

SCHOOL
OF MEDICINE

bulletin

2009-2011

Indiana Statewide
Medical Education System

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INDIANA UNIVERSITY



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Contents

- 1 **School of Medicine**
- 2 The IUPUI Student Health Center
- 3 Counseling Services
- 3 Student Government and Alumni Association
- 4 Honors
- 7 Admission
 - 7 Requirements for Admission
 - 7 Application Procedure
 - 8 Selection of the Class
 - 8 Transfer Admission
- 8 Fees
- 9 Technical Standards for Admission and Retention in Medical School
- 9 Matriculation and Graduation Policies
- 10 **School of Medicine Curricula**
- 10 Doctor of Medicine
- 11 Graduate Programs
 - 11 Basic Biomedical Sciences Programs
 - 11 Combined Degree Programs
 - 12 Master of Science in Medical Science Program
- 12 Student Research
- 12 **Knowledge Informatics and Translation (KIT)**
- 15 **Courses in the School of Medicine**
- 15 Interdepartmental Courses (Indianapolis)
- 15 Department of Anatomy and Cell Biology
- 17 Department of Anesthesia
- 17 Department of Biochemistry and Molecular Biology
- 19 Department of Cellular and Integrative Physiology
- 21 Medical Biophysics
- 23 Medical Neuroscience
- 24 Department of Dermatology
- 24 Department of Emergency Medicine
- 24 Department of Family Medicine
- 25 Department of Medical and Molecular Genetics
- 27 Department of Medicine
- 28 Department of Microbiology and Immunology
- 29 Department of Neurology
- 29 Department of Neurological Surgery
- 29 Department of Obstetrics and Gynecology
- 29 Department of Ophthalmology
- 30 Department of Orthopaedic Surgery
- 30 Department of Otolaryngology–Head and Neck Surgery
- 30 Department of Pathology and Laboratory Medicine
- 32 Department of Pediatrics
- 32 Department of Pharmacology and Toxicology
- 34 Department of Physical Medicine and Rehabilitation
- 34 Department of Psychiatry
- 34 Department of Public Health
- 37 Department of Radiation Oncology
- 38 Department of Radiology
- 38 Department of Surgery
- 38 Department of Urology
- 39 Medical Sciences Program (Bloomington)
- 45 **Campuses of the School of Medicine**
- 45 Evansville
- 47 Fort Wayne
- 49 Lafayette
- 51 Muncie
- 53 Northwest
- 58 South Bend
- 59 Terre Haute
- 61 **Continuing Medical Education (CME)**
- 63 **Faculty and Personnel**
- 63 Administrative Personnel, Nonacademic
- 63 Emeritus Faculty Members
- 70 Distinguished Professors and Special Professorships
- 73 Current Faculty
- 169 **Financial Assistance**
- 169 Financial Assistance Programs
- 169 Scholarships, Fellowships, and Loans
- 171 **Graduate Appointments, Classes of 2007 and 2008**

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School of Medicine

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 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., 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.

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.

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 third- and fourth-year medical students, there are approximately 893 M.D., 191 Ph.D., and 49 M.D./Ph.D. students on the IUMC campus. During the four years of medical school, the M.D. students participate in rotations to physician offices and hospitals throughout the state.

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 over 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.

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 on-campus 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.

Textbooks 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.

The 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 Referral, Evaluation, and Treatment 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. Services available are individual, couples and family, and group counseling; consultation; programming; and emergency intervention. Typical concerns presented for counseling include adjustment, 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, and suicidal thoughts. 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. Counseling records are maintained in files separate from the student/house staff files and cannot be accessed by faculty, staff, administrators, parents, or other student/house staff without the individual's written permission. Students and house staff may schedule an appointment by calling Counseling

Services and Wellness. A meeting with the counselor should be available within one week. Walk-in and evening appointments are welcome but depend on counselor availability. When an emergency occurs after regular business hours, call 911 or the Access Center for Clarian Health, 24 hours a day, 7 days a week at (317) 962-2622. Identify yourself as a medical student or resident. The operator will direct your call to the appropriate emergency care.

Student Government and Alumni Association

Student Government

The IU Medical Student Council consists of over one hundred 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 Web site (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 Web site 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 just over 16,500. Of these, 21 percent maintain active membership in the School of Medicine Alumni Association, making it the number-one society in terms of percentage of membership at Indiana University. This body is directed by the Medical Alumni Council composed of 24 members, elected to three-year terms.

The association sponsors several programs, including the Help Our Students Travel (HOST) program, continuing medical education, receptions in conjunction with national specialty meetings and at the regional centers, new student/parent orientation, and the Scholar-Chip Golf Outing. 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 Medical Center campus. Attracting hundreds of physicians and friends, the program includes an all-alumni reception, continuing medical education, a special Dean's Breakfast, announcement of the Distinguished Medical Alumni Award recipient at the "strawberry shortcake luncheon," and reunion events for special classes.

The following are members of the School of Medicine Alumni Council:

President, Richard Hallett III, M.D.; *Vice President*, David L. Patterson, M.D.; *Treasurer*, Terry R. Brown; *Historian*, George T. Lukemeyer, M.D.; *Executive Council Representative*, Carolyn Cunningham, M.D.; *Immediate Past President*, Basil C. Genetos, M.D.

Council Members: President, Mike Agostino, M.D. '89; Immediate Past President, Robert L. Forste, M.D. '71; Terry R. Brown, M.D. '77; Alexander S. Choi, M.D. '01; Robert M. Paul, M.D. '07; Melissa D. Spurr, M.D. '07; Michael T. Johnson, M.D. '83; Kurt H. Stiver, M.D. '79; Elizabeth Basquin Kruase, M.D. '88; Kyle O. Rapp, M.D. '99; Gary L. Beck, M.D. '79; Alice H. Russell, M.P.H. '07

Honorary Council Members: M. Barbara Backer, M.D.; William H. Beeson, M.D.; Fred W. Dahling, M.D.; Robert L. Forste, M.D.; Robert W. Holden, M.D.; Tom Hrisomalos, M.D.; Monica L. Joyner-Wentland, M.D.; Harold M. Manifold, M.D.; A. David McKinley, M.D.; William J. Miller, M.D.; William J. Moores, M.D.; Ramana (Bob) S. Moorthy, M.D.; Duffy C. Murphy, M.D.; William K. Nasser, M.D.; Raymond W. Nicholson, M.D.; George F. Rapp, M.D.; Lawrence D. Rink, M.D.; Paul Siebenmorgen, M.D.; Lowell H. Steen, M.D.; Michael J. Stowell, M.D.; Margie Campbell Sweeney, M.D.

Ex Officio:

D. Craig Brater, M.D.; Liz Elkas; Jayme Little

Honors

The faculty cooperates in nominating students for various awards offered by medical school departments or by organizations interested in medical education.

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 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% 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 over 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 that 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 demonstrated 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 the care of patients. 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.

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.

Requirements for Admission

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 qualified students to enroll in undergraduate honors courses.

The following science course work is required for admission; each course must have a lecture and laboratory component:

1. General chemistry, 8-10 credit hours (one academic year)
2. Organic chemistry, 8-10 credit hours (one academic year)

3. Physics, 8-10 credit hours (one academic year)
4. 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 a resident of Indiana 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 rules listed in the section of this bulletin entitled "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes" to determine the residency of applicants.

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 www.aamc.org. 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, students will be interviewed, by appointment only, by members of the Admissions Committee. 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 responsibility of applicants to have an updated transcript sent 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 www.aamc.org. 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.

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.

Transfer Admission

The Indiana University School of Medicine accepts applications for transfer from Indiana residents who are enrolled in another U.S. or foreign medical school, and from nonresidents who are enrolled in U.S. medical schools. Nonresidents enrolled in foreign medical schools and students in other professional or graduate schools cannot be considered for transfer because the School of Medicine's facilities are usually almost totally committed.

Applications for transfer are considered for the second and third years only. If an applicant is accepted to the third year, the acceptance will be contingent on a passing score on the United States Medical Licensure Examination (USMLE) Step 1.

Transfer admission will be granted on the basis of available space and facilities, undergraduate record, MCAT scores, performance in the current medical school curriculum and, if requested by the Admissions Committee, a personal interview. Nonresidents will be considered only if they have a compelling and legitimate need to transfer to Indiana University.

Fees

Annual tuition for students in the M.D. program in the School of Medicine for 2008-2009 is \$27,151.20 for residents of the state of Indiana and \$42,130.00 for nonresidents. University assessed technology fees total \$373.80 for the academic year. 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 \$2421.00 for 2008-09. 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.

Technical Standards for Admission and Retention in Medical School

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.

1. *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.
2. *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.
3. *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.
4. *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 three-dimensional 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.
5. *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.

Matriculation and Graduation Policies

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.

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 The M.D. degree will be conferred by Indiana University on persons who have completed the following requirements, as defined by the faculty:

1. filed satisfactory evidence of having complied with the requirements for admission;
2. 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;

3. attended the instruction in all departments and satisfactorily completed all competency requirements, course work, and examinations;
4. 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;
5. maintained acceptable academic ethics and professional behavior;
6. 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 signing a written release available in the offices maintaining the records in question. For further information regarding the provisions of the Privacy Act, contact the Medical Student Affairs office.

School of Medicine Curricula

Doctor of Medicine

With an undergraduate student body of 1,120 and an average class size of 280, 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 meca.iusm.iu.edu/

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. Matriculants 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 South Indiana;
- IUSM—Fort Wayne on the campus of Indiana University – Purdue University at Fort Wayne;
- 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.

All students come together in Indianapolis for the third and fourth years of study. 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 is available in Indianapolis. 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 in and beyond Indianapolis, 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. In 2003, IUSM began a three-year process of self-study and organizational development known as the Relationship-Centered Care Initiative (RCCI). The School is working to transform the informal curriculum to foster relationship in all aspects of medical school and practice. The desired outcome is a culture that consistently reflects the ethical, professional, and humane values expressed in the formal curriculum. Additional information about RCCI can be found at <http://meca.iusm.iu.edu/Resources/RCCIInfo.htm>.

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: meca.iusm.iu.edu/curriculae.

Graduate Programs

Basic Biomedical Sciences Programs

The Indiana University School of Medicine (IUSM) 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 Science 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 and clinical research 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. The combined degree program is designed to meet the student's particular objectives and needs and is 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 Notre Dame University.

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 NIH-supported Indiana Medical Scientist Training Program (MSTP) for fellowship and tuition support of students in the combined M.D./Ph.D. program at Indianapolis. A faculty committee nominates 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.

Completion of the MSTP program entails meeting all requirements for both degrees. Many nonclinical courses of the curriculum of the School of Medicine satisfy course requirements for both degrees, and credit given for graduate study may fulfill some of the School of Medicine requirements. The combined degrees may thus be acquired in less time than would be required if both were taken separately.

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: biomed@iupui.edu
<http://grad.medicine.iu.edu/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 (IUSM) offers a unique academic opportunity in medical education to medical school applicants from especially disadvantaged backgrounds.

Students aspiring to careers in medicine at times require additional skill-building experience and an enhanced knowledge of learning strategies. Some students who are not admitted to the medical program at IUSM on their first attempt may be invited to enroll in the M.S.M.S. Program. Others seeking direct admission can 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. Students

must maintain a grade point average of 3.0 on a 4.0 scale in order to earn the M.S.M.S. degree. Students may apply to medical school during their first or second year in the program. Thus, those admitted to medical school after the first year are not required to complete the academic requirements for the M.S.M.S. degree.

All admitted students must complete a 10-week intensive summer Medical College Admissions Test Preparation Program offered at IUSM 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
635 Barnhill Drive, MS 265
Indianapolis, IN 46202
Telephone: (317) 278-1724
Fax: (317) 278-5364
E-mail: msms@iupui.edu
Website: www.msms.iu.edu

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.

Knowledge Informatics and Translation (KIT)

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

Educational Technology

The Education Technology (ET) group within KIT provides support for all forms of classroom and distance learning technology. The group manages the IUSM ANGEL server at daly.medicine.iu.edu. This server is a Web-based course management and collaboration portal for IUSM faculty and students. The ANGEL system provides a flexible way to provide student access to resources from home. 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 www.medlib.iupui.edu/techsupport/vc/. The ET videoconferencing equipment connects students to IUSM centers throughout the state, all IU campuses, Clarian 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 www.et.medicine.iu.edu for detailed information.

Presentation Technology Services (PTS)

Do you need a way to project your PowerPoint presentation or magnify cellular images for a large group? Have you considered getting instantaneous feedback from your audience? With Advanced Learning Technology, you can captivate your audience and make your message more meaningful.

Our audiovisual technicians and the latest equipment can play an important role in the delivery of powerful multimedia communications. By combining your content with the right tools and PTS's individualized service, you'll deliver hard-hitting, memorable presentations.

You don't have to be an audiovisual expert to use our equipment. Our skilled professionals are available to explain the essentials or to operate the equipment, allowing you to concentrate on your presentations. We go beyond the service you'll find anywhere else. Presentation technologies available include:

- 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

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

Web site: www.medlib.iupui.edu

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*

Visual Media: Medical Illustration and Creative Media Services

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, 2D and 3D 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: visualmedia.iusm.iu.edu

E-mail: vismedia@iupui.edu

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.)*

Courses in the School of Medicine

Note: In the following course statements, the abbreviation “cr.” in parentheses means number of hours of credit; “cr. arr.” 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)

X501 Topics in Basic Medical Sciences (cr. arr.) Special topics in the basic medical sciences as assigned by the School of Medicine for supplementing and modifying a student’s academic program. *Staff*

X600 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. In order 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*

X601 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. *Gaffney and Staff*

X602 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 patient-focused questions, evaluate literature, and decide on appropriate treatment plans. Four lectures and

three small-group sessions led by select group of faculty. *Staff*

X604 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*

X800 Topics in Clinical Sciences (cr. arr.) *Staff*

X801 Seminar in Medical Sciences (cr. arr.) *Staff*

Department of Anatomy and Cell Biology

Chair: Professor Burr

D503 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*

D504 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*

D505 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.

D501 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*

D502 Basic Histology (4 cr.) Lecture and laboratory instruction on the microscopic structure of the basic tissues and organs of the body. *Condon*

D526 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*

D527 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*

G801 Experimental Approaches to Cell Structure and Function (var.) 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*

G819 Basic Bone Biology (2 cr.) P: One semester introductory biology. An introduction to basic bone biology, including bone morphology, 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*

D850 Gross Anatomy (8 cr.) A survey course of human anatomy, including a complete dissection. *Seifert*

D851 Histology (4 cr.) A complete survey of the microscopic structure of the tissues and organs of the body. *McAteer*

D852 Neuroscience and Clinical Neurology (5 cr.) A systematic study of the nervous system. *Wong*

D854 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*

D856 Advanced Histology (1-5 cr.) In-depth consideration of selected topics on the microscopic anatomy of cells, tissues, and organs. *Staff*

D860 Research (cr. arr.)

D861 Seminar (1 cr.) Required of all graduate students in residence. Presentations of papers by students, staff, and outside speakers. Includes post-seminar discussion. *Staff*

D862 Anatomical Techniques (cr. arr.) Introduction to techniques in anatomical research and in preparation of teaching materials. *Staff*

D864 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*

D865 Developmental Neuroanatomy (3 cr.) Basic principles and problems relating to prenatal and postnatal development and aging of the central nervous system. *Staff*

D866 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*

D867 Electron Microscopy Laboratory (cr. arr.) P or 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*

D870 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*

D871 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*

D875 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*

D876 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*

D878 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. *Staff*

D888 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 development 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*

D899 Senior Elective in Anatomy (hrs. and

cr. arr.) 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*

Department of Anesthesia

Chair: Professor Butterworth

L704 Core Anesthesia Clerkship. 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.

L899 Senior Elective in Anesthesia (hrs. and cr. arr.) Several electives are offered within 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

Chair: Professor Zhang

Medical Courses

B800 Medical Biochemistry (3 cr.)

Biochemistry for medical students. Structure and function of biological molecules, regulation of cellular processes by nutrients and hormones, biochemical and molecular basis of disease.

Designed to develop the knowledge base for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics and Prevention." *Roach*

X604 Concepts of Health and Disease (4 cr.)

A multidisciplinary, 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*

X804 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

The courses listed below are primarily intended for students seeking the M.S. or Ph.D. degree in biochemistry, or the combined M.D. and graduate degrees.

B500 Introductory Biochemistry (3 cr.)

Structures of carbohydrates, proteins, lipids, and nucleic acids. Basic principles of enzyme catalysis, protein synthesis, intermediary metabolism and nutrition. *Skalnik*

G807 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*

G848 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*

G868 Advanced Topics in Molecular Biology (2 cr.)

Genetics, immunology, and pathophysiology of diabetes and obesity. *DePaoli-Roach and Lee*

B890 Seminar (1 cr.)

Students will enroll each semester and present one seminar per year. *DePaoli-Roach*

G805 Diabetes and Obesity (2 cr.)

Biochemistry, cell biology, molecular biology, genetics, immunology, and pathophysiology of diabetes and obesity. *Thurmond and Considine*

G852 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 Roman*

G817 Advanced Cell Biology (2 cr.) Molecular mechanisms involved in intracellular organization and trafficking. *Goebel*

Biotechnology Training Program

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. Complete program information is available at the Web site: www.iu.edu/~gradschl/biotechTraining.

B500 Introductory Biochemistry (3 cr.)

Structures of carbohydrates, proteins, lipids, and nucleic acids. Basic principles of enzyme catalysis, protein synthesis, intermediary metabolism, and nutrition. *Skalnik*

B821 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. *S. Sanghani*

B822 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*

G823 Methods in Cell Biology (3 cr.)

Discussion and laboratory instruction in modern methods for cell culture, imaging, flow cytometry, and cell biology. *S. Sanghani*

G828 Concepts in Biotechnology (1 cr. each semester)

Case studies exploring topics on the cutting edge of biotechnology and tutorials in biotechnology calculations. *S. Sanghani*

G841 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. *S. Sanghani*

G890 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*

Graduate Electives

B800 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 and Staff*

B803 Advanced Biochemistry (1-3 cr.) Tutorial instruction in biochemistry. *Goebel*

B809 Advanced Organic Chemistry (1-3 cr.)

Tutorial instruction in organic chemistry, as applied to biochemistry. *Roeske*

B811 Advanced Intermediary Metabolism (1-3 cr.)

Tutorial instruction in specialized areas of metabolism. *Roach*

B814 Advanced Enzymology (1-3 cr.)

Tutorial instruction in advanced enzyme isolation and kinetics.

B835 Neurochemistry (3 cr.)

Metabolism of nervous system tissues. Neurochemical techniques. *Simon*

B836 Advanced Topics in Neurochemistry (2 cr.)

Selected topics in neurochemistry dealing with the specialized functions of the nervous system. *McBride and Simon*

B842 Instrumentation and Methods of Analysis (3 cr.)

Staff

B854 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*

B855 Research (cr. arr.)

Staff

B899 Senior Elective in Biochemistry (hrs. and cr. arr.)

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 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*

G804 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*

G901 Advanced Research (6 cr.)

Research for graduate students who have over 90 credit hours. *Goebel*

G910 Advanced Molecular Biology Methods (3 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*

Department of Cellular and Integrative Physiology

Chair: Professor Sturek

Graduate Director: Professor Gallagher

Department E-mail: cellphys@iupui.edu

F499 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*

F513 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. *Tanner and Staff*

X604 Concepts of Health and Disease (4 cr.) A multi-departmental, 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*

X/G804 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. *Wek 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 Web site: www.iupui.edu/~medphys/

F503 Human Physiology (4 cr.) P: Introductory biology, organic chemistry, and physics. Graduate-level 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. *Peavy and Staff*

F595 Advanced Physiology (1-15 cr.) P: Consent of instructor. Special techniques in advanced areas of physiology.

F701 Research in Physiology (1-15 cr.) Original laboratory research required for fulfillment of M.S. or Doctoral degrees.

F702 Seminar in Physiology (1 cr.) Seminars delivered by invited international, national, and local speakers. Interactive, with question-and-answer period.

F780 Special Topics in Physiology (1-15 cr.) Tutorial instruction in physiology. *Staff*

GRAD G735 Cardiovascular, Renal, and Respiratory Function in Health and Disease (3 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 G736 Endocrine and Gastrointestinal Function in Health Disease (3 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 impact whole animal function. *Basile and Tune*

Focused Elective Courses

Elective courses taken by graduate students in all of the basic sciences who wish to enhance their knowledge of a specific area of physiology (F710 or basic cell biology course recommended; F711 or graduate-level physiology course required). Each course is composed of a 2-3 hour discussion each week for 4-5 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 year-round; times and dates for courses are to be arranged with the instructor. Interested students should contact the graduate program director.

F708 Cardiac & Coronary Physiology of Exercise (1 cr.) P: F710 and F711 or 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*

F709 In Vivo Microcirculatory Physiology (1 cr.) P: F711 or 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 4 hours of class/laboratory per week over a 4-week session. *Bohlen*

F712 Designer Mice: Transgenes and Knockout Animals (1 cr.) P: F710 and F711 or graduate-level 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*

F713 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*

F714 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 in-depth 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 4 one-hour sessions per week over a 4-week session. *Herring*

F715 Physiology of the Coronary Circulation (1 cr.) P: F710 and F711 or 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*

F716 Epithelial Cell Biology (1 cr.) P: F710 or 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*

F720 Physiological Proteomics (1 cr.) P: F710 or graduate-level cell physiology. This is a fundamentals-based 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 physiologically-relevant biomedical problems. *Witzmann*

F726 Physiology of Smooth Muscle (1 cr.) P: F710 and F711 or 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*

F761 Molecular and Cellular Physiology of Ion Transport (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*

F762 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*

F782 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 transduction 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 1-hour lectures/week. *Elmerdorf*

F784 Reactive Oxygen Species in Vasculature (1 cr.) P: F710 and F711 or graduate-level physiology. Roles of reactive oxygen species in signaling normal vascular tissue functions (contraction and growth) and in disease processes such as the inflammation associated with atherosclerosis and the hyper-constriction associated with hypertension will be addressed. Format: presentation and discussion of review articles and original research papers, laboratory demonstrations and projects. *Packer*

Medical Biophysics Interdisciplinary Program in Biomolecular Imaging

Director and Graduate Advisor: Associate Professor Simon Atkinson, Department of Biochemistry and Molecular Biology, Research Institute II, Room R2-202, (317) 278-0435

Degrees Offered: Master of Science and Doctor of Philosophy

General Information

The interdisciplinary program in biomolecular imaging offers graduate research training that leads to the Ph.D. in Medical 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 Web site, 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 is 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 <http://www.iu.edu/~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, USA
Phone: (317) 274-3441
Fax: (317) 278-5211
E-mail: biomed@iupui.edu

Master of Science Degree

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.

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, G749 Introduction to Structural Biology, G613 Advanced Cellular Imaging, and G614 Advanced Molecular Imaging.

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.

Courses

G613 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*

G614 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*

G733 Introduction to Biomolecular Imaging (1 cr.) The goal of the course is to introduce key concepts that carry through all types of biological microscopy, 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 modalities. *Akinson and Staff*

G749 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*

A610 Research in Biophysics (1-15 cr.) *Staff*

Medical Neuroscience

Director: Professor Gerry Oxford

Graduate Advisor: Professor Grant D. Nicol,
Department of Pharmacology & Toxicology,
(317) 274-1570

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 credit hours), organic chemistry (8 credit hours), physics (4 credit hours), biological sciences (8 credit hours), 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

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.

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.), D527 Neuroanatomy (3 cr.), 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.). 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.

Courses

Medical Neuroscience

N612 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.

N614 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.

N616 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.

G743 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.

G744 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.

G745 Intracellular Signal Transduction in Neurons (2 cr., 5 weeks) General mechanisms of post-translational regulation (phosphorylation, methylation, ribosylation), G-protein signaling, receptor tyrosine kinase pathways, integrin signaling pathways, intracellular calcium signaling, lipid signaling.

N800 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.

N801 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**D526 Methods in Cell and Neurobiology (4 cr.)****D527 Neuroanatomy (3 cr.)****Biomedical Engineering****BME 595 Experimental Methods in Biomedical Engineering (3 cr.)****Mathematics****526 Principles of Mathematical Modeling (3 cr.)****537 Applied Mathematics for Scientists and Engineers 1 (3 cr.)****Pharmacology****F850 Effective Grant Writing (2 cr.)****Psychology****590 Behavioral Genetics and Animal Models/Drugs of Abuse (3 cr.)****263 Behavioral Neuroscience (3 cr.)****1544 Psychobiology of Motivation and Reward (3 cr.)****1545 Psychopharmacology (3 cr.)**

Department of Dermatology

*Chair: Professor Travers***Fourth-Year Electives****M814 Research in Dermatology (hrs. and cr. arr.)** *Staff***M825 Clinical Studies in Dermatology (hrs. and cr. arr.)** *Brogan***M898 Senior Elective in Dermatology (hrs. and cr. arr.)** 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 McGrath***X602 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***X690 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***X720 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*

Department of Family Medicine

*Chair: Professor McKeag***Electives****First Year****X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.)**A multidisciplinary, 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 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****X601 Introduction to Clinical Medicine II:****The Clinical Encounter (398 hrs.) (21 cr.)** An interdisciplinary course designed to introduce students to clinical medicine. This courseincludes 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***Third Year****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*

Fourth Year

Y899 Senior Electives in Family Medicine (hrs. and cr. arr.) A variety of electives are offered by faculty within the Department of Family Medicine, including Sports Medicine, Geriatrics, Ambulatory Family Medicine, In-Patient Family Medicine, International Family Medicine in Honduras, Research in Family Medicine, Caring 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

Chair: Professor Cornetta

Q601 Medical Genetics (33 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 the family history, clinical findings, and laboratory studies. Examples of specific problems, their evaluation, and genetic counseling will be used to supplement didactic material. *Staff*

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.

Q580 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. *Reed*

Q606 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*

Q610 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*

Q612 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*

Q613 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*

Q614 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*

Q615 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*

Q616 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*

Q617 Genetic Counseling Practicum (cr. arr.) 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*

Q620 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*

Q621 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*

Q622 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*

Q625 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.

Q626 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.

Q627 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.

Q628 Fundamentals of Population Genetics (1 cr.) An introduction to the broad areas of population genetics and gene discovery.

Q630 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*

Q640 Special Topics in Human Genetics (1-3 cr.; 9 cr. max.) 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*

Q640 Special Topics in Human Genetics: Dymorphology (1 cr.) P: Consent of the instructor. Study of human congenital malformations, deformations, disruptions, and dysplasias; review of associated syndromes; approach to dymorphology evaluation. *Torres*

Q640 Special Topics in Human Genetics: Embryology (1 cr.) P: Consent of the instructor. Normal human conception and embryonic/fetal development and factors causing birth defects. *Walsh*

Q640 Special Topics in Human Genetics: Practical Cancer Genetic Counseling (1 cr.) P: Consent of the instructor. Overview of hereditary cancer syndromes, counseling approaches, and testing issues. *Hunter*

Q640 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*

Q640 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.

Q642 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)

Q660 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*

Q730 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*

Q800 Medical Genetics Research (cr. arr.)¹ *Staff*

Q899 Senior Elective in Medical Genetics (hrs. and cr. arr.) 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*

G504 Introduction to Research Ethics (2-3 cr.) 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*

¹ Exempt from Incomplete rule (see Indiana University Graduate School Bulletin).

G724 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.

G725 Gene Transfer Approaches to Clinical and Basic Research (Gene Therapy) (1 cr.) A lecture-based 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.

G726 Developmental Genetics (1 cr.) This introductory course focuses on the genetic basis 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.

G727 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.

G746 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.

G901 Advance Research (6 cr.) For Ph.D. students who have at least 90 credit hours. May be taken for a maximum of six (6) semesters.

Department of Medicine

Chair: John B. Hickam Professor Crabb

First Year

X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.) A multidisciplinary, 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 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

X601 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

M720 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 8 week rotation. *Vu and Staff*

M827 Research in Medicine (hrs. and cr. arr.) *Staff*

M828 Clinical Studies in Medicine (hrs. and cr. arr.) 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*

Fourth Year

M730 Core Internal Medicine Sub-Internship This 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 one-month rotation. *Vu and Staff*

M899 Senior Electives in Medicine (hrs. and cr. arr.) 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.

Department of Microbiology and Immunology

Chair: Professor Broxmeyer

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.

J510 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*

J601 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. *Wilde*

J800 Advanced Microbiology (cr. arr.) 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*

J802 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*

J807 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*

J810 Research in Microbiology (cr. arr.) 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*

J822 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. *Schloemer*

J829 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*

J842 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. *Roman*

G505 Responsible Conduct of Research (1 cr.) An overview of the rules and standards required for anyone conducting responsible scientific research.

G720 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.

G728 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.

G729 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.

G817 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.

G837 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.

G852 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

Chair: Professor Pascuzzi

N720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. *Staff*

S899 Senior Elective in Neurology *Pascuzzi and Staff*

Department of Neurological Surgery

Chair: Betsy Barton Professor Nelson

N720 Clinical Neurology Clerkship (4 cr.) An integrated core clinical clerkship presented jointly by the Department of Neurology and the Department of Neurological Surgery. *Staff*

S899 Senior Elective in Neurological Surgery (hrs. and cr. arr.) 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.

Nelson and Staff

93SN990 Neurosurgery Senior Honors Program In-depth 3-month senior elective rotation on the Neurosurgery service. One-month clinical rotation and 2-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

Chair: Clarence Ehrlich Professor Learman

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*

G808 Research in Obstetrics and Gynecology (hrs. and cr. arr.) *Staff*

G809 Clinical Clerkship in Obstetrics (hrs. and cr. arr.) *Staff*

G899 Senior Elective in Obstetrics and Gynecology (hrs. and cr. arr.) 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: Professor Cantor

E854 Research in Ophthalmology (hrs. and cr. arr.) *Staff*

E899 Senior Elective in Ophthalmology (hrs. and cr. arr.) 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 Orthopaedic Surgery

Chair: Professor Anglen

L702 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*

L898 Senior Elective in Orthopaedics 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 Otolaryngology—Head and Neck Surgery

Chair: Arilla Spence DeVault Professor Miyamoto

X601 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*

E898 Senior Elective in Otorhinolaryngology—Sections of Head and Neck Surgery; Otolaryngology; Audiology and Communication Disorders 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. Level III competency-based curriculum credits can be earned

Department of Pathology and Laboratory Medicine

Chair: Professor Eble

X601 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*

C603 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*

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*

C899 Senior Elective in Pathology (hrs. and cr. arr.) 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

C603 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*

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.

C690 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.

C691 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.

C692 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 post-mortem examination, including evisceration, dissection, description of findings, and preparation of post-mortem reports.

C693 General and Clinical Pathology (4 cr.) P: Graduate physiology, histology, and 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.

C694 Systemic Pathology (3 cr.) P: Graduate physiology, histology, biochemistry, 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.

C695 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 7-9 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.

C700 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.

C701 Clinical Chemistry II (3 cr.) P: B500 or B800 or equivalent. Special clinical chemistry therapeutic drug monitoring and radioassay, radioimmunoassay, and enzyme immunoassay.

C800 Advanced Pathology (hrs. and cr. arr.) Subject material and hours arranged to conform to needs of students. *Staff*

C802 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.

C803 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.

C808 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.

C820 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.

C850 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.

C858 Experimental Pathology (5 cr.) Review and performance of selected experiments in pathology illustrating the types of pathologic processes. *Staff*

C859 Research in Pathology (cr. arr.) Supervised initiation of a research project in pathology. Counseling in the completion of a thesis. *Staff*

C862 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*

C875 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

G556 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.

G655 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.

G890 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.

Department of Pediatrics

Chair: Edwin L. Gresham Professor Schreiner

K710 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 CLIPP (Computer-assisted Learning in Pediatrics Program).

K899 Electives in Pediatrics (hrs. and cr. arr.) 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

Chair: Paul Stark Professor Vasko

F604 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. *DiMicco*

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.

F598 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. *Broustovetsky*

F602 Pharmacology: Lecture (5 cr.) P: Biochemistry B800, Physiology F513, F614. Mode of action of drugs as a basis for therapy. *DiMicco, Willis, and Faculty*

F801 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*

F812 Research in Toxicology (1-12 cr.)¹ P: F602. Independent laboratory research to fulfill dissertation requirements. *Faculty*

¹ Exempt from Incomplete rule (see the University Graduate School Bulletin).

F813 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. *Hall*

F819 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. *Klaunig*

F825 Research in Pharmacology (1-12 cr.)¹ Independent laboratory research for fulfilling the dissertation requirements. *Faculty*

F826 Seminar in Toxicology (1 cr.) Literature and research reports by students and faculty. *Faculty*

F830 Seminar in Pharmacology (1 cr.) Literature and research reports by students and faculty. *Broustovetsky*

F836 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*

F838 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. *Klaunig*

F841 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. *Klaunig*

F843 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*

F850 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*

F899 Senior Elective in Pharmacology (hrs. and cr. arr.) 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.

F905 Review of Pharmacodynamics (hrs. and cr. arr.) *Faculty*

G747 Principles of Pharmacology (1 cr.) This course is intended for incoming basic science doctoral graduate students in the School of Medicine Pharmacology & 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.

G748 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.

G754 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.

G755 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.

¹ This course is more advanced than the senior electives F803 and F806.

Department of Physical Medicine and Rehabilitation

Interim Chair: Assistant Professor Prahlow

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

Chair: Albert Eugene Sterne Professor McDougale

X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (2 cr.) A multidisciplinary, 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. *Foreman and Associates*

X601 Introduction to Clinical Medicine II: Introduction to Clinical Care (398 hrs.) (21 cr.) A multidisciplinary 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*

N730 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*

N898 Senior Elective in Psychiatry (hrs. and cr. arr.) 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

Chair: Professor Swanson

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.

Master of Public Health (M.P.H.) Program 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.

C501 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.

H617 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.

H500 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.

H501 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.

H502 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.

H514 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.

H517 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.

H519 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.

P500 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.

P504 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.

P504 Health Services Administration for Public Health Professionals (3 hrs.) The Web supported course explores the U.S. health care system, policy development, and ethical challenges. It examines the structure, components, organization, and financing of the U.S. health care system. The policy process at national, state, and local levels will be analyzed using legislation and related activities.

P600 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

P601 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.

P602 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.

P603 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.

P606 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.

P607 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.

P609 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.

P610 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.

P611 Policy Design, Implementation, and Management (3 hrs.) 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.

P612 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.

P613 Public Health Emergency Preparedness: Public Health's Role and Response (1-3 hrs.) 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.

P650 Readings in Public Health (hrs. and cr. arr.) 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 research topics.

P651 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.

P652 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.

P655 Historical Evolution of Epidemiology (3 hrs.) 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 variety of disease of national and international importance.

P657 Application of Cost-Effectiveness Analysis in Public Health (3 hrs.) 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.

P702 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.

P704 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.

P705 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.

Cancer Epidemiology (3 hrs.) 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.

History of Public Health (3 hrs.) 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 chrono-

logical 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 4-7 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.

Maternal, Child, and Family Health (3 hrs.) 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.

Public Health Law and Policy (3 hrs.) 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.

Department of Radiation Oncology

Chair: William A. Mitchell Professor Johnstone

RT700 Elective in Radiation Oncology (hrs. and cr. arr.) 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 in the Medical Center facilities at the Indianapolis Veteran Administration Medical Center, and at the Midwest Proton Radiotherapy Institute in Bloomington.

Department of Radiology

Chair: John A. Campbell Professor Jackson

X601 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*

R720 Radiology Clerkship (4 cr.) Core clinical clerkship for four weeks in Indiana University radiology department. *Staff*

R899 Senior Elective in Radiology (hrs. and cr. arr.) 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 Surgery

Chair: Jay L. Grosfeld Professor Lillemoe

Sections 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—Shumacker Professor of Surgery Brown (Director)

Courses

S700 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*

S820 Plastic and Reconstructive Surgery (7 hrs.) (1 cr.) *Coleman*

S825 Research in Surgery (hrs. and cr. arr.) *Lillemoe and Staff*

S826 Clinical Studies in Surgery (hrs. and cr. arr.) *Lillemoe and Staff*

S860 Elective Surgery Seminars, clinical and investigative electives. *Lillemoe and Staff*

S899 Senior Elective in Surgery (hrs. and cr. arr.) 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. *Lillemoe and Staff*

Department of Urology

Chair: Professor Koch

L700 Urology Clerkship (2 cr.) 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. *Koch and Staff*

L720 Dispensary and Bedside Clinic (Wishard Memorial Hospital, Veterans Hospitals, and Medical Center Hospitals) (14 hrs.) The bedside and clinical experience in above-named hospitals; active participation in diagnosis and management of clinical patients, both adult and pediatric. *Koch and Staff*

L803 Clerkship in Urology (168 hrs.) (3 cr.) Given as part of the senior clerkship in the surgical specialties. *Koch and Staff*

L804 Research in Urology (hrs. and cr. arr.) *Kaefer and Staff*

L810 Hospital Clinic: Adult and Pediatric Urology (Wishard Memorial Hospital, Veterans Hospitals, and Medical Center Hospitals) (45 hrs.) (2 cr.) Senior participation in bedside and clinical management of urologic disease in above-named hospitals. *Koch and Staff*

L897 Senior Elective in Urology (hrs. and cr. arr.) 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.

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 University Museum of Art 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, 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

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

A550 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

A551 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'Laughlin

A560 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

C580 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*

C583 Physiological Chemistry (3 cr.) P: C580.

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*

Medicine**M485 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*

M505 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*

M555 Medical Neurosciences (5 cr.) An interdisciplinary study of the morphological, functional, and clinical aspects of the human nervous system. *Ronan, Suthers, and Staff*

M605 Introduction to Medicine I (10 cr.)

A multidisciplinary 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*

M606 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*

X600 Patient/Physician Relationship (2 cr.)

A multidisciplinary 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. *Hrisomalos, Watkins, and Staff*

X603 Biostatistics (1 cr.) An introductory course in biostatistics for medical students. *Mynark*

Microbiology/Immunology

M540 Microbiology/Immunology (5 cr.) Basic concepts of immunology, microorganisms as agents of disease, host-parasite relationships, epidemiology, chemotherapy. *Hrisomalos*

Pathology

C601 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*

C602 Systemic Pathology (6 cr.) Review of human pathology by organ systems. *Braun and Staff*

Pharmacology**F605 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*

F606 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*

Physiology**P531 Human Physiology I (3 cr.)**

Basic principles of general physiology; cardiovascular, digestion, respiration, and renal physiology relevant to humans. *Martin and Staff*

P532 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

A215 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 2-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.

A464 Human Tissue Biology (4 cr.) (Spring) This course will provide undergraduates with an in-depth 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

M131 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 that are due to 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.

M216 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.

M450 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.

M485 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*

M490 Special Topics in Biomedical Science (1-6 cr.) Intensive study of a selected topic in biomedical sciences. Topics will vary.

M499 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.

Physiology

P130 Human Biology (4 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology; emphasizes related social problems.

P215 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.

P409 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.

P416 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.

P417 Neurobiology (3 cr.) P: An introductory biology course and Chemistry C106. Recommended background: 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.

P418 Laboratory in Comparative Animal Physiology (2 cr.) P or C: P416. Laboratory experiments using a variety of animals to illustrate physiological principles.

P421 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.

P431 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.

P432 Healing Outreach Program Elective (HOPE) (2 cr.) P: Consent of instructor. A service-learning 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

A464 Histology (5 cr.)

A505 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.

A512 Introduction to Research in Anatomy (1 cr.) Lectures and demonstrations in current research interests of faculty. Required of all new graduate students.

A513 Introduction to Research Techniques (1 cr.) P: A512. Individual work on a research problem. *Staff*

A530 Special Topics (2 cr.)

A550 Gross Human Anatomy I (4 cr.)

A551 Gross Human Anatomy II (4 cr.)

M555 Medical Neuroscience (5 cr.) An interdisciplinary study of the morphological, functional, and clinical aspects of the human nervous system.

A560 Human Microscopic Anatomy (4 cr.)

A601-A602-A603 Advanced Gross Anatomy I-II-III (4-4-4 cr.) P: A551, consent of instructor. I. Structure of the upper and lower extremities. II. Thorax, abdomen, and pelvis. III. Head, neck, and gross brain. All include detailed dissection and lectures and discussion on current literature to determine relation of structure to function.

A610 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.

A664 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.

A800 Research in Anatomy (cr. arr.)

A850 Seminar in Anatomy and Physiology Medicine (cr. arr.)

G901 Advanced Research (6 cr.) Authorized by director.

Pathology

C601 General Pathology (5 cr.)

C602 Systemic Pathology (6 cr.)

C800 Advanced Pathology (cr. arr.) P: C603. Subject material and hours arranged to conform to needs of students.

C858 Experimental Pathology (5 cr.) Review and performance of selected experiments in pathology illustrating the types of pathologic processes.

C859 Research in Pathology (cr. arr.)

Supervised initiation of a research project in pathology. Counseling in the completion of a thesis.

C862 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.

C875 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

F605 Principles of Pharmacology I (4 cr.)

F606 Principles of Pharmacology II (4 cr.)

F611 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.

F612 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.

F613 Graduate Pharmacology I (3 cr.) P: F605-F606 or consent of instructor. Molecular mechanisms of drug action, drug-receptor interactions, drug metabolism, and pharmacokinetics.

F614 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.

F615 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.

F616 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.

F617 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.

F618 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.

F619 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.

F620 Special Topics in Pharmacology (3 cr.)
P: F605-F606 or consent of instructor. Special topics of current interest in pharmacology. May be repeated.

F621 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.

F625 Research in Pharmacology (cr. arr.)
Original research as approved by the department.

F630 Seminar in Pharmacology (1 cr.)
Research reports by students, faculty, and invited guests.

Physiology

L500 Independent Study (cr. arr.) P: Written permission of faculty member supervising research.

P409 Physiology of Exercise (4 cr.)

P416 Comparative Animal Physiology (3 cr.)

P417 Neurobiology (3 cr.)

P418 Laboratory in Comparative Animal Physiology (2 cr.)

P421 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.

P509 Physiological Adaptations (3 cr.)
Mechanisms of adaptation and acclimatization of invertebrate and vertebrate animals to environmental conditions. Seminar-type course.

P510 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.

P512 Introduction to Research in Physiology (1 cr.) Introduction to areas and methods of current faculty research. Required for all new graduate students.

P513 Introduction to Research Techniques (1 cr.) P: P512. Individual work on a research problem.

P530 Special Topics (cr. arr.) P: Consent of instructor. Work in advanced areas in physiology.

P531 Human Physiology I (3 cr.)

P532 Human Physiology II (5 cr.)

P541 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.

P543 Neurophysiology Seminar (2 cr.) P: P541. May be taken more than once with consent of the department, for a maximum of 6 credit hours.

P547 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.

P548 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.

P550 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.

P551 Advanced Physiology II: Circulation, Respiration (3 cr.) P: P531 or equivalent. Lecture and seminar discussions of current literature with emphasis on physical models.

P561 Advanced Comparative Animal Physiology (3 cr.) P: P531, P416 or equivalent, or consent of instructor. Lectures and discussions of current literature on mechanisms 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.

P575 Advanced Physiology: Exercise (3 cr.)
P: P532 or consent of instructor. Study of the regulation and integration of metabolic, cardiovascular, respiratory, endocrinological, and biochemical functions of the human body in response to exercise of all types and durations.

P576 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.

P620 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.

P800 Research in Physiology (cr. arr.)

Indiana University School of Medicine – Regional Campuses

The Indiana University School of Medicine offers the first and second year of the regular medical curriculum at a number of regional 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—Evansville

Assistant Dean and Director: Professor Stith

Indiana's third largest city, Evansville 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 first- and 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 Web site at shaw.medlib.iupui.edu/ecme/ecmepage.htm.

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

First-Year Courses

ANAT D503 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 D504 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. *Wojcik*

ANAT D505 Neurobiology (5 cr.) A study of the anatomy, functions, and clinical aspects of the human nervous system. *McGraw*

BIOC B800 Biochemistry (5 cr.) Macromolecules, enzymes, bioenergetics, intermediary metabolism, nutrition, metabolic control systems, and endocrinology. Lectures and problem-based learning. *Seetharamaiah*

IMMU J601 Medical Immunology (2 cr.) A study of human immunology from a biomedical perspective, concentrating on the fundamentals of innate and adaptive immune responses, followed by a focus on immunodeficiency diseases, autoimmune diseases, tumor immunology, and manipulation of immune responses. The course is designed to develop proficiency for Competency VI, "The Social and Community Contexts of Health Care," Level 1. *Aldrich*

MICR J602 Medical Microbiology (4 cr.) Lectures, clinical case studies, clinical specimen evaluation, and independent study covering the topics of microbial physiology, pathogenic microbes and parasites, antibiotics and chemotherapy, disease pathogenesis, and host-parasite interactions. The competencies addressed and evaluated in this course are problem-solving (Competency VIII, Level 1) and Competency III as to fund of knowledge. Both competencies will be addressed as they pertain to clinical microbiology; students will be tested to see if they are able to frame,

understand, and solve unidimensional or straightforward problems and to see if they are able to use science to guide diagnosis, management, therapy, and prevention of infectious diseases in problem-based learning situations. *Johnson*

PHSL F513 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, laboratory, and discussion. *Stith*

X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (3 cr.)

A multidisciplinary 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 Q661 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 X661 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 X662 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 C663 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 C664 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 F664 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 problem-solving skills. *Raess*

Indiana University School of Medicine—Fort Wayne

Assistant Dean and Director: Professor Chang.

Indiana University School of Medicine — Fort Wayne is located on the north end of the campus of Indiana University—Purdue University Fort Wayne. The newly constructed medical education building 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 12,000 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, the campus library, the student union and a sports center equipped with various courts, a track, and a variety of exercise equipment. IPFW athletics programs are NCAA Division I and belong to the mid-continent conference.

Seven tenured, full-time faculty members are involved in the first- and second-year programs. The faculty includes expert instructors in the fields of medical biochemistry, molecular biology, anatomy, histology, cell biology, embryology, microbiology, immunology, physiology, pharmacology, and neuroscience. Three part-time faculty members serve as course directors for Introduction to Clinical Medicine I for freshmen, Introduction to Clinical Medicine II for sophomores, and General and Systemic Pathology. Three local physicians have clinical research projects within the campus.

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 history-taking, 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, and other areas. More than 180 local physicians have School of Medicine clinical faculty appointments and participate in both the first- and second-year programs.

There is frequent interaction with the Fort Wayne Medical Education Program. This unique program offers family practice and orthopedic residencies in collaboration with the five community hospitals (Parkview, St. Joseph's, Lutheran, Parkview North, and Dupont) and the Veterans Administration Medical Center. A variety of junior clerkships and senior electives, as well as continuing medical education events for both students and practicing physicians, are offered in Fort Wayne and select northeast Indiana communities. 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 (220,000) 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 football, 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 Web site at www.fortwayne.medicine.iu.edu

For further information contact:
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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

First-Year Courses

ANAT D506 Gross Anatomy (7 cr.) The study of anatomy of the adult human body by dissection, demonstrations through instructor projections 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 D507 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 D508 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 B509 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 J525 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*

X600 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. 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. *Blusys and Staff*

PHSL F515 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*

Second-Year Courses

MGEN Q682 Medical Genetics (2 cr.) This lecture course covers probability, population genetics, inheritance, metabolic diseases, hemoglobinopathies, genetic diagnosis, and counseling. *Redman and Staff*

MSCI X683 Biostatistics (1 cr.) This brief online course will introduce descriptive statistics, common distributions, comparison of two parameters, regression analysis, analysis of variance, experimental design, and epidemiologic statistics. *Sweazey*

MSCI X681 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 F684 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 C683 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 C684 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. *Hooversland and Staff*

Indiana University School of Medicine—Lafayette (on the campus of Purdue University)

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, West Lafayette, Indiana. The greater Lafayette area consists of Lafayette and West Lafayette with populations of approximately 56,000 and 29,000 respectively. 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 39,000 undergraduates and graduate students with approximately 7,000 graduate students pursuing advanced degrees. The Lafayette Center has 3 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 Community Health Clinic, Lafayette Home Hospital, Saint Elizabeth Medical Center, Purdue University Student Health Center, Wabash Valley Hospital, Clarian Arnett Hospital, 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, Indiana 47907-1522
Phone: (765) 494-8591
Fax: (765) 494-7994
E-Mail: mededadmin@vet.purdue.edu
Website: <http://medicine.iu.edu/lafayette>

First-Year Courses

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 514 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 X600 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.

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

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 X631 Introduction to Clinical Medicine II (18 cr.) 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. 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 X632 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.

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.

The 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 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.

The IUSM—Muncie has seven full-time faculty members, eight part-time members and sixty-five volunteer physicians involved in the first- and second-year programs. One of the major advantages of the Muncie center is its proximity to 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 60 residents involved in postgraduate education at Ball Memorial Hospital. Residencies are offered in family medicine, internal medicine, pathology, 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. Other major services offered by the hospital include an Oncology Center, and a new Cardiology wing that is currently under construction.

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: swalker@bsu.edu

Web site: www.bsu.edu/web/mcme

First-Year Courses

ANAT 601 and 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*

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 semester. *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*

CHEM 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

X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (48 hrs.) (2 cr.)

A multidisciplinary 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. *Adrian, Routh and Williams*

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*

Second-Year Courses

MGEN Q641 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 X641 Introduction to Medicine (22 cr.) A multidisciplinary 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 X642 Biostatistics (1 cr.) Biostatistics for medical students; basic statistical techniques and their application to medical problems are introduced. *Zimmerman*

PATH C643 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 C644 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 F644 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

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 nineteen 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) problem-based learning (PBL) sessions, where small groups of 5-7 students meet three times a week for two hours to discuss and analyze patient cases in the presence of a faculty moderator. During these student-directed 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 7 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 |
| Doctor/Patient Relationship (dispersed throughout the first-year) | |

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 |

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 student-directed 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.

Component Descriptions

Behavioral Science 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 history-taking 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 doctor-patient 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 guest 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.

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.

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. Topics "medical ethics" and "behavioral science" are also part of the 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 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.

Another important and unique element of the IUSM—Northwest Doctor/Patient course is the "Chronic Patient." Each first year student is assigned a patient with a chronic medical problem to monitor and "care for" during the two years that the student is on campus. The "Chronic Patient" program provides the student multiple opportunities to practice H&P skills on a real patient and offers a unique opportunity to develop a special relationship with a patient for a two-year period. 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, 3-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; (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 I.U. 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, Phone (219)980-6551, dilgenfr@iun.edu.* Unscheduled visits cannot be accommodated.

For additional information concerning Indiana University School of Medicine—Northwest, please visit the Web site: iusmnw.medicine.iu.edu/, or, write or contact:

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 Professor of Anatomy and Pathology
 Professor of Pathology and Laboratory
 Medicine
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 Northwest
 3400 Broadway
 Gary, Indiana 46408
 Phone: (219) 980-6562
 Fax: (219) 980-6566
 E-mail: pbanks@iun.edu

Indiana University School of Medicine—South Bend

Assistant Dean and Director: Professor Navari

The Indiana University School of Medicine—South Bend 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 over 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 office of the center and through the University of Notre Dame.

The academic calendar follows a block-style schedule in year 1 and a traditional semester-based schedule in year 2. First-semester freshman courses cover anatomy, histology/embryology, biochemistry, and behavioral science (a component of ICM-I). Second-semester courses cover microbiology, physiology, neuroscience, and Intro to Clinical Medicine I. All courses are taught by faculty of Indiana University who have adjunct appointments with UND.

The fall curriculum for sophomore medical students is Introduction to Clinical Medicine II, Pharmacology, General Pathology, and the beginning of Systemic Pathology. In the spring, Systemic Pathology and Introduction to Medicine II continue, and Medical Genetics and Biostatistics are added. Courses are taught by faculty of Indiana University and clinicians from the community.

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.

For further information concerning the IUSM—SB, contact:
 Director
 Indiana University School of Medicine—
 South Bend
 1234 Notre Dame Avenue
 South Bend, IN 46617
 Phone: (574) 631-5574

First-Year Courses

ANAT 501 Anatomy and Embryology (8 cr.)

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. *Halperin*

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 (7 cr.)

Microbiology and related subtopics are studied within this course, including immunology, virology, bacteriology, parasitology, mycology, and aspects of infectious disease. While primary emphasis is on the biology and pathogenic mechanisms of individual organisms, issues relating to host-microbe relationships are discussed extensively throughout the course. *Bohlsion*

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. Student participation laboratories are used to demonstrate classic physiologic principles and current bioanalytic techniques. *Olson*

X600 Introduction to Clinical Medicine I: The Patient-Doctor Relationship (60 hrs.) (2 cr.)

A multidisciplinary 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. *Magneson*

SBCM 503 Neuroscience (5 cr.) An integrated course that canvasses the biophysics, biochemistry, anatomy, physiology, and pathology of the human nervous system and its vasculature. *Marfurt*

VAN 505 Histology/Embryology (4 cr.) The study of microscopic anatomy of normal human tissues. Light microscopy receives the major emphasis, but electron microscopic structure is included in areas of special interest. Two lecture hours per week are devoted to the fundamentals of embryology. *Vargo*

Second-Year Courses

MGEN Q605 Medical Genetics (2 cr.) A survey course of lectures and discussions dealing with the mechanisms and patterns of inheritance. Emphasis on human genetic disorders. Students may also participate in the Memorial Hospital Regional Genetic Counseling Clinic, where they are introduced to genetic diagnosis, management, and counseling of patients with genetic diseases. *McKee*

MSCI X651 Introduction to Clinical Medicine II (19 cr.) A multidisciplinary 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. *Magneson*

MSCI X652 Biostatistics (1 cr.) Biostatistics for medical students. *McKee*

PATH C653 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. Students participate in laboratory exercises, which are constructed for problem case analysis. *Prahlaw*

PATH C654 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. *Prahlaw*

PHARM F654 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*

Indiana University School of Medicine—Terre Haute on the campus of Indiana State University

Assistant Dean and Director: Professor Duong

With over 130 physicians, two 300-bed hospitals and a regional mental health center, Terre Haute provides medical services for a population of over 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-on-one 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 second year, the medical students shadow resident physicians of the Union Hospital Family Medicine residency program for 15 weeks in the fall semester. They learn and further develop history-taking and physical examination skills with physician preceptors for 15 weeks in the spring semester. 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. The 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 presentations to the general public.

In the fall of 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 21st 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.

Scholarships available

A number of scholarships such as the Kunkler scholarship, the McBride scholarship, and the Nay scholarship are eligible for medical students attending IUSM-Terre Haute. Inquiries should be directed to Dr. Duong.

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 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: <http://www1.indstate.edu/thcme> or contact Dr. Duong, Assistant Dean and Director, (812) 237-2777 or tduong@iupui.edu.

We welcome visits from prospective students.

First-year Courses - Semester 1

BIOC 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 D523 Gross Anatomy (6 cr.) is an intensive study of the human body in relation to medicine using team-based learning, dissections, clinical demonstrations, and participation in autopsies. *Duong*

ANAT D524 Histology (4 cr.) is an examination of the structure and function of human cells and tissues through lectures, microscope laboratory with extensive student slide collection, laboratory Web site, and audiovisual aids. *Moga*

MSCI X515 Immunology (2 cr.) Immunology for medical students. *Geib*

MED X600 Introduction to Clinical Medicine I: The Patient/Doctor Relationship (3cr.)

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. In order 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*

First-year Courses - Semester 2

ANAT D525 Neurobiology (4 cr.) is an examination of structure and functions of the human central nervous system with an emphasis on clinical correlations and the neurological examination. *Lannoo*

MSCI X505 Concepts in Health and Disease (2 cr.) Problem-based learning and diagnostic interpretations. Emphasis on the clinical competencies. *Johnson and Waite*

PHSL F525 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 1

MSCI X621 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 and staff*

MGEN Q602 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. *Geib*

PATH C623 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. *Kashlan and Flynn*

PHAR F624 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*

Second-year Courses – Semester 2

MSCI X622 Biostatistics (1cr.) Biostatistics for medical students. *Zimmerman*

PATH C624 Systemic Pathology (7 cr.) A presentation of pathology by organ systems with emphasis on etiologic factors, evolution of lesions, pathologic physiology, and clinical correlations. *Kashlan and Flynn*

Continuing Medical Education (CME)

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 that 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; mini-fellowships; 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 Web site at cme.medicine.iu.edu, or contact:

Hassan Danesh, Ph.D., Director for CME
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Division of Continuing Medical Education
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Faculty and Personnel

Administrative Personnel, Nonacademic

Baxter, Nancy J., 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*

Emeritus Faculty Members

Note: Titles of faculty are as of December 15, 2008.

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*

Dietrich C. Bauer, Ph.D., *Professor Emeritus of Microbiology and Immunology*

Steven C. Beering, M.D., *Professor Emeritus of Medicine*

James H. Belt, M.D., *Clinical Assistant Professor Emeritus of Pediatrics*

Daniel P. Benford, B.S., *Associate Professor Emeritus of Health Administration*

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*

Bernard Black-Schaffer, M.D., *Professor Emeritus of Pathology (Pathology and Laboratory Medicine), Medical Sciences Program*

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*

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 Brahma, 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*

E. Jane Brownley, M.D., *Clinical Associate Professor Emerita of Pediatrics*

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*
- Robert G. Chaplin, M.A., *Associate Professor Emeritus of Audiology (Otolaryngology—Head and Neck Surgery)*
- William R. Chatten, M.D., *Clinical Assistant Professor Emeritus of Pediatrics*
- 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. Klatt 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*
- 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*

- John A. Galloway, M.D., *Professor Emeritus of Medicine*
- 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*
- 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*
- 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*
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- Abel, Steven R., Pharm.D. (*Purdue University, 1978*), Adjunct Professor of Medicine
- Abernathy, Mary Pell, M.D. (*Indiana University, 1990*), Assistant Professor of Clinical Obstetrics and Gynecology
- 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 Associate Professor of Medicine and of Pathology and Laboratory Medicine
- Abraha, Daniel, M.D. (*Addis Ababa University, Ethiopia, 1989*), Assistant Professor of Clinical Pediatrics
- Abrishami, Michael, M.D. (*University of Southern California, 2003*), Assistant Professor, Part-Time, of Clinical Dermatology
- Ackerman, Laurie L., M.D. (*University of Iowa, 1997*), Assistant Professor of Neurological Surgery
- Ackerman, Veda L., M.D. (*West Virginia University, 1982*), Associate Professor of Pediatrics
- Ackermann, Ronald T., M.D. (*University of Wisconsin, 1997*), Assistant Professor of Medicine
- 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
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- Agarwal, Rajiv, M.B.,B.S. (*All India Institute of Medical Sciences, India, 1986*), 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
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- Aker, John S., M.D. (*State University of New York at Buffalo, 1988*), Volunteer Clinical Assistant Professor of Plastic Surgery (Surgery)
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- 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 Family Medicine and of Obstetrics and Gynecology and Adjunct Professor of Public Health, School of Medicine; Fellow, Institute for Action Research for Community Health and World Health Organization Collaboration Center in Healthy Cities, and 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 Public Health and of Family Medicine, School of Medicine; Adjunct Professor of Communication Studies, School of Liberal Arts

Zubovic, Yvonne M., Ph.D. (*The Ohio State University, 1988*), Adjunct Assistant Professor of Medicine, IUSM—Fort Wayne

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

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. In order 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) <http://www.fafsa.ed.gov>. 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 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 <http://msa.iusm.iu.edu>

Federal Perkins Student Loan

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 three million dollars 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 msa.iusm.iu.edu 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.

Graduate Appointments Classes of 2007 and 2008

2007 GRADUATES

Samir Isam Abdo, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Uzundu Francis Agochukwu, MD, Orthopaedic Surgery, Madigan Army Medical Center, Tacoma, Washington

Evelyn Olayemi Akinsanmi, MD, *Gold Humanism Honor Society*, Family Medicine, Los Angeles County-Harbor-UCLA Medical Center, Torrance, California

Jennifer Lynn Alderson, MD, Transitional, Saint Vincent Hospital and Health Care, Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Kattie J. Allen, MD, *Alpha Omega Alpha*, Dermatology, Mayo School of Graduate, Medical Education, Rochester, Minnesota

David William Amrhein, MD, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Jeffrey Scott Anderson, MD, Psychiatry, Vanderbilt University, Nashville, Tennessee

Lauren Elizabeth Baker, MD, *Alpha Omega Alpha*, *John B. Hickam Award*, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Rebecca Marie Baker, MD, Family Medicine, Fort Wayne Medical Education, Fort Wayne, Indiana

Laura Katherine Barnett, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Anne Bartlett, MD, Pathology, Medical University of South Carolina, Charleston, South Carolina

Robert J. Bartlett, MD, *Alpha Omega Alpha*, Anesthesiology, Medical University of South Carolina, Charleston, South Carolina

Teresa Ann Batteiger, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Jennifer Lynn Bayer, MD, *Alpha Omega Alpha*, *J. Donald Hubbard Award*, Orthopaedic Surgery, University of Michigan, Ann Arbor, Michigan

Jeffrey Allen Beck, MD, Transitional, Grand Rapids Medical Education and Research, Center/Michigan State University, Grand Rapids, Michigan, Physical Medicine and Rehabilitation, University of Wisconsin, Madison, Wisconsin

Melissa Ann Bender, MD, Family Medicine, Christ Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio

Greg Berman, MD, MBA, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, University of Colorado, Denver, Colorado

Richard Henry Bernhardt, MD, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Micah Mershon Bhatti, MD, PhD, *K.K. Chen Award*, *Lyman T. Meiks Research Award*, Pediatrics, University of California, San Diego, California

Jennifer Erin Biggerstaff, MD, *Gold Humanism Honor Society*, Family Medicine, Ball Memorial Hospital, Muncie, Indiana

Brian J. Blessinger, MD, Orthopaedic Surgery, Medical University of Ohio, Toledo, Ohio

Kirk Jon Bodach, MD, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Blair Edward Boehmer, MD, Transitional, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Bradley Nelson Bohnstedt, MD, *Alpha Omega Alpha*, *Gold Humanism Honor Society*, *Research Program in Academic Medicine*, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Neurological Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Ryan Christopher Bradley, MD, Emergency Medicine, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan

- Jennifer Ann Brault, MD**, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana, Pediatric Neurology, Indiana University School of Medicine, Indianapolis, Indiana
- Gloria Jean Brelage, MD**, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana
- Erik Christopher Brockman, MD**, Pediatrics, University of Minnesota, Minneapolis, Minnesota
- Danielle Dawn Broshears, MD**, *Community Service Leadership Award*, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- John Patrick Brosious, MD**, *Alpha Omega Alpha*, Plastic Surgery, University of Nevada School of Medicine, Las Vegas, Nevada
- Carly Burgess Brown, MD**, *Alpha Omega Alpha*, Internal Medicine, Yale-New Haven Medical Center, New Haven, Connecticut
- Lindsey Danielle Brown, MD**, Family Medicine, Deaconess Hospital, Evansville, Indiana
- Emily Jane Burdick, MD**, Radiology-Diagnostic, University of Illinois College of Medicine at Peoria, Peoria, Illinois
- Anna Marie Burgner, MD**, *Alpha Omega Alpha*, Internal Medicine, Vanderbilt University, Nashville, Tennessee
- Riesa Monet Burnett, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Andrew Thomas Campbell, MD**, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana
- Matthew Thomas Campbell**, Delaying Residency
- Steffanie Risinger Campbell, MD**, *Alpha Omega Alpha*, *Gold Humanism Honor Society*, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana
- Elizabeth Carroll, MD**, Pediatrics, Vanderbilt University, Nashville, Tennessee
- James Joseph Case, MD**, Transitional, Hurley Medical Center/Michigan State University, Flint, Michigan
- Miriah Beth Chapman, MD**, Obstetrics and Gynecology, University of Tennessee, Memphis, Tennessee
- Ray Kris Chihara, MD**, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Travis Edward Clegg, MD**, *Alpha Omega Alpha*, Orthopaedic Surgery, University of Louisville, Louisville, Kentucky
- J. Scott Cline, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Neurology, Indiana University School of Medicine, Indianapolis, Indiana
- Kristin Ann Clinkenbeard, MD**, Anesthesiology, University of Michigan, Ann Arbor, Michigan
- Jared Samuel Coffman, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Stephanie Marie Cohen, MD**, General Surgery, University of Kansas Medical Center, Kansas City, Kansas
- Laurel Marie Coutts, MD**, *Alpha Omega Alpha*, *Gold Humanism Honor Society*, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Susan Elizabeth Creary, MD**, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Anthony "Tony" Peter Czaplicki III, MD**, *Alpha Omega Alpha*, *Gold Humanism Honor Society*, Orthopaedic Surgery, Mount Carmel, Columbus, Ohio
- Rachel Collette Danczyk, MD**, *Alpha Omega Alpha*, *American College of Surgeons Award*, General Surgery, Oregon Health and Science University, Portland, Oregon
- Larissa Colleen Day, MD**, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Dominique Dempah, MD**, General Surgery, Saint John Hospital and Medical Center, Detroit, Michigan
- Jason William Denbo, MD**, General Surgery, University of Tennessee, Memphis, Tennessee
- Catherine Adrian DeRidder, MD**, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Jonathan F. Dickens, MD**, *Alpha Omega Alpha*, *Research Program in Academic Medicine*, Orthopaedic Surgery, Walter Reed Army Medical Center, Washington, District of Columbia

- Ben Dillon, MD**, *Alpha Omega Alpha, Gold Humanism Honor Society*, Delaying Residency
- Gentry Charles Dodd, MD**, Transitional, Spokane Medical Centers, Spokane, Washington, Radiology-Diagnostic, Eastern Virginia Medical School, Norfolk, Virginia
- Douglas Robert Dohl, MD**, *Alpha Omega Alpha*, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Marie Parsley Dowling, MD**, Emergency Medicine, Pitt County Memorial Hospital/East Carolina University, Greenville, North Carolina
- Jennifer Lyn Durphy, MD**, Preliminary Medicine, Johns Hopkins University, Baltimore, Maryland, Neurology, Georgetown University Hospital, Washington, District of Columbia
- Rachael Marie Dyer, MD**, *Alpha Omega Alpha, Gold Humanism Honor Society, Department of Family Medicine Award*, Family Medicine, Swedish Medical Center, Seattle, Washington
- Brian Nicholas Egan, MD**, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Oregon Health and Science University, Portland, Oregon
- Dustin Clay Ellis, MD**, Family Medicine, Union Hospital, Terre Haute, Indiana
- Donnie Fahler, MD**, Pediatrics, Children's Hospital/Ohio State University, Columbus, Ohio
- Gregory Wayne Faris, MD**, *Alpha Omega Alpha*, Pediatrics, McGaw Medical Center of Northwestern University, Chicago, Illinois
- Michael James Ferguson, MD**, *Gold Humanism Honor Society*, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Heidi Schapker Finucane, MD**, Family Medicine, University of New Mexico, Albuquerque, New Mexico
- Erin Michelle Flaherty, MD**, *Alpha Omega Alpha*, Preliminary Surgery, University of Texas Health Science Center at San Antonio, San Antonio, Texas, Urology, University of Texas Health Science Center at San Antonio, San Antonio, Texas
- Steven G. Foster, MD**, Emergency Medicine, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan
- Joseph William Frank, MD**, *Gold Humanism Honor Society, Community Service Leadership Award*, Primary Medicine, Brown University, Providence, Rhode Island
- Shannon Leigh Gearhart, MD**, Family Medicine, Palmetto Health/University of South Carolina School of Medicine, Columbia, South Carolina
- Derik Josef Geist, MD**, Preliminary Surgery, Loyola University, Maywood, Illinois
- Anna Patricia Gensic, MD**, Emergency Medicine, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio
- Lina Ghosh, MD**, Internal Medicine, University Hospital/University of Cincinnati College of Medicine, Cincinnati, Ohio
- Amber Kay Gipson, MD**, *Senior Elective Honors Program*, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana
- April S. Gish, MD**, *Gold Humanism Honor Society*, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana
- Jeffrey A. Glant, MD**, General Surgery, Albert Einstein Healthcare Network, Philadelphia, Pennsylvania
- Victoria Olga Golebiowski, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Rush University Medical Center, Chicago, Illinois
- Karl Michael Grimmer Jr., MD**, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Christine Cain Groves, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Carolinas Medical Center, Charlotte, North Carolina
- Victoria Elizabeth Gryszowka, MD**, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri
- Tracey Marie Guildenbecher, MD**, *Alpha Omega Alpha, Gold Humanism Honor Society*, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Kristopher Harper Gunn, MD**, *Alpha Omega Alpha*, Preliminary Surgery, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri, Urology, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri
- Luke G. Gutwein, MD**, General Surgery, University of Florida, Gainesville, Florida

- Kendall D. Hamilton, MD**, *Gold Humanism Honor Society*, Orthopaedic Surgery, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan
- Matthew Mark Harkenrider, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Radiation Oncology, University of Louisville, Louisville, Kentucky
- Anthony Nathaniel Harris, MD, MBA**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Andrew William Harrity, MD**, *Alpha Omega Alpha*, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- D. Matthews Hatch, MD, MBA**, Anesthesiology, Wake Forest University School of Medicine, Winston-Salem, North Carolina
- Matthew J. Hauck, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana
- Kristi Lea Havener, MD**, Pediatrics, University of Louisville, Louisville, Kentucky
- Jamie Anne Hedman, MD**, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Leslie Elaine Helfert, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Thomas Jeffrey Hendrix, MD**, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Jason Neil Henney, MD**, Emergency Medicine, Sparrow Hospital/Michigan State University, Lansing, Michigan
- Adam Bartlett Hill, MD**, Pediatrics, Saint Louis University School of Medicine, Saint Louis, Missouri
- Felicia Mae Hinant, MD**, Anesthesiology, SUNY Upstate Medical University, Syracuse, New York
- Nicole Daniyel Horn, MD**, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Andrew Allen Houston, MD**, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Reed William Hoyer, MD**, Orthopaedic Surgery, Tufts-New England Medical Center, Boston, Massachusetts
- Shane Robert Hudnall, MD**, Family Medicine, Moses H. Cone Memorial Hospital, Greensboro, North Carolina
- Jennifer Bryant Hurley, MD**, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Justin Hoang Huynh, MD**, *Alpha Omega Alpha*, Internal Medicine, Washington University/B-JH/SLCH Consortium, Saint Louis, Missouri
- Bradley Daggett Isbister, MD**, Family Medicine, Saint Joseph's Regional Medical Center, South Bend, Indiana
- Nicholas Robert Jasper, MD**, Transitional, Kettering Medical Center, Kettering, Ohio, Physical Medicine and Rehabilitation, Virginia Commonwealth University Health System, Richmond, Virginia
- Charisse D. Johnson, MD**, *Gold Humanism Honor Society*, *Senior Elective Honors Program*, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Daniel Todd Jones, MD**, Anesthesiology, University of Texas Health Science Center at San Antonio, San Antonio, Texas
- Nathaniel Allen Justice, MD**, *Alpha Omega Alpha*, Pediatrics, Vanderbilt University, Nashville, Tennessee
- Kathryn Elaine Kasyjanski, MD**, *John E. Heubi Award in Ambulatory Pediatrics*, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Christine M. Kelly, MD**, Family Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Kimberly Mae Kenney, MD**, Internal Medicine, Tripler Army Medical Center, Tripler Army Medical Center, Hawaii
- Andrew Douglas Kersten, MD**, Orthopaedic Surgery, William Beaumont Hospital, Royal Oak, Michigan

Waleed Fahed Khalaf, MD, PhD, Internal Medicine, Vanderbilt University, Nashville, Tennessee
Munir I. Khatri, MD, MBA

Rajan Suresh Kheradiya, MD, MBA, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Sandra Ann King, MD, *Floyd T. Romberger Jr., MD Teaching Award*, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

Daniel Matthew Kinney, MD, Pediatrics, Advocate Lutheran General Hospital, Park Ridge, Illinois

Merritt Drew Kinon, MD, Preliminary Surgery, Albert Einstein College of Medicine, Bronx, New York
 Neurological Surgery, Albert Einstein College of Medicine, Bronx, New York

Douglas Robert Kitchin, MD, *Alpha Omega Alpha, J. Donald Hubbard Award*, Transitional, Aurora Health Care, Milwaukee, Wisconsin, Radiology-Diagnostic, Washington University/B-JH/SLCH Consortium, St. Louis, Missouri

Kathryn Irene Kleber, MD, *Gold Humanism Honor Society*, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Lee Michael Kneer, MD, *Gold Humanism Honor Society, Indiana Society of Physical Medicine and Rehabilitation Award*, Preliminary Medicine, Indiana University School of Medicine, Indianapolis, Indiana, Physical Medicine and Rehabilitation, University of Utah, Salt Lake City, Utah

Ryan Patrick Kopp, MD, Preliminary Surgery, University of California, San Diego, California, Urology, University of California, San Diego, California

Tricia Ann Kurtz, MD, Family Medicine, Memorial Hospital of South Bend, South Bend, Indiana

Wesley Grayson Lackey, MD, *Alpha Omega Alpha, Gold Humanism Honor Society*, Orthopaedic Surgery, Greenville Hospital System, Greenville, South Carolina

Craig Steven Lammert, MD, *Gold Humanism Honor Society*, Internal Medicine, Emory University, Atlanta, Georgia

Maggie Marie Lasley, MD, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Michelle Renee Laughlin, MD, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Amy Dawn Leland, MD, *Gold Humanism Honor Society*, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

Adam John Lemmon, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

April Denise Lemmon, MD, *Gold Humanism Honor Society*, Obstetrics and Gynecology, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana

David Jonathan Licini, MD, Orthopaedic Surgery, Ochsner Clinic Foundation, New Orleans, Louisiana

Anna Susan Lin, MD, Family Medicine, University of Virginia, Charlottesville, Virginia

Andrew Warren Lindsley, MD, PhD, Pediatrics, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Cincinnati, Ohio

Jennifer Maria Loh, MD, *Gold Humanism Honor Society*, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Adrienne Lona, MD, Psychiatry, Brigham and Women's Hospital/Harvard Medical School, Boston, Massachusetts

Joseph Michael Mackey, MD, *Alpha Omega Alpha*, Preliminary Medicine, University of Florida, Gainesville, Florida, Ophthalmology, University of Florida, Gainesville, Florida

Daniel Perry Mallon, MD, *Alpha Omega Alpha, Gold Humanism Honor Society, Lyman T. Meiks Clinical Award*, Pediatrics, University of Washington, Seattle, Washington

Avinash Venkata Mantravadi, MD, Otolaryngology, Loyola University, Maywood, Illinois

Emily Kathleen Marciniak, MD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, University of Virginia, Charlottesville, Virginia

Melissa Anne Marcotte, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Erica Nell Martin, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

- Jennifer Marguerite Maya, MD**, Family Medicine, Saint Joseph's Regional Medical Center, South Bend, Indiana
- Domingo Llamas Maynes III, MD**, Internal Medicine, Mayo School of Graduate Medical Education, Scottsdale, Arizona
- Jason Wayne McCormick, MD**, Transitional, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan
- Jonathan Michael McCreia, MD**, Preliminary Medicine, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana
- Berry James McDowell, MD**, Delaying Residency
- Susan Marie McDowell, MD**, Orthopaedic Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Robert Clayton McGee, MD**, Transitional, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan, Anesthesiology, University of Tennessee Medical Center at Knoxville, Knoxville, Tennessee
- Brady Grimsley McIntosh, MD**, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana
- Allison D. Meadows, MD**, *Gold Humanism Honor Society*, Family Medicine, Oregon Health and Science University (Cascades East), Klamath Falls, Oregon
- Rekha Meesa, MD**, Radiology-Diagnostic, Grand Rapids Medical Education and Research Center/Michigan State University, Grand Rapids, Michigan
- Cassidy Ann Menard, MD**, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Andrew Michael Miller, MD**, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana
- Nicholas Paul Miller, MD**, Preliminary Medicine, Good Samaritan Hospital, Cincinnati, Ohio, Radiology-Diagnostic, Rush University Medical Center, Chicago, Illinois
- Trent James Miller, MD**, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana
- Bryce Samuel Milligan, MD**, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana
- Jesse William Mindel, MD**, Neurology, Indiana University School of Medicine, Indianapolis, Indiana
- Keith Allen Moench, MD**, Physical Medicine and Rehabilitation, University of Minnesota, Minneapolis, Minnesota
- Alexander Molina, MD**, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana
- Jennifer Sue Moll-Bennett, MD**, *Alpha Omega Alpha*, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Lindsay Diana Moore, MD**, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana
- Erin Angela Moran, MD**, Pediatrics, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Andrey Morozov, MD**, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, Mayo School of Graduate Medical Education, Jacksonville, Florida
- Soriaya Lizette Motivala, MD**, *Alpha Omega Alpha*, Preliminary Surgery, Mount Sinai School of Medicine, New York, New York, Neurological Surgery, Mount Sinai School of Medicine, New York, New York
- Michael Curtis Muzinich, MD**, Preliminary Surgery, University of Missouri-Columbia, Columbia, Missouri, Neurological Surgery, University of Missouri-Columbia, Columbia, Missouri
- Gregory J. Nadolski II, MD**, *Alpha Omega Alpha*, *John Barnhill Award*, *Marcus Ravdin Award*, Radiology-Diagnostic, University of Pennsylvania, Philadelphia, Pennsylvania
- Ryan Daniel Nagy, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Un Hui Faith Nam, MD**, Preliminary Surgery, University of California, Los Angeles Medical Center, Los Angeles, California

Jessica Rose Nance, MD, *Gold Humanism Honor Society, Alexander Treloar Ross Award*, Pediatrics, Children's National Medical Center / George Washington University, Washington, District of Columbia, Pediatric Neurology, Children's National Medical Center / George Washington University, Washington, District of Columbia

Heather Ruthann Nichols, MD, *Gold Humanism Honor Society*, Pediatrics, Palmetto Health / University of South Carolina School of Medicine, Columbia, South Carolina

Mark E. Nielson, MD, Transitional, Ball Memorial Hospital, Muncie, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Mushoba Njalamimba, MD, Anesthesiology, Ohio State University Hospital, Columbus, Ohio

Andrew Joseph Norton, MD, *Alpha Omega Alpha*, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, University of Michigan, Ann Arbor, Michigan

Matthew J. Nykiel, MD, Plastic Surgery, Saint Louis University School of Medicine, Saint Louis, Missouri

Michelle Adeola Yetunde Ojemuyiwa, MD, Internal Medicine, Dwight David Eisenhower Army Medical Center, Fort Gordon, Georgia

Joanna Maria Olewicz, MD, Emergency Medicine, Saint John Hospital and Medical Center, Detroit, Michigan

Amy Marie Olin, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

Krista Michelle O'Neal, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Kevin Raymond O'Neill, MD, Orthopaedic Surgery, Vanderbilt University, Nashville, Tennessee

Sonia A. Pai, MD, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

Ananda Vishnu Pandurangadu, MD, Emergency Medicine, Saint John Hospital and Medical Center, Detroit, Michigan

Layne Ann Pantea, MD, Emergency Medicine, Resurrection Medical Center, Chicago, Illinois

Valeriy Parafeynikov, MD, *Alpha Omega Alpha, American Academy of Neurology Medical Student Award for Excellence in Neurology*, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Neurology, Johns Hopkins University, Baltimore, Maryland

J. J. Parent, MD, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Ketan M. Patel, MD, *Alpha Omega Alpha, Senior Elective Honors Program, Research Program in Academic Medicine*, Plastic Surgery, Georgetown University Hospital, Washington, District of Columbia

Prashant Shantilal Patel, MD, *Alpha Omega Alpha, Gold Humanism Honor Society, Dean's Award*, Internal Medicine, University of California, Los Angeles Medical Center, Los Angeles, California

Robert Michael Paul, MD, General Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Kathryn Mary Peck, MD, *Alpha Omega Alpha, Gold Humanism Honor Society*, Orthopaedic Surgery, Indiana University School of Medicine, Indianapolis, Indiana

Dionna Marie Pendleton, MD, Family Medicine, Rush University Medical Center / Copley Memorial Hospital, Aurora, Illinois

Leslie Blaire Petersohn, MD, *Gold Humanism Honor Society, E. Jane Brownley Award*, Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Nathaniel Douglas Pitner, MD, PhD, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Medical College of Wisconsin Affiliated Hospitals, Milwaukee, Wisconsin

Jessica Hammond Pittman, MD, Obstetrics and Gynecology, University of Utah, Salt Lake City, Utah

Martin Henry Plawecki, MD, PhD, Psychiatry, Indiana University School of Medicine, Indianapolis, Indiana

Jacob Pletcher, MD, *Alpha Omega Alpha, Gold Humanism Honor Society*, Transitional Swedish Covenant Hospital, Chicago, Illinois, Anesthesiology, University of California, San Francisco, California

Matthew Daniel Powellson, MD, *Gold Humanism Honor Society*, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Christen Mical Prible, MD, *Gold Humanism Honor Society*, Medicine-Pediatrics, Indiana University School of Medicine, Indianapolis, Indiana

Kelley Ralph, MD, Emergency Medicine, Emory University, Atlanta, Georgia

Matthew Craig Ralstin, MD, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

Sheila S. Rane, MD, Preliminary Medicine, Rush University Medical Center, Chicago, Illinois, Neurology, Rush University Medical Center, Chicago, Illinois

Asoka Seiichi Ratnayake, MD, Family Medicine, Saint Francis Hospital and Health Centers, Beech Grove, Indiana

Suhada Yukio Ratnayake, MD, Emergency Medicine, University of Kentucky College of Medicine, Lexington, Kentucky

Amanda Leigh Reahard, MD, *Gold Humanism Honor Society*, Psychiatry, University of Texas Southwestern Medical School, Dallas, Texas

Kyle Nathan Redelman, MD, *Alpha Omega Alpha*, Transitional, Indiana University School of Medicine, Indianapolis, Indiana, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Ryan Joseph Redelman, MD, Preliminary Medicine, University of Utah, Salt Lake City, Utah, Radiology-Diagnostic, Indiana University School of Medicine, Indianapolis, Indiana

Melissa Lynn Reed, MD, Anesthesiology, Medical University of South Carolina, Charleston, South Carolina

Kristi Marie Reinacker, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Michael Adelbert Rerko, MD, *Alpha Omega Alpha*, Orthopaedic Surgery, Ohio State University Hospital, Columbus, Ohio

Nathan Boone Richards, MD, Pediatrics, University of Louisville, Louisville, Kentucky

James David Ridge, MD, Preliminary Medicine, Indiana University School of Medicine, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana

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Thesis Title: Functions of the unique N-terminus of a GCN5 histone acetylase in *Toxoplasma gondii*

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Thesis Title: The role of *K-ras* in wildtype and *Nfl* deficient hematopoietic stem and myeloid progenitor cells

Andrew Warren Lindsley, MD, PhD

Research Chair: Simon J. Conway, PhD

Thesis Title: Molecular Mechanisms of the Splotch Mouse Cardiac Defects

Nathaniel Douglas Pitner, MD, PhD

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Thesis Title: Evaluation of the Role of Low-Density Lipoprotein Receptor-Related Protein 5 (LRP5) in Regulating Bone Mass

Martin Henry Plawecki, MD, PhD

Research Co-Chairs: Peter C. Doerschuk, MD, PhD (Purdue University) and Sean O'Connor, MD

Thesis Title: A Physiologically-Based Pharmacokinetic (PBPK) Model for Ethanol: Mathematical Foundations, Parameter Identification, and Other Applications

Seppo Tapani Rinne, MD, PhD

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Thesis Title: Epidemiology of Indoor Air Pollution and Human Health

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Thesis Title: Transition from productive infection to integration and oncogenic transformation in human papillomavirus type 59-immortalized foreskin keratinocytes

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Bilal Hakam Safadi, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

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Luke Christian Schafer, MD, Emergency Medicine, Indiana University School of Medicine, Indianapolis, Indiana

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Satya Mary Sekar, MD, *Alpha Omega Alpha*, Pediatrics, University of Colorado, Denver, Colorado

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Andrea Sunae Shin, MD, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana

Rachel Ann Simmons, MD, Family Medicine, Community Hospitals of Indianapolis, Indianapolis, Indiana

- Carrie A. Smith, MD**, *Roy Rheinhardt Memorial Award*, Obstetrics and Gynecology, Indiana University School of Medicine, Indianapolis, Indiana
- Hannah Elizabeth Smith, MD**, Pediatrics, Saint Louis Children's Hospital, Saint Louis, Missouri
- Joseph Paul Smith, MD**, Internal Medicine, Indiana University School of Medicine, Indianapolis, Indiana
- William Alfred Smith Jr, MD**, *Gold Humanism Honor Society*, Preliminary Surgery, University of Texas Southwestern Medical School, Dallas, Texas, Urology, University of Texas Southwestern Medical School, Dallas, Texas
- Filipe Anacleto Sobral, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Maria Parker Spector, MD**, *Gold Humanism Honor Society*, Primary Medicine, Brown University, Providence, Rhode Island
- Jennifer Kay Stanley, MD**, General Surgery, Loyola University, Maywood, Illinois
- Barry Allen Steinkamp, MD**, Transitional, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Anesthesiology, Indiana University School of Medicine, Indianapolis, Indiana
- Kevin Lessard Stiver, MD**, Internal Medicine, Ohio State University Hospital, Columbus, Ohio
- David William Stockwell, MD**, Preliminary Surgery, University of Vermont, Burlington, Vermont, Neurological Surgery, University of Vermont, Burlington, Vermont
- Ahmed Saeed Sufyan, MD**, *Research Program in Academic Medicine*, Otolaryngology, Indiana University School of Medicine, Indianapolis, Indiana
- Vani Sundaram, MD**, Preliminary Surgery, Loyola University, Maywood, Illinois, Urology, Loyola University, Maywood, Illinois
- Sailendra R. Sunkara, MD**, Radiology-Diagnostic, Henry Ford Hospital, Detroit, Michigan
- Kristyn Jennifer Tekulve, MD**, *John E. Heubi Award in Ambulatory Pediatrics*, Pediatrics, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Cincinnati, Ohio
- Dustin M. Thomas, MD**, Transitional, Madigan Army Medical Center, Tacoma, Washington
- Nathan Eric Thompson, MD**, *Alpha Omega Alpha*, Pediatrics, Medical College of Wisconsin Affiliated Hospitals, Milwaukee, Wisconsin
- Aninderpal Singh Turke, MD**, Delaying Residency
- Robert Julian Vandewalle, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Brian Jeffrey Veerkamp, MD**, *Alpha Omega Alpha*, Internal Medicine, Vanderbilt University, Nashville, Tennessee
- Reid Vegeler, MD, MPH**, General Surgery, Washington Hospital Center, Washington, District of Columbia
- Kieuhoa Tran Vo, MD**, *Tina Kwan Scholarship Award*, Pediatrics, Nationwide Children's Hospital, Columbus, Ohio
- Todd Douglas Vogel, MD**, Preliminary Surgery, Indiana University School of Medicine, Indianapolis, Indiana, Neurological Surgery, Indiana University School of Medicine, Indianapolis, Indiana
- Lauren Rae Wade, MD**, Emergency Medicine, University of Wisconsin, Madison, Wisconsin
- Jennifer Kathleen Wagner, MD**, Orthopaedic Surgery, Baylor College of Medicine, Houston, Texas
- Eric William Waldo, MD**, Internal Medicine, Ball Memorial Hospital, Muncie, Indiana
- Emily Arth Walkey, MD**, *Alpha Omega Alpha*, *Gold Humanism Honor Society*, *Lyman T. Meiks Clinical Award*, Pediatrics, Duke University Hospital, Durham, North Carolina
- Patrick C. Walz, MD**, *Alpha Omega Alpha*, Otolaryngology, Ohio State University Hospital, Columbus, Ohio
- Lindsay Katherine Wells, MD**, Medicine-Pediatrics, UCLA Medical Center, Los Angeles, California
- Adam M. Werne, MD**, *Alpha Omega Alpha*, Internal Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana
- Jonathan Lee Weyer, MD**, Transitional, Kalamazoo Center for Medical Studies/Michigan State University, Kalamazoo, Michigan, Ophthalmology, Indiana University School of Medicine, Indianapolis, Indiana

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Mary Joanna Zeiger, MD, Anesthesiology, University of Michigan, Ann Arbor, Michigan

Igor Olegovich Zhukov, MD, Anesthesiology, University of Wisconsin, Madison, Wisconsin

Yuriy Olegovich Zhukov, MD, *Alpha Omega Alpha, Gold Humanism Honor Society*, General Surgery, Mayo School of Graduate Medical Education, Rochester, Minnesota

Matthew Michael Zipse, MD, *Alpha Omega Alpha, Gold Humanism Honor Society*, Internal Medicine, University of Colorado, Denver, Colorado

Nicole Renee Zulkowski, MD, *Indiana Society of Physical Medicine and Rehabilitation Award*, Preliminary Medicine, Saint Vincent Hospital and Health Care Center, Indianapolis, Indiana, Physical Medicine and Rehabilitation, Indiana University School of Medicine, Indianapolis, Indiana

COMBINED DEGREES: MD, MA

Brandon Patrick Brown, MD, MA

Eric Douglas Morrell, MD, MA

COMBINED DEGREES, MD, MBA

Todd Eric Bertrand, MD, MBA

Samson Mansum Chan, MD, MBA

Minhaj S. Khaja, MD, MBA

COMBINED DEGREES, MD, MPH

Reid Vegeler, MD, MPH

COMBINED DEGREES: MD, PhD**Phillip Hilmi Abbosh, MD, PhD**

Research Chair: Kenneth P. Nephew, PhD

Thesis Title: Novel Approaches to Treat Undifferentiated Thyroid Cancer: Gene Therapy Targeting Dedifferentiation and Epigenetic Reprogramming

Erin Haag Breese, MD, PhD

Research Chair: Maureen A. Harrington, PhD

Thesis Title: The IRAK-1 Binding Protein SIMPL Function as a p65/RelA Co-activator in NF- κ B Dependent Gene Expression Following Tumor Necrosis Factor-Alpha Stimulation**D. Thor Johnson, MD, PhD**

Research Chair: Robert A. Harris, PhD

Thesis Title: Quantitative Proteomic Differences in Mitochondria Between Tissues and in Diabetes

Anubhav Narain Mathur, MD, PhD

Research Chair: Mark H. Kaplan, PhD

Thesis Title: Transcription Factor Requirements for the Generations Of IL-17-Secreting T-cell Phenotypes

Amy M. Munchhof, MD, PhD

Research Chair: David A. Ingram Jr., MD

Thesis Title: Neurofibroma-Associated Growth Factors Activate a Distinct Signaling Network to Alter the Function of Neurofibromin Deficient Vascular Cells

Kellie Adrienne Park, MD, PhD

Research Chair: Grant D. Nicol, PhD

Thesis Title: Cellular Mechanisms Mediating the Actions of Nerve Growth Factor in Sensory Neurons

Indiana University Bulletins

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College of Arts and Sciences
Kelley School of Business¹
School of Continuing Studies²
School of Education¹
School of Health, Physical Education, and Recreation
School of Informatics¹
School of Journalism
Division of Labor Studies
School of Law—Bloomington³
School of Library and Information Science
Jacobs School of Music
School of Optometry
School of Public and Environmental Affairs¹
University Division⁴
University Graduate School

*Indiana University–Purdue University Indianapolis

School of Allied Health Sciences
* Kelley School of Business¹
* School of Continuing Studies²
* School of Dentistry
School of Education¹
School of Engineering and Technology (Purdue University)
Herron School of Art
School of Informatics/IUPUI New Media Program
School of Journalism
* Division of Labor Studies
* School of Law—Indianapolis³
School of Liberal Arts
School of Library and Information Science
* School of Medicine
Military Science Program
* School of Nursing¹
School of Optometry
School of Physical Education
* School of Public and Environmental Affairs¹
School of Science (Purdue University)
* School of Social Work
* University College
University Graduate School

Indiana University East (Richmond)

Indiana University–Purdue University Fort Wayne

Indiana University Kokomo

Indiana University Northwest (Gary)

Indiana University South Bend

Indiana University Southeast (New Albany)

¹ Two bulletins are issued: graduate and undergraduate. Undergraduate information about the Schools of Business and Nursing at IUPUI is found in the IUPUI campus bulletin.

² Bulletins on the General Studies Degree Program and the Independent Study Program are available from this school.

³ There are two Indiana University schools of law. Be sure to specify whether you want a bulletin of the Bloomington or Indianapolis school.

⁴ Available only to admitted University Division students.

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