decay curves, and computerized treatments.

PHAR–F 619 Endocrine Pharmacology (3 cr.) P: F605-F606 or consent of instructor. The pharmacology of hormones. Biosynthesis, structures, actions, and degradation of hormones endogenous to mammalian species. Structure and pharmacological activity of synthetic analogs and antagonists of naturally occurring hormones.

PHAR-F 620 Special Topics in Pharmacology (3 cr.) P: F605-F606 or consent of instructor. Special topics of current interest in pharmacology. May be repeated. May be repeated.

PHAR–F 621 Readings in Pharmacology (1–3 cr.) Supplementary readings and tutorial discussions in aspects of pharmacology to fit the needs of individual students or for specialized areas.

PHAR-F 625 Research in Pharmacology (arr. cr.) Original research as approved by the department.

PHAR-F 630 Seminar in Pharmacology (1 cr.) Research reports by students, faculty, and invited guests.

Physiology

HPER-P 409 Physiology of Exercise (4 cr.)

PHSL-P 416 Comparative Animal Physiology (3 cr.)

PHSL-P 417 Neurobiology (3 cr.)

PHSL–P 418 Laboratory in Comparative Animal Physiology (2 cr.)

PHSL–P 421 Principles of Human Physiology (3–5 cr.) Intended for science majors. Permission of instructor required. This course offers an organ systems approach to the study of biophysical principles governing human body function. Lectures provide a broad survey of the communication and control systems of the body, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Problem-solving skills, critical evaluation of data, research, and resources in the study of physiology.

PHSL-P 509 Physiological Adaptations (3 cr.)

Mechanisms of adaptation and acclimatization of invertebrate and vertebrate animals to environmental conditions. Seminar-type course.

PHSL–P 510 Control Systems Theory in Biology

(4 cr.) P: Introduction to calculus; P531 or equivalent. Predicting the properties of physiological systems from the dynamic properties of their component parts. Laboratory emphasizes analog and digital simulation techniques.

PHSL–P 512 Introduction to Research in Physiology

(1 cr.) Required of all new graduate students. Introduction to areas and methods of current faculty research.

PHSL–P 513 Introduction to Research Techniques (1 cr.) P: P512. Individual work on a research problem.

PHSL-P 530 Special Topics (arr. cr.) P: Consent of instructor. Work in advanced areas in physiology.

PHSL-P 531 Human Physiology I (3 cr.)

PHSL-P 532 Human Physiology II (5 cr.)

PHSL–P 541 Advanced Physiology I: Neurophysiology (**3–5 cr.)** P: P531 or consent of instructor. From molecular to behavioral level, with special emphasis on electrophysiology and reflexes.

PHSL–P 543 Neurophysiology Seminar (2 cr.) P: P541. May be taken more than once with consent of the department, for a maximum of 6 credit hours. May be taken more than once with consent of the department, for a maximum of 6 credit hours.

PHSL–P 547 Topical Seminar in Physiology (2 cr.) P: Graduate standing and consent of instructor. Discussion and review of current research and literature in physiology. Topic and instructor will change from semester to semester.

MED–P 548 Neuroethology (2 cr.) P: Consent of instructor. The function of nerve cells in controlling the natural behavior of animals. Sensory, integrative, and motor processes underlying selected behavior patterns of invertebrate and vertebrate animals.

PHSL–P 550 Seminar in Physiology (1–5 cr.) Discussion and review of current research and literature in selected topics, including neural, temperature regulation, cardiovascular, renal, and respiratory physiology.

PHSL–P 551 Advanced Physiology II: Circulation, Respiration (3 cr.) P: P531 or equivalent. Lecture and seminar discussions of current literature with emphasis on physical models.

PHSL-P 561 Advanced Comparative Animal Physiology (3 cr.) P: P531, P416 or equivalent, or consent of instructor. Lectures and discussions of current literature on mechanisims and adaptations of respiration, temperature regulation, locomotion, and osmoregulation from a comparative approach. Topics will be covered in succeeding years on a rotating basis. May be taken more than once for different topics. May be taken more than once for different topics.

PHSL-P 575 Advanced Physiology: Exercise (3 cr.) P: P532 or consent of instructor. Study of the regulation and integration of metabolic, cardio-vascular, respiratory, endocrinological, and biochemical functions of the human body in response to exercise of all types and durations.

PHSL-P 576 Advanced Physiology: Work and

Environmental (3 cr.) P: P575 or consent of instructor. Mechanisms of contraction and neuromuscular control. Metabolic energy, cost efficiency, and the fuels of work. The adjustments and regulation of chemical and thermal homeostasis. Effects of environmental factors, training, age, health, and disease on metabolic, cardiovascular, and respiratory adjustments to exercise. **PHSL–P 620 Renal Physiology (3 cr.)** P: P531, A464, P551, C580. Designed for graduate students in physiology. Covers recent advances in acid-base balance, blood pressure regulations, and salt balance in relation to endocrinology.

PHSL-P 800 Research in Physiology (arr. cr.)

PHSL-L 500 Independent Study (arr. cr.) P: Written permission of faculty member supervising research.

Courses by Campus

Courses by Department | Courses by Campus

Note: In the following course statements, the abbreviation "cr." in parentheses means number of hours of credit; "arr. cr." in parentheses means credit to be arranged. The figures given in parentheses with the abbreviation "hrs." indicate the number of actual (clock) hours devoted to the work. The abbreviation "P" refers to prerequisite courses; "C" refers to corequisite courses; "R" refers to recommended courses.

Indiana University School of Medicine-Bloomington

Indiana University School of Medicine—Evansville

Indiana University School of Medicine—Fort Wayne

Indiana University School of Medicine—Indianapolis

Indiana University School of Medicine—Lafayette

Indiana University School of Medicine-Muncie

Indiana University School of Medicine—Northwest

Indiana University School of Medicine—South Bend

Indiana University School of Medicine—Terre Haute

Indiana University School of Medicine—Evansville

Courses by Department | Courses by Campus

First-Year Courses

ANAT–D 503 Gross Anatomy (7 cr.) A study of human anatomy, including dissection of the entire body. Lecture series will include topics in gross anatomy, developmental anatomy, radiographic anatomy, and selected clinical applications of anatomy. Saxon

ANAT–D 504 Histology (5 cr.) Lectures and laboratory study of the microscopic structure and function of cells, tissues, organs, and systems of the human body. Histogenesis and multidisciplinary sections on cell biology and endocrinology are included. The course also covers general embryology from fertilization until 8th week of development, structure and function of placenta and fetal membranes as well as basic teratology. Wojcik

ANAT–D 505 Neurobiology (5 cr.) A study of the anatomy, functions, and clinical aspects of the human nervous system. The format includes lectures, laboratory, problem-solving sessions, clinical correlations, and reports. Competency III (Using Science to Guide Diagnosis, Management, Therapeutics and Prevention) and Competency VIII (Problem solving), Level 1, are evaluated in this course. McGraw **BIOC–B 800 Biochemistry (5 cr.)** This course provides a fundamental understanding of current concepts in human biochemistry, cell and molecular biology that are relevant to medicine. This course instructs medical students on how to apply the study of molecular biology and metabolism to the prevention, diagnosis and treatment of disease. Lectures are provided by practicing biomedical scientists and clinical professionals and complimented by individual student research projects and independent study. The competencies addressed and evaluated in this course are Competency 1 (Effective Communication) and Competency 4 (Life-long Learning). Seetharamaiah

IMMU–J 601 Medical Immunology (2 cr.) The course includes lectures and student presentations of case studies covering human immunology from a biomedical perspective. The course concentrates on the fundamentals of innate and adaptive immune responses, followed by a focus on immunodeficiency diseases, hypersensitivities, autoimmune diseases, transplantation, tumor immunology, and manipulation of immune responses. The course is designed to develop level 1 proficiency for Competency III, "Science in Medicine", and Competency VI, "Social and Community Contexts of Health Care". Teaching team: Anne McLaughlin, M.D., Majed Koleilat, M.D., Jason White, M.D. and course director, Carla J. Aldrich, Ph.D.

MICR–J 602 Medical Microbiology (4 cr.) The course includes lectures and case studies covering the topics of virology, microbial physiology, pathogenic microbes and parasites, disease pathogenesis, antibiotics and anti-virals, and host-pathogen interactions. Competency III, "Science in Medicine" Level 1 is addressed and evaluated in this course. Upon completion of this course, students should be able to use science to guide diagnosis, management, therapy, and prevention of infectious diseases. Teaching Team: Emilian Armennu, M.D., Carey Walker, Ph.D., Michael Russell, Ph.D. and Course Director Carla J. Aldrich, Ph.D.

PHSL–F 513 Physiology (9 cr.) A study of human function. Elements of homeostasis, excitable cells, circulation, digestion, respiration, and excretion are discussed at the molecular, supra-molecular, cellular, tissue, organ, organ system, and organismal levels. Lecture, team-based learning exercises, and discussion. Stith

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.) A multidepartmental interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. In order to achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Kalb

Second-Year Courses

MGEN–Q 661 Medical Genetics (2 cr.) A comprehensive course in human genetics emphasizing the principles of genetics and their application to clinical medicine through

the family history, clinical findings, and laboratory studies. Examples of specific problems, their evaluation, and genetic counseling will be used to supplement didactic material. Baath

MSCI–X 661 Introduction to Medicine (21 cr.) This course provides an introduction to the principles of patient interviewing and the physical examination, followed by the clinical application of these principles. Lectures are also provided by clinical faculty in surgery, obstetrics, psychiatry, surgical subspecialties, and the subspecialty topics of internal medicine. Eubanks and Clinical Faculty

MSCI–X 662 Biostatistics (1 cr.) An introductory syllabus geared to the teaching of the fundamentals of statistics. The primary purpose is to provide students with the ability to critically evaluate the reliability of biomedical data found in the literature. Stith

PATH–C 663 General Pathology (6 cr.) Introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes. Rose

PATH–C 664 Systemic Pathology (4 cr.) Presentation of pathology by organ systems with emphasis on etiologic factors, evolution of lesions, pathologic physiology, and clinical correlations. Rose

PHAR–F 664 Pharmacology (6 cr.) Comprehensive lectures, discussions, reviews, and laboratories with emphasis on the principles of drug action. Representative members of the most important groups of drugs are discussed in detail with regard to sites and mechanisms of action, and "dry" laboratories are designed to involve the student in various types of pharmacological problemsolving skills. Raess

Indiana University School of Medicine—Fort Wayne

Courses by Department | Courses by Campus

Assistant Dean and Director: Fen-Lei Chang, MD, PhD

First-Year Courses

ANAT–D 506 Gross Anatomy (7 cr.) The study of anatomy of the adult human body by dissection, demonstrations through instructor prosections and teaching models and skeletons. Topics of radiographic anatomy will also be presented. Clinical applications will be emphasized through films, clinical correlation conferences, and case studies. Vilensky

ANAT-D 507 Histology and Embryology (5 cr.)

Examination of structures of normal human cells, tissues, and organs at the light and electron microscopic level. Relationships of structures to function are emphasized. Topics of embryology will also be covered. Clinical correlation conferences are presented. Hoversland

ANAT–D 508 Neurosciences (5 cr.) Interdisciplinary investigation of the physiology and the gross and microscopic structure of the brain, spinal cord, and nervous system of humans. Aspects of brain energy metabolism, neurotransmitter synthesis and degradation, and psychopharmacology are presented. Laboratory activities include dissection of brain and spinal cord, examination of histologic sections, and clinical correlation conferences. Sweazey **BIOC–B 509 Medical Biochemistry (6 cr.)** Introduction to biochemical terminology, methods, and concepts in a framework relevant to the practice of medicine. Principal topics include structures and reactions of the major classes of biological molecules, protein structure and function, enzymology, metabolism of biological molecules, biosynthesis of macromolecules, regulation of cellular activities, and introductory hematology. Demonstrations, case studies, and clinical correlation conferences are presented during laboratory sessions. Redman

MICR–J 525 Medical Microbiology and Immunology

(6 cr.) Study of biological properties of bacteria, viruses, rickettsiae, fungi, and human parasites. Microbial physiology, genetics, and the action of antimicrobial agents are covered. Dynamics of host-parasite relationship relative to immunologic phenomena are presented. Diagnostic microbiology and immunology, research methodology, and clinical correlation conferences are presented in the laboratory. Merkel

PHSL-F 515 Human Physiology (7 cr.) Physiological function and regulation of the respiratory, cardiovascular, gastrointestinal, and excretory systems. Muscle structure and function; general properties of nerves, acid/base, electrolyte, and fluid homeostasis are also presented. Pathophysiologic function is introduced in clinical correlation conferences. Laboratory exercises serve to amplify concepts from lectures. Bell

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (3 cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Blusys and Staff

Second-Year Courses

MGEN–Q 682 Medical Genetics (2 cr.) This lecture course covers probability, population genetics, inheritance, metabolic diseases, hemoglobinopathies, genetic diagnosis, and counseling. Redman and Staff

MSCI–X 683 Biostatistics (1 cr.) This brief online course will introduce evidence based medicine, descriptive statistics, common distributions, comparison of two parameters, regression analysis, analysis of variance, experimental design, and epidemiologic statistics. Sweazey

MSCI–X 681 Introduction to Clinical Medicine II (20 cr.) This multidisciplinary course is designed to introduce clinical medicine to sophomore medical students, using a lecture format and problem solving through taking patient medical histories, physical diagnosis and specialty physical diagnosis, and radiology conferences. These skills will be learned via direct patient contact. An organ systems approach will be used. Weber and Vilensky **PHAR–F 684 Pharmacology (6 cr.)** This lecture/ lab conference course covers pharmacodynamics, pharmacokinetics, biotransformation, drug interactions, and mechanism of action of major drug classes. Sweazey and Bell

PATH–C 683 General Pathology (6 cr.) Students will be introduced to pathologic terminology and disease processes by lectures, laboratory exercises, case studies, autopsies, and medicine/pathology conferences. Merkel and Staff

PATH–C 684 Systemic Pathology (6 cr.) Pathology of the organ systems will be presented by lectures, laboratory exercises, case studies, and pathology/ medicine conferences. Etiologies, morphologic, physiologic changes will be noted; course coverage will be correlated with the Introduction to Clinical Medicine course as much as possible. Hoversland and Staff

Third-Year Courses

02AN 690 Anesthesia Clerkship (2 cr.) Students will participate in the peri-operative management of a variety of patients, perform some basic procedures with preceptor guidance, observe basic procedures performed by anesthesiologists during patient management, describe preoperative evaluation of various types of patients, ascertain technical skills, especially the delivery of effective bag-mask ventilation and learn crisis management in anesthesiology. Dr. John Emhardt

02YF f690 Family Medicine Clerkship (4 cr.) This clerkship allows for students to develop a primary care evidenced approach to the diagnosis and management of problems commonly seen in Family Medicine. Students will develop and refine clinical skills which are essential to the practice of Family Medicine, understand the specialty of Family Medicine and its role within the healthcare system, develop knowledge and skills regarding the principals and clinical application of health promotion, disease prevention and patient education, and understand the relevance of bio-psychological, familial, socioeconomic and community factors to providing patient-centered, whole person/family care and gain an understanding of medical practice as both a profession and a business. Dr. Scott Renshaw

02MI m690 Title (8 cr.) During the Internal Medicine clerkship students will achieve competence in history taking skills and notes, physical exam, inpatient progress notes and ambulatory clinic notes, display effective communication skills, ability to reliably collect clinical data and is able to organize and clearly present the data in written form as well as orally. Students will demonstrate sufficient knowledge base, generate accurate patient problem lists, and participate in procedures such as venipuncture, NG placement, LP, urethral catheterization, arterial puncture and isolation techniques. Dr. Robert Vu

02NR n690 Core Clerkship–Neurology (4 cr.) The Neurology clerkship will teach students how to perform, interpret and record a neurological examination. The students will be able to formulate a diagnosis and devise a plan for further investigation and treatment, learn about common neurological afflictions, and know the clinical presentation/history, abnormal neurologic signs on physical exam, appropriate lab and radiologic evaluations, and treatments of the following afflictions: head trauma, neuromuscular disorders in clinical practice, dizziness and vertigo, seizures and epilepsy, station and gait, movement, and involuntary movement disorders, ischemic and hemorrhagic stroke. Dr. Joanne Wojcieszek

02GO 701 OB/GYN Clerkship (5 cr.) Students will learn normal and abnormal obstetrics and gynecology, preventative women's health including contraceptive care, care of the post-menopausal woman, and care of the woman patient at an annual health maintenance examination. Students will acquire the skills of history taking of both the obstetrical and gynecologic patient in the inpatient and outpatient settings. Students will acquire skills of the female patient including breast and pelvis exams, and acquire and demonstrate the attitudes and approach to the female patient necessary to establish rapport with and trust of the patient. Dr. Lyree Mikhail

02KI k690 Pediatrics Clerkship (8 cr.) Students will work to adapt their clinical approach as appropriate to the developmental stage of the child or adolescent and family. The student must learn how to communicate clearly and sensitively and work within a health care team, treating each member of the team with courtesy and respect and recognizing the contributions of each to the clinical interaction. Students must have a firm foundation in basic ethical principles and must develop an appreciation of the ethical challenges specific to clinical interactions with children, adolescents and their families. Five general skill areas, with aspects specific to pediatrics, are introduced and reinforced: conducting an interview, performing a physical exam, communicating information, identifying and solving clinical problems, and developing an initial diagnosis and therapeutic plan. Students develop basic knowledge in pediatrics necessary for any physician regardless of the field of medicine that they choose to enter. Dr. Mitch Harris

02PS p701 Psychiatry Clerkship (4 cr.) The students will be able to demonstrate knowledge of the presentations of patients from major diagnostic categories or symptom groups and use problem-solving techniques to develop differential diagnoses for the common disorders. Students will develop basic treatment strategies including somatic and behavioral interventions. Students will examine attitudes towards patients and reflect on this as well as work on their skills to obtain a complete medical history, complete physical and neurological examinations, complete psychiatric history from the patient (and from several collateral sources), perform and document a complete mental status examination and demonstrate appropriate interview techniques utilizing the interpersonal and verbal skills which underscore the physician's role in the patient-doctor relationship. Dr. Nancy Butler

02SG s690 Surgery Clerkship (9 cr.) Third year medical students participating in the surgical clerkship will be given a broad view of the principles and practices of surgery as they relate to the whole of medicine. Students will be introduced to problem-solving as well as decision-making and through practical hands on experience, will become comfortable with caring for the common surgical problems that arise in a primary care practice. Finally, the clerkship experience hopes to stimulate student interest in the pathophysiology of surgical disease processes and the treatment modalities that accompany them. Dr. Alan Ladd

Fourth-Year Courses

02ZE e701 Emergency Medicine Clerkship (4 cr.) Students will learn the fundamental approach to caring for the undifferentiated patient with emergent or urgent conditions. Each student will be the primary care giver for his/her assigned patients and will identify the patient's problem with a focused H&P, taking into account both the medical condition and the psychosocial aspects of the problem, implement solutions to the problem under the direct supervision of EM faculty and learn to consider unexpected circumstances that can arise in emergency departments. Dr. Butch Humbert

02MI 691 Medicine Sub-I Clerkship (4 cr.) The Medicine Sub-I clerkship prepares students for internship by providing a rigorous clinical experience that closely resembles the internship year on inpatient Medicine teams. Students are given primary patient care responsibility, are provided with a closely guided experience in clinical decision-making of diagnostic and therapeutic management of typical medical conditions under close supervision of a preceptor. Students will use the RIME system (Reporter -accurately collect clinical data using effective communication and organize and present data in written and oral formats, Interpreter -analyze and integrate data to develop and defend DDx, Managerdevelop diagnostic and therapeutic management plan and coordinate patient care, Educator -expand own knowledge and share new-found knowledge with colleagues and patients). Dr. John Buckley

02RA r690 Core Clerkship-Radiology (4 cr.) The Radiology clerkship provides an opportunity to review and integrate key lessons from the early years of medical school, in such subjects as anatomy, physiology, and pathology. Radiology is the context in which most students will most often visualize the inner structure and function of their patients. Students will gain an opportunity to form indelible images of disease processes and their treatment, from fractures to infections, vascular occlusions and neoplasms. Students will learn how to make most effective use of radiology in the care of patients. This includes knowing what imaging studies to order, how to integrate imaging results effectively into patient care, and what basic pathologies in key organ systems look like from the vantage points of different imaging modalities. Dr. Richard Gunderman

MED 999 Electives (4 cr.) Fourth-year students are able to choose from several catalog electives or special electives in Fort Wayne. Electives are available in many specialties in medicine, and primary care. Students are required to complete seven one-month long elective rotations.

Indianapolis

Courses by Department | Courses by Campus

First Year Courses

ANAT–D 503 Gross Anatomy (7 cr.) Study and dissection of entire body, using regional approach. Frequent conferences and discussions with members of staff. Series of lectures on radiographic anatomy and clinical application of anatomy. Seifert

BIOC 800 Biochemistry (3 cr.) Biochemistry for medical students and the metabolic basis of disease. Introduction - Review of enzymes, coenzymes, general

principles. Pathways and their regulation - Metabolism of carbohydrates, lipids, proteins and amino acids, and nucleotides. Integration - Metabolic interrelationships, organ-organ interactions. Hormonal control - insulin, glucagon, catacholamines, glucocorticoids. Diseases -Diabetes, various inborn errors of metabolism. Addresses Competencies I and III., Therapeutics and Prevention." It is taken during the first semester of the first year.

BIOC 804 Cell and Molecular Biology (3 cr.) Cellular and molecular biology that emphasizes the structural organization, biochemistry and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine. It is taken during the first semester of the first year. Maureen Harrington

MED–X 604 Clinical Problem Solving (4 cr.) An interdisciplinary course which integrates basic sciences and clinical competencies using the problem-based learning approach. Students are immersed in the practice of evidence-based methodology as they work in small groups facilitated by faculty to resolve clinical cases. This class is taken the entire first year. Subah Packer

MED–X 602 Evidence Based Medicine (1 cr.) EBM is a short introduction to the principles of integration of evidence, experience, and values in clinical decision making. It runs the first month of the first year fall semester. Rawle Seupaul

ANAT–D 504 Histology (4 cr.) A Lecture and laboratory study of the microscopic structure of cells, tissues, and organs of the human body; correlation of structure and function. It is taken during the second semester of the first year.

MICR–J 601 Immunology (2 cr.) An introduction to the natural and acquired immune mechanisms, with consideration of their significance to medicine. Topics will include both normal and abnormal immune processes, including recovery from and prevention of disease, immune-mediated pathological processes, tumor immunology, immunodeficiency, and auto-immunity. The course is designed to precede and complement J 602 General and Medical Microbiology. It consists of lectures and TBLs. This class is taken during the first semester of the first year. Alex Dent

MED-X 600 Title (3 cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context in which the patient lives and from which a patient seeks medical care. To achieve this, students interview patients in the clinical settings of hospitals, neighborhood health centers and assisted living centers. The class also interviews persons of different ages, examining normal human behavior and development throughout the life cycle. Issues addressed include communication skills, normal human growth and development, medical ethics and professionalism, sexuality, cultural diversity, minority health issues, the role of communities, religion and spirituality, family dynamics, and death and dying. Multiple IUSM competencies are explored and assessed

in ICM I. The course runs the entire first year. Margaret Gaffney

MICR m602 Microbiology (3 cr.) Consists of lectures covering the biology of various pathogenic organisms such as bacteria, viruses, fungi, and parasites, their role in human disease with emphasis on determinants of microbial virulence, the mechanisms of host responses to infection, and the role of these factors in the pathogenesis of disease. It is taken during the second semester of the first year. Martin Smith

PHSL–F 513 Title (5 cr.) A physiology course for medical students covering neurophysiology, physiology of muscular activity, respiration, circulation, gastrointestinal physiology, urinary excretion, endocrinology and temperature regulation. Emphasis is placed on basic physiological mechanisms and control systems but clinical application stressed. The course is taught through lectures and TBLs. It is taken the second semester of the first year. Stephen Kempson

Second Year Courses

MGEN- Number Title (33 hrs.)(2 cr.)

MGEN–Q 601 Genetics (33 hrs.) (2 cr.) A comprehensive course in medical genetics, emphasizing the principles of genetics and their application to clinical medicine through the family history, clinical findings, and laboratory studies. Patient interviews, risk assessment, and genetic counseling will also be included in the course. Staff

MED-X x601 Introduction to Clinical Medicine II (398 hrs.) (21 cr.) An interdisciplinary course designed to introduce students to clinical medicine. Includes medical interviewing and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Klaus Hilgarth

PATH 603 General Pathology (148 hrs.) (6 cr.)

An introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; with emphasis on basic concepts and principles of disease processes. Lab groups of about 20 students review gross specimens and microscopic slides and discuss example clinical cases with clinical histories, signs and symptoms, lab data, radiology images. Pathology faculty, pathology residents and 4th-year medical students assist in labs. Basic diagnosis and treatment are included. There are 3 written exams and 3 lab practical exams- students must use microscopes and interpret glass slides of tumors, infections etc. on the lab exams. Thomas Davis

NEU–D 505 Neuroscience and Clinical Neurology (105 hrs.) (5 cr.) A multidisciplinary consideration of structural, functional, and clinical features of the human nervous system. Donald Wong

PHAR–F 604 Pharmacology (120 hrs.) (6 cr.) Consists of lectures,quizzes and laboratory. Required for sophomore medical students. Drugs classified as to site and mechanism of action; representative members of each class of drugs discussed; rational clinical uses emphasized; basic statistical techniques and their application to medical problems are introduced. The laboratory experiments illustrate typical actions of drugs. Student projects may be approved in lieu of part of laboratory. Joseph DiMicco

PATH c604 Systemic Pathology (88 hrs.) (4 cr.) Presentation of pathology by organ systems with emphasis on etiologic factors, evolution of lesions, pathologic physiology, and clinical correlations. Staff

Third Year Courses

PSY–N 730 Psychiatric Clinical Clerkship (4 cr.) Core experiences in techniques of patient evaluation and management within an inpatient, as well as an outpatient, setting. This four-week clerkship includes chemical dependency. Adult as well as child and adolescent psychiatry experiences are offered. Clinical assignments include the following facilities: Larue D. Carter Memorial Hospital, Methodist Hospital, Riley Children's Hospital, Roudebush VA Medical Center, University Hospital, University Adult Psychiatry Clinic, and Wishard Memorial Hospital/Midtown Community Mental Health Center. Butler and Associates

NEU–N 720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. Staff

MED–M m720 Core Medicine Clerkship (8 cr.) Students are assigned to medicine teams that care for patients with problems related to general internal medicine and/or related subspecialties in both the inpatient and outpatient settings. Participation in patient care is the primary teaching device; conferences and workshops provide complementary educational modalities. The clerkship is an eight-week rotation. Vu and Staff

OBGY–G g730 Obstetrics and Gynecology (6 cr.) Junior year, clinical clerkship. Application of physiologic and pathologic principles of pregnancy. Application of physiologic and pathologic principles of female reproductive biology. Clinic and hospital patient experiences. Staff

ANES–L 704 Core Anesthesia Clerkship (0 cr.) The student will participate in the perioperative care of patients receiving anesthesia. Designed to address Competency 2, Basic Clinical Skills. Directed readings keyed to Basics of Anesthesia, (Fifth Edition), edited by Stoelting & Miller, and department generated interactive case studies on Angel.

SURG–S 700 Junior Surgery Clerkship (8 cr.) General surgery clerkship and assignment in neurologic, plastic and pediatric surgery, ward rounds, clinics, and conferences. Ladd and Staff

MED x730 Clerkship in Family Medicine (4 cr.) Core clerkship will provide the student with basic knowledge and skills to assess common medical problems present in an ambulatory community setting. This course provides principles of family medicine, focusing on biopsychosocial aspects of medical problems, health promotion, and disease prevention. Staff and Volunteer Staff

PED–K 710 Core Pediatrics Clerkship (8 cr.) The clerkship in pediatrics for third-year medical students is divided into approximately three-and-a-half week rotations on inpatient and outpatient settings. Inpatient rotations are offered at Riley, Methodist, and Wishard hospitals; outpatient rotations are with general pediatricians

including private pediatricians throughout Indiana, and may include one week in the normal newborn nursery (note that at the time of this publication the medical school is in the midst of expansion planning, and those plans include more opportunities for clinical clerkships at different venues around the state). Study and care of patients is augmented by daily lectures or conferences for students, by attending physician rounds and resident physician rounds, by attendance at departmental conferences, and through online curriculum including Computer-assisted Learning in Pediatrics Program (CLIPP).

Fourth Year Courses

Most of the courses taken in the fourth year are electives chosen from the Electives list at (http://msa.iusm.iu.edu/ StudentRecords)

MED-M 730 Core Internal Medicine Sub-Internship

(4 cr.) Core rotation is designed to prepare students for internship by providing a rigorous clinical experience that closely resembles the internship year. Students are assigned to inpatient Medicine teams that care for patients in the medical intensive care unit or the medical ward setting. Students are given primary patient care responsibilities with a closely guided experience in clinical decision-making that comprises the diagnostic and therapeutic management plans for typical medical conditions related to internal medicine. Students take overnight calls with the team to admit new patients and cover their own patients. The primary method of teaching is active participation in patient care activities with daily teaching attending rounds. Daily conferences and morning reports, along with Web-based case modules, provide a complementary educational venue. The course is a onemonth rotation. Vu and Staff

EMER-X 720 Emergency Medicine Clerkship (4 cr.) Provides opportunities to learn the efficient evaluation and management of undifferentiated patients with urgent or emergent conditions.

RADI r720 Radiology Clerkship (4 cr.) Core clinical clerkship for four weeks in Indiana University radiology department. Staff

Indiana University School of Medicine—Lafayette

Courses by Department | Courses by Campus

First-Year Courses

MSCI–X 600 Introduction to Clinical Medicine I (3 cr.) A multi-departmental course designed to introduce students to the patient-doctor relationship. Students learn to survive medical school while maintaining peak performance, to establish rapport with patients through service learning, to take and record a proper medical history, to relate empathetically with individuals in different stages of life and cultural or socioeconomic groups. Students also learn to deal with selected ethical issues in the patient-physician relationship. Designed for Competency I "Effective Communication," Competency II "Basic Clinical Skills," Competency VI "Social and Community Contexts of Health Care," Competency VII "Moral Reasoning and Ethical Judgment," and Competency IX "Professionalism and Role Recognition," Level 1.

LCME 501 Human Gross Anatomy and Embryology

(8 cr.) A systematic study and dissection of the body using a regional approach. Conferences and discussions with members of staff and practicing physicians. Series of lectures on developmental and clinical anatomy. Designed for Competency I "Effective Communication" and Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Level 1.

LCME 502 Human Histology and Cell Biology (5 cr.) A study of cell structure and function, basic tissues, and their arrangement into organs and organ systems. Lectures, small group laboratories, conferences, and discussions with members and staff and practicing physicians. Designed for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," IV "Lifelong Learning," and VIII "Problem Solving," Level 1.

LCME 503A Medical Physiology (6 cr.) A study of human/mammalian physiology from a biomedical perspective, concentrating on the following systems: pulmonary, gastrointestinal, endocrine, renal, and cardiovascular. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," and Competency VIII "Problem Solving," Level 1.

LCME 504 Molecular Biology of the Cell (3 cr.) A lecture course that will introduce the cell with emphasis on molecular mechanisms and the relationship between structure and function. Topics include the properties and interactions of the macromolecules that comprise the cell; DNA, RNA, and protein synthesis and processing, regulation of transcription and translation; protein sorting and organelle traffic; cell motility; signal transduction; and the cell cycle. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," and Competency IV "Lifelong Learning," Level 1.

LCME 505 Medical Biochemistry (3 cr.) Carbohydrate and energy metabolism; metabolic pathways of small molecules; molecular endocrinology. Special emphasis on biochemical aspects of human medicine. Designed for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Level 1.

LCME 506 Medical Microbiology (3 cr.) Properties of bacteria, viruses, fungi, and animal parasites of medical importance and their relation to infectious diseases. Designed to develop proficiency for Competency I "Effective Communication," Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Level 1.

LCME 507 Human Neuroscience (5 cr.) Introduction to neuroscience as it relates to modern medicine. Basic principles of neurophysiology, neuroanatomy, and the nomenclature will be taught. Understanding of molecular and systemic basis of specific neurological diseases will be emphasized. Systematic integration of structure/ function relationships and neurology will be practiced in laboratories and case presentations. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention" and Competency VIII "Problem Solving," Level 1.

LCME 541 Principles of Human Immunology (2 cr.) Limited to medical students only. An overview of the fundamental concepts of human immunology. Focuses on the interactions between the host and microbial pathogens and on mechanisms that underlie hypersensitivity reactions, autoimmune diseases, and immune deficiencies. Discusses the principles of vaccination and serological testing. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," and Competency IV "Lifelong Learning," Level 1.

MSCI–PBL 620 Concepts of Health and Disease

I (2 cr.) A course for first year medical students incorporating small group, problem based learning. Students work in small groups facilitated by faculty tutors to discuss clinical cases. Designed to develop Competency I "Effective Communication," Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Competency IV "Lifelong Learning," Competency V "Self-awareness, Self-care and Personal Growth," and Competency VIII "Problem Solving," Level 1.

Second-Year Courses

MSCI–X 631 Introduction to Clinical Medicine II (18 cr.) A multidepartmental course designed to introduce clinical medicine. Includes medical history taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with emphasis on pathophysiology and diagnosis. Problem solving skills are stressed, including synthesis and interpretation of medical data. Designed for Competency I "Effective Communication," Competency II "Basic Clinical Skills," Competency VI "Social and Community Contexts of Health Care," and Competency IX "Professionalism and Role Recognition," Level 1.

MSCI-X 632 Evidence-Based Medicine (1 cr.)

Application of principles of Biostatistics and Epidemiology to clinical and diagnostic decision making. Course includes lectures, discussions and active learning exercises. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Competency IV "Lifelong Learning," and Competency VIII "Problem Solving," Level 1.

LCME 510 Basic Principles of Pharmacology

(3 cr.) Basic principles and clinical aspects of modern pharmacology and toxicology. Physicochemical characteristics of drugs, structure-activity relationships, toxicities, side effect. Drugs that affect the cardiovascular, renal, endocrine, and peripheral nervous systems. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," IV "Lifelong Learning," and VII "Moral Reasoning and Ethical Judgment," Level 1.

LCME 511 Basic Principles of Pharmacology

(3 cr.) Continuation of LCME 510. Drugs that affect the central nervous system, gastrointestinal and hematopoietic systems, chemotherapeutic agents, and introductory toxicology. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," IV "Lifelong Learning," and VII "Moral Reasoning and Ethical Judgment," Level 1. LCME 512 Human Pathology I (6 cr.) Introduction to the study of mechanisms of disease, including definitions, etiology, gross and microscopic lesions, and pathogenesis by means of lectures, laboratory demonstrations and conferences; emphasis on the basic concepts and principles of disease processes. Designed to develop proficiency for Competency I "Effective Communication," Competency II "Basic Clinical Skills," Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," and Competency VIII "Problem Solving," Level 1.

LCME 513 Human Pathology II (5 cr.) Continuation of LCME 512. Introduction to the study of mechanisms of disease, including definitions, etiology, gross and microscopic lesions, and pathogenesis by means of lectures, laboratory demonstrations and conferences; emphasis on the basic concepts and principles of disease processes. Designed to develop proficiency for Competency I "Effective Communication", Competency II "Basic Clinical Skills," Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," and Competency VIII "Problem Solving," Level 1.

MGEN 603 Medical Genetics (2 cr.) A comprehensive course in human genetics emphasizing the principles of genetics and their application to clinical medicine through the family history, clinical findings, and laboratory studies. Examples of specific problems, their evaluation, and genetic counseling will be used to supplement didactic material. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Competency VIII "Problem Solving," Level 1.

MSCI–PBL 640 Concepts of Health and Disease II

(2 cr.) A course for second year students incorporating small-group, problem-based learning. Students work in small groups facilitated by faculty tutors to discuss clinical cases. Designed to develop proficiency for Competency I "Effective Communication," Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," IV "Lifelong Learning," V "Self-Awareness, Self-Care, and Personal Growth," VII "Moral Reasoning and Ethical Judgment," and Competency VIII "Problem Solving," Level 1.

Indiana University School of Medicine—Muncie

Courses by Department | Courses by Campus

First-Year Courses

ANAT 606 Medical Neuroanatomy (6 cr.) Normal structural and functional organization of the human central nervous system as a background for the interpretation of its dysfunction. Assumes prior knowledge of human gross anatomy and general physiology. Taught as a four-week block in the spring semester. McCaughey

ANAT 631 Medical Histology (5 cr.) Normal and abnormal developmental processes related to the differentiation of tissues and organs; microscopic study of organs and tissues as background for physiological and pathological consideration. Taught as a four-week block in the fall semster. Ganion **BIOL 642 Medical Microbiology I (6 cr.)** Microbiology for medical students. Considers bacteria, fungi, parasites, and viruses as agents in human disease and the immunological and serological aspects of the host-parasite relationship. The course also emphasizes molecular and cellular immunology, and the roles of immune processes in health and disease. Taught as a six-week block during the spring semester. Webb and Walker

BIOL 667 Medical Biochemistry I (6 cr.) Chemistry of major cellular constituents; enzymes as the catalysts of intracellular chemical reactions, with emphasis on underlying principles of physical and organic chemistry and molecular biology. Taught as a five-week block during the fall semester. Fromm and Pederson

PHYS 640 Medical Physiology (6 cr.) Provides a concise summary of mammalian and human physiology for medical students. Review of cellular physiology; comparative physiology included where pertinent. Overall organization based on coverage of the organ-systems type. Taught as a six-week block during the spring semester. Bishop

X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (2 (48 hrs) cr.) A multidepartmental, interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Adrian, Routh, and Williams

ANAT 601 (601L) Human Gross Anatomy (7 cr.) A strong background in basic morphologic and functional relations. Emphasis on regional anatomy. Taught as a seven-week block during the fall semester. Wilkins

Second-Year Courses

MGEN–Q 641 Medical Genetics (2 cr.) A comprehensive course in human genetics, emphasizing the principles of general and molecular genetics and their application to clinical medicine through family history, clinical findings, and laboratory studies. Litt

MSCI–X 641 Introduction to Medicine (22 cr.) A multidepartmental course designed to introduce clinical medicine. Includes medical history taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Staff

MSCI–X 642 Biostatistics (1 cr.) Biostatistics for medical students; basic statistical techniques and their application to medical problems are introduced. Zimmerman

PATH–C 643 General Pathology (4 cr.) Introduction to mechanisms of disease through demonstration, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes. Kim

PATH–C 644 Systemic Pathology (8 cr.) Presentation of pathology by organ systems with emphasis on etiologic factors; evolution of lesions; pathologic, physiologic, and clinical correlations. Kim

PHAR–F 644 Pharmacology (5 cr.) Lectures, quizzes, laboratory. Drugs classified as to site and mechanism of action; representative members of each class of drugs discussed; rational clinical uses emphasized. Zimmerman

Indiana University School of Medicine—Northwest

Courses by Department | Courses by Campus

First Year Courses

PBL 610 Step 1: The Molecular Basis of Medicine (6 cr.) This step deals with the basic principles of biochemistry and molecular biology as they apply to medicine. Specifically, in this step, the student will gain a working knowledge of amino acids, proteins, enzymes, thermodynamics, digestion, and metabolism of carbohydrates, lipid, protein, and amino acids (both catabolic and anabolic pathways), metabolic control, lipoprotein metabolism and lipid transport, nitrogen waste disposal, heme metabolism, purine and pyrimidine metabolism, structure of nucleic acids, replication of DNA, synthesis of RNA and protein, genetic code and genetic control in eukaryotes, recombinant DNA technology, the biochemistry of vision, muscle and nerve metabolism, integration of metabolism, vitamins and nutrition, and hormone action. Offered by the Northwest Center only.

PBL 620 Step 2: Human Structure (12 cr.) Human Structure is an intensive integrated step combining cell biology, histology, gross anatomy, embryology, and radiology that is designed to acquaint the medical student with the structures of the human body from gross to subcellular. A combination of small-group, case-based sessions, supervised laboratory periods, and selected general lectures are used to instruct the students in this step. The clinical cases are designed to stimulate studentdirected learning and problem solving with materials gathered from pathology, surgery, and radiology. The laboratories will offer experience in viewing normal structures from gross dissections to electron micrographs. The emphasis of the step is on gathering a general understanding of the correlations of structure with function and on the views of the body possible with the various macroscopic and microscopic imaging techniques. Offered by the Northwest Center only.

PBL 631 Step 3: Systemic Function (6 cr.) This step builds on the knowledge and problem-solving skills the medical students acquire in Steps 1 and 2. Step 3 is a comprehensive analysis of human physiology, organized around the main organ systems of the body. The themes developed over the six-week period explore physiological aspects of cellular phenomena, the autonomic nervous system, the cardiovascular system, the renal system, the respiratory system, the endocrine system, and the gastrointestinal system. Central to the step is a weekly analysis of medical problems. This serves to integrate physiological aspects of the organ systems with clinical problem solving and with material introduced in Steps 1 and 2. Scheduled key lectures are also used to complement the problem-based learning. Offered by the Northwest Center only.

PBL 641 Step 4: Neural Control and Disease (6 cr.) The Neural Control step studies the structure and function of the nervous system. This multidisciplinary step integrates neuroanatomy, neurophysiology, and neurochemistry with a strong core element of introductory neurology. Emphasis is on directing students in the acquisition of clinically relevant information that can be successfully applied to the performance of the neurological examination and lesion localization. Problem-based learning sessions, laboratory exercises, and lectures emphasize basic structure and function of neurons, regional neuroanatomy, motor and sensory systems, special senses, hypothalamus and the autonomic nervous system, cerebral hemispheres and behavior, and introduction to the mechanisms and treatment of neurological disorders and diseases. Offered by the Northwest Center only.

PBL 645 Step 5: Medications and Disease (6 cr.) An intensive and systematic study of the drugs used in

diagnosis, prevention, and treatment of human diseases in a Problem-Based Learning (PBL) format. The core contents are given as comprehensive lectures that include classification of drugs, effects and mechanism of action, disposition, fate, toxicity, uses, drug interactions, and contraindications. Through the PBL tutorial sessions, the students engage in cases that involve a multidisciplinary approach and integration of pharmacological principles in treating diseases. Offered by the Northwest Center only.

PBL 661 Doctor/Patient Relationship (4 cr.) Since the inception of the Northwest Center for Medical Education's Regional Center Alternative Pathway, the curriculum has included a component called the Doctor/Patient Relationship. Doctor/Patient Relationship is designed to foster desired characteristics of the primary care physician. In this component, students develop skills to communicate effectively with patients and their families, to show empathy toward patients, and to appreciate patient differences in cultural values and socio-economic levels. Students are also exposed to a series of clinical experiences that illustrate the impact of illness on patients' lives and what they expect from their physicians. Offered by the Northwest Center only.

Second Year Courses

PBL 650 Step 6: Invasion and Defense (11 cr.) This interdisciplinary course deals with the nature of infectious agents and tumors and the host response to invasion and injury. Students learn the concepts of general pathology, immunology, microbiology, infectious diseases, and elements of pharmacology through discussion and problem solving of clinical cases and independent study. Offered by the Northwest Center only.

PBL 662 Step 7: Pathophysiology and Advanced Problem Solving (28 cr.) A multidisciplinary course emphasizing etiology, pathophysiology, morphological changes, and evolution of lesions in an open system approach. Through clinical cases, sophomore medical students identify learning issues in problem-based learning sessions and in a few lectures; key concepts are introduced. This step is subdivided into three units: First Unit (7 weeks): includes the in-depth study of cardiology, pulmonary medicine, nephrology, and obstetrics/gynecology. Second Unit (7 weeks): introduces and discusses endocrinology, gastroenterology, pediatrics, and medical genetics extensively. Third Unit (8 weeks): deals with neurology, hematology/oncology, psychiatry, rheumatology, and geriatrics. Also running concurrently in this step is the Specialty Diagnosis component of the Doctor/Patient Relationship. Students experience each specialty by spending afternoons at physicians' offices or in hospital settings, observing physician-patient interactions through focused history taking and physical examination. Offered by the Northwest Center only.

Indiana University School of Medicine—South Bend

Courses by Department | Courses by Campus

First-Year Courses

ANAT 501 Anatomy and Embryology (8 cr.) The embryology section of the anatomy block introduces the process of early human development at an anatomical, cellular, molecular, and genetic level. The underlying embryological causes of various human birth defects and disorders are explained. An intensive study of the gross structure of the human body, accomplished through maximum student participation in the dissection of the human cadaver together with formal lectures and assigned readings. Scheel, Halperin and Blakesley

CHEM 667 Biochemistry (7 cr.) The lecture sequence provides an analysis of current biochemical topics and an introduction to those areas of biochemistry that are especially relevant in medicine. Emphasis is placed on metabolic pathways, endocrine control, and related clinical problems. McKee

MBIO 556 Medical Microbiology and Immunology (7 cr.) The immune system is studied within this course in the context of autoimmune diseases, hypersensitivity reactions, immunodeficiencies and infectious disease. In addition, microbiology and related subtopics are covered including virology, bacteriology, parasitology, and mycology. Primary emphasis is on the molecular basis of disease, including disorders of the immune system and host-microbe relationships. Bohlson, Qian, Velazquez

PHSL 504 Human Physiology (7 cr.) The study of the physiology of the cardiovascular, respiratory, renal, endocrine, and gastrointestinal systems. Emphasis is placed on medical aspects of human physiology. Students use interactive computer modeling to simulate clinical scenarios and analyze normal and pathophysiological responses. Olson

SBCM 503 Neuroscience (5 cr.) An integrated neuroscience course that assimilates neuroanatomy, neurophysiology, neuroembryology, neurobiology, neurochemistry, some neuropharmacology, and clinical neurology. Clinical correlations and introductory neurology comprise approximately 30-40% of this course and will introduce the student to a host of neurological diseases, syndromes, pathologies and congenital disorders commonly encountered in clinical practice. The course covers also the anatomy and physiology of the special senses, including ocular, retinal and inner ear diseases. Marfurt

VAN 505 Histology (4 cr.) Histology is a basic science lecture and laboratory course in which students learn the microscopic anatomy and structure-function relationships of cells, tissues, and organs that make up the human body. Lectures provide descriptions of the microanatomy with a strong emphasis on the structural basis of normal cellular processes. Laboratories help students learn the microscopic anatomy of the human body. Histology builds upon Gross Anatomy and is an essential foundation for Physiology and Pathology. Vargo-Gogola

XY 600 Introduction to American Healthcare System (2 (60 hrs) cr.) American Healthcare System Course Description: The course will begin with a short history of the American health care system and will be followed by a discussion of the major components of the system (patients, providers, payers), health insurance coverage, managed care programs, the movement for quality health care, physicians in the changing medical marketplace, health care expenditures, and academic medical centers. Navari Pt-Dr Relationship Course Description: A multidepartmental interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. Students examine normal human behavior and development throughout the life cycle. Issues addressed include preventative health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, economics of health care. and death and dying. Jackson, Knowles and clinical faculty

Second-Year Courses

MGEN–Q 605 Medical Genetics (2 cr.) A survey course of lectures and Team-Based learning dealing with the mechanisms and patterns of inheritance. Emphasis on human genetic disorders, risk analysis and counseling, and the genetic components of complex disorders. McKee

MSCI–X 651 Introduction to Clinical Medicine II (20 cr.) A multi-departmental course designed to introduce

A multi-departmental course designed to introduce clinical medicine. Includes medical history taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data. Sundararajan and clinical faculty

MSCI–X 652 Biostatistics (1 cr.) This brief online course introduces descriptive statistics, common distributions, comparison of two parameters, regression analysis, analysis of variance, experimental design and epidemiologic statistics. McKee

PATH–C 653 General Pathology (3 cr.) The study of diseases that affect human tissues. Emphasis is placed on the principles of inflammation, necrosis, repair, growth disturbances, and hemodynamic and metabolic disorders. A portion of each chapter is dedicated to histologic analysis. Certain topics are taught using the team-based learning approach. Prahlow

PATH–C 654 Systemic Pathology (7 cr.) The study of disease and its relationship to structural and functional abnormalities of specific organ systems. Emphasis is placed on both pathologic anatomy and clinical manifestations of disease. A portion of each chapter is dedicated to histologic analysis. Certain topics are taught using the team-based learning approach. Prahlow

PHAR–F 654 Pharmacology (7 cr.) A systematic study of the mechanism of action, disposition, and fate of drugs in living systems with emphasis on drugs of medical importance. Stahelin

Third-Year Courses

ANES–L 704 Core Anesthesia Clerkship (2 cr.) The student will participate in the perioperative care of patients receiving anesthesia. Designed to address Competency 2, Basic Clinical Skills. Directed readings keyed to Basics of Anesthesia, (Fifth Edition), Stoelting (ed.), and department generated interactive case studies on Angel. Emhardt and Staff

X 730 Clerkship in Family Medicine (4 cr.) Core clerkship will provide the student with basic knowledge and skills to assess common medical problems present in an ambulatory community setting. This course provides principles of family medicine, focusing on biopsychosocial aspects of medical problems, health promotion, and disease prevention. Staff and Volunteer Staff

MED–M 720 Core Medicine Clerkship (8 cr.) Students are assigned to medicine teams that care for patients with problems related to general internal medicine and/or related subspecialties in both the inpatient and outpatient settings. Participation in patient care is the primary teaching device; conferences and workshops provide complementary educational modalities. The clerkship is an eight-week rotation. Vu and Staff.

MED–N n720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. Wojcieszek and Staff.

OBGY–G g730 Obstetrics and Gynecology (4 cr.) Junior year, clinical clerkship. Application of physiologic and pathologic principles of pregnancy. Application of physiologic and pathologic principles of female reproductive biology. Clinic and hospital patient experiences. Staff

PED-K 710 Core Pediatrics Clerkship (8 cr.) The clerkship in pediatrics for third-year medical students is divided into approximately three-and-a-half week rotations on inpatient and outpatient settings. Inpatient rotations are offered at Riley, Methodist, and Wishard hospitals; outpatient rotations are with general pediatricians including private pediatricians throughout Indiana, and may include one week in the normal newborn nursery (note that at the time of this publication the medical school is in the midst of expansion planning, and those plans include more opportunities for clinical clerkships at different venues around the state). Study and care of patients is augmented by daily lectures or conferences for students, by attending physician rounds and resident physician rounds, by attendance at departmental conferences, and through online curriculum including Computer-assisted Learning in Pediatrics Program (CLIPP). Harris and Staff.

PSY–N n730 Psychiatric Clinical Clerkship (4 cr.) Core experiences in techniques of patient evaluation and management within an inpatient, as well as an outpatient, setting. This four-week clerkship includes chemical dependency. Adult as well as child and adolescent psychiatry experiences are offered. Clinical assignments include the following facilities: Larue D. Carter Memorial Hospital, Methodist Hospital, Riley Children's Hospital, Roudebush VA Medical Center, University Hospital, University Adult Psychiatry Clinic, and Wishard Memorial Hospital/Midtown Community Mental Health Center. Butler and Associates.

SURG-S 700 Junior Surgery Clerkship (8 cr.)

General surgery clerkship and assignment in neurologic, plastic and pediatric surgery, ward rounds, clinics, and conferences. Lillemoe, Ladd, and Staff.

Fourth-Year Courses

EMER-X 690 Emergency Medicine Clerkship (4 cr.) A part of the Senior Core Curriculum. EM gives students the opportunity to learn the funda-mental approach to evaluation and treatment of the undifferentiated patient with urgent or emergent conditions. Students will be assigned clinically to one of five area hospitals. Humbert and Staff.

MED-M m730 Core Internal Medicine Sub-Internship (4 cr.) Core rotation is designed to prepare students for internship by providing a rigorous clinical experience that closely resembles the internship year. Students are assigned to inpatient Medicine teams that care for patients in the medical intensive care unit or the medical ward setting. Students are given primary patient care responsibilities with a closely guided experience in clinical decision-making that comprises the diagnostic and therapeutic management plans for typical medical conditions related to internal medicine. Students take overnight calls with the team to admit new patients and cover their own patients. The primary method of teaching is active participation in patient care activities with daily teaching attending rounds. Daily conferences and morning reports, along with Web-based case modules, provide a complementary educational venue. The course is a onemonth rotation. Buckley and Staff.

RADI–R r720 Radiology Clerkship (4 cr.) Core clinical clerkship for four weeks in Indiana University radiology department. Gunderman and Staff.

Indiana University School of Medicine—Terre Haute

Courses by Department | Courses by Campus

First-Year Courses Semester I

Semester I

BIOC–B b523 Biochemistry (5 cr.) The chemistry and reactions of constituents of living matter, including carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals; the chemistry and regulations of the reactions and processes of whole organisms; endocrinology; enzymology; nutrition; intermediary metabolism; and biomedical mechanisms in selected disease states. King

ANAT–D d523 Gross Anatomy (6 cr.) An intensive study of the human body in relation to medicine using team-based learning, dissections, clinical demonstrations, and participation in autopsies. Duong

ANAT–D 524 Histology (4 cr.) An examination of the structure and function of human cells and tissues through lectures, microscope laboratory with extensive student slide collection, laboratory website, and audiovisual aids. Moga

MSCI–X 515 Immunology (2 cr.) Immunology for medical students. Klemsz

MED-X 600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (3 cr.) This year-long, multi-departmental, interdisciplinary course is designed to introduce students to the patient/doctor relationship through interactions with faculty and patients in a variety of settings. In small groups facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. To achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventative health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying. Stevens and Turner

Semester II

ANAT-D 525 Neurobiology (4 cr.) An examination of structure and functions of the human central nervous system with an emphasis on clinical correlations and the neurological examination. Lannoo

MCSI-X 505 Concepts in Health and Disease (4 cr.) Problem-based learning and diagnostic interpretations. Emphasis on the clinical competencies. Waite

PHSL-F 525 Physiology (5 cr.) A course designed to obtain a good understanding of the function of living organisms with emphasis on human beings, a course to become familiar with the normal physiology to be able to comprehend pathological conditions. The course is structured according to the following components: cellular, muscular, sensory, neuronal, cardiovascular, respiratory, renal, gastrointestinal, endocrinological, integrative, and nutritional physiology and is taught in interactive lectures and small laboratories. Waite

Second-Year Courses Semester I

MGEN-Q 602 Medical Genetics (2 cr.) This course builds on basic knowledge of genetics with resulting insight and recognition of genetic problems of patients in their prospective offspring. The student should be aware of socioeconomic and psychological stigmas associated with genetic anomalies and be able to refer those afflicted patients to competent genetic counseling centers. Staff

PATH-C 623 General Pathology (7 cr.) An introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes. DePond

PHAR-F 624 Pharmacology (6 cr.) In this course, the drugs are classified as to site and mechanism of action and representative members of each class of drugs are discussed. The emphasis is on rational clinical uses. Zimmerman

MSCI-X 621 Introduction to Clinical Medicine II (21 cr.)

This year-long, multidisciplinary course is designed to introduce clinical medicine. It includes medical history taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretations of medical data. Albrecht

Semester II

MSCI-X 622 Biostatistics (1 cr.) Biostatistics for medical students. Zimmerman

PATH–C 624 Systemic Pathology (7 cr.) A presentation of pathology by organ systems with emphasis on etiologic factors, evolution of lesions, pathologic physiology, and clinical correlations. Depond

Third-Year Courses

ANES-L 704 Anesthesiology (0 cr.) Required anesthesia clerkship reserved for rural track students. Levine

X 730 Family Medicine Clerkship (0 cr.) Required family medicine clerkship reserved for rural track students. Drake

X 601 Core Medicine Clerkship (0 cr.) Required medicine clerkship reserved for rural track students. Bolinger

N 720 Core Clerkship-Neurology (0 cr.) Required neurology clerkship reserved for rural track students. Wojcieszek

OBGY-G 730 OB/GYN Clerkship (0 cr.) Required obstetrics and gynecology clerkship reserved for rural track students. Nour

PED-K 710 Pediatrics Clerkship (0 cr.) Required pediatrics clerkship reserved for rural track students. Hilton/Harshawat

PSY–N 730 Psychiatric Clerkship (0 cr.)

SURG-S 700 Surgery Clerkship (0 cr.) Required surgery clerkship reserved for rural track students - Lynch Cardiovascular surgery - Antaki Otorhinolaryngology -Seitz Orthopedic surgery - Ulrich Urology - Claybrook

fourth-vear

EMER-X 690 Emergency Medicine Clerkship (0 cr.) Required senior core emergency medicine clerkship reserved for rural track students. Tenbrink

MED-M 730 Core Internal Medicine Sub-Internship (0 cr.) Required senior medicine sub-I clerkship reserved for rural track students. Bolinger

RADI-R 720 Core Clerkship-Radiology (0 cr.) Required senior core radiology clerkship reserved for rural track students. Sidda

Office of Faculty Affairs and Professional Development (OFAPD) **Office of Faculty Affairs and Professional**

Development (OFAPD) Division of Diversity Affairs (DDA)

Vision: The IUSM family, where diversity is an everyday reality!

Vision Statement: To establish an organizational culture in which differences such as race, ethnicity, gender, age, sexual orientation, and other physical abilities and gualities are not merely present, but where cultural identity is highly valued and barriers to full organizational participation in the environment are removed.

Core Values

- IUSM benefits from a systemic integration and emphasis on diversity across the fabric of the institution.
- Affirming diversity is an essential element in accomplishing the research, teaching, and service missions of the School of Medicine.
- Affirming diversity is critical in providing culturally competent healthcare.
- A diverse physician workforce is essential to meet the needs of the rapidly changing demographics of today's environment.

Mission Statement

The Mission of the Division of Diversity Affairs (DDA) through an emphasis on inclusion, diversity and respect, will enhance the cultural competence of the medical school community. It will foster the accomplishment of its tripartite mission through diversity programming in the areas of recruitment, retention and community service.

In keeping with IUSM's pursuit of excellence in the fulfillment of our mission, the Division of Diversity Affairs, within the Office of Faculty Affairs and Professional Development (OFAPD), will encourage, enable, and empower all members of the IUSM community to positively contribute to and benefit from a diverse learning environment.

The Division of Diversity Affairs will:

- Be a diversified entity providing a multiplecomponent, inter-related program of pre-professional advising, undergraduate, graduate and faculty recruitment and development.
- Provide academic retention initiatives for currently enrolled underrepresented medical and graduate students.
- Support and enhance the academic, educational, social, and cultural interests of the diverse faculty and student constituency at Indiana University School of Medicine.
- Provide a safe and inviting environment for the IUSM constituency.
- Be an advocate for multicultural perspectives.

Contact information: Telephone: (317) 274-1939 Email: <u>fflynn@iupui.edu</u>

Website: http://www.faculty.medicine.iu.edu/offices/da/

Organizations & Services

Services

- Office of Medical Student Affairs (MSA)
- IUPUI Student Health Center
- Counseling Services and Wellness
- Educational Technology (within the Department of Knowledge Informatics and Translation)
- Presentation Technology Services (within the Department of Knowledge Informatics and Translation)
- Office of Visual Media
- Division of Diversity Affairs

Organizations

- Student Government
- School of Medicine Alumni Association

IUPUI Student Health Center

Student Health Services The IUPUI Student Health Center is located on the Medical Center Campus in Coleman Hall. The telephone number is (317) 274-8214. Clinic hours are from 7:30 a.m. to 5 p.m., Monday through Wednesday; 9 a.m to 5 p.m. on Thursdays; and 7:30 a.m. to 5 p.m. on Fridays. Students may be seen in the IUPUI Student Health Center on a fee-for-service basis. All labs, X rays, or referrals are the responsibility of the student. Any injury incurred during the regular work week, including needle sticks, should be immediately reported to the Student Health Service. In case an injury occurs when the IUPUI Student Health Center is closed, students should go to the facility of their choice according to their insurance coverage for appropriate treatment. If a contaminated injury is experienced, page (317) 312-6824 (OUCH) immediately. The School of Medicine covers the costs of required tuberculin skin testing. This service is provided at the IUPUI Student Health Center.

All students are required to obtain and show proof of health insurance for inpatient and outpatient care. If additional information is needed regarding health insurance, call toll free 1-877-375-4243.

Counseling Services and Wellness Mental Health and Wellness: Evaluation and Supportive Resources

Indiana University School of Medicine provides free and confidential counseling services to the medical students and house staff. Information can be obtained by calling Counseling Services and Wellness at (317) 278-4750 or by following the directions at <u>http://</u> <u>counseling.medicine.iu.edu/</u>. A meeting with the counselor should be available within one week. Walk-in and evening appointments are welcomed but depend on counselor availability.

Services available are individual, couples, family, group counseling; consultation; programming; and emergency intervention. Typical concerns presented for counseling include academic difficulties, adjustment to role changes/ demands, alcohol- or drug-related difficulties, anxiety/ stress management, body image, conflict management and resolution, depression, disordered eating, emotional response to physician responsibilities, self-esteem, sexuality, sexual victimization, suicidal thoughts and test anxiety. At times, students and house staff require mental health evaluation and/or long-term counseling. These individuals are referred to mental health professionals both on and off campus who provide these services.

The office of Counseling Services and Wellness may assist, organize, and/or present educational programs depending on advance notice and availability. All individuals will be treated with respect regardless of age, color, counseling concern, ethnicity, gender, marital/ parental status, national origin, physical ability, race, religion, sexual orientation, or veteran status.

Counseling is confidential in accordance with state laws and ethical guidelines.

Confidentiality: All information is confidential in accordance with state laws and ethical guidelines and/or as required by law. Communications between counselor and client is released only in cases of immediate danger or serious harm to self or others, or with the student/

resident written permission, or if subpoenaed by the Court or Homeland Security. Counseling records are maintained in files separate from the student/resident/ fellow official records and cannot be accessed without the individual's written permission. You are encouraged to address any questions or concerns about confidentiality with the counselor. If fitness to work or continuing medical education is contingent upon mental health status, the counselor may release attendance history. Additional information requires a signed written release of information.

Emergency: When a student or house staff experiences an emergency such as self or other harming thoughts, panic/anxiety attacks, or physical or sexual assault, an emergency counseling session appointment or telephone contact will be scheduled the same day as the emergency call.

Any student/resident/fellow or significant other may call the Counseling Services and Wellness, located in Indianapolis, at **317-274-1224** *during normal business hours.*

After hours emergencies:

Indianapolis students/housestaff: call 911 or the Access Center for Indiana University Health, 24/7 at (317) 962-2622. Identify yourself as a medical student or resident. The operator will direct your call to the appropriate emergency care.

Regional campuses: call **911** or *find Emergency Services by specific campus location* at <u>http://msa.iusm.iu.edu/</u> <u>StudentDevelopment/personalcounseling.htm</u>. Note after hours coverage information at each campus site. The operator will direct your call to the appropriate emergency care.

Educational Technology

The Educational Technology (ET) group within the Department of Knowledge Informatics and Translation (KIT) provides support for all forms of class-room and distance learning technology. The group manages the IUSM Learning Management Services (LMS) and medical student computing support. The LMS is a web-based course management and collaboration portal for IUSM faculty and students. It provides a flexible way to provide confidential student access to resources from home and elsewhere on demand. It is closely integrated with other IUSM online services, such as those provided by the Medical Library, and the pedagogical services provided by the Medical Education and Curricular Affairs (MECA). ET also provides audio streamed recordings of lectures in the major classrooms.

The ET group provides videoconferencing services and video streaming in classrooms and throughout the medical campus, as well as consulting throughout IUSM. The group has videoconferencing rooms in the library, as well as a mobile videoconferencing unit, that can be scheduled by calling (317) 274-1531 or using the online web form at http://edtech.medicine.iu.edu. The ET videoconferencing equipment connects students to IUSM centers throughout the state, all IU campuses, IU Health network sites, public Project Athena sites throughout the state, and Internet sites throughout the world.

ET provides consulting on educational technology projects, including the technical information necessary for use of the ANGEL server for distance learning, and classroom design for optimal use of technology. See the group's website for detailed information.

<u>Presentation Technology Services</u> (PTS), a component of ET, provides a variety of technologies and services, including:

- Computer displays: large screen projection, high intensity overhead, computer interfaces, multi-scan monitors
- Audio and video recorders: classroom videotaping services, video playback, audio recording
- Sound reinforcement systems: microphones, speaker, mixers, customized large conference audio systems
- Slide, overhead, and video projectors: synchronized dual slide projection, clear acetate overheads, video projection, slide/sound playbacks, live video feeds
- Interactive audience response systems: instantaneous audience survey and polling with audience feedback

See the <u>Presentation Technology Services website</u> for detailed information

Department of Knowledge Informatics and Translation (KIT)

975 W. Walnut Street, IB 310 Indianapolis, IN 46202 Telephone: (317) 274-7183 Fax: (317) 278-2349

KIT Administration

- Charles M. Clark, Jr. MD, interim chair, Department of Knowledge Informatics and Translation
- Lola Thompson, Director of Administration and Finance
- Elaine Skopelja, M.A.L.S., Associate Librarian
- Elizabeth Whipple, M.L.S., Assistant Librarian
- Polly Willhite, Financial Manager

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Office of Visual Media

The Office of Visual Media has been the comprehensive media production center for the Indiana University School of Medicine since 1934. The creative professionals at Visual Media work with the faculty and staff to assess and determine their ideas in communicating medical and health science concepts and information. Using graphic design, medical illustration, photography, sculpture, and video/multimedia, our specialists create original, innovative, and engaging visuals solutions that promote clinical care, education, and research. From creating medical illustrations for publication, to designing a PowerPoint presentation or producing a multi-language interactive CD-ROM complete with animations, our experienced professionals can help you with any media project:

- Animations, 2-D and 3-D modeling
- Graphic and print design (annual reports, brochures, logo identities, newsletters, roll-out posters, title boards, exhibits, and displays)
- Medical illustration (anatomical, biological, medical, physiological, surgical, editorial)
- Commercial illustration (buildings, cartoons, caricatures, portraits)
- Video promotion, programs, and educational tools
- Marketing materials and packaging
- Interactive multimedia (CDs/DVDs, games)
- Photography (passports, portraits, prints, composites, photo shoots, slides)
- Digital imaging, manipulation and scanning (from slides, X rays, and books)
- PowerPoint presentations and roll-out posters
- Special events materials and packaging
- Broadcast and video production

While our creativity and energy may be limitless, we understand that your dollars are not. Developing solutions that fit all of your guidelines and budgets can be a challenge, but we have the capability of meeting that challenge. Many of our projects have earned awards, and one was granted a patent. Please contact us.

Telephone: (317) 274-7478 Fax: (317) 274-5636 Website: <u>visualmedia.iusm.iu.edu</u> E-mail: <u>vismedia@iupui.edu</u>

Visual Media

Thomas Weinzerl, Director

- Paul Hagan, Associate Director
- Marilyn Hughes, Administrative Assistant
- David Jaynes, Photography Supervisor
- Patrick Collins, Graphic Design Supervisor
- Diane Hook, Video/Multimedia Production Manager
- Denise Mehner, Computer Slide Imaging (PowerPoint, etc.)

Student Government

The IU Medical Student Council consists of more than 100 members and serves as the primary liaison between the student body and the Dean's Office. The Council works closely with the faculty and administration to convey student opinions and ideas, and plays a proactive role in helping address many of the issues that impact the educational process. The Council is the executive and legislative branch of the student government and is comprised of 25 voting members, including four presiding council officers, 16 class officers (four from each class) and four regional center liaisons. In addition, over 20 elected class representatives from each regional campus as well as 45 dean-appointed and 25 MSC-appointed representatives participate in Council meetings, initiatives and resolutions. Student leaders representing over 50 student interest groups (e.g., medical specialty, community service, state and national organizations, etc.) also attend the monthly Council meetings and participate regularly in council-sponsored functions. Monthly meetings are open to all students and are available by polycom to all medical education sites.

Each Medical Student Council member is either elected by his or her peers or is appointed following a comprehensive application and interviewing process. Upon induction as a member, a student will gain proficiency in the many facets of leadership development and participates in the annual Medical Student Council Leadership Day which features a full day of interactive leadership discussions and workshops. Finally, the Medical Student Council website (www.iupui.edu/~mscstaff) provides over three hundred pages of information, including the descriptions, process for selection and contact information of all of its members. The website also provides the most centralized and updated listing of all officially recognized student interest groups and the contact information of student interest group leaders.

School of Medicine Alumni Association

The association is a constituent society within the Indiana University Alumni Association. Active membership is open to all graduates of the School of Medicine. In addition, the association offers affiliate membership for non-graduates who are practicing physicians, individuals who have completed residency or fellowship training at the Medical Center, non-alumni members of the faculty, and friends of the school. Honorary memberships are awarded under special circumstances.

The School of Medicine's alumni roll totals over 18,100 individuals. Of these, 18 percent maintain active membership in the School of Medicine Alumni Association, making it one of the top five societies in terms of percentage of alumni association membership at Indiana University. This body is directed by the Medical Alumni Council, elected to three-year terms. The association sponsors several programs, including the Helping Our Students Travel (HOST) program, Operation: MEDS (Medical students Exploring Different Specialties) speed-mentoring program, continuing medical education, receptions in conjunction with national specialty meetings and at the regional centers, new student/parent orientation. Additionally, the association sponsors a merchandise program offering School of Medicine apparel for students, faculty, staff, alumni, and family members.

A highlight of the year's alumni activity is the Spring Medical Alumni Weekend, held annually on the Indianapolis Medical Center campus. Attracting hundreds of physicians and friends, the program includes an allalumni reception, professional development workshops, announcement of our three sponsored awards (Glenn W. Irwin, Jr. MD, Distinguished Faculty Award, Distinguished Alumni Award, and Early Career Achievement), the School's annual Strawberry Shortcake Luncheon (celebrating 64 years in 2011), and reunion events for special classes.

The following are members of the School of Medicine Alumni Council:

- President, Michael Agostino, MD '89
- President-elect, Terry R. Brown, MD '77
- Treasurer, Robert M. Paul, MD '07
- Executive Council Representative, Gary Beck, MD '79
- Immediate Past President, Robert L. Forste, MD '71

Council Members:

- Melissa D. Spurr, MD '07
- Michael T. Johnson, MD '83
- Elizabeth Basquin Krause, MD '88
- Kyle O. Rapp, MD '99
- Patricia A. Treadwell, MD (Residency '80, '83)
- Charles J. Dietzen, MD '87
- John S. Strobel, MD '91
- Jeff K. Moore, MD '79
- Sharon J. Singleton, MD '00
- Rhys A. Rudolph, MD '79
- Casey A. Litwinko, MPH '07 (president MPH Alumni Association)

Ex Officio:

- D. Craig Brater, M.D, Dean
- Liz Elkas, Associate Dean for Development
- Jayme Little, Director, Alumni Programs, Alumni Relations
- Georgia Sinclair Strickland, Gift Officer, Gift Development
- 2 Student Ambassadors
- Medical Student Council President

Academic Policies & Procedures

Registration

All students are required to be registered at the beginning of each semester/term.

Withdrawals

The faculty reserves the right to request the withdrawal of any student whose conduct, health, or academic performance would appear to render that student unfit for the practice of medicine. Voluntary withdrawals, approved by the dean for medical student affairs, will result in a grade of "W" or withdrawal for all courses not completed at the time of the student's withdrawal. The student shall be required to present adequate reasons for withdrawal to the dean for medical student affairs. In those cases where students discontinue attendance without officially withdrawing, the instructor shall report the grade of W. Where nonattendance occurs late in the semester, however, a grade of I (incomplete) may be used if the instructor has reason to believe the cause of absence was beyond the control of the student and the student is anticipated to complete all coursework at some point in the future.

Requirements for Advancing with the Class

For students to advance with their class, they must have passed all courses and competency requirements satisfactorily as defined by the Student Promotions Committee and the faculty.

Requirements for Graduation

Indiana University will confer the M.D. degree on persons who have completed the following requirements, as defined by the faculty:

- filed satisfactory evidence of having complied with the requirements for admission;
- attended eight regular semesters (or equivalent) of medical instruction in four separate years, the last two years (or equivalent) of which must have been spent in the Indiana University School of Medicine;
- attended the instruction in all departments and satisfactorily completed all competency requirements, course work, and examinations;
- achieved a passing score on the National Board of Medical Examiners United States Medical Licensing Examinations (USMLE), Step I, Step II—Clinical Knowledge, and Step II—Clinical Skills;
- maintained acceptable academic ethics and professional behavior;
- paid all fees in full.

Confidentiality of Records

Indiana University, in compliance with the General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act, provides that all student records are confidential and available only to that student, school faculty, and to the parents if the student is under 21 and defined as dependent by IRS standards. The student may waive his/her right of access to specific records. The student may release the record to others by providing a written release to the offices maintaining the records in question. For further information regarding the provisions of the Privacy Act, contact the Medical Student Affairs office.

Faculty

Administrative Personnel, Nonacademic

• Bratcher, Linda, B.A., *Director of Graduate Medical Education*

- Perry, Pamela S., B.A., Director of Public and Media Relations
- Smartt, Karen A., M.S., Director of Admissions

Current Faculty

- Aaland, Mary O., M.D. (University of North Dakota, 1982), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Aalsma, Matthew C., Ph.D. (Ball State University, 2000), Associate Professor of Pediatrics and Adjunct Associate Professor of Psychology (Psychiatry)
- Aaron, Vasantha D., M.D. (Indiana University, 2004), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Abdullah, Ma'n A., M.D. (Damascus University, Syria, 1996), Assistant Professor of Clinical Medicine
- Abdullah, Raied N., M.D. (Rush Medical College, 1994), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Abel, Steven R., Pharm.D. (Purdue University, 1978), Adjunct Professor of Medicine
- Abernathy, Mary Pell, M.D. (Indiana University, 1990), Associate Professor of Clinical Obstetrics and Gynecology
- Abhyankar, Rashmi R., M.B.B.S. (Gandhi Medical College, India, 1981), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Abid, Nicholas A., D.O. (Michigan State University, 1977), Volunteer Clinical Associate Professor of Psychiatry, IUSM-Northwest
- Abonour, Rafat, M.D. (University of Damascus, Syria, 1983), Associate Dean for Clinical Research and Professor of Medicine and of Pathology and Laboratory Medicine
- Abraha, Daniel, M.D. (Addis Ababa University, Ethiopia, 1989), Assistant Professor of Clinical Pediatrics
- Acciani, Jennifer A., M.D. (University of Cincinnati, 2005), Assistant Professor of Clinical Emergency Medicine
- Acker, Herbert K.J., M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Ackerman, Laurie L., M.D. (University of Iowa, 1997), Assistant Professor of Clinical Neurological Surgery
- Ackermann, Ronald T., M.D. (University of Wisconsin, 1997), Associate Professor of Medicine
- Acosta, Juan C., M.D. (University of Puerto Rico, 2002), Assistant Professor of Clinical Pediatrics
- Acquaviva, Michael A., M.D. (Loyola University Chicago, 2005), Assistant Professor of Clinical Anesthesia
- Adams, H. Dan, M.D. (Harvard Medical School, 1965), Volunteer Clinical Assistant Professor of Surgery, IUSM-Evansville
- Adams, Jerome M., M.D. (Indiana University, 2002), Assistant Professor of Clinical Anesthesia
- Adams, Mark T., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Adams, Robert T., D.O. (Kirksville College of Osteopathic Medicine, 1995), Volunteer Clinical

Assistant Professor of Medicine, Medical Sciences Program

- Adelayo, Adeolo Y., M.D. (University of Illinois at Chicago, 2002), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Adhami, Farrukh M., M.B.,B.S. (University of the Punjab, Pakistan, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Adkins, James M., M.D. (University of Illinois, 1987), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Adler, Fred, M.D. (Buenos Aires University, Argentina, 1957), Volunteer Clinical Professor of Medicine, IUSM-Northwest
- Adye, Wallace M., Jr., M.D. (Indiana University, 1953), Volunteer Clinical Associate Professor of Family Medicine
- Adrian, Dwayne C., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Aeschliman, William J., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Agarwal, Atul, M.D. (Chicago Medical School, 2003), Assistant Professor of Clinical Radiology and Imaging Sciences
- Agarwal, Bikash, M.B.,B.S. (S.B.C. Medical College, India, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Agarwal, David M., M.D. (University of Wisconsin, 1991), Associate Professor of Clinical Radiology and Imaging Sciences
- Agarwal, Neeta B., M.D. (Chicago Medical School, 2003), Assistant Professor, Part-Time, of Clinical Medicine
- Agarwal, Rajiv, M.B.,B.S. (All India Institute of Medical Sciences, India, 1986), Professor of Medicine
- Agarwala, Anuj K., M.D. (Wright State University, 2004), Volunteer Clinical Assistant Professor of Medicine
- Agbor-Baiyee, William, Ph.D. (Indiana University, 1996), Director, Master of Science in Medical Sciences, and Director, Medical Student Academic Affairs Special Programs, and Assistant Professor of Family Medicine
- Agee, John C., D.O. (University of Health Sciences, 1987), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Northwest
- Aggarwal, Lakshmi, M.B.,B.S. (University of Pune, India, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Agostino, Michael A., M.D. (Indiana University, 1989), Assistant Professor of Clinical Otolaryngology-Head and Neck Surgery
- Ahlfeld, Steven K., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Ahmed, Lubna W., M.B.B.S. (Baqai Medical University, Pakistan, 1996), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Ahmed, Maqbool, M.B.,B.S. (University of Punjab, Pakistan, 1993), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville

- Ahmed, Nadira, M.B.,B.S. (Dow Medical College, Pakistan, 1985), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Ahmed, Shamoon, M.B.,B.S. (University of Karachi, Pakistan, 1991), Volunteer Clinical Assistant Professor of Medicine
- Ahmed, Sheikh S., M.B.,B.S. (Sindh Medical College, Pakistan, 1990), Assistant Professor of Clinical Pediatrics
- Ahmed, Siraj K., M.D. (St. George's University, Grenada, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Ahsan, Shahid M., M.B.,B.S. (Nishtar Medical College, Pakistan, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Ahluwalia, Sandeep S., M.D. (Medical College of Wisconsin, 2002), Lecturer in Clinical Radiology and Imaging Sciences
- Ai, Tomohiko, M.D. (Osaka Medical College, Japan, 1992), Ph.D. (Kyoto University, Japan, 1999), Assistant Research Professor of Medicine
- Aisen, Alex M., M.D. (University of Chicago, 1978), Professor of Radiology and Imaging Sciences
- Aitchison, W. Brian, M.D., (Indiana University, 2004), Assistant Professor of Clinical Anesthesia
- ker, John S., M.D. (State University of New York at Buffalo, 1988), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery)
- Akingba, A. George, M.B.,B.S. (University of Lagos, Nigeria, 1995), Ph.D. (University of California, Los Angeles, 2005), Assistant Professor of Surgery and of Medicine, School of Medicine; Adjunct Assistant Professor of Biomedical Engineering, School of Engineering and Technology
- Akisik, M. Fatih, M.D. (Istanbul University, Turkey, 1985), Assistant Professor of Clinical Radiology and Imaging Sciences
- Akosa, Anthony N., M.B.,B.S. (University of Nigeria, 1988), Assistant Professor of Clinical Family Medicine
- Akre, Thomas G., D.O. (Des Moines University, 1996), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-South Bend
- Alam, Imranul, Ph.D. (Tokyo Medical and Dental University, Japan, 2001), Assistant Research Professor of Orthopaedic Surgery
- Alam, Mohammad S., M.B.B.S. (Sylhet M.A.G. Osmani Medical College, Bangladesh, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Al-Arshani, Hisham, M.B.B.Ch. (Mansoura University, Egypt, 1991), D.O. (New York College of Osteopathic Medicine, 2004), Assistant Professor of Clinical Surgery
- Alber, Mark, Ph.D. (University of Pennsylvania, 1990), Adjunct Professor of Medicine, IUSM-South Bend
- Alberto, Gino, D.O. (Philadelphia College of Osteopathic Medicine, 1983), Volunteer Clinical Assistant Professor of Emergency Medicine
- Albrecht, John E., M.D. (Indiana University, 1977), Assistant Professor, Part-Time, of Clinical Medicine, IUSM-Terre Haute

- Aldo-Benson, Marlene A., M.D. (University of Vermont, 1965), Volunteer Clinical Professor of Medicine
- Aldrich, Carla J., Ph.D. (Baylor College of Medicine, 1987), Associate Professor of Microbiology and Immunology, IUSM-Evansville
- Alessi, John R., D.O. (University Health Science College of Osteopathic Medicine, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Alexander, C. Kurt, M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Alexander, John F., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, Medical Sciences Program
- Alfata, Sarab, M.D. (University of Damascus, Syria, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Al-Haddad, Mohammad A., M.B.,B.S. (University of Jordan, 1999), Assistant Professor of Clinical Medicine
- Ali, M. Ishti, M.D. (St. George's University, Grenada, 1999), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- lim, Salman R., M.B.,B.S. (Aga Khan University, Pakistan, 2003), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Al-Jebawi, Ahmed F., M.B.,B.S. (Arabian Gulf University, Saudi Arabia, 1989), Volunteer Clinical Assistant Professor of Medicine
- Allega, John C., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Allen, Bradley L., M.D., Ph.D. (University of Iowa, 1991), Associate Professor of Clinical Medicine
- Allen, Cynthia A., Ph.D. (The Ohio State University, 1989), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Allen, Deborah I., M.D. (Indiana University, 1976), Otis R. Bowen Professor, and Professor of Family Medicine, School of Medicine; Professor, School of Public and Environmental Affairs
- Allen, Jayme D., M.D. (Duke University, 1998), Assistant Professor, Part-Time, of Clinical Pediatrics
- Ilen, Matthew R., Ph.D. (Texas A & M University, 2003), Assistant Professor of Anatomy and Cell Biology
- Allen, Michael J., M.D. (University of Texas at San Antonio, 1995), Ph.D. (Ohio University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Allen, Norris E., Ph.D. (University of Maryland, 1969), Adjunct Professor of Microbiology and Immunology
- Allen, Paul D., M.D. (Boston University, 1967), Ph.D. (University of Florida, 1973), Volunteer Clinical Professor of Anesthesia
- Allen, Sheryl E., M.D. (Indiana University, 1992), Assistant Dean for Diversity Affairs and Associate Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Allen, Stephen D., M.D. (Indiana University, 1970), James Warren Smith Professor of Clinical

Microbiology (Pathology and Laboratory Medicine) and Professor of Pathology and Laboratory Medicine

- Allgower, Chris E., Ph.D. (Arizona State University, 1997), Assistant Professor of Clinical Radiation Oncology
- Allison, Jacquelyn E., M.D. (Indiana University, 2001), Assistant Professor of Clinical Anesthesia
- Allman, Rex A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Alloosh, Mouhamad, M.D. (Damascus University, Syria, 1991), Assistant Research Professor of Cellular and Integrative Physiology
- Al Makki, Akram, M.D. (Damascus University, Syria, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Almdale, David Paul J., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Alonso, Robert J., M.D. (Indiana University, 1978), Assistant Professor of Clinical Neurology
- Alpert, L. Annette, M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Alsatie, Mazen, M.D. (Damascus University, Syria, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Al-Shawwa, Baha'uddin A., M.D. (University of Jordan, 1995), Adjunct Assistant Professor of Pediatrics
- Alsikafi, Fadhil H., M.B.Ch.B. (University of Baghdad, Iraq, 1965), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Alvarez, Marta B., Ph.D. (Indiana University, 2000), D.D.S. (State University of New York at Buffalo, 1980), Assistant Research Professor of Anatomy and Cell Biology
- Alvarez, Susana C., M.D. (Francisco Marroquin University, Guatemala, 1992), Volunteer Clinical Associate Professor of Pediatrics, IUSM-Northwest
- Ambre, Mark J., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Pediatrics
- Ambrose, Thomas A., M.D. (*The Ohio State* University, 1983), Associate Professor of Clinical Orthopaedic Surgery
- Ames, J. Timothy, M.D. (University of Virginia, 1984), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Northwest
- Amin, Rupen P., M.D. (Wake Forest University, 2005), Volunteer Clinical Assistant Professor of Medicine
- Amin, Tiru C., M.B.B.S. (Bangalore Medical College, India, 2002), Assistant Professor of Clinical Medicine
- Amstutz, Karen S., M.D. (Washington University, 1988), Volunteer Clinical Associate Professor of Pediatrics
- Anagnostou, Jonathan M., M.D. (University of Michigan, 1981), Associate Professor of Clinical Anesthesia
- Anand, Amit, M.B.,B.S. (All India Institute of Medical Sciences, India, 1985), Professor of Psychiatry and of Radiology and Imaging Sciences

- Andersen, Martin J., D.O. (*Kirksville College of* Osteopathic Medicine, 2000), Assistant Professor of Clinical Medicine
- Anderson, Carrie E., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Anderson, Drew M., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Muncie
- Anderson, Garland D., M.D. (Indiana University, 1962), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Anderson, Gregory G., Ph.D. (Washington University, 2004), Assistant Professor of Biology, School of Science; Adjunct Assistant Professor of Microbiology and Immunology, School of Medicine
- Anderson, James H., Jr., M.D. (Louisiana State University, 1971), Volunteer Clinical Associate Professor of Medicine
- Anderson, John N., Ph.D. (Purdue University, 1973), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Anderson, Ryan M., Ph.D. (Duke University, 2004), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Cellular and Integrative Physiology
- Anderson, Sydney F., Ph.D. (University of Houston, 1983), Volunteer Clinical Assistant Professor of Clinical Psychology in Clinical Psychiatry, Medical Sciences Program
- Andolino, Tecile P., M.D. (University of Medicine and Dentistry of New Jersey, 2007), Lecturer in Clinical Pediatrics
- Andreoli, Sharon P., M.D. (Indiana University, 1978), Byron P. and Frances D. Hollett Professor of Pediatrics
- Andres, Primo A., M.D. (University of Santo Tomas, Philippines, 1972), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Andrews, Sherif S., M.D. (Ain Shams University, Egypt, 1988), Assistant Professor of Clinical Emergency Medicine
- Androphy, Elliot J., M.D. (University of Rochester, 1979), Chair and Kampen-Norins Professor of Dermatology, and Professor of Microbiology and Immunology
- ndry, James M., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Ang, Dennis C., M.D. (University of Santo Tomas, Philippines, 1990), Assistant Professor of Medicine
- Anger, Thomas M., M.D. (Cornell University, 1975), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Anglen, Jeffrey O., M.D. (Johns Hopkins University, 1983), Professor of Orthopaedic Surgery
- Anspach, Chad A., B.S. (Indiana University, 2006), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Antakli, Tamim, M.D. (Aleppo University, Syria, 1983), Volunteer Clinical Assistant Professor of Surgery, IUSM-Terre Haute

- Anthony, Charles B., Ph.D. (Louisiana State University, 2001), Assistant Research Professor of Anatomy and Cell Biology
- Anthony, Joshua C., Ph.D. (Pennsylvania State University, 2001), Adjunct Assistant Professor of Cellular and Integrative Physiology, IUSM-Evansville
- Anthony, Tracy G., Ph.D. (University of Illinois, 1998), Assistant Professor of Biochemistry and Molecular Biology, IUSM-Evansville
- Anthony-Worix, Cheryl L., M.D. (Southern Illinois University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Antony, Asok C., M.B.,B.S. (Christian Medical College, India, 1974), Professor of Medicine
- Apata, Olusegun, M.B.Ch.B. (Obafemi Awolowo University, Nigeria, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Apel, Samantha E., Psy.D. (Loyola College in Maryland, 2006), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Apple, Marc G., M.D. (University of Miami, 1990), Volunteer Clinical Assistant Professor of Radiation Oncology, IUSM-Fort Wayne
- Arbuck, Dmitry M., M.D. (Yaroslavl State Medical School, Russia, 1982), Volunteer Clinical Assistant Professor of Psychiatry
- Ardemagni, Enrica J., Ph.D. (University of Wisconsin, 1985), Adjunct Professor of Family Medicine, School of Medicine; Professor of Spanish (World Languages and Culture), School of Liberal Arts
- Arfeen, Shahabul S., M.B.,B.S. (Sind Medical College, Pakistan, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Argus, William A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Fort Wayne
- Arieli, Yoel, Ph.D. (Hebrew University of Jerusalem, Israel, 1998), Visiting Professor of Ophthalmology
- Arling, Gregory W., Ph.D. (University of Illinois, 1974), Associate Professor of Medicine
- Armstrong, Scott T., D.O. (Des Moines University, 2004), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Arno, Janet N., M.D. (Tufts University, 1980), Associate Professor of Clinical Medicine
- Arnold, Kelly R., M.D. (University of Tennessee, 2006), Assistant Professor, Part-Time, of Clinical Family Medicine
- Arnold, William N., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Psychiatry
- Arora, Gaurav, M.D. (Medical College of Ohio, 2000), Assistant Professor of Clinical Emergency Medicine
- Arrieta, Alejandro, Ph.D. (Rutgers University, 2008), Assistant Professor of Public Health
- Arthur, Robert B., M.D. (University of Illinois at Peoria, 1976), Assistant Professor of Clinical Family Medicine
- Arthur, Stella N., M.D. (Russian State Medical University, Russia, 1991), Visiting Lecturer in Clinical Ophthalmology

- Artis, Andre K., M.D. (Meharry Medical College, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Arulandu, Joseph R., M.D. (Ross University, Dominica, 1998), Volunteer Clinical Assistant Professor of Medicine
- Arvin, Mark C., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Lafayette
- Asamoah, Ernest O., M.B.Ch.B. (University of Ghana, 1989), Volunteer Clinical Assistant Professor of Medicine
- Asem, Elikplimi K., D.V.M. (Szent Istvan University, Hungary, 1980), Ph.D. (St. Louis University, 1985), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Asfour, Wail E., M.D. (University of Patra, Greece, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Asgaonkar, Melissa D., M.D. (Wayne State University, 2001), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Ashbach, David L., M.D. (Case Western Reserve University, 1970), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Ashworth, Sharon L., Ph.D. (Purdue University, 1998), Adjunct Assistant Scientist in Medicine
- Atassi, Keith, M.D. (Damascus University, Syria, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Athar, Shahid, M.B.,B.S. (University of Karachi, Pakistan, 1967), Volunteer Clinical Associate Professor of Medicine
- Athwal, Sukhdeep S., D.O. (Touro University, 2006), Assistant Professor of Clinical Medicine
- Atkinson, Simon J., Ph.D. (University of Cambridge, England, 1990), Adjunct Associate Professor of Medicine and of Biochemistry and Molecular Biology, School of Medicine; Chair and Associate Professor of Biology, School of Science
- Atteberry, Jinger, Ph.D. (University of Virginia, 1987), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Auckley, James L., M.D. (St. Louis University, 1961), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Austgen, Charles R., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Anesthesia
- Austin, Kenneth R., M.D. (University of Louisville, 1999), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Fort Wayne
- Austrom, Mary G., Ph.D. (York University, Canada, 1989), Wesley P. Martin Professor of Alzheimer's Education and Professor of Clinical Psychology (Psychiatry), School of Medicine; Adjunct Professor, School of Nursing
- Avery, Shane A., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Awwad, Eric E., M.D. (University of Texas Southwestern Medical Center at Dallas, 1979), Professor of Clinical Radiology and Imaging Sciences

- Ayoub, Labib W., M.D. (Tanta University, Egypt, 1977), Assistant Professor of Clinical Medicine
- Azar, Jose M., M.D. (American University of Beirut, Lebanon, 2002), Assistant Professor of Clinical Medicine
- Baath, Gurkirat K., Ph.D. (University of Massachusetts, 1998), Assistant Professor, Part-Time, of Medical and Molecular Genetics, IUSM-Evansville
- Babbs, Charles F., M.D. (Baylor College of Medicine, 1974), Ph.D. (Purdue University, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Babsky, Andriy M., Ph.D. (Lviv State University, Ukraine, 1985), Assistant Research Professor of Radiology and Imaging Sciences
- Babu, Sunil, M.B.,B.S. (St. John's Medical College, India, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Bacallao, Robert L., M.D. (University of Illinois, 1980), Associate Professor of Medicine and Adjunct Associate Professor of Anatomy and Cell Biology
- Bache, Michelle R., M.D. (University of Michigan, 1995), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Bader, Patricia I., M.D. (Indiana University, 1970), Volunteer Clinical Associate Professor of Medical and Molecular Genetics, IUSM-Fort Wayne
- Badve, Sunil, M.B.,B.S. (Bombay University, India, 1982), Professor of Pathology and Laboratory Medicine and of Medicine
- Bae, Taeok, Ph.D. (University of Minnesota, 2001), Assistant Professor of Microbiology and Immunology, IUSM-Northwest
- Baenziger, John C., M.D. (University of Iowa, 1977), Associate Professor of Pathology and Laboratory Medicine
- Baeverstad, Katie B., M.D. (State University of New York Upstate Medical Center, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Bailey, John C., M.D. (Indiana University, 1965), Professor of Clinical Medicine
- Bain, Matthew E., M.D. (Indiana University, 2000), Assistant Professor of Clinical Neurology
- Bair, Matthew J., M.D. (Medical College of Wisconsin, 1994), Assistant Professor of Medicine
- Bair, Rita M., M.D. (Medical College of Wisconsin, 1994), Assistant Professor, Part-Time, of Clinical Pediatrics
- Baker, Elgan L., Ph.D. (University of Tennessee, 1976), Volunteer Clinical Associate Professor of Clinical Psychology (Psychiatry)
- Baker, H. Gene, M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Baker, Ronald L., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Baker, Sarah S., Ed.D. (Indiana University, 2001), Associate Professor of Radiologic Sciences (Radiology and Imaging Sciences), School of Medicine; Associate Dean and Adjunct Associate Professor, University College, IUPUI

- Baker, William H., M.D. (Indiana University, 1992), Associate Professor of Clinical Medicine
- Balch, R. Curtis, Jr., Ph.D. (University of Cincinnati, 1994), Assistant Research Professor of Cellular and Integrative Physiology, Medical Sciences Program
- Baldwin, Ronald F., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Bales, Jamie C., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Neurology, Medical Sciences Program
- Balinotti, Juan E., M.D. (Maimonides University, Argentina, 2001), Adjunct Assistant Scientist in Pediatrics
- Ball, Susan G., Ph.D. (Indiana University, 1992), Volunteer Clinical Associate Professor of Clinical Psychology (Psychiatry)
- Ball, Valerie A., M.D. (University of Cincinnati, 1992), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Ballas, Christopher B., Ph.D. (Vanderbilt University, 1999), Assistant Research Professor of Medicine
- Ballast, Christian L., M.D. (University of Michigan, 1989), Volunteer Clinical Assistant Professor of Pediatrics
- Ballinger, Susan H., M.D. (University of Medicine and Dentistry of New Jersey, 1988), Associate Professor of Clinical Pediatrics
- Balog, Natali M., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Baltera, Robert M., M.D. (State University of New York at Syracuse, 1985), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Baltes, Marsha L., Ph.D. (Indiana University, 1978), Adjunct Associate Professor of Anatomy and Cell Biology, IUSM-Fort Wayne
- Banas, Thomas M., M.D. (University of Cincinnati, 1988), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne
- Bangs, Mark E., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Psychiatry
- Bangs, Roger G., M.D. (The Ohio State University, 1985), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Bankston, Patrick W., Ph.D. (University of Chicago, 1973), Dean, College of Health and Human Services, IU-Northwest; Assistant Dean and Director, IUSM-Northwest, and Professor of Anatomy and Cell Biology and of Pathology and Laboratory Medicine, School of Medicine
- Bannec, Eric A., M.D. (Indiana University, 1992), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Bansal, Navin, Ph.D. (University of Delaware, 1988), Professor of Radiology and Imaging Sciences and Adjunct Professor of Cellular and Integrative Physiology
- Barai, Bharat H., M.B.,B.S. (Baroda Medical College, India, 1971), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Barajas, Luis A., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest

- Barb, Matthew D., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Medicine and of Pediatrics, IUSM-Fort Wayne
- Barbish, Allan W., M.D. (Wayne State University, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Bard, Martin, Ph.D. (University of California, Berkeley, 1971), Professor of Biology, School of Science; Adjunct Professor of Biochemistry and Molecular Biology, School of Medicine
- Barina, Carissa M., M.D. (Indiana University, 2002), Volunteer Clinical Lecturer in Ophthalmology
- Barnes, Michael R., M.D. (University of Texas Health Science Center at San Antonio, 1986), Associate Professor of Clinical Family Medicine and of Knowledge Informatics and Translation
- Barnett, William K., Ph.D. (Boston University, 1989), Adjunct Associate Professor of Medical and Molecular Genetics
- Baron, Alain D., M.D. (Medical College of Georgia, 1978), Adjunct Professor of Medicine
- Baroudi, Samir, M.D. (University of Damascus, Syria, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Barrett, Erik S., M.D. (Indiana University, 2000), Volunteer Clinical Lecturer in Ophthalmology
- Barrido, Lemuel T., M.D. (Iloilo Doctors' College, Philippines, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Barron, Beth A., M.D. (Indiana University, 1993), Assistant Professor, Part-Time, of Clinical Pediatrics
- Barthelemy, Doug E., M.D. (Port-au-Prince School of Medicine, Haiti, 1960), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Bartkus, Edward A., M.D. (Oregon Health Sciences University, 1995), Assistant Professor of Clinical Emergency Medicine
- Basile, David P., Ph.D. (University of Illinois, 1994), Associate Professor of Cellular and Integrative Physiology
- Basquin Krause, Elizabeth A., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Bastyr, Edward J., M.D. (Universidad de Navarra, Spain, 1982), Volunteer Clinical Associate Professor of Medicine
- Basu, Sunanda, Ph.D. (Banaras Hindu University, India, 1992), Assistant Research Professor of Microbiology and Immunology
- Bates, John R., M.D. (Northwestern University, 1986), Volunteer Clinical Assistant Professor of Medicine
- Bates, Laurence H., M.D. (University of Kansas, 1959), Volunteer Clinical Associate Professor of Medicine
- Batler, Robert A., M.D. (University of Illinois at Chicago, 1997), Volunteer Clinical Assistant Professor of Urology
- Batra, Sandeep, M.B.B.S. (University College of Medical Sciences, India, 1992), Assistant Professor of Clinical Pediatrics
- Batt, David S., M.D. (Jefferson Medical College, 1976), Volunteer Clinical Assistant Professor of Medicine

- Batteiger, Byron E., M.D. (Indiana University, 1977), Professor of Medicine and of Microbiology and Immunology
- Battiwalla, Meher M., M.B.,B.S. (University of Calcutta, India, 1995), Assistant Professor of Clinical Medicine
- Bauer, Benjamin D., M.D. (Indiana University, 2000), Assistant Professor of Clinical Pediatrics
- Bauer, Margaret E., Ph.D. (University of Wisconsin, 1996), Assistant Professor of Microbiology and Immunology
- Bauer, Nerissa S., M.D. (University of Nevada, 2000), Assistant Professor of Pediatrics
- Bauman, Mark E., M.D. (Indiana University, 1990), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, Medical Sciences Program
- Bavishi, Sameer B., M.D. (Southern Illinois University, 2002), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Baxter, Todd A., M.D. (Southern Illinois University, 1990), Volunteer Clinical Assistant Professor of Pediatrics
- Beachy, Eric D., M.D. (Indiana University, 1999), Volunteer Clinical Lecturer in Family Medicine, IUSM-Terre Haute
- Bealke, Judith M., M.D. (Indiana University, 1986), Assistant Professor of Clinical Psychiatry
- Beam, Teresa A., Ph.D. (University of Notre Dame, 1996), Adjunct Associate Professor of Medical and Molecular Genetics, IUSM-Fort Wayne
- Bean, William F., M.D. (Indiana University, 2001), Assistant Professor of Clinical Family Medicine
- Beard, Karen L., M.D. Indiana University, 1985), Assistant Professor of Clinical Family Medicine
- Beaver, Walter P., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Family Medicine
- Bebout, William B., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Beck, Gary L., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Beck, Robin A., M.D. (Indiana University, 1995), Associate Professor, Part-Time, of Clinical Medicine
- Beck, Stephen D.W., M.D. (Southern Illinois University, 1995), Associate Professor of Urology
 Design Alayander M. M.D. (University of
- Becker, Alexander M., M.D. (University of Heidelberg, Germany, 2005), Visiting Assistant Scientist in Pediatrics
- Becker, Steven G., M.D. (Washington University, 1982), Interim Assistant Dean and Interim Director, IUSM-Evansville, and Professor, Part-Time, of Radiology and Imaging Sciences
- Beckley, Kenneth W., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Medicine
- Beckman, Andrew W., M.D. (Indiana University, 1996), Assistant Professor of Clinical Emergency Medicine
- Beckman, Daniel J., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Surgery

- Beckman, Dean E., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Beckman, Emily S., D.M.H. (Drew University, 2006) Adjunct Lecturer in Radiology and Imaging Sciences
- Beckman, Teresa A., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Bedano, Pablo M., M.D. (Universidad Nacional de Cordoba, Argentina, 2000), Volunteer Clinical Assistant Professor of Medicine
- Beechler, Bill E., M.D. (Indiana University, 1996), Assistant Professor of Clinical Pediatrics
- Beeler, Richard T., M.D. (Indiana University, 1979), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Beeson, William H., M.D. (Indiana University, 1976), Professor, Part-Time, of Clinical Dermatology and Volunteer Clinical Professor of Otolaryngology-Head and Neck Surgery
- Begley, Joseph W., M.D. (Northwestern University, 1946), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery, IUSM-Evansville
- Begyn, Elizabeth L., Ph.D. (University of North Texas, 2007), Assistant Professor of Clinical Neurology
- Behn, Philip S., M.D. (State University of New York Health Science Center at Brooklyn, 1992), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Behrad, Marina, M.D. (Shahid Beheshti University, Iran, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Bejes, Curtis M., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Family Medicine
- Beker, Bernardo E., M.D. (University of the Republic, Uruguay, 1978), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-South Bend
- Belamkar, Vinayak C., M.B.,B.S. (Bangalore Medical College, India, 1991), Assistant Professor of Clinical Anesthesia
- Belch, Jason P., B.S. (Indiana University Purdue University Indianapolis, 1998), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Belcher, Anne E., Ph.D. (Indiana University, 1998), Chair, Environments for Health, and Associate Professor, School of Nursing; Adjunct Associate Professor of Public Health, School of Medicine
- Belcher, Daniel W., M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine
- Bell, Catherine J.W., M.D. (University of Iowa, 1982), Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Bell, David R., Ph.D. (University of Alabama at Birmingham, 1983), Associate Professor of Cellular and Integrative Physiology, IUSM-Fort Wayne
- Bell, Lauren N., Ph.D. (Indiana University, 2007), Assistant Research Professor of Medicine
- Bell, Leon H., III, M.S.Ed. (Butler University, 1989), Volunteer Clinical Assistant Professor of Paramedic Science (Emergency Medicine)

- Bell, Mary Alice, M.A. (Indiana University, 1991), Adjunct Lecturer in Clinical Psychiatry
- Bell, Richard E., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Bell, Richard L., Ph.D. (University of New Orleans, 1998), Associate Professor of Psychiatry
- Bellido, Teresita M., Ph.D. (Universidad Nacional del Sur, Argentina, 1988), Professor of Anatomy and Cell Biology and Adjunct Professor of Medicine
- Bello, Cesar A., M.D. (Pennsylvania State University, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Belmar, Carlos J., M.D. (University of Chicago, 1990), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Bemis, Betty C., B.S. (Indiana University, 1984), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Bemis, Tina M., A.S. (Indiana University Purdue University Indianapolis, 1992), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Bender, Christine W., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Bender, Martin J., M.D. (Western Reserve University, 1947), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Bennett, Eric J., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Terre Haute
- Benson, Merrill D., M.D. (University of Vermont, 1965), Professor of Pathology and Laboratory Medicine and of Medicine
- Bentsen, Arthur, M.D. (New York Medical College, 1974), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- Berbari, Edward J., Ph.D. (University of Iowa, 1980), Chair of Biomedical Engineering and Professor of Electrical and Computer Engineering, School of Engineering and Technology; Professor of Medicine, School of Medicine
- Bercovitz, Alan, M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Berg, Richard C., Jr., M.D. (Pennsylvania State University, 1990), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Berger, Steven H., M.D. (University of Michigan, 1972), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Lafayette
- Bergeson-Dana, Tonya R., Ph.D. (University of Toronto, Canada, 2002), Philip F. Holton Investigator in Otology and Assistant Professor of Otolaryngology-Head and Neck Surgery
- Berghoff, Keenan R., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Surgery
- Bergstein, Stephanie A., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Bergstrom, Richard F., Ph.D. (University of Michigan, 1980), Adjunct Professor of Medicine

- Berhane, Elizabeth, M.D. (Addis Ababa University, Ethiopia, 1984), Assistant Professor of Clinical Medicine
- Berkey, Aaron J., M.D. (Case Western Reserve University, 1999), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Terre Haute
- Berkowitz, Richard A., M.D. (University of Illinois, 1983), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Northwest
- Berry, Darla J., M.S.N. (Case Western Reserve University, 1999), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Berry, Rana S., M.D. (University of Pittsburgh, 2002), Assistant Professor of Clinical Obstetrics and Gynecology
- Berry, William A., M.D. (Indiana University, 1992), Assistant Professor of Clinical Radiology and Imaging Sciences
- Bertoncini, David C., M.D. (University of Illinois, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Besinger, Bart R., M.D. (Indiana University, 1997), Assistant Professor of Clinical Emergency Medicine
- Best, Michael J., M.D. (University of British Columbia, Canada, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Best, Susan W., D.O. (Chicago College of Osteopathic Medicine, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Betner, Brian C., J.D. (Indiana University, 2004), Adjunct Lecturer in Public Health
- Bhagar, Harpriya (Sonya) A., M.B.,B.S. (Calcutta Medical College, India, 1994), Assistant Professor, Part-Time, of Clinical Psychiatry
- Bhakta, Deepak, M.D. (University of Michigan, 1997), Associate Professor of Clinical Medicine
- Bhandari, Jitender P.S., M.B.,B.S. (Maulana Azad Medical College, India, 1980), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Bhasin, Vijay K., M.B.,B.S. (Punjab University, India, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Bhat, Madhav H., M.B.,B.S. (University of Bombay, India, 1976), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne
- Bhat, Ramesh H., M.B.,B.S. (University of Bombay, India, 1972), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Bhatia, Sumeet, M.B.,B.S. (University of Bombay, India, 1991), Volunteer Clinical Assistant Professor of Medicine
- Bhatt, Jay R., M.D. (Indiana University, 2001), Assistant Professor of Clinical Neurology
- Bhoopalam, Prakash S., M.B.,B.S. (Mysore University, India, 1978), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Muncie
- Bhuptani, Anand D., M.B.,B.S. (University of Gujarat, India, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Bice, Paula J., Ph.D. (Kansas State University, 1992), Assistant Research Professor of Medicine

- Bidwell, Joseph P., Ph.D. (Case Western Reserve University, 1983), Professor of Anatomy and Cell Biology
- Bieck, Peter R., M.D. (University of Wurzburg, Germany, 1963), Ph.D. (Hannover Medical School, Germany, 1971), Volunteer Clinical Associate Professor of Medicine
- Bielski, Suzanne K., M.D. (University of Kentucky, 1989), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Bien, James P., M.D. (Northwestern University, 1988), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Bies, Robert R., Ph.D. (Georgetown University, 1998), Pharm.D. (University of Texas, 1994), Associate Professor of Medicine and of Medical and Molecular Genetics
- Bigatti, Silvia M., Ph.D. (University of California, San Diego, 2000), Associate Professor of Public Health
- Bigelow, Brian C., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Medicine
- Biggerstaff, Richard J., M.D., (Indiana University, 1979), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Bignell, Douglas A., Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Bigsby, Robert M., Ph.D. (University of Massachusetts, 1980), Professor of Obstetrics and Gynecology and of Cellular and Integrative Physiology, and Adjunct Professor of Pharmacology and Toxicology
- Bihrle, Richard, M.D. (Georgetown University, 1979), Dr. Norbert M. Welch, Sr. and Louise A. Welch Professor of Urology
- Billmire, Deborah F., M.D. (University of Michigan, 1979), Professor of Surgery
- Billows, Geoffrey L., M.D. (University of Cincinnati, 1992), Assistant Professor of Clinical Emergency Medicine
- Bingle, Glenn J., M.D., Ph.D. (Indiana University, 1971, 1974), Volunteer Clinical Professor of Medicine and of Medical and Molecular Genetics
- Biondich, Paul G., M.D. (University of Florida, 1998), Associate Professor of Pediatrics and of Knowledge Informatics and Translation
- Bird, Jeffrey C., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Birdas, Thomas J., M.D. (University of Athens, Greece, 1995), Assistant Professor of Surgery
- Bischoff, Peter W., B.S. (Indiana University Purdue University Indianapolis, 2008), Volunteer Clinical Lecturer in Medicine
- Bishop, Derron L., Ph.D. (Washington University, 2001), Adjunct Associate Professor of Cellular and Integrative Physiology, IUSM-Muncie
- Bishop, Michael D., M.D. (University of Illinois, 1971), Volunteer Clinical Associate Professor of Emergency Medicine, Medical Sciences Program
- Bissey, Jessica A., Psy.D. (University of Indianapolis, 2005), Adjunct Assistant Professor of Pediatrics

- Bittar, George B., M.D. (Aleppo University, Syria, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Bixler, Amy E., Psy.D. (University of Indianapolis, 2007), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Bjerke, H. Scott, M.D. (University of Hawaii, 1983), Volunteer Clinical Associate Professor of Surgery
- Blachly, Elizabeth A., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Black, Carolyn J., Ph.D. (University of Illinois at Chicago, 1996) Associate Professor, School of Social Work; Adjunct Associate Professor of Pediatrics, School of Medicine
- Black, Frank D., M.D. (Vanderbilt University, 1967), Assistant Professor of Clinical Emergency Medicine
- Black, John R., M.D. (University of North Carolina, 1977), Volunteer Clinical Professor of Medicine
- Black, Kenneth A., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Blackburn, Mary H., M.S.N. (Indiana University, 1992), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Blackwell, James T., III, M.D. (Indiana University, 2003), Assistant Professor of Clinical Pediatrics
- Blackwood, Glenn A., M.D. (University of Texas Medical Branch at Galveston, 1996), Assistant Professor of Clinical Radiology and Imaging Sciences
- Blad, Denise E., M.D. (St. George's University, Grenada, 1998), Assistant Professor of Clinical Family Medicine
- Blakesley, Michael L., M.D. (Indiana University, 1978) Volunteer Clinical Assistant Professor of Family Medicine and Adjunct Assistant Professor of Anatomy and Cell Biology, IUSM-South Bend
- Blanchard, Linda D., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Blanke, William J., M.D. (St. Louis University, 1990), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Blankenship, Kelly M., D.O. (Ohio University, 2004), Assistant Professor of Clinical Psychiatry
- Blaschke, Terrence F., M.D. (Columbia University, 1968), Adjunct Professor of Medicine
- Blazer-Yost, Bonnie L., Ph.D. (University of Pennsylvania, 1984), Professor of Biology, School of Science; Adjunct Professor of Cellular and Integrative Physiology and of Anatomy and Cell Biology, School of Medicine
- Blekher, Tanya M., Ph.D. (U.S.S.R. Academy of Science, Russia, 1978), Senior Research Professor, Part-Time, of Ophthalmology
- Blickman, Andrew R., D.V.M. (Purdue University, 1977), Assistant Director and Assistant Scientist, Laboratory Animal Resource Center
- Blitz, Gregory P., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine
- Blix, Susanne, M.D. (Indiana University, 1975), Associate Professor of Clinical Psychiatry

- Blom, Eric D., Ph.D. (University of Maryland, 1972), Volunteer Clinical Assistant Professor of Speech Pathology (Otolaryngology-Head and Neck Surgery)
- Blum, Janice S., Ph.D. (Duke University, 1984), Chancellor's Professor, IUPUI; Professor of Microbiology and Immunology, School of Medicine
- Blume, William A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Blusys, Paul V., M.D. (University of Toronto, Canada, 1976), Volunteer Clinical Professor of Family Medicine, IUSM-Fort Wayne
- Blythe, Margaret J., M.D. (Indiana University, 1972), Professor of Pediatrics and of Obstetrics and Gynecology
- Boaz, Joel C., M.D. (Indiana University, 1982), Associate Professor of Clinical Neurological Surgery
- Bochan, Markian R., M.D., Ph.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Bochenek, Kenneth J., M.D. (Wayne State University, 1982), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Lafayette
- Bock, Henry C., M.D. (Indiana University, 1968), Adjunct Clinical Professor of Emergency Medicine
- Bockelman, Henry W., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Evansville
- Bodkin, Cynthia L., M.D. (State University of New York Upstate Medical University, 2002), Assistant Professor of Clinical Neurology and of Clinical Physical Medicine and Rehabilitation
- Boe, John M., M.D. (Indiana University, 2000), Assistant Professor of Clinical Emergency Medicine
- Boerner, Arthur R., M.D. (University of Louisville, 1975), Volunteer Clinical Associate Professor of Obstetrics and Gynecology
- Bogdewic, Stephen P., Ph.D. (University of North Carolina, 1987), Executive Associate Dean for Faculty Affairs and Professional Development, Dr. George W. Copeland Professor of Family Medicine, and Adjunct Professor of Medicine and of Pediatrics, School of Medicine; Professor, Part-Time, School of Public and Environmental Affairs
- Bohleber, Amanda E., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Bohlen, H. Glenn, Ph.D. (Bowman Gray School of Medicine, 1973), Professor of Cellular and Integrative Physiology
- Bohlson, Suzanne S., Ph.D. (University of Notre Dame, 2001), Assistant Professor of Microbiology and Immunology, IUSM-South Bend
- Bohney, James P., M.D., Ph.D. (University of Louisville, 1992, 1988), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Bohnke, Kathleen D., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine and of Pediatrics, IUSM-Fort Wayne
- Bohyer, Christopher M., M.D. (University of Massachusetts, 1998), Volunteer Clinical Assistant Professor of Dermatology

- Bolad, Islam A., M.B.,B.S. (Khartoum University, Sudan, 1988), Assistant Professor of Clinical Medicine
- Bolander, J. Edwin, M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Boldt, Jeffrey P., Ph.D. (State University of New York at Buffalo, 1983), Adjunct Associate Professor of Medical and Molecular Genetics
- Bolinger, John A., D.O. (Des Moines University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Bolla, Prashanthi R., M.B.,B.S. (Mahadevappa Rampure Medical College, India, 1996), Assistant Professor of Clinical Medicine
- Bolton, J. Brooks, Jr., M.D. (University of North Carolina, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Bomba, Bradford J., Jr., M.D. (Indiana University, 1988), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Bonate, Peter L., Ph.D. (Indiana University, 1996), Adjunct Assistant Professor of Medicine
- Bond, Robert S., M.D. (Indiana University, 1989), Assistant Professor of Clinical Medicine
- Bond, Thomas W. (Ross University, Dominica, 1994), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Bonnin, Jose M., M.D. (National University of Asuncion, Paraguay, 1972), Professor of Clinical Pathology and Laboratory Medicine, of Clinical Ophthalmology, and of Clinical Neurology
- Bonsack, Carrie F., M.S. (University of Maryland, 2005), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Boone, Craig D., M.D. (Indiana University, 1974), Assistant Professor of Clinical Emergency Medicine
- Borch, Richard F., M.D. (University of Minnesota, 1975), Ph.D. (Columbia University, 1965), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Borders, Jeffrey S., M.D. (Wayne State University, 1999), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Borges, Silvana, M.D. (Universidad de la Republica, Uruguay, 1996), Adjunct Assistant Professor of Medicine
- Boris, Ronald S., M.D. (Wayne State University, 2002), Assistant Professor of Urology
- Borowitz, Joseph L., Ph.D. (Northwestern University, 1960), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Bortenschlager, Lawrence J., M.D. (Ross University, Dominica, 1986), Volunteer Clinical Assistant Professor of Medicine
- Boss, Eric E., M.D. (Indiana University, 2002), Assistant Professor of Clinical Psychiatry
- Bosslet, Gabriel T., M.D. (The Ohio State University, 2003), Assistant Professor of Clinical Medicine
- Boswell, H. Scott, Jr., M.D. (University of Virginia, 1977), Professor of Medicine
- Botkin, John A., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Medicine

- Boustani, Malaz A., M.D. (University of Damascus, Syria, 1994), Associate Professor of Medicine and Adjunct Associate Professor of Public Health
- Bowen-Boss, Angela N., M.D. (University of Cincinnati, 2002), Assistant Professor of Clinical Pediatrics
- Bowles, Rachael S., M.D. (Indiana University, 1994), Assistant Professor of Clinical Medicine
- Bowling, Monet W., M.D. (Indiana University, 2001), Assistant Professor of Surgery
- Bowman, Elizabeth S., M.D. (Indiana University, 1980), Adjunct Professor of Neurology
- Bowman, Ella H., M.D., Ph.D. (West Virginia University, 1999, 1996), Assistant Professor of Clinical Medicine
- Bowsher, Ronald R., Ph.D. (Indiana University, 1986), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Bowyer, Suzanne L., M.D. (University of Michigan, 1979), Professor of Pediatrics
- Boyd, Jack H., M.D. (Indiana University, 2000), Assistant Professor of Surgery
- Boyd, Kathleen M., M.D. (St. Louis University, 2001), Assistant Professor of Clinical Pediatrics
- Boyd, Scott C., M.D. (University of Missouri, 1998), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Boyer, Bryan A., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-South Bend
- Boyle, David W., M.D. (University of Medicine and Dentistry of New Jersey, 1983), Professor of Pediatrics
- Bradley, John D., M.D. (Medical College of Virginia, 1978), Volunteer Clinical Professor of Medicine
- Bradley, Marly P., M.D., J.D. (University of Illinois, 1997, 1996), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Bradshaw, Patricia K., M.D. (University of Southern California, 1964), Assistant Professor, Part-Time, of Clinical Pediatrics
- Brady, Thomas A., M.D. (Indiana University, 1939), Volunteer Clinical Professor of Orthopaedic Surgery
- Brady, Timothy, M.D. (University of Cincinnati, 1994), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Brahmi, Frances A., Ph.D. (Indiana University, 2007),Librarian and Co-Director of Curriculum Development in Education, Ruth Lilly Medical Library (Knowledge Informatics and Translation), and Adjunct Professor of Medicine, School of Medicine; Adjunct Professor, School of Library and Information Science
- Braitstein, Paula K.A., Ph.D. (University of British Columbia, Canada, 2005), Assistant Research Professor of Medicine
- Brake, Donald R., Jr., M.D. (University of Illinois, 1990), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Brake, Karen T., M.D. (University of Illinois, 1990), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville

- Brandt, Carla M., M.D. (University of Texas at Galveston, 1987), Volunteer Clinical Assistant Professor of Neurology, IUSM-Evansville
- Brandt, John T., M.D. (University of Missouri-Columbia, 1976), Volunteer Clinical Professor of Pathology and Laboratory Medicine
- Brantly, James M., M.D. (West Virginia University, 1966), Assistant Professor of Clinical Emergency Medicine
- Brashear, Richard E., M.D. (The Ohio State University, 1958), Volunteer Clinical Professor of Medicine
- Brashear, Ryan K., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Brater, D. Craig, M.D. (Duke University, 1971), Vice President for University Clinical Affairs; Dean and Walter J. Daly Professor, and Professor of Medicine and of Pharmacology and Toxicology, and Director, Indiana Statewide Medical Education System, School of Medicine
- Braun, Mark W., M.D. (Indiana University, 1975), Director and Professor, Part-Time, of Medical Pathology (Pathology and Laboratory Medicine), Medical Sciences Program
- Bravata, Dawn M., M.D. (University of California, San Diego, 1993), Associate Professor of Medicine and of Neurology
- Brazley, Larry R., M.D. (New York University, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Brazus, Adam W., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Ophthalmology
- Breall, Jeffrey A., M.D. (Albert Einstein College of Medicine, 1987), Ph.D. (University of California, San Francisco, 1983), Professor of Clinical Medicine
- Brei, Timothy J., M.D. (University of Nebraska, 1984), Associate Professor of Clinical Pediatrics
- Breier, Alan, M.D. (University of Cincinnati, 1980), AAMHRE/IUPA Professor of Psychiatry
- Breinholt, John P., III, M.D. (University of Utah, 2000), Assistant Professor of Clinical Pediatrics
- Breitwieser, David G., M.D. (Indiana University, 1978), Assistant Professor of Clinical Family Medicine
- Bremer, Joseph W., M.D. (The Ohio State University, 1981), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Lafayette
- Brennan, Sean T., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Bricker, Jeremy L., M.D. (Indiana University, 2005), Assistant Professor of Clinical Anesthesia
- Bridge, Andrew T., M.D. (Indiana University, 2006), Volunteer Clinical Assistant Professor of Dermatology
- Bridge, Thomas A., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Bridges, C. David, Ph.D., D.Sc. (University of London, England, 1956, 1983), Adjunct Professor of Cellular and Integrative Physiology, IUSM-Lafayette

- Brigance, Joseph S., M.D. (University of Louisville, 2003), Assistant Professor of Clinical Otolaryngology-Head and Neck Surgery
- Bright, John J., Ph.D. (University of Kerala, India, 1993), Adjunct Associate Professor of Medicine
- Brinkruff, James D., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- Brittain, Clark, D.O. (College of Osteopathic Medicine and Surgery, 1978), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Brock, Dana M., M.D. (Indiana University, 1994), Assistant Professor of Clinical Anesthesia
- Brock, Gregory K., D.O. (Chicago College of Osteopathic Medicine, 1995), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Brody, Michael S., M.D., Ph.D. (The Ohio State University, 2000, 1998), Assistant Professor of Clinical Family Medicine
- Brokaw, David S., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Brokaw, James J., Ph.D. (University of Texas Health Science Center at San Antonio, 1983), Associate Dean for Admissions and Medical Student Affairs; Frank C. and Ruby L. Moore and George T. Lukemeyer Scholar; Associate Professor of Anatomy and Cell Biology and Adjunct Associate Professor of Public Health
- Brookes, Jeffrey A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Brooks, Jason A., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Northwest
- Brookshire, Glen H., D.O. (University of North Texas, 1993), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Broshears, Anna M., B.S. (Indiana University, 1979), Adjunct Lecturer in Cytotechnology (Pathology & Laboratory Medicine)
- Broustovetski, Nikolai, Ph.D. (Academy of Science, Uzbekistan, 1989), Associate Professor of Pharmacology and Toxicology
- Brown, Darron R., M.D. (University of Rochester, 1979), Professor of Medicine and of Microbiology and Immunology
- Brown, David L., M.D. (University of Louisville, 1971), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Brown, James R., Ph.D. (Indiana University, 2010), Adjunct Assistant Professor of Pediatrics
- Brown, Jeffrey P., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Brown, John S., III, M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Brown, Stephen E., M.D. (University of Iowa, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne

- Brown, Stewart C., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Brown, Terry R., M.D. (Indiana University, 1977), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, IUSM-Evansville
- Brown, Timothy N., M.D. (University of Illinois, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Brown, Todd J., Ph.D. (The Ohio State University, 1996), Assistant Scientist in Anatomy and Cell Biology
- Browne, Thomas M., M.D. (University of Michigan, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Browning, Mark D., M.D. (Indiana University, 1977), Volunteer Clinical Professor of Medicine, IUSM-Evansville
- Brown-Proctor, Clive, Ph.D. (University of Leicester, United Kingdom, 1995), Associate Research Professor of Radiology and Imaging Sciences
- Broxmeyer, Hal E., Ph.D. (New York University, 1973), Distinguished Professor; Professor of Microbiology and Immunology and Professor of Medicine; Mary Margaret Walther Professor Emeritus
- Brozinick, Joseph T., Ph.D. (University of Texas-Austin, 1992), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Bruetman, Daniel G., M.D. (University of Buenos Aires, Argentina, 1983), Volunteer Clinical Assistant Professor of Medicine
- Brummett, Jamie R., M.D. (Indiana University, 2006), Assistant Professor of Clinical Emergency Medicine
- Bruner, Deborah D., M.A. (Ball State University, 1971), Adjunct Lecturer in Microbiology and Immunology, IUSM-Muncie
- Brunnemer, Carolyn S., B.S. (Indiana University, 1974), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Bruns, Mark D., M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine
- Brutkiewicz, Randy R., Ph.D. (University of Massachusetts, 1994), Assistant Dean for Faculty Affairs and Professional Development, and Professor of Microbiology and Immunology
- Bruzzaniti, Angela, Ph.D. (University of Melbourne, Australia, 1997), Assistant Professor of Oral Biology, School of Dentistry; Adjunct Assistant Professor of Anatomy and Cell Biology, School of Medicine
- Bryant, Cathy A., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Family Medicine
- Buccellato, Leonard J., M.D. (Wayne State University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Buchanan, James E., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Bucher, Sherri L., Ph.D. (University of Connecticut, 1998), Assistant Research Professor of Pediatrics
- Buchsbaum, Jeffrey C., M.D., Ph.D. (Johns Hopkins University, 1997), Associate Professor of Clinical

Radiation Oncology, of Clinical Pediatrics, and of Clinical Neurological Surgery

- Buck, Scott A., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Northwest
- Bucki, Jennifer J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Medicine
- Buckley, John D., M.D. (Wayne State University, 1989), Associate Professor of Clinical Medicine
- Buckwalter, Kenneth A., M.D. (Thomas Jefferson University, 1981), Professor of Radiology and Imaging Sciences and of Physical Medicine and Rehabilitation, School of Medicine; Adjunct Professor of Electrical Engineering, School of Engineering and Technology
- Buechler, James R., M.D. (University of Illinois, 1967), Volunteer Clinical Professor of Family Medicine, IUSM-Terre Haute
- Bull, Marilyn J., M.D. (University of Michigan, 1968), Professor of Clinical Pediatrics
- Bump, Richard C., M.D. (The Ohio State University, 1973), Volunteer Clinical Professor of Obstetrics and Gynecology
- Bunch, Jennifer R., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Buntin, P. T., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Surgery
- Buran, Michael J., M.D. (The Ohio State University, 1978), Volunteer Clinical Associate Professor of Medicine
- Burgett, Jason M., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Opthalmology, IUSM-Lafayette
- Burgett, Richard A., M.D. (Indiana University, 1992), Associate Professor of Clinical Ophthalmology
- Burke, Marjorie P., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Burkhardt, Dawn R., B.S. (Indiana University, 1991), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Burkhardt, Robert T., M.D. (University of Michigan, 1976), Volunteer Clinical Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Burkhart, James E., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Neurology
- Burki, Anise T., M.B.,B.S. (Nishtar Medical College, Pakistan, 1963), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Burlak, Christopher, Ph.D. (Medical College of Ohio, 2003), Assistant Professor of Surgery and Adjunct Assistant Professor of Cellular and Integrative Physiology
- Burnell, Joe C., Ph.D. (Indiana University, 1989), Adjunct Associate Professor of Biochemistry and Molecular Biology
- Burnham, Jeff R., M.A. (University of Utah, 1977), Adjunct Lecturer in Pediatrics
- Burr, David B., Ph.D. (University of Colorado, 1977), Professor of Anatomy and Cell Biology and of Orthopaedic Surgery, School of Medicine; Adjunct Professor of Anthropology, School of Liberal Arts, and College of Arts and Sciences, IU Bloomington

- Burrell, Michael J., M.D. (Loyola University, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Burrell, Timothy A., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Emergency Medicine, Medical Sciences Program
- Burry, Todd S., M.D. (Indiana University, 1997), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Burtea, E. Diana, M.D. (Northwestern University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Burton, Bruce E., M.D. (University of Texas Southwestern Medical Center at Dallas, 1978), Volunteer Clinical Assistant Professor of Family Medicine
- Burton, Matthew M., M.D. (University of Michigan, 2003), Visiting Assistant Research Professor of Surgery
- Burwinkel, Ronald P., M.D. (University of Cincinnati, 1988), Volunteer Clinical Assistant Professor of Medicine
- Buschbacher, Lois P., M.D. (University of Virginia, 1988), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Buschbacher, Ralph M., M.D. (University of Virginia, 1988), Professor of Clinical Physical Medicine and Rehabilitation
- Busha, Ann, M.D. (Medical College of Georgia, 2002), Assistant Professor, Part-Time, of Clinical Family Medicine
- Busha, Michael E., M.D. (University of Texas Southwestern, 2001), Assistant Professor of Clinical Family Medicine
- Busk, Michael F., M.D. (University of Health Sciences/Chicago Medical School, 1984), Catherine and Lowe Berger and Pauline L. Ford Investigator in Pulmonary Medicine and Associate Professor of Clinical Medicine
- Bustamante, Blandine B., M.D. (Cornell University, 1985), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Bustion, Paul F., Jr., M.D. (Indiana University, 1976), Assistant Professor of Clinical Neurology
- Butchko, Gary J., M.D. (The Ohio State University, 1996), Volunteer Clinical Assistant Professor of Pediatrics
- Butler, Nancy E., M.D. (Indiana University, 1980), Associate Professor of Clinical Psychiatry
- Butterworth, John F., IV, M.D. (Medical College of Virginia, 1979), Chair and Robert K. Stoelting Professor of Anesthesia
- Butty, Sabah D., M.D. (Wayne State University, 1994), Assistant Professor of Clinical Radiology and Imaging Sciences
- Buynak, Robert J., M.D. (Harvard Medical School, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Bye, Leighan S., M.D., Ph.D. (Indiana University, 2000), Assistant Professor of Clinical Anesthesia
- Byers, M. Scott, M.D. (Indiana University, 1999), Assistant Professor of Clinical Medicine

- Byers, Robert S., M.D. (Universidad Autonoma de Guadalajara, Mexico, 1982,), Assistant Professor of Clinical Anesthesia
- Bymaster, Frank P., M.S. (Indiana University, 1975), Adjunct Lecturer in Psychiatry
- Byrd, Kenneth E., Ph.D. (University of Washington, 1979), Associate Professor of Anatomy and Cell Biology
- Byrne, Bobbi J., M.D. (University of Pittsburgh, 1994), Associate Professor of Clinical Pediatrics
- Byrne, David A., M.D. (University of New Mexico, 1968), Volunteer Clinical Assistant Professor of Dermatology, Medical Sciences Program
- Byrne, Patrick J., M.Eng. (University of Michigan, 2001), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Byrne, Tracy S., M.D. (Baylor College of Medicine, 1994), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Byron, William A., Jr., M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Medicine
- Bysani, Nanda K., M.D. (Medical College of Ohio, 1998), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Cabellon, Anton A., D.O. (Kirksville College of Osteopathic Medicine, 2002) Assistant Professor of Clinical Medicine
- Cabellon, Michele C.L., M.D. (Indiana University, 2000), Assistant Professor of Clinical Medicine
- Cacchillo, Paul F., M.D. (The Ohio State University, 1995), Volunteer Clinical Lecturer in Ophthalmology
- Cacioppo, Jason R., M.D. (University of Texas Medical School at Houston, 1998), Assistant Professor of Plastic Surgery (Surgery)
- Cadwallader, Jason T., M.D. (Pennsylvania State University, 2007), Lecturer in Clinical Medicine
- Cady, Louis B., M.D. (University of Texas Medical Branch at Galveston, 1989), Volunteer Clinical Assistant Professor of Psychiatry
- Cain, Mark P., M.D. (Oregon Health Sciences University, 1987), Professor of Urology
- Caine, Virginia A., M.D. (State University of New York Upstate Medical Center, 1976), Associate Professor of Medicine and Adjunct Associate Professor of Public Health
- Caldwell, Matthew L., M.D. (Indiana University, 1995), Associate Professor of Clinical Medicine
- Caldwell, Randall L., M.D. (Indiana University, 1971), Professor of Clinical Pediatrics
- Callaghan, John T., M.D. (University of Kentucky, 1969), Ph.D. (University of Minnesota, 1982), Associate Professor, Part-Time, of Medicine and Adjunct Associate Professor of Pharmacology and Toxicology
- Callahan, Christopher M., M.D. (St. Louis University, 1985), Cornelius and Yvonne Pettinga Professor of Medicine
- Callahan, James D., M.D. (Indiana University, 1988), Assistant Professor of Clinical Neurological Surgery
- Callaway, Stephanie S., Psy.D. (University of Denver, 2004), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)

- Calli, Louis J., Jr., M.D. (Johns Hopkins University, 1972), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Caltoum, Christine B., M.D. (Wayne State University, 2001), Assistant Professor of Clinical Orthopaedic Surgery
- Camarillo, Ignacio G., Ph.D. (Wayne State University, 1996), Adjunct Assistant Professor of Cellular and Integrative Physiology, IUSM-Lafayette
- Cameron, James E., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Campbell, H. Edwin, Jr., M.D. (Indiana University, 1959), Volunteer Clinical Professor of Obstetrics and Gynecology
- Campbell, Kikuko, Ph.D. (Indiana University Purdue University Indianapolis, 2007), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Campbell, Marcia J., M.D. (Indiana University, 1983), Volunteer Clinical Professor of Pathology and Laboratory Medicine, Medical Sciences Program
- Campbell, Noll L., Pharm.D. (Butler University, 2002), Adjunct Assistant Professor of Medicine
- Campbell, Steffanie R., M.D. (Indiana University, 2007), Lecturer in Clinical Medicine
- Campos-Bilderback, Silvia B., Ph.D. (Federal University of Sao Paulo, Brazil, 2000), Assistant Scientist in Medicine
- Canal, David F., M.D. (Indiana University, 1983), Frederic W. Taylor Professor of Surgery
- Cannon, Christopher B., M.D. (University of Tennessee, 2001), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Evansville
- Cantor, Louis B., M.D. (Indiana University, 1980), Chair and Professor of Ophthalmology; Jay C. and Lucile L. Kahn Professor of Glaucoma Research and Education
- Cantora, James F., M.D. (University of Illinois, 1995), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Cantrell, Varon E., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Pediatrics
- Cao, Ling, M.D. (Capitol University of Medical Sciences, China, 1986), Adjunct Assistant Scientist in Pediatrics
- Cao, Minsong, Ph.D. (Purdue University, 2007), Assistant Professor of Clinical Radiation Oncology
- Capannari, Thomas E., M.D. (University of Cincinnati, 1979), Volunteer Clinical Assistant Professor of Pediatrics
- Carbone, Angela T., M.D. (Indiana University, 1993), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Cardenes, Higinia R., M.D. (Universidad La Laguna, Tenerife, 1983), Ph.D. (Universidad Autonoma de Madrid, Spain, 1988), Professor of Clinical Radiation Oncology
- Cardillo, Richard C., M.D. (University of Medicine and Dentistry of New Jersey, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Cardoso, Angelo A., M.D. (Porto University, Portugal, 1987), Ph.D. (University of Paris, France,

1998), Assistant Professor of Medicine and of Medical and Molecular Genetics

- Carl, Rebecca L., M.B.A. (Butler University, 1996), Adjunct Lecturer in Public Health
- Carlesso, Nadia, M.D. (University of Medicine and Surgery of Turin, Italy, 1989), Ph.D. (University of Genoa, Italy, 1995), Associate Professor of Pediatrics and of Medical and Molecular Genetics
- Carlos, Jennifer H., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Carlson, David J., M.D. (Washington University, 1973), Volunteer Clinical Associate Professor of Surgery, IUSM-Evansville
- Carlson, Gary P., Ph.D. (University of Chicago, 1969), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Carlson, Katherine A., B.A. (Indiana University, 1971), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Carlstedt, Bruce C., Ph.D. (University of Illinois, 1971), Adjunct Professor of Medicine
- Carmichael, Ann G., M.D., Ph.D. (Duke University, 1978), Associate Professor of History and of History and Philosophy of Science, College of Arts and Sciences, IU Bloomington; Associate Professor, Part-Time, of Medicine, Medical Sciences Program, School of Medicine
- Carmichael, Julie M., M.B.A. (Indiana University, 1989), Adjunct Lecturer in Public Health
- Carnes, J. David, M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Carney Doebbeling, Caroline, M.D. (University of Iowa, 1992), Adjunct Associate Professor of Medicine
- Caro, Jose F., M.D. (Madrid School of Medicine, Spain, 1973), Professor of Medicine
- Carpenter, Denise L., M.D. (*The Ohio State* University, 1989), Associate Professor of Clinical Pediatrics and of Clinical Physical Medicine and Rehabilitation
- Carr, Douglas E., M.D. (Indiana University, 1987), Lecturer in Surgery, Medical Sciences Program
- Carr, Matthew L., M.D. (University of Oklahoma, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Carroll, Aaron E., M.D. (University of Pennsylvania, 1998), Associate Professor of Pediatrics
- Carter, Amy M., M.D. (Wright State University, 1996), Volunteer Clinical Assistant Professor of Medicine
- Carter, Joye M., M.D. (Howard University, 1983), Volunteer Clinical Professor of Pathology and Laboratory Medicine
- Carter, Mark O., M.D. (Ross University, Dominica, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Carvallo, Daniel, M.D. (University Centroccidental Lisandro Alvarado, Venezuela, 1998), Assistant Professor of Clinical Anesthesia
- Casciani, Thomas, M.D. (University of Rochester, 1996), Assistant Professor of Clinical Radiology and Imaging Sciences

- Case, Jamie, Ph.D. (University of New South Wales, Australia, 1998), Assistant Research Professor of Pediatrics
- Casetti, Alfredo V., M.D. (University of Michigan, 1995), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Castaneda, Carol L., Ph.D. (Northwestern University, 1996), Associate Professor of Microbiology, College of Arts and Sciences, IU Northwest; Adjunct Associate Professor of Microbiology & Immunology, IUSM-Northwest
- Castellino, Francis J., Ph.D. (University of Iowa, 1968), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-South Bend
- Castillo, Gabriella, M.D. (University of Chicago, 1975), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Terre Haute
- Cates-Lonberger, Patrice M., M.D. (Indiana University, 2006), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Cation, Lannie J., M.D. (Baylor College of Medicine, 1991), Volunteer Clinical Associate Professor of Medicine
- Catoira-Boyle, Yara P., M.D. (University of Brasilia, Brazil, 1996), Assistant Professor of Clinical Ophthalmology
- Cavaghan, Melissa K., M.D. (University of Chicago, 1992), Assistant Professor, Part-Time, of Clinical Medicine
- Cavanaugh, John J., M.D. (University of Illinois, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Cerbin, Joseph H., M.D. (University of Illinois at Chicago, 1980), Volunteer Clinical Assistant Professor of Family Medicine
- Cerullo, Lauren E., M.D. (Rush Medical College, 2005), Volunteer Clinical Assistant Professor of Dermatology, IUSM-South Bend
- Cervoni, Manuel, M.D. (New York University, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Chae, Hee-Don, Ph.D. (Pohang University of Science and Technology, Korea, 1998), Assistant Research Professor of Microbiology and Immunology
- Chaganti, Mallik, M.B.B.S. (Andhra Medical College, India, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Chaille, Peter J., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Chakr, Rafael M., M.D. (*Rio de Janeiro State* University, Brazil, 2003), Volunteer Clinical Lecturer in Medicine
- Chakrabarti, Chandrama, M.B.B.S. (University of Calcutta, India, 1987), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- Chalasani, Naga P., M.B.,B.S. (Kakatiya Medical College, India, 1987), Professor of Medicine and Adjunct Professor of Cellular and Integrative Physiology
- Chambers, Joanna E., M.D. (Medical College of Georgia, 1996), Assistant Professor, Part-Time, of Clinical Psychiatry

- Chambers, John M., III, M.D. (Indiana University, 2003), Assistant Professor of Clinical Medicine
- Chambers, R. Andrew, M.D. (Duke University, 1996), Raymond E. Houk Scholar in Psychiatry; Associate Professor of Psychiatry
- Chan, Edward M., M.D. (Indiana University, 1992), Adjunct Assistant Professor of Medicine
- Chan, Rebecca J., M.D., Ph.D. (Indiana University, 1995), Assistant Professor of Pediatrics and of Medical and Molecular Genetics
- Chang, Colin E., M.D. (Indiana University, 1995), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Chang, Daniel V., M.D. (University of Buenos Aires, Argentina, 2002), Visiting Assistant Scientist in Pediatrics
- Chang, Fen-Lei F., M.D., Ph.D. (University of Illinois, 1989, 1983), Assistant Dean and Director, IUSM-Fort Wayne; Lutheran Foundation Professor of Cardiovascular Research; Professor of Neurology
- Chang, Gene L., M.D. (Chicago Medical School, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Chang, Ilwoong W., M.D. (Yonsei University, Korea, 1966), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Chappell, Amy S., M.D. (Indiana University, 1977), Volunteer Clinical Associate Professor of Neurology
- Chappo, John M., B.S. (Indiana University, 1978), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Chase, John D., M.D. (Northwestern University, 1978), Volunteer Clinical Assistant Professor of Neurology
- Chastain, Hollace D., II, M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Chatrath, Hemant, M.B.B.S. (Maulana Azad Medical College, India, 2002), Assistant Professor of Clinical Medicine
- Chauhan, Naresh, M.B.B.S. (United Medical and Dental Schools of Guy's and St. Thomas' Hospitals, United Kingdom, 1993), Volunteer Clinical Assistant Professor of Medicine
- Cheesman, David A., M.D. (University of South Carolina, 2000), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Chegar, Burke E., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Dermatology
- Chemwolo, Benjamin T., M.B.Ch.B. (University of Nairobi, Kenya, 1998), Visiting Assistant Professor of Clinical Obstetrics and Gynecology
- Chen, Hanying, M.D. (Tong-Ji Medical University, China, 1990), Assistant Research Professor of Pediatrics
- Chen, Jinhui, B.M. (Southern Medical University, China, 1989), Ph.D. (Chinese Academy of Sciences, China, 1997), Assistant Professor of Neurological Surgery
- Chen, Judy T., Pharm.D. (University of Illinois, 2001), Adjunct Assistant Professor of Medicine

- Chen, Jue, Ph.D. (Harvard University, 1998), Adjunct Associate Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Chen, Lan, Ph.D. (*Rutgers University, 2000*), Assistant Research Professor of Biochemistry and Molecular Biology
- Chen, Lan S., M.D. (National Taiwan University, 1978), Professor of Clinical Neurology
- Chen, Neal X., M.D. (Shanghai Medical University, China, 1987), Ph.D. (University of Georgia, 1995), Associate Research Professor of Medicine
- Chen, Peng-Sheng, M.D. (National Taiwan University, 1979), Medtronic Zipes Professor of Cardiology and Professor of Medicine
- Chen, Shi, B.M. (Hebei Medical University, China, 1983), Ph.D. (Shinshu University, Japan, 1995), Assistant Research Professor of Pediatrics
- Chen, Yan, M.B. (Suzhou Medical College, China, 2001), Ph.D. (University of Cincinnati, 2007), Adjunct Assistant Professor of Public Health
- Chen, Yan, M.D. (West China University of Medical Sciences, China, 1983), Ph.D. (Indiana University, 1994), Adjunct Associate Professor of Medical and Molecular Genetics
- Chen, Zhenhui, Ph.D. (Indiana University, 1997), Assistant Research Professor of Medicine
- Cheng, Chee-Wai, Ph.D. (University of Toronto, Canada, 1979), Professor of Clinical Radiation Oncology
- Cheng, Liang, M.D. (Beijing Medical University, China, 1987), Professor of Pathology and Laboratory Medicine and of Urology
- Chernoff, William G., M.D. (University of Saskatchewan, Canada, 1986), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Cherry, Jonathan J., Ph.D. (University of Vermont, 2004), Assistant Research Professor of Dermatology
- Cherukuri, Sreekant, M.D. (University of Michigan, 1998), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Northwest
- Chezem, Linda L., J.D. (Indiana University, 1971), Adjunct Professor of Medicine
- Chheda, Manish N., M.D. (Jefferson Medical College, 1993), Assistant Professor of Clinical Medicine
- Chilakamarri, Vijay K., M.B.B.S. (Osmania Medical College, India, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Chilvers, Rebecca A., M.D. (Louisiana State University, 2003), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Chin, Steven B., Ph.D. (Indiana University, 1993), Associate Research Professor of Otolaryngology-Head and Neck Surgery
- Chin, William W., M.D. (Harvard Medical School, 1972), Professor of Medicine
- Chiorean, Elena G., M.D. (Iuliu Hatieganu University of Medicine and Pharmacy, Cluj-Napoca, Romania, 1993), Assistant Professor of Medicine
- Chiorean, Michael V., M.D. (Iuliu Hatieganu University of Medicine and Pharmacy, Cluj-Napoca,

Romania, 1992), Assistant Professor of Clinical Medicine

- Chirgwin, John M., Ph.D. (University of California, Riverside, 1974), Professor of Medicine
- Chisholm, Carey D., M.D. (Medical College of Virginia, 1980), Professor of Emergency Medicine
- Chitty, Keith, M.D. (Indiana University, 2000), Assistant Professor of Clinical Pediatrics
- Chitwood, Richard W., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Surgery
- Cho, Won Kyoo, M.D. (University of Pennsylvania, 1989), Associate Professor of Medicine and of Cellular and Integrative Physiology
- Choi, Jennifer N., M.D. (Indiana University, 2001), Assistant Professor of Surgery
- Chong, Tae Kae, M.D. (University of Tennessee, 1985), Volunteer Clinical Assistant Professor of Medicine
- Choplin, Robert H., M.D. (Northwestern University, 1970), Professor of Clinical Radiology and Imaging Sciences
- Chou, Kai-ming, Ph.D. (University of Vermont, 1997), Assistant Professor of Pharmacology and Toxicology
- Chow, Justin J., M.D. (Guangdong Medical College, China, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Christenson, John C., M.D. (University of Puerto Rico, 1981), Professor of Clinical Pediatrics
- Christopher, Shawn M., B.S. (Indiana University Purdue University Indianapolis, 2005), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Chu, T.M. Gabriel, Ph.D. (University of Michigan, 1999), D.D.S. (Kaohsiung Medical College, Taiwan, 1989), Associate Professor of Dental Biomaterials, School of Dentistry; Adjunct Associate Professor of Orthopaedic Surgery, School of Medicine
- Chua, Rosario N., M.D. (University of the Philippines, 1981), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Chuman, Charles M., M.D. (University of Chicago, 1973), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Chun, Kristin T., Ph.D. (Stanford University, 1992), Assistant Professor of Pediatrics and of Biochemistry and Molecular Biology
- Ciccarelli, Mary R., M.D. (Albany Medical College, 1982), Associate Professor of Clinical Pediatrics and of Clinical Medicine
- Cikrit, Dolores F., M.D. (University of Colorado, 1980), Professor of Surgery
- Clapp, D. Wade, M.D. (Indiana University, 1982), Chair and Richard L. Schreiner Professor of Pediatrics, and Professor of Microbiology and Immunology and of Biochemistry and Molecular Biology
- Clare, Susan E., M.D., Ph.D. (Northwestern University, 1990, 1988), Associate Professor of Surgery
- Clark, Charles M., Jr., M.D. (Indiana University, 1963), Associate Dean for Continuing Medical Education; Vice-Chair for Administrative Affairs

(Knowledge Informatics and Translation); Professor of Medicine and of Pharmacology and Toxicology

- Clark, Daniel L., Ph.D. (Indiana University, 1984), Assistant Research Professor of Anatomy and Cell Biology
- Clark, Daniel O., Ph.D. (Duke University, 1991), Associate Professor, Part-Time, of Medicine
- Clark, David B., B.S. (Purdue University, 1982), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Clark, Diana L., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Clark, Mark D., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Clark, Romnee, M.D. (Indiana University, 1991), Associate Professor of Clinical Medicine
- Clark, William R., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Medicine
- Clark, William R., Jr., M.D. (Indiana University, 1960), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Clary, Kevin W., M.D. (University of Missouri, 2005), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Class, C. Andrew, M.D. (Oral Roberts University, 1988), Volunteer Clinical Assistant Professor of Psychiatry
- Clausen, Robert W., M.B.,B.S. (Kasturba Medical College, India, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Clauss, Matthias A., Ph.D. (University of Heidelberg, Germany, 1988), Associate Research Professor of Cellular and Integrative Physiology and of Medicine
- Clayton, Donald E., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Cleary, John T., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Clemente, Joseph B., M.D. (Northwestern University, 1997), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Clendenon, Sherry G., Ph.D. (Indiana University, 2000), Adjunct Assistant Research Professor of Medicine
- Clifft, Monica A., B.S. (Indiana University, 1980), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Cline, Danniel L., Pharm.D. (Butler University, 1997), Adjunct Assistant Professor of Pharmacology and Toxicology, IUSM-South Bend
- Close, Sandra L., Ph.D. (Indiana University, 2000), Adjunct Assistant Professor of Medicine
- Clutter, Justin D., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Clutter, Robert E. M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Family Medicine
- Cly, Geoffrey C., M.D. (Wright State University, 1996), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne

- Cmejrek, Ryan C., M.D. (Case Western Reserve University, 2000), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Northwest
- Coats, Stephen E., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Cobbs, Elizabeth J., M.D. (Temple University, 1990), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Coburn, Stephen P., Ph.D. (Purdue University, 1963), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-Fort Wayne
- ocanower, David A., M.D. (Indiana University, 1988), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- Cockerill, David W., M.D. (University of Arkansas, 1988), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-South Bend
- Coe, Kathryn, Ph.D. (Arizona State University, 1995), Professor of Public Health
- Coe, Mark H., M.D. (Indiana University, 1998), Assistant Professor of Clinical Radiology and Imaging Sciences
- Coffelt, Thomas A., M.D. (Wright State University, 2006), Visiting Lecturer in Clinical Pediatrics
- Coffey, Arthur C., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Surgery
- Cohen, Adam C., M.D. (Albert Einstein College of Medicine of Yeshiva University, 1992), Assistant Professor of Clinical Plastic Surgery (Surgery)
- Cohen, Lawrence M., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine
- Cohen, Rebecca J., M.D. (Mount Sinai School of Medicine, 2002), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Cohen, Stephanie A., M.S. (University of Michigan, 1993), Adjunct Assistant Professor of Medical and Molecular Genetics
- Cohen, Steven J., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Cohen-Gadol, Aaron A., M.D. (University of Southern California, 1997), Assistant Professor of Neurological Surgery
- Cohenour, Kathleen A., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Coil, Brent W., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Cole, Craig N., M.D. (Indiana University, 2002), Volunteer Clinical Lecturer in Ophthalmology
- Cole, Stephen L., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Coleman, John J., III, M.D. (Harvard Medical School, 1973), James E. Bennett Professor of Plastic Surgery (Surgery)
- Collier, Victor E., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Medicine

- Collins, Robert W., M.D. (Hahnemann University, 1997), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Collins, Savita P., M.D. (University of Wisconsin-Madison, 1993), Volunteer Clinical Assistant Professor of Otolaryngology-Head & Neck Surgery, IUSM-South Bend
- Collis, William C., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Colver, Robert M., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Combellick, Jacqueline D., M.D. (University of Missouri-Kansas City, 1996), Assistant Professor of Clinical Emergency Medicine
- Combs, Daniel J., M.D. (Indiana University, 1997), Assistant Professor of Clinical Emergency Medicine
- Combs, Kenneth G., M.D. (University of Louisville, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Combs, Richard C., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Conces, Dewey J., Jr., M.D. (Creighton University, 1977), Professor of Radiology and Imaging Sciences
- Condon, Keith W., Ph.D. (University of Illinois at Chicago, 1987), Adjunct Lecturer in Anatomy and Cell Biology
- Conger, Wendy A., M.D. (University of California, Irvine, 1996), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Conner, Joseph W., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Ophthalmology
- Connerly, Patrick W., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Connolly, James C., M.D. (University of Texas Health Science Center at San Antonio, 1976), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, Medical Sciences Program
- Connors, Bret A., Ph.D. (Indiana University, 1992), Assistant Scientist in Anatomy and Cell Biology
- Conrad, Christopher J., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Family Medicine
- Considine, Robert V., Ph.D. (Thomas Jefferson University, 1990), Associate Professor of Medicine and of Cellular and Integrative Physiology
- Conte, Frank J., M.D. (Georgetown University, 1989), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Contreras, Mario R., M.D. (University of San Carlos, Guatemala, 1977), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Lafayette
- Conway, Simon J., Ph.D. (University College London, England, 1993), Professor of Pediatrics and of Biochemistry and Molecular Biology and Adjunct Professor of Anatomy and Cell Biology and of Medical and Molecular Genetics

- Conwell, Carl F., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Cook, Brian W., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Cooke, William E., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- Cooper, Dylan D., M.D. (University of Michigan, 2002), Assistant Professor of Clinical Emergency Medicine
- Cooper, Jeffrey C., M.D. (Rush University, 1990), Volunteer Clinical Assistant Professor of Urology, IUSM-Lafayette
- Cooper, Jerald L., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Copeland, Benjamin J., M.D., Ph.D. (The Ohio State University, 1997), Volunteer Clinical Assistant Professor of Otolaryngology-Head & Neck Surgery
- Coppoc, Gordon L., Ph.D. (Harvard University, 1968), D.V.M. (Kansas State University, 1963), Assistant Dean and Director, IUSM-Lafayette, and Adjunct Professor of Pharmacology and Toxicology
- Corbitt, Toya J., M.D. (The Ohio State University, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Cordell, William H., M.D. (Indiana University, 1977), Volunteer Clinical Professor of Emergency Medicine
- Cordes, Susan R., M.D. (Indiana University, 1993), Associate Professor of Clinical Otolaryngology-Head and Neck Surgery
- Cordes, Timothy M., M.D. (*Michigan State* University, 1988), Associate Professor of Clinical Pediatrics
- Cordray, Monte L., M.D. (Southern Illinois University, 1981), Volunteer Clinical Assistant Professor of Urology, IUSM-Terre Haute
- Cordts, Scott M., M.D. (Southern Illinois University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Corea, Donald D., D.O. (University of North Texas, 1991), Assistant Professor of Clinical Radiology and Imaging Sciences
- Corkins, Mark R., M.D. (University of Missouri-Columbia, 1989), Associate Professor of Clinical Pediatrics
- Cornett, G. Mitch, M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Medicine
- Cornetta, Kenneth G., M.D. (Albany Medical College, 1982), Chair and Joe C. Christian Professor of Medical and Molecular Genetics, and Professor of Medicine and of Microbiology and Immunology
- Corning, Wendy K., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Correa, Juan, M.D. (Javeriana University, Colombia, 1966), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Corson, Timothy W., Ph.D. (University of Toronto, Canada, 2007), Assistant Professor of Ophthalmology

- Cortese, Thomas A., Jr., M.D. (Indiana University, 1964), Ph.D. (Wayne State University, 1960), Volunteer Clinical Professor of Dermatology
- Corvera, Joel S., M.D. (Vanderbilt University, 1998), Volunteer Clinical Assistant Professor of Surgery
- Coscia, Michael F., M.D. (Bowman Gray School of Medicine, 1981), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Cosgrove, Jason A., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Pediatrics
- Cosgrove, Patrick S., D.O. (Michigan State University, 1995), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Costello, Victoria Walker, M.D. (University of Texas Health Science Center at Houston, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Coté, Gregory A., M.D. (Northwestern University, 2001), Assistant Professor of Clinical Medicine
- Counsell, Steven R., M.D. (University of Cincinnati, 1985), Mary Elizabeth Mitchell Professor of Geriatrics, and Professor of Medicine
- Coutinho, Kathleen D., M.D. (Chicago Medical School, 1989), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Couture, Jeffrey J., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Cowden Dahl, Karen D., Ph.D. (University of Pennsylvania, 2004), Assistant Professor of Biochemistry and Molecular Biology, IUSM-South Bend
- Cox, Anthony D., Ph.D. (Indiana University, 1984), Professor of Marketing, Kelley School of Business; Adjunct Professor of Pediatrics, School of Medicine
- Cox, Dena S., Ph.D. (University of Houston, 1984), Professor of Marketing, Kelley School of Business; Adjunct Professor of Pediatrics, School of Medicine
- Cox, Elaine G., M.D. (Indiana University, 1990), Associate Professor of Clinical Pediatrics
- Cox, LeeAnn R., M.D. (Indiana University, 2006), Assistant Professor of Clinical Medicine
- Cox, Linda A., M.S. (Indiana University, 1992), Associate Professor of Clinical Radiologic Sciences (Radiology and Imaging Sciences)
- Cox Cohoon, Kathryn M., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Family Medicine
- Coy, Lynn T., D.O. (Nova Southeastern University, 1998), Assistant Professor of Clinical Emergency Medicine
- Crabb, David W., M.D. (Indiana University, 1978), Chair and John B. Hickam Professor of Medicine and Professor of Biochemistry and Molecular Biology
- Crabtree, William N., Ph.D. (Indiana University, 2006), Associate Professor and Director of Cytotechnology, and Associate Professor of Pathology and Laboratory Medicine
- raig, Earl J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, Medical Sciences Program

- Cramer, Harvey M., M.D. (University of Manitoba, Canada, 1980), Associate Professor of Pathology and Laboratory Medicine
- Crane, Kenneth J., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Crawford, Clifford E., M.D. (Indiana University, 1984), Volunteer Clinical Associate Professor of Medicine, IUSM-Terre Haute
- Crawford, Gregory P., Ph.D. (Kent State University, 1991), Adjunct Professor of Medicine, IUSM-South Bend
- Crawford, Kevin M., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Dermatology
- Crawford, Rick E., M.D. (University of Louisville, 1981), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Evansville
- Crecelius, Jeffrey L., M.D. (University of Kentucky, 1980), Assistant Professor of Clinical Neurological Surgery and Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-Lafayette
- Credi, R. Gregory, M.D. (University of Illinois, 1988), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Creek, Jean A., M.D. (Indiana University, 1952), Volunteer Clinical Professor of Medicine, Medical Sciences Program
- Creighton, James J., Jr., M.D. (State University of New York at Buffalo, 1979), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Crevier, Karen N., M.D. (University of Florida, 2006), Assistant Professor of Clinical Emergency Medicine
- Cripe, Larry D., M.D. (Rush Medical College, 1984), Associate Professor of Medicine
- Crisman, Ted J., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Family Medicine
- Cristee, James W., M.D. (Indiana University, 1959), Volunteer Clinical Associate Professor of Medicine, IUSM-Terre Haute
- Criswell, Mark H., Ph.D. (Indiana University, 1987), Adjunct Assistant Research Professor of Ophthalmology
- Crittendon, Matthew W., M.D. (Indiana University, 2000), Assistant Professor of Clinical Emergency Medicine
- Crittendon, Megan R., M.D. (Indiana University, 2000), Assistant Professor of Clinical Emergency Medicine
- Croffie, Joseph M.B., M.D. (University of Liberia, 1986), Professor of Clinical Pediatrics
- Croner, Michael D., M.D. (Indiana University, 1991), Assistant Professor of Clinical Anesthesia
- Crook, Susan T., M.D. (Indiana University, 2002), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Croop, James M., M.D., Ph.D. (University of Pennsylvania, 1980), Professor of Pediatrics
- Cropper, Michelle R., D.O. (Des Moines University, 2005), Volunteer Clinical Assistant Professor of Family Medicine

- Crossin, James A., M.D. (Marquette University, 1964), Volunteer Clinical Assistant Professor of Surgery
- Crowle, Patricia K., Ph.D. (Indiana University, 1974), Visiting Associate Professor of Anatomy and Cell Biology, Medical Sciences Program
- Cruz, Julie L., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Csicsko, John F., M.D. (Indiana University, 1971), Volunteer Clinical Associate Professor of Surgery, IUSM-Fort Wayne
- Cumberlander, Natalie D., Ph.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Pediatrics
- Cumming, James R., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Pediatrics
- Cummings, Judd E., M.D. (Creighton University, 2002), Assistant Professor of Clinical Orthopaedic Surgery
- Cummings, Oscar W., M.D. (Creighton University, 1983), Professor of Pathology and Laboratory Medicine
- Cummins, Theodore R., Ph.D. (Yale University, 1996), Associate Professor of Pharmacology and Toxicology
- Cummiskey, Daniel J., M.D. (University of Illinois, 1988), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Cunningham, Thomas J., Jr., M.D. (University of Pittsburgh, 1997), Assistant Professor of Clinical Obstetrics and Gynecology
- Curfman, Thomas J., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne
- Curnow, Scott W., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Pediatrics
- Current, Marla C., M.D. (Indiana University, 2004), Assistant Professor of Clinical Medicine
- Current, William L., Ph.D. (University of Nebraska, 1977), Adjunct Professor of Pathology and Laboratory Medicine
- Currier, James E., M.D. (Loma Linda University, 1977), Volunteer Clinical Assistant Professor of Radiation Oncology
- Curtis, Charles A., M.D. (Indiana University, 1981), Assistant Professor of Clinical Anesthesia
- Cushing, Herbert E., M.D. (State University of New York Upstate Medical Center, 1983), Associate Dean for Medical Student Affairs; Associate Professor of Clinical Medicine
- Cutler, Gordon B., Jr., M.D. (Harvard Medical School, 1973), Volunteer Clinical Professor of Pediatrics and of Medicine
- Czachowski, Cristine L., Ph.D. (University of California, Santa Barbara, 1998), Associate Professor of Clinical Psychology (Psychiatry), School of Medicine; Associate Professor of Psychology, School of Science
- Czader, Magdalena B., M.D. (Karol Marcinkowski University of Medical Sciences, Poland, 1990), Ph.D. (Karolinska Institute, Sweden, 1996), Associate Professor of Pathology and Laboratory Medicine

- da Costa, Gaston, M.D. (University of Buenos Aires, Argentina, 1992), Assistant Professor of Clinical Neurology
- Daetwyler, Edward P., M.D. (State University of New York Upstate Medical Center, 1979), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Evansville
- Daggy, Joanne K., Ph.D. (Purdue University, 2009), Assistant Research Professor, Part-Time, of Medicine
- Dagher, Pierre C., M.D. (American University of Beirut, Lebanon, 1985), Associate Professor of Medicine
- Dahl, Richard E., Ph.D. (State University of New York at Stony Brook, 1997), Assistant Professor of Microbiology and Immunology, IUSM-South Bend
- Dalal, Harsh L., M.B.,B.S. (B.J. Medical College, India, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Daleke, David L., Ph.D. (Stanford University, 1986), Associate Dean for Academic Affairs and Administration, University Graduate School; Associate Professor of Biochemistry and Molecular Biology, Medical Sciences Program, School of Medicine; Senior Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington
- Daley, Patrick J., M.D. (University of Illinois, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Dalsing, Michael C., M.D. (Medical College of Wisconsin, 1978), E. Dale and Susan E. Habegger Professor of Surgery
- Daluga, Daniel J., M.D. (University of Illinois, 1983), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Lafayette
- Daluga, Paul L., Jr., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Daly, Edward C., M.D., Ph.D. (Indiana University, 1978, 1979), Assistant Professor of Neurology and of Neurobiology (Psychiatry)
- Daly, Robert S., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Medicine
- d'Ambrosio, Leo T., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Neurology
- D'Amour, Peter G., M.D. (Vanderbilt University, 1984), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Damush, Teresa M., Ph.D. (University of California, Riverside, 1996), Associate Research Professor of Medicine
- Dandelet, Laura A., M.S.W. (Indiana University, 2003), Adjunct Lecturer in Pediatrics
- Daniel, Linda L., Ph.D. (Ball State University, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Daniells, Michelle S., B.S. (Indiana University, 1976), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Danielson, Constance F. M., M.D., Ph.D. (Indiana University, 1984, 1979), Associate Professor of Clinical Pathology and Laboratory Medicine

- Dankoski, Mary E., Ph.D. (Purdue University, 2001), Assistant Dean for Faculty Affairs and Professional Development; Lester D. Bibler Scholar in Family Medicine and Associate Professor of Family Medicine
- Dardeen, Kelly R., Ph.D. (Indiana State University, 2008), Volunteer Clinical Assistant Professor of Family Medicine
- Darragh, Robert K., M.D. (University of Pittsburgh, 1983), Associate Professor of Clinical Pediatrics
- Darroca, Roberto J.A., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Muncie
- Das, Indra J., Ph.D. (University of Minnesota, 1988), Professor of Radiation Oncology
- Das, Mithilesh K., M.B.,B.S. (Rajendra Medical College, India, 1982), Associate Professor of Clinical Medicine
- Dascoli, Thomas C., M.D. (Indiana University, 1973), Assistant Professor of Clinical Family Medicine
- Dasgupta, Debasish, M.B.,B.S. (University of Calcutta, India, 1997), Assistant Professor of Clinical Medicine
- Dasgupta, Saumyadip, M.B.,B.S. (University of Calcutta, India, 1993), Volunteer Clinical Assistant Professor of Medicine
- Dattilo, Natalie C., Ph.D. (University of Florida, 2008), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Davé, Shashank J., D.O. (Chicago College of Osteopathic Medicine, 2001), Assistant Professor of Clinical Physical Medicine and Rehabilitation and of Clinical Neurology
- David, Jose F., Jr., M.D. (University of Santo Tomas, Philippines, 1975), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Davidson, Charles O., M.D. (Howard University, 1961), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Davidson, Darrell D., M.D., Ph.D. (Tulane University, 1978), Assistant Professor of Clinical Pathology and Laboratory Medicine
- Davidson, Sarah A., M.D. (Yale University, 1991), Assistant Professor of Clinical Medicine
- Davis, Carrie L., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Dermatology, Medical Sciences Program
- Davis, David P., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professorof Family Medicine, IUSM-Terre Haute
- Davis, Edward L., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Davis, H. Jeffrey, Ph.D. (Southern Illinois University, 1975), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Davis, Keith R., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Davis, Louanne W., Psy.D. (University of Indianapolis, 2001), Assistant Scientist in Clinical Psychology (Psychiatry)
- Davis, Susan L., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pediatrics

- Davis, Thomas E., Jr., M.D. (West Virginia University, 1980), Ph.D. (Tulane University, 1976) Culbertson Professor of Pathology, and Professor of Pathology and Laboratory Medicine
- Davis-Skaggs, Kristen, M.D. (Wright State University, 1999), Assistant Professor of Clinical Family Medicine
- Davisson, Rebecca S., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Family Medicine
- Dawson, Derek J., M.D. (Meharry Medical College, 1980), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Northwest
- Dawson, Tamika S., M.D. (Indiana University, 2004), Assistant Professor of Clinical Family Medicine
- Day, Michael E., M.D. (Medical College of Ohio, 1972), Assistant Professor of Clinical Family Medicine
- Day, Richard N., Ph.D. (University of Rochester, 1987), Professor of Cellular and Integrative Physiology
- Dayton, Mark A., M.D., Ph.D. (Indiana University, 1984, 1981), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- D'Cruz, Martin J., M.B.A. (Rutgers University, 1981), Adjunct Lecturer in Public Health
- Dean, Robert A., M.D., Ph.D. (Indiana University, 1984, 1981), Associate Professor of Pathology and Laboratory Medicine
- Dearth, Jerry A., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Deaton, Rodney J. S., M.D. (Indiana University, 1982), J.D. (Harvard Law School, 1990), Volunteer Clinical Associate Professor of Psychiatry
- DeBrota, David J., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine
- DeCamp, Joseph R., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Decker, Brian S., M.D. (Indiana University, 2000), Pharm.D. (Purdue University, 1996), Assistant Professor of Clinical Medicine
- Decker, Robert S., B.S. (Purdue University, 1969), Adjunct Lecturer in Public Health
- de Cordon, Kimberly Q., Ph.D. (Johns Hopkins University, 1986), Professor of Medical and Molecular Genetics, of Psychiatry, and of Medicine
- Deery, Michael F., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Family Medicine
- DeFries, Roy A., M.D. (Southern Illinois University, 1980), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Degeneffe, Mary T., M.D. (University of Illinois at Chicago, 1991), D.V.M. (University of Illinois, 1978), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- DeGrado, Timothy R., Ph.D. (University of Wisconsin-Madison, 1988), Adjunct Professor of Biochemistry and Molecular Biology
- de Groot, Mary K., Ph.D. (University of Rhode Island, 1999), Associate Professor of Medicine,

School of Medicine, and Adjunct Associate Professor of Psychology, School of Science

- DeiSanti, Angeline D., M.D. (University of Missouri-Columbia, 2003), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Deitch, Robert D., Jr., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Ophthalmology
- Delaney, Lisa R., M.D. (University of Missouri-Columbia, 2000), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Dela Rosa, Katherine D., M.D. (Far Eastern University, Philippines, 1988), Assistant Professor of Clinical Medicine
- Delarque, Alain, M.D. (Université de la Mediterranée, France, 1979), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- de las Alas, Robert M., D.O. (Des Moines University, 2000), Assistant Professor of Clinical Family Medicine
- Delgado, David C., M.D. (University of Illinois, 2002), Assistant Professor of Clinical Pediatrics
- Delk, Paula R., M.S. (University of Minnesota), Adjunct Assistant Professor of Medical and Molecular Genetics
- Dellacqua, Dale, M.D. (Rush Medical College, 1994), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Delle Donne, Edward P., M.D. (University of Medicine and Dentistry of New Jersey, 1991), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Dellinger, Carol L., M.D. (Southern Illinois University, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Del Priore, Giuseppe, M.D. (State University of New York at Brooklyn, 1987), Mary Fendrich Hulman Professor of Gynecologic Oncology and Professor of Obstetrics and Gynecology
- Delunas, Linda R., Ph.D. (University of Illinois, 1997), Associate Dean, Academic Support, and Associate Professor of Nursing, IU Northwest; Adjunct Associate Professor of Medicine, IUSM-Northwest
- DeMasie, Katherine M., M.D. (Indiana University, 2004), Assistant Professor of Clinical Anesthesia
- DeMotte, Michael J., M.D. (Indiana University, 2000), Assistant Professor of Clinical Psychiatry
- Dempsey, Traci L., A.S. (Indiana University Purdue University Indianapolis, 1999), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- DeNardo, Andrew J., M.D. (Temple University, 1987), Assistant Professor of Clinical Neurological Surgery
- Deng, Ping, M.D., Ph.D. (Sun Yat-Sen University of Medical Sciences, China, 1993, 1998), Assistant Research Professor of Anatomy and Cell Biology
- Denne, Scott C., M.D. (State University of New York, Buffalo, 1979), Professor of Pediatrics
- Dent, Alexander L., Ph.D. (University of California, San Diego, 1991), Associate Professor of Microbiology and Immunology

- Denys, Gerald A., Ph.D. (Wayne State University, 1981), Adjunct Associate Professor of Pathology and Laboratory Medicine
- De Paoli-Roach, Anna A., Biol.Sc.D. (University of Siena, Italy, 1972), Professor of Biochemistry and Molecular Biology
- DePond, William D., M.D. (University of Missouri-Kansas City, 1989), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Terre Haute
- Deppe, John W., M.D. (Case Western Reserve University, 1979), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Derbigny, Wilbert A., Jr., Ph.D. (Louisiana State University, 2001), Assistant Professor of Microbiology and Immunology
- Desai, Leena P., Ph.D. (University of Mumbai, India, 1998), Assistant Research Professor of Pediatrics
- DeSanto, Annemarie P., M.D. (Indiana University, 1984), Volunteer Clinical Lecturer in Surgery
- Deschner, William P., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Deshpande, Ajay D., M.B.B.S. (Grant Medical College, India, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- DeSilvester, George A., M.D. (The Ohio State University, 1984), Volunteer Clinical Associate Professor of Family Medicine
- DesRosiers, Colleen M., Ph.D. (Purdue University, 2004), Associate Professor of Clinical Radiation Oncology
- Desta, Zeruesenay, Ph.D. (Ernst Moritz Arndt University, Germany, 1990), Associate Research Professor of Medicine and Adjunct Associate Professor of Pharmacology and Toxicology
- Detke, Michael J., M.D., Ph.D. (University of Pennsylvania, 1996, 1998), Volunteer Clinical Associate Professor of Psychiatry
- DeTrana, Celestine M., M.D. (University of Illinois, 1988), Volunteer Clinical Associate Professor of Psychiatry
- Devanathan, Raja G., M.B.,B.S. (Madras University, India, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- DeVore, Angela L., M.S. (Indiana University, 2006), Assistant Professor of Clinical Radiologic Sciences (Radiology and Imaging Sciences)
- Dewey, Stephen P., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Family Medicine
- DeWitt, John M., M.D. (Medical College of Virginia, 1994), Associate Professor of Medicine
- Dexter, Paul R., M.D. (Indiana University, 1989), Associate Professor of Clinical Medicine and of Knowledge Informatics and Translation
- Deymann, Andreas J., M.D. (Ruhr University, Germany, 1987) Associate Professor of Clinical Pediatrics
- Dhadha, Hardeep K., M.B.,B.S. (Government Medical College, India, 1992), Assistant Professor of Clinical Anesthesia

- Dhadha, Rommel S., M.D. (Pennsylvania State University, 1993), Assistant Professor of Clinical Radiology and Imaging Sciences
- Dhaliwal, Jaspreet, M.D. (Louisiana State University, 2005), Volunteer Clinical Lecturer in Otolaryngology-Head and Neck Surgery
- Dhana, Srikietr, M.D. (Mahidol University, Thailand, 1963), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Dhar, Sisir K., M.B.,B.S. (Medical College of Calcutta, India, 1966), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Dhawale, Shree S., Ph.D. (The Ohio State University, 1984), Adjunct Associate Professor of Medical and Molecular Genetics, IUSM-Fort Wayne
- D'Hue, Zandra, M.D. (Indiana University, 2005), Assistant Professor of Clinical Pathology and Laboratory Medicine
- Diab, Tamim, Ph.D. (Rensselaer Polytechnic Institute, 2006), Adjunct Assistant Research Professor of Anatomy and Cell Biology
- Diaz, David R., M.D. (Indiana University, 1985), Assistant Professor of Clinical Psychiatry
- Dick, Lisa B., B.S. (Indiana University, 1987), Volunteer Clinical Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Dick, Michael P., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Dickens, Jeanne I., M.D. (University of North Carolina, 1990), Associate Professor of Clinical Psychiatry
- Dickey, Brandon S., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Dickhaus, Carol M., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Dickos, Dennis K., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Medicine
- Dicks, Robert E., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Family Medicine
- Dickson, Hal S., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Neurology, IUSM-Muncie
- Dickson, Stephen L., Jr., M.D. (University of Miami, 1994), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Di Corcia, Mark J., Ph.D. (Purdue University, 2009), Assistant Professor of Obstetrics and Gynecology
- Diefendorf, Allan O., Ph.D. (University of Washington, 1981), Professor of Audiology and Speech Pathology (Otolaryngology-Head and Neck Surgery
- Dierdorf, Stephen F., M.D. (Indiana University, 1972), Professor of Anesthesia
- Dierks, Tracy A., Ph.D. (University of Delaware, 2006), Assistant Professor of Physical Therapy, School of Health and Rehabilitation Sciences; Adjunct Assistant Professor of Orthopaedic Surgery, School of Medicine
- Dietrich-Kusch, Angela M., M.D. (Washington University, 2007), Assistant Professor of Clinical Pediatrics

- Dillon, Gary P., M.D. (Indiana University, 1972), Associate Professor, Part-Time, of Clinical Dermatology; Volunteer Clinical Associate Professor of Dermatology, IUSM-Fort Wayne
- DiMeglio, Linda A., M.D. (University of Pennsylvania, 1993), Associate Professor of Pediatrics and Adjunct Associate Professor of Public Health
- DiMicco, Joseph A., Ph.D. (Georgetown University, 1978), Chancellor's Professor, IUPUI; Professor of Pharmacology and Toxicology, School of Medicine
- Dimitrov, Rosen K., M.D. (Medical University of Sofia, Bulgaria, 1990), Assistant Professor of Clinical Pathology and Laboratory Medicine
- Dinauer, Mary C., M.D., Ph.D. (University of Chicago, 1981, 1979), Adjunct Professor of Pediatrics, of Medical and Molecular Genetics, and of Microbiology and Immunology
- DiPierro, Dominic E., D.P.M. (Ohio College of Podiatric Medicine, 2004), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Disher, Michael J., M.D. (University of Michigan, 1986), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- DiSilvestro, Frank R., Ed.D. (Indiana University, 1973), Director, General Studies Degree Program, and Associate Professor of Extended Studies and of Adult Education, School of Continuing Studies, IU Bloomington; Associate Professor, Part-Time, of Medicine, Medical Sciences Program, School of Medicine
- Dittmer, Phil H., Ph.D. (Stanford University, 1977), Assistant Professor of Clinical Radiation Oncology
- Diveris, John M., M.D. (Northwestern University, 1980), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Dixon, Rebecca M., M.D. (University of Florida, 2000), Assistant Professor of Clinical Pediatrics
- Djuricich, Alexander M., M.D. (Loyola University, 1994), Associate Professor of Clinical Pediatrics and of Clinical Medicine
- Dlouhy, Stephen R., Ph.D. (Indiana University, 1980), Associate Research Professor of Medical and Molecular Genetics and of Pathology and Laboratory Medicine
- Dobben, Richard L., M.D. (Chicago Medical School, 1984), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Northwest
- Dodzik, Peter A., Psy.D. (Florida School of Professional Psychology, 2000), Volunteer Clinical Assistant Professor of Neuropsychology (Neurology), IUSM-Fort Wayne
- Doebbeling, Bradley N., M.D. (University of Colorado, 1985), Professor of Medicine
- Doehring, Christopher B., M.D. (Johns Hopkins University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Doehring, Marla C., M.D. (Johns Hopkins University, 1996), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Doherty, Raymond J., M.D. (Indiana University, 1953), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest

- Dolar, Maria V., M.D. (University of the Philippines, 1994), Assistant Professor of Clinical Radiology and Imaging Sciences
- Doll, James S., M.D. (Wright State University, 1994), Assistant Professor of Clinical Emergency Medicine
- Dollins, Matthew D., M.D. (Southern Illinois University, 1996), Associate Professor of Clinical Medicine
- Doloresco, Fred, M.D. (University of Missouri-Columbia, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Dominguez, Jesus H., M.D. (Universidad Nacional Autonoma de Mexico, 1970), Professor of Medicine and of Cellular and Integrative Physiology
- Donaldson, Dana L., O.D. (Indiana University, 2004), Lecturer in Clinical Ophthalmology
- Dong, X. Charlie, Ph.D. (The Ohio State University, 2002), Assistant Professor of Biochemistry and Molecular Biology
- Dong, Yuanshu, Ph.D. (University of Alabama at Birmingham, 2001), Assistant Research Professor of Biochemistry and Molecular Biology
- Dong, Zizheng, Ph.D. (Academy of Military Medical Science, China, 1994), Assistant Scientist in Pharmacology and Toxicology
- Doran, Christopher M., M.D. (University of Illinois, 2004), Assistant Professor of Clinical Neurological Surgery
- Dorotheo, Asuncion R., M.D. (University of the East, Philippines, 1980), Assistant Professor of Clinical Pediatrics
- Dorwart, Amy L., M.D. (Indiana University, 2006), Assistant Professor of Clinical Anesthesia
- Doster, Sterling E., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Dougherty, George S., M.S. (Indiana University, 2000), Director of Undergraduate Human Anatomy and Lecturer, Part-Time, in Anatomy and Cell Biology, Medical Sciences Program
- Douglas, James G., M.D. (Case Western Reserve University, 1980), Visiting Professor of Clinical Radiation Oncology
- Douglas-Akinwande, Annette C., M.D. (University of Pennsylvania, 1991), Associate Professor of Clinical Radiology and Imaging Sciences
- Dowdeswell, Ian R., M.B.,B.S. (London University, England, 1965), Associate Professor of Medicine
- Downey, John P., O.D. (Indiana University, 1981), Clinical Assistant Professor, School of Optometry; Volunteer Clinical Assistant Professor of Ophthalmology and Adjunct Assistant Professor of Public Health, School of Medicine
- Downey, Thomas F., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Lafayette
- Downs, Stephen M., M.D. (Stanford University, 1986), Jean and Jerry Bepko Scholar in Pediatrics and Associate Professor of Pediatrics and of Knowledge Informatics and Translation
- Doyle, Nicholas A., M.D., (Indiana University, 2002), Assistant Professor of Clinical Pediatrics
- Drake, Fred D., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of

Otolaryngology-Head and Neck Surgery, IUSM-Terre Haute

- Drake, John E., D.O. (Southeastern University for Health Sciences, 1989), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Drake, Melody J., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Driehorst, William L., M.D. (Case Western Reserve University, 1981), Assistant Professor of Clinical Emergency Medicine
- Dropcho, Edward J., M.D. (University of Chicago, 1980), Professor of Neurology
- Drotar, Dawn E., M.D. (University of Saskatchewan, Canada, 1994), Volunteer Clinical Assistant Professor of Medicine
- Drummond, Christina C., M.D. (Indiana University, 1987), Assistant Professor of Clinical Emergency Medicine
- Du, Hong, Ph.D. (City University of New York, 1989), Professor of Pathology and Laboratory Medicine
- Du, Yansheng, Ph.D. (Wayne State University, 1994), Assistant Professor of Neurology
- Dubé, Archana, Ph.D. (University of Pittsburgh, 2000), Senior Lecturer in Economics, School of Liberal Arts; Adjunct Lecturer in Public Health, School of Medicine
- Dubé, Sanjay, M.B.,B.S. (University of Lucknow, India, 1976), Volunteer Clinical Associate Professor of Psychiatry
- DuBois, Don R., M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Pediatrics
- Ducker, John T., Jr., M.D. (Wright State University, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Duell, Amy R., M.D. (Indiana University, 1996), Assistant Professor of Clinical Emergency Medicine
- Duerden, Marc E., M.D. (Indiana University, 1989), Volunteer Clinical Associate Professor of Physical Medicine and Rehabilitation
- Dufort, Elizabeth M., M.D. (State University of New York at Buffalo, 2002), Volunteer Clinical Assistant Professor of Medicine
- Dugan, William M., Jr., M.D. (Indiana University, 1963), Volunteer Clinical Assistant Professor of Medicine
- Duggan, Erica J., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Duguid, John R., M.D. (University of Chicago, 1981), Ph.D. (California Institute of Technology, 1975), Associate Professor of Neurology
- Dukar, Omar M., M.D. (American University of Beirut, Lebanon, 1985), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Evansville
- Duke, Jon D., M.D. (Harvard Medical School, 2000), Assistant Professor of Medicine and of Knowledge Informatics and Translation
- Dukes, Russell J., M.D. (Indiana University, 1972), Volunteer Clinical Professor of Medicine, Medical Sciences Program

- Dultz, Lawrence R., M.D. (University of Medicine and Dentistry of New Jersey, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Dumont, Don H., M.D. (University of Michigan, 1979), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Duncan, Michael D., M.D. (University of Texas Health Science Center at Houston, 1992), Volunteer Clinical Assistant Professor of Medicine
- Dunfee, E. Joyce, Ph.D. (University of Notre Dame, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Dunker, A. Keith, Ph.D. (University of Wisconsin, 1969), Director, Center for Computational Biology and Bioinformatics, T.K. Li Professor of Medical Research, and Professor of Biochemistry and Molecular Biology
- Dunkle, David H., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Family Medicine
- Dunkle, Jeffrey W., M.D. (Indiana University, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- Dunn, David W., M.D. (Tulane University, 1973), Arthur B. Richter Professor of Child Psychiatry, Professor of Psychiatry, and Adjunct Professor of Neurology, School of Medicine; Adjunct Professor, School of Nursing
- Dunn, Donna K., M.S. (Indiana University, 1979), Program Director and Assistant Professor of Radiation Therapy Technology and of Radiation Oncology
- Dunn, Kenneth W., Ph.D. (State University of New York at Stony Brook, 1986), Associate Professor of Medicine and of Biochemistry and Molecular Biology
- Dunne, Donal P., M.B.B.Ch. (Trinity College, Ireland, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Dunnick, James S., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Duong, Taihung, Ph.D. (University of California, Los Angeles, 1989), Assistant Dean and Director, IUSM-Terre Haute, and Professor of Anatomy and Cell Biology and of Pathology and Laboratory Medicine
- Duplantier, John E., M.D. (Louisiana State University, 1986), Volunteer Clinical Assistant Professor of Pediatrics
- DuPre, Ernest S., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Dupré, Gary W., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Durell, Todd M., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Psychiatry
- Dusleag, Dan L., M.D. (University of Bucharest, Romania, 1990), Volunteer Clinical Assistant Professor of Pediatrics
- Dusman, Raymond E., Jr., M.D. (University of Medicine and Dentistry of New Jersey, 1983), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne

- Dutkiewicz, A. Kate, M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Dutkiewicz, Laurie A., D.O. (Ohio University, 2003), Assistant Professor of Clinical Emergency Medicine
- Dydak, Ulrike, Ph.D. (Federal Institute of Technology, Switzerland, 2002), Adjunct Assistant Professor of Radiology and Imaging Sciences
- Dynlacht, Joseph R., Ph.D. (Colorado State University, 1990), Associate Professor of Radiation Oncology and of Biochemistry and Molecular Biology
- Dzemidzic, Mario, Ph.D. (University of Houston, 1995), Assistant Research Professor of Neurology
- Dziarski, Roman, Ph.D. (National Institute of Hygiene, Poland, 1977), Professor of Microbiology and Immunology, IUSM-Northwest
- Ebenroth, Eric S., M.D. (Indiana University, 1990), Associate Professor of Clinical Pediatrics
- Eble, John N., M.D. (Indiana University, 1976), Chair and Professor of Pathology and Laboratory Medicine, Nordschow Professor of Laboratory Medicine (Pathology and Laboratory Medicine), and Professor of Experimental Oncology
- Echtenkamp, Stephen F., Ph.D. (University of Nebraska, 1980), Associate Professor of Cellular and Integrative Physiology, IUSM-Northwest
- Eckerman, Nancy L., M.L.S. (Indiana University, 1971), M.A.R.S. (Butler University, 1988), Assistant Director for Research, Education, and Clinical Service, and Librarian, Special Collections, Ruth Lilly Medical Library (Knowledge Informatics and Translation), and Adjunct Professor of Neurology
- Econs, Michael J., M.D. (University of California, San Francisco, 1983), Glenn W. Irwin, Jr. Professor of Endocrinology and Metabolism, and Professor of Medicine and of Medical and Molecular Genetics
- Edds, Eric M., M.D. (University of Louisville, 2002), Assistant Professor of Clinical Radiology and Imaging Sciences
- Edelen, Donald B., M.D. (Washington University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Edenberg, Howard J., Ph.D. (Stanford University, 1973), Distinguished Professor; Chancellor's Professor, IUPUI; Professor of Biochemistry and Molecular Biology and of Medical and Molecular Genetics, School of Medicine
- Edwards, Andrew K., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Edwards, J. Robert, M.D. (Harvard University, 1958), Volunteer Clinical Professor of Surgery
- Edwards, Mark L., M.D., Ph.D. (University of Wisconsin, 1987, 1981), Assistant Professor of Clinical Pediatrics
- Edwards, Paul D., M.D. (Duke University, 1992), Adjunct Assistant Professor of Surgery, Medical Sciences Program, School of Medicine; Research Associate and Faculty Research Coordinator, Office of the Vice President for Diversity, Equity, and Multicultural Affairs, IU Bloomington
- Edwards-Brown, Mary K., M.D. (Indiana University, 1983), Professor of Radiology and Imaging Sciences and of Neurology

- Egnatz, C. Dyke, M.D. (Indiana University, 1960), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Ehlich, James W., Jr., M.D. (Saint Louis University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Eigen, Howard, M.D. (State University of New York, Upstate, 1968), Professor of Clinical Pediatrics
- Eikenberry, Jennifer L., M.D. (Indiana University, 2006), Assistant Professor of Clinical Ophthalmology
- Einhorn, Lawrence H., M.D. (University of Iowa, 1967), Distinguished Professor; Lance Armstrong Foundation Professor of Oncology; Professor of Medicine
- Einterz, Ellen M., M.D.,C.M. (McGill University, Canada, 1982), Adjunct Associate Professor of Medicine
- Einterz, Robert M., M.D. (Indiana University, 1981), Associate Dean for Global Health; Professor of Clinical Medicine
- Eisenhut, Timothy M., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Ekens, Julie A., M.D. (University of Louisville, 2005), Lecturer in Clinical Radiology and Imaging Sciences
- Elek, Kenneth E., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Eliades, Anne J., M.D. (State University of New York Downstate Medical Center, 1972), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Muncie
- Eliades, John, M.D. (State University of New York Downstate Medical Center, 1972), Volunteer Clinical Assistant Professor of Surgery, IUSM-Muncie
- Elkas, Thomas W., M.D. (Thomas Jefferson University, 1991), Assistant Professor of Clinical Medicine
- El-Khalili, Nizar, M.D. (Damascus University, Syria, 1978), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Lafayette
- Ellender, Timothy J., M.D. (Louisiana State University, 2003), Assistant Professor of Clinical Emergency Medicine
- Eller, Alvan L., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Elliott, C. Julie, M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pediatrics
- Ellis, Dustin C., M.D. (Indiana University, 2007), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Ellis, Wayne M., M.D. (Indiana University, 1994), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Elmendorf, Jeffrey S., Ph.D. (Albany Medical College, 1996), Associate Professor of Cellular and Integrative Physiology and of Biochemistry and Molecular Biology
- Elsahy, Ahmed I., M.B.,B.Ch. (Ain Shams University, Egypt, 1981), Assistant Professor of Clinical Anesthesia
- Eltayeb, Osama M., M.B.B.S. (University of Khartoum, Sudan, 1991), Visiting Assistant Professor of Clinical Surgery

- Elzey, Bennett D., Ph.D. (University of Iowa, 1999), Adjunct Assistant Research Professor of Urology, IUSM-Lafayette
- Emenim, Darley M., M.B.Ch.B. (Obafemi Awolowo University, Nigeria, 1988), Adjunct Assistant Scientist in Cellular and Integrative Physiology, IUSM-South Bend
- Emerson, Robert E., M.D. (Indiana University, 1997) Associate Professor of Pathology and Laboratory Medicine
- Emery, David R., M.D. (Pennsylvania State University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Emhardt, John D., M.D. (Indiana University, 1981), Associate Professor of Anesthesia
- Emley, Tyler E., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Urology, IUSM-Northwest
- Emmerson, Susan G. P., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Emmett, Thomas W., M.D. (University of Iowa, 1976), Adjunct Professor of Knowledge Informatics and Translation and of Medicine
- Emmick, Susan M., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Emmons, Michael T., D.O. (Michigan State University, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Ems-McClung, Stephanie C., Ph.D. (Indiana University, 1998), Assistant Research Professor of Biochemistry and Molecular Biology, Medical Sciences Program
- Engle, William A., M.D. (Indiana University, 1979), Erik T. Ragan Professor of Pediatrics
- Engleman, Eric A., Ph.D. (Indiana University, 1992), Assistant Research Professor of Psychiatry
- Englert, Judith A., M.D. (*Duke University,* 1994), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Evansville
- Englert, Michael A., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Neurology, IUSM-South Bend
- English, Patricia M., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Engum, Scott A., M.D. (University of North Dakota, 1989), Associate Professor of Surgery
- Enright, Patrick J., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Eppstein, Andrew C., M.D. (Case Western Reserve University, 2002), Assistant Professor of Clinical Surgery
- Epstein, Michael, M.D. (Rostov State Medical University, Russia, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Erdman, Sharon M., Pharm.D. (University of Illinois at Chicago, 1990), Adjunct Associate Professor of Medicine
- Erickson, Craig A., M.D. (University of Cincinnati, 2003), Assistant Professor of Psychiatry

- Erickson, Leonard C., Ph.D. (*Florida State* University, 1974), Adjunct Professor of Pharmacology and Toxicology
- Ericson, Kevin R., M.D. (University of Wisconsin, 1986), Volunteer Clinical Assistant Professor of Family Medicine
- Eriksen, Brenda L., M.D. (Rush Medical College, 1986), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Ertl, Janos P., M.D. (Loyola University, 1981), Assistant Professor of Orthopaedic Surgery
- Ervin, Denise R., M.B.A. (Indiana Wesleyan University, 2002), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Eskew, Philip N., Jr., M.D. (Indiana University, 1970), Volunteer Clinical Professor of Obstetrics and Gynecolgy
- Estep, R. Duane, M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Estep, Wanda L., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Estes, Marc J., M.D. (Eastern Virginia Medical School, 1997), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Lafayette
- Estrada, Alfonso Q., M.D. (University of Santo Tomas, Philippines, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Estrada, Jose L., Ph.D. (North Carolina State University, 1990), D.V.M. (Universidad Nacional de Colombia, 1975), Assistant Research Professor of Surgery
- Estrada, Mark C., M.D. (University of North Carolina, 1993), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences
- Eubanks, Rhonda J., M.D. (Indiana University, 1993), Assistant Director for Clinical Sciences and Assistant Professor, Part-Time, of Clinical Medicine, IUSM-Evansville
- Eugster, Erica A., M.D. (Medical College of Pennsylvania, 1990), Professor of Pediatrics
- Evans, Jonathon J., M.D. (University of California, San Diego, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- Evans-Molina, Carmella, M.D. (Marshall University, 2001), Ph.D. (University of Virginia, 2009), Assistant Professor of Medicine
- Evard, Robert E., M.D. (Indiana University, 1975), Volunteer Clinical Associate Professor of Family Medicine
- Everetts, David R., M.D. (Rush University, 1974), D.M.D. (University of Connecticut, 1972), Associate Professor of Clinical Public Health
- Fadheel, Faris M., M.B.Ch.B. (University of Baghdad, Iraq, 1986), Volunteer Clinical Assistant Professor of Neurology, IUSM-Evansville
- Fagan, Daniel J., M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine
- Fajardo, Andres, M.D. (Universidad del Valle, Colombia, 2001), Assistant Professor of Surgery
- Fakiris, Achilles J., M.D. (University of Miami, 2001), Assistant Professor of Clinical Radiation Oncology

- Falimirski, Mark E., M.D. (Rush University, 1990), Associate Professor of Surgery
- Fallon, John H., M.D. (University of Kansas, 1985), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Fallon, Robert J., M.D., Ph.D. (New York University, 1980), Zachary E. Klingler Professor of Pediatrics
- Fan, Rong, M.D. (Beijing Medical University, China, 1991), Assistant Professor of Pathology and Laboratory Medicine
- Farag, Sherif S., M.B.,B.S., Ph.D. (University of Melbourne, Australia, 1984, 1995), Associate Professor of Medicine and Adjunct Associate Professor of Medical and Molecular Genetics
- Farber, Matthew E., M.D. (New York Medical College, 1979), Volunteer Clinical Associate Professor of Ophthalmology, IUSM-Fort Wayne
- Faris, James V., M.D. (Indiana University, 1968), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Farley, Johann D., M.D. (American University of the Caribbean, Netherlands Antilles, 2000), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Farlow, Martin R., M.D. (Indiana University, 1979), Professor of Neurology, and Adjunct Professor of Psychiatry
- Farmer, Steven A., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Farr, Jack, II, M.D. (Indiana University, 1979), Eng.D. (Rose Hulman Institute of Technology, 2000), Volunteer Clinical Professor of Orthopaedic Surgery
- Farrell, Anne, M.D. (Loyola University, 1993), Associate Professor of Clinical Pediatrics
- Farrell, Joan M., Ph.D. (Wayne State University, 1978), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Fashner, Julia L., M.D. (Wright State University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Fatima, Hala, M.B.,B.S. (The Aga Khan University, Pakistan, 1998), Assistant Professor of Clinical Medicine
- Faught, Philip R., M.D. (Indiana University, 1982), Assistant Professor of Clinical Pathology and Laboratory Medicine
- Fausel, Christopher A., Pharm.D. (Albany College of Pharmacy, 1996), Adjunct Associate Professor of Medicine
- Fawver, Jay D., M.D. (Indiana University, 1983), Volunteer Clinical Professor of Psychiatry, IUSM-Fort Wayne
- Fayad, Nabil F., M.D. (Saint-Joseph University, Lebanon, 2000), Assistant Professor of Clinical Medicine
- Fecher, Alison M., M.D. (St. George's University, Grenada, 1999), Assistant Professor of Clinical Surgery
- Feczko, John D., M.D., Ph.D. (Indiana University, 1991, 1989), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Northwest

- Feemster, Margaret E., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Fehrenbacher, Jill C., Ph.D. (Indiana University, 2005), Assistant Professor of Pharmacology and Toxicology and of Anesthesia
- Fehrenbacher, John W., M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Surgery
- Feigenbaum, Harvey, M.D. (Indiana University, 1958), Distinguished Professor; Professor of Medicine
- Feldman, Jerrod A., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Pediatrics
- Feldman, Richard D., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine
- Felger, Thomas A., M.D. (Indiana University, 1968), Volunteer Clinical Assistant Professor of Family Medicine
- Feliciano, Brita M., M.D. (Creighton University, 2005), Assistant Professor of Clinical Medicine
- Felker, Dean R., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine
- Fenlon, Christine M., B.F.A. (University of Oregon, 1993), Adjunct Lecturer in Medicine
- Ferguson, Jeffrey H., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Family Medicine
- Ferguson, Philip C., M.D. (Indiana University, 1967), Assistant Professor of Clinical Family Medicine
- Ferguson, Thimjon C., M.D. (Southern Illinois University, 1986), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Evansville
- Ferkowicz, Michael J., Ph.D. (Indiana University, 1997), Assistant Research Professor of Pediatrics
- Ferlic, Randolph J., M.D. (University of Iowa, 1992), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-South Bend
- Fern, Stephen E., Jr., M.D. (Medical College of Virginia, 2004), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Fernandez-de-Cordova, Jorge, M.D. (Universidad Mayor De San Andres, Bolivia, 1981), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Ferries-Rowe, Elizabeth A., M.D. (Indiana University, 2002), Assistant Professor of Clinical Obstetrics and Gynecology
- Ferry, Thomas G., M.D. (Southern Illinois University, 1994), Volunteer Clinical Assistant Professor of Medicine
- Fesenmeier, James T., M.D. (University of Florida, 1987), Assistant Professor of Clinical Neurology
- Fesenmeier, Jane B., M.D. (University of Florida, 1987), Assistant Professor, Part-Time, of Clinical Pediatrics
- Fettig, Lyle P., Jr., M.D. (Southern Illinois University, 2001), Assistant Professor of Clinical Medicine
- Feuer, Henry, M.D. (Maryland University, 1967), Volunteer Clinical Associate Professor of Neurological Surgery

- Fiederlein, John F., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Lafayette
- Field, Loren J., Ph.D. (State University of New York at Buffalo, 1982), Professor of Medicine, of Cellular and Integrative Physiology, and of Pediatrics
- Fields, Jeffrey D., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Family Medicine
- Fife, Kenneth H., M.D., Ph.D. (Johns Hopkins University, 1975, 1977), Professor of Medicine, of Microbiology and Immunology, and of Pathology and Laboratory Medicine
- Fife, Rose S., M.D. (Johns Hopkins University, 1975), Barbara F. Kampen Professor of Women's Health; Professor of Medicine and of Biochemistry and Molecular Biology; Adjunct Professor of Pediatrics and of Public Health
- Finnell, John T., M.D. (University of Vermont, 1991), Associate Professor of Clinical Emergency Medicine and of Knowledge Informatics and Translation, School of Medicine; Director of Health Informatics, School of Informatics
- Finnell, S. Maria E., M.D. (Karolinska Institute, Sweden, 2000), Assistant Professor of Pediatrics, School of Medicine, and Adjunct Assistant Professor of Economics, School of Liberal Arts
- Firulli, Anthony B., Ph.D. (State University of New York at Buffalo, 1993), Professor of Pediatrics and of Biochemistry and Molecular Biology and Adjunct Professor of Medical and Molecular Genetics and of Anatomy and Cell Biology
- Fisch, Adam J., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Neurology
- Fisch, Gary R., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Medicine
- Fischer, Joyce L. S., M.D. (University of Illinois, 1983), Volunteer Clinical Assistant Professor of Pediatrics
- Fischer, Thomas J., M.D. (Indiana University, 1979), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Fishel, Melissa L., Ph.D. (Indiana University, 2001), Assistant Research Professor of Pediatrics and Adjunct Assistant Research Professor of Pharmacology and Toxicology
- Fisher, David A., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Fisher, Steven E., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Fisher, William B., M.D. (University of Pennsylvania, 1968), Volunteer Clinical Professor of Medicine, IUSM-Muncie
- Fisher, William C., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Urology, IUSM-Evansville
- Fitzek, Markus M., M.D. (University of Wuerzburg, Germany, 1987), Associate Professor of Radiation Oncology
- Fitzgerald, John F., M.D. (Loyola University, 1980), Executive Associate Dean for Clinical Affairs, Associate Dean for Primary Care, and Professor of

Medicine, School of Medicine; Professor, Part-Time, School of Public and Environmental Affairs

- Fitzgerald, Joseph F., M.D. (Indiana University, 1965), Professor of Clinical Pediatrics
- Fitzgerald, Karen S., M.D. (Indiana University, 1994), Assistant Professor of Clinical Radiology and Imaging Sciences
- Fix, James S., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Flamion, Patrick C., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Flanary, W. Rodney, M.D. (Indiana University, 1975), Volunteer Clinical Associate Professor of Medicine, IUSM-Lafayette
- Fleck, James D., M.D. (Indiana University, 1992), Assistant Professor of Clinical Neurology
- Fleming, John W., M.D., Ph.D. (Indiana University, 1991, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Fleming-Moran, Millicent E., Ph.D. (University of North Carolina, 1988), Adjunct Associate Professor of Public Health, School of Medicine, of Applied Health Science, School of Health, Physical Education, and Recreation, IU Bloomington, and of Anthropology, College of Arts and Sciences, IU Bloomington
- Flenar, Rex A., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Fletcher, James W., M.D. (St. Louis University, 1968), Professor of Radiology and Imaging Sciences
- Fletcher, Maria V., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Family Medicine
- Fletcher, McKindra, Jr., M.D. (Southern Illinois University, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Flockhart, David A., M.D. (University of Miami, 1987), Ph.D. (Welsh National School of Medicine, Wales, 1976), Harry and Edith Gladstein Professor of Cancer Epidemiology and Genetics, Professor of Medicine, and Adjunct Professor of Pharmacology and Toxicology, of Medical and Molecular Genetics, and of Obstetrics and Gynecology
- Flores, Roberto L., M.D. (New York University, 2001), Assistant Professor of Plastic Surgery (Surgery)
- Florini, Beth E., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Floyd, Michael, M.B.,B.S. (Durham University, England, 1964), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Floyd, Nadine L., M.D. (State University of New York at Buffalo, 1999), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Flueckiger, Bryan E., M.D. (Southern Illinois University, 1981), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Fort Wayne
- Fogel, Evan L., M.D. (University of Toronto, Canada, 1991), Professor of Clinical Medicine

- Fogel, Janine M., M.D. (University of Toronto, Canada, 1988), Assistant Professor of Clinical Family Medicine and of Clinical Medicine
- Fohl, Nicholas E., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine
- Folaron, Gail, Ph.D. (University of Illinois, 1993), Professor, School of Social Work; Adjunct Professor of Pediatrics, School of Medicine
- Foley, John G., Jr., Ph.D. (University of Cincinnati, 1993), Associate Professor of Anatomy and Cell Biology and of Dermatology, Medical Sciences Program, School of Medicine; Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington
- Ford, Jason M., M.D. (Indiana University, 2003), Assistant Professor of Clinical Radiology and Imaging Sciences
- Forde, James M., M.D. (University of Illinois, 1988), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Northwest
- Forgey, William W., M.D. (Indiana University, 1975), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Northwest
- Forney, James D., Ph.D. (Indiana University, 1984), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Foroud, Tatiana M., Ph.D. (Indiana University, 1994), Chancellor's Professor, IUPUI; P. Michael Conneally Professor of Medical and Molecular Genetics, and Adjunct Professor of Psychiatry, School of Medicine
- Forrester, Wayne C., Ph.D. (University of Wisconsin, 1993), Director of Genetics and Associate Research Professor of Medical and Molecular Genetics, Medical Sciences Program
- Fortenberry, J. Dennis, M.D. (University of Oklahoma, 1979), Professor of Pediatrics and of Medicine and Adjunct Professor of Public Health
- Fortin, Joseph D., D.O. (Michigan State University, 1984), Volunteer Clinical Professor of Physical Medicine and Rehabilitation, IUSM-Fort Wayne
- Fortin, Saura, M.D. (National Autonomous University of Honduras, 2002), Assistant Professor of Clinical Family Medicine
- Fosmire, Helen, M.D. (Oregon Health and Science University, 1981), Assistant Professor of Clinical Radiation Oncology
- Foster, David R., Pharm.D. (Wayne State University, 1999), Adjunct Associate Professor of Medicine
- Foster, Julia A., M.D. (Indiana University, 1990), Assistant Professor of Clinical Pediatrics
- Foster, Richard S., M.D. (Indiana University, 1980), Professor of Urology
- Foti, Annette S., M.D. (Indiana University, 1994), Assistant Professor, Part-Time, of Clinical Pediatrics
- Fournier, Pierrick G., Ph.D. (Claude Bernard University, France, 2005), Assistant Research Professor of Medicine
- Fouts, John B., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Fouts, Lucia A., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne

- Fox, Christina C., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Pediatrics
- Fox, Dianna, M.D. (University of Iowa, 1999), Assistant Professor of Clinical Pediatrics
- Fox, Gregory M., M.D. (Northwestern University, 1990), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Fox, Julie D., B.S. (Indiana University, 2006), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Fox, Robin A., M.D. (The Ohio State University, 1990), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Foy, Jeffery D., M.D. (Indiana University, 1999), Assistant Professor of Clinical Emergency Medicine and of Clinical Medicine
- Frain, Barbara M., M.S. (Indiana University, 1993), Assistant Professor of Clinical Cytotechnology (Pathology and Laboratory Medicine)
- Frain, Nicholas J., M.S. (Indiana University, 1998), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Fraiz, Joseph, M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Medicine
- Francis, John E., M.D. (Michigan State University, 1998), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Frank, Mark S., M.D. (Washington University, 1984), Professor of Radiology and Imaging Sciences<
- Frankel, Richard M., Ph.D. (*City University of New* York, 1977), Professor of Medicine
- Franklin, Heather M., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Pediatrics, Medical Sciences Program
- Franklin, Joseph E., Jr., M.D. (New Jersey College of Medicine and Dentistry, 1967), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Evansville
- Franklin, Kimberly M., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- Frazer, Margaret L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Neurology
- Frederick, Joseph A., Jr., M.D. (University of Pittsburgh, 1968), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Freeman, Lynetta J., D.V.M. (Oklahoma State University, 1981), Adjunct Associate Professor of Medicine, IUSM-Lafayette
- French, Charles R., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- French, Dustin D., Ph.D. (The Ohio State University, 2001), Assistant Professor of Medicine
- French, Richard S., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Neurology
- Fretwell, Heather M., M.D. (Indiana University, 2002), Assistant Professor of Clinical Psychiatry
- Fretzin, Scott A., M.D. (University of Chicago, 1993), Volunteer Clinical Assistant Professor of Dermatology
- Fridell, Jonathan A., M.D.,C.M. (McGill University, Canada, 1994), Associate Professor of Surgery

- Friedewald, Vincent E., M.D. (Southwestern University, 1966), Adjunct Senior Research Professor of Medicine, IUSM-South Bend
- Friedlin, F. Jeffrey, D.O. (*Philadelphia College of* Osteopathic Medicine, 1987), Visiting Assistant Professor of Family Medicine
- Friedman, Alan M., Ph.D. (Yale University, 1989), Adjunct Associate Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Friedman, Allon N., M.D. (McGill University, Canada, 1994), Assistant Professor of Medicine
- Fritsch, Michael H., M.D. (University of Nebraska, 1980), Volunteer Clinical Professor of Otolaryngology-Head and Neck Surgery
- Froberg, Blake A., M.D. (Indiana University, 2002), Assistant Professor of Clinical Pediatrics and of Clinical Emergency Medicine
- Froehlich, Janice C., Ph.D. (Syracuse University, 1978), Interim Associate Vice President for Research; Chancellor's Professor, IUPUI; Professor of Medicine and of Cellular and Integrative Physiology, School of Medicine
- Fromm, Gary B., M.D. (Indiana University, 1972), Assistant Professor, Part-Time, of Clinical Medicine, IUSM-South Bend
- Fromm, Larry B., Ph.D. (Baylor College of Medicine, 1995), Adjunct Associate Professor of Biochemistry and Molecular Biology, IUSM-Muncie
- Frost, Marc L., M.D. (University of Iowa, 1984), Volunteer Clinical Assistant Professor of Dermatology
- Fry, R. J. Michael, M.D., M.B.B.Ch. (University of Dublin, Ireland, 1962, 1949), Volunteer Clinical Professor of Radiation Oncology
- Fry, Shirley A., M.B.B.Ch. (University of Dublin, Ireland, 1957), Volunteer Clinical Professor of Radiation Oncology
- Frye, Douglas M., Ph.D. (University of Wisconsin, 1993), Volunteer Clinical Associate Professor of Radiation Oncology
- Fryman, David L., M.D. (*The Ohio State University,* 1990), Assistant Professor of Clinical Family Medicine
- Fu, Xin-Yuan, Ph.D. (Columbia University, 1988), Professor of Microbiology and Immunology
- Fuchs, Robyn K., Ph.D. (Oregon State University, 2002), Assistant Professor, School of Health and Rehabilitation Sciences; Adjunct Assistant Research Professor of Anatomy and Cell Biology, School of Medicine
- Fueger, Patrick T., Ph.D. (Vanderbilt University, 2004), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Cellular and Integrative Physiology
- Fulkerson, Daniel H., M.D. (Indiana University, 1998), Assistant Professor of Neurological Surgery
- Fulton, William H., M.D. (Indiana University, 1958), Volunteer Clinical Associate Professor of Neurology
- Fumo, David E., M.D. (Loyola University of Chicago, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Fumo, Maryann T., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest

- Fuqua, John S., M.D. (Medical College of Virginia, 1986), Associate Professor of Clinical Pediatrics
- Furbee, R. Brent, M.D. (Indiana University, 1977), Associate Professor of Clinical Emergency Medicine
- Furner, Patricia L., M.S.N. (University of Alabama at Birmingham, 1981), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Gable, Steven R., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Neurology
- Gabovitch, Edward R., M.D. (Indiana University, 1957), Volunteer Clinical Professor of Medicine
- Gaddy, Dale M., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Gade, Prasad V., M.B.,B.S. (Andhra Medical College, India, 1986), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Gaffney, Margaret M., M.D. (Indiana University, 1981), Associate Professor of Clinical Medicine
- Gagliardi, Gary J., M.D. (University of Michigan, 1985), Assistant Professor of Clinical Medicine
- Galante, Rebecca E., M.D. (Indiana University, 1984), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Galen, R. Michelle, M.D. (University of Illinois, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Galer, Chad E., M.D. (University of Iowa, 2001), Assistant Professor of Clinical Otolaryngology-Head & Neck Surgery
- Galinsky, Raymond E., Pharm.D. (University of California, San Francisco, 1975), Adjunct Professor of Medicine
- Gallagher, Patricia J., Ph.D. (New York Medical College, 1984), Professor of Cellular and Integrative Physiology
- Gallardo, Rafael L., M.D. (Universidad Nacional Pedro Henriquez Ureña, 1974), Volunteer Clinical Professor of Medicine, IUSM-Terre Haute
- Galvin, Matthew R., M.D. (Indiana University, 1979), Volunteer Clinical Associate Professor of Psychiatry
- Gamache, Roland E., Ph.D. (Purdue University, 1984), Assistant Research Professor of Medicine and of Knowledge Informatics and Translation
- Gamble, Christopher D., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Gandhi, Arvind N., M.B.,B.S. (Seth G.S. Medical School, India, 1973), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Gangaraju, Shekhar R., Ph.D. (National University of Singapore, 2004), Assistant Research Professor of Ophthalmology and of Cellular and Integrative Physiology
- Ganion, Larry R., Ph.D. (University of Iowa, 1971), Adjunct Professor of Anatomy and Cell Biology, IUSM-Muncie
- Ganser, Judith A., M.D. (Temple University, 1976), Volunteer Clinical Assistant Professor of Pediatrics
- Gansman, Thomas W., M.D. (University of North Carolina, 1997), Volunteer Clinical Assistant Professor of Emergency Medicine

- Gantsoudes, George D., M.D. (University of Illinois at Chicago, 2004), Assistant Professor of Orthopaedic Surgery
- Gao, Sujuan, Ph.D. (University of Southampton, England, 1991), Professor of Medicine and Adjunct Professor of Public Health
- Gapinski, Connie J., M.D. (Indiana University, 1994), Ph.D. (University of Wisconsin-Madison, 1982), Assistant Professor of Clinical Radiology and Imaging Sciences
- Gardine, Cyprian A., III, M.D., Ph.D. (University of Chicago, 2005, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Gardner, Thomas A., M.D. (George Washington University, 1990), Associate Professor of Urology and of Microbiology and Immunology
- Garetto, Lawrence P., Ph.D. (Boston University, 1984), Associate Dean for Dental Education, Director of Teacher Training and Development, and Professor of Orthodontics, School of Dentistry; Adjunct Professor of Cellular and Integrative Physiology, School of Medicine
- Garg, Meenakshi, M.D. (University of Miami, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Garg, Sanjay K., M.B.B.S. (Lala Lajput Rai Memorial Medical College, India, 1989), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Muncie
- Garner, Kathryn A., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Garnet, Richard F., M.D. (Jefferson Medical College, 1972), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Gatewood, Steven R., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Gatongi, Peter M., Ph.D. (McGill University, Canada, 1995), Adjunct Professor of Public Health
- Gattone, Vincent H., II, Ph.D. (Medical College of Ohio, 1981), Professor of Anatomy and Cell Biology, School of Medicine; Adjunct Professor of Biology, School of Science
- Gavin, James R., III, M.D. (Duke University, 1975), Ph.D. (Emory University, 1970), Volunteer Clinical Professor of Medicine
- Gayken, Jared L., M.D. (University of South Dakota, 2004), Assistant Professor of Clinical Radiology and Imaging Sciences
- Gebke, Kevin B., M.D. (University of Illinois at Chicago, 1997), Chair of Family Medicine, OneAmerica Foundation Scholar in Preventive Health Medicine, and Associate Professor of Clinical Family Medicine
- Gehlert, Donald R., Ph.D. (University of Utah, 1985), Adjunct Associate Professor of Neurobiology (Psychiatry)
- Gehring, Randy L., M.D. (Indiana University, 1981), Assistant Professor of Clinical Neurological Surgery
- Geib, Roy W., Ph.D. (University of Texas, 1981), Alvin S. Levine Professor of Microbiology and Immunology, and Professor of Pathology and Laboratory Medicine, IUSM-Terre Haute

- Geissler, Evan H., D.O. (Chicago College of Osteopathic Medicine, 1975), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Gelfman, Daniel M., M.D. (University of Wisconsin, 1981), Volunteer Clinical Assistant Professor of Medicine
- Geneczko, John T., Jr., M.D. (University of Michigan, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Genetos, Basil C., M.D. (Indiana University, 1973), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Gentile, Anthony N., M.D. (Far Eastern University, Philippines, 1986), Ph.D. (Syracuse University, 1983), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Gentry, William L., M.D. (Indiana University, 1974), Volunteer Clinical Associate Professor of Obstetrics and Gynecology
- George, Virgilio V., M.D. (Universidad Centroccidental Lisandro Alvarado, Venezuela, 1997), Assistant Professor of Surgery
- Georgesen, Julia W., M.S.N. (University of Evansville, 1996), Adjunct Lecturer in Medicine, IUSM-Evansville
- Georgiadis, Millie M., Ph.D. (University of California, Los Angeles, 1990), Associate Professor of Biochemistry and Molecular Biology, School of Medicine, and of Chemistry, School of Science
- Gerke, Steven P., M.D. (Indiana University, 1996), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Gerstein, A. David, M.D. (Chicago Medical School, 1986), Volunteer Clinical Assistant Professor of Dermatology
- Gest, Christine R., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Gethers, Ryan R., M.D. (Indiana University, 2002), Assistant Professor of Clinical Emergency Medicine
- Ghabril, Marwan S., M.B.B.Ch. (Royal College of Surgeons in Ireland, 1991), Assistant Professor of Clinical Medicine
- Ghetti, Bernardino, M.D. (Pisa University, Italy, 1966), Distinguished Professor; Chancellor's Professor, IUPUI; Professor of Pathology and Laboratory Medicine, of Psychiatry, of Medical and Molecular Genetics, and of Neurology, School of Medicine
- Ghoreishi, Easa, M.D. (Isfahan Medical University, Iran, 1991), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Ghosh, Koushik, M.D. (*St. George's University,* Grenada, 2001), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Ghosh, Prodyot, M.B.,B.S. (Madras University, India, 1982), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Ghosh, Samiran, Ph.D. (University of Connecticut, 2006), Assistant Professor of Mathematical Sciences, School of Science; Adjunct Assistant Professor of Medicine, School of Medicine

- Ghosh, Swapan K., Ph.D. (University of Calcutta, India, 1969), Adjunct Professor of Microbiology and Immunology, IUSM-Terre Haute; Adjunct Senior Scientist in Pediatrics
- Gianaris, Peter G., M.D., (Northwestern Univrsity, 1984), Assistant Professor of Clinical Neurological Surgery
- Giant, Donald J., M.D. (Indiana University, 1985), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Fort Wayne
- Gibbs, Kevin A., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Anesthesia, Medical Sciences Program
- Gibson, P. Joseph, Ph.D. (University of Washington, 1996), Adjunct Associate Professor of Public Health
- Giger, Susan M., B.A., B.S. (Indiana University, 1991, 1993), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Gilbert, Alan R., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Fort Wayne
- Gilbert, Anne H., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Psychiatry
- Gilkey, Katherine M., M.D. (Indiana University, 1972), Assistant Professor of Clinical Emergency Medicine and of Clinical Medicine
- Gill, Nabiha N., M.B.,B.S. (Allama Iqbal Medical College, Pakistan, 1996), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Gill, William J., M.D. (Indiana University, 1998), Assistant Professor of Clinical Medicine
- Gillespie, Douglas B., Jr., M.D. (Medical College of Virginia, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Gilley, David P., Ph.D. (Indiana University, 1992), Associate Professor of Medical and Molecular Genetics
- Gilliland, Sharon L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Gilmore, Benjamin S., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Pediatrics
- Gingerich, James N., M.D. (University of Chicago, 1985), Volunteer Clinical Assistant Professor of Family Medicine
- Giricz, Kristoph M., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Girn, Kamaljeet S., M.D. (Jagiellonian University, Poland, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Girod, Donald A., M.D. (Indiana University, 1957), Professor of Clinical Pediatrics
- Gitter, Bruce D., Ph.D. (University of Georgia, 1981), Adjunct Professor of Radiology and Imaging Sciences
- Givan, Deborah C., M.D. (Indiana University, 1977), Professor of Clinical Pediatrics
- Gize, Gary R., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Gladd, Jeffrey E., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne

- Glant, Michael D., M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine
- Glass, Leonard C., M.D. (Eastern Virginia Medical School, 1997), Volunteer Clinical Assistant Professor of Medicine
- Glasson, Anita R., M.D. (Indiana University, 1993), Assistant Professor of Clinical Psychiatry
- Glazik, Lisa M., M.S.N. (Vanderbilt University, 2005), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Glynn, Thomas P., M.D. (The Ohio State University, 1971), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences
- Goddard, Andrew W., M.B.,B.S. (University of Melbourne, Australia, 1983), Professor of Psychiatry and of Radiology and Imaging Sciences, and Adjunct Professor of Anesthesia
- Godley, Robert W., M.D. (Medical College of Pennsylvania, 1974), Volunteer Clinical Professor of Medicine, IUSM-Fort Wayne
- Goebel, Laurie A., M.D. (Indiana University, 1995), Assistant Professor of Clinical Pediatrics
- Goebel, W. Scott, M.D., Ph.D. (Indiana University, 1995), Assistant Professor of Clinical Pediatrics
- Goebl, Mark G., Ph.D. (University of Chicago, 1985), Professor of Biochemistry and Molecular Biology
- Goenka, Shreevrat, Ph.D. (University of Kansas, 1997), Assistant Professor of Pediatrics and of Microbiology and Immunology
- Goettler, Gail L., M.D. (University of Iowa, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Goggins, William C., M.D. (Saint Louis University, 1992), Associate Professor of Surgery
- Goins, Michael S., Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Goldberg, Mark J., M.D. (University of Missouri, 1974), Assistant Professor of Medicine and of Pharmacology and Toxicology
- Goldberg, Pinkus, M.D. (Medical College of Pennsylvania, 1975), Volunteer Clinical Assistant Professor of Medicine
- Goldberg, Ruth D., M.B.,B.S. (University of the Witwatersrand, South Africa, 1981), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Goldenberg, John D., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Goldman, Mitchell, M.D. (Rush University, 1987), Professor of Medicine
- Goldstein, David J., M.D., Ph.D. (University of Tennessee, 1973, 1975), Adjunct Associate Professor of Pharmacology and Toxicology
- Goldstein, Martin S., M.D. (Boston University, 1968), Assistant Professor, Part-time, of Clinical Radiology and Imaging Sciences
- Gollapudi, Sunil K., M.D. (State University of New York at Brooklyn, 1997), Volunteer Clinical Assistant Professor of Medicine
- Golomb, Meredith R., M.D. (Harvard Medical School, 1994), Associate Professor of Neurology
- Gomez, Gerardo A., M.D. (University of Carabobo, Venezuela, 1970), Associate Professor of Surgery

- Gona, Kevin M., Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Gonzalez, Frank, M.D. (Temple University, 1983), Visiting Associate Professor of Obstetrics and Gynecology
- Gonzalez, Robert, M.D. (University of Illinois, 2000), Assistant Professor of Clinical Pediatrics
- Gonzalvo, Jasmine D., Pharm.D. (Butler University, 2005), Adjunct Assistant Professor of Medicine
- Goodman, Mason R., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Medicine
- Gorman, Robert J., M.D. (University of Missouri-Columbia, 1999), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Gorrie, Mark C., D.O. (Des Moines University, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- Goshert, Phillip E., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Goshorn, Robyn K., M.D. (Columbia University, 1974), Associate Professor of Clinical Medicine
- Goswami, Amartyadeb, M.B.B.S. (University of Calcutta, India, 1987), Volunteer Clinical Assistant Professor of Neurology, Medical Sciences Program
- Goul, Rhonda W., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Gould, Kenneth E., Ph.D. (Boston University, 1985), Adjunct Associate Professor of Cellular and Integrative Physiology
- Gould, Robert E., M.D. (Case Western Reserve University, 1971), Volunteer Clinical Assistant Professor of Pediatrics
- Goulet, Robert J., Jr., M.D. (State University of New York Downstate Medical Center, 1979), Volunteer Clinical Professor of Surgery
- Govani, Rita M., M.B.,B.S. (*Gujarat University, India,* 1978), Assistant Professor of Clinical Medicine
- Gradus-Pizlo, Irmina, M.D. (Warsaw Medical Academy, Poland, 1985), Associate Professor of Medicine
- Graffis, Richard F., M.D. (Indiana University, 1971), Volunteer Clinical Associate Professor of Surgery
- Graham, Brett A., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Family Medicine
- Graham, Bruce M., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Graham, Christina L., M.S.N. (Marquette University, 2007), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Graham, Michael Q., M.D. (State University of New York, Stony Brook, 1979), Associate Professor of Clinical Family Medicine
- Graham, Nelson V., Jr., M.D. (University of Kentucky, 1974), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Evansville
- Grahame, Nicholas J., Ph.D. (State University of New York at Binghamton, 1992), Associate Professor of Psychology, School of Science; Adjunct

Associate Professor of Neurobiology (Psychiatry), School of Medicine

- Gramelspacher, Gregory P., M.D. (Indiana University, 1982), Professor of Medicine and Adjunct Professor of Anesthesia, School of Medicine; Adjunct Professor of Philanthropic Studies, School of Liberal Arts
- Grannis, Sharron P., M.D. (Michigan State University, 1996), Assistant Professor of Clinical Family Medicine
- Grannis, Shaun J., M.D. (Michigan State University, 1997), Assistant Professor of Family Medicine and of Knowledge Informatics and Translation
- Grant, Matthew G., Psy.D. (University of Indianapolis, 2008), Volunteer Clinical Assistant Professor of Pediatrics
- Grau, Rafael G., M.D. (Universidad Peruana Cayetano Heredia, Peru, 1974), Volunteer Clinical Associate Professor of Medicine
- Graves, Mark W., M.D. (University of Pittsburgh, 1982), Volunteer Clinical Associate Professor of Medicine and of Radiology and Imaging Sciences, IUSM-Evansville
- Gray, Douglas L., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Gray, Frances L., M.D. (St. Louis University, 1981), Associate Professor of Clinical Pediatrics
- Gray, Karin M., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Evansville
- Gray, Wayne L., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Green, Frank J., M.D. (Cornell University, 1978), Volunteer Clinical Assistant Professor of Medicine
- Green, Mark A., Ph.D. (Indiana University, 1982), Professor of Radiology and Imaging Sciences
- Green, Morton C., M.D. (Indiana University, 1982), Associate Professor of Clinical Anesthesia
- Green, William D., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- Greene, Terrence M., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Surgery, Medical Sciences Program
- Greenwood, William R., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Pediatrics
- Greer, David B., M.D. (Southern Illinois University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Gregory, Richard L., Ph.D. (Southern Illinois University, 1982), Director of Ph.D. Program, Director of Student Research, and Professor of Oral Biology, School of Dentistry; Professor, Part-Time, of Pathology and Laboratory Medicine, School of Medicine
- Gregurek, Steven F., M.D. (Wayne State University, 1998), Assistant Professor of Pathology and Laboratory Medicine
- Greist, Anne, M.B.,B.S. (University of London, England, 1977), Associate Professor, Part-Time, of Clinical Medicine

- Greist, Mary C., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Dermatology
- Griep, John A., M.D. (University of Michigan, 1962), J.D. (Indiana University, 1982), Volunteer Clinical Professor of Pathology and Laboratory Medicine and of Medicine
- Griffith, Christopher B., M.D. (Indiana University, 1997), Assistant Professor of Clinical Medical and Molecular Genetics
- Griffith, Mark D., M.D. (University of Illinois, 1981), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, IUSM-Lafayette
- Griffith, Nancy W., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine
- Griggs, James H., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Grignon, David J., M.D. (University of Western Ontario, Canada, 1981), Centennial Professor of Pathology, and Professor of Pathology and Laboratory Medicine
- Grimes, Brenda R., Ph.D. (University of Edinburgh, Scotland, 1990), Assistant Professor of Medical and Molecular Genetics
- Grimm, John O., M.D. (West Virginia University, 1980), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Evansville
- Gripe, Amanda M., M.D. (Indiana University, 2005), Visiting Assistant Professor of Clinical Pediatrics
- Groh, William J., M.D. (University of Wisconsin, 1987), Associate Professor of Medicine and Adjunct Associate Professor of Public Health
- Gronfein, William P., Ph.D. (State University of New York at Stony Brook, 1983), Associate Professor of Sociology, School of Liberal Arts; Adjunct Associate Professor of Public Health, School of Medicine
- Groppel, Piper G., O.D. (Indiana University, 2004), Lecturer in Clinical Ophthalmology, School of Medicine; Adjunct Clinical Assistant Professor, School of Optometry
- Grossman, Darla R., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Grow, Matthew W., Ph.D. (University of Texas at Austin, 1999), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Gruesser, Megan W., M.D. (Indiana University, 2004), Assistant Professor of Clinical Pediatrics
- Gubina, Irina S., M.D. (Moscow Medical Academy, Russia, 1993), Assistant Professor of Clinical Medicine
- Gudeman, Nancy Y., M.D. (Indiana University, 1989), Associate Professor, Part-Time, of Clinical Medicine
- Guerra, Frederico Percope, M.D. (Foundation Souza Marques, Brazil, 2003), Visiting Assistant Scientist in Pediatrics
- Guilfoy, Veronica M., M.D. (Indiana University, 1997), Assistant Professor of Clinical Pediatrics
- Guinn, Brett J., M.D. (Washington University, 1994), Volunteer Clinical Assistant Professor of Surgery, IUSM-Terre Haute

- Guise, Theresa A., M.D. (University of Pittsburgh, 1985), Jerry W. and Peggy S. Throgmartin Professor of Oncology, Professor of Medicine, and Adjunct Professor of Pharmacology and Toxicology
- Gulati, Rajesh, M.B.,B.S. (University of Delhi, India, 1988), Assistant Professor of Clinical Medicine
- Gulec, Seza A., M.D. (Ankara University, Turkey, 1984), Volunteer Clinical Assistant Professor of Surgery
- Guletz, J. Dennis, M.D. (Washington University, 1973), Volunteer Clinical Associate Professor of Medicine, IUSM-Evansville
- Gunderman, Richard B., M.D., Ph.D. (University of Chicago, 1992, 1989), Professor of Radiology and Imaging Sciences and of Pediatrics and Professor, Part-Time, of Medical Education, School of Medicine; Professor of Philosophy, School of Liberal Arts
- Gunst, Susan J., Ph.D. (Johns Hopkins University, 1979), Professor of Cellular and Integrative Physiology
- Guo, Zhongmin, M.D. (Guangdong Medical College, China, 1983), Ph.D. (Uppsala University, Sweden, 2000), Assistant Research Professor of Cellular and Integrative Physiology, Medical Sciences Program
- Gupta, Ajay S., M.B.,B.S. (*M.P. Shah Medical College, India, 1980), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne*
- Gupta, Akanksha, Ph.D. (North Dakota State University, 2004), Adjunct Assistant Professor of Medicine
- Gupta, Dhananjay, Ph.D. (Jawaharlal Nehru University, India, 2000), Assistant Research Professor of Pediatrics
- Gupta, Dipika, Ph.D. (Clemson University, 1990), Associate Professor of Biochemistry and Molecular Biology, IUSM-Northwest, School of Medicine; Adjunct Associate Professor of Chemistry, IU Northwest
- Gupta, Richa, M.B.,B.S. (Maulana Azad Medical College, India, 1996), Assistant Professor of Clinical Medicine
- Gupta, Samir K., M.D. (University of Pittsburgh, 1996), Associate Professor of Medicine
- Gupta, Sandeep K., M.B.,B.S. (University of Ibadan, Nigeria, 1986), Professor of Clinical Pediatrics and of Clinical Medicine, School of Medicine, and Adjunct Professor of Nutrition and Dietetics, School of Health and Rehabilitation Sciences
- Gupta, Sanjay, M.B.,B.S. (Jammu University, India, 1985), Assistant Professor of Clinical Medicine
- Gupta, Sanjay, M.B.,B.S. (Maulana Azad Medical College, India, 1991), Assistant Professor of Clinical Anesthesia
- Gurdal, Osman, Ph.D. (University of Illinois, 1997), Assistant Professor of Knowledge Informatics and Translation
- Gusic, Maryellen E., M.D. (University of Pennsylvania, 1990), Executive Associate Dean for Educational Affairs; Dolores and John Read Professor of Medical Education; Professor of Pediatrics

- Gussick, Sean D., M.D. (Medical College of Wisconsin, 2005), Assistant Professor of Clinical Radiology and Imaging Sciences
- Gutierrez, Peter E., M.D. (Indiana University, 1958), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Gutmann, James E., M.D. (Southern Illinois University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Guttikonda, Sangeeta L., M.D. (Northeastern Ohio Universities, 1998), Assistant Professor of Clinical Radiology and Imaging Sciences
- Gutwein, Gilbert, M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Lafayette
- Gutwein, Thomas E., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Fort Wayne
- Gwirtz, Kenneth H., M.D. (Pennsylvania State University, 1978), Professor of Clinical Anesthesia
- Ha, Byeong K., M.D. (Seoul National University, Korea, 1990), Ph.D. (The Ohio State University, 1999), Assistant Professor of Pathology and Laboratory Medicine
- Haag, Brian W., M.D. (Indiana University, 1978), Volunteer Clinical Associate Professor of Surgery
- Haak, M. Rebecca, M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Haas, David M., M.D. (St. Louis University, 1997), Assistant Professor of Obstetrics and Gynecology and of Medicine
- Haber, Irving I., D.O. (Nova Southeastern University, 1989), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, IUSM-Terre Haute
- Haddad, Fadi F., M.D. (American University of Beirut, Lebanon, 1988), Volunteer Clinical Assistant Professor of Surgery, Medical Sciences Program
- Haddad, Nadine G., M.D. (American University of Beirut, Lebanon, 1996), Associate Professor of Clinical Pediatrics
- Haddad, Souheil F., M.D. (American University of Beirut, Lebanon, 1986), Volunteer Clinical Assistant Professor of Neurological Surgery, Medical Sciences Program
- Haerr, Robert W., M.D. (Creighton University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Hage, Chadi A., M.D. (Lebanese University, Lebanon, 1997), Assistant Professor of Medicine
- Hagedorn, Jeffrey C., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Neurology
- Hagen, Robert J., M.D. (University of South Florida, 1980), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Lafayette
- Haggard, Elizabeth A., A.S. (Ball State University, 1993), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Haggstrom, Anita N., M.D. (University of Nebraska, 1998), Arthur L. Norins Investigator in Dermatologic Clinical Research and Assistant Professor of Dermatology and of Pediatrics

- Haggstrom, David A., M.D. (University of Nebraska, 1998), Assistant Professor of Clinical Medicine
- Hague, John M., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Medicine
- Hahn, Noah M., M.D. (Indiana University, 2000), Assistant Professor of Medicine
- Haider, Kathryn M., M.D. (University of Wisconsin, 2003), Assistant Professor of Clinical Ophthalmology
- Hainline, Bryan E., M.D., Ph.D. (*Duke University,* 1981), Professor of Clinical Medical and Molecular Genetics and of Clinical Pediatrics
- Hake, Ann Marie, M.D. (Creighton University, 1989), Associate Professor of Clinical Neurology
- Halberstadt, Gary M., D.O. (Philadelphia College of Osteopathic Medicine, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- Haldar, Kasturi, Ph.D. (Massachusetts Institute of Technology, 1982), Adjunct Professor of Anatomy and Cell Biology, IUSM-South Bend
- Hale, Douglass S., M.D. (Medical College of Ohio, 1989), Volunteer Clinical Associate Professor of Obstetrics and Gynecology
- Haley, Alvin J., M.D. (Indiana University, 1953), Volunteer Clinical Professor of Family Medicine
- Haley, Brian E., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Hall, Gordon P., M.B.A. (University of Dallas, 1996), Adjunct Lecturer in Public Health
- Hall, Kathleen S., Ph.D. (Columbia University, 1985), Professor of Psychiatry
- Hall, Paula A., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Hall, Robert C., M.D. (University of Michigan, 1958), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Hall, Stephen D., Ph.D. (University of Manchester, England, 1983), Adjunct Professor of Medicine and of Pharmacology and Toxicology
- Hallam, Clifford C., M.D. (Indiana University, 1973), Volunteer Clinical Associate Professor of Medicine
- Hallam, Judith A., M.S. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Paramedic Science (Emergency Medicine)
- Hallenbeck, Katherine A., M.D. (University of Wisconsin-Madison, 2005), Lecturer in Clinical Radiology and Imaging Sciences
- Halperin, David A., M.D. (University of Chicago, 1984), Assistant Professor, Part-Time, of Anatomy and Cell Biology, IUSM-South Bend
- Halum, Ramon G., III, M.D. (Ross University, Dominica, 1997), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences
- Halum, Stacey L., M.D. (Medical College of Wisconsin, 1999), Assistant Professor of Otolaryngology-Head and Neck Surgery
- Hamaker, James B., M.D. (Johns Hopkins University, 1967), Associate Professor of Clinical Medicine
- Hamaker, Ronda A., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery

- Hamati, Aline I., M.D. (Saint-Joseph University, Lebanon, 1991), Assistant Professor, Part-Time, of Clinical Neurology
- Hambel, Gary A., M.D. (University of Illinois, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Hamby, Deborah K., M.D. (University of Texas Health Science Center at San Antonio, 2001), Assistant Professor of Clinical Pediatrics
- Hamby, Timothy S., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- Hamdi, Hamid S., M.B.,B.S. (Dow Medical College, Pakistan, 1985), Volunteer Clinical Assistant Professor of Neurology, IUSM-Lafayette
- Hamed, Ali Hassan, M.B.B.Ch. (Assiut University, Egypt, 2003), Visiting Assistant Scientist in Obstetrics and Gynecology
- Hameed, Tariq A., M.B.,B.S. (*Quaid-e-Azam Medical College, Pakistan, 1985*), Assistant Professor of Clinical Radiology and Imaging Sciences
- Hamilton, Mark M., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Hamilton, Matthew C., D.O. (*Kirksville College of* Osteopathic Medicine, 2003), Assistant Professor of Clinical Anesthesia
- Hamm, Charles W., M.D. (Universidad Nacional Autonoma de Mexico, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Hammerstein, John P., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Hammond, Flora, M.D. (*Tulane University, 1990*), Chair and Covalt Professor of Physical Medicine and Rehabilitation
- Han, Amy W., Ph.D. (University of Notre Dame, 2003), Acting Executive Director of Northwest Indiana Medical Research Consortium and Visiting Assistant Professor, Part-Time, of Clinical Psychology in Clinical Psychiatry, IUSM-Northwest
- Han, Dennis P., M.D. (University of Chicago, 1989), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Northwest
- Handa, Rajash K., Ph.D. (University of Birmingham, England, 1985), Assistant Research Professor of Anatomy and Cell Biology
- Handel, David J., M.B.A. (University of Chicago, 1968), Volunteer Clinical Professor of Public Health
- Handley, Gwendolyn L., M.D. (University of Washington, 2005), Assistant Professor of Clinical Medicine
- Haneline, Laura S., M.D. (Indiana University, 1991), Associate Professor of Pediatrics, of Microbiology and Immunology, and of Medicine, and Adjunct Associate Professor of Cellular and Integrative Physiology
- Hanenberg, Helmut, M.D. (Heinrich Heine University, Germany, 1988), Professor of Pediatrics and of Medical and Molecular Genetics
- Hanke, C. William, III, M.D. (University of lowa, 1971), Volunteer Clinical Professor of Otolaryngology-Head and Neck Surgery

- Hankins, Linda K., M.S. (Indiana State University, 1969), Research Associate and Adjunct Lecturer in Pediatrics
- Hanley, Peter C., B.M.,B.Ch. (Oxford University, England, 1978), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Hanna, Nasser H., M.D. (University of Missouri-Columbia, 1995), Associate Professor of Medicine
- Hannah, Joe M., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Pediatrics
- Hannah, Paul L., M.D. (Rush University, 1980), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Hanni, Cary L., M.D. (Indiana University, 1978), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Hannon, Tamara S., M.D. (Indiana University, 1996), Associate Professor of Pediatrics and of Medical and Molecular Genetics
- Hansell, Richard S., M.D. (Indiana University, 1976), Professor of Clinical Obstetrics and Gynecology
- Hanson, Craig E., M.D. (Michigan State University, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Hanson, Kenneth C., M.D. (Michigan State University, 1992), Assistant Professor of Clinical Emergency Medicine
- Hardacker, Doris M., M.D. (State University of New York at Buffalo, 1987), Associate Professor of Clinical Anesthesia
- Hardisty, Lauren M., M.D. (Indiana University, 2006), Assistant Professor of Clinical Medicine
- Harezlak, Jaroslaw, Ph.D. (Harvard School of Public Health, 2005), Assistant Professor of Medicine
- Harker, H. Gene, M.D., Ph.D. (University of Illinois, 1995, 1987), Assistant Professor of Clinical Anesthesia
- Harned, E. Michael, M.D. (Jefferson Medical College, 1985), Assistant Professor of Clinical Radiology and Imaging Sciences
- Harper, Roy S., M.D. (Southern Illinois University, 1989), Volunteer Clinical Assistant Professor of Pediatrics
- Harrell, Linda L., M.D. (Indiana University, 1991), Assistant Professor of Clinical Family Medicine
- Harrington, Alice C., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Harrington, Maureen A., Ph.D. (University of North Carolina, 1985), Associate Director, M.D./Ph.D. Program; Professor of Biochemistry and Molecular Biology and of Cellular and Integrative Physiology
- Harris, Alon, Ph.D. (Indiana University, 1988), Director of Clinical Research and Letzter Professor of Ophthalmology and Professor of Cellular and Integrative Physiology
- Harris, Charles M., M.D. (Creighton University, 1976), Assistant Professor of Clinical Anesthesia
- Harris, Heidi L., M.D. (Southern Illinois University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Harris, Holly L. Hake, M.D. (University of Iowa, 1982), Volunteer Clinical Assistant Professor of Dermatology, IUSM-South Bend

- Harris, Lisa E., M.D. (Indiana University, 1983), Associate Dean for Wishard Affairs; Director, Wishard Health Services; John F. Williams, Jr., M.D. Scholar; Associate Professor of Medicine
- Harris, Mandy O., M.D. (Indiana University, 2004), Assistant Professor of Clinical Neurology
- Harris, Mitchell A., M.D. (Indiana University, 1986), Associate Professor of Clinical Pediatrics
- Harris, Tara L., M.D. (Indiana University, 2004), Assistant Professor of Clinical Pediatrics
- Harris, Terri L., M.D. (Indiana University, 1983), Associate Professor, Part-Time, of Clinical Pediatrics
- Harris, Tina M., M.D. (Yale University, 1994), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Harrison, Michael R., M.D. (State University of New York Upstate Medical College, 1981), Volunteer Clinical Associate Professor of Medicine, IUSM-Evansville
- Harsha, Catherine G., M.D. (*The Ohio State* University, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Harsha, David M., M.D. (University of Oklahoma, 1987), Volunteer Clinical Associate Professor of Family Medicine
- Harshawat, Paras, M.B.B.S. (Jiwaji University, India, 1973), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Terre Haute
- Harshbarger, Kent E., M.D., J.D. (Southern Illinois University, 1996), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Hart, Andrew R., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Hart, Kellie S., M.S. (Midwestern State University, 2005), Assistant Professor of Clinical Radiologic Sciences (Radiology and Imaging Sciences)
- Hart, Kevin K., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Hartman, Susan E., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine
- Hartsfield, James K., Jr., Ph.D. (University of South Florida, 1993), D.M.D. (Medical University of South Carolina, 1981), Adjunct Professor of Medical and Molecular Genetics, School of Medicine, and of Orthodontics, School of Dentistry
- Hasbrook, Charles F., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine
- Hasewinkel, John V., M.D. (Indiana University, 1982), Associate Professor of Clinical Anesthesia
- Hashino, Eri, Ph.D. (Nagoya University, Japan, 1991), Ruth C. Holton Scholar in Otology, Associate Professor of Otolaryngology-Head and Neck Surgery and of Anatomy and Cell Biology, and Adjunct Associate Professor of Pharmacology and Toxicology
- Hashmi, Syed Kamran, M.B.B.S. (Allama Iqbal Medical College, Pakistan, 1997), Assistant Professor of Clinical Medicine

- Haslitt, Joseph H., M.D. (Michigan State University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Haste, John L., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Hastings, Hill, II, M.D. (University of Southern California, 1974), Volunteer Clinical Professor of Orthopaedic Surgery
- Hatcher, Kristine M., D.O. (Midwestern University, 2003), D.C. (National College of Chiropractic, 1992), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-South Bend
- Hathaway, Jon K., M.D., Ph.D. (University of Cincinnati, 2001, 2000), Assistant Professor of Clinical Obstetrics and Gynecology
- Hathaway, Robert C., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Fort Wayne
- Hattab, Eyas, M.B.,B.S. (Jordan University of Science and Technology, Jordan, 1994), Associate Professor of Pathology and Laboratory Medicine
- Hatvani, Catherine I., M.D. (Semmelweis University of Medical Sciences, Hungary, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Hauck, Warren C., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Hauschild, Daniel J., Psy.D. (Illinois School of Professional Psychology, 1992), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry), IUSM-Fort Wayne
- Haut, Dawn P., M.D. (University of Texas Health Science Center at San Antonio, 1990), Associate Professor of Clinical Pediatrics
- Haut, Paul R., M.D. (University of Arkansas, 1990), Associate Professor of Pediatrics
- Havlik, Nancy L., M.D., Ph.D. (University of Chicago, 1988, 1987), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Lafayette
- Havlik, Robert J., M.D. (Yale University, 1984), James Joseph Harbaugh, Jr. Professor of Plastic Surgery (Surgery)
- Hawkins, Troy B., Ph.D. (Purdue University, 2008), Visiting Assistant Research Professor of Medical and Molecular Genetics
- Hawley, Dean A., M.D. (Indiana University, 1978), Professor of Pathology and Laboratory Medicine
- Hay, Donald P., M.D. (State University of New York Upstate Medical Center, 1970), Volunteer Clinical Professor of Psychiatry
- Hayes, David M., M.D. (Southern Illinois University, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Hayes, John R., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Psychiatry and of Medicine
- Hayhurst, Thomas E., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Hayward, Thomas Z., III, M.D. (Northwestern University, 1994), Assistant Professor of Clinical Surgery

- Hazelrigg, Donald E., M.D. (Indiana University, 1969), Volunteer Clinical Professor of Dermatology, IUSM-Evansville
- He, Chunyan, Sc.D. (Harvard School of Public Health, 2009), Assistant Professor of Public Health
- He, Johnny J., Ph.D. (New York University, 1994), Professor of Microbiology and Immunology
- He, Steven C., M.D. (Guangzhou Medical College, China, 1982), Assistant Professor of Clinical Medicine
- Healey, Diane W., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine
- Healey, Patrick J., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine
- Healy, Peter J., D.O. (*Kirksville College of* Osteopathic Medicine, 2002), Assistant Professor of Clinical Emergency Medicine
- Heath, Hunter, III, M.D. (Washington University, 1968), Adjunct Professor of Medicine
- Heavilon, Jeffrey A., M.D. (The Ohio State University, 1981), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Muncie
- Heckaman, James D., M.D. (Indiana University, 1971), Volunteer Clinical Associate Professor of Neurology, IUSM-Fort Wayne
- Heckman-Davis, Cynthia L., M.D. (Rush University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Hedeen, Garrett D., B.S. (Indiana University Purdue University Indianapolis, 2008), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Heger, James J., M.D. (Georgetown University, 1972), Volunteer Clinical Professor of Medicine, IUSM-Fort Wayne
- Heiman, Julia R., Ph.D. (State University of New York at Stony Brook, 1975), Director, Kinsey Institute for Research in Sex, Gender, and Reproduction, and Professor of Psychology, College of Arts and Sciences, IU Bloomington; Professor of Clinical Psychiatry, School of Medicine
- Heinrich, James M., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Evansville
- Heinz, Holly A., M.D. (Indiana University, 2001), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Henein, Maurice M., M.D. (University of Virginia, 2000), Volunteer Clinical Assistant Professor of Family Medicine
- Heiny, Mark E., M.D., Ph.D. (Indiana University, 1989), Assistant Professor of Clinical Pediatrics
- Heitkamp, Darel E., M.D. (Indiana University, 1999), Assistant Professor of Clinical Radiology and Imaging Sciences
- Helbig, Claire E., M.D. (Indiana University, 2004), Assistant Professor of Clinical Medicine
- Helding, Phillip G., D.O. (Chicago College of Osteopathic Medicine, 1982), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Helfgott, Michele L., M.D. (Chicago Medical School, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne

- Helft, Paul R., M.D. (University of Chicago, 1995), Associate Professor of Medicine
- Hellman, Richard N., M.D. (Baylor College of Medicine, 1974), Associate Professor of Clinical Medicine
- Helm, Janette L., M.A. (Ball State University, 1982), Adjunct Lecturer in Public Health
- Helm, Robert J., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Helmy, Ahdy W., M.B.B.Ch., Ph.D. (Alexandria University, Egypt, 1981, 1992), Associate Professor of Clinical Medicine
- Helper, Debra J., M.D. (Northwestern University, 1981), Associate Professor of Clinical Medicine
- Helphinstine, Jill V., M.D. (Indiana University, 2001), Assistant Professor of Clinical Pediatrics
- Henderson, Alberta L., M.D. (University of Cincinnati, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Henderson, Mark A., M.D. (Indiana University, 2003), Assistant Professor of Clinical Radiation Oncology
- Henderson, Terry L., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Family Medicine
- Hendrickson, Holly M., M.D. (Brown University, 1985), Assistant Professor, Part-Time, of Clinical Family Medicine
- Hendrie, Hugh C., M.B., Ch.B., D.Sc. (University of Glasgow, Scotland, 1958, 2002), Professor of Psychiatry, School of Medicine; Adjunct Professor, School of Nursing
- Henley, David B., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Psychiatry
- Henney, Jeffrey R., M.D., (Indiana University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Henrich, Carter F., M.D. (Indiana University, 1974), Volunteer Clinical Associate Professor of Medicine, Medical Sciences Program
- Henry, Don M., M.D. (University of Chicago, 1980), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Henry, Michael A., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Hensel, Devon J., Ph.D. (Purdue University, 2005), Assistant Research Professor of Pediatrics, School of Medicine; Adjunct Assistant Professor of Sociology, School of Liberal Arts
- Hentz, Diane M., M.D. (Medical College of Wisconsin, 1983), Volunteer Clinical Asssitant Professor of Dermatology, IUSM-Fort Wayne
- Herbert, Brittney-Shea, Ph.D. (University of Texas at Austin, 1998), Associate Professor of Medical and Molecular Genetics and Adjunct Associate Professor of Pharmacology and Toxicology
- Herdt, Kerry Ann, M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- Herman, Steven M., Ph.D. (Rutgers University, 1992), Associate Professor of Clinical Psychology in Clinical Psychiatry

- Hernandez Mondragon, Ruben H., M.D. (Universidad Nacional Autonoma de Honduras, 2003), Assistant Professor of Clinical Family Medicine
- Herr, G. Joseph, M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Neurology
- Herrell, Michael A., M.D. (Northwestern University, 1964), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Evansville
- Herring, B. Paul, Ph.D. (University of Bristol, England, 1987), Professor of Cellular and Integrative Physiology
- Herring, Malcolm B., M.D. (Indiana University, 1971), Volunteer Clinical Professor of Surgery
- Herrmann, Kenneth R., M.D. (University of California, Los Angeles, 1976), Associate Professor of Clinical Pediatrics
- Herron, Susan C., A.S. (Indiana University, 1981), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Hertz, David E., M.D. (University of Chicago, 1986), Associate Professor of Clinical Pediatrics
- Hess, Kristine A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Dermatology
- Hess, Lisa M., Ph.D. (University of Arizona, 2007), Assistant Professor of Public Health and Adjunct Assistant Professor of Obstetrics and Gynecology
- Hess, Matthew D., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Hetrick, William P., Ph.D. (The Ohio State University, 1999), Professor of Psychology, College of Arts and Sciences, IU Bloomington; Professor, Part-Time, of Clinical Psychology in Clinical Psychiatry, School of Medicine
- Hetzler, Kathy J., Adjunct Lecturer in Ophthalmology
- Hibbard, Roberta A., M.D. (Case Western Reserve University, 1980), Professor of Pediatrics
- Hickey, Robert J., Ph.D. (City University of New York, 1979), Associate Professor of Medicine Hickman, Debra L., D.V.M. (University of Illinois, 1998), Director and Associate Research Professor, Laboratory Animal Resource Center, and Adjunct Associate Research Professor of Cellular and Integrative Physiology
- Hicks, B. Matthew, M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Hicks, George W., M.D. (St. Louis University, 1967), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Hicks, Ralph A., M.D. (University of Louisville, 1982), Professor of Clinical Pediatrics
- Higdon, Chester F., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Neurology
- Hilburn, Jeffrey W., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Neurology
- Hilgarth, Klaus A., M.D. (St. Louis University, 1993), Assistant Professor of Clinical Medicine
- Hilgendorf, William A., Ph.D. (University of Wisconsin-Milwaukee, 1988), Adjunct Assistant Professor of Pediatrics

- Hill, James S., M.D. (Indiana University, 1965), Associate Professor of Clinical Pediatrics
- Hill, Sarah L., M.D. (University of Cincinnati, 1999), Assistant Professor, Part-Time, of Clinical Pediatrics
- Hill, Steven D., M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine
- Hiller, Dana-Lynn, M.D. (Indiana University, 1999), Assistant Professor, Part-Time, of Clinical Pediatrics
- Hillis, J. Stanley, M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Medicine
- Hilmo, Ann M., M.D. (University of Texas Health Science Center at Houston), Associate Professor of Clinical Pediatrics
- Hilton, David K., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Terre Haute
- Hilton, Frank L., M.D. (Indiana University, 1970), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, IUSM-Evansville
- Hiltz, Jeffrey B., M.D. (Memorial University of Newfoundland, Canada, 1992), Volunteer Clinical Assistant Professor of Family Medicine
- Hina, Fatima, M.D. (Ross University, Dominica, 2005), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Hindahl, Gregory K., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Hindahl, Norma J., M.D. (American University of the Caribbean, Netherlands Antilles, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- Hingtgen, Cynthia M., M.D., Ph.D. (Indiana University, 1996, 1994), Associate Professor of Neurology and Adjunct Associate Professor of Pharmacology & Toxicology
- Hively, Justin D., Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Ho, Chang Y., M.D. (University of Texas Medical Branch at Galveston, 2000), Assistant Professor of Radiology and Imaging Sciences
- Hoang, Quyen Q., Ph.D. (McMaster University, Canada, 2003), Assistant Professor of Biochemistry and Molecular Biology
- Hobbs, Hudner L., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Pediatrics
- Hobbs, Johnny L., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Anesthesia
- Hobson, Scott R., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Ophthalmology
- Hochstetler, Mark A., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Hockley, Nancy K.M., M.D. (Indiana University, 1984), Adjunct Assistant Professor of Urology, IUSM-Fort Wayne
- Hodes, Zachary I., M.D. (Indiana University, 1981), Ph.D. (Cornell University, 1978), Volunteer Clinical Assistant Professor of Medicine
- Hodges, Kurt B., M.D. (University of Texas Southwestern Medical School at Dallas, 1991), Associate Professor of Clinical Pathology and Laboratory Medicine

- Hodges, Michael R., M.D. (Texas Tech University, 1998), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Evansville
- Hoffert, Susan M., M.D. (University of Illinois at Chicago, 1995), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Hofstetter, John R., Ph.D. (Western Michigan University, 1981), Assistant Professor of Neurobiology (Psychiatry)
- Hogan, James B., J.D. (Indiana University, 1994), Adjunct Lecturer in Public Health
- HogenEsch, Harm, Ph.D. (University of Illinois, 1989), D.V.M. (University of Utrecht, The Netherlands, 1984), Adjunct Professor of Pathology and Laboratory Medicine, IUSM-Lafayette
- Holbreich, Mark, M.D. (University of Louvain, Belgium, 1976), Volunteer Clinical Associate Professor of Dermatology and of Pediatrics
- Holcomb, Bryan K., M.D. (University of Michigan, 2003), Assistant Professor of Surgery
- Holcombe, John H., M.D. (University of Oklahoma, 1973), Volunteer Clinical Associate Professor of Pediatrics
- Holden, Paul K., M.D. (University of Southern California, 2004), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Holder, Jacqueline K., D.O. (Oklahoma State University, 1996), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- Holdread, Jon W., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Psychiatry
- Hollar, Margaret A., D.O. (Michigan State University, 1993), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Hollenbeck, Peter J., Ph.D. (University of California, Berkeley, 1983), Adjunct Associate Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Hollenhorst, Peter C., Ph.D. (University of Wisconsin-Madison, 2002), Assistant Professor of Biochemistry and Molecular Biology, Medical Sciences Program
- Holly, Patrick M., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Holmes, Ann M., Ph.D. (University of British Columbia, Canada, 1993), Associate Professor of Public Health
- Holmes, James E., M.D. (Indiana University, 1988), Assistant Professor of Clinical Emergency Medicine
- Holt, Robert E., M.D. (University of Pennsylvania, 1971), Assistant Professor of Clinical Psychiatry
- Holt, Worthe S., Jr., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Holz, Stephanie P., M.D. (Medical College of Ohio, 2004), Assistant Professor of ClinicalRadiology and Imaging Sciences
- Honan, Paul R., M.D. (Hahnemann Medical College, 1946), Volunteer Clinical Professor of Ophthalmology
- Hondmann, Dirk H., Ph.D. (Groningen University, The Netherlands, 1994), Adjunct Associate Professor of Medical and Molecular Genetics, IUSM-Evansville

- Hong-Goka, Benecia C., M.D. (University of Santo Tomas, Philippines, 1970), Assistant Research Professor, Part-Time, of Anatomy and Cell Biology, IUSM-Fort Wayne
- Honningford, John P., M.D. (American University of the Caribbean, British West Indies, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Hood, Antoinette F., M.D. (Vanderbilt University, 1967), Volunteer Clinical Professor of Pathology and Laboratory Medicine
- Hoopes, David J., M.D. (Uniformed Services University of the Health Sciences, 2002), Volunteer Clinical Assistant Professor of Radiation Oncology
- Hoover, David E., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Anesthesia
- Hoover, Michael B., M.D. (Emory University, 1973), Volunteer Clinical Assistant Professor of Surgery, IUSM-Evansville
- Hoover, Kimberly H., M.D. (Louisiana State University, 2000), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Hopen, Bruce J., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Hopkins, Mandi J., M.D. (University of Texas Medical Branch at Galveston, 2004), Assistant Professor of Clinical Pediatrics
- Hormuth, David A., M.D., O.D. (Indiana University, 1983, 1979), Volunteer Clinical Assistant Professor of Surgery
- Horn, Eric M., M.D., Ph.D. (University of Illinois, 2000), Assistant Professor of Neurological Surgery
- Hornbuckle, Kenneth, Ph.D. (University of Michigan, 1998), D.V.M. (Tuskegee Institute, 1989), Adjunct Associate Professor of Public Health
- Hortin, Janet L., M.D. (University of Michigan, 1977), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Horvath, John L., Jr., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Radiation Oncology
- Hoshaw, Martha J., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Hoskins, Edward J., M.D., Ph.D. (University of New Mexico, 1984, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Hostetler, Dawn R., M.D. (Indiana University, 1996) Assistant Professor of Clinical Family Medicine
- Hostetter, Richard B., M.D. (Medical College of Virginia, 1985), Volunteer Clinical Assistant Professor of Surgery
- Hou, Dongming, B.M. (HeBei Medical University, China, 1985), Ph.D. (Beijing Medical University, China, 1996), Adjunct Assistant Research Professor of Medicine
- House, B. P., III, M.D. (University of Kentucky, 1992), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Fort Wayne
- House, Darlene R., M.D. (Indiana University, 2005), Visiting Assistant Professor of Clinical Emergency Medicine

- House, Jonathan D., M.D. (Indiana University, 2002), Assistant Professor of Clinical Anesthesia
- House, Michael G., M.D. (Harvard Medical School, 1999), Assistant Professor of Surgery
- Houser, William C., M.D. (Indiana University, 1971), Volunteer Clinical Professor of Medicine, IUSM-Evansville
- Houston, Derek M., Ph.D. (Johns Hopkins University, 2000), Philip F. Holton Scholar in Otology and Associate Professor of Otolaryngology-Head and Neck Surgery
- Houston, John P., M.D. (University of Texas at San Antonio, 1981), Ph.D. (Cornell University, 1977), Volunteer Clinical Assistant Professor of Psychiatry
- Houston, Kevin E., O.D. (Indiana University, 2003), Clinical Assistant Professor, School of Optometry; Adjunct Assistant Professor of Ophthalmology, School of Medicine
- Houston, Paul N., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Hoversland, Roger C., Ph.D. (University of Oregon, 1980), Associate Professor of Anatomy and Cell Biology, IUSM-Fort Wayne
- Howard, John D., M.D. (Indiana University, 1999), Assistant Professor of Clinical Emergency Medicine
- Howard, Thomas J., M.D. (University of Oklahoma, 1985), Willis D. Gatch Professor of Surgery
- Howard, Vivian S., M.D. (University of Wisconsin, 1982), Assistant Professor of Clinical Medicine
- Howell, James F., D.V.M. (Purdue University, 1969), Adjunct Professor of Public Health
- Howenstine, Michelle S., M.D. (Indiana University, 1982), Professor of Clinical Pediatrics
- Hoyer, Mark H., M.D. (*The Ohio State University*, 1985), *Professor of Clinical Pediatrics*
- Hoyer, Scott W., M.D. (New York Medical College, 1975), Volunteer Clinical Assistant Professor of Neurology, IUSM-Lafayette
- Hoyt, Warren J., M.D. (Indiana University, 1982), Assistant Professor of Clinical Family Medicine
- Hrisomalos, Nicholas F., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Ophthalmology
- Hrisomalos, Tom F., M.D. (Indiana University, 1983), Volunteer Clinical Professor of Medicine and Adjunct Professor of Microbiology and Immunology, Medical Sciences Program
- Hsieh, S. Jesse, M.D. (Southern Illinois University, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-South Bend
- Hu, Peirong, Ph.D. (Fudan University, China, 2001), Visiting Assistant Research Professor of Microbiology and Immunology
- Huang, Zhiquan, Ph.D., D.D.S. (Sun Yat-sen University, China, 2010, 2001), Visiting Assistant Scientist in Cellular and Integrative Physiology, Medical Sciences Program
- Hubbard, Joyce E., M.D. (Indiana University, 1977), Assistant Professor of Clinical Pediatrics
- Hudmon, Andy, Ph.D. (University of Texas, 1997), Assistant Professor of Biochemistry and Molecular Biology and Adjunct Assistant Professor of Pharmacology and Toxicology

- Hudmon, Karen S., Dr.P.H. (University of Texas, 1995), Adjunct Assistant Professor of Medicine
- Huffman, Brent A., M.D. (Indiana University, 2002), Assistant Professor of Clinical Neurology
- Hufford, Bradley J., Ph.D. (Purdue University, 2000), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Hugenberg, Steven T., M.D. (The Ohio State University, 1982), Associate Professor of Clinical Medicine
- Hughes, Gordon M., M.D. (Indiana University, 1985), Associate Professor, Part-Time, of Clinical Medicine, IUSM-Muncie
- Hughes, Kellie A., M.D. (University of Kansas, 1998), Volunteer Clinical Assistant Professor of Pediatrics
- Hughes, Randal K., M.D. (Indiana University, 1990), Volunteer Clinical Lecturer in Ophthalmology, IUSM-Evansville
- Huh, Sang Y., M.D. (University of Illinois, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Hui, Siu L., Ph.D. (Yale University, 1979), Professor of Medicine
- Hulbert, Deborah M., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Hulbert, Monica L., M.D. (Washington University, 2000), Assistant Professor of Clinical Pediatrics
- Huler, Kylene K.H., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Neurology
- Hull, Meredith T., M.D. (Indiana University, 1974), Professor of Pathology and Laboratory Medicine
- Hullinger, Melissa A., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Hulvershorn, Leslie A., M.D. (Indiana University, 2005), Assistant Professor of Clinical Psychiatry
- Humbert, Aloysius (Butch) J., M.D. (The Ohio State University, 1997), Assistant Professor of Clinical Emergency Medicine
- Hummel, Rachel L., D.O. (Kirksville College of Osteopathic Medicine, 2001), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Hummer, Tom A., Ph.D. (University of Chicago, 2009), Assistant Research Professor of Psychiatry
- Hundley, Heather A., Ph.D. (University of Wisconsin-Madison, 2005), Assistant Research Professor of Biochemistry and Molecular Biology, Medical Sciences Program; Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington
- Hunt, Joe D., M.P.H. (University of Michigan, 1974), Adjunct Lecturer in Public Health and in Knowledge Informatics and Translation
- Hunt, Robert N., M.D. (Temple University, 1966), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Hunt, Tammy A., M.S. (Indiana University, 2008), Volunteer Clinical Lecturer in Medicine
- Hunter, Benton R., M.D. (Indiana University, 2004), Assistant Professor of Clinical Emergency Medicine

- Hur, Jennifer R., M.D. (State University of New York Health Science Center at Syracuse, 1999), Assistant Professor of Clinical Medicine
- Hur, John, M.D. (State University of New York Health Science Center at Syracuse, 1999), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Hurley, Joyce H., Ph.D. (Indiana University, 1995), Assistant Research Professor of Biochemistry and Molecular Biology and Adjunct Assistant Research Professor of Cellular and Integrative Physiology
- Hurley, Thomas D., Ph.D. (Indiana University, 1990), Chancellor's Professor, IUPUI; Associate Chair and Professor of Biochemistry and Molecular Biology, School of Medicine
- Hurwich, Daniel B., M.D. (University of Illinois, 1987), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Hurwitz, Robert M., M.D. (Indiana University, 1967), Volunteer Clinical Professor of Dermatology
- Huse, John M., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Surgery
- Huse, Patricia G., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Hussain, Mohammad I., M.B.,B.S. (University of Peshawar, Pakistan, 1971), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Evansville
- Hutchins, Gary D., Ph.D. (University of Wisconsin, 1984), John W. Beeler Professor of Radiology, and Professor of Radiology and Imaging Sciences
- Hutchins, Karen M., M.S. (University of Wisconsin-Madison, 1985), Lecturer, Part-Time, in Radiation Oncology
- Hutchison, J. Patrick, Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Hwang, Chun, M.D. (University of Brasilia, Brazil, 1982), Professor, Part-Time, of Clinical Medicine
- Hyatt, Ann-Marie M., M.D. (Indiana University, 2006), Volunteer Clinical Assistant Professor of Dermatology
- Ibele, Anna R., M.D. (Wake Forest University, 2003), Visiting Lecturer in Clinical Surgery
- Ichikawa, Shoji, Ph.D. (University of Missouri-Columbia, 2002), Assistant Research Professor of Medicine
- Idrees, Muhammad T., M.B.,B.S. (University of the Punjab, Pakistan, 1995), Assistant Professor of Pathology and Laboratory Medicine
- Ihlendorf, Jeffrey R., M.D. (University of Cincinnati, 2003), Assistant Professor of Clinical Medicine
- Ilaria, Robert L., Jr., M.D. (University of Texas Southwestern Medical Center at Dallas, 1987), Volunteer Clinical Assistant Professor of Medicine
- Ilyas, Mohammad, M.B.B.S. (Quaid-e-Azam Medical College, Pakistan, 1983), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Imel, Erik A., M.D. (University of Cincinnati, 1999), Assistant Professor of Medicine and of Pediatrics
- Imperiale, Thomas F., M.D. (New York University, 1981), Professor of Medicine
- Ingebrigtsen, Janis C., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute

- Ingersoll, Gary M., Ph.D. (Pennsylvania State University, 1970), Professor, School of Education, IU Bloomington; Professor, Part-Time, of Pediatrics, School of Medicine
- Ingram, David A., Jr., M.D. (Vanderbilt University, 1994), Hugh McK. Landon Professor of Pediatrics and Professor of Biochemistry and Molecular Biology
- Inlow, Mark H., Ph.D. (Texas A&M University, 2001), Visiting Associate Professor of Radiology and Imaging Sciences
- Inman, Margaret M., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Surgery
- Inui, Thomas S., M.D. (Johns Hopkins University, 1969), Professor of Medicine
- Ireland, Philip H., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Isaacson, David J., M.D. (University of Chicago, 1993), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-South Bend
- Isch, John H., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Surgery
- Isenberg, Michael T., M.D. (Indiana University, 1972), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Isenberg, Steven F., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Ishmael, Olusegun A., M.B.,B.S. (University of Ibadan, Nigeria, 1992), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Isom, Gary E., Ph.D. (Washington State University, 1973), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Israbian, Vatche A., M.D. (American University of Beirut, Lebanon, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Israel, Karen S., M.D. (The Ohio State University, 1970), Volunteer Clinical Assistant Professor of Medicine
- Israel-Mardirosian, Noobar S., M.B.Ch.B. (Basrah University, Iraq, 1989), Assistant Professor of Clinical Medicine
- Ivan, Cristina S., M.D. (Carol Davila University of Medicine and Pharmacy, Romania, 1993), Assistant Professor of Clinical Neurology
- Ivan, Mircea, M.D. (Carol Davila University of Medicine and Pharmacy, Romania, 1993), Ph.D. (University of Wales, 1998), Assistant Professor of Medicine and of Microbiology and Immunology
- Izah, Augustine I., M.B.,B.S. (University of Benin, Nigeria, 1990), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Jachim, Matthew A., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-South Bend
- Jackman, Christopher T., M.D. (Indiana University, 2004), Assistant Professor of Clinical Neurology
- Jackson, Jeffrey A., M.D. (University of Michigan, 1979), Volunteer Clinical Associate Professor of Medicine

- Jackson, Melinda B., M.D., Ph.D. (University of Louisville, 1988, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Jackson, Richard W., M.D. (Indiana University, 1978), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Jackson, Valerie P., M.D. (Indiana University, 1978), Chair and Professor of Radiology and Imaging Sciences; Eugene C. Klatte Professor of Radiology
- Jacob, Sindhu S., M.B.B.S. (J.J. M. Medical College, India, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Jacobi, Mark D., M.D. (Washington University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Jacobs, John M., M.D. (University of Iowa, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Jacobs, Mary R., M.D. (University of Illinois, 1985), Assistant Professor, Part-Time, of Clinical Medicine
- Jacobson, Lewis E., M.B., Ch.B. (University of Cape Town, South Africa, 1982), Volunteer Clinical Associate Professor of Surgery
- Jaffri, Anwer A., M.D. (Sindh Medical College, Pakistan, 1991), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Terre Haute
- Jager, Rama M., M.B.,B.S. (Andhra University, India, 1967), Ph.D. (University of Minnesota, 1978), Volunteer Clinical Assistant Professor of Surgery
- Jain, Sanjay, M.B.,B.S. (University College of Medical Sciences, India, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Jaiswal, Suresh, M.B.B.S. (Kathmandu University, Nepal, 2004), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Jakacki, Peter A., M.D. (Indiana University, 1998), D.C. (National College of Chiropractic, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Jakubowski, Joseph A., Ph.D. (Australian National University, 1980), Adjunct Professor of Medicine
- Jalal, Shadia I., M.B.B.S. (University of Jordan, 2002), Assistant Research Professor and Assistant Professor, Part-Time, of Clinical Medicine
- Jalou, Hasnaa E., M.D. (Aleppo University, Syria, 1990), Assistant Professor of Clinical Pediatrics
- Jameria, Arvindkumar N., M.B.B.S. (Government Medical College, India, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- James, Amy C., M.D. (University of Illinois, 2003), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- James, Golda M., M.D. (Ross University, Dominica, 2005), Assistant Professor of Clinical Medicine
- James, Pushpom, M.B.,B.S. (Calcutta Medical College, India, 1971), Volunteer Clinical Associate Professor of Pediatrics, IUSM-Fort Wayne
- James, Steven M., M.D. (Indiana University, 1985), Assistant Professor of Clinical Neurological Surgery
- James, Todd C., M.D. (University of Illinois at Chicago, 2004), Assistant Professor of Clinical Medicine

- Janicki, Mark J., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Neurology
- Janizek, Patricia C., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Janowicz, Diane M., M.D. (Indiana University, 2000), Assistant Professor of Medicine
- Jarvis, Douglas L., D.O. (Michigan State University, 1987), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-South Bend
- Jarvis, Paul D., M.D. (University of Southern California, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- Javed, Mohammad, M.B.B.S. (Dow Medical College, Pakistan, 1980), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Jay, Stephen J., M.D. (Indiana University, 1966), Professor, Part-Time, of Public Health and of Medicine
- Jeanette, Aaron L., Volunteer Clinical Lecturer in Paramedic Science (*Emergency Medicine*)
- Jeffery, Rosemarie M., M.D. (Wayne State University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Jeng, Meei-Huey, Ph.D. (University of Wisconsin, 1992), Associate Research Professor, Part-Time, of Urology and of Microbiology and Immunology
- Jenkins, Brian D., M.D. (Wright State University, 1989), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Fort Wayne
- Jerde, Travis J., Ph.D. (University of Wisconsin-Madison, 2005), Assistant Professor of Pharmacology and Toxicology and of Urology
- Jerrells, Lisa J., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Jesseph, Jerry M., M.D., Ph.D. (Indiana University, 1980, 1984), Volunteer Clinical Professor of Surgery and Adjunct Professor of Anatomy and Cell Biology, Medical Sciences Program
- Jimerson, Ann B., M.D. (Texas Tech Health Sciences Center, 1994), Assistant Professor of Clinical Pediatrics
- Jin, Xiaoming, Ph.D. (West Virginia University, 2002), Assistant Professor of Anatomy and Cell Biology and Adjunct Assistant Professor of Neurological Surgery
- Jin, Yan, M.D. (Beijing Medical University, China, 1992), Adjunct Assistant Professor of Medicine
- Jindal, Kalpana R., M.B.,B.S. (Gujarat University, India, 1980), Assistant Professor of Clinical Medicine
- Jing, Shaoliang, M.S. (Beijing Normal University, China, 1981), Assistant Scientist in Medicine
- Johannessohn, Melanie K., M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Johansen, Olaf B., M.D. (University of Massachusetts, 1985), Volunteer Clinical Assistant Professor of Surgery
- John, Reena, M.B.,B.S. (Christian Medical College, India, 1986), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest

- John, Sajiv, M.B.,B.S. (Christian Medical College, India, 1984), Volunteer Clinical Associate Professor of Psychiatry, IUSM-Northwest
- Johns, Aaron E., M.D. (Meharry Medical College, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Johns, Shelley A., Psy.D. (Indiana State University, 1999), Adjunct Assistant Professor of Medicine
- Johnson, Alan H., M.D. (University of Minnesota, 1975), Volunteer Clinical Associate Professor of Orthopaedic Surgery, IUSM-Evansville
- Johnson, Carol G., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics
- Johnson, Craig A., D.O. (Michigan State University, 1995), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Johnson, David A., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Johnson, Frederick, M.D. (Northwestern University, 1976), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Northwest
- Johnson, Janice C., M.S. (Indiana University, 1986), Adjunct Assistant Professor of Medicine
- Johnson, Jodie L., M.D. (Michigan State University, 1993), Assistant Professor of Clinical Anesthesia
- Johnson, John C., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Northwest
- Johnson, Kimberly E., Psy.D. (John F. Kennedy University, 2006), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Johnson, Laura J., M.D. (Indiana University, 1993), Assistant Professor, Part-Time, of Clinical Family Medicine
- Johnson, Matthew S., M.D. (University of Michigan, 1986), Professor of Radiology and Imaging Sciences and of Surgery
- Johnson, Michael T., M.D. (Indiana University, 1983), Assistant Professor of Clinical Medicine
- Johnson, Nancy B., M.D. (University of Michigan, 1984), Assistant Professor of Clinical Pediatrics
- Johnson, Philip L., Ph.D. (University of Bristol, United Kingdom, 2005), Assistant Professor of Psychiatry
- Johnson, Raymond M., M.D., Ph.D. (University of Chicago, 1992, 1989), Associate Professor of Medicine and of Microbiology and Immunology
- Johnson, Sara M., M.H.A. (Indiana University, 1988), Lecturer in Public Health
- Johnson, Stephen M., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Ophthalmology
- Johnson, Tiffanie R., M.D. (University of Missouri-Columbia, 1997), Associate Professor of Clinical Pediatrics and of Clinical Radiology and Imaging Sciences
- Johnston, Ryan M., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Johnstone, Brian H., Ph.D. (University of Maryland, 1993), Associate Research Professor of Medicine

- Johnstone, Peter A.S., M.D. (Uniformed Services University of the Health Sciences, 1989), Chair and William A. Mitchell Professor of Radiation Oncology
- Jones, Catherine A., M.S.N. (Georgetown University, 1991), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Jones, Christopher S., M.D. (University of Texas Southwestern Medical School, 1981), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery)
- Jones, Crystal L., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Medicine
- Jones, David R., Ph.D. (University of Louisville, 1983), Assistant Research Professor of Medicine and Adjunct Assistant Research Professor of Pharmacology and Toxicology
- Jones, Henry L., M.D. (University of Louisville, 1975), Professor of Clinical Pediatrics
- Jones, James H., M.D. (The Ohio State University, 1979), Professor of Clinical Emergency Medicine
- Jones, Kathryn J., Ph.D. (University of Illinois at Chicago, 1983), Chair and Professor of Anatomy and Cell Biology
- Jones, Kellie L., Pharm.D. (University of Kentucky, 1998), Adjunct Assistant Professor of Medicine
- Jones, Kevin L., M.D. (University of Missouri-Columbia, 1993), Volunteer Clinical Assistant Professor of Pediatrics
- Jones, Larry R., M.D., Ph.D. (Indiana University, 1975, 1974), Glenn W. Irwin, Jr., M.D. Research Scholar, IUPUI; Charles Fisch Professor of Cardiology (Medicine), and Professor of Medicine, of Pharmacology and Toxicology, of Cellular and Integrative Physiology, and of Biochemistry and Molecular Biology
- Jones, Mark A., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Jones, Radcliffe D., M.B.,B.S. (University of Ibadan, Nigeria, 1986), Volunteer Clinical Assistant Professor of Pediatrics
- Jones, Rhonda A., B.S. (Ball State University, 2002), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Jones, Richard A., M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Jones, RoseMarie, M.D. (Indiana University, 1984), Adjunct Clinical Associate Professor of Comprehensive Care, School of Dentistry; Volunteer Clinical Associate Professor of Surgery, School of Medicine
- Jones, Shannon R., M.D. (Indiana University, 1995), Volunteer Clinical Lecturer in Psychiatry, IUSM-Evansville
- Jones, Thomas I., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Jongsma, Kenneth A., D.O. (Lake Erie College of Osteopathic Medicine, 2002), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-South Bend
- José, Jorge V., Dr.Sci. (National University of Mexico, 1976), Vice President for Research; James

H. Rudy Professor of Physics, College of Arts and Sciences, IU

- Bloomington; Adjunct Professor of Cellular and Integrative Physiology, School of Medicine
- Joseph, Regi, M.B.,B.S. (Bangalore University, India, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Josephson, David A., M.D. (Indiana University, 1971), Volunteer Clinical Associate Professor of Neurology
- Jotwani, Aparna C., M.D. (University of Illinois, 2002), Assistant Professor, Part-Time, of Clinical Medicine
- Jotwani, Vijay M., M.D. (University of Illinois, 2003), Assistant Professor of Clinical Family Medicine
- Joyce, Shannon M., M.D. (University of Louisville, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Judge, Robert E., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Juneja, Rattan, M.B.,B.S. (University of Pune, India, 1986), Associate Professor of Clinical Medicine
- Jung, Jeesun, Ph.D. (Texas A & M University, 2004), Assistant Professor of Medical and Molecular Genetics
- Justice, Jeffrey L., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Juthani, Sunil J., M.B.,B.S. (Shri M.P. Shah Medical College and Irwin Groups of Hospital, India, 1985), Assistant Professor of Clinical Medicine
- Kaakeh, Yaman, Pharm.D. (Purdue University, 2005), Adjunct Assistant Professor of Medicine
- Kacena, Melissa A., Ph.D. (University of Colorado, 2000), Assistant Professor of Orthopaedic Surgery and Adjunct Assistant Professor of Anatomy and Cell Biology
- Kacius, Carole A., Ph.D. (Indiana University, 2000), Associate Chair for Academic Programs and Alumni Services and Associate Professor of Clinical Public Health
- Kadambi, Ashok, M.B.,B.S. (B.J. Medical College, India, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Kaefer, Martin, M.D. (Northwestern University, 1989), Professor of Urology
- Kahi, Charles J., M.D. (American University of Beirut, Lebanon, 1996), Associate Professor of Clinical Medicine
- Kalb, Elizabeth A., Ph.D. (Iowa State University, 1985), Professor, Part-Time, of Clinical Family Medicine, IUSM-Evansville
- Kalia, Vipin, M.D. (Indiana University, 1992), Assistant Professor of Clinical Medicine
- Kalinowski, Aaron P., M.D. (Indiana University, 2004), Assistant Professor of Clinical Medicine and of Clinical Family Medicine
- Kallmyer, Penny W., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Pediatrics
- Kallookulangara, Mathew, M.D. (Ross University, Dominica, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend

- Kamalesh, Masoor, M.B.,B.S. (Delhi University, India, 1983), Associate Professor of Clinical Medicine
- Kaminskas, David A., M.D. (The Ohio State University, 1977), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Kamocka, Malgorzata M., Ph.D. (Medical University of Lodz, Poland, 2004), Assistant Research Professor of Medicine
- Kaneshiro, Kellie N., A.M.L.S. (University of Michigan, 1984), Librarian and Acting Head of Reference, Ruth Lilly Medical Library (Knowledge Informatics and Translation)
- Kannappan, Ananda, M.B.,B.S. (University of Madras, India, 1993), Assistant Professor of Clinical Medicine
- Kao, Chinghai, Ph.D. (University of Wisconsin, 1992), Andrew and Peggy Thomson Scholar in Urology and Associate Professor of Urology and of Microbiology and Immunology
- Kao, Louise W., M.D. (Rush University, 1997), Assistant Professor of Clinical Emergency Medicine
- Kaplan, F. Thomas D., M.D. (University of Maryland, 1996), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Kaplan, Mark H., Ph.D. (Wayne State University, 1992), Professor of Pediatrics and of Microbiology and Immunology
- Kaplanis, Paul T., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Kappelman, Marc R., M.D. (Indiana University, 1976), Volunteer Clinical Professor of Obstetrics and Gynecology
- Kapur, Reuben, Ph.D. (University of Arizona, 1994), Frieda and Albrecht Kipp Professor of Pediatrics and Professor of Biochemistry and Molecular Biology, of Medical and Molecular Genetics, and of Microbiology and Immunology
- Kara, Areeba Y., M.B.,B.S. (The Aga Khan University, Pakistan, 1998), Volunteer Clinical Assistant Professor of Medicine
- Kareken, David A., Ph.D. (Hahnemann University, 1992), Associate Professor of Neurology and of Clinical Psychology (Psychiatry) and Adjunct Associate Professor of Radiology and Imaging Sciences
- Karimi, Kambiz T., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Medicine
- Karimi, Susan T., Ph.D. (Indiana University, 1988), Lecturer in Microbiology and Immunology
- Karmazyn, Boaz, M.D. (Tel Aviv University, Israel, 1986), Associate Professor of Radiology and Imaging Sciences
- Karn, Robert C., Ph.D. (Indiana University, 1972), Adjunct Professor of Medical and Molecular Genetics
- Karnieli-Miller, Orit, Ph.D. (University of Haifa, Israel, 2006), Adjunct Assistant Research Professor of Medicine
- Karp, Sharon L., M.D. (Washington University, 1986), Associate Professor of Clinical Medicine
- Karr, Scott D., M.D. (University of Michigan, 1981), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne

- Kary, Joel M., M.D. (Southern Illinois University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Kashiwagi, Deanne T., M.D. (Loyola University, 1997), Volunteer Clinical Assistant Professor of Medicine
- Kasper, Kelly M., M.D. (Indiana University, 1998), Associate Professor of Clinical Obstetrics and Gynecology
- Kassab, Ghassan S., Ph.D. (University of California, San Diego, 1990), Thomas J. Linnemeier Guidant Foundation Chair in Biomedical Engineering and Professor of Biomedical Engineering, School of Engineering and Technology; Adjunct Professor of Cellular and Integrative Physiology, School of Medicine
- Kassing, David R., M.D. (Indiana University, 1991), Volunteer Clinical Lecturer in Anesthesia
- Kasyjanski, Kathryn E., M.D. (Indiana University, 2007), Lecturer in Clinical Pediatrics
- Katz, Barry P., Ph.D. (University of Michigan, 1984), Professor of Medicine, and Adjunct Professor of Public Health, School of Medicine; Adjunct Professor of Preventive and Community Dentistry (Oral Biology) (Oral Health Research), School of Dentistry
- Katzenstein, Jennifer M., Ph.D. (Indiana University Purdue University Indianapolis, 2008), Assistant Professor of Clinical Neurology, School of Medicine, and Adjunct Assistant Professor of Psychology, School of Science
- Kaufman, Thomas C., Ph.D. (University of Texas at Austin, 1971), Distinguished Professor; Professor of Biology and Senior Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington; Adjunct Professor of Medical and Molecular Genetics, School of Medicine
- Kaufmann, Michael A., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Emergency Medicine
- Kawanishi, Hideki, M.D. (University of Medicine and Dentistry of New Jersey, 1998), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Kayes, Kosmas J., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Kays, Michael B., Pharm.D. (Medical University of South Carolina, 1988), Adjunct Assistant Professor of Medicine
- Kean, Jacob, Ph.D. (Indiana University, 2008), Visiting Assistant Research Professor of Physical Medicine and Rehabilitation
- Kearns, Katherine D., Ph.D. (University of Georgia, 2000), Adjunct Lecturer in Anatomy and Cell Biology, Medical Sciences Program
- Keck, Julie K., M.D. (Indiana University, 1997) Assistant Professor of Clinical Pediatrics
- Keene, Jack K., M.D. (Indiana University, 1977), Associate Professor of Clinical Emergency Medicine
- Keener, Gerald T., Jr., M.D. (Indiana University, 1968), Volunteer Clinical Associate Professor of Ophthalmology

- Keepes, Gary J., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Kellams, Jeffrey J., M.D. (Indiana University, 1971), Professor of Clinical Psychiatry
- Kelley, Jack L., M.D. (University of Michigan, 1961), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Kelley, Janet M., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Kelley, Mark R., Ph.D. (Louisiana State University, 1984), Betty and Earl Herr Professor of Pediatric Oncology Research, Professor of Pediatrics and of Biochemistry and Molecular Biology, and Adjunct Professor of Pharmacology and Toxicology
- Kelley, Patrick E., M.D. (Medical College of Wisconsin, 1986), Associate Professor of Clinical Pediatrics
- Kelly, Caitilin, M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Kelly, Katherine J., M.D. (Columbia University, 1987), Associate Professor of Medicine
- Kelly, Kevin J., M.D. (The Ohio State University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Kelly, Nadine P., M.D. (Loyola University, 1998), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Kelly, Timothy J., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Psychiatry
- Keltner, Marshall B., M.D. (University of Tennessee, 1974), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Kelton, Gaylen M., M.D. (University of Ottawa, Canada, 1980), Clinical Professor and Director of the Physician Assistant Program, School of Health and Rehabilitation Sciences; Professor of Clinical Family Medicine, School of Medicine
- Kelty, Richard A., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Kempson, Stephen A., Ph.D. (University of London, England, 1975), Professor of Cellular and Integrative Physiology
- Kennedy, Brian G., Ph.D. (Washington University, 1978), Associate Professor of Cellular and Integrative Physiology, IUSM-Northwest
- Kennedy, Patricia R., M.D. (State University of New York at Stony Brook, 1986), Assistant Professor of Clinical Surgery
- Kenny, Joseph J., M.D. (Indiana University, 1984), Assistant Professor of Clinical Emergency Medicine
- Kenny, Michael R., M.D. (University of Cincinnati, 1986), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Kent, Janet Hale, B.S. (Indiana University, 1993), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Kern, John S., M.D. (Wayne State University, 1985), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest

- Kersey, Jennifer H., M.D. (Indiana University, 1997), Assistant Professor, Part-Time, of Clinical Emergency Medicine and of Clinical Pediatrics
- Kesler, Kenneth A., M.D. (Indiana University, 1979), Professor of Surgery
- Kessler, William R., M.D. (Loyola University, 1999), Assistant Professor of Clinical Medicine
- Kettenis, Lia R., M.D. (Washington University, 2002), Volunteer Clinical Assistant Professor of Psychiatry, Medical Sciences Program
- Keucher, Thomas R., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-South Bend
- Khabbaz, Walid, M.D. (Damascus University, Syria, 1987), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Khairi, Saad A., M.D. (Indiana University, 1997), Assistant Professor of Clinical Neurological Surgery
- Khalid, Myda, M.B.B.S. (Agha Khan University, Pakistan, 2002), Assistant Professor of Clinical Pediatrics
- Khalid, Omer, M.B.B.S. (Dow Medical College, Pakistan, 2000), Assistant Professor of Clinical Medicine
- Khamis, Lina F., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Khan, Mushkbar J., M.B.B.S. (Dow Medical College, Pakistan, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Khan, Sophia J., M.B.,B.S. (University of the Punjab, Pakistan, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Khanna, May, Ph.D. (Wayne State University, 2001), Visiting Assistant Research Professor of Biochemistry and Molecular Biology
- Khanna, Nitin, M.D. (Mount Sinai School of Medicine, 1997), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Khanna, Rajesh, Ph.D. (University of Toronto, Canada, 2000), Assistant Professor of Pharmacology and Toxicology
- Khasawneh, Faris A., M.B.B.S. (Jordan University of Science and Technology, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Khosravi, Mahvash, Ph.D. (Illinois Institute of Technology, 1991), Visiting Lecturer in Microbiology and Immunology
- Khoukaz, Rania, M.D. (University of Damascus, Syria, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Khurana, Poonam, M.B.,B.S. (Punjabi University, India, 1982), Assistant Professor of Clinical Pediatrics
- Kibby, Brandon T., D.O. (Des Moines University, 1997), Assistant Professor of Clinical Anesthesia
- Kick, Kimberly A., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Family Medicine
- Kidd, Baron L., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Pediatrics
- Kiefer, Christopher S., M.D. (West Virginia University, 2007), Assistant Professor of Clinical Emergency Medicine

- Kiel, Patrick J., Pharm.D. (Midwestern University, 2006), Adjunct Assistant Professor of Medicine
- Kilinski, Lawrence C., Jr., M.D. (Indiana University, 2002), Pharm.D. (University of Kentucky, 1995), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Evansville
- Kim, Chang H., Ph.D. (Indiana University, 1998), Adjunct Assistant Professor of Microbiology and Immunology, IUSM-Lafayette
- Kim, David H., M.D. (Yale University, 1996), Volunteer Clinical Lecturer in Radiation Oncology, IUSM-Evansville
- Kim, George S., M.D. (Loma Linda University, 2001), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Kim, Jong H., M.D. (Chung-Ang University, Korea, 1980), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Kim, Kye-Seong, Ph.D., D.V.M. (Seoul National University, Korea, 1996, 1988), Visiting Associate Professor of Microbiology and Immunology
- Kim, Michelle N., M.D. (Loma Linda University, 2002), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Muncie
- Kim, Seongho, Ph.D. (Korea Advanced Institute of Science and Technology, 2005), Adjunct Assistant Professor of Medicine
- Kim, Seuyng Bum, Ph.D. (Seoul National University, Korea, 1996), Visiting Associate Scientist in Microbiology and Immunology, IUSM-Northwest
- Kim, Seung Soo, M.D. (Yonsei University, Korea, 1982), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Kim, Sun, Ph.D. (University of Iowa, 1997), Associate Professor, School of Informatics, IU Bloomington; Adjunct Associate Professor of Cellular and Integrative Physiology, Medical Sciences Program, School of Medicine
- Kim, Sungeun, Ph.D. (Purdue University, 2008), Assistant Research Professor of Radiology and Imaging Sciences
- Kim, Young-Jee, M.D. (Ewha Womans University, Korea, 1982), Associate Professor of Clinical Pediatrics
- Kim, Young-June, Ph.D. (University of Georgia, 1985), Adjunct Assistant Research Professor of Microbiology and Immunology
- Kincaid, John C., M.D. (Indiana University, 1975), Kenneth L. and Selma G. Earnest Professor of Neurology, and Professor of Cellular and Integrative Physiology and of Physical Medicine and Rehabilitation
- Kinchen, Kraig S., M.D. (Harvard Medical School, 1996), Volunteer Clinical Assistant Professor of Medicine
- Kindig, Wendy L., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Medicine
- King, Mark A., D.O. (University of Osteopathic Medicine and Health Sciences, 1987), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Fort Wayne
- King, Michael W., Ph.D. (University of California, Riverside, 1984), Associate Director for Research

and Professor of Biochemistry and Molecular Biology, IUSM-Terre Haute

- King, Nicholas L., M.D. (Indiana University, 2002), Assistant Professor, Part-Time, of Clinical Neurology
- Kingsley, Melanie M., M.D. (Indiana University, 2005), Assistant Professor of Dermatology
- Kinney, Eleanor D., J.D. (Duke University, 1973), Co-Director, Center for Law and Health, and Hall Render Professor, School of Law; Professor, School of Public and Environmental Affairs; Adjunct Professor of Public Health, School of Medicine
- Kinsella, Sandra B., M.D. (Indiana University, 1984), Assistant Professor of Clinical Anesthesia
- Kintanar, Thomas A., M.D. (Southwestern University, Philippines, 1983), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Fort Wayne
- Kiovsky, Richard D., M.D. (Indiana University, 1976), Professor of Clinical Family Medicine, and Program Director, Area Health Education Center
- Kipfer, Hal D., M.D. (Indiana University, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- Kiray, Gregory C., M.D. (University of Cincinnati, 1986), Associate Professor of Clinical Medicine
- Kiray, Susan G., M.D. (University of Cincinnati, 1986), Assistant Professor, Part-Time, of Clinical Medicine
- Kirby, Rebecca S., M.P.A. (Indiana University, 2003), Adjunct Lecturer in Pediatrics
- Kircik, Leon H., M.D. (State University of New York at Brooklyn, 1989), Volunteer Clinical Associate Professor of Dermatology
- Kirk, Karen I., Ph.D. (University of Iowa, 1991), Adjunct Professor of Otolaryngology-Head and Neck Surgery
- Kirkish, Mary Ann, Ph.D. (Illinois Institute of Technology, 1987), Director of Curricular Development and Assistant Professor, Part-Time, of Microbiology and Immunology, IUSM-Northwest
- Kirkpatrick, Debra C., M.D. (Washington University, 1979), Associate Professor of Clinical Obstetrics and Gynecology
- Kirlin, Philip C., M.D. (University of Iowa, 1975), Volunteer Clinical Assistant Professor of Medicine
- Kirsch, William A., M.D. (Washington University, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Kirschner, Jonathan M., M.D. (New York University, 2007), Assistant Professor of Clinical Emergency Medicine
- Kishan, Shyam, M.B.,B.S. (Jawaharlal Institute of Postgraduate Medical Education and Research, India, 1991), Associate Professor of Orthopaedic Surgery
- Kizer, Cynthia A., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Kizilisik, A. Tarik, M.D. (Ankara University, Turkey, 1984), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Klapper, Stephen R., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Ophthalmology

- Klausmeier, Thomas L., M.D. (Indiana University, 1986), Assistant Professor of Clinical Pediatrics
- Kledzik, Ann M., M.D. (Indiana University, 2004), Assistant Professor of Clinical Psychiatry
- Kleiman, Martin B., M.D. (State University of New York, 1968), Professor of Clinical Pediatrics
- Klein, David L., Ph.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Klein, Judith A., M.D. (University of Cincinnati, 1979), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program, School of Medicine; Health Center Physician, IU Bloomington
- Klein, Patrick J., Ph.D. (Utah State University, 2001), Adjunct Assistant Professor of Surgery, IUSM-Lafayette
- Kleinman, William B., M.D. (Cornell University, 1972), Volunteer Clinical Professor of Orthopaedic Surgery
- Kleman, Bradey T., M.D. (Wright State University, 2004), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- Klemme, John W., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Klemsz, Abigail F., M.D., Ph.D. (Indiana University, 1994, 1991), Associate Professor of Clinical Pediatrics
- Klemsz, Michael J., Ph.D. (University of Colorado, 1987), Associate Professor of Microbiology and Immunology
- Klenk, Alison S., M.D. (Washington University, 2002), Assistant Professor of Clinical Dermatology
- Kletzing, Daniel W., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-South Bend
- Kline, Elisabeth D., M.D. (Indiana University, 1984), Assistant Professor of Clinical Medicine
- Kline, Patricia A., M.S.N. (Case Western Reserve University, 2006), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Klotz, Kenneth E., Jr., M.D. (Indiana University, 1978), Associate Dean for VA Affairs and Chief of Staff of the Veterans Affairs Medical Center; Associate Professor of Clinical Medicine
- Kluve-Beckerman, Barbara, Ph.D. (Case Western Reserve University, 1981), Associate Research Professor of Pathology and Laboratory Medicine and of Medicine
- Knapek, Richard M., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Surgery
- Knapp, Peter M., Jr., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Urology
- Knight, H. Clifton, M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Knirk, Jessica A., M.D. (Michigan State University, 2005), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne
- Knoderer, Chad A., Pharm.D. (Butler University, 1999), Adjunct Assistant Professor of Pediatrics

- Knoderer, Holly M., M.D. (Indiana University, 2001), Assistant Professor of Clinical Pediatrics and of Clinical Medicine
- Knotts, Maricelina C., M.D. (Thomas Jefferson University, 1999), Volunteer Clinical Assistant Professor of Medicine
- Knowles, George D., M.D. (Yale University, 1975), Assistant Professor, Part-Time, of Clinical Medicine, IUSM-South Bend
- Knox, Kenneth S., M.D. (*The Ohio State University,* 1994), Adjunct Associate Professor of Medicine
- Ko, Song-Chu, M.D., Ph.D. (University of Texas, 1992, 1998), Assistant Professor of Clinical Radiation Oncology
- Kobak, Alfred J., M.D. (University of Illinois, 1959), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, IUSM-Northwest
- Kobak, William, M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Koch, Michael O., M.D. (Dartmouth Medical School, 1981), Chair and John P. Donohue Professor of Urology
- Koch, Steven M., Ph.D. (Indiana University, 1996), Associate Professor of Clinical Pediatrics
- Kocher, Jill M., M.S.N. (University of Indianapolis, 2009), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Koepke, Allison M.L., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Pediatrics
- Kohler, Richard B., M.D. (*Temple Medical School,* 1971), Professor of Medicine and of Pathology and Laboratory Medicine
- Kohles, Brian K., M.D. (Loma Linda University, 1990), Volunteer Clinical Assistant Professor of Family Medicine
- Kohli, Marc D., M.D. (Indiana University, 2003), Assistant Professor of Radiology and Imaging Sciences
- Kohne, John C., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Medicine
- Kohr, Roland M., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Terre Haute
- Kokoska, Evan R., M.D. (Washington University, 1994), Associate Professor of Clinical Surgery
- Kokoska, Mimi S., M.D. (University of Southern California, 1990), Professor of Otolaryngology-Head and Neck Surgery
- Kolch, Victor F., D.Min. (Garrett-Evangelical Theological Seminary, 1993), Adjunct Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Kole, Ame Langmack, M.S.N. (Case Western Reserve University, 2002), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Koleilat, Majed A., M.D. (Charles University, Czech Republic, 1996), Volunteer Clinical Lecturer in Pediatrics, IUSM-Evansville
- Koleski, Jerome F., M.D. (University of South Florida, 1993), Volunteer Clinical Assistant Professor of Family Medicine

- Koller, Daniel L., Ph.D. (Indiana University, 2001), Assistant Research Professor of Medical and Molecular Genetics
- Kollipara, Praveen, M.B.,B.S. (Osmania Medical College, India, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Komanapalli, Sudarshan K., M.B.,B.S. (Nagarjuna University, India, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Konana, Olive S., M.B.Ch.B. (Moi University, Kenya, 1999), Assistant Professor of Clinical Pediatrics
- Konger, Raymond L., M.D. (Indiana University, 1992), Associate Professor of Pathology and Laboratory Medicine and of Dermatology
- Kons, Jeffrey A., M.D. (Loyola University, 1999), Assistant Professor of Clinical Family Medicine
- Koon, Andrew J., M.D. (University of South Florida, 1999), Volunteer Clinical Assistant Professor of Medicine
- Kopecky, Kenyon K., M.D. (Indiana University, 1978), Volunteer Clinical Professor of Radiology and Imaging Sciences
- Kornilow, Jan R., M.D. (Chicago Medical School, 1994), Assistant Professor of Clinical Emergency Medicine
- Koscielniak, Joseph B., Jr., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Kosegi, Judith E., M.S. (Indiana University, 1978, 1987), Associate Professor of Radiologic Sciences (Radiology and Imaging Sciences)
- Kosobud, Ann E.K., Ph.D. (Oregon Health Sciences University, 1988), Associate Scientist in Neurology
- Kosten, David R., M.D. (Tufts University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Kostick, Jill K., M.D. (University of North Dakota, 1987), Assistant Professor of Clinical Emergency Medicine
- Kostrominova, Tatiana Y., Ph.D. (Russian Academy of Sciences, Russia, 1991), Assistant Professor of Anatomy and Cell Biology, IUSM-Northwest
- Kovach, David A., M.D. (Indiana University, 1977), Associate Professor of Clinical Anesthesia
- Kovacich, David O., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine
- Kovacs, Richard J., M.D. (University of Cincinnati, 1980), Professor of Clinical Medicine
- Kovalow-St. John, Karen A., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine, IUSM-Northwest
- Kowolik, Michael J., B.D.S., Ph.D. (University of Edinburgh, Scotland, 1973, 1984), Professor of Periodontics, School of Dentistry; Adjunct Professor of Public Health, School of Medicine
- Kraemer, Paul E., M.D. (University of Iowa, 2002), Assistant Professor of Clinical Orthopaedic Surgery
- Kraft, Daniel E., M.D. (University of Illinois, 1989), Volunteer Clinical Assistant Professor of Pediatrics and of Family Medicine
- Kraus, Michael A., M.D. (Indiana University, 1985), Professor of Clinical Medicine
- Krause, Audrey A., Ph.D. (University of Connecticut, 1990), Adjunct Assistant Professor of Medicine

- Krause, Philip C., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Krauss, Michael D., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Krebs, Erin E., M.D. (University of Minnesota, 2000), Assistant Professor of Medicine
- Kreipke, Donald L., M.D. (Indiana University, 1976), Associate Professor of Radiology and Imaging Sciences
- Kreisle, Regina A., M.D., Ph.D. (Washington University, 1985), Adjunct Professor of Pathology and Laboratory Medicine, IUSM-Lafayette and IUSM-Evansville
- Kremzar, Max J., M.D. (New York Medical College, 1964), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Evansville
- Kressel, Amy B., M.D. (Northwestern University, 1989), Associate Professor of Clinical Medicine
- Kreutz, Rolf P., M.D. (University of Bern, Switzerland, 1999), Assistant Professor of Clinical Medicine
- Kristeller, Jean L., Ph.D. (Yale University, 1983), Volunteer Clinical Associate Professor of Clinical Psychology (Psychiatry), IUSM-Terre Haute
- Kritzmire, Stacy M., D.O. (Des Moines University, 2000), Assistant Professor of Clinical Anesthesia
- Kroenke, Kurt, M.D. (Washington University, 1977), Chancellor's Professor, IUPUI; Professor of Medicine
- Kroepfl, Elizabeth A., M.D. (Indiana University, 1997), Assistant Professor of Clinical Anesthesia
- Kroh, C. Casey, M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Krol, John E., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine
- Kronenberger, William G., Ph.D. (Duke University, 1991), Associate Professor of Clinical Psychology (Psychiatry)
- Kruger, Robert A., Ph.D. (University of Wisconsin, 1978), Adjunct Professor of Radiology and Imaging Sciences
- Krupp, Nadia L., M.D. (University of Pennsylvania, 2003), Assistant Professor of Clinical Pediatrics
- Kteleh, Tarek, M.D. (University of Damascus, Syria, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Kuang, Chenzhong, B.M. (Tianjin Medical University, China, 1999), Ph.D. (Indiana University, 2005), Adjunct Assistant Research Professor of Medical and Molecular Genetics, IUSM-Evansville
- Kubek, Michael J., Ph.D. (University of Rochester, 1975), Associate Professor of Anatomy and Cell Biology and of Neurobiology (Psychiatry)
- Kuber, Sanjay B., M.D. (American University of the Caribbean, British West Indies, 1997), Assistant Professor of Clinical Anesthesia
- Kubley, Rod S., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine

- Kuchinski, Matthew S., M.D. (MCP Hahnemann School of Medicine, 1999), Assistant Professor of Clinical Emergency Medicine
- Kulkarni, Pandurang M., Ph.D. (LaTrobe University, Australia, 1988), Adjunct Assistant Professor of Medicine
- Kumar, Manjusha, M.B.,B.S. (All India Institute of Medical Sciences, 1983), Associate Professor of Clinical Pediatrics
- Kumar, Priya, M.B.,B.S. (*Tirunelveli Medical College,* India, 1994), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Kumar, Wanita, M.D. (University of Massachusetts, 1994), Assistant Professor of Clinical Medicine
- Kumbar, Chandrashekar, M.B.,B.S. (Bangalore Medical College, India, 1993), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Kunapareddy, Suresh, M.B.,B.S. (Guntur Medical College, India, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Kung, John I., M.D. (Georgetown University, 1994), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Kunkle, Suzanne, Ph.D. (Purdue University, 2001), Assistant Professor, Part-Time, of Psychiatry
- Kunzer, John M., M.D. (Indiana University, 2001), Assistant Professor of Clinical Pediatrics
- Kuo, Jong Y., M.D. (Autonomous University of Juarez, Mexico, 1985), Ph.D. (Georgia Institute of Technology, 1977), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Northwest
- Kuonen, Elizabeth A., M.D. (Indiana University, 2004), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Kuric, Steven P., M.D. (Indiana University, 1982), Volunteer Clinical Lecturer in Neurological Surgery, IUSM-Evansville
- Kurz, Daryl E., M.D. (The Ohio State University, 1996), Assistant Professor, Part-Time, of Clinical Ophthalmology
- Kuzmic, Jon P., M.D. (Indiana University, 1985), Assistant Professor of Clinical Anesthesia
- Kwo, Paul Y., M.D. (Wayne State University, 1988), Associate Professor of Medicine
- Kyker, Mark U., M.D. (University of Kentucky, 1990), Volunteer Clinical Assistant Professor of Anesthesia
- Labana, Neal J., M.D. (Georgetown University, 1994), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Labban, John R., M.D. (American University of Beirut, Lebanon, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Labitan, Cesar M., Jr., M.D. (American University of the Caribbean, West Indies, 1987), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Lacerda, Marco A., M.D. (Universidade Federal do Paraná, Brazil, 1987), Associate Professor of Clinical Medicine
- Ladd, Alan P., M.D. (Indiana University, 1994), Associate Professor of Surgery

- Ladowski, Joseph S., M.D. (University of Chicago, 1980), Volunteer Clinical Professor of Surgery, IUSM-Fort Wayne
- LaFollette, Christopher P., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- LaFollette, James W., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Lagges, Ann M., Ph.D. (Ohio University, 2000), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- LaGrange, Michael W., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- LaGrange-Price, Sheri B., B.S. (Indiana University, 1982), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Lahiri, Debomoy K., Ph.D. (Banaras Hindu University, India, 1980), Professor of Neurobiology (Psychiatry) and of Medical and Molecular Genetics
- Lahm, Tim, M.D. (University of Heidelberg, Germany, 2000), Assistant Professor of Medicine
- LaHood, Amy C., M.D. (Rush University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Lai, Xianyin, B.M. (Hebei Medical University, China, 1999), Ph.D. (Peking University, China, 2007), Assistant Research Professor of Cellular & Integrative Physiology
- Lajos, Paul S., M.D. (*Tulane University, 1994*), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Lakanen, Heidi M.L., M.D. (University of Michigan, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Lake, Marjorie E., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Lakhani, Abdus S., M.B.,B.S. (Quaid-e-Azam Medical College, Pakistan, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Lamb, Mark R., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Lamberson, K. Shaw, M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Medicine
- Lammers, J. Eugene, M.D. (University of South Alabama, 1982), Adjunct Clinical Professor of Medicine
- Landin, Linda M., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Landin, Ronald J., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Landsberger, Sarah A., Ph.D. (Illinois Institute of Technology, 2005), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Landy, Mary J., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Psychiatry
- Lane, Frederick R., M.D. (Indiana University, 1983), Volunteer Clinical Associate Professor of Surgery

- Lang, Heidi K., D.O. (New York College of Osteopathic Medicine, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Lang, Paul J., M.P.A. (Indiana University Purdue University Indianapolis, 1977), Director of Health Administration Programs and Lecturer in Public Health
- Langer, Mark P., M.D. (University of Chicago, 1981), Professor of Clinical Radiation Oncology
- Langford, John D., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Northwest
- Langheinrich, Walter S., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-South Bend
- Langston, Edward L., M.D. (Indiana University, 1975), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Lafayette
- Lannoo, Michael J., Ph.D. (Dalhousie University, Canada, 1986), Professor of Anatomy and Cell Biology, IUSM-Terre Haute
- Lapitz, Alvaro, M.D. (University of the Republic, Uruguay, 1999), Assistant Professor of Clinical Medicine
- LaPointe, Michael S., Ph.D. (University of Illinois at Chicago, 1988), Associate Professor of Biology, College of Arts and Sciences, IU Northwest; Adjunct Associate Professor of Cellular and Integrative Physiology, IUSM-Northwest
- Lappas, John C., M.D. (Indiana University, 1976), John A. Campbell Professor of Radiology and Professor of Radiology and Imaging Sciences
- Larson, John R., M.D. (University of Illinois, 1983), Volunteer Clinical Assistant Professor of Family Medicine
- Larsson, Lisbeth G., M.D. (University of Copenhagen, Denmark, 1988), Associate Professor of Clinical Pathology and Laboratory Medicine
- LaSalle, Christopher W., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Lasbury, Mark E., Ph.D. (Indiana University, 1999), Assistant Research Professor of Medicine
- Lashbrook, Brenda D., B.S. (Indiana University, 1983), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Laskey, Antoinette L., M.D. (University of Missouri-Columbia, 1998), Associate Professor of Pediatrics
- Latham, Leigh B., M.D. (George Washington University, 1989), Assistant Professor of Clinical Anesthesia
- Lathrop, Anthony A., Ph.D. (Marquette University, 2010), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- LaTona, John, M.D. (Chicago Medical School, 1991), Volunteer Clinical Assistant Professor of Ophthalmology
- Lau, R. Jane, M.D. (University of Michigan, 1979), Associate Professor of Clinical Obstetrics and Gynecology
- Laughlin, James J., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Pediatrics, Medical Sciences Program

- Lavallee, Mark E., M.D. (Pennsylvania State University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Lawrence, David K., M.D. (University of Pennsylvania, 2002), Assistant Professor of Clinical Pediatrics
- Laws, Harry F., M.D. (University of Texas Medical School at San Antonio, 1973), Volunteer Clinical Professor of Pediatrics
- Laycock, Margaret A., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Neurology
- Layman, Terry L., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Layton, Donald C., Ph.D. (Ball State University, 1985), Assistant Professor of Clinical Neurological Surgery
- Lazar, Cristina M., M.D. (University of Medicine and Pharmacy, 1993), Assistant Professor of Clinical Medicine
- Lazarick, Donna L., Ph.D. (University of Notre Dame, 1985), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Lazarus, Kenneth H., M.D. (Tulane University, 1977), Associate Professor of Clinical Pediatrics
- Leach, Ronald E., M.D. (University of Miami, 1975), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Learman, Lee A., M.D., Ph.D. (Harvard University, 1990, 1988), Chair, and Clarence E. Ehrlich Professor of Obstetrics and Gynecology
- Learned, Frank H., M.B.A. (George Washington University, 1968), Adjunct Lecturer in Public Health
- Leary, Aaron M., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine
- Leatherman, J. Greg, M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Leatherwood, Danny L., M.D. (University of Tennessee, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- LeBlanc, Julia K., M.D. (Rush University, 1993), Associate Professor of Medicine
- Ledyard, Thomas H., M.D. (*Michigan State* University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Lee, Albert C., M.B.B.Ch. (Queen's University, Ireland, 1984), Volunteer Clinical Assistant Professor of Neurology, IUSM-Lafayette
- Lee, Chao-Hung, Ph.D. (Indiana University, 1981), Professor of Pathology and Laboratory Medicine
- Lee, Chung-Seng, M.D. (National Taiwan University, 1969), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Lee, Deannie, M.D., Ph.D. (Stanford University, 1991, 1989), Assistant Professor of Clinical Pediatrics
- Lee, H. B. Harold, M.D. (University of Tennessee, 2003), Assistant Professor, Part-Time, of Clinical Ophthalmology
- Lee, Ivy M., M.D. (Northeastern Ohio Universities, 1984), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology

- Lee, Jeong-Heon, Ph.D. (Hanyang University, Korea, 2000), Assistant Research Professor of Pediatrics
- Lee, John D., M.D. (Indiana University, 1993), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Lee, Men-Jean, M.D. (Northwestern University, 1989), William H. and Sallie E. Coleman Scholar and Associate Professor of Obstetrics and Gynecology
- Lee, Michael D., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Lee, Peter A., M.D., Ph.D. (University of Michigan, 1969, 1965), Professor, Part-Time, of Clinical Pediatrics
- Lee, S. Sage, M.D. (National Taiwan University, 1972), Ph.D. (University of Rochester, 1976), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Lee, Suk-Hee, Ph.D. (University of Texas, 1987), Professor of Biochemistry and Molecular Biology
- Lee, Tony T., M.D. (Temple University, 1993), Volunteer Clinical Assistant Professor of Radiation Oncology, IUSM-Fort Wayne
- Lee, Wei-Hua, M.D. (Capital University of Medicine, China, 1982), Ph.D. (Indiana University, 1989), Associate Professor of Pediatrics and of Anatomy and Cell Biology
- Leedy, Donald K., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Pediatrics
- Leepuengtham, Tosanath, M.D. (Chulalongkorn University, Thailand, 1993), Assistant Professor of Clinical Anesthesia
- Leflore, Antoine, M.D. (Southern Illinois University, 2007), Assistant Professor of Clinical Emergency Medicine
- Lehman, Glen A., M.D. (Indiana University, 1968), Professor of Medicine and of Radiology and Imaging Sciences
- Lei, Zhigang, Ph.D. (Sun Yat-sen University of Medical Sciences, China, 2003), Assistant Research Professor of Anatomy and Cell Biology
- Leich, James M., M.P.A. (Indiana University, 1978), Adjunct Lecturer in Public Health
- Leickly, Frederick E., M.D. (Case Western Reserve University, 1980), Professor of Clinical Pediatrics
- Leinenbach, Susan E., M.D. (Indiana University, 1994), Volunteer Clinical Lecturer in Obstetrics and Gynecology, IUSM-Evansville
- Leipzig, Thomas J., M.D. (University of Chicago, 1980), Assistant Professor of Clinical Neurological Surgery
- Leiser, Jeffrey D., M.D., Ph.D. (Duke University, 1988), Associate Professor of Clinical Pediatrics
- Leitch, Rosemary E., M.D. (McMaster University, Canada, 1982), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Leivant, Megan A., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine
- Leland, Diane S., Ph.D. (Indiana University, 1986), Professor of Pathology and Laboratory Medicine

- Leland, James F., M.D. (Vermont College of Medicine, 1977), Volunteer Clinical Assistant Professor of Pediatrics
- Leley, Anjali S., M.B.B.S. (Government Medical College, Aurangabad, India, 1981), Assistant Professor of Clinical Medicine
- Lelievre, Sophie A., Ph.D. (University of Paris, France, 1994), D.V.M. (University of Liège, Belgium, 1990), Adjunct Assistant Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Lelonek, Edward A., M.D. (Wayne State University, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Lemberger, Louis, M.D., Ph.D. (Albert Einstein College of Medicine, 1968, 1964), Professor of Pharmacology and Toxicology and of Medicine
- Lemmon, Gary W., M.D. (Indiana University, 1980), Professor of Surgery
- Lemons, James A., M.D. (Northwestern University, 1969), Professor of Clinical Pediatrics
- Lentz, William C., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Fort Wayne
- Lenz, Dean L., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Urology, Medical Sciences Program
- Leon, Brian R., M.D. (The Ohio State University, 1994), Assistant Professor of Clinical Medicine
- LeRoy, Brendan A., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Family Medicine
- Lester, Mary E., M.D. (*Emory University, 2000*), Assistant Professor of Clinical Plastic Surgery (Surgery)
- Lett, Larry R., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Neurology
- Levenda, Anthony C., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Levin, Katherine R., M.D., Ph.D. (University of Chicago, 1982, 1978), Assistant Professor of Clinical Anesthesia
- Levine, James H., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Levine, Michael H., M.D. (University of Illinois, 1986), Volunteer Clinical Assistant Professor of Neurology
- Levitin, Howard W., M.D. (Medical College of Ohio, 1985), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Lewis, Charles W., M.D. (West Virginia University, 1962), Professor of Clinical Dermatology
- Lewis, M. Yvonne, A.S. (George Washington University, 1974), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Lewis, Madeline R., D.O. (Chicago College of Osteopathic Medicine, 1986), Volunteer Clinical Assistant Professor of Family Medicine
- Lewis, Mark G., D.O. (Chicago College of Osteopathic Medicine, 1983), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend

- Lewyckyj, Myron I., M.D. (Northwestern University, 1988), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Northwest
- Leys, Charles M., M.D. (University of Wisconsin, 2000), Assistant Professor of Surgery
- Li, Jiliang, M.D. (Beijing Medical University, China, 1990), Ph.D. (Kagawa Medical University, Japan, 2000), Assistant Professor of Biology, School of Science; Adjunct Assistant Profesor of Anatomy and Cell Biology, School of Medicine
- Li, Jinqing, B.M. (Jinzhou Medical College, China, 1982), Ph.D. (University of Lausanne, Switzerland, 1995), Assistant Research Professor of Anatomy and Cell Biology
- Li, Lang, Ph.D. (University of Michigan, 2001), Associate Professor of Medical and Molecular Genetics and of Medicine, and Assistant Director, Center for Computational Biology and Bioinformatics
- Li, Wei, Ph.D. (University of Minnesota, 1992), Assistant Research Professor of Medicine
- Li, Xiaochun, Ph.D. (University of British Columbia, Canada, 1996), Associate Professor of Medicine
- Li, Xingjun, M.D. (Shanghai Second Medical University, China, 1994), Ph.D. (University Joseph Fourier, France, 2005), Assistant Research Professor of Pediatrics
- Liang, Tiebing, Ph.D. (Chinese Academy of Sciences, China, 2000), Assistant Research Professor of Medicine
- Liang, Yun, Ph.D. (State University of New York at Stony Brook, 1991), Associate Research Professor of Radiology and Imaging Sciences
- Liangpunsakul, Suthat, M.D. (Prince of Songkla University, Thailand, 1995), Associate Professor of Clinical Medicine and Adjunct Associate Professor of Public Health
- Liau, Adrian, Ph.D. (Indiana University Purdue University Indianapolis, 1999), Volunteer Clinical Assistant Professor of Pediatrics
- Liechty, Edward A., M.D. (Indiana University, 1978), Professor of Pediatrics
- Lien, Izlin Z., M.B.,B.Ch. (University College Cork, Ireland, 1996), Assistant Professor of Clinical Pediatrics
- Liepnieks, Juris J., Ph.D. (Purdue University, 1978), Assistant Scientist in Pathology and Laboratory Medicine and in Medicine
- Liffick, Emily, M.D. (Indiana University, 2005), Assistant Professor of Clinical Psychiatry
- Liffick, Thomas F., M.D. (Indiana University, 1977), Volunteer Clinical Professor of Psychiatry, IUSM-Evansville
- Lightfoot, Jeffrey D., Ph.D. (Purdue University, 2002), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Lillemoe, Keith D., M.D. (Johns Hopkins University, 1978), Chair and Jay L. Grosfeld Professor of Surgery
- Lim, Carmen, M.D. (Dalhousie University, Canada, 2004), Assistant Professor of Clinical Medicine
- Lim, Hyun-Suk, Ph.D. (Pohang University of Science and Technology, Korea, 2004), Assistant Professor of Biochemistry and Molecular Biology

- Lin, Chen, Ph.D. (*Rice University, 1991*), Assistant Professor of Clinical Radiology and Imaging Sciences
- Lin, Eugene, M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Lin, Helen H., M.D. (University of Medicine and Dentistry of New Jersey, 1993), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Lin, Shien-Fong, Ph.D. (Northwestern University, 1992), Professor of Medicine
- Lin, Xiang Yang, M.D. (Nanjing Railway Medical College, China, 1982), Assistant Professor of Clinical Medicine
- Lindberg, Rebecca L., M.D. (Baylor College of Medicine, 2006), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Lindenman, Elizabeth A., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine
- Lindsey, Robert L., Jr., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Fort Wayne
- Lines, Timothy A., Ph.D. (*University of Louisville,* 1997), Ed.D. (*Southern Baptist Theological Seminary, 1984*), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Lingeman, James E., M.D. (Indiana University, 1974), Volunteer Clinical Professor of Urology
- Lipscomb, Elaine R., Ph.D. (Purdue University, 2002), Assistant Research Professor of Medicine
- Lipson, Nancy P., M.D. (Wayne State University, 1984), Assistant Professor of Clinical Neurological Surgery and of Clinical Physical Medicine and Rehabilitation
- Lisby, Mark D., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Family Medicine
- Litt, Michael D., Ph.D. (University of Florida, 1997), Adjunct Assistant Professor of Medical and Molecular Genetics, IUSM-Muncie
- Little, Sheila P., Ph.D. (Harvard University, 1978), Adjunct Professor of Medical and Molecular Genetics
- Litwiller, Abigail R., M.D. (Southern Illinois University, 2004), Assistant Professor of Clinical Obstetrics and Gynecology
- Litwiller, Michael A., M.D. (University of Illinois, 1986), Volunteer Clinical Assistant Professor of Psychiatry
- Litz, Mark A., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Litzelman, Debra K., M.D. (University of Cincinnati, 1984), Associate Dean for Research in Medical Education; Professor of Medicine
- Liu, David S., Ph.D. (University of Science and Technology of China, 2000), Assistant Research Professor of Biochemistry and Molecular Biology
- Liu, Gilbert C., M.D. (University of Mississippi, 1996), Associate Professor of Clinical Pediatrics and Adjunct Associate Professor of Public Health, School of Medicine; Adjunct Associate Professor of Geography, School of Liberal Arts

- Liu, Hai, Ph.D. (University of Iowa, 2009), Assistant Research Professor of Medicine
- Liu, Lee Win, M.D. (University of Maryland, 1984), Assistant Professor of Clinical Emergency Medicine
- Liu, Lixia, Ph.D. (University of Illinois, 1996), Adjunct Associate Professor of Public Health
- Liu, Naikui, M.D. (Jiamusi Medical University, China, 1984), Ph.D. (Beijing Medical University, China, 1994), Assistant Research Professor of Neurological Surgery
- Liu, Xianchen, M.D. (Shandong Medical University, China, 1984), Ph.D. (University of Tokyo, Japan, 1999) Volunteer Clinical Assistant Professor of Psychiatry
- Liu, Yan, Ph.D. (Chinese Academy of Sciences, 1997), Assistant Professor of Pediatrics
- Liu, Ying, M.D. (Xian Medical University, China, 1986), Assistant Research Professor of Microbiology and Immunology
- Liu, Yunlong, Ph.D. (Purdue University, 2004), Assistant Professor of Medical and Molecular Genetics and of Medicine, School of Medicine; Adjunct Assistant Professor, School of Informatics
- Liu, Ziyue, B.M. (Sun Yat-sen University of Medical Sciences, China, 1997), Ph.D. (University of Pennsylvania, 2010), Assistant Professor of Medicine
- Livermore, James L., M.D. (University of Iowa, 1999), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Lloyd, Frank P., Jr., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Surgery
- Lo, Christine M. Lee, D.O. (Midwestern University Chicago College of Osteopathic Medicine, 1995), Assistant Professor, Part-Time, of Clinical Anesthesia
- Lobashevsky, Andrew L., M.D., Ph.D. (1st Moscow Medical School, Russia, 1981, 1985), Associate Professor of Medicine
- Lobo, Daniela A., M.D. (National University of Honduras, 2003), Assistant Professor of Clinical Family Medicine
- Lockwood, Michael B., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Loder, Randall T., M.D. (Washington University, 1980), Chair and Professor of Orthopaedic Surgery and George J. Garceau Professor of Pediatric Orthopaedic Surgery
- Lodge-Rigal, R. Daniel, M.D. (University of Cincinnati, 1989), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, Medical Sciences Program
- Loehrer, Patrick J., M.D. (Rush University, 1978), Associate Dean for Cancer Research; Director, Indiana University Melvin and Bren Simon Cancer Center, H. H. Gregg Professor of Oncology, and Professor of Medicine
- Logan, Patrick C., M.D. (Indiana University, 1964), Volunteer Clinical Professor of Dermatology
- Logan, Theodore F., M.D. (University of Vermont, 1981), Associate Professor of Clinical Medicine
- Logie, Keith W., M.D. (University of Virginia, 1977), Volunteer Clinical Assistant Professor of Medicine

- Logue, Brian J., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Urology, Medical Sciences Program
- Lohman, James M., M.D. (Indiana University, 2004), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Lombard, Lisa A., M.D. (Wayne State University, 1999), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Lonberger, Azarias S., M.D. (Indiana University, 2001), Assistant Professor of Clinical Medicine
- London, Susan K., M.L.S. (University of Michigan, 1986), Associate Librarian, Ruth Lilly Medical Library (Knowledge Informatics and Translation)
- Long, Bruce W., M.Sc. (Eastern Illinois University, 1983), Director and Associate Professor of Radiologic Sciences (Radiology and Imaging Sciences)
- Longley, Richard S., M.D. (University of Chicago, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Look, Katherine Y., M.D. (University of Michigan, 1979), Volunteer Clinical Professor of Obstetrics and Gynecology
- Lopiccolo, Daniel C., M.D. (Medical College of Ohio, 1992), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Muncie
- Lopshire, John C., M.D., Ph.D. (Indiana University, 2001, 1998), Assistant Professor of Medicine and Adjunct Assistant Professor of Cellular and Integrative Physiology
- Lorant, Diane E., M.D. (*Tulane University, 1985*), Associate Professor of Clinical Pediatrics
- Lorenc, Thomas J., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Lovchik, Judith C., Ph.D. (University of Wisconsin-Madison, 1974), Adjunct Associate Professor of Public Health
- Love, Robert H., M.D. (University of Kansas, 1986), Volunteer Clinical Assistant Professor of Medicine
- Lteif, Amale A., M.D. (American University of Beirut, Lebanon, 1997), Assistant Professor, Part-Time, of Clinical Medicine
- Lu, Hua, M.D. (Jiangxi Medical College, China, 1983), Ph.D. (Rutgers University/University of Medicine and Dentistry of New Jersey, 1993), Daniel and Lori Efroymson Professor of Oncology, and Professor of Biochemistry and Molecular Biology
- Lu, Xiaoyi, M.S. (Purdue University, 1998), Assistant Professor of Clinical Radiation Oncology
- Lubitz, Robert M., M.D. (University of Cincinnati, 1987), Volunteer Clinical Professor of Medicine and of Family Medicine
- Lucena, Bernardo S., M.D. (University of Santo Tomas, Philippines, 1973), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Ludwig, Jennifer L., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Ludwig, Kandice K., M.D. (Louisiana State University, 1998), Assistant Professor of Surgery

- Ludwig, Scott E., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Ludwig, Thomas E., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Lueking, Christopher A., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Surgery, IUSM-Terre Haute
- Luetkemeyer, Mark A., M.D. (Southern Illinois University, 2003), Volunteer Clinical Assistant Professor of Medicine
- Luft, Friedrich C., M.D. (Jefferson Medical College, 1968), Adjunct Professor of Medicine and of Pharmacology and Toxicology
- Lulu, Bruce A., Ph.D. (University of California, Berkeley, 1980), Assistant Professor of Clinical Radiation Oncology
- Lumeng, Lawrence, M.D. (Indiana University, 1964), Professor of Medicine and of Biochemistry and Molecular Biology
- Lundy, Mark W., Ph.D. (Albany Medical College, 1982), Adjunct Associate Research Professor of Anatomy and Cell Biology
- Luz, Leticia P., M.D. (Federal University of Rio Grande do Sul, Brazil, 2000), Assistant Professor of Clinical Medicine
- Lybrook, Polly E., M.D. (Indiana University, 1988), Volunteer Clinical Associate Professor of Psychiatry, Medical Sciences Program
- Lykens, Michael G., M.D. (The Ohio State University, 1982), Associate Professor of Clinical Medicine
- Lynch, Mark O., (Indiana University, 1982), Volunteer Clinical Assistant Professor of Surgery, IUSM-Terre Haute
- Lynch, Thomas M., M.D. (University of Illinois, 1987), Assistant Professor of Clinical Medicine
- Lynn, Larry W., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Lyons, Carlton L., M.D. (University of Minnesota, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Lysaker, Paul H., Ph.D. (Kent State University, 1991), Associate Professor of Clinical Psychology in Clinical Psychiatry
- Lysandrou, Plato J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Lytle, Carolyn L., M.D. (University of Southern California, 1982), Associate Professor, Part-Time, of Clinical Pediatric
- Ma, William, M.D. (Meharry Medical College, 1994), Assistant Professor of Clinical Pediatrics
- Mabrey, Tammy J., B.A. (DePauw University, 1980), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- MacDonald, James S., Ph.D. (University of Cincinnati, 1975), Adjunct Assistant Professor of Pharmacology and Toxicology
- Macias, William L., M.D., Ph.D. (Indiana University, 1983, 1991), Volunteer Clinical Associate Professor of Medicine
- Macke, Jeffrey D., M.D. (Indiana University, 1987), Associate Professor of Clinical Pediatrics

- Macke, Steven, M.D. (University of Illinois, 1976), Volunteer Clinical Assistant Professor of Family Medicine
- Mackie, Kenneth P., M.D. (Yale University, 1984), Linda and Jack Gill Chair of Neuroscience and Professor of Psychological and Brain Sciences, College of Arts and Sciences, IU Bloomington; Adjunct Professor of Anesthesia, School of Medicine
- MacKie, Palmer J., M.D. (Chicago Medical School, 1992), Assistant Professor of Clinical Medicine
- Macklem, Heather A., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Madden, Colleen M., M.D. (Indiana University, 1989), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Madden, Thomas C., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Emergency Medicine, Medical Sciences Program
- Maertz, Nathan A., M.D. (University of Wisconsin-Madison, 2005), Lecturer in Clinical Radiology and Imaging Sciences
- Maglinte, Dean D. T., M.D. (University of Santo Tomás, Philippines, 1965), Distinguished Professor; Professor of Radiology and Imaging Sciences
- Mahajan, Rutu R., M.B.,B.S. (Government Medical College, India, 1989), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Mahenthiran, Jo, M.B.,B.S. (University of Madras, India, 1989), Volunteer Clinical Associate Professor of Medicine
- Maher, George M., D.O. (Chicago College of Osteopathic Medicine, 1982), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Mahern, Mary D., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Mahmood, Ahsan, M.B.,B.S. (Dow University of Health Sciences, Pakistan, 1995), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Terre Haute
- Mahomed, Yousuf, M.D. (Royal College of Surgeons and Physicians, Ireland, 1970), Professor of Surgery
- Maier, Bernhard F., Ph.D. (University of Tübingen, Germany, 1986), Assistant Research Professor of Pediatrics
- Maier, Paul T., M.D. (Loyola University, 1971), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Maiers, G. Peter, II, M.D. (Indiana University, 2001), Assistant Professor of Orthopaedic Surgery
- Maiers, Jacqueline A., M.D. (Indiana University, 2000), Assistant Professor of Clinical Pediatrics
- Majety, Rajarajeswari, M.B.B.S. (Osmania Medical College, India, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Majidi, Shadie S., M.D. (University of Missouri-Kansas City, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- Majmundar, Sonal, D.O. (Nova Southeastern University, 1994), Assistant Professor of Clinical Radiology and Imaging Sciences
- Makris, Vasilis, M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Ophthalmology

- Malec, James F., Ph.D. (University of South Dakota, 1977), Director of Research and Professor of Physical Medicine and Rehabilitation
- Mali, Raghuveer S., Ph.D. (Osmania University, India, 2004), Assistant Research Professor of Pediatrics
- Malik, A. Majid, M.B.B.S. (Ayub Medical College, Pakistan, 1993), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-South Bend
- Malik, Adnan S., M.D. (University of Virginia, 2004), Assistant Professor of Clinical Medicine
- Malik, Rizwan, M.D. (Boston University, 1995), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Malkas, Linda H., Ph.D. (City University of New York, 1985), Vera Bradley Professor of Oncology; Professor of Medicine, of Surgery, and of Medical and Molecular Genetics; Adjunct Professor of Pharmacology and Toxicology
- Malkova, Anna L., Ph.D. (St. Petersburg State University, Russia, 1993), Associate Professor of Biology, School of Science; Adjunct Associate Professor of Medical and Molecular Genetics, School of Medicine
- Malloy, Frederick W., M.S. (Indiana University, 1978), Adjunct Lecturer in Psychiatry
- Malone, Richard K., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics, Medical Sciences Program
- Maloney, Genevieve M., M.D. (Columbia University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-South Bend
- Maluccio, Mary A., M.D. (Columbia University, 1994), Associate Professor of Surgery
- Maminta, Napoleon A.S., Jr., D.O. (University of Health Sciences, 1992), Volunteer Clinical Assistant Professor of Medicine
- Mamlin, Burke W., M.D. (Indiana University, 1996), Associate Professor of Clinical Medicine and of Knowledge Informatics and Translation
- anchanda, Naveen, M.B.,B.S. (Christian Medical College, India, 1986), Associate Professor of Clinical Medicine
- Manchanda, Shalini, M.B.,B.S. (Christian Medical College, India, 1987), Associate Professor of Clinical Medicine
- Mangini, Nancy J., Ph.D. (Washington University, 1978), Professor of Anatomy and Cell Biology, IUSM-Northwest
- Mangrum, Mark T., Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Mangus, Richard S., M.D. (Oregon Health Sciences University, 1999), Assistant Professor of Surgery
- Mankus, Rita A., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Mannix, Edward T., Ph.D. (Indiana University, 1987), Adjunct Associate Professor of Cellular and Integrative Physiology
- Mantravadi, R.V. Prasad, M.B.,B.S. (Andhra University, India, 1968), Volunteer Clinical Associate Professor of Radiation Oncology, IUSM-Fort Wayne
- March, Keith L., M.D., Ph.D. (Indiana University, 1985, 1983), Cryptic Masons Medical Research

Foundation Professor of Vascular Biology Research and Professor of Medicine and of Cellular and Integrative Physiology

- Marciniak, Andrew F., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Marcus, Ellen B., M.D. (Michigan State University, 1980), Assistant Professor of Clinical Family Medicine
- Marcus, Howard J., M.D. (Chicago Medical School, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Marcus, Peter S., M.D. (Yale University, 1992), Associate Professor of Clinical Obstetrics and Gynecology
- Marfurt, Carl F., Ph.D. (*Temple University, 1980*), Associate Director for Research and Professor of Anatomy and Cell Biology, IUSM-Northwest
- Marhenke, Jon D., M.D. (Indiana University, 1969), Volunteer Clinical Associate Professor of Psychiatry
- Mariash, Cary N., M.D. (University of California, San Diego, 1972), Volunteer Clinical Professor of Medicine
- Mariner, Jennifer E., Psy.D. (University of Indianapolis, 2007), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Mark, Lawrence A., M.D., Ph.D. (Indiana University, 2002, 2001), Assistant Professor of Clinical Dermatology
- Markanday, Debra A., M.S. (Indiana University, 2007), Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Markel, Melissa K., M.D. (Pennsylvania State University, 2004), Visiting Assistant Professor of Clinical Pediatrics
- Marker, Jason E., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine
- Markham, Raymond E., Jr., M.D. (University of Virginia, 1977), Volunteer Clinical Assistant Professor of Medicine
- Marks, Rebecca A., M.D. (Indiana University, 2005), Assistant Professor of Pathology and Laboratory Medicine
- Marler, Linda M., M.S. (Indiana University, 1978), Associate Professor of Clinical Laboratory Sciences, and of Pathology and Laboratory Medicine
- Marquez Salazar, Karla E., M.D. (Cayetano Heredia University, Peru, 2003), Assistant Professor of Clinical Medicine
- Marrero, David G., Ph.D. (University of California, Irvine, 1982), J. O. Ritchey Professor of Medicine
- Marsh, Terry W., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Muncie
- Marshall, Edwin C., O.D. (Indiana University, 1971), Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University; Professor, School of Optometry; Adjunct Professor of Public Health, School of Medicine
- Marshall, Mark S., Ph.D. (*Princeton University,* 1986), Adjunct Professor of Medicine and of Biochemistry and Molecular Biology

- Marshall, T. R., M.D. (Indiana University, 1982), Assistant Professor of Clinical Medicine
- Marshalleck, Francis E., M.B.,B.S. (University of the West Indies at Mona, Jamaica, 1994), Assistant Professor of Clinical Radiology and Imaging Sciences
- Martin, Bruce J., Ph.D. (Indiana University, 1976), Professor of Cellular and Integrative Physiology, Medical Sciences Program
- Martin, Douglas K., M.D. (Indiana University, 1982), Professor of Clinical Medicine and of Knowledge Informatics and Translation
- Martin, Jermeliah M.T., M.D. (Meharry Medical College, 2007), Visiting Assistant Professor of Clinical Pediatrics
- Martin, Neil J., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Evansville
- Martin, Robert W., III, M.D. (Southern Illinois University, 1981), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Lafayette
- Martin, Ronald T., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Ophthalmology
- Mason, Thomas P., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Family Medicine
- Mast, Aaron J., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Mastbaum, Leonard I., M.D. (University of Minnesota, 1963), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Masterson, Timothy A., M.D. (Indiana University, 2001), Assistant Professor of Urology
- Mastouri, Ronald A., M.D. (American University of Beirut, Lebanon, 2003), Assistant Professor of Clinical Medicine
- Matei, Daniela E., M.D. (University of Medicine and Pharmacy, Romania, 1992), Associate Professor of Medicine and of Obstetrics and Gynecology and Adjunct Associate Professor of Biochemistry and Molecular Biology
- Matesic, Damir, M.D. (University of Rijeka, Croatia, 1990), Volunteer Clinical Assistant Professor of Medicine
- Mather, Kieren J., M.D. (University of Calgary, Canada, 1992), Associate Professor of Medicine
- Mathew, Sagi V., M.D. (Ross University, Dominica, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Mathews, Vincent P., M.D. (Indiana University, 1986), Volunteer Clinical Professor of Radiology and Imaging Sciences
- Mathewson, Paula M., M.D. (Indiana University, 1998), Assistant Professor of Clinical Psychiatry
- Mathis, John G., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Mathur, Praveen N., M.B.,B.S. (Jiwaji University, India, 1973), Professor of Clinical Medicine
- Matney, Stephen L., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Psychiatry

- Matory, Jo Ann E., M.D. (University of Illinois, 1976), Associate Professor of Clinical Pediatrics
- Matt, Bruce H., M.D. (University of Pittsburgh, 1983), Associate Professor of Otolaryngology-Head and Neck Surgery
- Matt, Robert L., M.P.A. (Indiana University, 1982), Adjunct Lecturer in Public Health
- Mattar, Samer G., M.B.B.Ch. (Cairo University, Egypt, 1983), Associate Professor of Surgery
- Matthews, Brandy R., M.D. (Indiana University, 2001), Assistant Professor of Clinical Neurology
- Matthews, David E., M.D. (Indiana University, 1984), Associate Professor of Clinical Surgery
- Matthews, Leland R., M.D. (Indiana University, 1966), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Mattingly, Thomas P., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Lafayette
- Mattison, H. Reid, M.D. (Case Western Reserve University, 1981), Volunteer Clinical Assistant Professor of Medicine
- Mattox, Joseph M., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Mattson, David H., M.D., Ph.D. (University of Chicago, 1982, 1980), Professor of Neurology
- Mattson, Scott E., D.O. (Midwestern University Chicago College of Osteopathic Medicine, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Maturi, Raj K., M.D. (New York University, 1993), Volunteer Clinical Assistant Professor of Ophthalmology
- Mauller, Kimberly R., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Maun, Dipen C., M.D. (Northwestern University, 2001), Volunteer Clinical Assistant Professor of Surgery
- Maupomé, Gerardo, Ph.D. (University College London, United Kingdom, 1991), Professor of Preventive and Community Dentistry, School of Dentistry; Adjunct Professor of Public Health, School of Medicine
- Maves, Steven S., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Anesthesia
- Mavrelis, Peter G., M.D. (Washington University, 1976), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Maxwell, Coby S., M.D. (Indiana University, 1998), Assistant Professor of Clinical Emergency Medicine
- Maxwell, Margaret S., M.D. (Indiana University, 1986), Assistant Professor of Clinical Family Medicine
- May, Cecilia L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Mayeda, Aimee R., M.D. (University of Michigan, 1982), Associate Professor of Psychiatry
- Mayer, Mary Lou, M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine

- Maynard, Barney R., M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Urology, IUSM-Evansville
- Maynard, Steven D., M.D. (Wayne State University, 1978), Volunteer Clinical Assistant Professor of Neurology, IUSM-Terre Haute
- Mayo, Lindsey D., Ph.D. (Wright State University, 1997), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Mayrose, Richard S., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Mazumdar, Manjari, Ph.D. (Jadavpur University, India, 1992), Assistant Professor of Biochemistry and Molecular Biology, Medical Sciences Program
- Mazurek, Michael S., M.D. (Indiana University, 1991), Associate Professor of Clinical Anesthesia
- Mazzuca, Steven A., Ph.D. (Purdue University, 1978), Senior Research Professor and Professor, Part-Time, of Medicine
- McAfee, Andrew C., M.D. (Indiana University, 2006), Volunteer Clinical Assistant Professor of Family Medicine
- McAteer, James A., Ph.D. (University of Minnesota, 1977), Professor of Anatomy and Cell Biology
- McAteer, Mary I., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- McAward, Kevin J., M.D. (National University of Ireland, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- McBride, Grant L., M.D. (Indiana University, 2005), Assistant Professor of Clinical Anesthesia
- McBride, Kalli D., J.D. (Indiana University, 2010), Visiting Lecturer in Medicine
- McBride, Lawrence C., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, Medical Sciences Program
- McBride, R. Craig, M.D. (Indiana University, 1984), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- McBride, William J., Jr., Ph.D. (State University of New York, 1968), Professor of Neurobiology (Psychiatry) and of Biochemistry and Molecular Biology
- McCabe, Heather A., J.D. (Indiana University, 2003), Assistant Professor, School of Social Work; Adjunct Assistant Professor of Public Health, School of Medicine; Adjunct Assistant Professor, School of Law
- McCalla, Charles X., IV, M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- McCaughey, Stuart A., Ph.D. (University of Delaware, 1999), Adjunct Assistant Professor of Anatomy and Cell Biology, IUSM-Muncie
- McClintick, Jeanette K., Ph.D. (Indiana University, 2006), Assistant Research Professor of Biochemistry and Molecular Biology
- McCollum, Lynda C., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics

- McCormack, Daniel R., D.O. (*Philadelphia College* of Osteopathic Medicine, 1981), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- McCready, Robert A., M.D. (University of Vermont, 1975), Volunteer Clinical Associate Professor of Surgery
- McCutchan, Amy L., M.D. (Indiana University, 2003), Assistant Professor of Clinical Anesthesia
- McDaniel, Debra K., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- McDaniel, J. Mark, M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- McDonald, Andrew T., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- McDonald, Brenna C., Psy.D. (Widener University, 2000), Assistant Professor of Radiology and Imaging Sciences and of Neurology
- McDonald, Kellie H., M.D. (Indiana University, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- McDonald, Mark W., M.D. (The Ohio State University, 2004), Assistant Professor of Clinical Radiation Oncology
- McDonald, Robert C., M.D. (University of Texas Southwestern Medical Center at Dallas, 1985), Volunteer Clinical Associate Professor of Medicine and Adjunct Associate Professor of Knowledge Informatics and Translation
- McDougal, Paul D., M.D. (University of Michigan, 1985), Assistant Professor of Clinical Family Medicine
- McDougal, Robert A., M.D. (Indiana University, 1952), Volunteer Clinical Professor of Pathology and Laboratory Medicine
- McDougle, Christopher J., M.D. (Indiana University, 1986), Chair of Psychiatry, Executive Director of the Institute of Psychiatric Research, and Albert Eugene Sterne Professor of Clinical Psychiatry
- McGarvey, Cynthia K., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Neurology
- McGarvey, William K., M.D. (Indiana University, 1962), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- McGarvey Toler, Susan D., M.S. (*Purdue University*, 1983), Lecturer, Part-Time, in Clinical Speech Pathology (Otolaryngology-Head and Neck Surgery)
- McGee, Michael A., M.D. (Rush University, 2000), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Northwest
- McGill, James M., M.D. (*The Ohio State University*, 1986), Adjunct Associate Professor of Medicine
- McGill, Jason G., M.D. (University of Tennessee, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- McGovern, Thomas W., M.D. (Mayo Medical School, 1990), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Fort Wayne
- McGowan, Julie J., Ph.D. (University of South Carolina, 1991), Chair and Professor of Knowledge Informatics and Translation, Director and Librarian,

Ruth Lilly Medical Library, and Professor of Pediatrics, School of Medicine; Adjunct Professor, School of Nursing; Lecturer, Part-Time, School of Library and Information Science

- McGrath, Roland B., M.D. (University of Kansas, 1972), Chair and Professor of Emergency Medicine, and Professor of Medicine
- McGraw, Catherine F., Ph.D. (University of Tennessee, 1977), Assistant Professor, Part-Time, of Anatomy and Cell Biology, IUSM-Evansville
- McGuire, Lisa M., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Neurology
- McGuirk, Douglas J., M.D. (American University of the Caribbean, Netherlands Antilles, 2001), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute
- McHenry, Lee, Jr., M.D. (University of Cincinnati, 1984), Professor of Medicine
- McIlvried, Dawn E., M.S. (Indiana University Purdue University Indianapolis, 2004), Adjunct Assistant Professor of Medical and Molecular Genetics
- McIntire, Donald J., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Pediatrics
- McIntosh, Brady G., M.D. (Indiana University, 2007), Assistant Professor of Clinical Emergency Medicine
- McKeag, Douglas B., M.D. (Michigan State University, 1973), OneAmerica Foundation Professor Emeritus of Preventive Health Medicine, and Professor of Family Medicine and of Orthopaedic Surgery
- McKee, Edward E., Ph.D. (Pennsylvania State University, 1977), Associate Professor of Biochemistry and Molecular Biology, IUSM-South Bend
- McKeen, Charles R., M.D. (Vanderbilt University, 1974), Volunteer Clinical Assistant Professor of Surgery, Medical Sciences Program
- McKenna, Daniel T., M.D. (Creighton University, 2003), Assistant Professor of Surgery
- McKenna, Michael P., M.D. (Indiana University, 2004), Assistant Professor of Clinical Pediatrics
- McKenna, Sarah J., M.D. (Michigan State University, 2001), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- McKinley, Lee, M.D. (Indiana University, 1977), Volunteer Clinical Professor of Medicine, Medical Sciences Program
- McKinney, Linda K., M.D. (Indiana University, 1980), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- McKinzie, David L., Jr., Ph.D. (Binghamton University, 1993), Adjunct Assistant Professor of Neurobiology (Psychiatry), School of Medicine, and of Psychology, School of Science
- McLaughlin, Anne P., M.D. (Dartmouth Medical School, 1998), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- McMahan, Deborah A., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- McNamara, Marian F., M.D. (Medical College of Pennsylvania, 1971), Associate Professor of Clinical Medicine

- McNiece, William L., M.D. (Indiana University, 1977), Gopal Krishna, M.D. Scholar in Pediatric Anesthesia and Associate Professor of Anesthesia
- McNutt, Michael R., E.M.T. (*Ivy Tech State College,* 1979), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- McQuillan, Patrick F., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Medicine
- McQuiston, Robert D., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- McSoley, Thomas E., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- McSwane, David Z., H.S.D. (Indiana University, 1980), Director, Environmental Health Concentration, and Professor of Public Health
- McTavish, Lisa M., M.D. (University of Manitoba, Canada, 1990), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Meador-Stone, Jennifer A., D.O.M. (Midwest College of Oriental Medicine, 1991), Volunteer Clinical Lecturer in Medicine
- Meadows, James R., M.D. (Indiana University, 1959), Volunteer Clinical Professor of Medicine, IUSM-Muncie
- Means, Ira K., M.D. (Indiana University, 1994), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Means, Lynda J., M.D. (Indiana University, 1977), Adjunct Professor of Anesthesia and of Surgery
- Medina-McDevitt, Patricia M., M.D. (Indiana University, 1985), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, IUSM-Northwest
- Medler, Jason P., M.D. (Indiana University, 2005), Assistant Professor of Clinical Emergency Medicine and Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Muncie
- Medley, Jennifer A., M.D. (Indiana University, 2002), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Meglin, Jeffrey P., M.D. (University of Illinois at Peoria, 2006), Volunteer Clinical Assistant Professor of Pediatrics
- Megremis, Jim G., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Pediatrics
- Megremis, Theodore L., M.D. (Indiana University, 1963), Volunteer Clinical Associate Professor of Radiology and Imaging Sciences, Medical Sciences Program
- Mehta, Rajeev, M.B.B.S. (Grant Medical College, India, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Mehta, Rakesh P., M.D. (Pennsylvania State University, 1993), Associate Professor of Clinical Medicine
- Mehta, Rupal I., M.D. (Jefferson Medical College, 2004), Visiting Assistant Research Professor of Pathology and Laboratory Medicine
- Meibalane, R., M.B.,B.S. (University of Madras, India, 1963), Associate Professor of Clinical Pediatrics

- Meier, Mark A., M.D. (The Ohio State University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Meier, MaryJo S., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Melamed, Itay, M.D. (University of Colorado, 2001), Assistant Professor of Clinical Neurological Surgery
- Meldrum, Daniel R., M.D. (Michigan State University, 1992), Associate Professor of Surgery and of Cellular and Integrative Physiology
- Meldrum, Kirstan K., M.D. (University of Colorado, 1994), Associate Professor of Urology
- Meldrum, Russell D., M.D. (University of Utah, 1991), Associate Professor of Orthopaedic Surgery
- Melemed, Allen S., M.D. (University of Minnesota, 1990), Volunteer Clinical Assistant Professor of Pediatrics
- Melfi, Catherine A., Ph.D. (University of North Carolina, 1984), Adjunct Assistant Scientist in Medicine
- Melin, Christopher, M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Neurology
- Melloh, Carrie A., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Mendez, Tamara I., M.D. (University of Puerto Rico, 2001), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Mendonca, Marc S., Ph.D. (University of California, Berkeley, 1987), Associate Professor of Radiation Oncology and Adjunct Associate Professor of Medical and Molecular Genetics
- Meneghini, R. Michael, M.D. (Indiana University, 1999), Assistant Professor of Clinical Orthopaedic Surgery
- Meng, Hua, M.D. (Indiana University, 1982), Assistant Professor of Clinical Obstetrics and Gynecology
- Mengelt, Thomas P., M.D. (Indiana University, 1972), Assistant Professor of Clinical Emergency Medicine
- Menon, Indu S., M.B.,B.S. (Mangalore University, India, 1993), Assistant Professor, Part-Time, of Clinical Medicine
- Meo, Mary Ann, D.O. (New York College of Osteopathic Medicine, 1986), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Mercho, Nawar F., M.D. (Aleppo University, Syria, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Merk, Philip F., M.D. (Indiana University, 1972), Professor of Clinical Pediatrics and of Clinical Emergency Medicine
- Merkel, Glenn J., Ph.D. (North Carolina State University, 1978), Associate Professor of Microbiology and Immunology, IUSM-Fort Wayne
- Meroueh, Samy, Ph.D. (Wayne State University, 2001), Assistant Professor of Biochemistry and Molecular Biology
- Merrell, Gregory A., M.D. (Yale University, 2001), Volunteer Clinical Assistant Professor of Orthopaedic Surgery

- Mescher, Anthony L., Ph.D. (The Ohio State University, 1975), Professor of Anatomy and Cell Biology, Medical Sciences Program, School of Medicine; Senior Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington
- Meslin, Eric M., Ph.D. (Georgetown University, 1989), Director, Indiana University Center for Bioethics; Associate Dean for Bioethics, Professor of Medicine and of Medical and Molecular Genetics, and Adjunct Professor of Public Health, School of Medicine; Professor of Philosophy, School of Liberal Arts
- Mesquida, Veronica, M.D. (University of Buenos Aires, Argentina, 1989), Assistant Professor of Clinical Medicine
- Messina, Frank C., M.D. (*City University of New* York, 1987), Associate Professor of Clinical Emergency Medicine and of Clinical Medicine
- Method, Michael W., M.D. (Northwestern University, 1986), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Meyer, Juliana E., M.D. (Indiana University, 2005), Visiting Lecturer in Clinical Surgery
- Meyer, Steven C., M.D. (Indiana University, 1972), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Meyer, Thomas L., M.D. (University of Iowa, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Meyers, Alex M., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Meyers, Mark E., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Michael, Helen E. B., M.D. (Washington University, 1977), Professor of Pathology and Laboratory Medicine
- Micon, Larry T., M.D. (Indiana University, 1982), Volunteer Clinical Associate Professor of Surgery
- Miethke, Scott C., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Mietzsch, Ulrike, M.D. (Humboldt University of Berlin, Germany, 2001), Assistant Professor of Clinical Pediatrics
- Migliore, Michelle A., D.O. (Des Moines University, 1988), Volunteer Clinical Assistant Professor of Family Medicine
- Migliore, Salvatore A., M.D. (University of Medicine and Dentistry of New Jersey, 1995), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Mih, Alexander D., M.D. (Johns Hopkins University, 1984), Associate Professor of Orthopaedic Surgery
- Mihata, Ryan G.K., M.D. (Uniformed Services University of the Health Sciences, 2005), Lecturer, Part-Time, in Clinical Emergency Medicine
- Mikesky, Alan E., Ph.D. (University of Texas at Dallas, 1987), Professor, School of Physical Education; Adjunct Professor of Anatomy and Cell Biology, School of Medicine

- Miller, Angela V., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Miller, Berry L., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Miller, Carleen F., M.A. (Christian Theological Seminary, 1994), Adjunct Lecturer in Pediatrics
- Miller, David E., M.D. (Indiana University, 1995), Assistant Professor of Clinical Medicine
- Miller, Douglas K., M.D. (Washington University, 1972), Richard M. Fairbanks Professor of Aging Research, and Professor of Medicine
- Miller, James C., M.D. (University of Iowa, 2000), Assistant Professor of Neurological Surgery
- Miller, Jean C., M.D. (Indiana University, 1984), Assistant Professor of Clinical Medicine
- Miller, John F., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Miller, John M., M.D. (Pennsylvania State University, 1979), Professor of Medicine
- Miller, Joni E., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Miller, Kathleen A., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Miller, Kathy D., M.D. (Johns Hopkins University, 1991), Sheila D. Ward Scholar and Associate Professor of Medicine
- Miller, Martin J., M.D. (Medical College of Ohio, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Miller, Marvin J., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Psychiatry
- Miller, Michael A., Ph.D. (University of Wisconsin, 1995), Adjunct Assistant Research Professor of Radiology and Imaging Sciences
- Miller, Michelle D., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine
- Miller, Monica L., Pharm.D. (University of Minnesota, 2006), Adjunct Assistant Professor of Medicine
- Miller, Steven E., M.D. (University of Cincinnati, 1995), Assistant Professor of Clinical Medicine
- Miller, Steven J., Ph.D. (Indiana University, 1990), Assistant Professor of Surgery and Adjunct Assistant Professor of Medicine and of Cellular and Integrative Physiology
- Milligan, James S., II, M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Milligan, Samuel L., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Mimms, Scott E., M.D. (Indiana University, 2005), Visiting Lecturer in Clinical Surgery
- Mims, Lisa A., M.D. (University of Illinois, 1995), Assistant Professor of Clinical Obstetrics and Gynecology
- Mina, Lida A., M.D. (American University of Beirut, Lebanon, 2003), Assistant Professor of Clinical Medicine

- Minchella, Dennis J., Ph.D. (*Purdue University,* 1981), Adjunct Professor of Microbiology and Immunology, IUSM-Lafayette
- Miner, James D., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Minnich, Heike M., Psy.D. (University of Indianapolis, 2002), Assistant Professor of Clinical Pediatrics
- Minnigan, Hal J., M.D. (University of Minnesota, 1997), Ph.D. (Vanderbilt University, 1986), Assistant Professor of Clinical Emergency Medicine
- Minser, Rebecca E., M.D. (University of New Mexico, 1994), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Minshawi-Patterson, Noha F., Ph.D. (Louisiana State University, 2007), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Minturn, John T., M.D. (University of Cincinnati, 1980), Volunteer Clinical Assistant Professor of Ophthalmology
- Miracle, Louise E., Ph.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry), Medical Sciences Program
- Miramonti, Charles M., M.D. (University of Texas Health Science Center at San Antonio, 2000), Assistant Professor of Clinical Emergency Medicine
- Miramonti, Julie A., M.D. (Indiana University, 1999), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Mirich, Ernest C., M.D. (Indiana University, 1959), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Mirmira, Raghu G., M.D., Ph.D. (University of Chicago, 1993, 1991), Eli Lilly and Company Professor of Pediatric Diabetes, Professor of Pediatrics and of Medicine, and Adjunct Professor of Cellular and Integrative Physiology
- Mirro, John A., Jr., M.D. (Indiana University, 1972), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Mirro, Michael J., M.D. (Indiana University, 1974), Volunteer Clinical Professor of Medicine, IUSM-Fort Wayne
- Misamore, Gary W., M.D. (Indiana University, 1978), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Mischel, Steven F., D.O. (College of Osteopathic Medicine and Surgery, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Mishler, Dennis P., M.D. (Indiana University, 1990), Assistant Professor of Clinical Medicine
- Mishra, Pragya, M.D. (Pennsylvania State University, 1997), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Miskulin, Judiann, M.D. (Pennsylvania State University, 1997), Assistant Professor of Clinical Surgery
- Misseri, Rosalia, M.D. (State University of New York Health Science Center at Brooklyn, 1996), Assistant Professor of Urology
- Misumi, Cynthia O., M.D. (Moi University, Kenya, 1997), Assistant Professor of Clinical Medicine
- Mitchell, James Q., M.D. (Indiana University, 1994), Associate Professor of Clinical Anesthesia

- Mitlak, Bruce H., M.D. (University of Connecticut, 1985), Assistant Professor of Medicine
- Mitra, Raman L., M.D., Ph.D. (University of Pennsylvania, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Miyamoto, R. Christopher, M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Miyamoto, Richard T., M.D. (University of Michigan, 1970), Chair and Arilla Spence DeVault Professor of Otolaryngology-Head and Neck Surgery, and Medical Director of Audiology and Speech Language Pathology
- Mlakar, Joseph M., M.D. (Northeastern Ohio Universities, 1985), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery), IUSM-Fort Wayne
- Mobasser, Jean-Pierre, M.D. (Medical College of Georgia, 1998), Assistant Professor of Clinical Neurological Surgery
- Mock, Bruce H., Ph.D. (Purdue University, 1973), Associate Professor of Radiology and Imaging Sciences
- Moe, Sharon M., M.D. (University of Illinois, 1986), Professor of Medicine and Adjunct Professor of Anatomy and Cell Biology
- Moenning, Renee C., M.D. (Northwestern University, 2000), Assistant Professor of Clinical Medicine
- Moga, Margaret M., Ph.D. (Loyola University, 1988), Associate Professor of Anatomy and Cell Biology, IUSM-Terre Haute
- Moghadam, Kenneth K., M.D. (Tulane University, 1998), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Mohammad, Khalid S., M.B.B.Ch. (Ain Shams University, Egypt, 1987), Ph.D. (University of South Dakota, 2000), Associate Research Professor of Medicine
- Mohammed, Sulma I., Ph.D. (Purdue University, 1991), D.V.M. (Khartoum University, Sudan, 1977), Adjunct Assistant Professor of Microbiology and Immunology, IUSM-Lafayette
- Mohanram, Anupama, M.D. (University of North Carolina, 1996) Assistant Professor of Clinical Medicine
- Mohrman, Michael S., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Molitoris, Bruce A., M.D. (Washington University, 1979), Professor of Medicine
- Molleston, Jean P., M.D. (Washington University, 1986), Professor of Clinical Pediatrics and of Clinical Medicine
- Monahan, Patrick O., M.A. (University of Iowa, 1994), Associate Professor of Medicine
- Montero, Anne Mary K., Ph.D. (University of Wisconsin-Milwaukee, 2007), Adjunct Assistant Professor of Medicine
- Montgomery, Gregory S., M.D. (Indiana University, 1998), Assistant Professor of Clinical Pediatrics
- Montoya, Fernando R., M.D. (Indiana University, 1990), Assistant Professor of Clinical Medicine

- Mooney, Sean D., Ph.D. (University of California, San Francisco, 2001), Adjunct Associate Professor of Medical and Molecular Genetics
- Moore, Brian G., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Surgery
- Moore, Brian H., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Neurology, Medical Sciences Program
- Moore, Jeffrey K., M.D. (Indiana University, 1979), Volunteer Clinical Professor of Dermatology, IUSM-Evansville
- Moore, Michael G., M.D. (University of California, Los Angeles, 2002), Assistant Professor of Otolaryngology-Head and Neck Surgery
- Moore, Wayne E., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Surgery
- Moorthi, Ranjani N., M.B.,B.S. (Sri Devaraj Urs Medical College, India, 2000), Assistant Research Professor of Medicine and Assistant Professor, Part-Time, of Clinical Medicine
- Moorthy, Ramana S., M.D. (Indiana University, 1988), Volunteer Clinical Associate Professor of Ophthalmology
- Morales, Roberto, Ph.D. (University of Tennessee, 2001), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Moran, Catherine C., M.D. (Indiana University, 1988), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Moran, Kimberly J., Psy.D. (University of Indianapolis, 2006), Volunteer Clinical Assistant Professor of Pediatrics
- Moran, Michael J., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Moreland, Debra L., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Morera, Julio A., M.D. (Universidad de Zaragoza, Spain, 1976), Associate Professor of Clinical Pediatrics
- Morgan-Ihrig, Cheryl L., M.D. (Northwestern University, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Morgenstein, Stuart A., D.O. (Kansas City College of Osteopathic Medicine, 1980), Assistant Professor of Clinical Otolaryngology-Head and Neck Surgery
- Moriarty, Ann T., M.D. (Indiana University, 1981), Volunteer Clinical Associate Professor of Pathology and Laboratory Medicine
- Morral, Nuria, Ph.D. (University of Barcelona, Spain, 1993), Associate Professor of Medical and Molecular Genetics and of Biochemistry and Molecular Biology
- Morrical, Daryl G., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Morris, Amanda L., M.D. (Loyola University Chicago, 2001), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Morris, Brian F., M.D. (Loyola University Chicago, 2001), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Morris, Douglas R., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Psychiatry

- Morris, Jennifer L., Pharm.D. (University of Kentucky, 2003), Adjunct Assistant Professor of Medicine
- Morris, Laura L., M.D. (Michigan State University, 1989), Volunteer Clinical Assistant Professor of Surgery
- Morris, Mindi M., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Dermatology
- Morrison, Charles L., M.D. (University of Cincinnati, 2000), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Morrison, Colleen B., M.D. (Loyola University Chicago, 2004), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Morrison, Roderick G., M.D. (*St. George's* University, Grenada, 2005), Assistant Professor of Clinical Emergency Medicine
- Morse, John M. D., M.D. (Cornell University, 1971), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Morzorati, Sandra L., Ph.D. (Indiana State University, 1977), Associate Research Professor of Neurobiology (Psychiatry); Adjunct Associate Professor of Psychology, School of Science
- Moser, Andrew C., M.D. (Indiana University, 2002), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Mosier, Kristine M., Ph.D., D.M.D. (University of Connecticut, 1997, 1990), Associate Professor of Radiology and Imaging Sciences
- Moskvin, Vadim P., Ph.D. (Kharkov State University, Ukraine, 1998), Assistant Professor of Clinical Radiation Oncology
- Mosley, Amber L., Ph.D. (University of Kentucky, 2004), Assistant Professor of Biochemistry and Molecular Biology
- Moss, Richard M., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Mossbarger, Bradley L., Ph.D. (Ohio University, 1996), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Motaganahalli, Raghu L., M.B.,B.S. (Bangalore University, India, 1993), Assistant Professor of Surgery
- Motsko, Stephen, Ph.D., Pharm.D. (University of Texas at Austin, 2005, 2000), Adjunct Assistant Professor of Public Health
- Mottley, Douglas M., M.D. (Indiana University, 2002), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Mousdicas, Nico, M.B.Ch.B. (University of Cape Town, South Africa, 1977), Associate Professor of Clinical Dermatology
- Mowry, James B., Pharm.D. (University of Minnesota, 1979), Adjunct Assistant Professor of Emergency Medicine
- Mueller-Kronast, Nils, M.D. (Ludwig Maximilian University of Munich, Germany, 1997), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne

- Muhler, Joseph C., II, M.D. (Loyola University, 1974), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Fort Wayne
- Mujtaba, M. Ahmad, M.B.,B.S. (Allama Iqbal Medical College, Pakistan, 2000), Assistant Professor of Clinical Medicine
- Mulligan, Kathryn H., M.D. (Rush University, 1983), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Mullis, Brian H., M.D. (University of North Carolina, 1999), Assistant Professor of Orthopaedic Surgery
- Mullis, Devonne A., M.D. (University of Tennessee, 2002), Assistant Professor of Clinical Medicine
- Mullis, Leilani S., M.D. (University of North Carolina, 2003), Assistant Professor, Part-Time, of Clinical Anesthesia
- Munch, Larry C., M.D. (University of Kentucky, 1983), Volunteer Clinical Associate Professor of Urology
- Munir, Irfan, M.B.,B.S. (King Edward Medical College, Pakistan, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Munir, Muhammad T., M.B.,B.S. (University of the Punjab, Pakistan, 1997), Volunteer Clinical Assistant Professor of Psychiatry
- Munn, Lyle R., M.D. (University of Cincinnati, 1969), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Munshi, Imtiaz A., M.D. (State University of New York Downstate Medical Center, 1991), Associate Professor of Surgery
- Munshower, John T., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Neurology
- Munz, Michael, M.D. (McGill University, Canada, 1987), Volunteer Clinical Associate Professor of Neurological Surgery, IUSM-Fort Wayne
- Murphy, Kevin L., M.D. (University of Michigan, 1989), Ph.D. (Michigan State University, 1983), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Fort Wayne
- Murphy, Michael P., M.D. (Columbia University, 1989), Assistant Professor of Surgery and Adjunct Assistant Professor of Cellular and Integrative Physiology
- Murray, Michael D., Pharm.D. (Duquesne University, 1977), Adjunct Professor of Medicine
- Murray, Tracy P., M.D. (Indiana University, 2004), Assistant Professor of Clinical Family Medicine
- Murrell, Jill R., Ph.D. (Indiana University, 1992), Associate Professor of Pathology and Laboratory Medicine and of Medical and Molecular Genetics
- Mussa, Rebecca L., A.S. (Indiana Vocational Technical College, 2004), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Musselman, Rodney J., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Musto, Paul M., M.D. (University of Illinois, 1995), Assistant Professor of Clinical Pathology and Laboratory Medicine

- Muthusamy, Murugavel, M.B.,B.S. (Madras University, India, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Mutone, Martina F., M.D. (Washington University, 1994), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Myers, Isaac J. II, M.D. (Wayne State University, 1988), Adjunct Lecturer in Public Health
- Myers, Laura J., Ph.D. (University of Iowa, 2006), Assistant Professor of Medicine
- Myers, Michael W., M.D. (University of Michigan, 1988), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Myers, Stephen L., M.D. (University of Michigan, 1974), Volunteer Clinical Professor of Medicine
- Mynark, Richard G., Ph.D. (Indiana University, 1999), Lecturer in Cellular and Integrative Physiology, Medical Sciences Program
- Nabhan, Zeina M., M.D. (American University of Beirut, Lebanon, 2001), Assistant Professor of Clinical Pediatrics
- Nace, Jeffrey J., M.D. (Indiana University, 2003), Assistant Professor of Clinical Medicine
- Nace, Nicole M., M.D. (Indiana University, 2003), Assistant Professor of Clinical Medicine
- Naegeli, April N., Dr.P.H. (Johns Hopkins University, 2008), Adjunct Lecturer in Public Health
- Naidu, Samisubbu R., Ph.D. (University of Pune, India, 2000), Assistant Research Professor of Dermatology
- Nailescu, Corina, M.D. (University of Medicine and Pharmacy of Targu-Mures, Romania, 1994), Assistant Professor of Clinical Pediatrics
- Nakai, Chiharu, Ph.D. (Iowa State University, 1973), Visiting Professor of Biochemistry and Molecular Biology
- Nakata, David A., M.D. (Oregon Health Sciences University, 1989), Associate Professor of Clinical Anesthesia
- Nakeeb, Attila, M.D. (State University of New York at Buffalo, 1991), Professor of Surgery
- Nakshatri, Harikrishna, Ph.D. (Memorial University of Newfoundland, Canada, 1990), Marian J. Morrison Professor of Breast Cancer Research, and Professor of Surgery and of Biochemistry and Molecular Biology
- Nalin, Peter M., M.D. (University of Vermont, 1989), Associate Dean for Graduate Medical Education; Associate Professor of Clinical Family Medicine
- Nalamolu, Yasolatha, M.B.B.S. (Guntur Medical College, India, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Namburi, Krishna M., M.B.,B.S. (Sri Venkateswara Medical College, India, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Nanagas, Kristine A., M.D. (The Ohio State University, 1999), Assistant Professor of Clinical Emergency Medicine
- Nanagas, Victor C., III, M.D. (The Ohio State University, 1998), Volunteer Clinical Assistant Professor of Pediatrics
- Nartker, Matthew J., M.D. (Indiana University, 2005), Lecturer in Clinical Radiology and Imaging Sciences

- Nass, Richard M., Ph.D. (Johns Hopkins University, 1998), Associate Professor of Pharmacology and Toxicology
- Nasser, Tony K., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine
- Nassiri, Mehdi, M.D. (University of Tehran, Iran, 1991), Assistant Professor of Pathology and Laboratory Medicine
- Nattam, Sreenivasa R., M.B.,B.S. (Sri Venkateswara University, India, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Naum, Chris C., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine, School of Medicine, and of Respiratory Therapy, School of Health and Rehabilitation Sciences
- Navari, Rudolph M., M.D. (Medical College of Virginia, 1977), Ph.D. (University of Virginia, 1970), Assistant Dean and Director, IUSM-South Bend, and Professor of Medicine
- Navarrete Casas, Antonio J., M.D. (Granada University, Spain, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Nazer, LeeAnne M., M.D. (Medical College of Wisconsin, 1985), Assistant Professor of Clinical Family Medicine
- Nazir, Arif, M.B.,B.S. (King Edward Medical College, Pakistan, 1996), Assistant Professor of Clinical Medicine
- Neahring, Betsy J., M.D. (Southern Illinois University, 1987), Volunteer Clinical Lecturer in Pediatrics, IUSM-Evansville
- Neal, Dannée J., M.D. (University of Louisville, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- eal, J. Matthew, M.D. (Indiana University, 1987), Volunteer Clinical Professor of Medicine, IUSM-Muncie
- Near, Joseph A., Ph.D. (State University of New York at Buffalo, 1979), Adjunct Associate Professor of Pharmacology and Toxicology, Medical Sciences Program
- Nebesio, Todd D., M.D. (Indiana University, 2000), Assistant Professor of Clinical Pediatrics
- Need, Anne, Ph.D. (Indiana University, 2008), Adjunct Assistant Professor of Pharmacology and Toxicology
- Need, David J., M.D. (Indiana University, 1961), Volunteer Clinical Professor of Pediatrics
- Neeld, Douglas A., M.D. (Indiana University, 1984), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Neely, Daniel E., M.D. (The Ohio State University, 1993), Associate Professor of Ophthalmology
- Nehme, Omar S., M.D. (St. George's University, West Indies, 1996), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Nelson, John E., M.D. (Rush Medical College, 1983), Ph.D. (University of Illinois, 1981), Volunteer Clinical Assistant Professor of Medicine
- Nelson, Laura J., M.D. (Indiana University, 2006), Assistant Professor, Part-Time, of Clinical Medicine and of Clinical Pediatrics

- Nelson, Paul B., M.D. (Pennsylvania State University, 1972), Chair and Betsey Barton Professor of Neurological Surgery
- Nelson, Robert P., Jr., M.D. (Indiana University, 1980), Professor of Medicine and of Pediatrics
- Nelson, Steven L., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Lafayette
- Nephew, Kenneth P., Ph.D. (The Ohio State University, 1991), Professor of Cellular and Integrative Physiology and Adjunct Professor of Obstetrics and Gynecology, Medical Sciences Program, School of Medicine; Fellow, Indiana Molecular Biology Institute, College of Arts and Sciences, IU Bloomington
- Neu, Corey P., Ph.D. (University of California, Davis, 2004), Adjunct Assistant Professor of Orthopaedic Surgery, IUSM-Lafayette
- Neumann, Dawn M., Ph.D. (State University of New York at Buffalo, 2008), Visiting Assistant Research Professor of Physical Medicine and Rehabilitation
- Neumann, Steven J., M.D. (Indiana University, 1984), Associate Professor of Clinical Medicine
- Neumann, Theodore R., M.D. (Southern Illinois University, 1977), Volunteer Clinical Associate Professor of Family Medicine
- Nevel, Etta K., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Newbold-Thompson, Cheryl L., M.S.N. (Indiana University, 1987), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Newton, Erin V., M.D. (Case Western Reserve University, 1997), Assistant Professor of Clinical Medicine
- Ng, Chun L., M.D. (University of Tennessee, 1995), Assistant Professor of Clinical Emergency Medicine
- Nguyen, Thach, M.D. (Hue Medical School, Viet Nam, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Nichols, David E., Ph.D. (University of Iowa, 1973), Adjunct Professor of Pharmacology and Toxicology, IUSM-Lafayette
- Nichols, Heather R., M.D. (Indiana University, 2007), Volunteer Clinical Assistant Professor of Pediatrics
- Nicholson, Raymond W., Jr., M.D. (Indiana University, 1955), Volunteer Clinical Professor of Family Medicine, IUSM-Evansville
- Nicol, Grant D., Ph.D. (Yale University, 1980), Showalter Professor of Pharmacology and Toxicology
- Niculescu, Alexander B., M.D. (University of Bucharest, Romania, 1991), Ph.D. (Scripps Research Institute, 1997), Associate Professor of Psychiatry
- Nigh, Andrew D., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Surgery
- Nirmalan, Ruban, M.D. (Northeastern Ohio Universities, 2001), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Nitu, Alexandru N., M.D. (Carol Davila University of Medicine and Pharmacy, Romania, 1993), D.C. (Palmer College of Chiropractic, 1997), Volunteer Clinical Assistant Professor of Anesthesia

- Nitu, Mara E., M.D. (Carol Davila University of Medicine and Pharmacy, Romania, 1993), D.C. (Palmer College of Chiropractic, 1997), Associate Professor of Clinical Pediatrics
- Njinimbam, Charles G., M.D. (University of Liberia, 1983), Assistant Professor of Clinical Pediatrics
- Nohinek, Barbara, M.D. (University of Kansas, 1978), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Nolan, Elizabeth M., M.D. (University of Texas at San Antonio, 2003), Assistant Professor of Orthopaedic Surgery
- Nommensen, Michael J., M.D. (University of Illinois at Chicago, 2000), Assistant Professor of Clinical Family Medicine
- Noor, Aliya, M.B.,B.S. (Allama Iqbal Medical College, Pakistan, 1994), Assistant Professor of Clinical Medicine
- Nordbrock, Heidi A., M.D. (Northwestern University, 1990), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Norris, Steven A., M.D. (Indiana University, 1983), Volunteer Clinical Assistant Professor of Medicine
- Notebaert, Andrew J., Ph.D. (University of Iowa, 2009), Lecturer in Anatomy and Cell Biology, Medical Sciences Program
- Nour, Magdy W., M.D. (Ain Shams University, Egypt, 1989), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Nouri, Malik, M.D. (University of Algiers, Algeria, 1990), Assistant Professor of Clinical Anesthesia
- Noveroske, Timothy W., M.D. (University of Michigan, 1984), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Novotny, Milos V., Ph.D. (University of Brno, Czechoslovakia, 1965), Distinguished Professor; Lilly Chemistry Alumni Chair and Professor of Chemistry, College of Arts and Sciences, IU Bloomington; Adjunct Professor of Medicine, School of Medicine
- Nuckols, Douglas A., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Null, Bill G., B.S. (University of Phoenix, 2005), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Nunery, William R., M.D. (Case Western Reserve University, 1975), Volunteer Clinical Associate Professor of Ophthalmology
- Nurnberger, John I., Jr., M.D., Ph.D. (Indiana University, 1975, 1983), Director, Institute of Psychiatric Research; Vice Chair for Research and Joyce and Iver Small Professor of Psychiatry, and Professor of Neurobiology (Psychiatry) and of Medical and Molecular Genetics
- Nuss, Sherri C., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Family Medicine
- Nyhuis, Allen W., M.S. (University of Wisconsin, 1983), Adjunct Lecturer in Public Health

- Oates, Shannon K., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Obaid, Nazzal, M.D. (Damascus University, Syria, 1972), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Obeime, Mercy, M.D. (University of Benin, 1988), Volunteer Clinical Assistant Professor of Family Medicine
- Ober, Michael D., M.D. (Indiana University, 1992), Associate Professor of Clinical Medicine
- O'Brien, Debra K., M.S. (Indiana University, 1980), Adjunct Assistant Professor of Cytotechnology (Pathology and Laboratory Medicine)
- O'Brien, Dennis M., M.D. (University of Cincinnati, 2001), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Obukhov, Alexander G., Ph.D. (Bogomoletz Institute of Physiology, Ukraine, 1988), Assistant Professor of Cellular and Integrative Physiology Ochs, Rachel F., M.D. (Indiana University, 1975), J.D. (Northwestern University, 1996), Volunteer Clinical Associate Professor of Neurology
- O'Connor, Ruth S., M.D. (Medical College of Wisconsin, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- O'Connor, Sean J., M.D. (University of Connecticut, 1978), Professor of Psychiatry and of Neurobiology (Psychiatry)
- O'Connor, Thomas J., M.D. (Creighton University, 1976), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- O'Connor, Thomas M., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- O'Donnell, Brian F., Ph.D. (State University of New York at Stony Brook, 1984), Professor of Psychology, College of Arts and Sciences, IU Bloomington; Professor, Part-Time, of Clinical Psychology (Psychiatry), School of Medicine
- O'Donnell, Daniel P., M.D. (Wayne State University, 2004), Assistant Professor of Clinical Emergency Medicine
- O'Donnell, Jacqueline A., M.D. (Indiana University, 1975), Professor of Medicine
- Oehler, R. Curtis, M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Ogle, Mark R., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Psychiatry
- Ogren, Anne C., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Pediatrics
- Oh, Eunjin, Ph.D. (Pusan National University, Korea, 2002), Assistant Research Professor of Pediatrics
- Oh, Misook, Ph.D. (Seoul National University, Korea, 2002), Assistant Research Professor of Biochemistry and Molecular Biology
- O'Hara, Brenda S., M.D. (Indiana University, 1986), Adjunct Associate Professor of Family Medicine, IUSM-Fort Wayne
- Okano, David R., B.M., Ph.D. (University of Occupational and Environmental Health, Japan, 1988, 1992), Assistant Professor of Clinical Anesthesia

- Okereke, Ikenna C., M.D. (Washington University, 1999), Assistant Professor of Surgery
- Oladeinde, Olabode E., M.D. (*Minsk State Medical* Institute, Belarus, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Oldham, Teresa A., M.D. (University of Tennessee, 1997), Visiting Assistant Professor of Clinical Radiation Oncology
- Olinger, Michael L., M.D. (University of Colorado, 1983), Professor of Clinical Emergency Medicine
- O'Loughlin, Valerie D., Ph.D. (Indiana University, 1995), Director of Undergraduate Studies and Associate Professor of Anatomy and Cell Biology, Medical Sciences Program
- O'Malley, Matthew R., M.D. (University of Florida, 2001), Volunteer Clinical Lecturer in Otolaryngology-Head and Neck Surgery
- O'Neil, Joseph, M.D. (Indiana University, 1989), Associate Professor of Clinical Pediatrics and Adjunct Associate Professor of Public Health
- O'Neil, Patrick R., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Lafayette
- O'Neill, Darren P., M.D. (Medical College of Wisconsin, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- Orentlicher, David, M.D., J.D. (Harvard University, 1981, 1986), Co-Director of the Center for Law and Health, and Samuel R. Rosen Professor, School of Law; Adjunct Professor of Medicine, School of Medicine
- Orfanos, Trent G., M.D. (Indiana University, 1977), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Orr, Charles M., M.D. (University of Kentucky, 1976), Volunteer Clinical Assistant Professor of Medicine
- Orr, Donald P., M.D. (Case Western Reserve University, 1970), Professor of Clinical Pediatrics and of Obstetrics and Gynecology, and Professor Emeritus of Pediatrics
- Orschell, Christie M., Ph.D. (Indiana University, 1992), Senior Research Professor of Medicine
- Orth, Eric H., D.O. (Oklahoma State University, 2000), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- O'Shaughnessy, Andrew W., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- O'Shaughnessy, Mark A., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Oshimura, Jennifer M., M.D. (Medical College of Wisconsin, 2006), Assistant Professor of Clinical Pediatrics
- Oshimura, Tomohiro, M.D. (Medical College of Wisconsin, 2006), Assistant Professor of Clinical Emergency Medicine
- Osterholzer, Danielle A., M.D. (Wayne State University, 2002), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Ostrowski, Vincent B., M.D. (Northwestern University, 1996), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery

- Osuntokun, Olaniyi O., M.B.,B.S. (University of Ibadan, Nigeria, 1991), Volunteer Clinical Assistant Professor of Neurology
- Ott, Carol A., Pharm.D. (Purdue University, 1996), Adjunct Assistant Professor of Medicine and of Psychiatry
- Ott, Mary A., M.D. (University of Pennsylvania, 1994), Assistant Professor of Pediatrics
- Otten, Richard F., M.D. (Wayne State University, 2000), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Ottinger, C. Joe, M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Neurology, IUSM-Fort Wayne
- Outcalt, Jared M., Ph.D. (Southern Illinois University, 2007), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Outcalt, Samantha D., Ph.D. (Southern Illinois University, 2008), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Overdahl, Michael C., M.D. (University of Minnesota, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Overhage, J. Marc, M.D., Ph.D. (Indiana University, 1988, 1987), Regenstrief Professor of Medical Informatics, Professor of Medicine and of Knowledge Informatics and Translation, and Adjunct Professor of Public Health
- Overholser, Brian R., Pharm.D. (Purdue University, 2001), Adjunct Assistant Professor of Medicine
- Overley, Toner M., Jr., M.D. (Indiana University, 1955), Volunteer Clinical Professor of Psychiatry
- Overman, Ryan T., M.D. (Indiana University, 2004), Assistant Professor of Clinical Neurology
- Oxford, Gerry S., Ph.D. (Emory University, 1974), Executive Director, Paul and Carole Stark Neurosciences Research Institute, and Professor of Pharmacology and Toxicology
- Ozols, Ingrida I., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Dermatology
- Pace, Sarah, M.D. (St. George's University, Grenada, 2007), Assistant Professor of Clinical Medicine
- Pachaiyappan, Kangeyan, M.B.,B.S. (Tamil Nadu Dr. M.G.R. Medical University, India, 1994), Volunteer Clinical Assistant Professor of Psychiatry
- Pacholski, Laura A., M.D. (Indiana University, 1996), Assistant Professor of Clinical Pediatrics
- Packer, C. Subah, Ph.D. (University of Manitoba, Canada, 1987), Associate Professor of Cellular and Integrative Physiology
- Padgett, Thomas C., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Pai, Durga K., M.D. (Indiana University, 2002), Assistant Professor of Clinical Radiology and Imaging Sciences
- Pai, Rajesh K., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Anesthesia
- Pais, Shobha, Ph.D. (Purdue University, 1996), Associate Professor of Family Medicine, School of Medicine; Adjunct Associate Professor of Medical

Humanities and Health Studies, School of Liberal Arts

- Pak, William L., Ph.D. (Cornell University, 1960), Adjunct Professor of Cellular and Integrative Physiology, IUSM-Lafayette
- Pallone, Jennifer A., D.O. (Kirksville College of Osteopathic Medicine, 1988), Volunteer Clinical Assistant Professor of Neurology, IUSM-Northwest
- Palmer, David R., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Palmer, Megan M., Ph.D. (Indiana University, 2003), Assistant Dean for Faculty Affairs and Professional Development, Assistant Professor of Medicine, and Adjunct Assistant Professor of Anatomy and Cell Biology, School of Medicine; Assistant Professor, School of Education
- Palmer, Sarah B., M.D. (University of Alabama, 1996), Assistant Professor, Part-Time, of Clinical Pediatrics
- Palmer, Steven W., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Medicine
- Palmer-Smith, Victoria, M.D. (University of Cincinnati, 1996), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Pancner, Ronald J., M.D. (Northwestern University, 1961), Volunteer Clinical Associate Professor of Psychiatry, IUSM-Fort Wayne
- Pande, Prakash N., M.D. (University of the State of New York, 1980), M.B., B.S. (University of Lucknow, India, 1964), Professor of Clinical Medicine
- Pankratz, Nathan D., Ph.D. (Indiana University, 2003), Visiting Assistant Research Professor of Medical and Molecular Genetics
- Pannunzio, Michael E., M.D. (University of Virginia, 1993), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Panszi, Jose G., M.D. (Universidad National Autonoma de Mexico, 1969), Volunteer Clinical Associate Professor of Neurology
- Pappas, James C., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Neurology
- Pappas, Margaret E., M.D. (University of Medicine and Dentistry of New Jersey, 1986), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Pardieck, Jane A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Pediatrics
- Parent, Leslie P., M.D. (Indiana University, 2007), Lecturer in Clinical Pediatrics
- Parikh, Virendra A., M.B.,B.S. (Saurashtra University, India, 1981), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Park, In-Woo, Ph.D. (Louisiana State University, 1988), Assistant Research Professor of Microbiology and Immunology
- Parker, George F., M.D. (University of Massachusetts, 1990), Associate Professor of Clinical Psychiatry
- Parmenter, Matthew A., D.P.M. (Illinois College of Podiatric Medicine, 1977), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute

- Parr, J. Andrew, M.D. (Indiana University, 1998), Assistant Professor of Clinical Orthopaedic Surgery
- Parvaz, Shahzad A., M.B.B.S. (University of Pune, India, 1994), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Terre Haute
- Pasalich, John N., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Pascuzzi, Robert M., M.D. (Indiana University, 1979), Chair and Professor of Neurology
- Pastakia, Sonak D., Pharm.D. (Temple University, 2004), Adjunct Assistant Professor of Medicine
- Patel, Aashish A., M.D. (Indiana University, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- Patel, Hema, M.B.,B.S. (Bombay University, India, 1980), Professor of Clinical Neurology
- Patel, Jaimini R., M.B.,B.S. (B. J. Medical College, India, 1979), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Patel, Jayesh P., M.B.,B.S. (Maharaja Sayajirao University, India, 1983), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Patel, Kayur V., M.B.B.S. (Bangalore University, India, 1987), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Terre Haute
- Patel, Minesh B., M.D. (Universidad Eugenio Maria de Hostos, Dominican Republic, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Patel, Nimesh K., D.O. (Lake Erie College of Osteopathic Medicine, 2005), Assistant Professor of Clinical Medicine
- Patel, Vinit J., M.D. (St. George's University, Grenada, 2004), Assistant Professor of Clinical Pediatrics
- Pathak, Sanjay K., M.D. (St. George's University, Grenada, 1997), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Terre Haute
- Pathak, Trilok P., M.D. (Northwestern University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Patterson, Dale A., M.D. (Michigan State University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Patterson, David L., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine
- Patterson, Kurt, M.D. (Indiana University, 1997), Assistant Professor, Part-Time, of Clinical Family Medicine
- Patterson, Scott M., Ph.D. (Louisiana State University, 2009), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Paul, Kelly L., M.D. (Indiana University, 2004), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Paul, Stephen H., M.D. (Rush Medical College, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Pauszek, Michael E., M.D. (Indiana University, 1977), Assistant Professor of Clinical Emergency Medicine

- Pavalko, Fredrick M., Ph.D. (Florida State University, 1987), Professor of Cellular and Integrative Physiology
- Payne, Margaret R., M.S.N. (Indiana University, 1997), Assistant Professor of Clinical Psychiatry
- Payne, R. Mark, M.D. (University of Texas Health Science Center at Houston, 1983), Professor of Pediatrics and of Medical and Molecular Genetics
- Payner, Troy D., M.D. (University of Cincinnati, 1988), Volunteer Clinical Assistant Professor of Neurological Surgery
- Peacock, Munro, M.B., Ch.B. (University of Glasgow, Scotland, 1960), Professor of Medicine
- Peak, Amy S., Pharm.D. (Butler University, 1997), Adjunct Assistant Professor of Pharmacology and Toxicology
- Peak, Dallas E., M.D. (Indiana University, 1991), Assistant Professor of Clinical Emergency Medicine
- Pearson, Michelle L., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Pederson, Bart A., Ph.D. (University of North Dakota, 1998), Adjunct Assistant Professor of Biochemistry and Molecular Biology, IUSM-Muncie
- Pekarek, Lori E., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Pelech, Emil, Jr., M.D. (Universidad Autonoma de Guadalajara, Mexico, 1982), Assistant Professor of Clinical Anesthesia
- Peller, Julie R., Ph.D. (University of Notre Dame, 2003), Associate Professor of Chemistry, IU Northwest; Adjunct Associate Professor of Biochemistry and Molecular Biology, IUSM-Northwest
- Pelus, Louis M., Ph.D. (Rutgers University, 1977), Professor of Microbiology and Immunology
- Penland, William R., M.D. (The Ohio State University, 1975), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Evansville
- Pennington, Kenneth L., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Medicine
- Pennington, Robert E., Jr., M.D. (University of Kentucky, 1972), Associate Professor of Clinical Surgery
- Pepple, W. David, M.D. (Indiana University, 1970), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Fort Wayne
- Perez, Felipe P., M.D. (Federico Villarreal National University, Peru, 1983), Associate Professor of Clinical Medicine
- Perez, Jody L., M.S. (Philadelphia University, 2003), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Perez-Majul, Fernando B., M.D. (Universidad Central de Venezuela, 1983), Assistant Professor of Clinical Anesthesia
- Perkins, Stephen W., M.D. (Indiana University, 1977), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery
- Perkins, Susan M., Ph.D. (University of Michigan, 1997), Associate Professor of Medicine, School of

Medicine; Adjunt Associate Professor, School of Nursing

- Perlow, Mark J., M.D. (Northwestern University, 1967), Professor of Clinical Medicine
- Peruski, Leonard F., Ph.D. (University of Michigan, 1988), Adjunct Associate Professor of Microbiology and Immunology, IUSM-Northwest
- Pescovitz, Ora H., M.D. (Northwestern University, 1979), Adjunct Professor of Pediatrics
- Pessanha, Breno, M.D. (Fluminense Federal University, Brazil, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Peters, Michael W., M.D. (University of Oklahoma, 1977), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Evansville
- Peterson, Dina M., Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Peterson, John C., M.D. (University of Iowa, 1974), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Petkovich, Steve T., O.D. (Illinois College of Optometry, 1997), Assistant Professor, Part-Time, of Clinical Ophthalmology, School of Medicine; Adjunct Clinical Assistant Professor, School of Optometry, IU Bloomington
- Petrache, Irina, M.D. (University of Medicine and Pharmacy, Romania, 1992), Floyd and Reba Smith Investigator in Respiratory Disease and Associate Professor of Medicine and of Biochemistry and Molecular Biology
- Petronio, Sandra G., Ph.D. (University of Michigan, 1979), Associate to the Chancellor, IUPUI; Professor of Communication Studies, School of Liberal Arts, Adjunct Professor of Medicine, School of Medicine, and Adjunct Professor, School of Informatics and School of Nursing
- Petrovich, Alison R., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Pettigrew, Timothy J., M.D. (Indiana University, 1989), Assistant Professor of Clinical Medicine
- Pettit, Katie E., M.D. (Indiana University, 2006), Assistant Professor of Clinical Emergency Medicine
- Pfau, Beth Ann, M.D. (Indiana University, 1985), Assistant Professor of Clinical Psychiatry
- Pfefferkorn, Marian D., M.D. (University of the Philippines, 1990), Associate Professor of Clinical Pediatrics
- Pfefferkorn, Troy G., M.D. (Far Eastern University, Philippines, 1987), Assistant Professor of Clinical Anesthesia
- Pfeiffer, Mitchell A., M.D. (New York Medical College, 1985), Volunteer Clinical Assistant Professor of Medicine
- Pfeiffer, Rachel M., M.D. (Indiana University, 2003), Assistant Professor, Part-Time, of Clinical Neurology
- Pflug, Beth R., Ph.D. (Georgetown University, 1997), Visiting Associate Professor, Part-Time, of Medicine
- Phan, Anh-Danh T., M.D. (Howard University, 1999), Assistant Professor of Ophthalmology
- Philippsen, Luke P., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Muncie

- Phillips, Carrie L., M.D. (University of Missouri-Kansas City, 1988), Associate Professor of Pathology and Laboratory Medicine and of Medicine
- Phillips, John F., Jr., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Phillips, Paul K., M.D. (University of Kentucky, 1977), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Terre Haute
- Phillips, Scott E., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Phipps, Erin J., M.D. (Indiana University, 2001), Assistant Professor of Clinical Pediatrics
- Phookan, Gautam, M.B.,B.S. (Assam Medical College, India, 1981), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-Muncie
- Piccardo, Pedro, M.D. (University of Buenos Aires, Argentina, 1978), Adjunct Associate Professor of Pathology and Laboratory Medicine
- ickett, Melanie A., O.D. (Indiana University, 2000), Assistant Professor of Clinical Ophthalmology
- Pierce, William J., M.D. (University of Illinois, 1970), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Piering, Andrew W., M.D. (Medical College of Wisconsin, 1994), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- Pierson, Jeffery L., M.D. (Johns Hopkins University, 1986), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Pillay, K. Vijayaprasanthan, M.B.,B.S. (Calicut Medical School, India, 1963), Ph.D. (University of Kerala, India, 1959), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Pina, Desiderio, M.D. (Universidad Iberoamericana, Dominican Republic, 1992), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-South Bend
- Pine Mattas, Denise A., M.D. (University of Illinois, 2003), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Pintar, Thomas J., M.D. (University of Wisconsin-Madison, 1994), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Pisano, Michael D., Ph.D. (University of Connecticut, 1980), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Pisoni, David B., Ph.D. (University of Michigan, 1971), Chancellor's Professor, IU Bloomington; Professor of Psychology and Cognitive Science and Adjunct Professor of Linguistics, College of Arts and Sciences, IU Bloomington; Adjunct Professor of Otolaryngology-Head and Neck Surgery and of Psychiatry, School of Medicine
- Pitre, Cory J., M.D. (Louisiana State University, 2002), Assistant Professor of Clinical Emergency Medicine
- Pitt, Henry A., M.D. (Cornell University, 1971), Professor of Surgery
- Pitts, Douglas E., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Medicine
- Pizzo, Anthony, M.D. (University of Chicago, 1945), Volunteer Clinical Professor of Pathology and Laboratory Medicine, Medical Sciences Program

- Plager, David A., M.D. (Indiana University, 1983), Professor of Ophthalmology
- Plant, Robert L., Pharm.D. (Purdue University, 1990), Adjunct Assistant Professor of Medicine, IUSM-Fort Wayne
- Platz, Charles M., M.D. (University of Iowa, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Pletzer, David P., M.D. (The Ohio State University, 1982), Volunteer Clinical Assistant Professor of Family Medicine
- Ploplis, Victoria A., Ph.D. (University of Notre Dame, 1981), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-South Bend
- Plotkin, Lilian I., Ph.D. (University of Buenos Aires, Argentina, 1996), Assistant Professor of Anatomy and Cell Biology
- Poer, David V., M.D. (University of Michigan, 1974), Volunteer Clinical Lecturer in Ophthalmology
- Pohlman, Timothy H., M.D. (Rush University, 1978), Professor of Clinical Surgery
- Poindexter, Brenda B., M.D. (Medical College of Ohio, 1990), Associate Professor of Clinical Pediatrics
- Pokhrel, Bhupesh, M.B.B.S. (Nepal Medical College, 2004), Assistant Professor of Clinical Medicine
- Polar, Yesim, Ph.D. (Bosphorus University, Turkey, 1993), Assistant Scientist in Medicine
- Pollok, Karen E., Ph.D. (University of Kentucky, 1990), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Pharmacology and Toxicology
- Pond, William W., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Fort Wayne
- Pontones, Pamela R., M.A. (Indiana University, 1990), Adjunct Lecturer in Public Health
- Poor, Maria C., M.D. (Indiana University, 1985), Assistant Professor of Clinical Psychiatry
- Poovendran, Poopalasingham, M.D. (University of Colombo, Sri Lanka, 1974), Volunteer Clinical Assistant Professor of Anesthesia
- Pope, Robert N., M.D. (University of South Florida, 1977), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- Popli, Anand P., M.B.,B.S. (Bombay University, India, 1982), Volunteer Clinical Professor of Psychiatry, IUSM-Northwest
- Porapaiboon, Veera, M.D. (Mahidol University, Thailand, 1963), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Porter, Brandie L., M.S.N. (Columbia University, 2000), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Porter, David A., M.D. (Indiana University, 1989), Ph.D. (Ball State University, 1991), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Porter, David H., II, M.D. (Indiana University, 1971), Associate Professor of Clinical Pediatrics
- Porter, Glyn A., M.D., Ph.D. (Indiana University, 1994, 1987), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Northwest
- Porvaznik, Michael E., M.D. (Pennsylvania State University, 1979), Volunteer Clinical Assistant

Professor of Family Medicine, Medical Sciences Program

- Posey, Kerrie L., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Psychiatry
- Potts, Eric A., M.D. (Indiana University, 1995), Assistant Professor of Clinical Neurological Surgery
- Poulin, Thomas L., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Poulos, James T., M.D. (Tufts University, 1963), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Poulos, Ward E., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Pediatrics
- Pound, David C., M.D. (Indiana University, 1980), Volunteer Clinical Associate Professor of Medicine
- Powell, Charles R., M.D. (Indiana University, 2002), Assistant Professor of Urology
- Powell, John F., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Powell, Talessa L., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Powelson, John A., M.D. (Boston University, 1986), Assistant Professor of Surgery
- Powers, Christopher D., M.D. (University of Illinois, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Pradhan, Kamnesh R., M.B.,B.S. (Seth G.S. Medical College, India, 1994), Assistant Professor of Clinical Pediatrics
- Prag, Kathleen A., M.D. (Medical College of Wisconsin, 1994), Assistant Professor of Clinical Medicine
- Prahlow, Joseph A., M.D. (Indiana University, 1990), Professor of Pathology and Laboratory Medicine, IUSM-South Bend
- Prahlow, Nathan D., M.D. (Indiana University, 1999), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Prall, F. Ryan, M.D. (Indiana University, 2002), Assistant Professor of Ophthalmology
- Prasad, Mridula, M.B.,B.S. (Osmania Medical College, India, 1972), Volunteer Clinical Assistant Professor of Neurology, IUSM-Northwest
- Prasad, Nagendra K.A., B.V.Sc. (University of Agricultural Science, India, 1988), Ph.D. (Memorial University of Newfoundland, Canada, 1994), Assistant Research Professor of Medicine
- Prasad, R. Bhawani, M.B.,B.S. (Osmania Medical College, India, 1972), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Prasad, Sarita, M.B.B.S. (Nagpur University, India, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Prasad, Vajravel M., M.B.,B.S. (University of Madras, India, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Presson, Robert G., Jr., M.D. (Vanderbilt University, 1981), Professor of Anesthesia and of Pediatrics
- Presti, Charles F., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne

- Presto, Eugene P., D.O. (Midwestern University, 2000), Assistant Professor of Clinical Anesthesia
- Price, Laura S., M.D. (University of Texas Health Science Center at San Antonio, 1992), Assistant Professor, Part-Time, of Clinical Pediatrics
- Price, Francis W., Jr., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Ophthalmology
- Prince, Melvin J., M.D. (University of Texas Medical Branch at Galveston, 1974), Volunteer Clinical Professor of Medicine
- Pritchard, John C., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Pritz, Michael B., M.D., Ph.D. (Case Western Reserve University, 1975, 1973), Professor of Neurological Surgery and Adjunct Professor of Anatomy and Cell Biology
- Pruthi, Vikas, Ph.D. (Institute of Microbial Technology, India, 1998), Visiting Assistant Scientist in Medicine
- Prystowsky, Eric N., M.D. (Mount Sinai School of Medicine of the City University of New York, 1973), Volunteer Clinical Associate Professor of Medicine
- Puccia, Vincent, M.D. (University of Palermo, Italy, 1980), Volunteer Clinical Assistant Professor of Surgery, IUSM-Terre Haute
- Pugh, Newell O., Jr., M.D. (Louisiana State University, 1968), Volunteer Clinical Assistant Professor of Radiation Oncology
- Pugh, William R., M.D. (Indiana University, 1963), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, Medical Sciences Program
- Purvin, Valerie A., M.D. (Tulane University, 1978), Volunteer Clinical Professor of Ophthalmology and of Neurology
- Puzio, Kevin J., M.D. (Wayne State University, 1982), Volunteer Clinical Assistant Professor of Neurology
- Qazi, Rahila I., M.B.B.S. (Dow Medical College, Pakistan, 1991), Volunteer Clinical Assistant Professor of Psychiatry
- Qu, Peng, Ph.D. (Oita University, Japan, 2005), Assistant Research Professor of Pathology and Laboratory Medicine
- Queener, Sherry F., Ph.D. (University of Illinois, 1970), Associate Dean, Indiana University Graduate School, and Director, Indiana University Purdue University Indianapolis Graduate School; Professor of Pharmacology and Toxicology, School of Medicine
- Quigley, Charmian A., M.B.,B.S. (University of New South Wales, Australia, 1979), Volunteer Clinical Assistant Professor of Pediatrics
- Quilliam, Lawrence A., Ph.D. (University of Sheffield, England, 1986), Professor of Biochemistry and Molecular Biology
- Quinney, Sara K., Ph.D., Pharm.D. (Purdue University, 2004, 2000), Assistant Research Professor of Obstetrics and Gynecology
- Quist, Kofi Kafui, M.B.Ch.B. (Kwame Nkrumah University of Science and Technology, Ghana, 2003), Assistant Professor of Clinical Medicine

- Rabi, Firas, M.B.B.S. (Jordan University of Science and Technology, 1998), Assistant Professor of Clinical Pediatrics
- Racette, Lyne, Ph.D. (Carleton University, Canada, 2004), Assistant Professor of Ophthalmology, School of Medicine; Adjunct Assistant Professor, School of Optometry
- Raches, Christine M., Psy.D. (University of Indianapolis, 2004), Adjunct Assistant Professor of Pediatrics
- Rader, Nicholas R., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Ophthalmology
- Radnovich, Alexander J., M.D., Ph.D. (Indiana University, 2006, 2008), Assistant Professor of Clinical Psychiatry
- Rae, James M., Ph.D. (Georgetown University, 2001), Adjunct Assistant Professor of Medicine
- Raff, Gregory J., M.D. (Indiana University, 1996), Associate Professor of Clinical Obstetrics and Gynecology
- Rager, Erika L., M.D. (Vanderbilt University, 1999), Assistant Professor of Clinical Surgery
- Ragg, Susanne, M.D., Ph.D. (*Heidelberg University, Germany, 1990, 1991*), Associate Professor of *Pediatrics*
- Raghavendra, Meghana, M.B.,B.S. (BLDEA's Shri B.M. Patil Medical College, India, 2003), Assistant Professor of Clinical Medicine
- Rahdert, Richard F., M.D. (Indiana University, 1961), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Lafayette
- Rahimi, Maryam, M.D. (Indiana University, 1997), Assistant Professor, Part-Time, of Clinical Medicine
- Rahn, Kevin A., M.D. (University of Wisconsin, 1989), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Rai, Gyan P., Ph.D. (Northern Illinois University, 1996), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Rains, Daniel P., M.D. (University of Iowa, 1976), Volunteer Clinical Assistant Professor of Family Medicine
- Raj, Shekhar S., M.B.,B.S. (Mysore Medical College, India, 1990), Assistant Professor of Clinical Pediatrics
- Rajput, Zeshan A., M.D. (Ross University, Dominica, 2005), Lecturer, Part-Time, in Clinical Medicine
- Ralston, Rick K., M.S. (University of Illinois, 1992), Associate Librarian and Director of Library Operations, Ruth Lilly Medical Library (Knowledge Informatics and Translation)
- Ramirez, José L., M.D. (University of Illinois, 1987), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Ramrakhiani, Sabeena, M.B.,B.S. (Jawaharlal Institute of Postgraduate Medical Education and Research, India, 2000), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Ramrakhiani, Sunil, M.B.,B.S. (S.M.S. Medical College, India, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Ramsey, Curtis J., M.S. (Purdue University, 2003), Adjunct Lecturer in Public Health

- Ranasinghe, Sisira, M.B.,B.S. (University of Ceylon, Sri Lanka, 1967), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Randall, John K., M.D. (Northeastern Ohio Universities, 1986), Volunteer Clinical Assistant Professor of Dermatology, IUSM-Lafayette
- Randall, Stephen K., Ph.D. (Indiana University, 1982), Associate Professor of Biology, School of Science; Adjunct Associate Professor of Biochemistry and Molecular Biology, School of Medicine
- Randolph, Geoffrey M., M.D. (Wayne State University, 1978), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery), IUSM-Fort Wayne
- Rang, James A., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Evansville
- Rao, Deepti, M.B.,B.S. (Bangalore University, India, 1994), Volunteer Clinical Assistant Professor of Psychiatry
- Rao, Maddamsetti N., M.B.,B.S. (Andhra Medical College, India, 1978), Assistant Professor of Clinical Medicine
- Rao, Mohan K., M.D. (The Ohio State University, 1985), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Rao, T. Venkata, M.B.,B.S. (Mahdevappa Rampure Medical College, India, 1976), Assistant Professor of Clinical Psychiatry
- Rapp, Kyle O., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Rappaport, Stephen A., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Medicine
- Raske, Molly E., M.D. (The Ohio State University, 2001), Assistant Professor of Radiology and Imaging Sciences
- Rasmussen, Kurt, Ph.D. (Princeton University, 1985), Adjunct Professor of Psychiatry
- Rasp, Fred L., M.D. (Indiana University, 1972), Volunteer Clinical Professor of Medicine, IUSM-Fort Wayne
- Raster, Robert T., M.D. (Wayne State University, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Ratani, Rita S., M.B.B.S. (University of Poona, India, 1985), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Terre Haute
- Ratliff, Wesley W., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Ratzman, David M., M.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Anesthesia
- Rau, John D., M.D. (Indiana University, 1970), Associate Professor of Clinical Pediatrics
- Rausch, George H., Ed.D. (University of Northern Colorado, 1984), Associate Dean for Diversity Affairs; Associate Professor of Clinical Family Medicine

- Rausch, James M., M.D. (University of California, San Diego, 1973), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Rauscher, Frederick P., M.D. (University of Iowa, 1970), Assistant Professor of Psychiatry
- Ravindra, Baikadi A., M.B.,B.S. (Bangalore Medical College, India, 1976), Volunteer Clinical Assistant Professor of Medicine
- Rawlings, Michael A., M.D. (Northwestern University, 2002), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Ray, James B., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Surgery, Medical Sciences Program
- Raymer, Geoffrey S., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Razek, Aly, M.D. (Cairo University, Egypt, 1964), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Evansville
- Rea, James B., M.D. (St. Louis University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Rebesco, Marguerite P., Ph.D. (DePaul University, 1980), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Records, Bruce L., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine
- Reddy, Sreenivas G., M.D. (American University of the Caribbean, West Indies, 1997), D.V.M. (College of Veterinary Medicine, India, 1989), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Northwest
- Redman, Kent L., Ph.D. (University of Iowa, 1985), Associate Professor of Biochemistry and Molecular Biology, IUSM-Fort Wayne
- Reeck, Matthew C., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Dermatology, Medical Sciences Program
- Reed, Cynthia K., M.D. (Loyola University, 1992), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Reed, Donald N., Jr., M.D. (University of Michigan, 1981), Volunteer Clinical Professor of Surgery, IUSM-Fort Wayne
- Reed, R. Lawrence, II, M.D. (University of Virginia, 1976), Professor of Surgery
- Reed, Steven B., M.H.A. (Indiana University Purdue University Indianapolis, 1983), Visiting Lecturer in Public Health
- Reedy, Mark A., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Reeves, Denise S., M.D. (Wright State University, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Muncie
- Reeves, Lilith, M.S. (Indiana State University, 1974), Associate Professor of Clinical Medical and Molecular Genetics
- Regev, Arie, M.D. (*The Hebrew University, Israel,* 1986), Volunteer Clinical Associate Professor of Medicine

- Rehman, Jalees, M.D. (Technische Universität München, Germany, 1996), Adjunct Assistant Professor of Medicine
- Rehme, Christopher G., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Dermatology
- Rehn, Charles E., M.D. (Indiana University, 1970), Assistant Professor of Clinical Neurology
- Reichenbach, Brian D.B., M.D. (University of Iowa, 2004), Volunteer Clinical Assistant Professor of Family Medicine
- Reich, Keith A., D.O. (Kirksville College of Osteopathic Medicine, 1984), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Reid, Philip R., M.D. (University of Cincinnati, 1967), Professor of Medicine
- Reifenberg, Richard J., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Medicine and of Pediatrics
- Reiger, Mark A., M.D. (Indiana University, 1999), Assistant Professor of Clinical Emergency Medicine
- Reinoso, Deanna R., M.D. (Indiana University, 1999), Assistant Professor of Clinical Pediatrics
- Reinwald, Susan, Ph.D. (Purdue University, 2006), Adjunct Assistant Research Professor of Anatomy and Cell Biology
- Reisinger, Melissa A., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Evansville
- Reisinger, Patrick S., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Reiter, Jill L., Ph.D. (Washington University, 1994), Assistant Professor of Obstetrics and Gynecology
- Renbarger, Jamie L., M.D. (St. Louis University, 1996), Assistant Professor of Pediatrics, of Medicine, and of Obstetrics and Gynecology
- Renkens, Kenneth L., M.D. (Boston University, 1982), Volunteer Clinical Assistant Professor of Neurological Surgery and of Orthopaedic Surgery
- Renne, James W., M.D. (University of Wisconsin, 1968), Volunteer Clinical Associate Professor of Orthopaedic Surgery, IUSM-Evansville
- Renschler, Todd D., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Urology, IUSM-Evansville
- Renshaw, Scott E., M.D. (Indiana University, 2000), Assistant Professor of Clinical Family Medicine
- Repetto, Corinna, M.D. (University of Medicine and Dentistry of New Jersey, 1986), Volunteer Clinical Assistant Professor of Emergency Medicine, Medical Sciences Program
- Rescorla, Frederick J., M.D. (University of Wisconsin, 1981), Lafayette F. Page Professor of Pediatric Surgery, and Professor of Surgery
- Reske, Laura L., M.D. (University of California, Irvine, 1989), Volunteer Clinical Assistant Professor of Psychiatry
- Rettig, Arthur C., M.D. (Cornell University, 1967), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Rettig, Lance A., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Orthopaedic Surgery

- Revtyak, George E., M.D. (Indiana University, 1978), Volunteer Clinical Associate Professor of Medicine
- Rex, Douglas K., M.D. (Indiana University, 1980), Distinguished Professor; Chancellor's Professor, IUPUI; Professor of Medicine, School of Medicine
- Rexroth, Daniel F., Psy.D. (University of Indianapolis, 2001), Assistant Professor of Clinical Psychology in Clinical Psychiatry and of Clinical Neurology
- Reyburn, D. Kevin, M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Reynolds, John M., M.D. (University of Cincinnati, 1995), Volunteer Clinical Assistant Professor of Medicine
- Rhinehart, Steven N., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Rhodes, Simon J., Ph.D. (Purdue University, 1991), Associate Dean for Graduate Studies; Professor of Cellular and Integrative Physiology and Adjunct Professor of Biochemistry and Molecular Biology
- Rhyant, Broderick J., M.D. (University of Cincinnati, 1998), Assistant Professor of Clinical Family Medicine
- Rice, Jennifer A., M.D. (Georgetown University, 2004), Assistant Professor of Clinical Emergency Medicine
- Rice, John L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Rice, Paul H., III, M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Neurology
- Richard, Mack L., M.S. (Purdue University, 1976), Assistant Professor, Part-Time, of Radiology and Imaging Sciences
- Richards, John J., M.D. (University of Illinois, 2006), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Richardson, Jennelle D., Ph.D. (University of Minnesota, 1997), Assistant Professor of Clinical Pharmacology and Toxicology
- Richardson, Jonathan H., Psy.D. (The Wright Institute, 2006), Volunteer Clinical Assistant Professor of Pediatrics
- Richardson, Thomas A., M.D. (Indiana University, 1984), Adjunct Clinical Assistant Professor of Emergency Medicine
- Richeson, Coby T., M.D. (University of Missouri-Columbia, 1998), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Richler, Jennifer S., Ph.D. (University of Michigan, 2007), Assistant Scientist/Scholar and Visiting Lecturer in Psychology, College of Arts and Sciences, IU Bloomington; Adjunct Assistant Scientist in Psychiatry, School of Medicine
- Rickert, James B., M.D. (Georgetown University, 1988), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Rickert, Vaughn I., Psy.D. (Central Michigan University, 1986), Donald Orr, M.D. Professor of Adolescent Medicine and Professor of Pediatrics
- Ricks, Christina P., M.D. (Indiana University, 1998), Assistant Professor, Part-Time, of Clinical Emergency Medicine and of Clinical Pediatrics

- Riddell, Scott V., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Rider, Paul S., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Pediatrics
- Ridge, Frederick R., Jr., M.D. (Indiana University, 1975), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Terre Haute
- Rieger, Karen M., M.D. (Rush University, 1990), Associate Professor of Clinical Surgery
- Riegner, Kurt A., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Anesthesia
- Ries, J. Scott, M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Rieser, Jason E., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Rieti, Robert A., D.O. (University of Medicine and Dentistry of New Jersey, 1999), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Rifai, M. Hytham, M.D. (Damascus University, Syria, 1978), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-Northwest
- Riley, Braden C., D.O. (Kansas City College of Osteopathic Medicine, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Riley, Robert J., M.D. (Medical College of Wisconsin, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Rimawi, Hazim I., M.D. (American University of the Caribbean, West Indies, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Medicine
- Rinderknecht, Seth D., M.D. (University of Toledo, 2006), Assistant Professor of Clinical Family Medicine
- Riner, Mary E., D.N.Sc. (Indiana University, 1998), Associate Professor, School of Nursing; Adjunct Associate Professor of Public Health, School of Medicine
- Ringenberg, Thomas J., D.O. (Kirksville College of Osteopathic Medicine, 1983), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Ringer, Jamie M., Psy.D. (University of Indianapolis, 2008), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Rink, Lawrence D., M.D. (Indiana University, 1966), Volunteer Clinical Professor of Medicine, Medical Sciences Program
- Rink, Richard C., M.D. (Indiana University, 1978), Robert A. Garrett Professor of Pediatric Urologic Research, and Professor of Urology
- Rinkle, James A., M.D. (St. George's University, Grenada, 2003), Assistant Professor of Clinical Emergency Medicine
- Riordan, Nicole D., M.D. (Indiana University, 2007), Assistant Professor, Part-Time, of Clinical Emergency Medicine, IUSM-South Bend
- Rios-Meza, Hugo A., M.D. (Monterrey Institute of Technology and Higher Studies, Mexico, 2003), Assistant Professor of Clinical Medicine
- Ripperger, Brandi N., A.S. (Indiana University Purdue University Indianapolis, 2007), Adjunct

Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)

- Rippy, Janet S., M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Medicine
- Risinger, Michael W., M.D. (Indiana University, 1978), Associate Professor of Clinical Neurology
- Rissing, Stacy M., M.D. (Indiana University, 2005), Lecturer in Clinical Radiology and Imaging Sciences
- Ritchie, Ingrid M., Ph.D. (University of Minnesota, 1980), Director of Undergraduate Education and Associate Professor of Public Health
- Ritke, Mary K., Ph.D. (University of Illinois, 1985), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Ritter, Hadley E., M.D. (Temple University, 2001), Assistant Professor of Clinical Surgery
- Ritter, Mark J., M.D. (University of Iowa, 1999), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Rizos, Stephanos, M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Rizzo, Kathryn A., D.O., Ph.D. (University of Medicine and Dentistry of New Jersey, 2003), Assistant Professor of Pathology and Laboratory Medicine
- Rizzo, Maria T., M.D. (*Perugia University, Italy,* 1983), Adjunct Assistant Professor of Medicine and of Pharmacology and Toxicology
- Roach, Paris, M.D. (Indiana University, 1987), Associate Professor of Clinical Medicine
- Roach, Peter J., Ph.D. (Glasgow University, Scotland, 1972), Distinguished Professor; Chancellor's Professor, IUPUI; Professor of Biochemistry and Molecular Biology, School of Medicine
- Robb, Alicyn D., M.D. (St. Louis University, 1998), Assistant Professor of Clinical Pediatrics
- Robb, Bruce W., M.D. (Washington University, 1998), Assistant Professor of Clinical Surgery
- Roberts, Christopher S., D.V.M. (Louisiana State University, 2000), Assistant Scientist, Laboratory Animal Resource Center
- Roberts, Gavin J., M.D. (Indiana University, 1991), Assistant Professor, Part-Time, of Clinical Ophthalmology
- Roberts, Robin, D.V.M. (Louisiana State University, 2001), Assistant Director and Assistant Scientist, Laboratory Animal Resource Center
- Roberts, Scott D., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Medicine
- Robertson, Kent A., M.D., Ph.D. (University of Wisconsin, 1982), Associate Professor of Pediatrics
- Robertson, Michael J., M.D. (University of Chicago, 1984), Professor of Medicine
- Robertson, Roy W., M.D. (University of Nebraska, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Robins, Helen G., M.D. (Indiana University, 1985), Assistant Professor of Clinical Emergency Medicine
- Robinson, Brian T., M.D. (Howard University, 2001), Assistant Professor of Clinical Medicine

- Robinson, Carolyn O., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics
- Robinson, Daniel J., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Ophthalmology
- Robinson, Judith A., M.D. (University of Illinois, 1981), Volunteer Clinical Associate Professor of Obstetrics and Gynecology
- Robinson, Richard D., J.D. (Indiana University, 1971), Adjunct Assistant Professor of Medicine, IUSM-Fort Wayne
- Robinson, Susan, M.S. (Indiana University, 1997), Associate Professor of Clinical Radiologic Sciences (Radiology and Imaging Sciences)
- Robling, Alexander G., Ph.D. (University of Missouri-Columbia, 1998), Associate Professor of Anatomy and Cell Biology
- Rochelle, Carl A., III, A.A.S. (Virginia Western Community College, 2006), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Rocillo, Gina, M.D. (University of Santo Tomas, Philippines, 1994), Assistant Professor of Clinical Family Medicine
- Rodak, Bernadette F., M.S. (University of Kentucky, 1980), Professor of Clinical Laboratory Sciences and of Pathology and Laboratory Medicine
- Rodd, Zachary A., Ph.D. (State University of New York at Albany, 1997), Assistant Professor of Psychiatry, School of Medicine; Adjunct Assistant Professor of Psychology, School of Science
- Rodefeld, Mark D., M.D. (Indiana University, 1990), Associate Professor of Surgery
- Rodgers, Kevin G., M.D. (Medical College of Virginia, 1986), Professor of Clinical Emergency Medicine
- Rodgers, Richard B., M.D. (Indiana University, 1999), Assistant Professor of Neurological Surgery
- Rodocker, Gregory W., M.D. (University of Louisville, 2000), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Rodriguez, Michael, M.D. (University of Illinois at Chicago, 1988), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Roe, David W., M.D. (Southern Illinois University, 1996), Assistant Professor of Clinical Medicine
- Roepke, Douglas A., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Pediatrics
- Roepke, Janet E., M.D., Ph.D. (Indiana University, 1992, 1993), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Muncie
- Rogers, Charles P., M.D. (Indiana University, 1999) Assistant Professor of Clinical Family Medicine
- Rogers, L. Ralph, M.D. (University of Louisville, 1975), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Evansville
- Rogers, Nakiisa M., M.D. (Indiana University, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- Rogol, Alan D., M.D., Ph.D. (Duke University, 1970), Professor, Part-Time, of Clinical Pediatrics

- Rohr-Kirchgraber, Theresa M., M.D. (Cornell University, 1988), Associate Professor of Clinical Pediatrics and of Clinical Medicine
- Rollock, David, Ph.D. (Yale University, 1989), Adjunct Associate Professor of Clinical Psychology (Psychiatry), IUSM-Lafayette
- Ronan, Mark C., Ph.D. (University of Michigan, 1983), Director of Teaching and Media Development and Assistant Professor, Part-Time, of Cellular and Integrative Physiology, Medical Sciences Program
- Ronco, Peter B., M.D. (Indiana University, 2002), Assistant Professor of Clinical Pediatrics
- Rong, Nan, Ph.D. (University of Rochester, 2003), Assistant Professor of Clinical Public Health
- Rood, Loren K., M.D. (University of Louisville, 1987), Assistant Professor of Clinical Emergency Medicine
- Roos, Karen L., M.D. (Hahnemann Medical College, 1981), Professor of Neurological Surgery and John and Nancy Nelson Professor of Neurology
- Root, Timothy D., M.D. (Washington University, 1999), Assistant Professor of Clinical Emergency Medicine
- Rosario, Peter A., M.D. (Baylor College of Medicine, 1973), Volunteer Clinical Professor of Medicine, IUSM-Evansville
- Rosario, Rafael D., M.D. (Wright State University, 2005), Assistant Professor of Clinical Medicine
- Rose, Rebecca S., M.D. (University of Iowa, 1994), Assistant Professor of Clinical Pediatrics
- Rose, Stephen L., M.D. (University of Louisville, 1977), Director of Medical Pathology and Assistant Professor, Part-Time, of Clinical Pathology and Laboratory Medicine, IUSM-Evansville
- Rose, Susan P., M.D., Ph.D. (Indiana University, 1985, 1975), Assistant Professor of Clinical Pediatrics
- Roseff, M. Hilliard, M.D. (Autonoma University of Guadalajara, Mexico, 1973), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Terre Haute
- Rosen, Arthur D., M.D. (State University of New York Downstate Medical Center, 1960), Volunteer Clinical Professor of Neurology, IUSM-Lafayette
- Rosen, Elliot D., Ph.D. (University of Iowa, 1980), Associate Professor of Medical and Molecular Genetics
- Rosenfeld, Stephen H., M.D. (Albert Einstein College of Medicine, 1983), Assistant Professor of Clinical Anesthesia
- Rosenman, Marc B., M.D. (Washington University, 1993), Associate Professor of Pediatrics and of Knowledge Informatics and Translation
- Ross, David E., Jr., M.D. (Meharry Medical College, 1955), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Ross, Stephen G., Psy.D. (Illinois School of Professional Psychology, 1990), Adjunct Assistant Professor of Medicine, IUSM-Fort Wayne
- Ross-Douglas, Brandi K., M.D. (Howard University, 2000), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Rossmann, Michael G., Ph.D. (University of Glasgow, Scotland, 1956), Adjunct Professor of Microbiology and Immunology, IUSM-Lafayette

- Rossow, Betsy E., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend
- Roth, Elizabeth L., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Roth, Trenton D., M.D. (Indiana University, 2004), Assistant Professor of Clinical Radiology and Imaging Sciences
- Rothenberg, Jeffrey M., M.D. (Tel Aviv University, Israel, 1992), Associate Professor of Clinical Obstetrics and Gynecology
- Rothman, Peter M., M.D. (University of Pittsburgh, 1969), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Rotta, Alexandre T., M.D. (Federal University of Rio Grande do Sul, Brazil, 1989), Associate Professor of Clinical Pediatrics
- Rouch, Dale A., M.D. (Indiana University, 1980), Volunteer Clinical Associate Professor of Surgery
- Roumpf, Steven K., M.D. (University of Nebraska, 1999), Assistant Professor of Clinical Emergency Medicine
- Rouse, Mary R., M.D. (Indiana University, 1979), Associate Professor of Clinical Pediatrics
- Rouse, Thomas M., M.D. (Indiana University, 1979), Associate Professor of Clinical Surgery
- Rousseau, Steve L., M.D. (Southwestern University, Philippines, 1988), Volunteer Clinical Assistant Professor of Family Medicine
- Routh, Charles R., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Routledge, Betty A., M.D. (New York University, 1983), Assistant Professor, Part-Time, of Clinical Family Medicine
- Rowland, Todd R., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, Medical Sciences Program
- Roy-Chowdhury, Sharmila, M.B.B.S. (Jawaharlal Institute of Postgraduate Medical Education and Research, India, 1991), Assistant Professor of Surgery
- Rubart-von der Lohe, Michael, M.D. (University of Bonn, Germany, 1984), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Pharmacology and Toxicology
- Rubeiz, George J., M.D. (American University of Beirut, Lebanon, 1985), Volunteer Clinical Assistant Professor of Medicine
- Ruble, Pamela J., M.A. (Indiana University, 2002), Adjunct Lecturer in Pediatrics
- Rudicel, Max H., M.D. (Indiana University, 1970), Assistant Professor of Clinical Emergency Medicine
- Ruff, Michael E., M.D. (Vanderbilt University, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Ruhl, Laura J., M.D. (Indiana University, 2006), Visiting Assistant Professor of Clinical Pediatrics
- Rumsey, Todd C., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne

- Rupp, Catherine C., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Rusche, William P., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Rushing, Daniel A., M.D. (University of Illinois, 1976), Professor of Clinical Medicine
- Rushton, Jerry L., M.D. (Indiana University, 1993), Omer Foust Scholar and Associate Professor of Clinical Pediatrics
- Rusk, Debra S., M.D. (Indiana University, 1994), Assistant Professor of Clinical Emergency Medicine
- Rusk, Gary D., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Neurology, IUSM-Terre Haute
- Russell, Michael A., M.D. (West Virginia University, 1987), Volunteer Clinical Assistant Professor of Emergency Medicine
- Russell, W. Michael, Ph.D. (North Carolina State University, 2001), Adjunct Assistant Professor of Microbiology and Immunology, IUSM-Evansville
- Rustagi, Prevesh K., M.B.,B.S. (All India Institute of Medical Sciences, India, 1978), Volunteer Clinical Associate Professor of Psychiatry, IUSM-Fort Wayne
- Rusyniak, Daniel E., M.D. (Bowman Gray School of Medicine, 1996), Associate Professor of Emergency Medicine and Adjunct Associate Professor of Neurology and of Pharmacology and Toxicology
- Rutherford, William F., M.D. (University of California, San Diego, 1981), Assistant Professor of Clinical Emergency Medicine
- Ryan, Loretta A., M.D. (University of Illinois, 1982), Volunteer Clinical Assistant Professor of Pediatrics
- Ryan, Michael P., M.D. (Indiana University, 1975), Professor of Medicine
- Rydberg, Jonas, M.D. (Karolinska Institute, Sweden, 1981), Professor of Clinical Radiology and Imaging Sciences
- Ryder, Kenneth W., Jr., M.D., Ph.D. (University of Illinois, 1975, 1972), Professor of Pathology and Laboratory Medicine
- Saadatzadeh, M. Reza, Ph.D. (Leeds University, England, 1999), Assistant Scientist in Surgery
- Saba, Sadia, M.B.,B.S. (Aligarh Muslim University, India, 1999), Assistant Professor of Clinical Neurology
- Sabau, Dragos, M.D. (University of Medicine and Pharmacy of Targu-Mures, Romania, 1996), Assistant Professor of Clinical Neurology
- Sabini, Rosanna C., D.O. (New York College of Osteopathic Medicine, 2005), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Sachdev, Gloria P., Pharm.D. (University of Oklahoma, 1996), Adjunct Assistant Professor of Medicine
- Sachs, Greg A., M.D. (Yale University, 1985), Professor of Medicine
- Sadanandan, Saihari, M.B.,B.S. (Madras University, India, 1992), Associate Professor of Clinical Medicine
- Sadiq, Zujaja, M.B.,B.S. (The Aga Khan University, Pakistan, 1999), Lecturer in Clinical Pediatrics

- Safa, Ahmad R., Ph.D. (Iowa State University, 1980), H. H. Gregg Professor of Cancer Research and Professor of Pharmacology and Toxicology
- Safadi, Hakam, M.D. (Damascus Medical School, Syria, 1972), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Sagalovsky, Boris, M.D. (Riga Medical Institute, Latvia, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Saha, Chandan K., Ph.D. (University of Iowa, 2001), Associate Professor of Medicine
- Sajdyk, Tammy J., Ph.D. (Indiana University, 1997), Adjunct Associate Research Professor of Psychiatry
- Sakbun, Vannara, M.D., Ph.D. (University of Hawaii, 2001), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Salama, Mary T., M.D. (Cairo University, Egypt, 1993), Assistant Professor of Clinical Psychiatry
- Salanova, Vicenta, M.D. (University of Madrid, Spain, 1968), Professor of Neurology
- Salberg, Larry M., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Neurology, IUSM-Northwest
- Sale, Mark E., M.D. (The Ohio State University, 1985), Adjunct Professor of Medicine
- Salgado, José H., M.D. (National University of Colombia, 1981), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Salih, Zeynep N., M.D. (Ankara University, Turkey, 1990), Assistant Professor of Clinical Pediatrics
- Sallay, Peter I., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Salon, Scott W., Ph.D. (Texas Tech University, 1982), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry), IUSM-Fort Wayne
- Saltzman, Andrew T., M.D. (Duke University, 1984), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Evansville
- Samm, Bill J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Urology, IUSM-Evansville
- Samson, George S., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Anesthesia, IUSM-Terre Haute
- Samuel, Terri T., M.D. (Mayo Medical School, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- Samuels, Brian C., M.D., Ph.D. (Indiana University, 2004), Assistant Professor of Ophthalmology and of Cellular and Integrative Physiology
- Sanchez, Juan C., M.D. (University of Puerto Rico, 1986), Associate Professor of Clinical Pediatrics
- Sanders, Bridget M., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Surgery
- Sanders, Charles E., Jr., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Sandison, George A., Ph.D. (University of Manitoba, Canada, 1987), Adjunct Professor of Radiation Oncology, IUSM-Lafayette
- Sando, William C., M.D. (Washington University, 1979), Volunteer Clinical Associate Professor of Plastic Surgery (Surgery)

- Sandock, Mark S., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Sandrasegaran, Kumar, M.B.Ch.B. (University of Zimbabwe, 1985), Associate Professor of Radiology and Imaging Sciences
- Sandusky, George E., D.V.M. (The Ohio State University, 1971), Ph.D. (Louisiana State University, 1980), Senior Research Professor of Pathology and Laboratory Medicine
- Sanford, Michael W., M.D. (Indiana University, 2006), Assistant Professor of Clinical Anesthesia
- Sanghani, Paresh C., Ph.D. (University of Southern California, 1997), Adjunct Assistant Research Professor of Biochemistry and Molecular Biology
- Sanghani, Sonal P., Ph.D. (University of Bombay, India, 1992), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Sannuti, Aruna, M.D. (Northwestern University, 1990), Assistant Professor of Clinical Medicine
- Sapir, Dan A., M.D. (Chicago Medical School, 1977), Volunteer Clinical Assistant Professor of Anesthesia, Medical Sciences Program
- Sardesai, Nitin S., M.B.,B.S. (University of Bombay, India, 1973), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Sarin, Ravi R., M.B.,B.S. (Kanpur University, India, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Sarnat, William S., M.D. (Wayne State University, 1970), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Sarosi, Thomas E., M.D. (Wayne State University, 1978), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Sarrazine, Ronald L., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Sarria, Edgar E., M.D. (National Autonomous University of Nicaragua, 1992), Ph.D. (Federal University of Rio Grande do Sul, Brazil, 2008), Assistant Scientist in Pediatrics
- Sartore, J. Christopher, M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Sartorius, Carl J., M.D. (Indiana University, 1993), Assistant Professor of Clinical Neurological Surgery
- Sasso, Rick C., M.D. (Indiana University, 1986), Volunteer Clinical Professor of Orthopaedic Surgery
- Sather, Carl A., M.D. (University of Illinois, 2005), Assistant Professor, Part-Time, of Clinical Medicine and of Clinical Pediatrics
- Sato, Masahiko, Ph.D. (Dartmouth College, 1983), Adjunct Professor of Anatomy and Cell Biology
- Satterwhite, Julie H., Ph.D. (University of Georgia, 1990), Adjunct Assistant Professor of Medicine and of Pharmacology and Toxicology
- Sauder, Adrian J., M.D. (University of Illinois, 2007), Assistant Professor of Clinical Emergency Medicine
- Savader, Barbara L., M.D. (University of South Florida, 1985), Assistant Professor of Clinical Radiology and Imaging Sciences

- Sawada, Stephen G., M.D. (University of Rochester, 1982), Professor of Medicine
- Sawchuk, Alan P., M.D. (Indiana University, 1982), Professor of Surgery
- Sawyer, Douglas E., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Family Medicine
- Saxena, Romil, M.B.,B.S. (Bombay University, India, 1983), Associate Professor of Pathology and Laboratory Medicine and of Medicine
- Saxman, Scott B., M.D. (Indiana University, 1985), Volunteer Clinical Associate Professor of Medicine
- Saxon, Dale W., Ph.D. (Dalhousie University, Canada, 1993), Associate Professor of Anatomy and Cell Biology, IUSM-Evansville
- Sayar, S. Hamid, M.D. (Tehran University of Medical Sciences, Iran, 1992), Assistant Professor of Clinical Medicine
- Saykin, Andrew J., Psy.D. (Hahnemann Medical College, 1982), Director, Center for Neuroimaging, Raymond C. Beeler Professor of Radiology, and Professor of Radiology and Imaging Sciences, of Clinical Psychology (Psychiatry), of Neurology, and of Medical and Molecular Genetics, School of Medicine; Adjunct Professor of Psychology, College of Arts and Sciences, IU Bloomington
- Saysana, Michele, M.D. (Indiana University, 1999), Assistant Professor of Clinical Pediatrics
- Saysana, Chansamone, M.D. (Indiana University, 1999), Assistant Professor of Clinical Anesthesia
- Schadow, Gunther, M.D. (Humboldt Universitat, Germany, 1997), Associate Professor, School of Informatics; Adjunct Associate Professor of Medicine and of Knowledge Informatics and Translation, School of Medicine
- Schafer, Howard L., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Lafayette
- Schaffer, Jason T., M.D. (University of Cincinnati, 1999), Assistant Professor of Clinical Emergency Medicine
- Schamberger, Marcus S., M.D. (University of Erlangen-Nuremberg, Germany, 1992), Associate Professor of Clinical Pediatrics
- Schapker, Anthony L., M.D. (Indiana University, 1980), Volunteer Clinical Professor of Pediatrics, IUSM-Evansville
- Schechter, J. Stephen, M.D. (Indiana University, 1968), Volunteer Clinical Assistant Professor of Pediatrics, Medical Sciences Program
- Scheel, Molly D., Ph.D. (University of Chicago, 1999), Assistant Professor of Medical and Molecular Genetics, IUSM-South Bend
- Scheeringa, Ronald H., M.D. (Indiana University, 1960), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Scheid, D. Kevin, M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Scheiderer, Jason G., B.A. (Wabash College, 2003), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Schellhase, Ellen M., Pharm.D. (Purdue University, 1999), Adjunct Assistant Professor of Medicine

- Schellinger, Megan M., D.O. (*Kirksville College of* Osteopathic Medicine, 2006), Assistant Professor of Clinical Obstetrics and Gynecology
- Schendel, Kevin D., M.D. (Rush University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Schendel, N. Jean, J.D. (Valparaiso University, 1994), Adjunct Assistant Professor of Medicine, IUSM-Fort Wayne
- Scherer, Jack R., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Dermatology
- Scherer, L. R., III, M.D. (The Ohio State University, 1981), Professor of Surgery
- Schilder, Jeanne M., M.D. (Medical College of Ohio, 1993), Associate Professor of Obstetrics and Gynecology
- Schleck, Julie P., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Schlenk, Elizabeth C., B.S. (Indiana University, 1974), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Schlueter, David P., II, M.D. (Indiana University, 1995), Assistant Professor of Clinical Emergency Medicine
- Schmid, Benjamin D., M.D. (University of Illinois, 1976), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Schmid, Rita A., M.D. (Indiana University, 2006), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Schmidt, C. Max, M.D. (University of Chicago, 1992), Ph.D. (Georgetown University, 1998), Associate Professor of Surgery and of Biochemistry and Molecular Biology
- Schmidt, Martin, Jr., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Schmitt, Gregory S., M.D. (University of Illinois, 1980), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Schnecker, R. Joseph, M.D. (University of Cincinnati, 2001), Volunteer Clinical Assistant Professor of Family Medicine
- Schneider, Bryan P., M.D. (Indiana University, 1999), Shawn Hanson Investigator in Breast Cancer Research and Assistant Professor of Medicine and of Medical and Molecular Genetics
- Schneider, Judith M., M.S. (Indiana University, 1987), Assistant Professor of Clinical Radiation Therapy Technology (Radiation Oncology)
- Schneider, William H., Ph.D. (University of Pennsylvania, 1976), Constance M. Baker and Robert S. Ort Chair; Professor of History, and Adjunct Professor of Philanthropic Studies, School of Liberal Arts; Adjunct Professor of Medical and Molecular Genetics and of Medicine, School of Medicine
- Schnerre, Susan M., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Lafayette

- Schoon, Paul G., M.D. (University of Iowa, 1977), Assistant Professor of Clinical Obstetrics and Gynecology
- Schopper, Mark P., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Family Medicine
- Schorey, Jeffrey S., Ph.D. (University of Texas Health Science Center, San Antonio, 1991), Adjunct Associate Professor of Microbiology and Immunology, IUSM-South Bend
- Schrader, Stuart M., Ph.D. (State University of New York at Buffalo, 1998), Clinical Assistant Professor of Behavioral Science, School of Dentistry, and Adjunct Assistant Professor of Family Medicine, School of Medicine
- Schreier, Eric M., D.O. (University of Health Sciences, 1985), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, IUSM-Fort Wayne
- Schreiner, Melanie A., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Schroeder, Barbara M., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Fort Wayne
- Schroeder, James E., M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Medicine>
- Schubert, Cathy C., M.D. (University of Tennessee, 1999), Associate Professor of Clinical Medicine
- Schubert, Esther V., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Psychiatry
- Schubert, Frank P., M.D. (University of Tennessee, 1999), Assistant Professor of Clinical Obstetrics and Gynecology
- Schultheis, Chad W., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Psychiatry, Medical Sciences Program
- Schultz, David E., II, M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Schultz, Edward V., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Schultz, Stanton G., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Schulz, Teri L., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Schumacher, Mariah A., M.D. (Jefferson Medical College, 2006), Visiting Lecturer in Clinical Ophthalmology
- Schwartz, Alan L., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Pediatrics
- Schwartz, Cortney L., M.D. (Indiana University, 1995), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Schwartz, David G., M.D. (Loyola University, 1988), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Schwartz, Jennifer E., M.D. (McGill University, Canada, 1997), Assistant Professor of Clinical Medicine

- Schwartz, Niles D., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Schwartz, Peter H., M.D., Ph.D. (University of Pennsylvania, 1999), Assistant Professor of Medicine
- Schwartz, Stephen L., M.D. (University of Michigan, 1987), Volunteer Clinical Assistant Professor of Urology, IUSM-Terre Haute
- Schwartzentruber, Douglas J., M.D. (Indiana University, 1982), Volunteer Clinical Associate Professor of Surgery
- Schweitzer, Kelly S., Ph.D. (Indiana University, 2000), Assistant Research Professor of Medicine
- Schweitzer, Robert M., M.D. (Indiana University, 1989), Associate Professor of Clinical Psychiatry
- Schwen, Sarah A., M.D. (Case Western Reserve University, 1995), Assistant Professor of Clinical Family Medicine
- Schymik, Brian W., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Surgery, IUSM-Evansville
- Scott, Bradley J., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-South Bend
- Scott, Christopher M., Pharm.D. (Purdue University, 1999), Adjunct Assistant Professor of Medicine
- Scott, Eric L., Ph.D. (Bowling Green State University, 2001), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Scott, Emily K., M.D. (Baylor College of Medicine, 2006), Assistant Professor of Clinical Pediatrics
- Scott, John A., M.D. (Indiana University, 1980), Associate Professor of Clinical Neurological Surgery
- Scott, John R., M.D. (Indiana University, 1971), Assistant Professor of Clinical Neurology
- Scott, Patricia J., Ph.D. (Florida International University, 1997), Adjunct Associate Professor of Surgery, School of Medicine; Associate Professor of Occupational Therapy, School of Health and Rehabilitation Sciences
- Seabrook, Janet, M.D. (Meharry Medical College, 1994), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Sechrist, Keeter D., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Dermatology
- See, Martin R., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Medicine
- Seekri, Inder K., M.D. (University of Texas Southwestern Medical Center at Dallas, 1987), Volunteer Clinical Assistant Professor of Surgery
- Seetharamaiah, Gattadahalli S., Ph.D. (Mysore University, India, 1991), Assistant Professor of Biochemistry and Molecular Biology and of Microbiology and Immunology, IUSM-Evansville
- Segal, Philip E., M.D. (Indiana University, 1977), Assistant Professor of Clinical Medicine
- Segar, Douglas S., M.D. (Indiana University, 1984), Volunteer Clinical Associate Professor of Medicine
- Sehra, Sarita, Ph.D. (University of Delhi, India, 1996), Assistant Research Professor of Pediatrics
- Seifert, Mark F., Ph.D. (University of Minnesota, 1982), Professor of Anatomy and Cell Biology

- Seitz, Curtis M., M.D. (Wayne State University, 1987), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Terre Haute
- Sekar, Thomandram S., M.B.B.S. (Stanley Medical College, India, 1970), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Sekerez, Darlene, M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Selo, Richard A., M.D. (University of Nebraska, 1981), Volunteer Clinical Assistant Professor of Urology, IUSM-Lafayette
- Selzer, Don J., M.D. (University of Wisconsin, 1996), Associate Professor of Surgery
- Sengupta, Elizabeth E., M.D. (Indiana University, 1984), Assistant Professor, Part-Time, of Clinical Pathology and Laboratory Medicine, IUSM-Northwest
- Sepehri, Bahram, M.D. (Pahlavi University, Iran, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Sermersheim, Michael A., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Neurology
- Serwatka, James A., M.D. (University of Illinois, 1968), Volunteer Clinical Assistant Professor of Family Medicine
- Seupaul, Rawle A., M.D. (Northwestern University, 1997), Associate Professor of Clinical Emergency Medicine
- Severson, David W., Ph.D. (University of Wisconsin, 1983), Adjunct Professor of Medical and Molecular Genetics, IUSM-South Bend
- Sevilla-Martir, Javier F., M.D. (Universidad Nacional Autonoma de Honduras, 1993), Assistant Dean for Diversity Affairs, and Associate Professor of Clinical Family Medicine
- Seye, Cheikh I., Ph.D. (University of Paris, France, 1997), Assistant Professor of Cellular and Integrative Physiology
- Sha, Michael C., M.D. (Indiana University, 1997), Assistant Professor of Clinical Medicine
- Shabeeb, M. Nabil, M.D. (Damascus University, Syria, 1977), Volunteer Clinical Assistant Professor of Surgery, IUSM-Northwest
- Shah, Himanshu, M.D. (University of Michigan, 1991), Associate Professor of Clinical Radiology and Imaging Sciences
- Shah, Mitesh V., M.D. (Temple University, 1987), Associate Professor of Neurological Surgery
- Shah, Rashida S., M.B.,B.S. (University of Karachi, Pakistan, 1989), Assistant Professor of Clinical Medicine
- Shah, Surendra J., M.B.,B.S. (Bombay University, India, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Shahriari, Ali P., M.D. (Göteborg University, Sweden, 1998), Assistant Professor of Clinical Surgery
- Shaikh, Ayaz, M.B.B.S. (Rawalpindi Medical College, Pakistan, 1987), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery), IUSM-Lafayette

- Shaikh, Khurrum A., M.B.,B.S. (Dow Medical College, Pakistan, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Shannon, Harlan E., Ph.D. (Emory University, 1976), Visiting Senior Research Professor of Pediatrics
- Shao, Frank, M.D. (Shandong Medical University, China, 1983), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Fort Wayne
- Shao, Jinyi, M.D. (Peking Union Medical College, China, 1968), Associate Scientist in Surgery
- Shapiro, Scott A., M.D. (Indiana University, 1981), Robert L. Campbell Professor of Neurological Surgery
- Sharfuddin, Asif A., M.B.,B.S. (*The Aga Khan* University, Pakistan, 1998), Assistant Professor of Clinical Medicine
- Sharp, Adam L., M.D. (University of Utah, 2007), Assistant Professor of Clinical Emergency Medicine
- Sharp, Thomas G., M.D. (Columbia University, 1978), Professor of Clinical Surgery
- Sharp, Thomas W., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Family Medicine, Medical Sciences Program
- Sheehan, Amy H., Pharm.D. (University of Cincinnati, 1997), Adjunct Associate Professor of Medicine
- Shekhar, Anantha, M.B.,B.S. (Bangalore University, India, 1981), Ph.D. (Indiana University, 1989), Associate Dean for Translational Research; Raymond E. Houk Professor of Psychiatry, and Professor of Neurobiology (Psychiatry) and of Pharmacology and Toxicology
- Shelbourne, K. Donald, M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Sheldon, David K., M.D. (Wayne State University, 1993), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Shelly, Michelle S., M.D. (University of Colorado Health Sciences Center, 1990), Volunteer Clinical Assistant Professor of Family Medicine
- Shelton, D. Bruce, M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Evansville
- Shelton, Heather M., M.D. (Indiana University, 1995), Assistant Professor of Clinical Psychiatry
- Shelton, Vicki K., M.D. (Indiana University, 1977), Volunteer Clinical Lecturer in Otolaryngology-Head and Neck Surgery
- Shen, Changyu, Ph.D. (University of Pittsburgh, 2004), Associate Professor of Medicine
- Shen, Fei, B.M. (Xian Medical University, China, 1984), M.D. (Lausanne University, Switzerland, 1995), Assistant Scientist in Pharmacology and Toxicology
- Shen, Li, Ph.D. (Dartmouth College, 2004), Assistant Professor of Radiology and Imaging Sciences
- Shen, Weihua, Ph.D. (University of Hong Kong, 1998), Assistant Research Professor of Biochemistry and Molecular Biology
- Sheng, Hongmiao, M.D. (Peking Union Medical College, China, 1968), Associate Professor of Surgery

- Shepard, Polly H., Psy.D. (Widener University, 2004), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Sheplock, George J., M.D. (New York Medical College, 1987), Associate Professor of Clinical Anesthesia
- Sher, S. Jawad, M.B.B.S. (Aga Khan University, Pakistan, 1997), Assistant Professor of Clinical Medicine
- Sherer, Emily A., M.D. (Indiana University, 2006), Assistant Professor of Clinical Pediatrics
- Sheridan, Edward P., Pharm.D. (Butler University, 1996), Adjunct Assistant Professor of Pharmacology and Toxicology, IUSM-South Bend
- Sheriff, Azra S., M.B., B.S. (University of Karachi, Pakistan, 1975), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Sherman, Stuart, M.D. (Washington University, 1982), Glen A. Lehman Professor of Gastroenterology, and Professor of Medicine and of Radiology and Imaging Sciences
- Sheski, Francis D., M.D. (University of Wisconsin, 1984), Associate Professor of Clinical Medicine
- Sheth, Ketan K., M.D. (University of Wisconsin, 1987), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Shew, Marcia L., M.D. (University of Oklahoma, 1985), Associate Professor of Clinical Pediatrics and of Clinical Obstetrics and Gynecology
- Shew, Ronald L., Ph.D. (Texas Tech University, 1981), Senior Lecturer in Anatomy and Cell Biology
- Shi, Jianjian, M.D. (Hunan Medical College, China, 1981), Assistant Research Professor of Pediatrics
- Shi, Riyi, M.D. (Shanghai Medical University, China, 1984), M.D. (Purdue University, 1994), Adjunct Assistant Professor of Anatomy and Cell Biology, IUSM-Lafayette
- Shi, Shuiliang, Ph.D. (Nanjiang University, China, 1996), Assistant Scientist in Orthopaedic Surgery
- Shih, Chie-Schin, M.D. (George Washington University, 2001), Assistant Professor of Clinical Pediatrics
- Shilling, Rebecca A., M.D. (Case Western Reserve University, 1997), Assistant Professor of Medicine and of Microbiology and Immunology
- Shim, S. Christopher, M.D. (Yonsei University, Korea, 1981), Volunteer Clinical Associate Professor of Psychiatry
- Shipchandler, Taha Z., M.D. (Indiana University, 2003), Assistant Professor of Clinical Otolaryngology-Head and Neck Surgery
- Shiplett, Cheryll A., B.S. (Indiana University, 1980), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Shively, Karl D., M.D. (University of Illinois, 2004), Assistant Professor of Orthopaedic Surgery
- Shockley, Rachel A., D.O. (Kirksville College of Osteopathic Medicine, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Shoemaker, James L., Jr., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend

- Short, Maurine, B.S. (Indiana University, 1974), Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Shou, Weinian, Ph.D. (Shanghai Institute of Cell Biology, China, 1991), Professor of Pediatrics and of Biochemistry and Molecular Biology, and Adjunct Professor of Medical and Molecular Genetics and of Pharmacology and Toxicology
- Shreder, Vera A., M.D. (Zaporozhye State Medical University, Ukraine, 1997), Assistant Professor of Clinical Family Medicine
- Shufflebarger, Charles M., M.D. (Indiana University, 1984), Associate Professor of Clinical Emergency Medicine and Sally Reahard Scholar in Emergency Medicine
- Shugart, Robert M., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Sidda, Lingan, M.B.,B.S. (Kasturba Medical College, India, 1979), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Terre Haute
- Siddiqui, Aslam R., M.B.,B.S. (Chittagong Medical College, Pakistan, 1969), Professor of Radiology and Imaging Sciences
- Siddiqui, Khurram S., M.B.,B.S. (Sindh Medical College, Pakistan, 1993), Assistant Professor of Clinical Medicine
- Siddiqui, Rafat A., Ph.D. (Australian National University, 1988), Adjunct Associate Professor of Medicine, School of Medicine; Adjunct Associate Professor of Biology, School of Science
- Sidel, Alan W., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Siders, Jean A., M.S. (Indiana University, 1976), Director of Pathology Multimedia Education and Assistant Professor, Part-Time, of Pathology and Laboratory Medicine
- Sides, Gregory D., M.D. (Indiana University, 1980), Lecturer in Medicine
- Sidle, John E., M.D. (Temple University, 1993), Assistant Professor of Medicine and of Pediatrics
- Sidner, Richard A., Ph.D. (University of Cincinnati, 1981), Associate Research Professor of Surgery
- Siegall, Scott A., M.D. (University of Illinois at Chicago, 1994), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Siemers, Eric R., M.D. (Indiana University, 1982), Volunteer Clinical Associate Professor of Neurology
- Sigua, Ninotchka L., M.D. (University of the Philippines, 2001), Assistant Professor of Clinical Medicine
- Sikand, Beno, M.B.,B.S. (Nagarjuna University, India, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Sikdar, Swarna S., M.D. (Drexel University, 2004), Assistant Professor of Clinical Pathology and Laboratory Medicine
- Silberman, Richard H., M.D. (Northwestern University, 1980), Volunteer Clinical Assistant Professor of Neurology, IUSM-Northwest

- Simaga, Mark A., M.D. (Rush Medical College, 1986), Volunteer Clinical Assistant Professor of Neurology, IUSM-Northwest
- Simala, Jon R., M.D. (Ross University, Dominica, 2000), Volunteer Clinical Assistant Professor of Medicine
- Simonaitis, Linas I., M.D. (University of Maryland, 1992), Assistant Professor of Clinical Medicine and of Knowledge Informatics and Translation
- Simons, Clark J., M.D. (State University of New York at Brooklyn, 1993), Associate Professor of Clinical Surgery
- Simpson, Steve, M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Sinex, Noelle C., M.D. (Indiana University, 2000), Assistant Professor of Clinical Medicine
- Singh, Ajit, M.B.B.S. (Jawaharlal Institute of Postgraduate Medical Education and Research, India, 1995), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Singh, Harpreetinder (Rocky), M.B.,B.S. (Government Medical College, India, 1994), Assistant Professor of Clinical Emergency Medicine
- Singh, Ratinder K., M.B.,B.S. (Awadesh Pratap Singh University, India, 1993), Assistant Professor of Clinical Medicine
- Singh, Urmila B., M.B.,B.S. (Punjab University, India, 1960), D.C.H. (University of London, England, 1965), Volunteer Clinical Assistant Professor of Pediatrics
- Singhal, Abhay, M.B.,B.S. (G.R. Medical College, India, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Singleton, Gregory M., M.D. (Indiana University, 2006), Assistant Professor of Clinical Psychiatry
- Sinha, Anjan K., M.B.,B.S. (Rajendra Medical College, India, 1994), Assistant Professor of Clinical Medicine
- Sinha, Arjun D., M.D. (Indiana University, 2004), Assistant Research Professor of Medicine and Assistant Professor, Part-Time, of Clinical Medicine
- Sinha, Bedatri, M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Radiation Oncology, IUSM-Lafayette
- Sitters, Johanna W., M.Sc. (Rotterdam University of Applied Sciences, The Netherlands, 2006), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Sitzmann, James V., M.D. (University of Minnesota, 1976), Professor of Clinical Surgery and Adjunct Professor of Cellular and Integrative Physiology
- Sivam, Subbiah P., Ph.D. (All India Institute of Medical Sciences, India, 1980), Professor of Pharmacology and Toxicology, IUSM-Northwest
- Skaar, Todd C., Ph.D. (Pennsylvania State University, 1992), Associate Research Professor of Medicine and Adjunct Associate Professor of Pharmacology and Toxicology
- Skafish, Peter R., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Skalnik, David G., Ph.D. (Stanford University, 1987), Associate Dean for Research and Graduate Education, and Professor of Biology, School of Science; Adjunct Professor of Pediatrics and of

Biochemistry and Molecular Biology, School of Medicine

- Skehan, Michael W., M.D. (University of Medicine and Dentistry of New Jersey, 1975), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Skierczynski, Paul A., M.D. (Nicolaus Copernicus Medical Academy, Poland, 1985), Associate Professor of Clinical Medicine
- Skill, N. James, Ph.D. (*Nottingham Trent University,* England, 2001), Assistant Research Professor of Surgery
- Skinner, J. Christopher, M.D. (University of Kentucky, 2004), Volunteer Clinical Lecturer in Emergency Medicine
- Skopelja, Elaine N., M.A.L.S. (Rosary College, 1976), Associate Librarian, Ruth Lilly Medical Library (Knowledge Informatics and Translation)
- Skurat, Alexander V., Ph.D. (Moscow State University, Russia, 1986), Associate Research Professor and Associate Professor, Part-Time, of Biochemistry and Molecular Biology
- Slama, Thomas G., M.D. (Indiana University, 1973), Volunteer Clinical Professor of Medicine
- Slapak, Christopher A., M.D. (University of Chicago, 1984), Volunteer Clinical Associate Professor of Medicine
- Slater, Nancy F., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Pediatrics
- Slaughter, Owen L., Jr., M.D. (Indiana University, 1980), Volunteer Clinical Professor of Emergency Medicine, Medical Sciences Program
- Sledge, George W., Jr., M.D. (Tulane University, 1977), Ballvé Lantero Professor of Oncology, and Professor of Medicine and of Pathology and Laboratory Medicine
- Slee, Roger B., Ph.D. (University of Edinburgh, Scotland, 1992), Assistant Research Professor of Medical and Molecular Genetics
- Slessinger, Eric D., M.S. (Saint Louis University, 1986), Assistant Professor of Clinical Radiation Oncology
- Sliva, Daniel, Ph.D. (Charles University, Czech Republic, 1993), Adjunct Associate Professor of Medicine
- Sliwa, Thomas W., M.D. (Indiana University, 1989), Assistant Professor of Clinical Emergency Medicine
- Sloan, Brian K., M.D. (Indiana University, 1997), Assistant Professor of Clinical Emergency Medicine
- Sloan, George E., M.D. (State University of New York Health Science Center at Brooklyn, 1994), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Sloan-Brown, Leeandrea J. M., M.D. (Indiana University, 1997), Assistant Professor of Clinical Family Medicine
- Small, George R., Jr., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Family Medicine
- Small, Rebecca R., M.D. (University of Connecticut, 1998), Assistant Professor of Clinical Family Medicine
- Small, Shayne M., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Medicine

- Smartt, Jerry W., Jr., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Neurology
- Smith, Camille M., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Smith, Cynthia A., M.S.N. (Frontier School of Midwifery and Family Nursing, 2007), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Smith, Daniel J., M.D. (Rush University, 1977), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Smith, Daniel S., M.D. (Indiana University, 1982), Professor of Pathology and Laboratory Medicine
- Smith, Darryl R., M.D. (The Ohio State University, 1976), Volunteer Clinical Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne
- Smith, David A., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Smith, Douglas B., M.D. (Tufts University, 1982), Volunteer Clinical Assistant Professor of Medicine
- Smith, Eric M., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Urology, Medical Sciences Program
- Smith, Ernest E., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Pediatrics
- Smith, Gerritt F., M.D. (Rush University, 1976), Volunteer Clinical Assistant Professor of Surgery, IUSM-Lafayette
- Smith, Gregory L., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Pediatrics
- Smith, Heather A., M.D. (Indiana University, 2006), Visiting Lecturer in Clinical Ophthalmology
- Smith, Jerrold R., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Pediatrics
- Smith, Jodi L., M.D., Ph.D. (University of Utah, 1993, 1988), Associate Professor of Neurological Surgery
- Smith, Kenneth A., M.D. (Indiana University, 1968), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Smith, Kevin L., M.D. (Indiana University, 2005), Assistant Professor of Clinical Radiology and Imaging Sciences
- Smith, LeDean, Adjunct Lecturer in Cytotechnology (Pathology and Laboratory Medicine)
- Smith, Lisa H., M.D. (University of Hawaii, 1994), Assistant Professor of Clinical Neurology
- Smith, Martin L., Ph.D. (Emory University, 1990), Associate Professor of Microbiology and Immunology
- Smith, Michael L., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Medicine
- Smith, Roger P., M.D. (Northwestern University, 1972), Robert A. Munsick Professor of Clinical Obstetrics and Gynecology
- Smith, Thomas D., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Smith-Gamble, Valerie, M.D. (Case Western Reserve University, 1981), Assistant Professor of Clinical Psychiatry

- Smits, William L., M.D. (University of Hawaii, 1989), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Snead, Gregory R., M.D. (University of California, Los Angeles, 2003), Assistant Professor of Clinical Emergency Medicine
- Sneed, J. Brent, M.D. (University of Cincinnati, 2000), Assistant Professor of Clinical Family Medicine
- Snider, Paige L., Ph.D. (Medical College of Georgia, 2005), Assistant Research Professor of Pediatrics
- Snook, Riley J., M.D. (Indiana University, 1999), Assistant Professor of Clinical Neurology
- Snow, Jerry W., Jr., M.D. (University of Missouri, 2002), Assistant Professor of Clinical Emergency Medicine
- Snyder, Margie E., Pharm.D. (University of Pittsburgh, 2006), Adjunct Assistant Professor of Medicine
- Snyder, Timothy N., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Pediatrics
- Sobat, William S., M.D. (Indiana University, 1962), Volunteer Clinical Assistant Professor of Surgery
- Sobus, Kerstin M.L., M.D. (University of North Dakota, 1987), Assistant Professor of Clinical Pediatrics and of Clinical Physical Medicine and Rehabilitation
- Sokol, Deborah K., M.D. (Indiana University, 1992), Ph.D. (Purdue University, 1984), Associate Professor of Clinical Neurology
- Sokol, Gregory M., M.D. (University of Pittsburgh, 1986), Associate Professor of Clinical Pediatrics
- Solito, Leo M., M.D. (*De La Salle University, Philippines, 1989), Volunteer Clinical Assistant Professor of Medicine*
- Solito, Maria Ninna L., M.D. (University of Santo Tomas, Philippines, 1992), Visiting Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Soltow, Nedra A., M.D. (Wright State University, 1986), Assistant Professor of Clinical Medicine
- Somani, Ally-Khan, M.D., Ph.D. (University of Toronto, Canada, 2002, 2001), Assistant Professor of Dermatology
- Somani, Najwa, M.D. (University of Toronto, Canada, 2000), Assistant Professor of Dermatology and of Pathology and Laboratory Medicine
- Somes, Claudia J., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pediatrics
- Sondhi, Naval, M.B.,B.S. (University of Delhi, India, 1978), Volunteer Clinical Associate Professor of Ophthalmology
- Soni, P. Sarita, O.D. (Indiana University, 1976), Associate Vice President in the Office of the Vice President for Research; Vice Provost for Research, IU Bloomington; Acting Dean and Professor of Optometry and Vision Science, School of Optometry; and Adjunct Professor of Ophthalmology, Medical Sciences Program, School of Medicine
- Sood, Rajiv, M.D. (Albany Medical College, 1984), Professor of Plastic Surgery (Surgery)
- Soonpaa, Mark H., Ph.D. (University of North Dakota, 1991), Assistant Scientist in Medicine

- Soper, Mary E., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology>
- Sorensen, Suellyn J., Pharm.D. (Purdue University, 1993), Adjunct Associate Professor of Medicine
- Sorg, David A., M.D. (Loyola University, 1957), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Sorrells, George W., Jr., M.D. (Indiana University, 1962), Volunteer Clinical Assistant Professor of Pediatrics
- Sowers, William E., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Family Medicine
- Sowinski, Kevin M., Pharm.D. (State University of New York at Buffalo, 1992), Adjunct Professor of Medicine
- Spahn, James G., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Spahn, Thomas J., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Spandau, Dan F, Ph.D. (Indiana University, 1987), Assistant Scientist in Dermatology and in Biochemistry and Molecular Biology
- Spanke, John T., Ph.D. (Miami University, 1982), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Sparks, Lisa A., M.H.A. (Indiana University, 2010), Adjunct Lecturer in Public Health
- Spech, Robert W., M.D. (The Ohio State University, 1990), Volunteer Clinical Assistant Professor of Medicine
- Speicher, Richard H., M.D. (MCP Hahnemann School of Medicine, 2001), Assistant Professor of Clinical Pediatrics
- Spenos, Gust T., M.D. (Indiana University, 1981) Volunteer Clinical Assistant Professor of Neurology
- Sperring, Jeffrey L., M.D. (Vanderbilt University, 1995), Assistant Professor of Clinical Pediatrics
- picer, Stephen C., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Family Medicine
- Spicklemire, Kenneth M., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Spilker, Mary A., B.S. (Indiana University, 2002), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Spinola, Stanley M., M.D. (Georgetown University, 1978), Chair and Professor of Microbiology and Immunology, and Professor of Medicine and of Pathology and Laboratory Medicine
- Spitzberg, Daniel H., M.D. (Indiana University, 1966), Associate Professor of Clinical Ophthalmology
- Spoljaric, Andrew J., III, M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Neurology
- Sporre, Roger E., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne

- Sprehn, Gwen C., Ph.D. (Emory University, 1973), Assistant Professor of Clinical Neurology
- Springs, Clark L., M.D. (Medical University of South Carolina, 1994), Assistant Professor of Clinical Ophthalmology
- Sprunger, Derek T., M.D. (Indiana University, 1985), Associate Professor, Part-Time, of Clinical Opthalmalogy
- Sprunger, Matthew J., M.D. (Indiana University, 1982), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Spurgeon, Charles H., M.D. (Indiana University, 1962), Volunteer Clinical Associate Professor of Neurology
- Sridhar, Cholemari V., M.B.,B.S. (Karnatak Medical College, India, 1975), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Sriram, Indra B., M.B.,B.S. (University of Sri Lanka, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Srivastava, Shiv P., M.Sc. (University of Lucknow, India, 1995), D.R.P. (University of Mumbai, India, 1998), Volunteer Clinical Assistant Professor of Radiation Oncology
- Srivastava, Shivani, M.B.,B.S. (Kasturba Medical College, India, 2001), Assistant Professor of Medicine
- Srour, Edward F., Ph.D. (University of Illinois, 1986), Robert J. and Annie S. Rohn Professor of Leukemia Research, and Professor of Medicine, of Pediatrics, and of Microbiology and Immunology, School of Medicine; Adjunct Professor of Biology, School of Science
- Stabler, Timothy A., Ph.D. (University of Vermont, 1969), Associate Professor of Biology, College of Arts and Sciences, IU Northwest; Adjunct Associate Professor of Cellular and Integrative Physiology, IUSM-Northwest
- Stachler, Ronald T., M.D. (Northeastern Ohio Universities, 1988), Volunteer Clinical Assistant Professor of Psychiatry
- Stack, Michael T., M.D., Ph.D. (Indiana University, 1975, 1973), Volunteer Clinical Associate Professor of Medicine
- Stafford, Andy J., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Stafford, Thomas M., M.D. (Indiana University, 1971), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Fort Wayne
- Stahelin, Robert V., Ph.D. (University of Illinois, 2003), Assistant Professor of Biochemistry and Molecular Biology and Adjunct Assistant Professor of Pharmacology and Toxicology, IUSM-South Bend
- Staiger, Christopher J., Ph.D. (University of California, Berkeley, 1990), Adjunct Professor of Biochemistry and Molecular Biology, IUSM-Lafayette
- Stalker, Neil J., M.D. (Wayne State University, 1976), Volunteer Clinical Assistant Professor of Pediatrics
- Stallings, Todd L., M.H.A. (Duke University, 1987), Adjunct Lecturer in Public Health

- Stang, Prinn K., M.D. (Siriraj Hospital, Thailand, 1969), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Stanish, Mark S., M.D. (University of Michigan, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Stanley, Maria A., M.D. (University of Chicago, 1994), Assistant Professor of Clinical Pediatrics
- Stanton, Jill R., M.D. (University of Iowa, 1994), Volunteer Clinical Assistant Professor of Family Medicine
- Stanton-Maxey, Katie J., M.D. (Indiana University, 2003), Assistant Professor of Surgery
- Stantz, Keith M., Ph.D. (Indiana University, 1998), Adjunct Assistant Professor of Radiology and Imaging Sciences
- Star, Louis F., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Staser, Jonathan A., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, Medical Sciences Program
- Stasic, Andrew F., M.D. (Rush University, 1980), Associate Professor of Clinical Anesthesia
- Staten, Lisa K., Ph.D. (University of Colorado, 1995), Associate Professor of Public Health
- Steele, Gregory K., Dr.P.H. (University of Alabama-Birmingham, 1991), Associate Professor of Clinical Public Health
- Steele, Ronald E., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Urology
- Steele-Morris, C.A. Joy, M.D. (New York University, 1986), Ph.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Stehman, Frederick B., M.D. (University of Michigan, 1972), Clarence E. Ehrlich Professor Emeritus of Obstetrics and Gynecology, and Professor of Obstetrics and Gynecology, School of Medicine; Adjunct Professor, School of Nursing
- Steidle, Christopher P., M.D. (University of Virginia, 1983), Volunteer Clinical Associate Professor of Urology, IUSM-Fort Wayne
- Steigmeyer, James D., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Stein, Mark H., M.D. (Tulane University, 1974), Volunteer Clinical Associate Professor of Pediatrics
- Steiner, Steven J., M.D. (Indiana University, 1998), Associate Professor of Pediatrics
- Steiner, Timothy M., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Steinkeler, Steven M., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Family Medicine
- Steinmetz, Chris A., M.D. (Indiana University, 1989), Associate Professor of Clinical Medicine
- Steinmetz, Joseph E., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Medicine
- Stelzner, Sarah M., M.D. (Vanderbilt University, 1993), Assistant Professor, Part-Time, of Clinical Pediatrics

- Stemer, Alexander A., M.D. (University of Illinois, 1973), Volunteer Clinical Associate Professor of Medicine, IUSM-Northwest
- Stenson, Katherine White, M.D. (Northwestern University, 2005), Assistant Professor of Clinical Physical Medicine and Rehabilitation
- Stepanovic, Zlatan, M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Stephens, Anthony W., M.D. (Vanderbilt University, 1988), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Stephens, Brett A., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-South Bend
- Stephens, Bryon J., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Stephens, Robert V., M.D. (Indiana University, 1965), Volunteer Clinical Professor of Surgery
- Stephens, Robert W., M.D. (Indiana University, 1972), Volunteer Clinical Lecturer in Otolaryngology-Head and Neck Surgery
- Stepsis, Tyler M., M.D. (University of Cincinnati, 2002), Assistant Professor of Clinical Emergency Medicine
- Stevens, Eric C., M.D. (Washington University, 1996), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, Medical Sciences Program
- Stevens, James C., M.D. (Indiana University, 1983), Volunteer Clinical Associate Professor of Neurology, IUSM-Fort Wayne
- Stevens, John C., M.D. (Indiana University, 1980), Professor of Clinical Pediatrics
- Stevens, Larry H., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Surgery
- Stevens, Randall L., M.D. (Indiana University, 1987), Assistant Professor, Part-Time, of Clinical Family Medicine, IUSM-Terre Haute
- Stevenson, Peter L., M.D. (Dalhousie University, Canada, 1975), Volunteer Clinical Associate Professor of Medicine, IUSM-Evansville
- Stewart, Craig A., Ph.D. (Indiana University, 1988), Adjunct Associate Professor of Medical and Molecular Genetics
- Stidham, LeAnn M.G., M.D. (Indiana University, 2005), Lecturer in Clinical Radiology and Imaging Sciences
- Stienstra, Kathleen A., M.D. (University of Iowa, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Stiffler, Deborah, Ph.D. (Indiana University, 2003), Executive Director, Indiana University National Center of Excellence in Women's Health, and Associate Professor, Part-Time, of Clinical Obstetrics and Gynecology, School of Medicine; Associate Professor, School of Nursing
- Stigler, Kimberly A., M.D. (Indiana University, 1998), Daniel and Mary Freedman Fellow and Assistant Professor of Psychiatry
- Stine, Charles R., M.H.S. (Quinnipiac College, 1998), Director, Pathologist Assistant Graduate

Program, and Assistant Professor, Part-Time, of Pathology and Laboratory Medicine

- Stine, Mary Jo, M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pediatrics
- Stith, Rex D., Ph.D. (Purdue University, 1971), Professor of Cellular and Integrative Physiology, IUSM-Evansville
- Stiver, Kurt H., M.D. (Indiana University, 1979), J.D. (University of Michigan, 1973), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-South Bend
- Stockrahm, Jon L., D.O. (Ohio University, 1995), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Stoesz, Randall D., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Stokar, Elliot H., M.D. (Chicago Medical School, 1976), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest
- Stoldt, Richard A., M.D. (University of Texas Health Science Center at Houston, 1987), Volunteer Clinical Assistant Professor of Family Medicine
- Stoltz, Randall R., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Stolz, Thomas J., M.D. (Indiana University, 1965), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Stone, Cynthia L., Dr.P.H. (University of Pittsburgh, 1995), Associate Professor of Clinical Public Health
- Stone, Geren S., M.D. (University of Virginia, 2007), Visiting Assistant Professor of Clinical Medicine
- Stone, Robert C., M.D. (University of Colorado, 1977), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Stopperich, David M., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Storm, Richard M., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Dermatology
- Storniolo, Anna Maria V., M.D. (Stanford University, 1981), Professor of Clinical Medicine
- Stotsky, Gail, M.D. (Georgetown University, 1986), Assistant Professor, Part-Time, of Clinical Pediatrics
- Stowell, Michael J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Strachan, Christian C., M.D. (University of Illinois at Chicago, 1996), Assistant Professor of Clinical Emergency Medicine
- Strand, Eric A., M.D. (Vanderbilt University, 1995), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Strand, Marya L., M.D. (Vanderbilt University, 1997), Assistant Professor of Clinical Pediatrics
- Stransky, Theodore J., M.D. (Case Western Reserve University, 1971), Volunteer Clinical Associate Professor of Ophthalmology, IUSM-Evansville
- Strawbridge, Robert A., M.D. (Indiana University, 1970), Volunteer Clinical Associate Professor of Medicine

- Strayer, Thomas E., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Muncie
- Streib, Erik W., M.D. (Indiana University, 1996), Associate Professor of Clinical Surgery
- Strickland, James W., M.D. (Indiana University, 1962), Volunteer Clinical Professor of Orthopaedic Surgery
- Strickler, Sara C., M.D. (University of Nebraska, 1985), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Lafayette
- Strine, Gregory D., M.A. (Norwich University, 2007), Volunteer Clinical Lecturer in Paramedic Science (Emergency Medicine)
- Strobel, John S., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Strombom, Indiana M., Ph.D. (University of Wisconsin, 2006), Adjunct Assistant Professor of Public Health
- Strother, R. Matthew, M.D. (Indiana University, 2003), Visiting Assistant Research Professor of Medicine
- Stroup, Karen B., Ph.D. (Indiana University, 1986), Research Associate and Adjunct Assistant Professor of Pediatrics, School of Medicine, and Adjunct Assistant Professor of Occupational Therapy, School of Health and Rehabilitation Sciences
- Stubbs, DaWana L., M.D. (Indiana University, 1993), Assistant Professor, Part-Time, of Clinical Medicine
- Stucky, Mitchell B., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Stump, Anne J., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Pediatrics
- Stump, Thomas A., M.D. (Indiana University, 1947), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Stupiansky, Nathan W., Ph.D. (Indiana University, 2008), Visiting Assistant Research Professor of Pediatrics
- Sturek, Michael S., Ph.D. (University of Iowa, 1985), Chair and Professor of Cellular and Integrative Physiology, and Professor of Medicine
- Sturm, Barbara R., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Dermatology
- Sturm, Lynne A., Ph.D. (Duke University, 1984), Assistant Professor, Part-Time, of Pediatrics and Adjunct Assistant Professor of Clinical Psychology (Psychiatry)
- Sturman, John K., Jr., M.D. (Indiana University, 1971), Visiting Assistant Professor of Clinical Neurology
- Stutsman, John W., M.D. (Indiana University, 1991), Assistant Professor of Clinical Obstetrics and Gyncology
- Stuy, Mary Z., M.D. (State University of New York Upstate Medical College, 1982), Assistant Professor, Part-Time, of Clinical Medical and Molecular Genetics
- Suarez, Nancy R., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Pediatrics

- Subbarao, Girish C., M.B.,B.S. (Mysore Medical College, India, 1992), Assistant Professor of Clinical Pediatrics
- Subramaniam, Vaidyanathan, Ph.D. (Carnegie Mellon University, 1995), Visiting Assistant Research Professor of Medicine
- Subramanian, Usha, M.B.,B.S. (Gandhi Medical College, India), Associate Professor of Clinical Medicine
- Suelzer, Christopher J., M.D. (Indiana University, 1986), Associate Professor of Clinical Medicine
- Suh, Ronald S., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Urology
- Sullivan, Daniel L., M.D. (Medical College of Ohio, 1986), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Sullivan, Jeremy T., M.D. (University of Tennessee, 1998), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Sullivan, Paula D., Ph.D. (*Purdue University, 1978),* Associate Professor of Clinical Pediatrics
- Sullivan, Thomas Y., M.D. (Indiana University, 1973), Volunteer Clinical Associate Professor of Medicine
- Sullivan, William J., Jr., Ph.D. (University of Pennsylvania, 1997), Associate Professor of Pharmacology and Toxicology and of Microbiology and Immunology
- Summerlin, Don-John, D.M.D. (University of Alabama, 1985), Adjunct Professor of Pathology and Laboratory Medicine
- Summerlin, Jack D., M.D. (Louisiana State University, 1951), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery
- Summers, Michael L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine
- Sumners, James E., M.D. (University of Tennessee, 1969), Volunteer Clinical Assistant Professor of Medical and Molecular Genetics
- Sumrall, Arthur J., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Dermatology
- Sun, Weiyang, Ph.D. (Shandong Normal University, China, 2009), Visiting Associate Scientist in Cellular and Integrative Physiology
- Sun, Yang, M.D., Ph.D. (Washington University, 2004), Assistant Professor of Ophthalmology and of Dermatology
- Sundaram, Chandru P., M.B.,B.S. (Madras Medical College, India, 1985), Professor of Urology
- Sundaram, Seema V., M.B.,B.S. (University of Calicut, India, 1995), Visiting Assistant Professor of Clinical Ophthalmology
- Sundararajan, Rajalakshmy, M.B.B.S. (Government Medical College, Trivandrum, India), Assistant Professor, Part-Time, of Clinical Medicine, IUSM-South Bend
- Sundstrom, Alayne K., D.O. (Kirksville College of Osteopathic Medicine, 1996), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette

- Surburg, Matthew J., M.D. (Indiana University, 1999), Volunteer Clinical Lecturer in Family Medicine, IUSM-Terre Haute
- Suthers, Roderick A., Ph.D. (Harvard University, 1964), Professor of Cellular and Integrative Physiology, Medical Sciences Program, School of Medicine; Professor of Neural Sciences (Psychology) and Adjunct Professor of Biology, College of Arts and Sciences, IU Bloomington
- Sutliff, Gregory M., M.D. (University of Rochester, 1989), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Sutter, Bradley M., M.D. (Indiana University, 1985), Assistant Professor of Clinical Medicine
- Sutton, Brad M., O.D. (Indiana University, 1993), Director, Indianapolis Eye Care Center, and Clinical Associate Professor, School of Optometry; Volunteer Clinical Associate Professor of Ophthalmology, School of Medicine
- Sutton, Sarah U., M.D. (Wake Forest University, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Lafayette
- Sutton, Timothy A., M.D., Ph.D. (Indiana University, 1992, 1990), Associate Professor of Medicine
- Sutton, William K., M.D. (University of Miami, 1996), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Muncie
- Suttor, Randall J., M.D., (Indiana University, 1983), Volunteer Clinical Assistant Professor of Family Medicine
- Sutula, Thomas L., M.D. (Indiana University, 1986), J.D. (University of Notre Dame, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Suvannasankha, Attaya, M.D. (Chulalongkorn University, Thailand, 1996), Assistant Professor of Medicine
- Swaim, Frank, M.D. (Indiana University, 1963), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Swanson, G. Marie, Ph.D. (Wayne State University, 1974), Associate Vice Chancellor for Public Health, IUPUI; Chair and Professor of Public Health, School of Medicine
- Swartz, Darl R., Ph.D. (University of Wisconsin, 1989), Adjunct Associate Professor of Anatomy and Cell Biology, IUSM-Lafayette
- Swartz-Basile, Deborah A., Ph.D. (University of Illinois, 1995), Assistant Scientist in Surgery
- Sweazey, Robert D., Ph.D. (University of Wyoming, 1983), Assistant Director and Associate Professor of Anatomy and Cell Biology, IUSM-Fort Wayne
- Sweeney, Christopher J., M.B.,B.S. (University of Adelaide, Australia, 1992), Adjunct Associate Professor of Medicine
- Sweeney, Robert M., M.D. (Indiana University, 1960), Volunteer Clinical Assistant Professor of Pediatrics
- Swenberg, Jessica L., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine
- Swiezy, Naomi B., Ph.D. (Louisiana State University, 1993), Alan H. Cohen Family Scholar in Psychiatry; Associate Professor of Clinical Psychology in Clinical Psychiatry

- Swigonski, Nancy L., M.D. (University of Kentucky, 1981), Associate Professor of Public Health and of Pediatrics, School of Medicine; Adjunct Associate Professor, School of Nursing
- Swinney, Stephen C., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Medicine
- Swint, Robert E., M.D. (Loyola University, 1970), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Swofford, Mina, M.D. (Northeastern Ohio Universities, 1987), Volunteer Clinical Assistant Professor of Dermatology
- Szucs, Kinga A., M.D. (Semmelweis University, Hungary, 1995), Associate Professor of Clinical Pediatrics
- Szczepaniak, Dorota A., M.D. (Lodz Medical School, Poland, 1991), Associate Professor of Clinical Pediatrics
- Taber, Tim E., M.D. (Indiana University, 1981), Associate Professor of Clinical Medicine
- Tacker, Willis A., Jr., M.D., Ph.D. (Baylor College of Medicine, 1970), Volunteer Clinical Professor of Family Medicine, IUSM-Lafayette
- Tadros, Mary M., M.D. (Alexandria University, Egypt, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Tahir, Bilal, M.D. (University of Texas Medical Branch at Galveston, 2003), Assistant Professor of Clinical Radiology and Imaging Sciences
- Tahir, Zahra R., M.B.B.S. (Shifa College of Medicine, Pakistan, 2004), Assistant Professor of Clinical Medicine
- Tai, D. Fritz, M.D. (University of Vienna, Austria, 1982), Volunteer Clinical Associate Professor of Medicine
- Takagi, Yuichiro, Ph.D. (University of Oklahoma, 1997), Assistant Professor of Biochemistry and Molecular Biology
- Takao, Masaki, M.D. (Keio University, Japan, 1990), Adjunct Assistant Professor of Pathology and Laboratory Medicine
- Takesue, Blaine Y., M.D. (University of Illinois at Chicago, 1990), Assistant Professor of Clinical Medicine
- Talarico, Ernest F., Jr., Ph.D. (Indiana University, 2004), Assistant Director for Education and Assistant Professor of Anatomy and Cell Biology, IUSM-Northwest
- Talavage, Thomas M., Ph.D. (Massachusetts Institute of Technology, 1998), Adjunct Assistant Professor of Radiology and Imaging Sciences, IUSM-Lafayette
- Taler, Vanessa, Ph.D. (University of Montreal, Canada, 2005), Adjunct Assistant Scientist in Radiology and Imaging Sciences
- Taliercio, Charles P., M.D. (Johns Hopkins University, 1979), Volunteer Clinical Assistant Professor of Medicine
- Tan, Meng Hee, M.D. (Dalhousie University, Canada, 1969), Volunteer Clinical Professor of Medicine

- Tanaka, Hiromi, Ph.D. (*Tottori University, Japan,* 2000), Assistant Research Professor of Medical and Molecular Genetics
- Tanaka, Shigeo M., Ph.D. (*Niigata University, Japan,* 1994), Adjunct Assistant Professor of Anatomy and Cell Biology
- Tang, John Christopher F., D.O. (Lake Erie College of Osteopathic Medicine, 2004), Visiting Assistant Professor of Clinical Medicine
- Tann, Mark, M.D. (Ben-Gurion University of the Negev, Israel, 1993), Associate Professor of Clinical Radiology and Imaging Sciences
- Tannas, Douglas N., M.D. (Mayo Medical School, 2003), Assistant Professor of Clinical Emergency Medicine
- Tao, Alvin H., M.D. (Northwestern University, 1977), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Lafayette
- Taraska, Stanley P., M.D. (University of Manitoba, Canada, 1971), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Tardy, M. Eugene, Jr., M.D. (Indiana University, 1960), Volunteer Clinical Professor of Otolaryngology-Head and Neck Surgery
- Tarin, Thomas T., M.D. (University of California, San Diego, 2000), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Northwest
- Tarr, David B., Ph.D. (University of North Dakota, 1983), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Tarver, Robert D., M.D. (West Virginia University, 1979), Professor of Radiology and Imaging Sciences
- Tasch, Mark D., M.D. (University of Louisville, 1978), Associate Professor of Clinical Anesthesia
- Tatara, Mark J., M.D. (Chicago Medical School, 1986), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Tatineni, Satyam, M.B.,B.S. (Guntur Medical College, India, 1978), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- Taube, Robert R., M.D. (University of Illinois, Chicago, 1964), Volunteer Clinical Assistant Professor of Surgery
- Tavel, Morton E., M.D. (Indiana University, 1957), Volunteer Clinical Professor of Medicine
- Taylor, David O., M.D. (West Virginia University, 1988), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-South Bend
- Taylor, Jill B., Ph.D. (Indiana State University, 1991), Adjunct Lecturer in Anatomy and Cell Biology, Medical Sciences Program
- Taylor, Meredith L., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Teague, Shawn D., M.D. (Indiana University, 1998), Associate Professor of Clinical Radiology and Imaging Sciences
- Tector, A. Joseph, M.D. (Saint Louis University, 1992), Ph.D. (McGill University, Canada, 2002), Associate Professor of Surgery
- Tegeler, Monica L., M.D. (Saint Louis University, 2005), Assistant Professor of Clinical Medicine

- ejada, Juan G., M.D. (Universidad del Valle, Colombia, 1995), Assistant Professor of Clinical Radiology and Imaging Sciences
- Temmerman, Joan C., M.D. (Rush Medical College, 1994), Assistant Professor of Clinical Medicine and of Clinical Family Medicine
- Templeton, Steven P., Ph.D. (University of Iowa, 2007), Assistant Professor of Microbiology and Immunology, IUSM-Terre Haute
- TenBrink, Philip M., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-Terre Haute
- Tepper, Robert S., M.D., Ph.D. (University of Wisconsin, 1978), Mary Agnes Kennedy and Katheryn Kennedy Weinberger Professor of Pediatrics
- Terrell, Kevin M., D.O. (Chicago College of Osteopathic Medicine, 1997), Associate Professor of Emergency Medicine
- Terrell, Lekeisha R., M.D. (University of Missouri-Kansas City, 2004), Visiting Assistant Professor of Clinical Pediatrics
- Territo, Paul R., Ph.D. (University of Nevada, Las Vegas, 1996), Associate Research Professor of Radiology and Imaging Sciences
- Tersey, Sarah A., Ph.D. (University of Massachusetts, 2005), Assistant Research Professor of Pediatrics
- Tessier, Charles R., Ph.D. (University of Wisconsin-Madison, 2005), Assistant Research Professor of Medical and Molecular Genetics, IUSM-South Bend
- Thakore, Killol, M.B.,B.S. (B.J. Medical College and New Civil Hospital, India, 1982), Volunteer Clinical Lecturer in Radiology and Imaging Sciences, IUSM-Evansville
- Tharp, Andrew W., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Evansville
- Tharp, Morgan E., II, M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Radiation Oncology
- Tharp, Stephen D., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Medicine
- Theobald, Dale E., M.D. (Indiana University, 1983), Ph.D. (University of Illinois, 1974), Volunteer Clinical Associate Professor of Psychiatry
- Thoman, W. James, M.D. (University of Florida, 2002), Assistant Professor of Clinical Neurological Surgery
- Thomas, John A., Ph.D. (University of Iowa, 1961), Adjunct Professor of Pharmacology and Toxicology
- Thomas, John R., M.D. (The Ohio State University, 1965), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Thomas, Pamela M., M.D. (Wayne State University, 1986), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Thomas, Scott G., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend
- Thompson, Mark A., M.D. (Indiana University, 2002), Volunteer Clinical Assistant Professor of Surgery, IUSM-South Bend

- Thompson, Micah E., M.D. (Indiana University, 1999), Volunteer Clinical Lecturer in Family Medicine, IUSM-Terre Haute
- Thompson, Rod B., M.S. (Indiana University, 1996), Visiting Lecturer in Public Health
- Thompson, Samuel T., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Urology
- Thorne, Michele C., Ph.D. (Purdue University, 2007), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Thothala, Niranjan B., M.D. (Madras Medical College, India, 1999), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Throop, Erik B., M.D. (Indiana University, 1992), Volunteer Clinical Lecturer in Surgery, IUSM-Evansville
- Thurmond, Debbie C., Ph.D. (University of Iowa, 1997), Associate Professor of Pediatrics and of Biochemistry and Molecular Biology and Ajunct Associate Professor of Cellular and Integrative Physiology
- Thurston, Virginia C., Ph.D. (University of Alabama, 1997), Adjunct Associate Professor of Medical and Molecular Genetics
- Tibbals, Richard A., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Evansville
- Tielker, Richard E., M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Family Medicine
- Tieman, James W., M.D. (Indiana University, 1991), Volunteer Clinical Assistant Professor of Family Medicine
- Tieman, Sarah A., M.D. (Indiana University, 1998), Lecturer in Medicine and in Pediatrics, Medical Sciences Program
- Tierney, William M., M.D. (Indiana University, 1976), Chancellor's Professor, IUPUI; Associate Dean for Clinical Effectiveness Research, Sam Regenstrief Professor of Health Services Research, and Professor of Medicine, School of Medicine; Professor, Part-Time, School of Public and Environmental Affairs
- Tignor, Sterling P., M.D. (Columbia University, 1957), Volunteer Clinical Professor of Plastic Surgery (Surgery)
- Tilford, Bradley D., M.D. (Loyola University Chicago, 2002), Assistant Professor of Clinical Pediatrics
- Tilmans, A. Stephen, M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Radiation Oncology, IUSM-Muncie
- Timm, David E., Ph.D. (Case Western Reserve University, 1993), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Timoney, Peter J., M.B.B.Ch. (*Trinity College* Dublin, Ireland, 2002), Visiting Lecturer in Clinical Ophthalmology
- Tiritilli, Mark E., M.D. (Loyola University, 1991), Assistant Professor of Clinical Medicine and of Clinical Pediatrics

- Tirkes, Temel, M.D. (University of Marmara, Turkey, 1993), Assistant Professor of Clinical Radiology and Imaging Sciences
- Tirumala, Venkat R., M.B.,B.S. (Sri Devaraj Urs Medical College, India, 1999), Volunteer Clinical Assistant Professor of Medicine
- Tisdale, James E., Pharm.D. (State University of New York at Buffalo, 1988), Adjunct Professor of Medicine
- Titzer, Michael L., M.D. (Indiana University, 1992), Volunteer Clinical Lecturer in Medicine, IUSM-Evansville
- Tolan, Charles W., D.O. (Chicago College of Osteopathic Medicine of Midwestern University, 1993), Assistant Professor of Clinical Emergency Medicine
- Tolley, James A., M.D. (Indiana University, 1994), Assistant Professor of Clinical Anesthesia
- Tolliver, Abbie M., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine
- Tomlin, Angela M., Ph.D. (University of Wisconsin-Milwaukee, 1989), Associate Professor of Clinical Pediatrics and Adjunct Associate Professor of Clinical Psychology in Clinical Psychiatry
- Tompkins, Andrea M., M.D. (Medical College of Ohio, 2001), Assistant Professor of Clinical Radiology and Imaging Sciences
- Ton, Alexander L., M.D. (Ross University, Dominica, 1989), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Tonkin, Karin M., Ph.D. (Bowling Green State University, 2005), Volunteer Clinical Assistant Professor of Pediatrics
- Torbeck, Laura, Ph.D. (University of Pittsburgh, 2002), Assistant Professor of Surgery
- Torbit, Julie K., O.D. (Indiana University, 1993), Volunteer Clinical Assistant Professor of Ophthalmology, School of Medicine; Clinical Assistant Professor of Optometry, IU Bloomington
- Tori, Alvaro J., M.D. (Cayetano Heredia Peruvian University, Peru, 2001), Assistant Professor of Clinical Pediatrics
- Torine, Ilana J., D.O. (Nova Southeastern University, 1995), Assistant Professor of Clinical Pediatrics
- Torke, Alexia M., M.D. (Indiana University, 1997), Assistant Professor of Medicine
- Torres, Elizabeth B., Ph.D. (University of California, San Diego, 2001), Adjunct Assistant Professor of Neurology
- Torres-Martinez, Wilfredo, M.D. (Universidad Central del Caribe, Puerto Rico, 1986), Associate Professor of Clinical Medical and Molecular Genetics and of Clinical Obstetrics and Gynecology
- Tortoriello, William A., M.D. (Rush Medical College, 1978), Volunteer Clinical Assistant Professor of Family Medicine
- Tosi, Lee F., M.D. (Southern Illinois University, 2003), Assistant Professor of Clinical Pediatrics
- Toth-Russell, Paula M., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Neurology, IUSM-South Bend
- Tothy, Peter K., M.D. (Mount Sinai School of Medicine, 1999), Volunteer Clinical Assistant Professor of Medicine, IUSM-Northwest

- Touloukian, Carol Litten, M.D. (Indiana University, 1976), Volunteer Clinical Associate Professor of Pediatrics, Medical Sciences Program
- Touloukian, Christopher E., M.D. (Columbia University, 1994), Assistant Professor of Surgery and of Microbiology and Immunology
- Townley, Normand T., M.D. (The Ohio State University, 1959), Volunteer Clinical Assistant Professor of Anesthesia
- Traktuev, Dmitry O., Ph.D. (Moscow State University, Russia, 2005), Assistant Research Professor of Medicine
- Trammel, Terry R., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Trammell, Ludmila O., M.D. (Indiana University, 1975), Assistant Professor of Clinical Family Medicine
- Trautman, Michael S., M.D. (The Ohio State University, 1979), Professor of Clinical Pediatrics, School of Medicine; Adjunct Professor, School of Nursing
- Travers, Jeffrey B., M.D., Ph.D. (The Ohio State University, 1991, 1990), Professor of Dermatology and of Pharmacology and Toxicology
- Treadwell, Patricia A., M.D. (Cornell University, 1977), Professor of Pediatrics
- Treep, Theresa C., M.D. (University of South Florida, 1991), Volunteer Clinical Assistant Professor of Pediatrics
- Tretter, Stanley J., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Trexler, Lance E., Ph.D. (Purdue University, 1979), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Triezenberg, Daniel J., M.D. (University of Michigan, 1979), Volunteer Clinical Assistant Professor of Family Medicine
- Trilikis, George L., M.D. (University of Illinois, 2004), Assistant Professor of Clinical Radiology and Imaging Sciences
- Trippel, Stephen B., M.D. (Columbia University, 1974), Professor of Orthopaedic Surgery and of Anatomy and Cell Biology
- Trivedi, Sean M., M.D. (University of Cincinnati, 2000), Assistant Professor of Clinical Emergency Medicine
- Trockman, G. Joanne, M.D. (University of Southern California, 1970), Assistant Professor of Clinical Dermatology
- Troyer, Robert M., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Ophthalmology
- Trueblood, Eric J., M.D. (Indiana University, 1996), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Truitt, William A., Ph.D. (Texas Woman's University, 2000), Assistant Professor of Anatomy and Cell Biology and Adjunct Assistant Research Professor of Psychiatry
- Trzepacz, Paula T., M.D. (Dartmouth Medical School, 1978), Volunteer Clinical Professor of Psychiatry

- Tsai, Ben M., M.D. (The Ohio State University, 2001), Volunteer Clinical Assistant Professor of Surgery
- Tsai, Eugene C., M.D. (Harvard Medical School, 1993), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Tsangaris, Michael N., M.D. (Indiana University, 1983), Associate Professor of Clinical Pediatrics
- Tu, Wanzhu, Ph.D. (University of Sourth Carolina, 1997), Associate Professor of Medicine
- Tu, Xiaolin, Ph.D. (*Ehime University, Japan, 1999*), Assistant Research Professor of Anatomy and Cell Biology
- Tubergen, Laverne B., M.D. (University of Michigan, 1967), Volunteer Clinical Associate Professor of Otolaryngology-Head and Neck Surgery
- Tuckman, Glenn A., M.D. (University of Pennsylvania, 1982), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Lafayette
- Tune, Johnathan D., Ph.D. (University of North Texas, 1997), Associate Professor of Cellular and Integrative Physiology
- Tuori, Susan L., M.D. (Boston University, 1985), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Turchan, Kirsten M., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Dermatology
- Turchi, John J., Ph.D. (University of Missouri-Columbia, 1990), Professor of Medicine and of Biochemistry and Molecular Biology
- Turek, John J., Ph.D. (University of Illinois, 1979), Adjunct Professor of Anatomy and Cell Biology, IUSM-Lafayette
- Turner, James A., D.O. (Chicago College of Osteopathic Medicine, 1986), Assistant Professor, Part-Time, of Clinical Family Medicine, IUSM-Terre Haute
- Turner, Jane E., M.D. (Indiana University, 2000), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Turner, Mary Kay, M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Surgery
- Turner, Michael S., M.D. (Medical College of Wisconsin, 1976), Assistant Professor of Clinical Neurological Surgery
- Turnquist, Robert B., M.D. (Indiana University, 1998), Volunteer Clinical Assistant Professor of Family Medicine
- Turrentine, Mark W., M.D. (University of Kansas, 1983), Professor of Surgery
- Twigg, Homer L., III, M.D. (Georgetown University, 1983), Floyd and Reba Smith Investigator in Pulmonary Disease and Associate Professor of Medicine
- Tyndall, Dwight S.A., M.D. (New York University, 1998), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Northwest
- Uchman, Boguslaw I., M.D. (Academy of Medicine, Poland, 1974), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine

- Ueda, Mitsuharu, M.D., Ph.D. (Kumamoto University, Japan, 1999, 2007), Visiting Assistant Research Professor of Pathology and Laboratory Medicine
- Ulbright, Thomas M., M.D. (Washington University, 1975), Lawrence M. Roth Professor of Pathology; Professor of Pathology and Laboratory Medicine
- Ulm, James D., M.D. (Indiana University, 1975), Assistant Professor of Clinical Otolaryngology-Head and Neck Surgery
- Uloth, J. Scott, M.D. (Indiana University, 1992), Volunteer Clinical Lecturer in Family Medicine, Evansville Center for Medical Educaton
- Ulrich, Gary S., D.O. (Chicago College of Osteopathic Medicine, 1986), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Terre Haute>
- Ulrich, Jeffrey C., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Urology, IUSM-Muncie
- Unfried, Gregory J., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Evansville
- Unison, John E., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Pediatrics
- Unthank, Joseph L., Ph.D. (Indiana University, 1985), Professor of Physiology (Surgery) and of Cellular and Integrative Physiology
- Unverzagt, Frederick W., Ph.D. (Southern Illinois University, 1991), Professor of Clinical Psychology (Psychiatry) and of Clinical Medical and Molecular Genetics
- Urch, Scott E., M.D. (Temple University, 1992), Volunteer Clinical Assistant Professor of Orthopaedic Surgery
- Urusopone, Pakorn, M.D. (Chulalongkorn University, Thailand, 1992), Assistant Professor of Clinical Anesthesia
- Uversky, Vladimir N., Ph.D. (Moscow Institute of Physics and Technology, Russia, 1991), D.Sc. (Russian Academy of Sciences, 1998), Adjunct Senior Research Professor of Biochemistry and Molecular Biology
- Uyesugi, Betty A., M.D. (Indiana University, 2006), Lecturer in Clinical Physical Medicine and Rehabilitation
- Vakili, Saeed T., M.D. (Tabriz University, Iran, 1968), Assistant Professor of Clinical Pathology and Laboratory Medicine and of Clinical Neurology
- Valcarcel, Joel C., M.D. (University of the East, Philippines, 2000), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Valluri, Shailaja, M.D. (Northwestern University, 1992), Associate Professor of Ophthalmology
- Vance, Gail Habegger, M.D. (Michigan State University, 1980), Professor of Medical and Molecular Genetics and of Pathology and Laboratory Medicine
- Van Der Pol, Barbara J., Ph.D. (Indiana University, 2007), Adjunct Assistant Professor of Medicine, School of Medicine; Assistant Professor of Kinesiology, School of Health, Physical Education and Recreation, IU Bloomington

- Vandivier, James M., M.D. (Indiana University, 1961), Volunteer Clinical Assistant Professor of Medicine
- VanEvery, Loretta M., M.D. (Indiana University, 1999), Assistant Professor of Clinical Neurology
- Vanko, Mary F., M.D. (University of Illinois at Chicago, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Northwest
- Van Meter, Charles D., M.D. (Indiana University, 1981), Volunteer Clinical Associate Professor of Orthopaedic Surgery
- Vannerson, Julie A., M.D. (University of Tennessee, 1998), Assistant Professor of Clinical Medicine
- Van Osdol, William R., M.D. (Indiana University, 1967), Volunteer Clinical Assistant Professor of Pediatrics
- Van Reken, David E., M.D. (University of Illinois, 1971), Professor of Clinical Pediatrics
- Van Ryn, David E., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Emergency Medicine, IUSM-South Bend
- Van Scoder, Linda I., Ed.D. (Indiana University, 1985), Adjunct Associate Professor of Medicine
- Van Tassel, James W., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Medicine
- Vargo-Gogola, Tracy C., Ph.D. (Vanderbilt University, 2002), Assistant Professor of Biochemistry and Molecular Biology, IUSM-South Bend
- Varma, Vijoy K., M.B.,B.S. (Patna University, India, 1960), Volunteer Clinical Professor of Psychiatry
- Vasko, Michael R., Ph.D. (University of Michigan, 1976), Chair and Professor of Pharmacology and Toxicology, Paul Stark Professor of Pharmacology, and Professor of Anesthesia and of Medicine
- Vasquez, Ricardo, M.D. (University of Iowa, 1996), Volunteer Clinical Assistant Professor of Surgery, Medical Sciences Program
- Vaz, Ana M., M.P.H. (University of Michigan, 2007), Adjunct Lecturer in Public Health
- Veerkamp, Gregory W., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Pediatrics
- Veerula, Giridhar R., M.B.,B.S. (Osmania Medical College, India, 1979), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Fort Wayne
- Velazquez, Peter, Ph.D. (University of California, Los Angeles, 2005), Assistant Professor of Microbiology and Immunology, IUSM-South Bend/>
- Vemula, Sasidhar, Ph.D. (University of Hyderabad, India, 2003), Assistant Research Professor of Pediatrics
- Ventrapragada, Shravanti, M.D. (Indiana University, 2003), Assistant Professor of Clinical Ophthalmology
- Verghese, Mary, M.B.,B.S. (Christian Medical College, India, 1992), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Veselik, Jill J., M.D. (Loyola University Chicago, 2006), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-South Bend

- Vessely, Paul J., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine
- Vetter, Thomas R., M.D. (The Ohio State University, 1984), Adjunct Associate Professor of Anesthesia
- Vianna, Rodrigo M., M.D. (Federal University of Parana, Brazil, 1994), Associate Professor of Surgery
- Vidal, Ruben, Ph.D. (National University at Rosario, Argentina, 1992), Associate Professor of Pathology and Laboratory Medicine
- Viegas, Brenda P., M.B.,B.S. (Bombay University, India, 1969), Volunteer Clinical Assistant Professor of Pediatrics
- Vik, Terry A., M.D. (Johns Hopkins University, 1983), Associate Professor of Clinical Pediatrics
- Vik, Wynter K., M.D. (Johns Hopkins University, 1983), Assistant Professor of Clinical Pediatrics
- Vilensky, Joel A., Ph.D. (University of Wisconsin, 1979), Professor of Anatomy and Cell Biology, IUSM-Fort Wayne
- Villanustre, Nicolas P., M.D. (Universidad de la Republica, Uruguay, 1999), Assistant Professor of Plastic Surgery (Surgery)
- Villavicencio, Raphael T., M.D. (Baylor College of Medicine, 1993), Assistant Professor of Clinical Medicine
- Villavicencio, Raquel M., M.D. (Indiana University, 2006), Assistant Professor of Clinical Medicine
- Vinayek, Rakesh, M.B., B.S. (All India Institute of Medical Sciences, India, 1975), Professor of Clinical Medicine
- Vincent, Ashley H., Pharm.D. (University of Pittsburgh, 2007), Adjunct Assistant Professor of Medicine
- Vinodgopal, Kizhanipuram, Ph.D. (University of Vermont, 1985), Professor of Analytical Chemistry, IU Northwest; Adjunct Professor of Biochemistry and Molecular Biology, School of Medicine
- Vinson, Erin E., D.O. (*Kirksville College of* Osteopathic Medicine, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Visovatti Weaver, Kathy A., J.D. (Indiana University, 2001), Lecturer, School of Health and Rehabilitation Sciences, and Adjunct Assistant Professor of Public Health, School of Medicine
- Vitalpur, Girish V., M.D. (Indiana University, 1995), Assistant Professor of Clinical Pediatrics
- Viton, Jean-Michel F., M.D., Ph.D. (Université de la Méditerranée, France, 1991, 1999), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation
- Vittal, Ragini, Ph.D. (Texas Womans University, 2002), Assistant Research Professor of Medicine
- Vitto, José, M.D. (University of the Andes, Venezuela, 1997), Assistant Professor of Clinical Neurological Surgery
- Voegele, Daniel W., M.D. (University of Cincinnati, 1986), Assistant Professor of Clinical Family Medicine
- Vogel, Caryn M., M.D. (Rush University, 1985), Volunteer Clinical Assistant Professor of Neurology

- Vohra, K. Praveen, M.B.B.S. (All India Institute of Medical Sciences, India, 1987), Volunteer Clinical Assistant Professor of Medicine
- Voiles, Steven J., M.D. (Southern Illinois University, 1998), Volunteer Clinical Assistant Professor of Pediatrics
- Volz, Kim A., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- von Bülow, Götz-Ulrich, Ph.D. (University of the Witwatersrand, South Africa, 1994), Adjunct Assistant Professor of Microbiology and Immunology
- von der Lohe, Elisabeth, M.D. (University of Aachen, German, 1978), Professor of Clinical Medicine
- Vore, Robert E., M.D. (Indiana University, 1948), Volunteer Clinical Assistant Professor of Anesthesia
- Voss, Franky E., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Medicine
- Voss, Peter M., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Muncie
- Vreeman, Daniel J., D.P.T. (Duke University, 2003), Assistant Research Professor of Medicine and of Knowledge Informatics and Translation
- Vreeman, Rachel C., M.D. (Michigan State University, 2002), Assistant Professor of Pediatrics
- Vu, Nguyen D., M.D. (University of Cincinnati, 1998), Assistant Professor of Clinical Medicine
- Vu, T. Robert, M.D. (University of Maryland, 1992), Associate Professor of Clinical Medicine
- Vuppalanchi, Raj K., M.B.,B.S. (Gandhi Medical College, India, 1998), Assistant Professor of Clinical Medicine
- Waddell, Amy M., M.D. (Loyola University Chicago, 2006), Assistant Professor of Clinical Ophthalmology
- Waddell, Kari W., M.D. (Indiana University, 1999), Assistant Professor of Clinical Radiology and Imaging Sciences
- Waddell, Maria T., Ph.D. (State University of New York, Albany, 1987), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Wade, Christopher L., M.D. (Indiana University, 1995), Associate Professor of Clinical Pathology and Laboratory Medicine
- Waghmare, Sanjeev K., Ph.D. (International Centre for Genetic Engineering and Biotechnology, Italy, 2004), Adjunct Assistant Scientist in Surgery
- Wagner, David L., M.D. (University of Louisville, 1981), Assistant Professor of Clinical Psychiatry
- Wagner, Dennis L., M.D. (Indiana University, 1977), Professor of Clinical Anesthesia
- Wagner, Mark C., Ph.D. (University of Texas Southwestern Medical Center at Dallas, 1989), Associate Research Professor of Medicine and of Biochemistry and Molecular Biology
- Wagner, Michael A., Ph.D. (Kent State University, 2000), Associate Professor of Clinical Pharmacology and Toxicology and of Clinical Pathology and Laboratory Medicine
- Wagner, Scott A., M.D. (Indiana University, 1986), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine, IUSM-Fort Wayne

- Wagner, Stephanie, M.D. (Ross University, Dominica, 2001), Assistant Professor of Clinical Medicine
- Wairiuko, George M., M.D. (Indiana University, 2003), Assistant Professor of Clinical Surgery
- Waite, Gabi N., Ph.D. (University of Hohenheim, Germany, 1995), Associate Professor of Cellular and Integrative Physiology, IUSM-Terre Haute
- Wakefield, James G., III, M.D. (Medical College of Georgia, 1996), Volunteer Clinical Assistant Professor of Family Medicine
- Walczak, Claire E., Ph.D. (University of Wisconsin, 1993), Professor of Biochemistry and Molecular Biology and Adjunct Professor of Anatomy and Cell Biology, Medical Sciences Program
- Waldo, Ralph E., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Fort Wayne
- Waldrip, Kristen J., M.S.N. (Vanderbilt University, 2006), Volunteer Clinical Lecturer in Obstetrics and Gynecology
- Wales, Paula S., Ed.D. (Auburn University, 1996), Interim Associate Dean for Medical Education and Curricular Affairs; Associate Professor, Part-Time, of Surgery
- Walker, D. Carey, Ph.D. (North Carolina State University, 1999), Adjunct Assistant Professor of Microbiology and Immunology, IUSM-Evansville
- Walker, Grace L., M.D. (Indiana University, 1982), Volunteer Clinical Associate Professor of Family Medicine, IUSM-Terre Haute
- Walker, Gregory T., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Urology, Medical Sciences Program
- Walker, James J., Ph.D. (The Ohio State University, 1988), Adjunct Associate Professor of Anatomy and Cell Biology, IUSM-Lafayette
- Walker, Jeffrey A., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Walker, John M., M.D. (Indiana University, 1991), Assistant Professor of Clinical Family Medicine
- Walker, Jonathan D., M.D. (University of Cincinnati, 1983), Volunteer Clinical Assistant Professor of Ophthalmology, IUSM-Fort Wayne
- Walker, Katherine H., M.D. (Indiana University, 2000), Assistant Professor, Part-Time, of Clinical Radiology and Imaging Sciences
- Walker, Scott G., M.D. (Indiana University, 1992), Associate Professor of Clinical Anesthesia
- Walker, T. Stuart, Ph.D. (Indiana University, 1977), Assistant Dean and Director, IUSM-Muncie, and Professor of Microbiology and Immunology
- Waller, Bruce F., M.D. (University of Minnesota, 1973), Volunteer Clinical Professor of Pathology and Laboratory Medicine and of Medicine
- Walls, Elwood K., Ph.D. (La Trobe University, Australia, 1989), Adjunct Assistant Professor of Cellular and Integrative Physiology, IUSM-Lafayette
- Walsh, James P., M.D., Ph.D. (Duke University, 1987, 1986), Associate Professor of Medicine and of Biochemistry and Molecular Biology
- Walsh, Kelda H., M.D. (Indiana University, 1991), Assistant Professor of Clinical Psychiatry

- Walsh, Kelly R., Ph.D. (*The Ohio State University, 2006*), Adjunct Assistant Professor of Biochemistry and Molecular Biology, IUSM-Evansville
- Walsh, Laurence E., M.D. (Indiana University, 1987), Associate Professor of Clinical Neurology, of Clinical Medical and Molecular Genetics, and of Clinical Pediatrics
- Walsh, Mark M., M.D. (University of Bologna, Italy, 1976), Assistant Professor, Part-Time, of Clinical Medicine, IUSM-South Bend
- Walsh, Mary N., M.D. (University of Minnesota, 1983), Volunteer Clinical Associate Professor of Medicine
- Walter, Thomas M., Ph.D. (Purdue University, 1995), Adjunct Assistant Professor of Microbiology and Immunology, IUSM-Lafayette
- Walters, James L., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Pediatrics
- Walthall, Gerald C., M.D. (Indiana University, 1969), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Walthall, Jennifer D.H., M.D. (Indiana University, 2000), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Walther, Terry L., D.V.M. (Purdue University, 1973), Assistant Scientist in Pathology and Laboratory Medicine
- Walton, Charlene, M.D. (University of Iowa, 1990), Assistant Professor of Clinical Anesthesia
- Waltz, Steven G., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Walvoord, Emily C., M.D. (Northwestern University, 1994), Assistant Dean for Faculty Affairs and Professional Development, and Associate Professor of Clinical Pediatrics
- Wanee, Neil R., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Wang, Exing, Ph.D. (The Ohio State University, 1997), Assistant Research Professor of Medicine
- Wang, Jingyun, Ph.D. (Indiana University, 2007), Assistant Professor of Ophthalmology
- Wang, Meijing, M.D. (West China University of Medical Sciences, China, 1994), Assistant Professor of Surgery
- Wang, Mingsheng, M.D. (Beijing Medical University, China, 1987), Visiting Associate Scientist in Pathology and Laboratory Medicine
- Wang, Mu, Ph.D. (Washington University, 1998), Associate Professor of Biochemistry and Molecular Biology
- Wang, Xiaoyan, M.D. (Shanxi Medical University, China, 1987), Ph.D. (University of Pittsburgh, 1999), Associate Professor of Pathology and Laboratory Medicine
- Wang, Yang, M.D. (Tongji Medical University, China, 1992), Assistant Research Professor of Radiology and Imaging Sciences
- Wang, Zhanxiang, B.M. (Beijing University of Chinese Medicine, China, 1989), Ph.D. (China Academy of Chinese Medical Sciences, China, 2001), Assistant Research Professor of Pediatrics

- Wanner, Matthew R., M.D. (Indiana University, 2000), Assistant Professor of Clinical Radiology and Imaging Sciences
- Ward, Heather H., Ph.D. (Indiana University, 2007), Adjunct Assistant Research Professor of Medicine
- Ward, William H., M.D. (Loma Linda University, 1983), Volunteer Clinical Assistant Professor of Family Medicine
- Warden, John A., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Medicine
- Warden, Stuart J., Ph.D. (University of Melbourne, Australia, 2001), Associate Professor of Physical Therapy, School of Health and Rehabilitation Sciences; Adjunct Associate Professor of Anatomy and Cell Biology, School of Medicine
- Ware, J. Anthony, M.D. (University of Kansas, 1977), Volunteer Clinical Professor of Medicine
- Warkel, Raphael L., M.D. (Hahnemann Medical College, 1967), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Warner, Margaret R., Ph.D. (Northwestern University, 1987), D.V.M. (Purdue University, 1998), Adjunct Professor of Pharmacology and Toxicology
- Warren, Simon J., M.B.,B.S. (University of London, United Kingdom, 1993), Associate Professor of Clinical Pathology and Laboratory Medicine and of Clinical Dermatology
- Warrener, Gerald G., M.D. (Indiana University, 1977), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Waseem, Shamaila, M.B.B.S. (*King Edward Medical College, Pakistan, 1997*), Assistant Professor of Clinical Pediatrics
- Waseem, Zahoor A., M.B.B.S. (Allama Iqbal Medical College, Pakistan, 1986), Assistant Professor of Clinical Medicine
- Washington, Sierra L., M.D. (Harvard Medical School, 2005), Assistant Professor of Clinical Obstetrics and Gynecology
- Waters, Scott A., M.D. (Indiana University, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Waterson, Zachry L., D.O. (University of Health Sciences College of Osteopathic Medicine, 1999), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Watkins, Bruce A., Ph.D. (University of California, Davis, 1985), Adjunct Professor of Anatomy and Cell Biology, IUSM-Lafayette
- Watkins, James L., M.D. (University of Illinois, 1981), Associate Professor of Clinical Medicine
- Watkins, John B., III, Ph.D. (University of Wisconsin, 1979), Assistant Dean and Director, Medical Sciences Program, and Professor of Pharmacology and Toxicology
- Watson, James R., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Watters, Andrew K., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Emergency Medicine, Medical Sciences Program
- Waxman, Dan A., M.D. (University of Kansas, 1981), Volunteer Clinical Professor of Pathology and Laboratory Medicine

- Weatherman, Kara D., Pharm.D. (Purdue University, 1994), Adjunct Assistant Professor of Radiologic Sciences (Radiology and Imaging Sciences), IUSM-Lafayette
- Weaver, Bree A., M.D. (Louisiana State University, 2002), Assistant Research Professor of Medicine and Assistant Professor, Part-Time, of Clinical Medicine and of Clinical Pediatrics
- Weaver, Christopher S., M.D. (University of Kentucky, 1997), Associate Professor of Emergency Medicine
- Weaver, R. Wyatt, Jr., M.D. (Indiana University, 1970), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Webb, Burton J., Ph.D. (Indiana University, 1994), Adjunct Associate Professor of Microbiology and Immunology, IUSM-Muncie
- Webber, Delise A., M.D. (Indiana University, 2001), Assistant Professor of Clinical Medicine
- Webber, Emily C., M.D. (Indiana University, 2004), Assistant Professor of Clinical Pediatrics
- Webber, Michael A., M.D. (Indiana University, 2004), Assistant Professor of Clinical Psychiatry
- Weber, Edward C., D.O. (Philadelphia College of Osteopathic Medicine, 1976), Adjunct Associate Professor of Anatomy and Cell Biology and Volunteer Clinical Associate Professor of Radiology and Imaging Sciences, IUSM-Fort Wayne
- Weber, Emil L., M.D. (Indiana University, 1964), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-Evansville
- Weber, Katharina M., M.D. (Southern Illinois University, 2002), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Weber, Mary C., M.D. (Indiana University, 1987), Assistant Professor of Clinical Psychiatry
- Weber, Zachary A., Pharm.D. (Purdue University, 2007), Adjunct Assistant Professor of Medicine
- Webster, Mark D., M.D. (State University of New York Upstate Medical Center at Syracuse, 1978), Assistant Professor of Clinical Orthopaedic Surgery
- Weddell, James A., D.D.S. (Indiana University, 1977), Associate Professor of Pediatric Dentistry, School of Dentistry; Adjunct Associate Professor of Pediatrics, School of Medicine
- Weddle, Richard A., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Weeks, Michael B., M.D. (Indiana University, 1970), Assistant Professor of Clinical Medicine
- Weesner, Valerie J., Ph.D. (State University of New York at Buffalo, 1993), Volunteer Clinical Assistant Professor of Pediatrics
- Wehr, Gerald W., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Lafayette
- Wei, Lei, Ph.D. (University of Paris, France, 1991), Associate Professor of Pediatrics and Adjunct Associate Professor of Cellular and Integrative Physiology
- Wei, Xing, M.D. (Beijing Medical University, China, 1984), Assistant Scientist in Neurology

- Weidenbener, Erich J., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, Medical Sciences Program
- Weiner, Michael, M.D. (Duke University, 1993), Associate Professor of Medicine and Department of Medicine Investigator in Health Services Research
- Weinstein, Elizabeth, M.D. (University of Massachusetts, 2002), Assistant Professor of Clinical Emergency Medicine and of Clinical Pediatrics
- Weisberger, Edward C., M.D. (University of Michigan, 1971), Betty A. Morgan Professor of Otolaryngology; Professor of Otolaryngology-Head and Neck Surgery
- Weiss, Jay H., M.D. (Washington University, 1973), Volunteer Clinical Assistant Professor of Medicine
- Weist, Andrea D., M.D. (University of Pittsburgh, 1996), Assistant Professor of Clinical Pediatrics
- Wek, Ronald C., Ph.D. (University of California, Irvine, 1987), Professor of Biochemistry and Molecular Biology and of Medical and Molecular Genetics
- Welborn, Mell B., M.D. (*Emory University, 1962*), Volunteer Clinical Professor of Surgery, IUSM-Evansville
- Welch, Anna L., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Lafayette
- Welch, Julie L., M.D. (Indiana University, 1997), Assistant Professor, Part-Time, of Clinical Emergency Medicine
- Welch, Norbert M., Jr., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Urology, IUSM-Lafayette
- Welch, Pamela A., M.D. (University of Virginia, 1980), Ph.D. (University of Alabama at Birmingham, 1990), Volunteer Clinical Assistant Professor of Pediatrics
- Welling, Michael E., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Psychiatry
- Wellington, Joshua R., M.D. (Medical College of Ohio, 1999), Assistant Professor of Clinical Anesthesia and of Clinical Physical Medicine and Rehabilitation
- Wellman, Cynthia L., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Wells, B. Diane, M.D. (Indiana University, 1974), Professor, Part-Time, of Clinical Medicine, Medical Sciences Program
- Wells, Clark D., Ph.D. (University of Texas Southwestern Medical Center at Dallas, 2001), Assistant Professor of Biochemistry and Molecular Biology
- Welsh, Michael G., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Ophthalmology
- Welsh, Michael J., M.D. (Indiana University, 1984), Assistant Professor of Clinical Emergency Medicine
- Wenzler, Michael P., M.D. (Indiana University, 1979), Health Center Physician, IU Bloomington; Volunteer Clinical Assistant Professor of Psychiatry, Medical Sciences Program, School of Medicine

- Were, Martin C., M.D. (Harvard Medical School, 2001), Assistant Professor of Medicine and of Knowledge Informatics and Translation
- Wermuth, Mary E., M.D. (Indiana University, 1992), Assistant Professor of Clinical Emergency Medicine
- Wernert, John J., III, M.D. (University of Louisville, 1985), Volunteer Clinical Associate Professor of Psychiatry
- Wertman, Daniel E., Jr., M.D. (The Ohio State University, 1976), Assistant Professor of Clinical Radiology and Imaging Sciences
- Wessel, Jennifer, Ph.D. (University of California, San Diego, 2006), Assistant Professor of Public Health and of Medicine
- Wessels, Alette M., Ph.D. (Vrije University, Netherlands, 2006), Adjunct Assistant Professor of Medicine
- West, Karen W., M.D. (Indiana University, 1977), Professor of Surgery
- Westbrook, Carol A., M.D., Ph.D. (University of Chicago, 1978, 1977), Volunteer Clinical Professor of Medicine
- Westenkirchner, David F., M.D. (Medical College of Ohio, 1976), Associate Professor of Clinical Pediatrics
- Westfall, John E., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery, IUSM-Fort Wayne
- Westin, Eric D., M.D. (Rush University, 2003), Assistant Professor of Clinical Radiology and Imaging Sciences
- Westin, Eric H., M.D. (Albany Medical College, 1976), Adjunct Professor of Medicine
- Westmoreland, Glenda R., M.D. (Indiana University, 1988), Associate Professor of Clinical Medicine
- Weston, Benjamin F., M.D. (University of Utah, 2000), Assistant Professor of Clinical Pediatrics
- Westphal, Steven M., M.D. (Indiana University, 1999), Assistant Professor of Clinical Radiology and Imaging Sciences
- Wever Pinzon, James R., M.D. (University of Panama, 2002), Assistant Professor of Clinical Medicine
- Whalen, Charles J., M.D. (University of Rochester, 1991), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Wheeler, James A., M.D. (University of Kansas, 1989), Ph.D. (University of Notre Dame, 1984), Volunteer Clinical Assistant Professor of Radiation Oncology, IUSM-South Bend
- Wheeler, Jeffrey A., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- Wheeler, Thomas C., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Obstetrics & Gynecology, IUSM-Fort Wayne
- Whipple, Daniel R., M.D. (Indiana University, 1988), Volunteer Clinical Assistant Professor of Ophthalmology
- Whipple, Elizabeth C., M.L.S. (Indiana University, 2005), Assistant Librarian, Ruth Lilly Medical Library (Knowledge Informatics and Translation)

- Whitaker, J. William, M.D. (Indiana University, 1973), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- White, Brian D., M.D. (University of Michigan, 1988), Volunteer Clinical Assistant Professor of Radiology and Imaging Sciences
- White, Fletcher A., Ph.D. (Medical College of Ohio, 1994), Vergil K. Stoelting Professor of Anesthesia, and Professor of Pharmacology and Toxicology
- White, Gary W., B.S. (University of Southern Indiana, 1973), Lecturer in Anatomy and Cell Biology, IUSM-Evansville
- White, Jason F., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Evansville
- White, Kenneth E., Ph.D. (Dartmouth Medical School, 1997), Associate Professor of Medical and Molecular Genetics
- White, Robert D., M.D. (Johns Hopkins University, 1974), Volunteer Clinical Assistant Professor of Pediatrics
- White, T. Eric, M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Whitehead, Daniel W., M.D. (Indiana University, 1977), Volunteer Clinical Lecturer in Radiology and Imaging Sciences, IUSM-Evansville
- Whitehead, George F., M.D. (The Ohio State University, 2006), Visiting Lecturer in Clinical Ophthalmology
- Whitehead, Willard, III, M.D. (University of Louisville, 1982), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Evansville
- Whiteman, Aaron F., D.O. (University of Health Sciences College of Osteopathic Medicine, 2002), Volunteer Clinical Assistant Professor of Psychiatry
- Whitham, Josh W., M.D. (Indiana University, 2005), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Whitley, Bruce H., M.D. (University of Illinois, 1979), Assistant Professor of Clinical Medicine
- Whitney, Kriscinda A., Ph.D. (Indiana University Purdue University Indianapolis, 2002), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Whitsett, Therese M., M.A. (Webster University, 1978), Adjunct Lecturer in Pediatrics
- Whitson, William E., M.D. (Medical College of Wisconsin, 1982), Volunteer Clinical Lecturer in Ophthalmology
- Whitt, Justin K., M.D. (University of Illinois, 2003), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Muncie
- Wickett-Curtis, Amanda M., Psy.D. (University of Indianapolis, 2004), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Widlanski, Theodore S., Ph.D. (Harvard University, 1989), Professor of Chemistry, College of Arts and Sciences, IU Bloomington; Professor, Part-Time, of Biochemistry and Molecular Biology, Medical Sciences Program, School of Medicine
- Wiebke, Eric A., M.D. (Vanderbilt University, 1983), J. Stanley Battersby Professor of Surgery

- Wiebke, Jennifer L., M.D. (Vanderbilt University, 1983), Associate Professor, Part-Time, of Clinical Pediatrics
- Wiehe, Sarah E., M.D. (University of Chicago, 1998), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Public Health
- Wierman, Meredith K., D.O. (Michigan State University, 2002), Volunteer Clinical Assistant Professor of Medicine, IUSM-South Bend
- Wieschhaus, Martin F., M.D. (University of Missouri-Columbia, 1986), Volunteer Clinical Associate Professor of Family Medicine
- Wiesert, Kenneth N., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Psychiatry
- Wilbur, Lee G., M.D. (University of Kansas, 2000), Associate Professor of Clinical Emergency Medicine
- Wilhelmus, Scott M., M.D. (Indiana University, 1978), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Wilkes, David S., M.D. (Temple University, 1982), Executive Associate Dean for Research Affairs; August M. Watanabe Professor of Medical Research; Professor of Medicine, of Microbiology and Immunology, and of Biochemistry and Molecular Biology
- Wilkins, Donna A., M.D. (Indiana University, 1975), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Muncie
- Wilkins, John H., III, Ph.D. (Indiana University, 1979), Adjunct Associate Professor of Anatomy and Cell Biology, IUSM-Muncie
- Wilkins, Robert E., M.D. (University of Illinois, 1975), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Fort Wayne
- Willardo, Albert T., M.D., J.D. (Indiana University, 1964, 1962), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Williams, Brian J., M.D. (Indiana University, 1992), Volunteer Clinical Assistant Professor of Dermatology
- Williams, Charles J., M.D. (American University of the Caribbean, Netherlands Antilles, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Williams, Cynthia S., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Family Medicine
- Williams, Derrick A., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Williams, Eric S., M.D. (Indiana University, 1971), Associate Dean for Indiana University Health Affairs; Professor of Medicine
- Williams, James C., Ph.D. (University of Nebraska, 2005), Volunteer Clinical Lecturer in Medicine
- Williams, James C., Jr., Ph.D. (Cornell University, 1983), Professor of Anatomy and Cell Biology
- Williams, John I., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Orthopaedic Surgery, IUSM-Fort Wayne
- Williams, Linda S., M.D. (Indiana University, 1991), Associate Professor of Neurology and of Anesthesia

- Williams, Mark D., M.D. (Indiana University, 1990), Volunteer Clinical Associate Professor of Medicine
- Williams, Meredith K., M.D. (Johns Hopkins University, 2001), Assistant Professor of Clinical Obstetrics and Gynecology
- Williams, Rebekah L., M.D. (Eastern Virginia Medical School, 2003), Assistant Professor of Clinical Pediatrics
- Williams, Robert W., Ph.D. (Washington State University, 1980), Visiting Associate Professor of Biochemistry and Molecular Biology
- Williams, Ronald N., Ph.D. (Ball State University, 1991), Volunteer Clinical Assistant Professor of Neuropsychology (Neurology), IUSM-Fort Wayne>
- Williamson, Michael J., Jr., D.O. (Michigan State University, 2001), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Willis, Deanna R., M.D. (University of Missouri, 1994), Associate Professor of Family Medicine
- Wills, Cynthia L., M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Family Medicine
- Wills, Edward R., M.D. (Indiana University, 1976), Volunteer Clinical Assistant Professor of Pathology and Laboratory Medicine
- Wilmot, David E., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Family Medicine
- Wilson, Amy C., M.D. (Johns Hopkins University, 2003), Assistant Professor of Clinical Pediatrics
- Wilson, Angel, M.D. (Temple University, 2005), Assistant Professor of Clinical Medicine
- Wilson, Christopher M., M.D. (Indiana University, 2000), Volunteer Clinical Assistant Professor of Neurology
- Wilson, Craig J., M.B.,B.S. (University of Queensland, Australia, 1993), Volunteer Clinical Assistant Professor of Medicine
- Wilson, David E., M.D. (Indiana University, 1981), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Wilson, Derron K., M.D. (Indiana University, 1996), Assistant Professor of Clinical Neurological Surgery
- Wilson, Donald L., M.D. (Indiana University, 1966), Volunteer Clinical Professor of Ophthalmology
- Wilson, G. Andrew, M.D. (Medical College of Wisconsin, 1991), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-Terre Haute
- Wilson, Gregory A., M.D. (Indiana University, 1975), Richard M. Fairbanks Professor of Community Health and Professor of Clinical Public Health and of Clinical Pediatrics
- Wilson, Jane E.D., M.D. (Indiana University, 1996), Assistant Professor of Clinical Pediatrics
- Wilson, Jill A., M.D. (Indiana University, 1998), Assistant Professor of Clinical Obstetrics and Gynecology
- Wilson, Leslie D., B.S. (Indiana University, 1997), Adjunct Lecturer in Radiologic Sciences (Radiology and Imaging Sciences)
- Wilson, Michael G., M.S. (Western Michigan University, 1988), Adjunct Lecturer in Medicine

- Wilson, Michael J., M.D., Ph.D. (Indiana University, 2000, 1998), Volunteer Clinical Assistant Professor of Medicine and of Pediatrics
- Wilson, Tina, M.B.B.S. (Bangalore University, India, 1998), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Wilson, Wayne A., Ph.D. (University of Dundee, Scotland, 1996), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Wilson, William W., M.D. (Indiana University, 1980), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Winchester, Paul D., M.D. (University of Colorado, 1976), Professor of Clinical Pediatrics
- Windsor, L. Jack, Ph.D. (University of Alabama at Birmingham, 1993), Associate Professor of Oral Biology, School of Dentistry; Adjunct Associate Professor of Anatomy and Cell Biology, School of Medicine
- Winer-Muram, Helen T., M.D.C.M. (McGill University, Canada, 1973), Professor of Clinical Radiology and Imaging Sciences
- Winget, Melissa R., Ph.D. (Indiana University, 1985), Adjunct Assistant Professor of Biochemistry and Molecular Biology
- Winslow, Catherine P., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Wintermeyer, Stephen F., M.D. (Harvard University, 1985), Associate Professor of Clinical Medicine and Adjunct Associate Professor of Public Health
- Winternheimer, Louis L., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine
- Wise, Steven L., M.D. (Medical College of Georgia, 1986), Volunteer Clinical Assistant Professor of Medicine
- Wiseman, Dean A., Ph.D. (Purdue University, 2004), Assistant Research Professor of Pediatrics
- Wisnewski, Amy, M.D. (New York Medical College, 2003), Assistant Professor of Clinical Radiology and Imaging Sciences
- Witt, Thomas C., M.D. (University of California, Davis, 1988), Associate Professor of Neurological Surgery
- Wittenberg, Dorothy K., Ph.D. (Institute for Clinical Social Work, 1991), Volunteer Clinical Associate Professor of Psychiatry
- Witting, Scott R., Ph.D. (University of Cincinnati, 2004), Assistant Professor of Medical and Molecular Genetics
- Wittles, Joel M., M.D. (University of Illinois at Chicago, 1981), Associate Professor of Clinical Medicine
- Witty, Lynn A., M.D. (Indiana University, 1987), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Witzmann, Frank A., Ph.D. (Marquette University, 1981), Professor of Cellular and Integrative Physiology and of Biochemistry and Molecular Biology, School of Medicine; Adjunct Professor of Biology, School of Science

- Wixom, William L., D.O. (*Kirksville College of* Osteopathic Medicine, 1989), Assistant Professor of Clinical Emergency Medicine
- Wojcieszek, Joanne M., M.D. (Medical College of Ohio, 1988), Associate Professor of Clinical Neurology
- Wojcik, Cezary, M.D., Ph.D., D.Sc. (Medical University of Warsaw, Poland, 1994, 1996, 2001), Assistant Professor of Anatomy and Cell Biology, IUSM-Evansville
- Wolanski, Mark R., Ph.D. (University of Chicago, 1995), Assistant Professor of Clinical Radiation Oncology
- Wolf, Karen M., M.D. (University of Michigan, 1981), Associate Professor of Clinical Medicine
- Wolfe, John W., M.D. (Indiana University, 2004), Assistant Professor of Clinical Anesthesia
- Wolfe, Thomas M., M.D. (Indiana University, 1974), Assistant Professor of Anesthesia
- Woller, Shannon E., Psy.D. (University of Indianapolis, 2008), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Wolverton, Stephen E., M.D. (Indiana University, 1979), Theodore Arlook Professor of Dermatology and Professor of Clinical Dermatology
- Wong, Bonnie Y.T., M.B.B.S. (University of Hong Kong, 1995), Visiting Assistant Professor of Clinical Family Medicine
- Wong, Donald, Ph.D. (Columbia University, 1981), Associate Professor of Anatomy and Cell Biology and of Otolaryngology-Head and Neck Surgery
- Wong, Wesley B., M.D. (University of Oklahoma, 1980), Volunteer Clinical Assistant Professor of Neurology
- Wood, Alice B. "Lillette", M.D. (Indiana University, 1984), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, Medical Sciences Program
- Wood, Debra M., M.S. (Indiana University, 2008), Program Director, Histotechnology Distance Learning Program, and Assistant Professor of Clinical Pathology and Laboratory Medicine
- Wood, Kristin L., M.D. (Indiana University, 2004), Volunteer Clinical Assistant Professor of Family Medicine
- Wooden, William A., M.D. (University of Florida, 1984), Professor of Plastic Surgery (Surgery)
- Woodman, Patrick J., D.O. (Michigan State University, 1994), Volunteer Clinical Associate Professor of Obstetrics and Gynecology
- Woods, Erik J., Ph.D. (Purdue University, 1998), Adjunct Assistant Professor of Microbiology and Immunology and of Pediatrics
- Woods, Jessy G., M.D. (Indiana University, 2003), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Terre Haute
- Woodward, Jason F., M.D. (Indiana University, 2002), Assistant Professor of Clinical Medicine and of Clinical Pediatrics
- Wools-Kaloustian, Kara K., M.D. (Indiana University, 1988), Associate Professor of Medicine
- Wooten, Marc D., M.D. (University of Texas Southwestern Medical School, 1988), Volunteer Clinical Associate Professor of Medicine

- Wooten, William G., M.D. (University of Missouri-Columbia, 1974), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Evansville
- Worman, Ripley W., M.D. (Indiana University, 2004), Assistant Professor of Orthopaedic Surgery
- Worster, Thomas J., M.D. (University of Texas at Houston, 1988), Volunteer Clinical Assistant Professor of Medicine, Medical Sciences Program
- Worth, Robert M., M.D., Ph.D. (Indiana University, 1966, 1987), Professor of Clinical Neurological Surgery
- Wozniak, Thomas C., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Surgery
- >Wrasse, John D., M.D. (Indiana University, 2005), Volunteer Clinical Assistant Professor of Pediatrics, Medical Sciences Program
- Wrenn, Robert E., M.D. (Indiana University, 1971), Volunteer Clinical Associate Professor of Obstetrics and Gynecology, Medical Sciences Program
- Wright, Curtis A., M.D. (Mayo Medical School, 2001), Assistant Professor of Clinical Medicine
- Wright, Eric R., Ph.D. (Indiana University, 1994), Division Director, Health Policy and Management, and Professor of Public Health, School of Medicine; Adjunct Professor, School of Nursing; Adjunct Professor of Sociology, School of Liberal Arts
- Wright-Buckley, Carol E., Ph.D. (University of Mississippi, 1986), Assistant Professor of Clinical Psychology in Clinical Psychiatry
- Wrobleski, Kristin Kahle, Ph.D. (University of Kansas, 2005), Volunteer Clinical Assistant Professor of Clinical Psychology (Psychiatry)
- Wu, Howard H., M.D. (Kaohsiung Medical University, Taiwan, 1984), Associate Professor of Clinical Pathology and Laboratory Medicine
- Wu, Huanmei, Ph.D. (Northeastern University, 2005), Assistant Professor of Computer and Information Technology, School of Engineering and Technology; Adjunct Assistant Professor of Radiation Oncology, School of Medicine
- Wu, Isaac C., M.D. (Oregon Health and Science University, 2002), Assistant Professor of Clinical Radiology and Imaging Sciences
- Wu, Jianmin, Ph.D. (*Peking Union Medical College and Chinese Academy of Medical Sciences, China, 2003*), Assistant Research Professor of Surgery
- Wu, L. Y. Frank, M.D. (National Taiwan University, Taiwan, 1966), Volunteer Clinical Assistant Professor of Pediatrics and of Medicine
- WuDunn, Darrell, M.D., Ph.D. (University of Chicago, 1990, 1988), Professor of Ophthalmology
- Wurglitz, Glen M., Psy.D. (Adler School of Professional Psychology, 1995), Adjunct Lecturer in Clinical Psychology (Psychiatry), IUSM-Northwest
- Wurtz, L. Daniel, M.D. (University of South Alabama, 1984), Associate Professor of Clinical Orthopaedic Surgery
- Xhani, Denisa, M.D. (University of Tennessee, 2004), Volunteer Clinical Assistant Professor of Medicine
- Xie, Dong, Ph.D. (The Ohio State University, 1998), Associate Professor of Biomedical Engineering,

School of Engineering and Technology; Adjunct Associate Professor of Surgery, School of Medicine

- Xie, Jingwu, Ph.D. (University of Dundee, United Kingdom, 1994), Jonathan and Jennifer Simmons Professor of Pediatrics and Adjunct Professor of Pharmacology and Toxicology
- Xiong, Wenhui, Ph.D. (Chinese Academy of Sciences, 1993), Assistant Scientist in Anatomy and Cell Biology
- Xu, Huiping, Ph.D. (Purdue University, 2007), Assistant Professor of Medicine
- Xu, Lisa Y., M.D. (Washington University, 2006), Assistant Professor of Clinical Dermatology
- Xu, Xiao-Ming, M.S. (Shanghai Second Medical University, China, 1985), Ph.D. (The Ohio State University, 1990), Mari Hulman George Professor of Neuroscience Research, Professor of Neurological Surgery, and Adjunct Professor of Anatomy and Cell Biology
- Xu, Yan, Ph.D. (State University of New York at Albany, 1988), Hulman-George Family Professor of Gynecologic Cancer and Professor of Obstetrics & Gynecology and of Biochemistry and Molecular Biology
- Xu, Zao C., M.D. (Guangzhou Medical College, China, 1982), Ph.D. (University of Tennessee, 1990), Professor of Anatomy and Cell Biology and Adjunct Professor of Neurology, School of Medicine; Director, Confucius Institute in Indianapolis, School of Liberal Arts
- Xue, Bin, Ph.D. (Nanjing University, China, 2005), Visiting Assistant Research Professor of Biochemistry and Molecular Biology
- Xuei, Xiaoling, Ph.D. (Cornell University, 1991), Senior Research Professor and Professor, Part-Time, of Biochemistry and Molecular Biology
- Yacoub, John, M.D. (Aleppo University, Syria, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Terre Haute
- Yadav, Anil V., M.D. (University of Western Ontario, Canada, 1996), Associate Professor of Clinical Medicine
- Yahanda, Alan M., M.D. (Johns Hopkins University, 1985), Volunteer Clinical Assistant Professor of Surgery, IUSM-Fort Wayne
- Yalowitz, Bruce R., M.D. (Indiana University, 1989), Volunteer Clinical Assistant Professor of Urology, IUSM-Northwest
- Yan, Cong, Ph.D. (*City University of New York,* 1987), Professor of Pathology and Laboratory Medicine
- Yan, Dalai, Ph.D. (Beijing Agricultural University, China, 1993), Assistant Research Professor of Microbiology and Immunology
- Yancey, Allison M., M.D. (Indiana University, 2004), Visiting Assistant Professor of Clinical Pediatrics
- Yancy, Eric A., M.D. (Creighton University, 1976), Volunteer Clinical Assistant Professor of Pediatrics
- Yang, Charles R., Ph.D. (University of Western Ontario, Canada, 1987), Adjunct Associate Professor of Anatomy and Cell Biology
- Yang, Feng-Chun, B.M. (Hebei Medical University, China, 1983), Ph.D. (Shinshu University, China,

1996), Assistant Professor of Pediatrics and Adjunct Assistant Professor of Anatomy and Cell Biology

- Yang, X. Frank, Ph.D. (University of Texas at Dallas, 1997), Assistant Professor of Microbiology and Immunology
- Yaqub, Muhammad S., M.B.,B.S. (University of Punjab, Pakistan, 1989), Associate Professor of Clinical Medicine
- Yaroshevsky, Severyn, M.D. (Lviv State Medical University, Ukraine, 1997), Volunteer Clinical Assistant Professor of Pediatrics, IUSM-Northwest
- Yates, Charles W., M.D. (Indiana University, 2003), Assistant Professor of Otolaryngology-Head and Neck Surgery
- Ye, Qizhuang, Ph.D. (University of Kansas, 1988), Associate Professor of Biochemistry and Molecular Biology
- Yeagley, Thomas J., M.D. (Georgetown University, 1994), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology, IUSM-Terre Haute
- Yeap, Yar Luan, M.D. (University of Western Ontario, Canada, 2004), Visiting Assistant Professor of Clinical Anesthesia
- Yee, Allison B., M.D. (Indiana University, 2006), Visiting Lecturer in Clinical Ophthalmology
- Yekinni, Abideen O., M.D. (Indiana University, 1992), Assistant Professor, Part-Time, of Otolaryngology-Head and Neck Surgery
- Yelavarthi, Krishna K., Ph.D. (Osmania University, India, 1984), Associate Professor of Clinical Medical and Molecular Genetics, IUSM-Northwest
- Yen, Terence T., Ph.D. (University of North Carolina, 1966), Adjunct Professor of Biochemistry and Molecular Biology
- Yeretsian, Ara K., M.D. (American University of Beirut, Lebanon, 1972), Volunteer Clinical Assistant Professor of Psychiatry, IUSM-Northwest
- Yiannoutsos, Constantin T., Ph.D. (University of Connecticut, 1991), Professor of Medicine and Adjunct Professor of Public Health, School of Medicine; Adjunct Professor of Statistics (Biostatistics), School of Science
- Yin, Xiao-Ming, M.D. (Shanghai Medical University, China, 1982), Ph.D. (University of Texas Southwestern, 1991), Mazzini Professor of Pathology and Professor of Pathology and Laboratory Medicine and of Medicine
- Yip-Schneider, Michele T., Ph.D. (University of California, Davis, 1988), Associate Research Professor of Surgery
- Yoder, Harley W., M.D. (Indiana University, 1990), Volunteer Clinical Assistant Professor of Family Medicine
- Yoder, Karen M., Ph.D. (Indiana University, 1997), Director, Division of Community Dentistry, and Professor of Preventive and Community Dentistry, School of Dentistry; Adjunct Professor of Public Health, School of Medicine
- Yoder, Karmen K., Ph.D. (Indiana University, 2002), Assistant Professor of Radiology and Imaging Sciences
- Yoder, Marion K., M.D. (Jefferson Medical College, 1964), Volunteer Clinical Assistant Professor of Pediatrics

- Yoder, Mervin C., Jr., M.D. (Indiana University, 1980), Richard and Pauline Klingler Professor of Pediatrics, Professor of Biochemistry and Molecular Biology, and Adjunct Professor of Cellular and Integrative Physiology
- Yolles, Elliott A., M.D. (University of Pennsylvania, 1970), Volunteer Clinical Assistant Professor of Ophthalmology
- Yong, Weidong, Ph.D. (Chinese Academy of Sciences, China, 1999), Assistant Research Professor of Pediatrics
- Yoo, Hwan Y., M.D., Ph.D. (Seoul National University, Korea, 1985, 1995), Associate Professor of Clinical Medicine
- Yoshimoto, Momoko, M.D. (*Mie University, Japan, 1993*), Ph.D. (*Kyoto University, Japan, 2003*), Assistant Research Professor of Pediatrics
- You, Jinsam, Ph.D. (*Pusan National University,* Korea, 1998), Visiting Assistant Research Professor of Biochemistry and Molecular Biology
- Youn, Brian A., M.D. (*CIFAS University, Dominican Republic, 1983*), *Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne*
- Young, Jerry V., M.D. (Indiana University, 1984), Pharm.D. (Purdue University, 1980), Professor of Clinical Anesthesia
- Young, John T., M.D. (Howard University, 1953), Volunteer Clinical Assistant Professor of Pediatrics
- Young, Priya K., M.D. (Indiana University, 2001), Volunteer Clinical Assistant Professor of Dermatology
- Young, Ronald L., II, M.D. University of Oklahoma, 1990), Assistant Professor of Clinical Neurological Surgery
- Young, Steven R., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Anesthesia
- Young, William F., M.D. (Cornell University, 1982), Volunteer Clinical Associate Professor of Neurological Surgery, IUSM-Fort Wayne
- Youngblood, Lisa A., M.D. (The Ohio State University, 1992), Assistant Professor of Clinical Family Medicine
- Yount, Robert A., M.D., Ph.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Neurological Surgery, IUSM-South Bend
- Yu, Andy Qigui, M.D. (Wannan Medical College, China, 1986), Ph.D. (Fourth Military Medical University, China, 1995), Assistant Professor of Microbiology and Immunology and of Medicine
- Yu, Menggang, Ph.D. (University of Michigan, 2004), Associate Professor of Medicine
- Yu, Zhangsheng, Ph.D. (University of Michigan, 2006), Assistant Professor of Medicine
- Yung, Chi-Wah, M.D. (Indiana University, 1984), Professor of Ophthalmology
- Zabaneh, Ibrahim G., M.D. (Cairo University, Egypt, 1980), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Northwest
- Zabukovic, Brandon W., M.D. (New York Medical College, 2002), Volunteer Clinical Assistant Professor of Family Medicine
- Zafar, Atif, M.D. (State University of New York at Buffalo, 1994), Associate Professor of Clinical Medicine

- Zaneteas, Philip D., M.D. (New York Medical College, 1987), Ph.D. (Cornell University, 1983), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation and of Family Medicine
- Zaretsky, Dmitry V., M.D., Ph.D. (Second Moscow Medical Institute, Russia, 1988, 1992), Assistant Scientist in Emergency Medicine and in Pharmacology and Toxicology
- Zauber, S. Elizabeth, M.D. (Washington University, 2003), Assistant Professor of Clinical Neurology
- Zawadski, Dennis K., M.D. (Medical College of Ohio, 1982), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Zeabart, Leonard E., M.D. (Indiana University, 1974), Volunteer Clinical Assistant Professor of Medicine, IUSM-Muncie
- Zehr, Brian P., M.D. (Indiana University, 1982), Volunteer Clinical Associate Professor of Medicine, IUSM-Fort Wayne
- Zeiger, John F., M.D. (The Ohio State University, 1975), Volunteer Clinical Associate Professor of Anesthesia, IUSM-Fort Wayne
- Zelhof, Andrew C., Ph.D. (University of California, San Diego, 1996), Assistant Professor of Biology, College of Arts and Sciences, IU Bloomington; Adjunct Assistant Professor of Ophthalmology, School of Medicine
- Zemtsov, Alexander, M.D. (New York University, 1986), Volunteer Clinical Associate Professor of Dermatology, IUSM-Muncie
- Zeng, Shelya X., M.D. (Jiangxi Medical College, China, 1983), Associate Scientist in Biochemistry and Molecular Biology
- Zenni, Michael K., M.D. (Vanderbilt University, 1995), Volunteer Clinical Lecturer in Urology, IUSM-Evansville
- Zeph, Richard D., M.D. (Indiana University, 1979), Volunteer Clinical Assistant Professor of Otolaryngology-Head and Neck Surgery
- Zerr, Ann D., M.D. (University of Missouri-Kansas City, 1985), Associate Professor, Part-Time, of Clinical Medicine
- Zhang, Hualin, Ph.D. (China Academy of Space Technology, 1995), Visiting Assistant Professor of Clinical Radiation Oncology
- Zhang, Jianjun, M.D. (Xi'an Medical University, China, 1983), Ph.D. (University of Leuven, Belgium, 2000), Assistant Professor of Public Health
- Zhang, Jian-Ting, Ph.D. (State University of New York at Buffalo, 1989), Professor of Pharmacology and Toxicology, and Andrew and Peggy Thomson Professor of Hematology/Oncology (Medicine)
- Zhang, Ping, M.D. (Heze Medical College, China, 1983), Assistant Research Professor of Pediatrics
- Zhang, Shaobo, B.M. (*Beijing Second Medical College, China, 1983*), Associate Scientist in Pathology and Laboratory Medicine
- Zhang, Xin, Ph.D. (Johns Hopkins University, 1998), Associate Professor of Medical and Molecular Genetics
- Zhang, Zhong-Yin, Ph.D. (Purdue University, 1990), Chair and Robert A. Harris Professor of Biochemistry and Molecular Biology

- Zhao, Li, Ph.D. (Purdue University, 2008), Assistant Professor of Clinical Radiation Oncology
- Zheng, Qi-Huang, Ph.D. (Zhongshan University, China, 1990), Associate Professor of Radiology and Imaging Sciences
- Zhong, Xiao-Ling, M.D. (Zunyi Medical College, China, 1983), Ph.D. (Toho University, Japan, 2001), Assistant Research Professor of Surgery
- Zhou, Baohua, Ph.D. (University of Washington, 2000), Assistant Professor of Pediatrics and of Microbiology and Immunology
- Zhou, Feng C., Ph.D. (Mount Sinai School of Medicine, 1983), Professor of Anatomy and Cell Biology, School of Medicine; Adjunct Professor of Psychology, School of Science
- Zhou, Hongming, Ph.D. (Chinese Academy of Sciences, China, 1995), Assistant Research Professor of Pediatrics
- Zhou, Jerry J., M.D. (*Tongji Medical College, China, 1992*), Ph.D. (*University of Michigan, 2007*), Adjunct Assistant Professor of Medicine
- Zhou, Yaoqi, Ph.D. (State University of New York at Stony Brook, 1990), Professor, School of Informatics; Adjunct Professor of Biochemistry and Molecular Biology, School of Medicine
- Zhu, Vivienne J., B.M. (North Sichuan Medical College, China, 1993), Visiting Assistant Research Professor of Knowledge Informatics and Translation
- Zhu, Weiguo, B.M., Ph.D. (*Tongji Medical* University, China, 1991, 1998), Assistant Scientist in Pharmacology and Toxicology
- Zieger, Michael A.J., Ph.D. (University of Waterloo, Canada, 1993), Adjunct Assistant Professor of Medicine
- Zience, John A., M.D. (Indiana University, 1972), Volunteer Clinical Assistant Professor of Anesthesia
- Zijlstra, Folkert G., M.D. (University of Toronto, Canada, 1985), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Zillich, Alan J., Pharm.D. (Purdue University, 1999), Adjunct Assistant Professor of Medicine
- Zimet, Gregory D., Ph.D. (Duke University, 1985), Professor of Pediatrics and of Clinical Psychology (Psychiatry), School of Medicine; Adjunct Professor of Psychology, School of Science; Adjunct Professor, School of Nursing
- Zimmer, Dawn M., M.D. (University of Kansas, 1986), Volunteer Clinical Assistant Professor of Obstetrics and Gynecology
- Zimmer, Jennifer A., M.D. (Indiana University, 2003), Assistant Professor of Clinical Neurology
- Zimmerman, Anna M., M.D. (Southern Illinois University, 1982), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Zimmerman, David M., M.D. (Indiana University, 1997), Volunteer Clinical Assistant Professor of Medicine, IUSM-Fort Wayne
- Zimmerman, W. Brett, Ph.D. (Indiana University, 1986), Associate Professor of Clinical Pharmacology and Toxicology
- Zinni, Nancy, M.D. (Case Western Reserve University, 1987), Assistant Professor, Part-Time, of Clinical Anesthesia

- Zitterbart, Paul A., D.D.S. (Indiana University, 1977), Assistant Professor of Oral Pathology, Medicine, and Radiology, School of Dentistry; Adjunct Assistant Professor of Public Health, School of Medicine
- Zody, Karla C., M.D. (Indiana University, 1985), Volunteer Clinical Assistant Professor of Family Medicine, IUSM-Terre Haute
- Zollinger, Terrell W., Dr.P.H. (Loma Linda University, 1980), Professor of Public Health and of Obstetrics and Gynecology and Adjunct Professor of Family Medicine, School of Medicine; Adjunct Professor, School of Nursing
- Zolman, Mark E., M.D. (Indiana University, 1994), Volunteer Clinical Assistant Professor of Physical Medicine and Rehabilitation, IUSM-Fort Wayne
- Zoppi, Kathleen A., Ph.D. (University of Michigan, 1994), Adjunct Professor of Family Medicine
- Zuckerman, Steven H., Ph.D. (University of Minnesota, 1977), Adjunct Associate Professor of Microbiology and Immunology, School of Medicine; Adjunct Associate Professor of Biology, School of Science
- Zunich, Janice, M.D. (The Ohio State University, 1978), Associate Professor of Clinical Medical and Molecular Genetics, IUSM-Northwest
- Zwickl, Craig M., Ph.D. (Indiana University, 1998), Adjunct Assistant Professor of Pharmacology and Toxicology
- Zygmunt, Deborah J., M.D. (Indiana University, 1983), Assistant Professor of Clinical Medicine
- Zyromski, Nicholas J., M.D. (Medical College of Ohio, 1997), Assistant Professor of Surgery

Faculty Emeriti

Note: Titles of faculty are as of April 15, 2011.

- E. Wade Adams, M.D., Clinical Assistant Professor Emeritus of Pediatrics, IUSM—Fort Wayne
- Willard H. Albrecht, M.D., Assistant Professor Emeritus of Anesthesia
- William R. Anderson, M.D., *Clinical Professor Emeritus of Obstetrics and Gynecology, Medical Sciences Program*
- Jerald L. Andrew, M.D., Volunteer Clinical Associate Professor Emeritus of Family Medicine, IUSM—Fort Wayne
- Justin E. Arata, M.D., Clinical Assistant Professor Emeritus of Surgery, IUSM—Fort Wayne
- Robert M. Armer Jr., M.D., Clinical Assistant
 Professor Emeritus of Pediatrics
- William C. Ashman, M.D., Volunteer Clinical Assistant Professor Emeritus of Pediatrics, IUSM— Fort Wayne
- Biagio Azzarelli, M.D., Professor Emeritus of Pathology and Laboratory Medicine, of Neurology, and of Neurological Surgery
- Walter X. Balcavage, Ph.D., Professor Emeritus of Biochemistry and Molecular Biology, IUSM—Terre Haute
- William W. Baldwin, Ph.D., Professor Emeritus of Microbiology and Immunology, IUSM—Northwest
- Helen B. Barnes, M.D., Clinical Associate Professor Emerita of Pediatrics

- Marilyn S. Bartlett, M.S., Professor Emerita of Medical Technology (Pathology and Laboratory Medicine)
- Wallace E. Bash, M.D., Clinical Assistant Professor Emeritus of Pediatrics, IUSM—Fort Wayne
- Steven C. Beering, M.D., Professor Emeritus of Medicine
- James H. Belt, M.D., *Clinical Assistant Professor Emeritus of Pediatrics*
- James E. Bennett, M.D., Willis D. Gatch Professor Emeritus of Surgery
- Jerry M. Bergstein, M.D., *Byron P. and Frances D. Hollett Professor Emeritus of Pediatrics*
- Richard C. Bockrath Jr., Ph.D., Professor Emeritus of Microbiology and Immunology
- William H. Bond, M.D., Professor Emeritus of Medicine
- Charles A. Bonsett, M.D., Volunteer Clinical Professor Emeritus of Neurology
- Talmage R. Bosin, Ph.D., Professor Emeritus of Pharmacology and Toxicology, Medical Sciences Program
- William F. Bosron, Ph.D., Professor Emeritus of Biochemistry and Molecular Biology and of Medicine
- Patrick D.V. Bourdillon, B.M.,B.Ch., D.M., Professor Emeritus of Medicine
- Otis R. Bowen, M.D., Lester D. Bibler Professor Emeritus of Family Medicine
- Sally A. Bowman, M.S., Professor Emerita of Speech Pathology (Otolaryngology–Head and Neck Surgery)
- Zacharie Brahmi, Ph.D., *Professor Emeritus of Medicine and of Microbiology and Immunology*
- Ira K. Brandt, M.D., Professor Emeritus of Pediatrics and of Medical Genetics (Medical and Molecular Genetics)
- Kenneth D. Brandt, M.D., Professor Emeritus of Medicine and of Orthopaedic Surgery
- R. Daniel Braun, M.D., Professor Emeritus of Clinical Obstetrics and Gynecology
- Harry M. Brittain, Assistant Professor Emeritus of Biostatistics (Psychiatry)
- Thomas A. Broadie, M.D., Ph.D., Frederic W. Taylor Professor Emeritus of Surgery
- John W. Brown, M.D., Harris B Shumacker Professor Emeritus of Surgery
- F. Robert Brueckmann, M.D., Volunteer Clinical Professor Emeritus of Orthopaedic Surgery
- William P. Bryan, Ph.D., Associate Professor Emeritus of Biochemistry and Molecular Biology
- James G. Buchholz, M.D., Volunteer Clinical Assistant Professor Emeritus of Orthopaedic Surgery, IUSM—Fort Wayne
- Robert M. Butler, M.D., Clinical Assistant Professor Emeritus of Pediatrics
- Frank D. Byrne, M.D., Volunteer Clinical Professor Emeritus of Medicine, IUSM—Fort Wayne
- Richard W. Campbell, M.D., Volunteer Clinical Professor Emeritus of Medicine
- Robert L. Campbell, M.D., Betsey Barton Professor Emeritus of Neurological Surgery
- William N. Capello, M.D., Professor Emeritus of Orthopaedic Surgery

- Lucinda G. Carr, Ph.D., Senior Research Professor Emerita of Medicine and of Pharmacology and Toxicology
- James E. Carter, M.D., Professor Emeritus of Obstetrics and Gynecology and of Pathology and Laboratory Medicine
- Peter N. Casey, M.D., Volunteer Clinical Assistant Professor Emeritus of Pathology and Laboratory Medicine, IUSM—Fort Wayne
- John A. Cavins, M.D., Volunteer Clinical Associate
 Professor Emeritus of Medicine
- Varoujan A. Chalian, D.D.S., Professor Emeritus of Prosthodontics, School of Dentistry; Professor Emeritus of Otolaryngology–Head and Neck Surgery, School of Medicine
- Arden G. Christen, D.D.S., Professor Emeritus of Oral Biology, School of Dentistry; Adjunct Professor Emeritus of Public Health, School of Medicine
- Joe C. Christian, M.D., Ph.D., Associate Dean Emeritus; Professor Emeritus of Medical and Molecular Genetics
- Robert E. Cleary, M.D., Volunteer Clinical Professor Emeritus of Obstetrics and Gynecology
- Edward M. Cockerill, M.D., Professor Emeritus of Radiology
- Mervyn D. Cohen, M.B., Ch.B., M.D., Eugene C. Klatte Professor Emeritus of Radiology
- Robert A. Colyer, M.D., Associate Professor Emeritus of Orthopaedic Surgery
- P. Michael Conneally, Ph.D., Distinguished Professor Emeritus; Professor Emeritus of Medical and Molecular Genetics and of Neurology
- Philip M. Coons, M.D., Professor Emeritus of Psychiatry
- Betty C. Corya, M.D., Professor Emerita of Medicine
- Carolyn A. Cunningham, M.D., Volunteer Clinical Associate Professor Emerita of Medicine
- Helen G. Czenkusch, M.D., Assistant Emerita in Pediatrics
- Walter J. Daly, M.D., Sc.D., Dean Emeritus; James O. Ritchey Professor Emeritus of Medicine
- Jeffrey C. Darnell, M.D., Professor Emeritus of Medicine
- Marian K. DeMyer, M.D., Professor Emerita of Psychiatry
- Richard N. Dexter, M.D., Professor Emeritus of Medicine
- James C. Dillon, M.D., Professor Emeritus of Medicine
- Patrick A. Dolan, M.D., Clinical Associate Professor Emeritus of Radiology
- Ramon S. Dunkin, M.D., Volunteer Clinical Professor Emeritus of Medicine
- Cloyd L. Dye, M.D., Volunteer Clinical Assistant Professor Emeritus of Medicine
- Richard W. Dyke, M.D., Professor Emeritus of Medicine
- Mark L. Dyken Jr., M.D., Professor Emeritus of Neurology
- James W. Edmondson, M.D., Professor Emeritus of Medicine
- Forrest D. Ellis, M.D., Professor Emeritus of Ophthalmology

- Andrew P. Evan, Ph.D., Chancellor's Professor Emeritus, IUPUI; Professor Emeritus of Anatomy and Cell Biology, School of Medicine
- Mark O. Farber, M.D., Professor Emeritus of Medicine
- Mary A. Feeley, Ed.D., Professor Emerita of Medical Technology (Pathology and Laboratory Medicine)
- Fred L. Ficklin, Ed.D., Assistant Dean Emeritus; Associate Professor Emeritus of Medical Student Academic Affairs
- Donald L. Fields, M.D., *Clinical Assistant Professor Emeritus of Pediatrics*
- Ronald S. Filo, M.D., Professor Emeritus of Surgery
- Naomi S. Fineberg, Ph.D., Professor Emerita of Medicine
- S. Edwin Fineberg, M.D., *Professor Emeritus of Medicine*
- Shao-Ling Fong, Ph.D., Associate Professor Emeritus of Ophthalmology and of Biochemistry and Molecular Biology
- Lincoln E. Ford, M.D., Professor Emeritus of Medicine and of Cellular and Integrative Physiology
- Charles M. Frankhouser, M.D., Clinical Assistant Professor Emeritus of Pathology, (Pathology and Laboratory Medicine), IUSM—Fort Wayne
- Jacqueline French, Ph.D., Associate Professor Emerita of Clinical Psychology (Psychiatry)
- Julius J. Friedman, Ph.D., Professor Emeritus of Physiology and Biophysics (Cellular and Integrative Physiology)
- Robert H. Furman, M.D., Professor Emeritus of Medicine
- G. Thomas Gabrys, M.D., Volunteer Clinical Assistant Professor Emeritus of Medicine, IUSM— Fort Wayne
- John W. Gaebler, M.D., Associate Professor Emeritus of Pediatrics
- Gloria M. Galante, M.D., Volunteer Clinical Associate Professor Emerita of Psychiatry, IUSM—Northwest
- Carole Gall, M.L.S., Librarian Emerita, Ruth Lilly Medical Library (Knowledge Informatics and Translation)
- John A. Galloway, M.D., *Professor Emeritus of Medicine*
- Bhuwan P. Garg, M.B.,B.S., Professor Emeritus of Neurology
- Philip S. Gibbs, M.D., Professor Emeritus of Anesthesia
- Alois E. Gibson, M.D., Volunteer Clinical Instructor Emeritus in Orthopaedic Surgery
- David M. Gibson, M.D., Showalter Professor Emeritus of Biochemistry (Biochemistry and Molecular Biology)
- Gareth H. Gilkey, M.D., Associate Professor Emeritus of Medicine
- Alan R. Gillespie, M.D., Volunteer Clinical Assistant Professor Emeritus of Obstetrics and Gynecology
- Richard L. Gilmor, M.D., Professor Emeritus of Clinical Radiology and of Clinical Neurological Surgery
- John J. Glancy, Assistant Professor Emeritus of Orthotics (Orthopaedic Surgery)

- Melvin R. Glick, Ph.D., Professor Emeritus of Pathology and Laboratory Medicine
- Alan M. Golichowski, M.D., Ph.D., William H. and Sallie E. Coleman Professor Emeritus of Obstetrics and Gynecology, and Professor Emeritus of Medical and Molecular Genetics
- Craig G. Gosling, B.A., Associate Professor Emeritus, Part-Time, of Scientific Illustration, School of Medicine; Adjunct Associate Professor Emeritus of Scientific Illustration, Herron School of Art
- Merrill Grayson, M.D., Distinguished Professor Emeritus; Professor Emeritus of Ophthalmology
- Ted L. Grayson, M.D., Volunteer Clinical Assistant Professor Emeritus of Surgery
- Morris Green, M.D., Perry W. Lesh Professor Emeritus of Pediatrics
- Hubert N. Grimes, M.D., Clinical Assistant Professor Emeritus of Pediatrics
- Jay L. Grosfeld, M.D., Lafayette F. Page Professor Emeritus of Pediatric Surgery (Surgery)
- George D. Guthrie, Ph.D., Professor Emeritus of Biochemistry and Molecular Biology, IUSM— Evansville
- Richard J. Hamburger, M.D., Professor Emeritus of Medicine
- Robert E. Hannemann, M.D., Volunteer Clinical Professor Emeritus of Pediatrics
- Edwin T. Harper, Ph.D., Professor Emeritus of Biochemistry and Molecular Biology
- Robert A. Harris, Ph.D., Distinguished Professor Emeritus; Showalter Professor Emeritus of Biochemistry (Biochemistry and Molecular Biology)
- Donald R. Hawes, M.D., Associate Professor Emeritus of Radiology
- Sally L. Hegeman, Ph.D., Associate Professor Emerita, Part-Time, School of Optometry; Adjunct Associate Professor Emerita of Pharmacology and Toxicology, Medical Sciences Program, School of Medicine
- Eugene M. Helveston, M.D., Professor Emeritus of Ophthalmology
- Emily M. Hernandez, M.S., Associate Professor Emerita of Radiologic Sciences (Radiology)
- Beverly E. Hill, Ed.D., Adjunct Associate Professor Emerita, Medical Educational Resources Program, School of Medicine
- James K. Hill, M.D., Assistant Emeritus in Pediatrics
- Joseph N. Hingtgen, Ph.D., Professor Emeritus of Clinical Psychology and Neurobiology (Psychiatry)
- Narcissa D. Hocker, M.S., Associate Professor Emerita of Medical Technology (Pathology and Laboratory Medicine)
- Virgil D. Hoftiezer, Ph.D., Professor Emertus of Anatomy and Cell Biology, IUSM—Northwest
- Robert W. Holden, M.D., Dean Emeritus; Walter J. Daly Professor Emeritus; Eugene C. Klatte Professor Emeritus of Radiology
- Tsau-yuen Huang, M.D., Ph.D., Associate Professor Emeritus of Pathology and Laboratory Medicine, IUSM—Northwest
- Chiu S. Hui, Ph.D., Professor Emeritus of Cellular and Integrative Physiology and of Medicine
- William O. Irvine, M.D., Volunteer Clinical Instructor Emeritus in Orthopaedic Surgery

- Glenn W. Irwin Jr., M.D., L.L.D., *Dean Emeritus;* Professor Emeritus of Medicine
- Frederic L. Jackson, D.O., Volunteer Clinical Associate Professor Emeritus of Family Medicine, IUSM—Fort Wayne
- Mohinder S. Jarial, Ph.D., Adjunct Professor Emeritus of Anatomy and Cell Biology, IUSM— Muncie
- Hiremagalur N. Jayaram, Ph.D., Professor Emeritus of Biochemistry and Molecular Biology
- W. Terry Jenkins, Ph.D., Professor Emeritus of Chemistry, College of Arts and Sciences, IU Bloomington; Professor Emeritus of Biochemistry and Molecular Biology, Medical Sciences Program, School of Medicine
- Ralph A. Jersild Jr., Ph.D., Professor Emeritus of Anatomy (Anatomy and Cell Biology)
- C. Conrad Johnston Jr., M.D., Distinguished Professor Emeritus; Professor Emeritus of Medicine, School of Medicine; Adjunct Professor, School of Nursing
- Donald H. Jolly, M.D., Clinical Assistant Professor Emeritus of Psychiatry
- Robert B. Jones, M.D., Ph.D., Professor Emeritus of Medicine and of Microbiology and Immunology
- Walter E. Judson, M.D., Professor Emeritus of Medicine
- Richard B. Juergens, M.D., Clinical Associate
 Professor Emeritus of Family Medicine, IUSM—Fort
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- Stephen B. Leapman, M.D., Dolores and John Read Professor of Medical Education; Frank C. and Ruby L. Moore and George T. Lukemeyer Professor;

Executive Associate Dean for Educational Affairs; Professor of Surgery

- Lee A. Learman, M.D., Ph.D., Clarence E. Ehrlich Professor of Obstetrics and Gynecology; Chair of Obstetrics and Gynecology
- Ting-Kai Li, M.D., Distinguished Professor Emeritus; Professor Emeritus of Medicine and of Biochemistry and Molecular Biology
- Keith D. Lillemoe, M.D., Jay L. Grosfeld Professor of Surgery; Chair of Surgery
- Richard E. Lindseth, M.D., George J. Garceau Professor Emeritus of Pediatric Orthopaedic Surgery, and Professor Emeritus of Orthopaedic Surgery
- Randall T. Loder, M.D., George J. Garceau Professor of Pediatric Orthopaedic Surgery, and Professor of Orthopaedic Surgery
- Patrick J. Loehrer, M.D., Kenneth Wiseman Professor of Medicine
- Hua Lu, M.D., Ph.D., Daniel and Lori Efroymson Professor of Oncology, and Professor of Biochemistry and Molecular Biology
- George T. Lukemeyer, M.D., Frank C. and Ruby L. Moore and George T. Lukemeyer Professor Emeritus; Professor Emeritus of Medicine
- James A. Madura, M.D., J. Stanley Battersby Professor Emeritus of Surgery
- Dean D. T. Maglinte, M.D., Distinguished Professor; Professor of Radiology and Imaging Sciences
- Linda H. Malkas, Ph.D., Vera Bradley Professor of Oncology; Professor of Medicine and of Surgery; Adjunct Professor of Pharmacology and Toxicology
- Keith L. March, M.D., Ph.D., Cryptic Masons Medical Research Foundation Professor of Vascular Biology Research; Professor of Medicine and of Cellular and Integrative Physiology
- David G. Marrero, Ph.D., J. O. Ritchey Professor of Medicine
- Clement J. McDonald, M.D., Distinguished Professor Emeritus; Regenstrief Professor Emeritus of Medical Informatics, and Professor Emeritus of Medicine
- Christopher J. McDougle, M.D., Albert Eugene Sterne Professor of Clinical Psychiatry; Chair of Psychiatry; Executive Director, Institute of Psychiatric Research; Director, Section of Child Psychiatry
- Douglas B. McKeag, M.D., OneAmerica Foundation Professor of Preventive Health Medicine; Chair and Professor of Family Medicine; Professor of Orthopaedic Surgery
- Douglas K. Miller, M.D., Richard M. Fairbanks
 Professor of Aging Research; Professor of Medicine
- Raghu G. Mirmira, M.D., Ph.D., Eli Lilly and Company Professor of Pediatric Diabetes; Professor of Pediatrics and of Medicine; Adjunct Professor of Cellular and Integrative Physiology
- Richard T. Miyamoto, M.D., Arilla Spence DeVault Professor of Otolaryngology–Head and Neck Surgery; Chair of Otolaryngology–Head and Neck Surgery; Medical Director of Audiology and Speech Language Pathology
- Harikrishna Nakshatri, Ph.D., Marian J. Morrison Professor of Breast Cancer Research; Professor of Surgery and of Biochemistry and Molecular Biology

- Paul B. Nelson, M.D., Betsey Barton Professor of Neurological Surgery; Chair of Neurological Surgery
- Grant D. Nicol, Ph.D., Showalter Professor of Pharmacology and Toxicology
- John I. Nurnberger Jr., M.D., Ph.D., Joyce and Iver Small Professor of Psychiatry; Vice Chair for Research (Psychiatry); Director of the Institute of Psychiatric Research; Professor of Neurobiology (Psychiatry) and of Medical and Molecular Genetics
- J. Marc Overhage, M.D., Ph.D., Regenstrief Professor of Medical Informatics, and Professor of Medicine, School of Medicine; Adjunct Professor, School of Informatics
- John E. Pless, M.D., Culbertson Professor Emeritus of Pathology (Pathology and Laboratory Medicine)
- Frederick J. Rescorla, M.D., Lafayette F. Page Professor of Pediatric Surgery, and Professor of Surgery
- Douglas K. Rex, M.D., Chancellor's Professor, IUPUI; Professor of Medicine, School of Medicine
- Vaughn I. Rickert, Psy.D., Donald Orr, M.D. Professor of Adolescent Medicine; Professor of Pediatrics
- Richard C. Rink, M.D., Robert A. Garrett Professor of Pediatric Urologic Research (Urology)
- Peter J. Roach, Ph.D., Distinguished Professor; Chancellor's Professor, IUPUI; Associate Chair and Professor of Biochemistry and Molecular Biology, School of Medicine
- Ann Roman, Ph.D., Chancellor's Professor, IUPUI; Associate Chair and Professor of Microbiology and Immunology, School of Medicine
- Karen L. Roos, M.D., John and Nancy Nelson Professor of Neurology, and Professor of Neurological Surgery
- Ahmad R. Safa, Ph.D., H. H. Gregg Professor of Cancer Research, and Professor of Pharmacology and Toxicology
- Andrew J. Saykin, Psy.D., Raymond C. Beeler Professor of Radiology and Director, Center for Neuroimaging, and Professor of Clinical Psychology (Psychiatry), of Neurology, and of Medical and Molecular Genetics, School of Medicine; Adjunct Professor of Psychology, College of Arts and Sciences, IU Bloomington
- Richard L. Schreiner, M.D., Edwin L. Gresham Professor of Pediatrics and Chair of Pediatrics, School of Medicine; Professor of Respiratory Therapy, School of Health and Rehabilitation Sciences
- Scott A. Shapiro, M.D., Robert L. Campbell Professor of Neurological Surgery
- Anantha Shekhar, M.B., B.S., Ph.D., Raymond E. Houk Professor of Psychiatry; Associate Dean for Translational Research; Professor of Neurobiology (Psychiatry) and of Pharmacology and Toxicology
- Stuart Sherman, M.D., Glen A. Lehman Professor of Gastroenterology; Professor of Medicine and of Radiology
- George W. Sledge Jr., M.D., Ballvé Lantero Professor of Oncology (Medicine); Professor of Pathology and Laboratory Medicine

- James W. Smith, M.D., Nordschow Professor Emeritus of Laboratory Medicine; Professor Emeritus of Pathology and Laboratory Medicine
- Roger P. Smith, M.D., Robert A. Munsick Professor of Clinical Obstetrics and Gynecology
- Stanley M. Spinola, M.D., David H. Jacobs Professor of Infectious Diseases (Medicine); Professor of Microbiology and Immunology and of Pathology and Laboratory Medicine
- Edward F. Srour, Ph.D., Robert J. and Annie S. Rohn Professor of Leukemia Research; Professor of Medicine, of Pediatrics, and of Microbiology and Immunology, School of Medicine; Adjunct Professor of Biology, School of Science
- Frederick B. Stehman, M.D., Clarence E. Ehrlich Professor Emeritus of Obstetrics and Gynecology; Professor of Obstetrics and Gynecology
- Robert S. Tepper, M.D., Ph.D., Mary Agnes Kennedy and Katheryn Kennedy Weinberger Professor of Pediatrics
- William M. Tierney, M.D., Chancellor's Professor, IUPUI; Professor of Medicine, School of Medicine; Professor, Part-Time, School of Public and Environmental Affairs; Adjunct Professor, School of Informatics
- Thomas M. Ulbright, M.D., Lawrence M. Roth Professor of Pathology (Pathology and Laboratory Medicine)
- Michael R. Vasko, Ph.D., Paul Stark Professor of Pharmacology; Chair and Professor of Pharmacology and Toxicology; Professor of Anesthesia and of Medicine
- George Weber, M.D., Distinguished Professor Emeritus; Professor Emeritus of Pharmacology and Toxicology and of Experimental Oncology
- Edward C. Weisberger, M.D., *Betty A. Morgan Professor of Otolaryngology (Otolaryngology–Head and Neck Surgery)*
- Fletcher A. White, Ph.D., Vergil K. Stoelting Professor of Anesthesia; Professor of Pharmacology and Toxicology
- Eric A. Wiebke, M.D., J. Stanley Battersby Professor of Surgery
- David S. Wilkes, M.D., Dr. Calvin H. English Professor; Professor of Medicine, of Microbiology and Immunology, and of Biochemistry and Molecular Biology
- Gregory A. Wilson, M.D., *Richard M. Fairbanks* Professor of Community Health; Professor of Clinical Public Health and of Clinical Pediatrics
- Stephen E. Wolverton, M.D., *Theodore Arlook* Professor of Dermatology; Professor of Clinical Dermatology
- Jingwu Xie, Ph.D., Jonathan and Jennifer Simmons Professor of Pediatrics; Adjunct Professor of Pharmacology and Toxicology
- Xiao-Ming Xu, M.S., Ph.D., Mari Hulman George Professor of Neuroscience Research; Professor of Neurological Surgery; Adjunct Professor of Anatomy and Cell Biology
- Yan Xu, Ph.D., Hulman-George Family Professor of Gynecologic Cancer; Professor of Obstetrics & Gynecology and of Biochemistry and Molecular Biology

- Robert D. Yee, M.D., Merrill Grayson Professor of Ophthalmology; Chair of Ophthalmology
- Mervin C. Yoder Jr., M.D., Richard and Pauline Klingler Professor of Pediatrics; Professor of Biochemistry and Molecular Biology; Adjunct Professor of Cellular and Integrative Physiology
- Heun Y. Yune, M.D., John A. Campbell Professor of Radiology; Professor of Otolaryngology–Head and Neck Surgery
- Jian-Ting Zhang, Ph.D., Andrew and Peggy Thomson Professor of Hematology/Oncology; Professor of Pharmacology and Toxicology
- Zhong-Yin Zhang, Ph.D., Robert A. Harris Professor of Biochemistry and Molecular Biology; Chair of Biochemistry and Molecular Biology
- Douglas P. Zipes, M.D., Distinguished Professor Emeritus; Professor Emeritus of Medicine

Alumni

Class of 2010 Graduate Appointments

Class of 2009 Graduate Appointments

Class of 2010 Graduate Appointments

Erin Olivia Aakhus, MD, Alpha Omega Alpha, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Daniel Walter Abel, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Samuel Stoner Abrams, MD, Orthopaedic Surgery, University of Wisconsin, Madison, Wisconsin

Brian Matthew Adams, MD, Transitional, University of Tennessee Medical Center at Knoxville, Knoxville, Tennessee, Anesthesiology, University of Tennessee Medical Center at Knoxville, Knoxville, Tennessee

Colleen Suzanne Adkins, MD, Internal Medicine, University of Alabama Medical Center, Birmingham, Alabama

Kendall Denise Jefferson Agochukwu, MD, E. Jane Brownley Award, Pediatrics, University of Washington, Seattle, Washington

Joseph Michael Ajdinovich, MD, Preliminary Surgery, Penn State University/Milton S. Hershey Medical Center, Hershey, Pennsylvania

Megan Anne Alderman, MD, Alpha Omega Alpha, Pathology, University of Michigan, Ann Arbor, Michigan

Danika Laurén Alexander, MD, Transitional, Tripler Army Medical Center, Tripler Army Medical Center, Hawaii

Riley Edward Alexander, MD, MBA, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Margaret Rose Allen, MD, Gold Humanism Honor Society, Primary Medicine, Emory University, Atlanta, Georgia

Heidi Mills Andersen, MD, Pediatrics, University of Connecticut, Farmington, Connecticut

Heather Lynn Andrews, MD, Obstetrics and Gynecology, Sparrow Hospital/Michigan State University, Lansing, Michigan Tyler Stephen Arnold, MD, Alpha Omega Alpha, Lyman T. Meiks Clinical Award, Pediatrics, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Cincinnati, Ohio

Stella Edet Asuquo, MD, Gold Humanism Honor Society, General Surgery, Albert Einstein College of Medicine, Bronx, New York

Jennifer Tracy Haak Baenziger, MD, Gold Humanism Honor Society, Senior Elective Honors Program, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Gabriela Baeza, MD, Family Medicine, University of Illinois College of Medicine at Chicago, Chicago, Illinois

Mark David Baker, MD, Gold Humanism Honor Society, Preliminary Medicine, Vanderbilt University, Nashville, Tennessee, Neurology, Vanderbilt University, Nashville, Tennessee

Michael Theodore Bangert, MD, Preliminary Medicine, Case Western Reserve University (MetroHealth)/ Cleveland Clinic Foundation, Anesthesiology, Case Western Reserve University (MetroHealth)/Cleveland Clinic Foundation, Cleveland, Ohio

Melissa Jo Bauters, MD, Pediatrics, McGaw Medical Center of Northwestern University, Chicago, Illinois

Joal David Beane, MD, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Brian Douglas Beck, MD, PhD, Preliminary Medicine, Mercer University School of Medicine, Macon, Georgia, Neurology, Saint Joseph's Hospital and Medical Center, Phoenix, Arizona

Laura Victoria Benjamin, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Anne Marie Bianculli, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Tyler Joseph Bickel, MD, Internal Medicine, University of Utah, Salt Lake City, Utah

Sarah Nichole Bishop, MD, Preliminary Surgery, Western Reserve Care System/NEOUCOM, Youngstown, Ohio

Sheila Kay Blakley, MD, Emergency Medicine, Orlando Regional Healthcare, Orlando, Florida

Rebecca Ann Blila-Bauer, MD, Family Medicine, Saint Joseph's Regional Medical Center (South Bend), South Bend, Indiana

William John Blosky II, MD, Internal Medicine, University of Illinois College of Medicine at Chicago, Chicago, Illinois

Marques LaRue Bolden, MD, Pursuing Research

Samantha Dawn Bouchie, MD, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Rudolph Noah Bowens Jr, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Urology, Indiana University School of Medicine, Indianapolis, Indiana Nathan Lewis Boyer, MD, Internal Medicine, Madigan Army Medical Center, Tacoma, Washington

Michael Franklin Brace, MD, Internal Medicine, Carolinas Medical Center, Charlotte, North Carolina

Joshua Robert Bradish, MD, Carleton D. Nordschow Award, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Amber Gail Brannan, MD, Alpha Omega Alpha, Gold Humanism Honor Society, John H. Edwards Fellowship, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiation Oncology, Jackson Memorial Hospital/Jackson Health System, Miami, Florida

Jared Robert Brosch, MD, Alpha Omega Alpha, Alexander Treloar Ross Award, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Neurology, Indiana University School of Medicine, Indianapolis, Indiana

Jordan Taylor Brown, MD, Emergency Medicine, University of Louisville, Louisville, Kentucky

Lena Jo Buckwalter, MD, Family Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Sarah Jo McDaniel Burgin, MD, Research Program in Academic Medicine, Otolaryngology, University of Michigan, Ann Arbor, Michigan

Harry Burgos, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Annabelle Rose Butler, MD, General Surgery, Medical College of Wisconsin Affiliated Hospitals, Milwaukee, Wisconsin

Timothy Brandon Campbell, MD, PhD, Alpha Omega Alpha, Gold Humanism Honor Society, Internal Medicine, University of California (San Francisco), San Francisco, California

Jon Brandon Carlson, MD, Orthopaedic Surgery, Detroit Medical Center, Detroit, Michigan

Kimberly Patricia Carpenter, MD, Pediatrics, NSLIJHS-Schneider Children's Hospital, Great Neck, New York

Grant Allan Carson, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Scott Andrew Childers, MD, Internal Medicine, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio

Sung-Hee Choi, MD, Internal Medicine, Dartmouth-Hitchcock Medical Center, Lebanon, New Hampshire

Rao V. Chundury, MD, MBA, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Urology, Saint Louis University School of Medicine, Saint Louis, Missouri

Elizabeth Ann Collins, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana Sarah Kathleen Colvin, MD, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Casandra Michelle Connor, MD, Obstetrics and Gynecology, TriHealth (Bethesda North and Good Samaritan Hospitals), Cincinnati, Ohio

Erik D. Cox, MD, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Erin Michelle Crowley, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Jennifer Lynn Czwornog, MD, Internal Medicine, University of Colorado, Aurora, Colorado

Brian Anthony Daniels, MD, Family Medicine, Medical College of Wisconsin Affiliated Hospitals, Milwaukee, Wisconsin

Almeria Anne Rosary Querubin Decker, MD, Psychiatry, University Hospitals Case Medical Center, Cleveland, Ohio

Benjamin David DeMoss, MD, Internal Medicine, Emory University, Atlanta, Georgia

Keith Jacob Derickson, MD, Family Medicine, Fort Wayne Medical Education, Fort Wayne, Indiana

Kevin Aswin Desai, MD, Indiana Society of Physical Medicine and Rehabilitation Award, Transitional, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan, Physical Medicine and Rehabilitation, Loyola University, Maywood, Illinois

Abigail F. W. Donnelly, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Dermatology, College of Medicine, Mayo Clinic (Arizona), Scottsdale, Arizona

Jason Michael Edwards, MD, Internal Medicine, Wright State University, Dayton, Ohio

Kristin Meredith Eller, MD, Transitional, College of Medicine, Mayo Clinic (Jacksonville), Jacksonville, Florida, Neurology, College of Medicine, Mayo Clinic (Jacksonville), Jacksonville, Florida

James Robert Emerson, MD, Internal Medicine, University of Minnesota, Minneapolis, Minnesota

Kyle Daniel English, MD, Emergency Medicine, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan

Jillian K. Erb, MD, Gold Humanism Honor Society, Senior Elective Honors Program, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Michael A. Esquivel, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Rachel Jane Etchison, MD, General Surgery, Baystate Medical Center/Tufts University School of Medicine, Springfield, Massachusetts

Ashleigh Marie Fay, MD, Emergency Medicine, Emory University, Atlanta, Georgia

Ike Fehrenbacher, MD, Gold Humanism Honor Society, Orthopaedic Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Benjamin Russell Felix, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Medicine-Pediatrics, Brown University, Providence, Rhode Island

Valerie Ann Fenneman, MD, Gold Humanism Honor Society, Pediatrics, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

David Elliot Fingerhut, MD, Transitional, New York Hospital Medical Center of Queens/Cornell University Medical College, Flushing, New York, Ophthalmology, Albert Einstein College of Medicine, Bronx, New York

Daniel James Fisher, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Erica Garza Fisk, MD, Orthopaedic Surgery, Ohio State University Hospital, Columbus, Ohio

Meghan Ilene Fite, MD, Preliminary Medicine, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Paul Austin Flamme, MD, Preliminary Medicine, University of Iowa Hospitals and Clinics, Iowa City, Iowa, Neurology, University of Iowa Hospitals and Clinics, Iowa City, Iowa

Lauren Elizabeth Flittner, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Ryan P. Foreman, MD, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Ronald Alan Frederick, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Emily Kathleen Free, MD, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Danielle Tamar Friedman, MD, Internal Medicine, SUNY Health Science Center at Brooklyn, Brooklyn, New York

Robert Daniel Funk II, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Michael Aaron Goodman, MD, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri

Jonathan James Gries, MD, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Ryan Timothy Grimm, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Daniel A. Guiles, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Sung Pil Ha, MD, PhD, Neurological Surgery, University of Wisconsin, Madison, Wisconsin

Jennifer Nila Haddad, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Justin Alexander Hamilton, MD, Emergency Medicine, Madigan Army Medical Center, Tacoma, Washington Kim Staci Harris, MD, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Kyle Mark Harry, MD, Alpha Omega Alpha, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Brian S. Hart, MD, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Adam Kyle Haste, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Stephen Michael Hastings, MD, Pathology, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

Robert M. Hays, MD, Family Medicine, Saint Joseph's Regional Medical Center (South Bend), South Bend, Indiana

Erin Joy Helgerson, MD, Family Medicine, Contra Costa County Health Services, Martinez, California

Kathleen Mary Hertzer, MD, PhD, General Surgery, UCLA Medical Center, Los Angeles, California

Brian Robert Hinds, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Dermatology, University of Louisville, Louisville, Kentucky

Laura Jean Hinkle, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Hilary Douglas Hinshaw, MD, Senior Elective Honors Program, Obstetrics and Gynecology, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

John H. Holden, MD, Alpha Omega Alpha, Gold Humanism Honor Society, John Barnhill Award, John B. Hickam Award, Internal Medicine, Massachusetts General Hospital, Boston, Massachusetts

Michael L. Hopen, MD, MBA, Alpha Omega Alpha, J. Donald Hubbard Award, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Patrick Bruce Hopen, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Ophthalmology, Medical College of Wisconsin Affiliated Hospitals, Milwaukee, Wisconsin

Melissa Rose House, MD, Transitional, University of Tennessee Medical Center at Knoxvill, Knoxville, Tennessee, Anesthesiology, University of Tennessee Medical Center at Knoxville, Knoxville, Tennessee

Sean Sze Kai Huang, MD, Internal Medicine, University of Illinois College of Medicine at Chicago, Chicago, Illinois

Karl Wilhelm Huesgen, MD, Emergency Medicine, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan

Jihan Yvette Junikon Huggins, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana Harmony Lynne Ignaut, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Elisa Anne Illing, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Otolaryngology, University of Alabama Medical Center, Birmingham, Alabama

Ashley Suzanne Inman, MD, Carleton D. Nordschow Award, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Kiran Ivaturi, MD, Neurology, Indiana University School of Medicine, Indianapolis, Indiana

Andrew Ryan Jackenheimer, MD, Neurological Surgery, University of Kentucky College of Medicine, Lexington, Kentucky

Sarah Beth Jacob, MD, Alpha Omega Alpha, Otolaryngology, University of Louisville, Louisville, Kentucky

Mahim Jain, MD, Medical Genetics/Pediatrics, Baylor College of Medicine, Houston, Texas

Abhilasha Jarori, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Randy Jeffrey, MD, Internal Medicine, University of Florida, Gainesville, Florida

Juan Antonio Jiménez, MD, PhD, Preliminary Surgery, Cleveland Clinic Foundation, Cleveland, Ohio, Urology, Cleveland Clinic Foundation, Cleveland, Ohio

Michael W. Johns, MD, Family Medicine, Naval Hospital (Camp Pendleton), Camp Pendleton, California

Nathan Samuel Johnson, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Lauren Elizabeth Jones, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Rachel Maybett Jones, MD, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Mark Matson Kaehr, MD, Alpha Omega Alpha, Transitional, Wheaton Franciscan Healthcare-Saint Joseph, Milwaukee, Wisconsin, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Chia-Sui Kao, MD, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Matthew August Kardatzke, MD, Gold Humanism Honor Society, John E. Heubi Award in Ambulatory Pediatrics Award, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Chad Walton Katona, MD, Community Service Leadership Award, Senior Elective Honors Program, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Christopher Patrick Kaup, MD, Internal Medicine, University of Iowa, Des Moines, Iowa

Abhishek Khemka, MD, MBA, Internal Medicine, Boston University Medical Center, Boston, Massachusetts

Colleen Marie Kiernan, MD, Alpha Omega Alpha, Gold Humanism Honor Society, American College of Surgeons Award, Mary Jean Yoder Award, Senior Elective Honors Program, General Surgery, Vanderbilt University, Nashville, Tennessee

Amanda Marie Kleiman, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiololgy, University of Virginia, Charlottesville, Virginia

Svetlana Kleyman, MD, General Surgery, SUNY Health Science Center at Brooklyn, Brooklyn, New York

Hayley Michelle Knollman, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Internal Medicine, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri

Nicholas Frederick Kramer, MD, Psychiatry, University of Louisville, Louisville, Kentucky

Emily Elizabeth Krodel, MD, Preliminary Surgery, Palmetto Health/University of South Carolina School of Medicine, Columbia, South Carolina

Laura Elnecave Kruter, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Community Service Leadership Award, Preliminary Medicine, Albert Einstein College of Medicine (Montefiore), Bronx, New York, Dermatology, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

Kevin John Leffers, MD, Delaying Residency

Jordan Daniel LeGout, MD, Alpha Omega Alpha, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, University of Florida, Gainesville, Florida

Brian David Leland, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Jeffrey Peterson Levenda, MD, MBA, Family Medicine, Fort Wayne Medical Education, Fort Wayne, Indiana

Max Earl Lewis, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Daniel Salvatore LoCascio, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio

David Andrew Lovett, MD, General Surgery, Southern Illinois University, Springfield, Illinois

Joseph Daniel Lutgring, MD, Alpha Omega Alpha, Internal Medicine, University of Colorado, Aurora, Colorado

Christopher Thomas Lux, MD, PhD, Lyman T. Meiks Research Award, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri

Eileen Hong Magno, MD, Anesthesiology, University Hospitals Case Medical Center, Cleveland, Ohio

Patrick J. Maier, MD, Emergency Medicine, University of Michigan, Ann Arbor, Michigan

Ashley Gene Maire, MD, Internal Medicine, University of Michigan, Ann Arbor, Michigan

John Ryan Martin, MD, Alpha Omega Alpha, K.K. Chen Award, Orthopaedic Surgery, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

Anne Elizabeth Mattingly, MD, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Kevin Charles McCammack, MD, Alpha Omega Alpha, Transitional, Trident Medical Center/Medical University of South Carolina, Charleston, South Carolina, Radiology-Diagnostic, University of California (San Diego), San Diego, California

Andrew Scott McDaniel, MD, PhD, Alpha Omega Alpha, Gold Humanism Honor Society, Pathology, University of Michigan, Ann Arbor, Michigan

Michele Ann McDaniel, MD, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Stephanie Michelle McKaig, MD, Senior Elective Honors Program, Obstetrics and Gynecology, University of Toledo, Toledo, Ohi

o Brock Harrison Medsker, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Emily Anne Merryman, MD, Alpha Omega Alpha, Jay Thomas Award, Pediatrics, Oregon Health and Science University, Portland, Oregon

Gerald Brandon Millick, MD, Family Medicine, Union Hospital, Terre Haute, Indiana, Patrick Steven Milligan, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Andrew Arthur Millis, MD, Alpha Omega Alpha, Orthopaedic Surgery, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio

Alejandro David Miranda, MD, Preliminary Surgery, University of California (San Francisco), San Francisco, California

Tobechukwu C. Mofunanya, MD, Senior Elective Honors Program, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Joseph Allen Morgan, MD, Orthopaedic Surgery, University of Missouri-Columbia, Columbia, Missouri

Trent L. Morgan, MD, Emergency Medicine, San Antonio Uniformed Services Health Education Consortium, Lacklund Air Force Base, Texas

Gerald Morris, MD, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Kourtney Jay Morris, MD, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana

Roger Herman Morse, MD, Alpha Omega Alpha, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Adam Matthew Moss, MD, MBA, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Ophthalmology, University of Minnesota, Minneapolis, Minnesota

Kariuki Peter Murage, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana Christopher Carl Muth, MD, Alpha Omega Alpha, American Academy of Neurology Medical Student Award for Excellence in Neurology, Community Service Leadership Award, Preliminary Medicine, Rush University Medical Center, Chicago, Illinois, Neurology, Rush University Medical Center, Chicago, Illinois

John W. Nay, MD, Alpha Omega Alpha, J. Donald Hubbard Award, Transitional, Kettering Medical Center, Kettering, Ohio, Radiology-Diagnostic, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri

Mallery R. Neff, MD, MPH, Pediatrics-Psychiatry-Child Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Jeffrey L. Nelson, MD, Transitional, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan, Ophthalmology, University of Nebraska Medical Center College of Medicine, Omaha, Nebraska

Trang Huyen Nguyen, MD, Family Medicine, Fort Wayne Medical Education, Fort Wayne, Indiana Emma Joy Nordstrom, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Benjamin Gordon Northcutt, MD, Alpha Omega Alpha, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, Johns Hopkins University, Baltimore, Maryland

Dustin Lee Norton, MD, Alpha Omega Alpha, Internal Medicine, Duke University Hospital, Durham, North Carolina

Michael Glenn O'Connor, MD, Alpha Omega Alpha, Pediatrics, Vanderbilt University, Nashville, Tennessee

Mercy Adeola Odueyungbo, MD, Preliminary Medicine, McGaw Medical Center of Northwestern University, Chicago, Illinois, Dermatology, Saint Luke's-Roosevelt Hospital Center, New York, New York

Edward Anthony O'Hara, MD

John Thomas O'Malley, MD, PhD, Alpha Omega Alpha, Gold Humanism Honor Society, Department of Dermatology Award, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Dermatology, New York Presbyterian Hospital (Columbia Campus), New York, New York

Bilal Mohammed Omery, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Ashley Meredith Overley, MD, Gold Humanism Honor Society, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Andrew David Pannabecker, MD, Internal Medicine, University of Texas at Houston, Houston, Texas

Lauren Parker, MD, Internal Medicine, UMDNJ-New Jersey Medical School, Newark, New Jersey

Meghna Dehesh Patel, MD, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri

Palka Ramanlal Patel, MD, Community Service Leadership Award, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana Diana Marie Patterson, MD, Alpha Omega Alpha, Senior Elective Honors Program, Obstetrics and Gynecology, Riverside Methodist Hospitals (OhioHealth), Columbus, Ohio

Joseph John Pavelites, MD, Transitional, Dwight David Eisenhower Army Medical Center, Fort Gordon, Georgia

Anne Elizabeth Penner, MD, Alpha Omega Alpha, Community Service Leadership Award, Psychiatry, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

Michael Peregrim, MD, Internal Medicine, University of Wisconsin, Madison, Wisconsin

Allison Anne Pernic, MD, Gold Humanism Honor Society, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Gregory R. Pittman, MD, Emergency Medicine, Madigan Army Medical Center/University of Washington, Tacoma, Washington

Andrew David Powell, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Kaitlin Rice Prinsen, MD, Gold Humanism Honor Society, Community Service Leadership Award, Department of Family Medicine Award, Senior Elective Honors Program, Family Medicine, Exempla Saint Joseph Hospital, Denver, Colorado

Brian Joseph Quinn, MD, Patricia Sharpley Award, Psychiatry, University of Louisville, Louisville, Kentucky

Lauren Claire Rakes, MD, Alpha Omega Alpha, Tina Kwan Scholarship, Pediatrics, University of Washington, Seattle, Washington

Glenda L. Ramirez, MD, Internal Medicine, Oakwood Hospital, Dearborn, Michigan

Raymund D. Ramirez, MD, Gold Humanism Honor Society, Community Service Leadership Award, Internal Medicine, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvani

a Neil Batuk Ramolia, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Nicole Marie Randall, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

John Charles Rau, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Benjamin Francis Redmon, MD, Alpha Omega Alpha, Student Excellence in Anesthesia Award, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, University of North Carolina Hospitals, Chapel Hill, North Carolina

Eric Michael Remster, MD, Pediatrics, Orlando Regional Healthcare, Orlando, Florida

Sommer Gail Rentmeesters, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana Dayna Nicole Ridderman, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Troy Alan Roberson, MD, Alpha Omega Alpha, Orthopaedic Surgery, University of Tennessee, Memphis, Tennessee

Andrew Paul Roberts, MD, Preliminary Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Christian Andrés Rosado, MD, Preliminary Medicine, University of Florida, Gainesville, Florida, Neurology, University of Florida, Gainesville, Florida

Caroline Elizabeth Rouse, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Community Service Leadership Award, Roy Rheinhardt Memorial Award, Senior Elective Honors Program, Obstetrics and Gynecology, University of Washington, Seattle, Washington

Jason Dean Russ, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Sean Patrick Ryan, MD, Transitional, San Antonio Uniformed Services Health Education Consortium, Fort Sam Houston, Texas

Ian Cooper Sando, MD, Alpha Omega Alpha, Senior Elective Honors Program, Plastic Surgery (Integrated), University of Michigan, Ann Arbor, Michigan

Bryrony Lynn Dougherty Schaab, MD, Floyd T. Romberger Jr, MD Teaching Award, Senior Elective Honors Program, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Michael Andrew Schacht, MD, MBA, Gold Humanism Honor Society, Radiology-Diagnostic, University of Louisville, Louisville, Kentucky

Joshua Michael Scheidler, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, University of Colorado, Aurora, Colorado

Meghann Lynn Schenk, MD, Alpha Omega Alpha, Internal Medicine, McGaw Medical Center of Northwestern University, Chicago, Illinois

Andrea Gail Scherer, MD, Neurological Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Evan Robert Schiffli, MD, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Kristen L. Schlegel, MD, Senior Elective Honors Program, Obstetrics and Gynecology, William Beaumont Hospital, Royal Oak, Michigan

Jay William Schoenherr, MD, Anesthesiology, University of North Carolina Hospitals, Chapel Hill, North Carolina

John Serak, MD, Neurological Surgery, Jackson Memorial Hospital/Jackson Health System, Miami, Florida

Christopher Ryan Shinneman, MD, Emergency Medicine, University of Illinois College of Medicine at Chicago, Chicago, Illinois

Chad Dathon Short, MD, General Surgery, Orlando Regional Healthcare, Orlando, Florida

Zachary Timothy Glynn Siegel, MD, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

Vlad Simianu, MD, Gold Humanism Honor Society, Research Program in Academic Medicine, Senior Elective Honors Program, General Surgery, University of Washington, Seattle, Washington

Beth Ann Spurlin, MD, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Nayan Tara Srivastava, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Stephanie Marie Stahl, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Neurology, Indiana University School of Medicine, Indianapolis, Indiana

Jennifer Nicole Stall, MD, Pathology, University of Michigan, Ann Arbor, Michigan

Ashlie Nicole Stallion, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Adam Michael Steele, MD, Family Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Jacqueline M. Stewart, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Andrew Carlton Strine, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Urology, Indiana University School of Medicine, Indianapolis, Indiana

Molly Christine Strong, MD, MPH, Community Service Leadership Award, Senior Elective Honors Program, Obstetrics and Gynecology, University of Kentucky College of Medicine, Lexington, Kentucky

W. Ross Strong, MD, Gold Humanism Honor Society, Community Service Leadership Award, Senior Elective Honors Program, General Surgery, University of Kentucky College of Medicine, Lexington, Kentucky

Katherine Joan Sullivan, MD, Gold Humanism Honor Society, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Brendan Keith Sweeny, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Lee Ang Tan, MD, Neurological Surgery, Rush University Medical Center, Chicago, Illinois

Travis Paul Taylor, MD, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Michael Teague, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Zachary J. Tempel, MD, Alpha Omega Alpha, Neurological Surgery, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

Lisha Nicole Town, MD, Family Medicine, Saint Joseph's Regional Medical Center (South Bend), South Bend, Indiana Darren Lee Transue, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Eben Micheal True, MD, General Surgery, University of Illinois College of Medicine at Peoria, Peoria, Illinois

Robert Julian Vandewalle, MD, MBA, Preliminary Surgery, University of Tennessee College of Medicine at Chattanooga, Chattanooga, Tennessee

Marissa Meredith Vawter, MD, Gold Humanism Honor Society, Pediatrics, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Cincinnati, Ohio, Child Neurology, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Cincinnati, Ohio

Michael C. Veronesi, MD, PhD, Alpha Omega Alpha, Gold Humanism Honor Society, Dean's Award, Neurological Surgery, University of Virginia, Charlottesville, Virginia

Tedi Sasho Vlahu, MD, Preliminary Surgery, Rush University Medical Center, Chicago, Illinois

Kelly Marie Vogie, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Leslie Marie Waddell, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Timothy Tony Webb, MD, Research Program in Academic Medicine, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Bethany Lynne Weber, MD, Pediatric Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

David Lawford Whitney, MD, Orthopaedic Surgery, University of Kansas Medical Center Kansas City, Kansas

Ashley Paige Williams, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Sharon Nkechi Emeghebo Williams, MD, Obstetrics and Gynecology, University of Texas Medical Branch Hospitals, Galveston, Texas

Tiffany Carolyn Williams, MD, Medical Student Excellence in Emergency Medicine, Emergency Medicine, Vanderbilt University, Nashville, Tennessee

Bruce Leonard Wilson, MD, Internal Medicine, University of Chicago, Chicago, Illinois

Lindsay Jo Wiltshire, MD, Pediatrics, University of Louisville, Louisville, Kentucky

Ryan Steele Worley, MD, Emergency Medicine, Henry Ford Hospital, Detroit, Michigan

Elizabeth Anne Wright, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Daniel Alberto Yelfimov, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Marcus Ravdin Award, Preliminary Surgery, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota, Urology, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

Kyle B. Yoder, MD, Gold Humanism Honor Society, Community Service Leadership Award, Medical Student Professionalism and Service Award, Pediatric Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Rachel Brooke Yoder, MD, Gold Humanism Honor Society, Community Service Leadership Award, Pediatrics-Psychiatry-Child Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Monica Tomoyo Young, MD, Senior Elective Honors Program, General Surgery, University of California (Irvine), Orange, California

Lindsay Zimmerman, MD, Emergency Medicine, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan

Ebrahim 'Abe' Zolali-Meybodi, MD, Transitional, Kettering Medical Center, Kettering, Ohio, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

2009

Nicholas Richard Abel, MD, Radiology-Diagnostic, William Beaumont Hospital, Royal Oak, Michigan

Michael Stephen Adams, MD, Anesthesiology, University of Arkansas for Medical Sciences, Little Rock, Arkansas

Yetunde Nkechi Adenle, MD, Obstetrics and Gynecology, William Beaumont Hospital, Royal Oak, Michigan

Adewunmi Oluyomi Adeyemo, MD, General Surgery, William Beaumont Hospital, Royal Oak, Michigan

Benjamin Andrew Adler, MD, Gold Humanism Honor Society, Arthur B. Richter Scholarship, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Joseph Samuel Aeschliman, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Samer Ajam, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Sarah Alexander, MD, Internal Medicine, Rush University Medical Center, Chicago, Illinois

Mark Joseph Allen, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Andrea Louise Amico, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Jason Kyun An, MD, Emergency Medicine, Loma Linda University, Loma Linda, California

Andrea Cyr Archibald, MD, Internal Medicine, Duke University Medical Center, Durham, North Carolina

Zachary Earl Armstrong, MD, Emergency Medicine, University of Louisville, Louisville, Kentucky

Christi Ann Arnerich, MD, Alpha Omega Alpha, Otolaryngology, Rush University Medical Center, Chicago, Illinois Yuval Asner, MD, Psychiatry, Johns Hopkins University, Baltimore, Maryland

Krista Lynn Ault, MD, Family Medicine, University of Colorado (HealthONE Rose Medical Center), Denver, Colorado

Robert Anthony Austgen, MD, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Kevin Michael Backfish, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Sylvester Barnes IV, MD, Preliminary Surgery, Rush University Medical Center, Chicago, Illinois, Anesthesiology, Rush University Medical Center, Chicago, Illinois

Patrick Ross Barrett, MD, MA, Internal Medicine, University of North Carolina Hospitals, Chapel Hill, North Carolina

Holly Dianne Bauser-Heaton, MD, PhD, Gold Humanism Honor Society, Senior Elective Honors Program, Pediatrics, Cincinnati Children's Hospital Medical Center/ University of Cincinnati College of Medicine, Cincinnati, Ohio

Jesse Allen Beery, MD, Alpha Omega Alpha, Internal Medicine, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri

Sunny Denise Bell, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Lyman T. Meiks Clinical Award, Pediatrics, Vanderbilt University, Nashville, Tennessee

Eric Ashley Benson, MD, PhD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Maggie Kathleen Benson, MD, Alpha Omega Alpha, Golden Humanism Honor Society, Internal Medicine, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

Angela Marie Bermes, MD, General Surgery, Medical University of South Carolina, Charleston, South Carolina

Vivianne Montgrain Beyer, MD, Alpha Omega Alpha, Gold Humanism Honor Society, J. Donald Hubbard Award, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Dermatology, Medical University of South Carolina, Charleston, South Carolina

Manika Bhateja, MD, Pediatrics, Grand Rapids Medical Education, Grand Rapids, Michigan

Parin M. Bhayani, MD, Alpha Omega Alpha, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Brandie Marie Blunck, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Jeffrey David Bodle, MD, Gold Humanism Honor Society, Alexander Treloar Ross Award, Neurology, Medical University of South Carolina, Charleston, South Carolina

Ryan Thomas Borne, MD, Alpha Omega Alpha, Internal Medicine, University of Colorado, Aurora, Colorado

Rebecca Jean Bowman, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Jared E. Boyd, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Anesthesiology, Jackson Memorial Hospital/Jackson Health System, Miami, Florida

Nathan Evan Brandley, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Kent Philip Brantly, MD, Gold Humanism Honor Society, Family Medicine, John Peter Smith Hospital (Tarrant County Hospital District), Fort Worth, Texas

Stacie Lynn Braswell, MD, Obstetrics and Gynecology, Meharry Medical College, Nashville, Tennessee

Ryan Patrick Brennan, MD, Gold Humanism Honor Society, Transitional, Tripler Army Medical Center, Tripler Army Medical Center, Hawaii, Neurological Surgery, Cleveland Clinic Foundation, Cleveland, Ohio

Courtney Allen Browne, MD, Gold Humanism Honor Society, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana

Sara Elizabeth Brummett, MD, Gold Humanism Honor Society, E. Jane Brownley Award, Mary Jean Yoder Award, Pediatrics, University of Michigan, Ann Arbor, Michigan

Audra Kathleen Brunelle, MD, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

John William Burgner III, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Jeremiah Bwatwa, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Kathryn McGovern Calhoun, MD, Gold Humanism Honor Society, Internal Medicine, University of Pittsburgh Medical Center Medical Education, Pittsburgh, Pennsylvania

Rachel Ann Carr, MD, Roy Rheinhardt Memorial Award, Obstetrics and Gynecology, Ohio State University Hospital, Columbus, Ohio

Kile Joseph Carter, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Joseph Alan Cerjak, MD, Family Medicine, Saint Joseph's Regional Medical Center (South Bend), South Bend, Indiana

Benjamin Christopher Chastain, MD, Medical Student Excellence in Emergency Medicine, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Apoorva Chawla, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Internal Medicine, Beth Israel Deaconess Medical Center, Boston, Massachusetts

Rozina Asghar Chowdhery, MD, Internal Medicine, University of Colorado, Aurora, Colorado

Lori Allison Clark, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Medicine-Pediatrics, University of Michigan, Ann Arbor, Michigan

Julie Marie Clary, MD, Alpha Omega Alpha, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Jessica Ashli Clevenger, MD, J. Donald Hubbard Award, Carleton D. Nordschow Award, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Brian Joseph Coppinger, MD, Department of Family Medicine Award, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Ashley Noelle Costas, MD, Internal Medicine, McGaw Medical Center of Northwestern University, Chicago, Illinois

Jeffrey Andrew Cox, MD, Family Medicine, Grant Medical Center, Columbus, Ohio

Leah D. Craft, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Jordan Sherbrooke Craig, MD, Senior Elective Honors Program, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Myra T. Cruz, MD, Preliminary Medicine, Alameda County Medical Center, Oakland, California

Sarah Dalhoumi, MD, Delaying Residency

Adam Joseph Darnell, MD, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Radhika Bhupendra Dave, MD, Alpha Omega Alpha, Transitional, Scripps Mercy Hospital, San Diego, California, Radiology-Diagnostic, Stanford University, Stanford, California

Amelia Ann Davis, MD, Psychiatry, University of Florida, Gainesville, Florida

Daniel Paul Dawson, MD, Medicine-Family Medicine, Eastern Virginia Medical School, Norfolk, Virginia

Amrita De, MD, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

Stefanie Ann DeTommaso, MD, J. Donald Hubbard Award, Pediatrics, University of Michigan, Ann Arbor, Michigan

Alphonsus Godwin Diamond, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Christopher Michael DiPiro, MD, Family Medicine, Dwight David Eisenhower Army Medical Center, Fort Gordon, Georgia

Ryan Steven Doster, MD, Medicine-Pediatric, Indiana University School of Medicine, Indianapolis, Indiana

Eve Maureen Doucette, MD, Emergency Medicine, Hennepin County Medical Center, Minneapolis, Minnesota Paul Drambarean, MD, Internal Medicine, University of Miami School of Medicine at Florida Atlantic University, Atlantis, Florida

Julie Diane Dunlap, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

John Ullman Dustin, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Keith Edward Earley Jr., MD, Transitional, Saint Elizabeth Health Center, Youngstown, Ohio

Bryan Jessop Eckerle, MD, Neurology, University of Virginia, Charlottesville, Virginia

Brooke Beckort Edwards, MD, Preliminary Surgery, Eastern Virginia Medical School, Norfolk, Virginia, Urology, Eastern Virginia Medical School, Norfolk, Virginia

Elizabeth Erin Eglen, MD, Medicine-Pediatrics, UMDNJ-New Jersey Medical School, Newark, New Jersey

Adam Christopher ElNaggar, MD, Obstetrics and Gynecology, University of Tennessee, Memphis, Tennessee

Justin Lee Engelhardt, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Brian John Evanson, MD, Orthopaedic Surgery, University of Toledo, Toledo, Ohio

Joanna Reneé Fields, MD, Family Medicine, University of California (Davis) Health System, Sacramento, California

Karima Caroline Fitzgerald, MD, Preliminary Surgery, PinnacleHealth Hospitals, Harrisburg, Pennsylvania

Joanna Beth Foster, MD, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Leslie Anne Foxlow, MD, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana

Suzanne Noelle Franki, MD, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Kandice Marie Franklin, MD, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Nickolas Roland Frechette, MD, Carleton D. Nordschow Award, Pathology, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri

Clifford Thomas Fulton, MD, Internal Medicine, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan

Anne Marie Gabonay, MD, Gold Humanism Honor Society, Medicine-Pediatrics, Brown University, Providence, Rhode Island

John Zachary Gallien, MD, Emergency Medicine, Henry Ford Hospital, Detroit, Michigan

Marin Garcia III, MD, Family Medicine, Saint Joseph's Regional Medical Center (South Bend), South Bend, Indiana Bethany Maria Geib-Rosch, MD, Psychiatry, University of North Carolina Hospitals, Chapel Hill, North Carolina

Thomas Anthony GiaQuinta, MD, Gold Humanism Honor Society, John E. Heubi Award in Ambulatory Pediatrics, Pediatrics, Vanderbilt University, Nashville, Tennessee

Erica Lynn Gillette, MD, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Joshua James Goergen, MD, Primary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Jason Alan Good, MD, MBA, Transitional, Wayne State University, Detroit, Michigan, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Daniel R. Green, MD, Internal Medicine, University of Virginia, Charlottesville, Virginia

Christopher Eric Grindle, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Margaret Lynne Hainline, MD, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri

Amanda L. Hall, MD, General Surgery, University of Kansas (Wichita), Wichita, Kansas

Graham Charles Hall, MD, Preliminary Surgery, New Hanover Regional Medical Center, Wilmington, North Carolina

James Richard Hamblin, MD, Preliminary Medicine, Mount Auburn Hospital, Cambridge, Massachusetts, Radiology-Diagnostic, McGaw Medical Center of Northwestern University, Chicago, Illinois

Timothy James Hansen, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Dermatology, Penn State University/Milton S. Hershey Medical Center, Hershey, Pennsylvania

Lauren Ashley Hansen-Welches, MD, Otolaryngology, Indiana University School of Medicine, Indianapolis, Indiana

Kevin Donald Hardt, MD, Alpha Omega Alpha, Orthopaedic Surgery, University of Chicago, Chicago, Illinois

Elicia Lauren Harris, MD, Roy Rheinhardt Memorial Award, Senior Elective Honors Program – Research, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana

Ryan Douglas Harris, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Ryan Kristopher Harrison, MD, Alpha Omega Alpha, Orthopaedic Surgery, Ohio State University Hospital, Columbus, Ohio

David William Harvey, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Neurology, Indiana University School of Medicine, Indianapolis, Indiana Elizabeth Anne Hay, MD, Psychiatry, University of Kentucky College of Medicine, Lexington, Kentucky

Brandon Jeffrey Hayes, MD, Alpha Omega Alpha, Orthopaedic Surgery, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan

Matthew Aaron Hazzard, MD, Alpha Omega Alpha, Neurological Surgery, Duke University Hospital, Durham, North Carolina

Kenton Shawn Hilbish, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Stefan Andrew Hoff, MD, Radiology-Diagnostic, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan

Peter Girod Hogg, MD, Orthopaedic Surgery, William Beaumont Hospital, Royal Oak, Michigan

Hannah Ann Hollopeter, MD, Pediatrics, University of Nebraska Medical Center College of Medicine/Creighton University, Omaha, Nebraska

Christi M. Holmes, MD, Gold Humanism Honor Society, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Kyle Patrick Hornsby, MD, Internal Medicine, Duke University Hospital, Durham, North Carolina

Amber Marie Huffman, MD, Physical Medicine and Rehabilitation, University of North Carolina Hospitals, Chapel Hill, North Carolina

Joseph Lawrence Hunt, MD, PhD, Alpha Omega Alpha, K.K. Chen Award, Radiology-Diagnostic, University of New Mexico, Albuquerque, New Mexico

Jordan Christopher Huskins, MD, Gold Humanism Honor Society, Pediatrics, University of Louisville, Louisville, Kentucky

Garrett James Jackson, MD, Neurological Surgery, West Virginia University, Morgantown, West Virginia

Tanya Mary Jacob, MD, Pediatrics, University of Louisville, Louisville, Kentucky

Akeira LaShelle Johnson, MD, Family Medicine, Aurora Health Care, Milwaukee, Wisconsin

April Ann Johnson, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Matthew Myron Jones, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, University of Colorado, Denver, Colorado

Guiandre Lanette Joseph, MD, PhD, Pursuing Research Emily Catherine Keller, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Dermatology, Cleveland Clinic Foundation, Cleveland, Ohio

Robert Givens Kellogg, MD, Gold Humanism Honor Society, Pre-residency Neurosurgery Fellowship, Indiana University School of Medicine, Indianapolis, Indiana

Kathryn Marie Couture Kelly, MD, Pediatrics, University of South Florida, Tampa, Florida

Nisha Shah Kheradiya, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Cente, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Lori Rich Kiefer, MD, Anesthesiology, Vanderbilt University, Nashville, Tennessee

Christopher Benjamin King, MD, Preliminary Surgery, Wake Forest University School of Medicine, Winston-Salem, North Carolina, Urology, Wake Forest University School of Medicine, Winston-Salem, North Carolina

Garrett Hess Kinnebrew, MD, Pursuing Research

Michael John Kinsman, MD, Pre-residency Neurosurgery Fellowship, Indiana University School of Medicine, Indianapolis, Indiana

Anne Caroline Kitchens, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Brittany Lynn Knipstein, MD, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri

John Joseph Krol, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, University of Kentucky College of Medicine, Lexington, Kentucky

Vera Krol, MD, Carleton D. Nordschow Award, Pathology, University of Kentucky College of Medicine, Lexington, Kentucky

Kevin Karl Kruse, MD, Orthopaedic Surgery, Greenville Hospital System/University of South Carolina School of Medicine, Greenville, South Carolina

Kathryn T. Wannemuehler Lannert, MD, Alpha Omega Alpha, Senior Elective Honors Program, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Khoi Dinh Le, MD, General Surgery, New Hanover Regional Medical Center, Wilmington, North Carolina

Carrie Anne Leathers, MD, Gold Humanism Honor Society, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Jae Lee, MD, General Surgery, University of Arizona, Tucson, Arizona

Joseph Matthew Lee, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Jason Edward Lewis, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Benjamin Elliot Lippincott, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Carolinas Medical Center, Charlotte, North Carolina

Matthew James Locker, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, University of Texas Southwestern Medical School, Dallas, Texas

Cory Richard Long, MD, Emergency Medicine, Wright State University, Dayton, Ohio

Mackenzie Elizabeth Lupov, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Andrew Joseph Lutz, MD, American College of Surgeons Award, Senior Elective Honors Program, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Matthew David Lynx, MD, Psychiatry, University of Texas Southwestern Medical School, Dallas, Texas

Justin Adam Magid, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Njeri Maina, MD, PhD, Internal Medicine, Vanderbilt University, Nashville, Tennessee

James William Malenkos, MD, Arthur B. Richter Scholarship, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Justin Scott Malenkos, MD, Alpha Omega Alpha, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Liseth Manjarrez, MD, Pediatrics, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan

Rachel Dianne Manley, MD, Alpha Omega Alpha, J. Donald Hubbard Award, John H. Edwards Fellowship Award, Senior Elective Honors Program, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Ann Elizabeth Marshall, MD, Pathology, Indiana University School of Medicine, Indianapolis, Indiana

Erica Lyn Martin, MD, Pathology, University Hospitals Case Medical Center, Cleveland, Ohio

Carrie Monica Marusek, MD, Anesthesiology, University of Alabama Medical Center, Birmingham, Alabama

Tara Lynne McColgin, MD, Preliminary Medicine, Johns Hopkins University/Sinai Hospital of Baltimore, Baltimore, Maryland, Neurology, University of Maryland, Baltimore, Maryland

Robert Leon McKnight IV, MD, Emergency Medicine, University of Louisville, Louisville, Kentucky

Peter Joseph Mehta, MD, Alpha Omega Alpha, Transitional, Spokane Medical Centers, Spokane, Washington, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Ravi Kumar Meibalane, MD, Pediatrics, University of Wisconsin, Madison, Wisconsin

Apryl Scott Mensah, MD, Radiation Oncology, Indiana University School of Medicine, Indianapolis, Indiana

Benjamin Jordan Meyer, MD, Transitional, Resurrection Medical Center, Chicago, Illinois, Radiology-Diagnostic, University of Chicago, Chicago, Illinois

Matthew Alan Meyer, MD, Neurology, Indiana University School of Medicine, Indianapolis, Indiana

Brian Cottrell Miller, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Matthew Jordan Miller, MD, Alpha Omega Alpha, Orthopaedic Surgery, University of Wisconsin, Madison, Wisconsin

Meghan Leanne Miller, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Jason Mark Misurac, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Joshua R. Mitchell, MD, Alpha Omega Alpha, Otolaryngology, Vanderbilt University, Nashville, Tennessee

Ruben Savella Montoya II, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Kelly Elizabeth Mortell, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiology-Diagnostic, University Hospitals Case Medical Center, Cleveland, Ohio

Leah Waithira Mugo, MD, Family Medicine, University of Illinois College of Medicine at Peoria, Peoria, Illinois

Leila Mbazogho Ndong, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Ian Robert Nelson, MD, Gold Humanism Honor Society, Orthopaedic Surgery, University of Wisconsin, Madison, Wisconsin

Joshua Steven Neucks, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Neurology, Indiana University School of Medicine, Indianapolis, Indiana

Cassandra Corinne Neureiter, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Lyman T. Meiks Research Award, Pediatrics, Vanderbilt University, Nashville, Tennessee

Karen Ann Nieman, MD, Transitional, Saint Francis Hospital of Evanston, Evanston, Illinois

Victor Chukwudi Njoku, MD, Senior Elective Honors Program, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Jeniece M. Nott, MD, Psychiatry, University of Iowa Hospitals and Clinics, Iowa City, Iowa

Lara Morgan Oberle, MD, Internal Medicine, University Hospitals Case Medical Center, Cleveland, Ohio

Michelle Lynn O'Brien, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Patrick Maarten Ockerse, MD, Emergency Medicine, University of Utah, Salt Lake City, Utah

Meghan Mary O'Connor, MD, Pediatrics, University of Utah, Salt Lake City, Utah

Emily Marie Olberding, MD, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana Randy Phillip Orr, MD, Alpha Omega Alpha, Internal Medicine, McGaw Medical Center of Northwestern University, Chicago, Illinois

Samuel Luke Oyer, MD, Alpha Omega Alpha, John Barnhill Award, Otolaryngology, Medical University of South Carolina, Charleston, South Carolina

Paul Hae-Yong Park, MD, Gold Humanism Honor Society, Internal Medicine, Duke University Hospital, Durham, North Carolina

Robert Kyle Parker, MD, General Surgery, Brown University, Providence, Rhode Island

Luke Andrew Parr, MD, Anesthesiology, University of Washington, Seattle, Washington

Neal Balvant Patel, MD, Alpha Omega Alpha, Neurological Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Steven Lee Perkins, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Laura Maureen Pezzuto, MD, Alpha Omega Alpha, Research Program in Academic Medicine, Senior Elective Honors Program, Obstetrics and Gynecology, Case Western Reserve University (MetroHealth)/Cleveland Clinic Foundation, Cleveland, Ohio

Jennifer Phan, MD, Otolaryngology-Research, Indiana University School of Medicine, Indianapolis, Indiana

Michael Robert Polin, MD, Alpha Omega Alpha, Obstetrics and Gynecology, University of Alabama, Birmingham, Alabama

Whitney Michelle Pratt, MD, PhD, Indiana Society of Physical Medicine and Rehabilitation Award, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

Corinne Leigh Puzio, MD, Preliminary Surgery, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma, Urology, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma

Aparna Raj, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Internal Medicine, Massachusetts General Hospital, Boston, Massachusetts

Nicole Lynn Ramig, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Glenda L. Ramirez, MD, Delaying Residency

Megan Patricia Ramsey, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana

James Harrison Raybourn III, MD, Preliminary Surgery, Vanderbilt University, Nashville, Tennessee

Bradley Paul Recht, MD, Internal Medicine, University of Illinois College of Medicine at Chicago, Chicago, Illinois

Manasa Gavva Reddy, MD, Gold Humanism Honor Society, Pediatrics, McGaw Medical Center of Northwestern University, Chicago, Illinois Sarah Elizabeth Rich, MD, Red Shoes Award, Pediatrics, Vanderbilt University, Nashville, Tennessee

Matthew Allen Rider, MD, Alpha Omega Alpha, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

Richard Andrew Rink, MD, Preliminary Surgery, McGaw Medical Center of Northwestern University, Chicago, Illinois

David S. Risner, MD, Transitional, Baptist Medical Center, Birmingham, Alabama, Ophthalmology, Emory University, Atlanta, Georgia

Julia Lauren Ruckman, MD, Obstetrics and Gynecology, Wright State University, Dayton, Ohio

Emily Anne Ruden, MD, Alpha Omega Alpha, Internal Medicine, Duke University Hospital, Durham, North Carolina

Stephen James Rush, MD, Psychiatry, University Hospital/ University of Cincinnati College of Medicine, Cincinnati, Ohio

Heidi Ann Ryan, MD, General Surgery, University of Nevada School of Medicine (Las Vegas), Las Vegas, Nevada

Laila Fatima Saied, MD, Alpha Omega Alpha, Gold Humanism Honor Society, John B. Hickam Award, Internal Medicine, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri

Devin R. Sandlin, MD, Emergency Medicine, University of Louisville, Louisville, Kentucky

Lori Jacquemin Sanford, MD, Alpha Omega Alpha, Department of Dermatology Award, Dermatology, Indiana University School of Medicine, Indianapolis, Indiana

Jesse Jay Savage, MD, Alpha Omega Alpha, Neurological Surgery, University of Virginia, Charlottesville, Virginia

Marissa Ann Schiel, MD, PhD, Patricia Sharpley Award, Psychiatry, University of Colorado, Denver, Colorado

Elizabeth Ann Schowe, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

André Phillip Schuler, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Anna Elizabeth Schwartz, MD, Pediatrics McGaw Medical Center of Northwestern University, Chicago, Illinois

Derek Anthony Seib, MD, Internal Medicine, University of North Carolina Hospitals, Chapel Hill, North Carolina

Ellen Amanda Seiffert, MD, Gold Humanism Honor Society, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Zachary Aaron Seymour, MD, Preliminary Surgery, University of California (San Francisco), San Francisco, California Margaret (Molly) Louise Shane, MD, Pediatrics, McGaw Medical Center of Northwestern University, Chicago, Illinois

Abby Leigh Sharp, MD, Tina Kwan Scholarship Award, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Beth Ann Shelton, MD, Family Medicine, MidMichigan Medical Center-Midland, Midland, Michigan

Wei Shen, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Benjamin Isaiah Shepple, MD, Internal Medicine, University of Virginia, Charlottesville, Virginia

Andrew R. Shriner, MD, Pediatrics, McGaw Medical Center of Northwestern University, Chicago, Illinois

Blake Allen Smith, MD, American Academy of Neurology Medical Student Award for Excellence in Neurology, Alexander Treloar Ross Award, Neurology, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio

Colin Timothy Smith, MD, Red Shoes Award, Student Excellence in Anesthesia Award, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Carly Dean Snipes, MD, Medical Student Professionalism and Service Award, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Jonathan David Steinhofer, MD, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Christopher Doyle Stephens, MD, Alpha Omega Alpha, Jay Thomas Award, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, University of Florida, Gainesville, Florida

Matthew Jacob Stephens, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Kyle Jordan Strycker, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Allison R. Sturtevant, MD, Internal Medicine, Tulane University, New Orleans, Louisiana

Andrew Christopher Sullivan, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, University of Colorado, Aurora, Colorado

Gayathri Suresh, MD, Primary Medicine, Emory University, Atlanta, Georgia

Allison Kasey Taraska, MD, Alpha Omega Alpha, J. Donald Hubbard Award, Marcus Ravdin Award, Otolaryngology, Indiana University School of Medicine, Indianapolis, Indiana

Paul Stanley Taraska, MD, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Eric Matthew Tarkowski, MD, Transitional, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Christopher James Therasse, MD, Alpha Omega Alpha, Preliminary Medicine, McGaw Medical Center of Northwestern University, Chicago, Illinois, Radiology-Diagnostic, McGaw Medical Center of Northwestern University, Chicago, Illinois

Sean Michael Thompson, MD, Alpha Omega Alpha, Pediatric Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Maria Karla Tee Villacin, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, University of Maryland, Baltimore, Maryland

Anthony John Voelkel, MD, MBA, Internal Medicine, University of Louisville, Louisville, Kentucky

Nicholas David Vornehm, MD, General Surgery, TriHealth (Good Samaritan Hospital), Cincinnati, Ohio

Nadine Wakim, MD, Pediatrics, University of Texas Southwestern Medical School, Dallas, Texas

Julia Joyce Walker, MD, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiation Oncology, Indiana University School of Medicine, Indianapolis, Indiana

Adam Charles Walter, MD, Obstetrics and Gynecology, University of Toledo, Toledo, Ohio

James Riley Walton, MD, Transitional, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

James Jason Warr, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Jason Christopher Watters, MD, Orthopaedic Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Chad Heidt Weaver, MD, Alpha Omega Alpha, Transitional, University of North Dakota, Fargo, North Dakota, Dermatology, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

DeWayne L. Weaver, MD, Orthopaedic Surgery, Madigan Army Medical Center, Tacoma, Washington

Jonathon Allen Wertz, MD, Gold Humanism Honor Society, General Surgery, University at Buffalo, Buffalo, New York

Dean West, MD, Preliminary Surgery, Rush University Medical Center, Chicago, Illinois

Stacy Lynn Howell Williams, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Hannah Lynn Woebkenberg, MD, Emergency Medicine, Emory University, Atlanta, Georgia

Kathleen Michelle Wunder, MD, Obstetrics and Gynecology, Carolinas Medical Center, Charlotte, North Carolina

Sarah Carlson Yamaguchi, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Delaying Residency

Jamin André Yoder, MD, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Chad A. Zarse, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Rachel Joy Zeider, MD, Preliminary Medicine, TriHealth (Good Samaritan Hospital), Cincinnati, Ohio, Physical Medicine and Rehabilitation, University of Texas at Houston, Houston, Texas

Meltem Zeytinoglu, MD, MBA, Gold Humanism Honor Society, Internal Medicine, McGaw Medical Center of Northwestern University (Evanston), Evanston, Illinois

Donald Francis Zimmer, MD, Gold Humanism Honor Society, Emergency Medicine, College of Medicine, Mayo Clinic (Rochester), Rochester, Minnesota

David Adam Zopf, MD, Alpha Omega Alpha, Gold Humanism Honor Society, Otolaryngology, University of Michigan, Ann Arbor, Michigan