

SCHOOL OF MEDICINE

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UNIVERSITY OF
LOUISVILLE

BULLETIN

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UNIVERSITY OF LOUISVILLE SCHOOL OF MEDICINE 2015-2017

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UNIVERSITY OF
LOUISVILLE[®]



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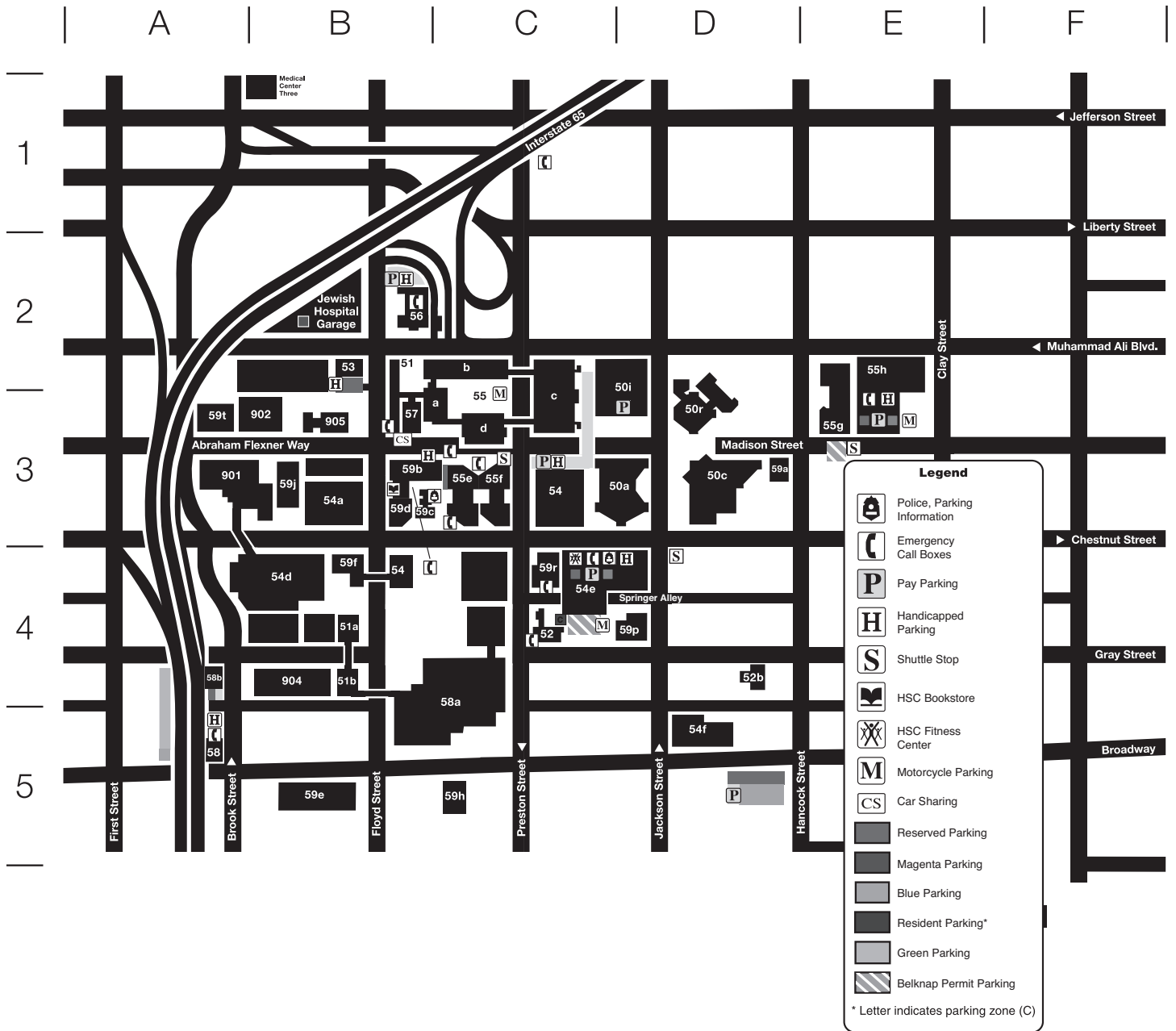
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HEALTH SCIENCES CENTER MAP

Health Sciences Center



HEALTH SCIENCES CENTER BUILDING INDEX

Note: Letters/numbers represent grid location. Numbers in parentheses represent official building numbers.

- | | | |
|---|---|--|
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| 3C Ambulatory Care Building/University Physicians Group (50a) | 2B Kentucky Lions Eye Center (56) | 3B Steam and Chilled Water Plant (905) |
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GENERAL INFORMATION

General Information



GENERAL INFORMATION

History of the School of Medicine

The University of Louisville School of Medicine is a vibrant institution with a proud heritage as one of the most comprehensive medical facilities in the southeastern United States. The school traces its beginnings to 1833, when the Louisville Common Council set up a committee to investigate the possibility of establishing a medical college in the city.

It was a boom time for Louisville, which by the early 1830s had become a burgeoning center of inland transportation. With improved river travel made possible by the steamboat, Louisville grew to be one of the largest cities in the area and sought to develop its own cultural institutions.

With the urging of community-minded citizens like town trustee James Guthrie, the city government appropriated funds for a new medical school at Eighth and Chestnut streets. The Louisville Medical Institute began classes in temporary quarters in the fall of 1837. A few weeks later, the 80 students and seven faculty members moved into the splendid Greek Revival structure designed by Kentucky architect Gideon Shryock. The school instituted clinical teaching in the wards of the public hospital, then known as the Louisville City Hospital, as an integral part of the medical curriculum. Founding faculty included several of the most distinguished professors from Lexington's Transylvania University.

By the early 1840s, the institute was flourishing. Students traveled from all over the southern and western United States to attend its lectures and clinics. Despite initial municipal funding, the school operated on a proprietary basis, enjoying considerable autonomy. The school's library was one of the finest in the country, including numerous volumes purchased in Europe. Gas lamps provided brilliant night-time lighting for specially equipped rooms.

In 1846, the Louisville Medical Institute became the Medical Department of the newly formed University of Louisville. In the ensuing years of the 19th century, Louisville boasted six more medical colleges, most of which would eventually be absorbed by the University Medical Department.

Some of the best medical minds of their day taught medicine at Eighth and Chestnut and in the wards of City Hospital. Doctors such as Daniel Drake, J. Lawrence Smith, Benjamin Silliman, Charles Wilkins Short and David Wendell Yandell forged a national reputation for the school.

An adjunct to clinical teaching was the school's institution of outpatient dispensary care for indigents during the 1850-51 session. Other improvements in medical education were instituted even earlier. In 1841, Samuel D. Gross, a professor of surgery, set up one of the country's first surgical laboratories, which was used for the study of wounds in dog intestines. The school's medical practitioners then applied information gleaned from such research to the care of patients.

On Dec. 31, 1856, the institute's Greek Revival structure was destroyed by fire. Thankfully, the library and its prized contents were saved. A new building was constructed almost immediately and was ready for occupancy in 1857. The history of the structure known now as the "Old Medical School" began in April 1891 when a tract of land on the corner of First and Chestnut streets was deeded to rival Louisville Medical College. The University of Louisville acquired the building when it absorbed Louisville Medical College in 1908.

Reforms in medical education already were in progress under Dean James M. Bodine when Abraham Flexner, a Louisvillian whose brother Simon was a medical school alumnus and director of Rockefeller Institute for Medical Research, released a report on U.S. medical education that would shape the school's course for many years. Flexner's 1910 report stimulated improved curriculum, admission and graduation standards all over the United States. Local government finally saw the need for additional resources in Louisville and began to make an annual contribution to its medical school. Increased support came with

the opening of a much-expanded City Hospital in 1914. The close association between the medical school and the hospital offered students an unusual breadth of practical experience.

About this time the hospital began "accident service" when, in 1911, the facility launched the nation's first trauma care center. Dr. R. Arnold Griswold refined this innovation in the 1930s and '40s into a network that served as the forerunner of Louisville's modern Emergency Medical Service and the U of L Trauma Center.

While the 1930s brought hard times to the country, the university was able to continue its expansion, and in March 1937 the medical school began laying the groundwork for a centennial celebration. Plans came to a halt, however, when the Ohio River overflowed its banks, causing the dismissal of downtown classes. Before leaving on Jan. 22, medical students moved the bulk of the library from the basement to the school's first floor. That foresight salvaged the valuable volumes. The medical school building was not structurally damaged, but classes didn't convene for two weeks. After classes resumed, it was another two weeks before utilities were fully restored.

During World War II the school negotiated a contract with the Federal government to educate students for the armed forces' medical corps. Throughout much of the 1940s, the school year consisted of two 16-week semesters, with a new class entering every nine months. New courses of instruction were introduced for orientation to military medicine, and the institution's facilities and energies were severely stretched.

These chapters in the school's history also were marked by great productivity as the school continued to extend its emphasis on hands-on clinical instruction and a growing list of specialty training programs. Then, as in every era, memorable men and women were part of the school's history. Among them were John Walker Moore, dean from 1929 to 1949; Sidney I. Kornhauser, chair of the anatomy department from 1922 to 1958; and neurosurgeon R. Glen Spurling.

By 1960, the school desperately

needed more space. Officials began planning to construct a modern center that would house all the university's health-related programs. The first step in that plan was the opening of the 120,000 square foot Medical-Dental Research Building in 1963 under the administration of Dean Donn Smith. Smith also coordinated the construction of new buildings to house the medical and dental schools, an adjacent library, and laboratory buildings, all of which opened in 1970 and are known collectively as the Health Sciences Center. On July 1, 1970, U of L was accepted into the Commonwealth's system of state-supported universities, and Deans Douglas M. Haynes and Arthur H. Keeney spent the rest of the decade ushering in a new era of growth.

Meanwhile, at the request of Harold Boyer, Vice President for Health Affairs, the state appropriated funds for a new teaching hospital and ambulatory care center. The hospital, operated by the non-profit University Medical Center Inc., continues to serve as the medical school's primary teaching facility, providing a full range of diagnostic, emergency, therapeutic and surgical services. The school also has strong teaching relationships with Jewish Hospital, Kosair Children's Hospital, Norton Hospital, the Veterans Administration Medical Center and the James Graham Brown Cancer Center as well as numerous other facilities in the community.

The 1980s and '90s saw unprecedented growth on U of L's Health Sciences Center with the establishment of partnerships that provided unprecedented learning opportunities. Among these partnerships is Louisville Medical Center, a unique organization dedicated to leading-edge research, diagnosis and treatment. Composed of the University of Louisville Health Sciences Center, University of Louisville Hospital, Jewish Hospital, Norton Hospital, Kosair Children's Hospital, the James Graham Brown Cancer and nearly 200 other partners, LMC serves more than 500,000 patients a year.

Its accomplishments are lengthy, but highlights include the nation's first successful hand transplant surgery and groundbreaking work in artificial heart transplants. Such advanced activities require equally advanced research facilities, and the university launched an ambitious plan to make U of L's Health Sciences Center one

of the country's leading institutions for medical discovery. In 1999 the university dedicated the state-of-the-art Donald E. Baxter, M.D., Biomedical Research Building, and a companion facility, the Delia B. Baxter Biomedical Research Building was dedicated in 2003.

Thanks to an infusion of money from the Kentucky General Assembly and Kentucky's Research Challenge Trust Fund, world-class researchers began relocating to LMC and U of L's Health Sciences Center. Between 1999 and 2006, the School of Medicine experienced the fastest growth in National Institutes of Health Research funding of any medical school in the nation.

In November, 2006 the university recruited Edward C. Halperin, M.D., M.S., F.A.C.R. to the helm of the School of Medicine. Halperin previously served as vice dean and professor of radiation oncology, pediatrics and medical education at Duke University's School of Medicine and associate vice chancellor for academic affairs at Duke's medical center. Halperin, a practicing physician in pediatric radiation oncology, continued his clinical practice at U of L's James Graham Brown Cancer Center.

Construction on campus continued, with an additional 200,000 square feet of research space under construction on the east side of the Health Sciences campus, which houses laboratories associated with the Brown Cancer Center. Construction completed in fall of 2009 on the Clinical and Translational Research Building.

Under the leadership of then-Executive Vice President for Health Affairs, Larry N. Cook, M.D., a committee composed of experts in planning, construction, education, research and clinical care completed a campus master plan designed to take the Health Science Center to the next level over the course of the next two decades. The plan was approved by the university's Board of Trustees in February, 2007.

Today, the University of Louisville School of Medicine, under the leadership of Toni M. Ganzel, M.D., M.B.A., F.A.C.S., continues to educate some of the nation's finest medical practitioners. In fact, it has graduated more doctors than any other institution in the Commonwealth.

With its excellent teaching and research facilities, newly endowed chairs and

strong leadership, the University of Louisville School of Medicine holds a future filled with promise, built on a past distinguished by excellence.

U of L Mission Statement

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars;
2. practicing and applying research, scholarship and creative activity;
- and 3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a nationally recognized metropolitan research university.
<http://louisville.edu/about/>

(mission statement updated 6-8-16)

School of Medicine Mission Statement

- To be a vital component in the University of Louisville's quest to become a premier, nationally recognized metropolitan research university,
- To excel in the education of physicians and scientists for careers in teaching, research, patient care and community service, and
- To bring the fundamental discoveries of our basic and clinical scientists to the bedside.

GOALS

Education

- Meet and exceed the accreditation standards of the LCME, ACGME and ACCME.
- Graduate physicians who have the knowledge, skills and attitudes to provide outstanding medical care and who are well prepared for residency training.
- Provide the necessary educational, financial and human resources to support a broad spectrum of fully accredited Graduate Medical

Education Programs in generalists and specialist disciplines.

- Provide high quality Continuing Medical Education in an environment of lifelong learning.
- Provide cutting edge graduate education programs (MS and Ph.D.) in the basic science disciplines.
- Increase the production of underrepresented minority physicians.
- Increase the placement and retention of physicians in rural and underserved urban areas of Kentucky.
- Promote collaborative teaching and learning across disciplines, departments and schools.

Research

- Increase the quality and quantity of research, especially federally funded research.
- Develop, recruit and retain top-quality scientists, including those qualifying for Challenge-for-Excellence chairs.
- Provide state-of-the-art laboratories and equipment for investigators and trainees.
- Provide cutting-edge research training and experience to medical and graduate students, as well as to postdoctoral scholars.
- Encourage basic and translational research, as well as commercialization of faculty inventions.
- Promote collaborative research across disciplines, departments and schools.

Patient Care

- Develop programs of clinical excellence with complementary translational research components which will be nationally recognized.
- Add new endeavors to historic relationships to build UofL Healthcare into a major network of referral care for our region and state.
- Participate in a system of

coordinated inpatient and outpatient care delivery for the medically underserved of our metropolitan region.

- Promote collaborative clinical ventures.

Facilities

The School of Medicine is part of the University of Louisville Health Sciences Center (HSC), located in the heart of the Louisville Medical Center. Immediately east of the School is the University of Louisville Hospital, the principal teaching hospital of the University, and within two blocks are most affiliated hospitals. The center of activity for preclinical students is the Instructional Building, a three-story structure, located across from the Health Sciences Center Library Commons Building. The building has three auditoriums, two lecture halls, 24 small group teaching rooms, seven lounges, nine small group study rooms and two kitchenettes. The lecture halls are designed to utilize the latest teaching concepts and the first floor lecture hall incorporates digital displays at the table top, allowing students to share their work product with the entire class. The gross anatomy labs, standardized patient clinic and simulation center are also located in this facility. The building is outfitted with wireless communication to provide students with easy access to the internet and various information technology systems.

Connected to the Instructional Building are the School of Dentistry and a fourteen-floor research tower housing most of the Medical School's Basic Science Departments as well as the Office of Medical Student Affairs. The tower is also connected to the Library Commons Building that houses the Kornhauser HSC Library, the HSC Auditorium, seating 440, and a food service facility.

THE ALUMNI CENTER FOR MEDICAL EDUCATION

The Alumni Center for Medical Education, located on the third floor of the Instructional Building, houses two state-of-the-art clinical education sites, the John M. and Dorothy S. Paris Patient Simulation Center and the Standardized Patient Clinic. Students

have opportunities to develop and hone their clinical skills in both of these facilities.

The John M. and Dorothy S. Paris Simulation Center houses five computer-driven human patient simulators (four adult and one pediatric). The Simulation Center also has three portable human patient simulators, one obstetrical delivery simulator, one newborn infant simulator, and numerous other part task trainers. The simulators can mimic the physiology and pathophysiology of a person of any age; students can palpate for physical structures for important anatomical landmarks; they can provide ventilation to support or protect the patient's airway and they can administer drugs for the patient's care and observe the body's reaction in a safe environment that is conducive to learning. Since the basic factors of physiology can be controlled, the simulators can also be used to demonstrate disease states that re-create realistic abnormal physiology. Audio and video management systems allow for digital capture and storage of training for future review and assessment purposes.

The Standardized Patient Clinic contains twelve fully equipped and digitized examination rooms suitable for high-stakes testing. Student performance can be observed live through a streaming server or digitally recorded for later review with a faculty member or standardized patient. Standardized patients are trained to present with particular symptoms and provide students with feedback about their history taking, examination, and communication skills. They provide students with realistic, low-risk opportunities to interact with patients during their pre-clinical years. During the clinical years, standardized patient encounters are incorporated into the curriculum as assessment and board preparation. Students work with standardized patients beginning in their first year of medical school.

THE KORNHAUSER HEALTH SCIENCES CENTER LIBRARY

Kornhauser HSC Library is a comprehensive health sciences information resource center. It provides on and off-campus access to extensive online research and clinical tools including Acland's Video Atlas of Human Anatomy, e-textbooks,

evidence-based practice and clinical decision-making tools, USMLE prep tools and over 2300 health sciences journals and 50 medical-related databases. Individual study desks, comfortable seating areas, and group study space are provided, as well as a small vending area.

Students are among the library's priority clientele. Services for students include: laptop checkout, quiet student space, group study rooms, professional literature searching, 24-hour library access, and vending. The library has an open food and drink policy, with free snacks provided during final exams. Since 1837, the library has helped students achieve academic success and continues to offer students the best service possible.

THE KENTUCKY LIONS EYE CENTER

This 64,000 square foot complex includes the Department of Ophthalmology and Visual Sciences, the Kentucky Lions Eye Research Institute, the Rounsavall Eye Clinic, the Kentucky Lions Eye Bank and the offices of the Kentucky Lions Eye Foundation. Approximately two-thirds of the center is dedicated to laboratory research in visual sciences. The center provides the highest standard of patient care in all specialty areas of Ophthalmology. A broad range of basic and clinical research activities are supported by federal and private funding agencies. Educational activities include a residency training program.

THE MEDICAL-DENTAL RESEARCH BUILDING

This seven-story 120,000 square foot structure is dedicated to scientific investigation. Departments of the School of Medicine currently using the building for research include Anatomical Sciences and Neurobiology, Medicine, Pathology and Laboratory Medicine, Pediatrics, Psychiatry, Surgery, Neurology and Neurosurgery.

THE JAMES GRAHAM BROWN CANCER CENTER

The James Graham Brown Cancer Center is a key component of the Health Sciences Center. The Center encourages collaboration between oncology physicians and cancer

researchers and emphasizes bringing the latest research from the lab to the bedside of its patients. This emphasis reflects treatment plans for patients fueled by a commitment to translational research. Patients benefit from a team approach to patient care, where multidisciplinary teams of specialized physicians, nurses and other care providers work together to treat each patient according to a unique, customized plan.

The Center provides both treatment space and the department offices for Radiation Oncology and the Division offices for Medical Oncology, Surgical Oncology, Dental Oncology/Maxillofacial Surgery, and Gynecologic Oncology. Clinical trials are also conducted in this facility. The Center also serves as a training site for medical students and residents in oncology related fields.

THE COMPREHENSIVE HEALTH CARE CENTER FOR HIGH RISK INFANTS AND CHILDREN (CHILDREN AND YOUTH PROJECT)

This center occupies 10,000 square feet of space on the first floor of "K" Building, which is located on the corner of Floyd Street and Abraham Flexner Way. The Children and Youth Project (C&Y) is dynamically committed to comprehensive health care for high risk infants and children of Jefferson County. The Project utilizes medical and paramedical specialties and a multidisciplinary health team approach to ensure exemplary patient care. Medical, dental, nursing, nutrition, speech, social services, laboratory, home health and early educational intervention services are conducted in a coordinated manner.

It is a major outpatient teaching facility for the Department of Pediatrics providing learning experiences for medical, dental, and nursing disciplines. It currently serves over 9,000 children from birth to 18 years of age. Since its inception, C&Y has provided comprehensive care to almost 31,000 children.

THE KOSAIR CHARITIES PEDIATRIC CENTER

The Kosair Charities Pediatric Center houses the Department of Pediatrics' academic and administrative offices on the top two floors and the Weisskopf

Center for the Evaluation of Children (WCEC) on the bottom two floors. The WCEC was established to help children who have special needs realize their full potential. Children with developmental, learning and behavioral disorders receive appropriate diagnostic and intervention services. Genetic evaluation and genetic counseling are provided to children and adults who have or who are at risk of having a birth defect or genetic disorder. The professional staff is composed of pediatric developmental specialists, child psychologists, education specialists, speech-language pathologists, occupational therapists, physical therapists, social workers, geneticists, genetic associates, and nurses.

The WCEC is also committed to training professionals and community advocacy. Throughout the year, professionals from many different areas rotate through the Center, providing direct opportunity to work with this population. The Center also collaborates with professionals in the local community to better serve children with special needs and their families.

THE KIDNEY DISEASE CENTER

The Kidney Disease Center is located on the corner of Chestnut and Preston Streets and houses the Division of Nephrology of the Department of Medicine. The Nephrology clinics and a dialysis unit are located on the first floor, and provide treatment for patients with renal disease and hypertension, for kidney transplant recipients, and for patients on chronic dialysis.

THE DONALD E. BAXTER, M.D. BIOMEDICAL RESEARCH BUILDING & THE DELIA B. BAXTER BIOMEDICAL RESEARCH BUILDING

The Donald E. Baxter Research Building (opened in 1999) and the Delia B. Baxter Research Building (opened in 2003) provide more than 260,000 square feet of state-of-the-art research space. The connected lower level includes a 100-seat research seminar room, a large conference room and research support facilities. The other four levels in each of the buildings consists of two "pods" or wings joined by shared conference and break rooms to foster interaction. Each pod houses six laboratories and six offices.

Research programs located in this facility include the Institute for Cellular Therapeutics, Pediatrics (Kosair Children's Hospital Research Institute), the Center for Genetics and Molecular Medicine, Nephrology/Proteomics, Pulmonary, the Institute for Molecular Cardiology, and the Gheens Center on Aging.

THE CARDIOVASCULAR INNOVATION INSTITUTE

Since opening its doors in 2007, the Cardiovascular Innovation Institute, a joint initiative between the University of Louisville and Jewish Hospital & St. Mary's HealthCare has focused on the discovery, development and implementation of innovative treatments for cardiovascular disease. A primary goal of the institute is to foster a highly collaborative, integrated, multi-disciplinary world-class enterprise encompassing basic, translational, and clinical & population research in cardiovascular disease affecting individuals from pre-natal life to death.

The 80,000 square foot facility provides state-of-the-art laboratories devoted to cardiovascular research. In December 2009, the Institute completed construction of a "first of its kind" translational research cleanroom. The cleanroom suite is maintained under the current Good Manufacturing Practice (GMP) regulations of the FDA and provides researchers and clinicians with a facility to produce regulated products for clinical use. The cleanroom suite affords the opportunity to translate both cell and biohybrid therapies from the research being conducted in the facility into clinical practices.

THE KOSAIR CHARITIES CLINICAL AND TRANSLATIONAL RESEARCH BUILDING

Opened in 2009, the Clinical and Translational Research (CTR) building is the first phase of a master plan that will create a front door for the Health Science's Center new East Medical Research Complex. The new 290,000 square foot, bio-medical research building features laboratory space for research that has potential for clinical and translational applications, particularly cancer research. The CTR building provides flexible and adaptable state-of-the-art biomedical research facilities, designed to promote interdisciplinary collaboration

between scientists working in the building. It has five floors of "open lab" neighborhoods, lab support facilities, faculty offices, "core" research facilities and a series of seminar/conference rooms on the first floor.

Affiliated Institutions

ACKERLY CHILD PSYCHIATRIC SERVICE

This is an 18-bed inpatient unit located in Kosair Children's Hospital. It opened in 1975 under the Child Psychiatric Services of the Department of Psychiatry and Behavioral Sciences for children up to age 17 needing diagnostic evaluation or short-term treatment for emotional problems. All patients are involved in a school program, art and activity therapy, and individual therapy, as well as group, family and medication therapy as needed. Faculty from the Division of Child and Adolescent Psychiatry in the Department of Psychiatry and Behavioral Sciences are directly involved in providing services to the inpatients.

BINGHAM CLINIC

Located on the second floor of Norton Hospital at 200 East Chestnut, this clinic is under the professional supervision of the Department of Psychiatry and Behavioral Sciences of the School of Medicine and is part of the postgraduate training program in child psychiatry. The Clinic is financially supported by several local agencies, such as the Metro United Way and WHAS Crusade for Children, and by department funds of the Department of Psychiatry. The clinic is the fourth oldest Child Guidance Clinic in the nation, and is an approved training center for psychiatrists, medical students, psychologists, social workers, nurses, and school teachers.

FRAZIER REHABILITATION INSTITUTE

In conjunction with the University of Louisville School of Medicine, Frazier Rehab Institute conducts a residency program in physical medicine and rehabilitation. Frazier Rehab Institute, a 135-bed, acute rehab hospital, is housed in the new, 15-story, state-of-

the-art Frazier Rehab and Neuroscience Center located at 220 Abraham Flexner Way in the Jewish Hospital Medical Campus in downtown Louisville. Along with medical care and rehab nursing, this rehab hospital offers physical, occupational and speech therapies, therapeutic recreation, psychology and neuropsychological testing services to each patient in the acute care, inpatient and outpatient rehab settings at this location. Additionally, Frazier Rehab Institute has a large network of 21 community-based, outpatient rehab sites in Kentucky and southern Indiana.

JEWISH HOSPITAL

This not-for-profit, 442-bed, medical-surgical specialty hospital is located in the Louisville Medical Center one block from the Medical School, and was the site of the world's first and second AbioCor Totally Implantable Replacement Heart procedures and the world's first successful hand transplant. The hospital is a regional referral center recognized for quality, highly specialized medical and nursing care, and is the flagship of a health network consisting of more than 71 facilities throughout Kentucky and southern Indiana.

Jewish Hospital's mission is to provide health care services of world-class quality to all people, emphasizing research, education, and technology. Consistent with this mission, Jewish Hospital has a formal relationship with the University of Louisville School of Medicine involving training and research projects. Together we have pioneered medical firsts that have made lifesaving differences to the people of this region and beyond. In addition to the AbioCor and hand transplant projects, the hospital's many milestones include the world's first successful double-limb replantation, first minimally invasive saphenous vein harvest and first successful heart transplant following the use of a Thoratec ventricular assist device.

Students, interns, and residents work with clinical faculty who are in private practice in internal medicine and surgery. A full-time faculty member based at the hospital supervises each program. Jewish Hospital is, also, the home of the University Hand Surgery Team, which trains residents and fellows in this specialty; one of the training sites for residents in surgery;

and the facility at which kidney, heart, lung, liver, and pancreas transplants are performed by the school's faculty. The Thomas Cardiovascular Laboratory, located in Jewish Hospital, is utilized as a teaching site for cardiac catheterization.

KOSAIR CHILDREN'S HOSPITAL

Kosair Crippled Children Hospital and Norton-Children's Hospitals Inc. consolidated in May, 1981 to form Kosair Children's Hospital. Kosair Children's Hospital opened the doors of its new, innovative hospital less than one block from the medical school in December, 1986. Kosair Children's Hospital serves as the major pediatric referral, diagnostic, and treatment center for Kentucky and Southern Indiana and is the only full-service freestanding children's hospital in the state of Kentucky. With its bed capacity of 253, Kosair Children's serves as the major medical, surgical, and inpatient psychiatric pediatric facility for the University of Louisville and the Department of Pediatrics with a full complement of students and residents. The hospital includes a state-of-the-art neonatal intensive care unit with ECMO (artificial lung) capabilities and pediatric cardiac, bone marrow and kidney transplant programs.

NORTON HOSPITAL

Norton Hospital is an innovative teaching and patient care facility with 384 medical, surgical, and obstetrical beds plus the Norton Psychiatric Clinic (a 36-bed inpatient unit with significant outpatient activity operated with a closed staff of University faculty). The Norton Healthcare Louisville Medical Center campus, which is about 1 1/2 blocks from the Medical School, provides opportunity for educating students and residents in a private patient setting. Active education programs in anesthesiology, medicine, obstetrics and gynecology, pathology, psychiatry, radiology, and surgery are directed mainly by full-time faculty members of the University of Louisville.

NORTON AUDUBON HOSPITAL

Norton Audubon Hospital is a 484-bed, full service-acute care medical center providing a continuum of highly specialized services. The hospital opened in 1980 as a replacement

facility for St. Joseph Infirmary. Since that time, Norton Audubon Hospital has established a reputation for leadership through the development of the Norton Heart Institute, a Laser Surgery Center, and a Sleep Disorders Center. The full scope of services offered by the facility provides the atmosphere for training of students and residents in a private patient setting. Through affiliation agreements with the University of Louisville, Norton Audubon is a designated teaching hospital for both general internal medicine and cardiology programs.

TROVER CLINIC

The Trover Clinic is an off-campus teaching center of the University of Louisville. The facility, which includes a 401 bed hospital and 120 physicians, is playing a focal role in the School's generalist physician efforts. An increasing number of students are receiving training at the clinic and its related satellites. In addition to the excellent patient volume and medical staff, this location provides a different orientation to the delivery of medical care and demonstrates to the students and residents the excellent quality of care that can be rendered in a small to medium size community. Graduates of UofL's Trover Clinic programs are overwhelmingly choosing to locate their post-graduate practice in rural and/or underserved communities.

UNIVERSITY OF LOUISVILLE HOSPITAL

The University of Louisville Hospital serves as the major teaching hospital for University of Louisville students and house officers. This new hospital opened in 1983 and is part of a medical complex which includes both in-patient hospital services and out-patient services located in the Ambulatory Care Building. Clinical faculty offices are incorporated within the complex. Academic responsibility for the hospital is vested in the Vice President for Health Affairs who is also the Dean of the School of Medicine and Chief of Staff for the hospital. University of Louisville Hospital is a modern 404-bed acute and trauma care hospital. The hospital provides a full range of diagnostic, therapeutic, emergency and surgical services. It houses Kentucky's first Level One Trauma Center and has a 24-hour helicopter emergency

medical service.

VETERANS ADMINISTRATION MEDICAL CENTER

This facility is located about three miles east of the downtown Medical School campus. It has a capacity of 369 beds with an average daily census of 300 patients and provides over 80,000 ambulatory care visits per year. Members of the professional staff have full faculty appointments in the School of Medicine. The VA Medical Center furnishes a large and varied flow of inpatients and outpatients for study and is approved for over 80 residency positions in medicine, surgery, psychiatry, and most of the specialties and sub-specialties dealing with adult patients. The addition of this Medical Center to the educational facilities of the School has not only increased the clinical opportunities available to students and for graduates to train for their specialty boards, but also has brought an increased number of highly trained physicians to our faculty. The VA Medical Center provides opportunities and support for major research activities for faculty. The close affiliation between the VA Medical Center and the School of Medicine is fostered by monthly meetings of the Dean's Committee, made up of those representatives from both institutions responsible for patient care, education and research activities at the VA Medical Center.

ADMISSIONS

Requirements for Admission

Applicants to the first year class of the University of Louisville School of Medicine are considered individually and are selected based on merit without consideration of race, sexual orientation, religion, gender, age or national origin. Although applications from nonresidents are accepted, residents of Kentucky are given preference for admission. This policy is consistent with the mission of the University of Louisville as a part of the state university system.

The Admissions Committee evaluates an applicant's acceptability based on the entire academic record (undergraduate and graduate), Medical College Admissions Test (MCAT) scores, and premedical advisory committee recommendations. The applicant's communication skills, personality and motivation are evaluated by interviews with members of the committee. Extracurricular activities and medical exposure are also important elements of the applicant evaluation. Complete undergraduate preparation is strongly encouraged. The minimum prerequisites are listed under the Pre-Med Requirements. Your best resource for determining the appropriate prerequisite courses is the pre-med advisor at your undergraduate institution.

Interviews are arranged by the Admissions Office for each applicant whose credentials appear to warrant further exploration. The interview day schedule provides the applicant an opportunity to talk with medical students and to see the facilities of the Health Sciences Center.

Inquiries concerning admission should be addressed to:

University of Louisville
School of Medicine
Office of Admissions
Abell Administration Center, Rm. 413
323 E. Chestnut Street
Louisville, KY 40202-3866
(502) 852-5193 or (800) 334-8635 Ext. 5193

Web address: <http://louisville.edu/medicine/admissions>

Email: medadm@louisville.edu

Residency Status

Out of State Residents: Consistent with the mission of the University of Louisville as a state university, residents of Kentucky are given preference for admission. Applications from nonresidents are accepted; those with significant academic, person or family ties to Kentucky are given preference. Residency must be established prior to making application.

International Applicants: Applications from international students, including those with "Deferred Action for Childhood Arrivals" status (DACA), are accepted. Consistent with the mission of the University of Louisville as a

state university, those with significant academic, personal or family tied to Kentucky are given preference.

International students, including those with a pending application for permanent residency or with DACA status, are not eligible for most federal benefits, including federally guaranteed student loans. Such loans usually comprise an important part of a medical student's financial aid package. Therefore, if these international students are offered admission, they must submit documentation of sufficient funds to cover the cost of completing a medical degree. Admission offers to international students who are unable to submit adequate documentation of sufficient funds will be withdrawn. All decisions as to whether the documentation of sufficient funds is adequate for a particular international student offered admission shall be made by the Dean or her designee.

Early Decision

The Early Decision Program (EDP) provides the well-qualified applicant an opportunity to secure acceptance by October 1. Candidates accepted through the EDP must attend the accepting institution. By applying as an EDP candidate, the individual agrees not to apply to any other U.S. medical school until any of the following occurs: 1) denial of an EDP commitment; 2) release from the EDP commitment; or 3) October 1 notification deadline expiration. The limited number of early decision seats are awarded based on exceptional academic standing and MCAT scores. Application deadline is August 1.

Application Forms

The University of Louisville School of Medicine participates in the American Medical College Application Service (AMCAS). Applications can be found at <https://www.aamc.org/students/applying/amcas/> beginning mid-May of each year. Applications are screened once they have been verified by AMCAS regardless of residency status. Allow 4-6 weeks for AMCAS to verify applications. The ULSOM's AMCAS application deadline is October 15th.

Selected applicants are notified by email to complete the secondary application. There is a \$475.00 nonrefundable application fee unless you received a fee waiver through the AMCAS fee assistance program. Candidates are required to login to the secondary application site within two weeks of notification, but the deadline to complete and submit the secondary application online is December 31st. Most competitive candidates should submit the secondary application as soon as possible.

Admission Test

All applicants must take the Medical College Admission Test (MCAT). The MCAT should preferably be taken during the second semester of the applicant's junior year, or the summer term immediately thereafter. In no case should it be postponed later than the fall of the year prior to the one in which the applicant intends to enter medical school. The MCAT should not be attempted before the major basic science requirements are completed. MCAT information may be obtained from the applicant's pre-medical advisory personnel or by going online at the following web address: <http://www.aamc.org/students/applying/mcat/>. The ULSOM accepts the most recent score and, will not accept any MCAT score older than two years old.

Letters of Recommendation

Each applicant is required to submit a pre-med advisory committee report. If your college/university does not have a pre-med committee, we require 3 academic letters of recommendation. These letters must be on college letterhead and specifically, they should be from 2 science professors and 1 non-science professor.

Candidates may submit two additional letters, ideally, from sources that speak to the candidate's suitability for medicine.

Non-traditional applicants or those that have been out of school for 2 or more years may substitute no more than 2

academic letters with employer letters from a direct supervisor, a letter from a research PI/supervisor or letters from a substantive volunteer environment.

All letters of recommendation for the University of Louisville School of Medicine must be submitted via the AMCAS letter service. This service enables medical schools to receive all letters electronically via AMCAS, and enables authors to send all letters to be considered by schools participating in this service to AMCAS rather than each school. There are several mediums in which a letter writer can send your letter to AMCAS. AMCAS will receive letters from users of VirtualEvals, Interfolio, and via the mail. In addition, letter writers who currently mail letters can opt to upload letters directly to AMCAS through the AMCAS Letter Writer Application.

Criminal Background Check (CBC) Policy

A Criminal Background Check will be administered through AAMC on all applicants at the time of acceptance, and on alternate applicants at the request of the Admissions Office. Applicants must consent, submit to, and satisfactorily complete a criminal background check investigation as a condition of matriculation into ULSOM. For more information go to the following web address: <http://louisville.edu/medicine/admissions/policies/criminal-background-check-policy>.

Personal Interviews

The Office of Admissions arranges appointments for interviews with all applicants whose qualifications indicate that further consideration is appropriate. If an applicant is eligible for an interview, the applicant will be notified via email.

University of Louisville School of Medicine Technical Standards for Admission, Continuation and Graduation

ULSOM Technical Standards

Technical standards consist of the minimum physical, cognitive, emotional, interpersonal, and communication requirements to provide reasonable assurance that candidates for admission, continuation and graduation can complete the entire course of study and all degree requirements; participate fully in all aspects of medical education, training and practice; and anticipate a significant duration of practice.

While the School of Medicine fully endorses the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act of 1992, it recognizes that the contract between the school and the public includes the expectation that the school will do everything reasonable to ensure that its graduates can become fully competent physicians. Acquisition of competence is a lengthy and complex process, which would be subverted by significant limitations on the students' ability to participate fully in the spectrum of experiences constituting the medical school curriculum. All candidates for admission, continuation and graduation should be aware that the academic and clinical responsibilities of medical students may, at times, require their presence during day, evening, and night hours, seven days a week.

The school has a major responsibility for the safety of patients with whom the student will come into contact both before and after graduation. Patient safety must never be compromised by any policy of the school; it is thus a major basis for establishing requirement regarding the physical, cognitive, emotional, interpersonal and communication capabilities of candidates for admission, continuation and graduation.

Technical standards provide criteria against which candidates for admission, continuation and graduation from the School of Medicine can be assessed as the faculty operating through its committees exercises its judgment in

selecting, promoting and graduating students. The curriculum of the School of Medicine has been designed to provide a generic professional education leading to the M.D. degree and to prepare students to pursue any pathway of graduate medical education and enter the independent practice of medicine. Therefore, an avowed intention on the part of a candidate to ultimately practice in only a narrow portion of the spectrum of medical endeavor does not obviate the requirement for the candidate's full participation in the entire educational and training continuum. In evaluating candidates for admission, continuation and graduation, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained.

Standards

All candidates for admission must fulfill the minimum requirements for admission and all candidates for the M.D. degree must complete all required courses and clerkships as listed in the School of Medicine Bulletin.

Candidates must have functional use of the somatic senses, both exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory), and of the senses of vision and hearing. They must have adequate motor capabilities to negotiate situations in which these senses would be employed, and they must be able to integrate data acquired via these senses. While compensation, modification, and accommodation can be made through technology and other means for some disabilities in any of these areas on the part of candidates, such compensation, modification or accommodation should not preclude the candidate's ability to act with reasonable independence. The use of trained intermediaries would result in mediation of a candidate's judgment by another person's powers of selection and observation. Therefore, extensive assistance from trained intermediaries in meeting these technical standards is an unacceptable limitation.

The following discussion provides a framework for decisions concerning a candidate's suitability.

Observation Skills

Candidates must possess adequate observational skills to participate in classroom, clinical, and laboratory learning environments in an efficient, effective, and safe manner. Candidates must be able to clearly observe a wide variety of patients, both close at hand and at a distance, through visual, auditory, olfactory, and somatic senses. Candidates must be able to recognize non-impaired versus impaired patient function or conditions.

Communication Skills

Candidates must be able to communicate in an articulate, effective, efficient, sensitive, and empathetic manner with patients to obtain medical histories and perform physical examinations; elicit information; describe changes in mood, activity, posture and behavior; and perceive nonverbal communication. They must be able to communicate effectively with patients; families and members of the health care team. They must be able to utilize the entire range of human communication skills to gather and transmit as much information as possible in interactions with patients; therefore, candidates must possess and maintain the ability to communicate effectively in the English language, in both written and oral form.

Motor Function

Candidates must be able to perform a basic physical examination, diagnostic tests and therapeutic procedures (e.g. palpation, auscultation, percussion) in an accurate, efficient, timely and coordinated manner using appropriate instruments, tools, and devices (e.g. stethoscope, otoscope, sphygmomanometer, ophthalmoscope, and reflex hammer).

Performing a given skill requires functional use of a variety of exteroceptive and proprioceptive senses which must be integrated effectively with sensorimotor function. Candidates must be sufficiently mobile to participate in classroom, clinical, and laboratory learning environments in a timely, efficient, and effective manner. Candidates should be able to execute movements in a manner necessary to provide safe general patient care (e.g. simple suturing, ability to adhere to universal precautions,

and perform patient transfers) and emergency patient treatment (e.g. application of sufficient pressure to stop bleeding, establish airways, administer IV medication, perform CPR, and perform simple obstetric procedures). Candidates must possess adequate gross and fine sensorimotor function to effectively operate a light microscope; use basic diagnostic instruments, tools and devices; operate a computer; and perform a complete physical examination and therapeutic procedures in an efficient and coordinated manner. Candidates must possess adequate sensorimotor function and equilibrium to assume reasonable body postures when performing these skills and to perform them in a manner that does not compromise test accuracy, treatment effectiveness, or patient safety.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates must be able to analyze clinical data and problem solve to make logical diagnoses and therapeutic judgments for patients. Candidates must be able to make clinical measurements and observations and perform calculations to integrate and analyze data. Candidates must be able to comprehend three-dimensional relationships as related to human anatomy and function. Candidates must be able to integrate rapidly, consistently, and accurately all data received by whatever senses are employed. The significant or long-term disruption of cognitive function associated with mental health conditions and/or learning disabilities rules out a candidates acceptability.

Behavioral and Social Attributes

Candidates should be able to establish appropriate relationships with a wide range of patients, patients' families, faculty members, professional colleagues, and others in the healthcare setting. They should possess the personal attributes of compassion, empathy, altruism, integrity, accountability, emotional stability, tolerance, interest, and motivation, among others. Students are expected to accept appropriate suggestions and criticisms and to respond by modifying their behavior as necessary. Candidates should possess

the emotional health required for the full use of their intellectual abilities. They must be able to exercise good judgment and punctually carry out their responsibilities as medical students, including activities related to the care of patients. They must understand the legal and ethical standards of the medical profession. They must be able to display flexibility and adaptability to changing environments, to tolerate physically taxing workloads and long work hours, to function effectively under stress and to be free from impairment due to substance abuse.

Patient Safety

If a candidate is known to have a contagious disease and is being considered for admission, continuation or graduation, this consideration must include the school's responsibility to protect the patient. If transmission of the disease is a significant possibility and would have serious consequences, the candidate is probably not acceptable.

Student Safety

The School of Medicine also has a responsibility to consider the welfare of its students. Should an otherwise vigorous candidate have a disease that in certain clinical settings could place him/her or other students at risk, both the nature of the risk to the candidate or other students and the likelihood that the risk would materialize must be considered.

Implementation

Implementation of these technical standards across the educational continuum is within the purview of the faculty of the School of Medicine operating through its faculty committee processes. It is the responsibility of the members of faculty committees to determine the appropriate interpretation and application of the standards in individual cases.

Pre-Med Requirements

Because the prospective medical student with a broad educational background profits most from the medical curriculum, preference is given to applicants with a bachelor's

degree. Courses in paramedical schools (such as pharmacy, nursing, optometry, medical, etc.) do not fulfill the premedical science requirements. Courses taken in non-accredited institutions will not be accepted. Applicants who have been dismissed from other medical schools for scholastic or disciplinary reasons will not be considered. The Admissions Committee reviews all course work completed at the undergraduate, post-baccalaureate, and graduate levels. In selecting courses, the premedical student should be aware of the broad scope of the medical profession. The biological basis for the practice of medicine is traditional and appropriate because medicine in its technical aspects is an applied biological science. Modern medical practice also requires a working knowledge of chemistry and physics to appreciate vital processes in both health and disease.

To be successful, medical students must be able to read rapidly and with understanding. They also must be able to express thoughts clearly and concisely.

Premedical students should develop a solid background in the humanities, psychology, sociology, philosophy and the arts. Understanding human relationships and human nature is vital to the practice of medicine. Students are encouraged to take courses, which would be difficult to acquire after the college experience is completed. The School of Medicine seeks to admit well-rounded students with broad and diverse experiences.

Applicants who have been dismissed from other medical schools for scholastic or disciplinary reasons will not be considered.

Each applicant must complete the following courses prior to matriculation:

BIOLOGY

The biology requirement is fulfilled by one semester of cellular biology with lab and one semester of organismic biology with lab. Survey courses (an introductory course of study that provides a general view of an academic subject) in anatomy and physiology cannot be substituted for this requirement. AP Biology is not accepted. If your undergraduate

institution accepted AP Biology, two upper level Biology courses with labs will be acceptable.

GENERAL CHEMISTRY

This requirement is met by a one-year course in general inorganic chemistry with labs.

ORGANIC CHEMISTRY

This requirement is met by a one-year course in organic chemistry with labs. The course in organic chemistry should cover all of the major categories of organic compounds.

PHYSICS

This requirement is met by a one-year course in general physics with labs, including mechanics, electricity, heat, light and sound. Specialized courses in sub-disciplines cannot be substituted for any part of this requirement.

MATHEMATICS

This requirement is met by one year of college level math (statistics is included as a math course) or one semester of Calculus (Calculus is recommended).

ENGLISH

This requirement is met by 2 semesters of writing and/or literature courses in English. One semester may be substituted with a writing intensive course. AP credit is acceptable for 1 semester of English with an AP test score of 4 or 5. We will not accept 2 semesters of AP English credit to meet this requirement.

A year is defined as a minimum of 32 weeks. All science courses applied to the premedical requirements must include laboratory work. Applicants must receive a letter grade of C or higher for all courses required; reporting pass/fail is not acceptable.

Additional information on the acceptance of junior/community college coursework, AP credits, and online course work can be found at the following web address: <http://louisville.edu/medschool/admissions/application-process/pre-med-requirements.html>.

In addition to the required courses above, a biochemistry course is strongly encouraged to further strengthen the premedical academic

foundation. A biochemistry lecture course may substitute for the second semester organic chemistry lab requirement. Since the Admissions Committee reviews the complete academic portfolio of applicants being considered, advanced course work which strengthens the premedical academic foundation will be favorably viewed during the evaluation process.

Acceptance

Applications should not be submitted until all minimum requirements have been satisfied or evidence has been provided that they will be satisfied before the date for which admission is requested. Acceptance to the School of Medicine is contingent upon satisfactory completion of all requirements and conditions of admission. Acceptance may be withdrawn for failure to maintain high scholastic or behavioral standards during the remainder of premedical training.

The School of Medicine offers positions for transfer applicants on a space available basis. TRANSFER is defined as changing enrollment from one medical school to another. Transfers are considered from LCME accredited American medical schools only. Transfers from foreign medical schools are not considered. Transfers are considered on a case-by-case basis and normally are granted only in cases of severe hardship. Kentucky residents will be given preference. Applications for transfer must be accompanied by a letter from the appropriate administrative official of the medical school the applicant wishes to leave, verifying that the applicant is in good academic standing and is eligible to continue medical training at that school. Additionally, the sponsoring official must indicate endorsement of the application and corroborate the applicant's reasons for desiring a transfer. Students requesting transfer to the third year class must 1) present adequate reasons for transfer, 2) have completed two years in good standing at an LCME accredited American medical school and must be eligible to continue at that school, and 3) have passed Step I of the United States Medical Licensing Examination (USMLE). Applications for transfer

should be submitted during March or April. Application deadline is April 30th.

Registration

The Office of Medical Student Affairs handles registration.

Immunization Requirements

All students in the School of Medicine must show evidence of immunity to certain infectious diseases. In addition, the tuberculin skin test, required annually, must be current. Matriculants must provide evidence of immunization or immunity to these infectious diseases. Compliance with the immunization program is required by the start of the first semester of medical school.

Readmission Requirements

A student who does not attend the School of Medicine for more than one school year without a satisfactory reason and approval forfeits his/her enrollment, and to re-enter the student must reapply and satisfy the regular requirements for entrance.

Graduate Students

Students currently enrolled in a professional school or a degree granting graduate program must complete all degree requirements and show documentation of graduation or completion of requirements prior to matriculation.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

A candidate for the degree of Doctor of Medicine from the University of Louisville School of Medicine must meet the following requirements:

1. Satisfactory completion of the medical school curriculum and USMLE Steps 1, 2CK and 2CS examinations.
2. Satisfactory demonstration of ability, ethical character, responsibility, integrity and personal characteristics suitable for a career in the practice of medicine.
3. Satisfactory discharge of all financial obligations to the University.
4. Students with federal loans and grants must attend a group or individual exit interview with the Medical Student Financial Aid Office and complete the exit interview information sheet as required by federal regulations before Commencement of the year in which graduating.

To satisfy the second requirement above, students must comply with the rules and regulation of the University, the School of Medicine, and the laws of the city, state and federal governments. In addition, students are expected to possess and display physical stamina, effective interpersonal skills and personal qualities consistent with the expectations of society and the medical profession. Consequently, the Dean, in accordance with the procedures set forth in the REDBOOK, may consider any questions of a student's unwillingness, failure, or inability to fulfill these expectations to be an academic matter. The School of Medicine may terminate the attendance of any student at any time or strike from the list of candidates for the degree any student whom the Dean determines is or will be unable to satisfy the standards of professional fitness required of all candidates for the Doctor of Medicine degree. Conduct that may result in such a determination by the Dean

includes but is not necessarily limited to academic dishonesty, neglect of study, and illegal or inappropriate behavior.

Established Time Limit for Students to Complete the M.D. Degree

A student must complete all degree requirements within six (6) years of enrolling in the School of Medicine. This time period includes leave of absence, the repeat of an academic year, and additional time to take and pass USMLE Steps 1, 2CK & 2CS. A student who does not complete all degree requirements within this time period will be subject to dismissal.

ETHICAL AND PROFESSIONAL RESPONSIBILITIES

Ethical and professional behaviors are the foundation of medicine. As a medical student, you are about to embark on a career which embraces some of the highest human ideals. Society will place great expectations on your personal character.

Professionalism begins from day one of medical school.

- Students are expected to put forth their best effort towards academic success and clinical competency including regular class attendance and faithful and diligent discharge of all academic and clinical duties.
- Students are expected to demonstrate honesty and integrity in all aspects of their education and be considerate and respectful in their interactions with patients, staff, faculty, and peers.
- Each student will dress and behave as a responsible member of the medical profession seeking to bring comfort and reassurance to those he/she may serve. Each third and fourth year student is expected to wear a white coat with his/her name embroidered on it. Also, first and

second year students should wear their white coats when they have contact with patients.

- Students should seek feedback on their own performance and are expected to accept ownership of mistakes and respond to constructive criticism by appropriate modification of their behavior.
- Students are expected to participate in the process of evaluating their teachers, courses, and educational experience.
- All patients deserve to be treated without prejudice. It is unethical for a student to refuse to participate in the care of a person based on race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference.
- The patient's right to the confidentiality of his or her medical record is a fundamental tenet of medical care. The discussion of problems or diagnosis of a patient by professional staff/medical students in public violates patient confidentiality and is unethical.
- Professional relations among all members of the medical community should be marked with collegiality and respect. It is unethical and harmful for a student to disparage without good evidence the professional competence, knowledge, qualifications, or services of a colleague to staff, students, or patients. It is also unethical to imply by word, gesture, or deed that a patient has been poorly managed or mistreated by a colleague without tangible evidence.

Honor Code

Since professionalism is an integral part of medical education and being a physician, professional conduct is an academic issue. Students are expected to demonstrate integrity and honesty, concern and respect for others and act in a responsible and professional manner.

Matriculation into the University of Louisville School of Medicine constitutes acceptance of the Honor

Code and the policies and procedures involved in administering it.

If conduct during medical school includes behaviors that violate the Honor Code, an investigation will be conducted and action taken on the basis of the investigation.

To demonstrate intellectual integrity and honesty, the student will:

- Submit for course credit the student's own work and not that of another, in whole or in part, nor take credit for passages taken either word-for-word or paraphrased from the work of another.
- Give full and clear acknowledgement to collaborators when collaboration to produce a project or report is permitted.
- Offer only individual work when instructed to do so, rather than working in groups; seek clarification from course director if in doubt as to whether work is to be done individually or in groups.
- Offer original work for course or research credit and not submit work done previously for credit in another course.
- Respect the intellectual property and learning materials of others understanding that to take, keep, tamper with or destroy such property would result in unfair academic advantage.
- Take all examinations when scheduled unless appropriately excused.
- Use only access codes, passwords, login codes, keys, and facility access cards issued to the student.
- Not create, distribute or use unauthorized materials or assistance to gain unfair academic advantage over colleagues prior to, during or after an examination or other evaluative procedure.
- Report promptly any suspected violations of the Honor Code to appropriate authorities.

To demonstrate concern for the welfare of others and act responsibly, the student will:

- Treat patients, family members, and research subjects with respect and dignity both in their presence and in discussions with others.
- Undertake clinical duties and persevere to the best of the student's ability, striving to recognize limits on the capacity to persevere due to limited knowledge or skills, exhaustion, or impairment.
- Strive to recognize the limitations of the student's knowledge and skills, and seek supervision or advice before acting when appropriate.
- Learn to recognize when his/her ability to function effectively is compromised, ask for relief or help, and notify the responsible person if something interferes with the ability to perform clinical or research tasks safely and effectively.
- Remain free of illegal substances.
- Not engage in romantic, sexual, or other nonprofessional relationships with a patient or patient's family members, even upon the apparent request of a patient.

To demonstrate respect for the rights of others, build trust in professional relationships, and demonstrate professional demeanor, the student will:

- Deal with professional, staff and peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Speak and act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference, disability or socioeconomic status.
- Be truthful in communications with others, admit errors and not knowingly mislead others or promote themselves at the patient's expense.
- Respect patients' and research subjects' modesty and privacy.
- Respect the right of the patient or research subject and his or her family to be informed about and participate in patient care.
- Maintain and safeguard the confidentiality of patient and

research subject information, including paper records, computerized records, and verbal communication.

- Maintain neat and clean appearance, and dress in attire that is acceptable as professional to the medical community.
- Strive to maintain his/her composure under pressures of fatigue, professional stress or personal problems.
- Use appropriate and professional language and behavior in the classroom, clinic, hospital, or laboratory.
- Clearly identify himself/herself as a student rather than a licensed or certified health care provider.

Honor and Professionalism Advocacy Council

The Honor and Professionalism Advocacy Council (HPAC) is a peer-to-peer professionalism accountability and advocacy system instituted in the Spring of 2014. This committee of students from M1 through M4 work to identify and address any professionalism issues brought to their attention by faculty, staff, and their fellow students. Through the use of an electronic submission form, the Early Concern Note (ECN), specific issues are securely handled by the HPAC, who contact the student of concern for an informal discussion on his or her Note. The goal of the HPAC is to make students aware of how he or she is being perceived by those around them and, more importantly, provide insight and advice as to how they can better the professionalism impressions that he or she makes in the future.

The first Early Concern Note is a low stakes opportunity for students to improve their professionalism issues. Hopefully, issues become resolved after the first Early Concern Note, reducing the chance of negative evaluations during clerkship years and negative statements on his or her Medical Student Performance Evaluation (MSPE), which is forwarded to residency programs. Students receiving second and third Early

Concern Notes lead to more serious consequences with School of Medicine administration, as these students have shown a pattern of unprofessional behavior as well as a disregard for previous recommendations. Again, the HPAC is a body of medical students, serving to improve the future graduates of UofL School of Medicine and produce residents that uphold our university's reputation at their respective programs.

For more information about the Honor and Professionalism Advocacy Council and the Early Concern Note, visit the Medical Student Affairs web page at: <http://louisville.edu/medicine/studentaffairs/student-services/hpac>.

Mandatory Self-Reporting Policy for Criminal Behavior

All accepted and currently enrolled medical students are required to promptly report any criminal charges ever filed against them, including felony and misdemeanor charges other than minor traffic violations. These reports should be made in writing and sent to the Associate Dean for Student Affairs. They should include conviction information, all types of adjudication, and all legal processes not yet resolved (e.g., an arrest record for an offense pending court disposition, an unresolved bench warrant, a failure to appear in court.) Any charges that were previously disclosed on the secondary admissions application need not be reported again.

The report will be reviewed by the Criminal History Review Committee, which consists of the Associate Dean for Student Affairs, Associate Dean for Admissions, Associate Dean for Minority Affairs, Dept. of Public Safety representative, School of Medicine legal counsel, and a mental health professional (university student health counselor).

Discussion and the recommended course of action will be in the context of future implications for licensure, threat to patient safety and the ability to be an appropriate member of the medical profession.

Student Mistreatment Policy (Appropriate Learner-Educator Relationships and Behavior Policy)

The University of Louisville School of Medicine is committed to the need for mutual respect as an underlying tenet for how its members should relate to one another.

Definition of Student Mistreatment: Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Exclusion when deliberate and/or repetitive also interferes with a student's opportunity to learn. Disrespectful behaviors, including abuse, harassment, and discrimination, are inherently destructive to the student/teacher relationship.

To abuse is to treat in a harmful, injurious, or offensive way; to pressure into performing personal services, such as shopping or babysitting (especially if an evaluative or potentially evaluative relationship exists); to attack in words; to speak insultingly, harshly, and unjustly to or about a person; and to revile by name calling or speaking unkindly to or about an individual in a contentious manner. Abuse is further defined to be particularly unnecessary or avoidable acts or words of a negative nature inflicted by one person on another person or persons. This includes, but is not limited to, verbal (swearing, humiliation), emotional (intentional neglect, a hostile environment), behavioral (creating a hostile environment), sexual (physical or verbal advances, discomforting attempts at "humor"), and physical harassment or assault (threats, harm).

Harassment is verbal or physical conduct that creates an intimidating, hostile work or learning environment in which submission to such conduct is a condition of continuing one's professional training.

Discrimination is those behaviors, actions, interactions, and policies that have an adverse effect because of disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment due to gender, racial, age, sexual orientation or other biases.

In all considerations, the circumstances surrounding the alleged mistreatment must be taken into consideration especially with respect to patient care, which cannot be compromised at the expense of educational goals.

Other Concerns: While not considered mistreatment, situations that may be considered poor judgment need to be avoided. These include, but are not limited to inappropriate comments about the student's appearance (clothes, hair, make-up), the use of foul language, or asking students to perform personal favors such as babysitting, household chores, or miscellaneous errands even while not directly supervising the student.

Procedures for the Reporting and Handling of Alleged Student Mistreatment:

Mistreatment: Students believing they have been mistreated as defined in the Student Mistreatment Policy, have the following options for making their initial report:

Ad-Hoc Committee on Student Mistreatment:

1. Associate Dean for Student Affairs
2. Assistant Dean for Student Affairs
3. Director, Medical Student Affairs
4. Coordinator, Health Sciences Student Counseling
5. Director, Diversity and Inclusion
6. Designated Student Leader

The first inquiry can be informal and students may ask that the discussion go no further. An informal record of this interchange should be filed in a central "mistreatment file." Student's names will not be in this record if the student requests anonymity.

If a student wants the issue pursued, and the Ad-Hoc Committee member consulted concurs that mistreatment has occurred, the report will be forwarded to the Associate Dean for Faculty Affairs for issues involving faculty members or the Associate Dean for Graduate Medical Education for issues involving residents. If the Ad-Hoc Committee member consulted does not believe the event constitutes mistreatment, but the student does, the student has the right to bring the complaint to the entire Ad-Hoc Committee.

The Ad-Hoc Committee's decision

is final with respect to this process. The student may still file a grievance using established University protocols. If the Ad-Hoc Committee believes mistreatment has occurred, it will forward information to the appropriate Associate Dean.

A central file of all complaints will be maintained in the Student Affairs Office. Complaints will be dated but student names will be optional. Files will be organized by Departments so that repeat offenders can be brought to the attention of the appropriate Associate Dean by the Student Affairs staff.

Chair's Involvement: Reports forwarded by the Ad-Hoc Committee to an Associate Dean will also be provided to the respective Department Chair of the alleged individual.

Time Limit: Complaints need to be filed with a member of the Ad-Hoc Committee within two months of the alleged action. However, a student may ask for the forwarding of the complaint to be deferred until after the student is evaluated by the involved faculty member/resident.

SCHOOL OF MEDICINE POLICIES

To find a complete and current listing of all policies relating to the School of Medicine educational program, visit the Office of Undergraduate Medical Education website: <http://louisville.edu/medicine/ome/educational-policy-committee/policies>.

Student Promotions Committee

The Student Promotions Committee reviews the academic progress of all students with unsatisfactory performance or other academic problems and makes recommendations to the Dean for corrective action or dismissal. The Student Promotions Committee also makes recommendations to the Dean concerning requests for leaves of absence.

The Student Promotions Committee consists of one representative from each department of the School of Medicine, a representative from each major core interdisciplinary course, one representative from the Trover Campus, and three elected student representatives (one from the 2nd, 3rd, and 4th year classes - who together constitute one vote). The Assistant Dean for Student Affairs serves as chair and is non-voting member. The Committee will, at its discretion, consider the opinions of other members of the faculty who have observed the work and conduct of students whose records bring them to the attention of the Committee. The Committee meets at the end of each academic year and at other times as necessary to make recommendations to the Dean concerning students whose scholarship, behavior or clinical competence is reported to be unsatisfactory. The Dean then decides the final disposition of each situation. The Committee may recommend that a student:

1. be given a second opportunity for promotion, normally by repeating a course, or
2. repeat the entire year in which the failure(s) occurred. The Committee normally will not recommend that a student be allowed to repeat more than one year or any given year more than once, or
3. be dismissed from further enrollment. The Student Promotions Committee may recommend dismissal for poor scholarship regardless of the number of failures or the number of credit hours these failures represent.

The Committee may also recommend remedial action or dismissal for students whose behavior is considered inappropriate by school or community standards for a practicing physician. The Committee will investigate thoroughly the causes of poor scholarship and may recommend a variety of remedial measures in addition to those outlined above.

Unless dismissed, students failing a core course will be placed on academic probation for one year or for the following academic year. Additional failures incurred during the probationary period may be considered grounds for academic dismissal.

Students on probation are not permitted to work outside the School of Medicine for which they receive remuneration of any form unless written permission is obtained from the Associate Dean for Student Affairs. Violation of this rule may be cause for dismissal from the School of Medicine.

Students on probation who hold office in student organizations or serve on committees are strongly advised to resign from their duties.

The Committee deals with each student's situation individually and uniquely; precedents may provide general guidelines, but are not necessarily predictive.

Leaves of Absence

Students may petition, in writing, the Leave of Absence Subcommittee of the Student Promotions Committee for a leave of absence for one year or less. The Subcommittee convenes as necessary to consider such requests and then submits its recommendation to the Dean for a final decision.

Students requesting a leave should expect to appear before the Subcommittee to discuss the reasons for the request.

Students in good academic standing may obtain maternity or paternity leaves of absence for up to six months by submitting a written request to the Assistant Dean for Student Affairs.

Extension of any leave of absence beyond the period originally granted requires a written petition and a personal appearance before the Leave of Absence Subcommittee to discuss the need for the extension.

United States Medical Licensing Examination (USMLE) Requirements

Step 1

All students are required to pass Step 1 of the United States Medical Licensing Examination (USMLE) at the national passing level before progressing in the third year of the curriculum. The primary purpose of this policy is to ensure that students entering the clinical phase have adequate basic science

preparation to be successful in clinical courses and eventually to be licensed. Step 1 is scheduled during May-June after the completion of the second year.

Students failing Step 1 on their first attempt will be given the option of completing their current rotation or withdrawing immediately. Students may resume their third year curriculum only after receiving a passing score for Step 1.

Step 2 CS and Step 2CK

All students are required to pass Step 2CS and Step 2CK of the United States Medical Licensing Examination (USMLE) at the national passing level during their fourth year and before receiving the Doctor of Medicine Degree. The primary purpose of this policy is to ensure that students finishing their medical education have adequate basic and clinical science preparation to be successful in a residency program and eventually to be licensed. Students must attempt both the Step 2CS and Step 2CK exams before December 31 of their fourth year. Any exceptions must be approved by the Associate or Assistant Dean of Student Affairs.

Retake Process

When the scores are received, students who did not pass Step 1, Step 2CK or Step 2CS exam will meet individually with members of the Student Affairs Office staff to assess their individual needs and to develop a plan to retake the exam. A student will be permitted up to three (3) attempts within a twelve (12) month period. The 12-month period will begin with the date of their first attempt. Failure to pass the exam by the end of the 12-month period will result in dismissal. The 12-month time period may be modified for extenuating circumstances on the recommendation of the Student Promotions Committee and final approval of the Dean but under no circumstances will a student be granted a 4th attempt.

Examinations and Grades

A grade of Honors, Pass or Fail will be assigned according to criteria established by each department at the completion of each required and elective course, according to criteria established by these departments.

These grades will appear in the student's official transcript. In addition, clinical departments will submit a summative evaluation of student performance for each required and elective clinical clerkship.

Regular examinations are given and students are informed at the beginning of each course concerning the grading criteria in the course.

For all required core courses except ACLS, a percentage score will be submitted to the Medical Student Affairs Office. Such information may also be submitted for elective courses at the discretion of the department.

All course and clerkship grades and mean scores will be available to the student at his/her request through the Department Chair or the Medical Student Affairs Office.

Dual Enrollment

Students enrolled in the School of Medicine are not permitted to enroll in any other school of the University or in any other institution of learning without the prior written consent of the Dean of the School of Medicine.

Outside Employment

Students are discouraged from accepting outside employment of any kind. Outside activities must not be allowed to interfere with study time particularly for students whose records indicate that they risk failing unless they devote their energies exclusively to their school work. In no case will outside employment be considered an excuse for poor academic performance. Violation of a rule or regulation of the School of Medicine or of the University of Louisville may result in suspension, disciplinary probation, or dismissal from the school in accordance with principles and procedures established in the REDBOOK.

Withdrawals

A student may withdraw from the School of Medicine at any time by submitting a written request to the Associate Dean for Student Affairs. The student should investigate with

the Financial Aid Office the effects of withdrawal on tuition refund or loan repayment.

UNIVERSITY POLICIES AND PROCEDURES

Code of Student Conduct

1. Coverage

The Code of Student Conduct is the University's policy regarding non-academic discipline of students and student organizations. Academic discipline of students is not covered by this Code, but rather falls within the authority of the individual academic units of the University. Students have the responsibility to follow all regulations outlined in this policy.

2. Rationale

The primary purpose for the Code in the University setting is to respond to incidents of non-academic misconduct in a way that is developmentally sound and which creates an environment in which all members of the academic community can live, work, and learn together. The Code is designed to provide educational guidance to those wishing to develop into good citizens and, at the same time, to respond appropriately to behavior that may be inconsistent with university policies.

Criminal and civil codes are undesirable models for student conduct codes. Unlike society, the University of Louisville is a voluntary association of scholars who demands and deserves a positive and special learning environment, as well as an approach for enforcing the community's standards. The University of Louisville is a community dedicated to the principles of free expression in which diverse views are encouraged and embraced. Opinions that may be unpopular and/or contrary to the University's values and objectives, but do not otherwise violate policy, will not be sanctioned.

3. Interpretation of Code

The University's Code of Student Conduct is set forth in writing in order to give students general notice of non-academic prohibited conduct. The Code should be read broadly and is not designed to define non-academic misconduct in exhaustive terms. The Vice President for Student Affairs ("VPSA") or designee is the final authority in defining and interpreting the Code of Student Conduct and conduct procedures. The University reserves the right to amend the Code of Student Conduct at any time.

4. Inherent Authority

The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. The Code applies to incidents that take place on University premises or at University-sponsored activities.

Additionally, the Vice President for Student Affairs or designee may determine that acts prohibited by the Code but not committed on University premises could also be grounds for disciplinary action. Such action will be taken if a student has acted in a way that substantially interferes with or endangers the University community, or behavior with significant potential to disrupt the educational environment. Such acts include, but are not limited to, drug trafficking, hazing, and acts or threats of violence against persons.

The Code may also be applied to conduct online, via email, or other electronic medium. Students should be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings may subject a student to allegations of conduct violations if information of policy violations is posted online.

Each student is responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur during the application process, before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. In the event of serious misconduct committed while still enrolled but reported after

the accused student has graduated, the University may invoke these procedures, and should the former student be found responsible, the University may revoke that student's degree. The University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated for any misconduct that occurred prior to leave, withdrawal, or graduation. The Code will apply to a student's conduct even if the student withdraws from school while a conduct matter is pending.

5. Interim Administrative Authority

The Vice President for Student Affairs, or designee, may defer procedural due process and enforce an interim sanction(s), up to and including interim suspension. This action is taken to; ensure the safety and well-being of members of the University community; preserve University property; ensure a student's own physical or emotional safety and wellbeing; or respond to a student who poses an ongoing threat of disruption of the normal operations of the University. Any student who has had interim action taken against him/her will be afforded an administrative conduct meeting or a conduct hearing, as soon as it is practical.

6. Student Contact Information

All students are responsible for maintaining their current address, phone number, and emergency contact information with the Registrar's Office or ULink. University email is the University's primary means of communication with students. Students are responsible for all communication delivered to their University email address.

7. Violations of Law and of This Code

Students may be accountable to both civil authorities and to the University for acts which constitute violations of law and of this Code. Those accused of violations are subject to the University disciplinary proceedings outlined in this Code during any pending criminal or civil proceedings, or of any other University proceedings, regarding the same conduct. Accused students may not challenge the University disciplinary proceedings outlined in this Code on the grounds that criminal charges,

civil actions, or other University proceedings regarding the same incident are pending or have been terminated, dismissed, reduced, or not yet adjudicated. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings. The University will refer matters to federal and/or state authorities when appropriate.

8. Standard of Proof

The standard of proof for incidents of non-academic misconduct is a preponderance of information. Preponderance of information is defined as information that a reasonable person would find persuasive or more likely than not to have occurred. The technical rules of evidence applicable to civil and criminal cases do not apply when resolving incidents as outlined by this Code.

9. Definitions

1. The term “**consent**” means freely given agreement by a competent person. A person is deemed incompetent to give consent when that person is under such an incapacitation that he or she does not appreciate the nature of the consent, or if the person is a minor.
2. The term “**days**” means business days as defined by the University academic calendar.
3. The term “**destructive device**” means any explosive, incendiary, or poison bomb, grenade, mine, rocket, missile, or similar device and includes the unassembled components from which such a device can be made.
4. The term “**distribution**” means giving, selling, or exchanging.
5. The term “**group**” means a number of persons who are associated with each other and who have not complied with University requirements for recognition as an organization.
6. The term “**intentionally**” means a conscious objective to engage in the described conduct; intoxication is not a defense to a charge of intentional misconduct.

7. The term “**notify in writing**” means to mail written notice to a student’s most recent address of record, send electronic notification to the student’s official University email account, or provide a written notice to the student in person.
8. The term “**organization**” means a number of persons who have complied with the University requirements for recognition.
9. The term “**reckless**” means conduct which could reasonably be expected to create a substantial risk of harm to a person(s) or property, or which would be likely to result in interference with normal University or University-sponsored activities.
10. For purposes of the Code of Student Conduct, the term “**student**” means any person admitted or matriculating at the University in any student status, including but not limited to a degree granting program, consortia program, study abroad, professional studies, online education, or any other University sponsored or sanctioned program. Persons also to be considered “students” under the Code include, persons who withdraw after allegedly violating the Code, who are currently serving a period of suspension, who are not officially enrolled for a particular term but who have a continuing relationship with the University, who have been notified of acceptance or persons who are living in University residence halls, although not enrolled in this institution, and during the University application process.
11. The term “**University premises**” means buildings, grounds owned, leased, operated, controlled, or supervised by the University.
12. The term “**University-sponsored activity**” means any activity, on or off campus, which is partially or fully funded or supervised by the University.
13. The term “**week**” means five (5) business days as defined by the University academic calendar.
14. The term “**University official**” includes any person employed by or contracted to provide services

for the University of Louisville, performing assigned administrative or professional responsibilities.

15. The term “**University resources**” means supplies, equipment, or technology services (e.g., computers, disk storage, software, voice communications (local or long distance,) network) which are owned, leased, operated, controlled, supervised, or provided by the University via University supplied resources. These resources may be funded in part by state funds.
16. The terms “**University,**” “**campus,**” and “**institution**” mean the University of Louisville.

10. Prohibited Conduct

Any student found to have committed or to have attempted to commit the following prohibited conduct is subject to the conduct sanctions outlined in Section 12:

1. **Physical Harm.** Intentionally or recklessly causing physical harm to another person.
2. **Weapons.** Unauthorized use, possession, or storage of any weapon, ammunition, or realistic replica of a weapon on University premises or at a University-sponsored activity unless an exemption is allowed in accordance with the University’s weapons policy. The term “weapon” means any object or substance designed to inflict a wound, cause injury or incapacitate including, but not limited to, any weapon from which a shot readily capable of producing death or serious injury may be discharged; any knife other than an ordinary pocket knife; sharp tools such as axes; billy or nightstick; blackjack or slapjack; nunchaku karate stick; shuriken or death star; and artificial knuckles made from metal, plastic or similar hard material. (<http://louisville.edu/police/deadly-weapons-policy>)
3. **False Report.** Intentionally initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
4. **Disruption.** Intentionally or recklessly disrupting normal University

- functions and processes, University-sponsored activities, or any function, process or activity on University premises including, but not limited to: studying, learning, teaching, public speaking, meetings, research, approved demonstrations, University business operations, processes or administration, or fire, police, or other emergency services.
5. **Sanction Violation.** Knowingly violating the terms of any disciplinary sanction imposed in accordance with this policy.
 6. **Fire Safety.** Intentionally or recklessly misusing or damaging fire or other safety equipment, causing a fire which damages University or personal property or causes injury, or failure to evacuate a University-controlled building during a fire alarm.
 7. **Controlled Substances.** Unauthorized distribution, possession, or use of any controlled substance or illegal drug, as defined by the Kentucky Revised Statutes, Chapter 218A.
 8. **Underage Consumption.** Providing alcoholic beverages to individuals under 21 years of age, or possession or use of alcoholic beverages by individuals under 21 years of age.
 9. **Open Container.** Unauthorized possession of an open container of an alcoholic beverage.
 10. **Alcohol Distribution.** Unauthorized distribution of alcoholic beverages or possession of alcoholic beverages for purposes of distribution.
 11. **Misrepresentation.** Misrepresenting information or furnishing false information to a University official.
 12. **Falsification.** Forging, altering, misrepresenting, counterfeiting, or misusing any University document, identification/authentication method/mechanism or access device or process.
 13. **Expression Interference.** Intentionally and substantially interfering with the freedom of expression of others.
 14. **Theft.** Theft or misuse of property or of services on University premises, at University-sponsored activities, or from University organization(s) or group(s), or knowing possession of stolen property or use of stolen services on University premises, at University-sponsored activities, or from University organization(s) or group(s).
 15. **Destruction of Property.** Intentionally or recklessly destroying or damaging property or the property of others.
 16. **Failure to Comply.** Failure to comply with the reasonable directions of University official(s) acting in the performance of their duties.
 17. **Violation of Laws or Policy.** Violation of any government laws or ordinances, or of any University rules, regulations, or policies as approved by University Officials.
 18. **Unauthorized Presence.** Unauthorized presence on or use of University premises, facilities, or property.
 19. **Destructive Devices.** Unauthorized use, possession, or storage of fireworks; destructive device; incendiary, dangerous, or noxious devices or materials; or chemicals that could pose a health risk, either by themselves or in conjunction with other chemicals.
 20. **Threatening.** Threatening or endangering the health, well-being, property, or safety of any person(s).
 21. **Sexually Abusive Contact.** Engaging in sexual intercourse, anal intercourse, or oral intercourse, touching of the genitals, breasts, buttocks, or inner thighs, sodomy or any other physical conduct or touching of a sexual nature without consent and/or by force.
 22. **Sexual Harassment.** Engaging in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Conduct constitutes sexual harassment when:
 - submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or participation in a university-sponsored education program or activity;
 - submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual;
 - such conduct creates a hostile environment if the harassment is so severe, pervasive, and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the University's programs, services, opportunities, or activities; or
 - such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance.
 23. **Hazing.** Engagement, encouragement, or facilitation, by any organization or by any individual on behalf of an organization or group (recognized or not recognized by the university), or visitor within the University of Louisville community in any action or situation which recklessly or intentionally endangers mental or physical health; creates an atmosphere of servitude; involves dangerous, demeaning, or ridiculing activities; involves the forced consumption of liquor or drugs; for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in, a group or organization. It is also a violation to allow yourself to be hazed. The express or implied consent of the individual will not be a defense. Apathy or acquiescence in the presence of hazing is not a neutral act; it is a violation of the Code.
 24. **Indecent Exposure.** Intentionally exposing genitals, buttocks, or breasts in a public place without University authorization.
 25. **Public Intoxication.** Appearing in a public place manifestly under the influence of a controlled or other intoxicating substance.
 26. **Misuse of Technology.** Intentional or reckless interference with or disruption of University technology services or resources [e.g., computer disk storage, data, software, voice communications (local or long distance,) network],

- unauthorized use, misuse, abuse, alteration, disclosure or destruction of University technology services or resources, improper access to University technology services/resources, or violation of intellectual property (e.g., copyright) rights or restrictions of others.
27. **False Complaint.** Intentionally filing a false complaint under this Code.
28. **Aiding or abetting.** Aiding or abetting any prohibited conduct described in section 10.
29. **Demonstration.** Participating in, leading, or inciting a demonstration, riot, or activity that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community.
30. **Voyeurism.** Transmitting, recording or photographing the image or voice of another person without his/her knowledge or consent while in an environment that is considered private or where there is an expectation of privacy, such as a residence or bathroom.
31. **Deliberate Incapacitation.** Deliberate constraint or incapacitation of another, without that person's knowledge or consent, or without reasonable explanation.
32. **Failure to Report.** Failing to report immediately any serious health or safety risk to the police, the Dean of Students Office or other appropriate University personnel.
33. **Stalking.** Intentionally or recklessly directing behavior at a specific person(s) involving repeated (two or more occasions) of visual or physical proximity, non-consensual communication, expressed or implied threats of death or bodily harm, or a combination thereof, causing a reasonable person fear. Stalking behaviors may include persistent patterns of leaving or sending the person(s) unwanted items or gifts ranging from seemingly romantic to bizarre, following the person(s), lying in wait for the person(s), or harassing the person(s) via the internet or other forms of online and computer communications (i.e. Cyberstalking).
34. **Driving Under the Influence.** Driving under the influence of alcohol or other controlled substance(s).
35. **Harassment.** Engaging in conduct that is so severe, pervasive, and objectively offensive, and that so undermines and detracts from the person(s) educational experience or work environment, that the person(s) are effectively denied equal access to an institution's resources and opportunities.
36. **Dating Violence.** Intentionally, knowingly, or recklessly causing physical or sexual abuse to a person who is or has been in a social relationship, romantic or intimate nature with the accused. Whether or not a dating relationship exists is determined based on the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
37. **Domestic Violence.** Intentionally, knowingly, or recklessly causing physical or sexual abuse to a current or former spouse, to a person whom shares a child in common with the accused, or to a person who is cohabitating with or has cohabited with the accused as a spouse or intimate partner.
38. **Retaliation.** Action taken by an accused individual or an action taken by a third party against any person because that person has reported a violation of the University's sexual misconduct policies or because that person has filed a complaint, served as a witness, assisted, or participated in an investigation or proceeding. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, or coercing an individual because of the individual's complaint or participation.
39. **Sexual Exploitation.** Taking of non-consensual or abusive sexual advantage of another by a person(s), or the inducement of another person to do the same; or for one's own advantage or benefit; or to benefit or advantage anyone other than the one being exploited.

11. Student Complaint Process

The general responsibility for non-academic discipline is vested in the Office of the Vice President for Student Affairs and delegated to the Dean of Students Office for administration of the Code of Student Conduct. If the incident occurred in University Housing the student may be referred to the appropriate On-Campus Housing staff member. The Dean of Students Office in consultation with On-Campus Housing staff will determine if an incident that occurred in University Housing should be resolved by the Dean of Students Office.

Anyone wishing to report an alleged incident of nonacademic misconduct, as specified in Section 10, may submit such report in writing to the Dean of Students Office, which will determine whether any action should be taken in response to the reported incident.

The Dean of Students or designee may review and investigate any complaint to determine whether it appears to violate the Code and will decide whether to proceed by an administrative conduct meeting with the accused student, conduct board hearing, or alternative dispute resolution.

If the complaint is not resolved through alternative dispute resolution, the conduct process will proceed through an administrative conduct meeting or conduct board hearing.

11.1. Alternative Dispute Resolution Process

Alternative dispute resolution is a process by which an accused student is assigned to resolve an issue that has been reported to the Dean of Students Office collaboratively with the other person(s) involved instead of pursuing the matter through the conduct process. Instances of sexual violence are inappropriate for alternative dispute resolution. It is the discretion of the Assistant Dean of Students or designee to determine if alternative dispute resolution is an appropriate process for resolution.

11.2. Student Conduct Procedures

The accused student will be notified in writing of the charges for violating the Code and given information about the conduct process. The written notice will include the date, time, and place of the administrative conduct meeting

or conduct hearing. In the case of a conduct board hearing, the accused student and complainant, if any, will be given five (5) days written notice of the charges alleged against the accused student and the date, time, and place of the hearing. The Assistant Dean of Students or designee reviews all available information with the accused student, meets with the person filing the complaint (if necessary), and gathers information from witnesses to determine whether or not there is enough information to charge the student with a violation of the Code of Student Conduct.

The complainant and the accused student are informed of university options to move forward. If the complainant wishes to move forward with the conduct process and the violation would result in a sanction less severe than suspension or expulsion, the matter will be resolved in an administrative conduct meeting unless the Assistant Dean of Students or designee decides that a hearing is warranted. If the complainant and accused agree to move forward with the alternative dispute resolution process, it will proceed as such in lieu of the conduct process.

An administrative conduct meeting is between the accused student and the Assistant Dean of Students or designee. The meeting is designed to provide the accused student an opportunity to give his/her account of the incident, to think critically, reflect on the behavior and decisions that led to this situation, and to discuss alternative options for the future. If the Assistant Dean of Students or designee determines that the student violated the Code, a sanction may be imposed during the meeting. If the accused student fails to appear at an administrative conduct meeting, the meeting may be held in their absence, with determination of violation(s) and sanction(s) being imposed.

11.3. Conduct Board Hearing Procedures

A conduct board hearing will take place for all matters for which revocation of admission or degree, withholding a degree, suspension, or expulsion are possible outcomes. When incidents occur that involve more than one accused student or multiple complainants, the Dean of

Students or designee, may permit the hearing concerning each student to be conducted jointly or separately. In the case that the person reporting the alleged misconduct is not serving as the complainant, a university official will serve as the complainant.

Whenever a hearing is scheduled regarding an alleged incident of non-academic prohibited conduct, the accused student and the person reporting the alleged misconduct, the complainant, if any, will be given five (5) days written notice of the charges alleged against the accused student and of the date, time and place of the hearing. A representative from the Dean of Student office or designee will serve as the hearing official and preside over the hearing. The hearing will be informal and strict rules of evidence will not apply. The hearing will be closed to everyone except the hearing official(s), appropriate Dean of Students Office staff, accused student, complainant, advisors to the accused student and the complainant, and witnesses during the actual time of their participation. Concerns for personal safety, well-being and or fears of confrontation of the complainant, accused student, and/or other witness during the hearing may be accommodated by providing a visual screen; permitting participation by phone or videophone; or other means as determined by the hearing official.

A student conduct hearing board will be utilized in all conduct hearings. The hearing board will be composed of three members chosen from a pool of trained students, faculty and staff that serve as members of the student conduct hearing council. The hearing board will hear information and make recommendations regarding findings and sanctions (if any) to be imposed, to the Dean of Students or designee. Findings will be based on information contained in the hearing record as provided by the complainant and the accused. Board recommendations will be based on a majority vote.

Students may waive their right to a conduct board hearing and may elect to have their case resolved through an administrative conduct meeting. However, if a student waives his/her right to a hearing, the full range of sanctions authorized by this Code may be imposed, and the right to appeal is forfeited.

The accused student and the

complainant do not have the right to directly question each other unless both parties agree. If both parties do not agree to directly question each other, all questions from the accused student to the complainant and vice versa will go through the hearing official. All procedural questions are subject to the final decision of the hearing official.

The accused student and the complainant, if any, have the opportunity to:

1. Be present at the hearing. However, if either or both of the accused student or the complainant fail to appear at the hearing, the hearing may be held in either or both of their absences.
2. Present information by witness or by written statement from a witness sent to the Dean of Students Office staff if a witness is unable to attend the hearing. It is requested that witness statements be submitted two days prior to the hearing as the hearing officer will review statements for incident information. It is the discretion of the hearing officer to determine whether or not the statements are appropriate for inclusion in the hearing. It is the responsibility of the accused student and the complainant to notify their witnesses of the date, time, and place of the hearing. If witnesses fail to appear, the hearing will be held in their absence. No character witnesses nor information regarding behavior not relevant to the incident in question will be considered in a hearing.
3. Bring one advisor to the hearing. The advisor; however, may not participate in examination of witnesses or presentation of materials or information to the conduct hearing board unless specifically asked to do so by the hearing official. The advisor may confer and give advice to the student in a quiet, confidential and non-disruptive manner.
4. Question their own witness(es).
5. Question the other party's witness(es) either through the hearing official or directly as deemed appropriate by the hearing official.
6. Request a pre-hearing conference prior to the conduct hearing.

11.4. Hearing Decision

Within three (3) days after the date of the hearing, the hearing official on behalf of the hearing board will make a written recommendation to the Dean of Students or designee. The Dean of Students or designee will review the recommendation and will issue a written decision within ten (10) days after the date of receipt of the recommendation. The written decision will include information regarding appeal procedures if there is an option for appeal. The complainant will receive notification of the hearing decision in conduct cases involving sexual misconduct or crimes of violence. The notice will include the finding(s), sanctions imposed that directly relate to the complainant, and any other steps the institution has taken to eliminate the hostile environment and prevent recurrence.

12. Conduct Sanctions

If it is determined at the administrative conduct meeting or conduct hearing that the accused student has committed conduct prohibited in Section 10, the Dean of Students or designee will impose an appropriate sanction(s) which may include but is not limited to the following:

1. **Reprimand:** Notice of violation of specified regulations and warning that further such conduct may result in a more severe disciplinary action.
 2. **Conduct Restrictions:** Limiting of certain privileges or practices of the individual(s) or organization(s) involved in the prohibited conduct for a designated period of time. This may include but is not limited to the following: status and participation in any and all organized University activities; restriction of use of university facilities, services and resources; or restriction of contact with specific students, faculty and staff.
 3. **Conduct Probation:** Imposition of conditions or restrictions on the individual(s) or organization(s) involved, with warning of more severe action if further infractions occur (or if probation is violated).
 4. **Fines:** Fines may be imposed.
 5. **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions:** Counseling residence hall relocation work assignments essays, service requirements educational assignments, or other related assignments.
 7. **Residence Hall Suspension:** Separation of the student from University housing or affiliated housing for a period of time. Conditions for readmission may be specified.
 8. **Residence Hall Expulsion:** Permanent separation of the student from University housing or affiliated housing.
 9. **Conduct Suspension:** Immediate exclusion from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 10. **Conduct Expulsion:** Immediate, permanent exclusion from the University subject only to readmission by the Vice President for Student Affairs (VPSA) of the University as outlined in section 14.
 11. **Revocation of Admission and/or Degree:** Admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation. Degree revocation is subject to approval by the Board of Trustees.
 12. **Withholding Degree:** The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Code of Student Conduct, including the completion of all sanctions imposed, if any.
 13. **Alternative Dispute Resolution (ADR):** A concept designed to not only address any violation of the Code but to also allow any affected parties a chance at satisfaction. Both accused and affected students benefit from creating an atmosphere conducive to growth. This may include one or more of the following: restorative justice, conflict coaching, group circle sessions, and/or brief solution counseling.
- More than one of the sanctions listed above may be imposed for any single violation. When a violation of this Code is determined to be motivated by intolerance based on race, ethnicity, age, religion, gender, sexual orientation, disability, or national origin, the sanction(s) imposed may be increased in severity.

12.1. Separation from the University

In any case which results in separation from the University, withholding a degree, or revoking a degree, the Dean of Students Office will notify the dean of the academic unit in which the student has been enrolled and other appropriate University officials.

12.2. Student Organizations

Student organizations and their members are expected to follow the Code of Student Conduct. Student organizations and their officers may be held collectively or individually responsible for violations of the Code of Student Conduct. Conduct procedures for student organizations will be the same as other student procedures as outlined in Section 11. In addition to the conduct sanctions outlined in Section 12; student organizations may also face the following sanctions as necessary:

1. Suspension of organizational recognition: Temporary removal of recognition.
2. Revocation of organizational recognition: Permanent removal of recognition.
3. Revocation of charter recognition.

The appeal process for student organizations is listed in Section 13.1. of the Code of Student Conduct.

13. Student Appeals

The accused student may appeal a conduct hearing decision. In conduct hearings that involve sexual misconduct or crimes of violence, the complainant may appeal the conduct hearing decision.

To initiate an appeal for a conduct hearing decision the individual must

complete the Student Appeal Form.

The purpose of an appeal is not to provide a second hearing for the case. The accused student and/or the complainant:

1. whether the hearing was conducted fairly and in accordance with the procedures outlined in this Code of Student Conduct;
2. whether there was sufficient information presented at the hearing that a violation of the prohibited conduct section occurred;
3. whether the sanction(s) imposed was appropriate;
4. whether there is new information that was not known to the person requesting the review at the time of the hearing and that, if presented at the hearing, would more than likely have altered the hearing decision.

The Vice President for Student Affairs or designee will first review all requests for appeal to determine if the request meets the established criteria for appeal and are within the appeal filing timeline that is allotted. If students do not meet the established criteria for appeal or do not appeal within the allotted timeframe, the decision of the Dean of Students or designee will be the final decision of the University.

Appeals must be in writing and emailed to the Vice President for Student Affairs Office within ten (10) days after the issuance of the hearing decision of the Dean of Students. In the case where the complainant is informed of the case outcome and an appeal is submitted by the complainant or accused student, the other party shall be given a copy of the appeal and an opportunity to respond within five (5) days of notification that an appeal has been submitted.

13.1. Student Organization Appeals

The accused student organization may appeal a conduct hearing decision. In conduct hearings that involve sexual misconduct or crimes of violence, the complainant may appeal the conduct hearing decision.

To initiate an appeal, student organizations must complete the Student Organization Appeal Form.

The accused student organization and/

or complainant may request an appeal for one or all of the following reasons:

1. whether the hearing was conducted fairly and in accordance with the procedures outlined in this Code of Student Conduct;
2. whether there was sufficient information presented at the hearing that a violation of the prohibited conduct section occurred;
3. whether the sanction(s) imposed was appropriate;
4. whether there is new information that was not known to the person requesting the review at the time of the hearing and that, if presented at the hearing, would more than likely have altered the hearing decision.

The Vice President for Student Affairs or designee will first review all requests for appeal to determine if the request meets the established criteria for appeal and are within the appeal filing timeline that is allotted. If the student organization does not meet the established criteria for appeal or does not appeal within the allotted timeframe, the decision of the Dean of Students or designee will be the final decision of the University.

Appeals must be completed by submitting the online form to the Vice President for Student Affairs Office within ten (10) days after receiving the hearing decision of the Dean of Students or designee.

13.2. Separation from the University Pending Appeal

In cases where the sanction(s) imposed on the student involves suspension or expulsion, the Vice President for Student Affairs may exclude the student from the University property during the pendency of the appeal.

13.3. Appeals Decision

The Vice President for Student Affairs shall have the authority to:

1. Sustain the hearing decision of the Dean of Students, including the sanction(s) imposed.
2. Alter the sanction imposed by the Dean of Students by reducing or increasing the severity of the sanction(s).

3. Remand the case to the Dean of Students for further consideration.
4. Reverse the hearing decision of the Dean of Students.

The decision of the VPSA will be transmitted in writing to the appealing student and to the Dean of Students within fourteen (14) days of the receipt of the appeal. The complainant will be notified of the Appeal Review decision as allowed by law and institutional policy.

The decision of the Vice President for Student Affairs or designee on all conduct hearing appeals is the final decision of the University.

14. Expulsion Review

A student who has been expelled from the University may apply for special consideration for readmission after a period of not less than five (5) years. The former student must submit a written petition for readmission to the Office of the Vice President for Student Affairs. This written request must outline a strong justification for readmission. Additional pertinent documentation may also be required. The Vice President for Student Affairs will review relevant information and make a final decision. Factors to be considered in review of such a petition will include, but not be limited to:

1. The present demeanor of the petitioner,
2. The conduct subsequent to the expulsion (documentation may be required), and/or
3. The nature of the violation causing the expulsion and the severity of damage, injury or harm that occurred.

15. Good Samaritan Consideration

The health and safety of our students is of the highest priority. At times students may need immediate medical or other professional assistance. However, students may be reluctant to get help because of concerns that their own behavior may be a violation of the Code of Student Conduct. To minimize any hesitation students or student organizations may have in obtaining help due to these concerns, the University has enacted the following "good samaritan" provision.

Although policy violations cannot be overlooked, the University will consider the positive impact of reporting an incident when determining the appropriate response for policy violations. In such cases, any possible negative consequences for the reporter of the problem should be evaluated against the possible negative consequences for the student who needed assistance. At a minimum, students or student organizations should make an anonymous report that would put the student in need in touch with emergency care providers (Police EMS). Examples where this policy would apply include:

1. A student is reluctant to call an ambulance when a friend becomes unconscious following excessive consumption of alcohol because the reporting student is under the age of 21 and was also consuming alcohol.
2. A student is reluctant to report that he/she has been sexually assaulted because he/she had been consuming alcohol and is under the age of 21.

For further information or for clarification of the Code of Student Conduct please contact the Dean of Students Office, W301 Student Activities Center University of Louisville (502) 852-5787.

Code of Student Rights and Responsibilities

Section 1. Purpose

The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of certain of their rights and responsibilities at the University of Louisville. Further rights and responsibilities are set forth in other University rules and policies, including the Code of Student Conduct, Residence Hall contracts, and academic unit bulletins. It is the students' responsibility to be aware of all University rules and policies; students should check with the Office for Student Life and with their academic units if they have any questions about the purposes or intent of these policies.

The University is a public educational

institution for adults rather than a custodial institution. Consistent with the role of the University to educate its students and to stimulate student autonomy and independence, University regulation and supervision of student life on and off campus is limited. The University does not assume responsibility or liability for the conduct of its students; responsibility and liability for student conduct rests with the student as inherent attributes of his or her adult status, concurrently with the student's freedom of choice regarding his or her presence at the University and his or her own conduct and associations.

Section 2. Definitions

When used in this Code:

1. The term "**academic dishonesty**" means obtaining or seeking to obtain an unfair academic advantage for oneself or for any other student; it includes lying, cheating, stealing, or engaging in otherwise dishonest conduct in the course of or related to any academic exercise.
2. The term "**academic exercise**" means a test, quiz, examination, speech, presentation, paper, field or laboratory work, or any other academic activity on which a student is evaluated.
3. The term "**group**" means a number of persons who are associated with each other and who have not complied with the University requirements for recognition as an organization.
4. The term "**organization**" means a number of persons who are associated with each other and who have complied with the University requirements for recognition.
5. The term "**student**" means any person taking courses at the University, either full time or part time, pursuing undergraduate, graduate or extension studies on a regular quarter, semester, or summer term basis.
6. The term "**student broadcast**" means oral material published on a student operated radio or television station.

7. The term "**student press**" means either a student publication or a student broadcast.
8. The term "**student publication**" means written material published by a student organization.
9. The term "**teacher**" means any person hired by the University to conduct classroom activities. In certain situations, a person may be both "student" and "teacher." Determination of the person's status in a particular situation shall be determined by the surrounding circumstances.
10. The term "**University**" means the University of Louisville and, collectively, those responsible for its control and operation.

Section 3. Admission and Financial Aid

All applicants for admission and financial aid to the University shall be considered without regard for race, color, national origin, religion, sex, handicap not affecting qualification, or political beliefs.

Section 4. Classroom Rights and Responsibilities

1. A student shall be evaluated on demonstrated knowledge and academic performance, and not on the basis of personal or political beliefs or on the basis of race, color, national origin, religion, sex, age, or handicap not affecting academic performance.
2. A student has freedom of inquiry, of legitimate classroom discussion, and of free expression of his or her opinion, subject to the teacher's responsibilities to maintain order and to complete the course requirements.
3. A student is responsible for fulfilling the stated requirements of all courses in which he or she is enrolled.
4. A student has the right:
 - a. to be informed in reasonable detail at the first or second class meeting about the nature of the course and to expect the course

to correspond generally to its description in the appropriate University catalog or bulletin;

b. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;

c. to be informed in writing and in reasonable detail at the first or second class meeting of standards and methods used in evaluating the student's academic performance;

d. to be informed in writing of any necessary changes in assignments, requirements, or methods of grading during the semester with the reasons for such changes.

5. A student has the right to confidentiality in the student/teacher relationship regarding the student's personal or political beliefs. Disclosures of a student's personal or political beliefs, expressed in writing or in private conversation, shall not be made public without explicit permission of the student.

Charges of violations of these classroom rights and responsibilities shall be handled through the appropriate academic unit level procedures.

Section 5. Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Academic dishonesty includes, but is not limited to, the following:

A. Cheating:

1. Using or attempting to use books, notes, study aids, calculators, or any other documents, devices, or information in any academic exercise without prior authorization by the teacher.
2. Copying or attempting to copy from another person's paper, report, laboratory work, computer program, or other work material in any

academic exercise.

3. Procuring or using tests or examinations, or any other information regarding the content of a test or examination, before the scheduled exercise without prior authorization by the teacher.
4. Unauthorized communication during any academic exercise.
5. Discussing the contents of tests or examinations with students who have not yet taken the tests or examinations if the instructor has forbidden such discussion.
6. Sending a substitute to take one's examination, test, or quiz, or to perform one's field or laboratory work; acting as a substitute for another student at any examination, test, or quiz, or at a field or laboratory work assignment.
7. Conducting research or preparing work for another student, or allowing others to conduct one's research or prepare one's work, without prior authorization by the teacher. Except when otherwise explicitly stated by the teacher, examination questions shall become public after they have been given.

B. Fabrication:

Inventing or making up data, research results, information, or procedures, such as:

1. Inventing or making up data, research results, information, or procedures.
2. Inventing a record of any portion thereof regarding internship, clinical, or practicum experience.

C. Falsification:

Altering or falsifying information, such as:

1. Changing grade reports or other academic records.
2. Altering the record of experimental procedures, data, or results.
3. Altering the record of or reporting false information about internship, clinical, or practicum experiences.
4. Forging someone's signature or identification on an academic record.

5. Altering a returned examination paper in order to claim that the examination was graded erroneously.

6. Falsely citing a source of information.

D. Multiple Submissions:

The submission of substantial portions of the same academic work, including oral reports, for credit more than once without prior authorization by the teacher involved.

E. Plagiarism:

Representing the words or ideas of someone else as one's own in any academic exercise, such as:

1. Submitting as one's own a paper written by another person or by a commercial "ghost writing" service,
2. Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference.
3. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
4. Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge". Clear examples of "common knowledge" include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as "Common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

F. Complicity in Academic Dishonesty:

Helping or attempting to commit an academically dishonest act. The academic units may have additional guidelines regarding academic dishonesty. It is the student's responsibility to check with their teachers and academic units to obtain those guidelines.

Section 6. Discipline Procedures for Academic Dishonesty

Charges of academic dishonesty shall be handled through the appropriate academic unit level procedures.

An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. A student has no right to appeal the final decision of an academic unit. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the academic unit may file a grievance with the Unit Academic Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the Unit Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the academic unit.

An academic unit that suspends or expels a student from the academic unit because the student has been found guilty of academic dishonesty may recommend to the University Provost in writing that the student also be suspended or expelled from all other programs and academic units of the University. Within four weeks of receiving such a recommendation, the Provost shall issue a written decision. Neither the student nor the academic unit shall have the right to appeal the Provost's decision. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the issuance of a decision by the Provost may file a grievance with the University Student Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the University Student Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the Provost.

Section 7. Campus Expression

1. Students have the right of freedom of expression to the extent allowed by law.
2. Students may picket or demonstrate for a cause, subject to the following conditions:
 - a. The students must act in an orderly and peaceful manner.
 - b. The students must not in any way interfere with the proper functioning of the University.
 - c. Where students demonstrate in an area not traditionally used as an open public forum, the University reserves the right to make reasonable restrictions as to time, place, and manner of the student demonstrations.
3. Students may distribute written material on campus without prior approval, providing such distribution does not disrupt the operations of the University or violate University rules.
4. Students may invite to campus and hear on campus speakers of their choice on subjects of their choice; approval will not be withheld by any University official for the purpose of censorship.

Section 8. The Student Press

1. The student press is free to deal openly, fearlessly, and responsibly with issues of interest and importance to the academic community. There shall be no prior approval of student press content by the University.
2. The student press is responsible for adhering to the canons of responsible journalism and for complying with the law. Student publications and broadcasts shall not publish libelous or slanderous matter, or any other content that violates the law.
3. All student publications and broadcasts shall explicitly state that the opinions expressed are not necessarily those of the University or its student body.
4. Students may not be disciplined by

the University for their participation with the student press except for violations of University rules that are not inconsistent with the guarantees contained herein.

Section 9. University Facilities

Appropriate University facilities shall be available to organizations within the University community for regular business meetings, for social programs, and for programs open to the public.

1. Reasonable conditions may be imposed to regulate the timeliness of requests, to determine the appropriateness of the space assigned, to regulate time and use, and to insure proper maintenance.
2. Preference may be given to programs designed for audiences consisting primarily of members of the University community.
3. Allocation of space shall be made based on priority of requests and the demonstrated needs of the organization.
4. Charges may be imposed for any unusual costs for use of facilities.
5. Physical abuse of assigned facilities may result in reasonable limitations on future allocation of space to offending parties and will require restitution of damages.
6. The organization requesting space must inform the University of the general purpose of any meeting open to persons other than members and the names of outside speakers.

Section 10. Use of University Name and Insignia

No individual, group, or organization may use the University name or insignia without the express authorization of the University except to identify the University affiliation. University approval or disapproval of any policy or issue may not be stated or implied by any individual, group, or organization.

Section 11. Campus Residence Facilities

Students have the right of privacy in campus residence facilities.

1. Nothing in the University relationship or residence hall contract may

expressly or implicitly give the institution or residence hall officials authority to consent to search of a student's room or residence by police or other law enforcement officials unless they have obtained a search warrant.

2. The University reserves the right to enter a student's room in a residence hall or a student's apartment in a campus residence:
 - a. in emergencies where imminent danger to life, safety, health, or property is reasonably feared;
 - b. to make necessary repairs, improvements, or alterations in the facility;
 - c. to provide necessary pest control services;
 - d. to inspect the facility as deemed necessary by the University.

Section 12. Student Records

The privacy and confidentiality of all student records shall be preserved in accordance with applicable laws. The University shall establish and adhere to a clear and definitive records policy.

Section 13. Campus Organizations

Organizations and groups may be established within the University for any legal purpose. Affiliation with an extramural organization shall not, in itself, disqualify the University branch or chapter from University privileges. A group shall become a formally recognized organization through procedures established by the Student Government Association, upon approval of the Vice President for Student Affairs.

1. Groups of a continuing nature must institute proceedings for formal recognition if they are to receive benefits from the University.
2. Recognition of an organization by the University infers neither approval nor disapproval of the aims, objectives, and policies of the organization, nor liability for the actions of the organization.
3. Membership in all University related organizations shall be open to any member of the University community

who is willing to subscribe to the stated aims and meet the stated obligations of the organization, provided such aims and obligations are lawful.

4. Membership lists are confidential and solely for the use of the organization, except that names and addresses of current organization officers shall be reported to the University as a condition of continuing University recognition.
5. Any organization that engages in activities either on or off campus that are illegal or contrary to any University policy may have sanctions imposed against it, including withdrawal of University recognition.

Section 14. Promulgation of University Rules Affecting Students

Rules and Policies affecting the students shall be published in Student Handbook, in the appropriate University bulletins, or in any other appropriate publication prior to their enforcement. Included in the Student Handbook are the following: Academic Grievance Procedure, Code of Student Conduct, Code of Student Rights and Responsibilities, Policy on Consumption of Alcoholic Beverages for Recognized Student Organizations, Hazing and Initiation Activities Policy, Non-academic Grievance Policy and the Sexual Harassment Policy. Copies of the Student Handbook are available from the Office of Student Life.

Student Grievance Information

For any student who believes he or she may have been treated unfairly, discriminated against, or have had his or her rights abridged may initiate a grievance within one year from the event giving rise to the complaint. The grievance procedures and contact information of the university's grievance officer are provided below and can also be accessed at: <http://louisville.edu/dos/students/studentpoliciesandprocedures/student-grievance>.

Student Grievance Officer

Students who have complaints, grievances, or concerns regarding courses taken at the University of Louisville or other university policies or services should contact the Student Grievance Officer to have the issues resolved in an expeditious, fair, and amicable manner. The University's Student Grievance Procedures are outlined in detail below. Students should first seek to resolve their complaints through informal discussion and administrative channels. The same resources are provided to on-campus and off-campus students. If you need assistance accessing the process please contact the Dean of Students Office.

Dr. Joy Hart is a Professor in the Department of Communication and was appointed as the Student Grievance Officer. Dr. Hart was chosen by the Office of the President from a list of names submitted by the Student Government Association. Dr. Hart has served at UofL since 1990 and brings a wealth of knowledge and experience to the position. The main role of the Student Grievance Officer is to inform students of their rights and obligations under the University grievance procedures as listed in the Redbook.

Dr. Joy Hart
Email: joy.hart@louisville.edu
Phone: (502) 852-6293

Student Grievance Procedures (from The REDBOOK)

Sec. 6.8.1 Individual Recourse

Any students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance within one year from the event giving rise to the complaint. The students shall first seek to have the matter resolved through informal discussion and through administrative channels.

As used herein the phrase "persons directly involved" means the grievant and those who are alleged to have brought about the condition upon which the grievance is based.

Sec. 6.8.2 Student Grievance Officer

There shall be a Student Grievance Officer nominated from a list of three persons other than students by the Student Senate and appointed by the President. The representatives of the Student Senate shall meet with the Office of the President to establish and review the duties and functions, the term and structure of the office, and budgetary arrangements necessary for the effective functioning of the Student Grievance Officer.

The Student Grievance Officer is responsible for informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Student Grievance Officer shall seek to resolve informally as many grievances as possible.

Sec. 6.8.3 Unit Level Academic Grievance Procedure

The faculty of each academic unit specified in The Redbook shall, in consultation with the Student Council of that unit, establish a unit Academic Grievance Committee and procedures for processing student grievances concerning academic matters. Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instruction or affecting academic freedom. Each unit's student grievance committee shall receive and make recommendations on formal grievances to its dean.

Sec. 6.8.4 Nonacademic Grievance Procedure

The Vice President for Student Affairs, in consultation with the Student Senate, shall establish the Nonacademic Grievance Committee to hear and make recommendations to the Vice President on formal student grievances concerning nonacademic matters which include all matters not covered by 6.8.3. A student may not file a grievance under this procedure involving matters arising in University housing. A student may not file a grievance which affects students as a class. On each grievance filed under the nonacademic procedures, the Student Grievance Officer shall recommend to the committee whether sufficient

grounds exist to justify a hearing. Student disciplinary appeals are covered by Section 6.7.3 and may not be the subject of student grievances filed under this section.

Sec. 6.8.5 Hearing Procedures in Original Jurisdiction

Each grievance committee shall recommend to the dean of the unit within twenty working days of receipt of a written statement of any grievance whether to accept a case for hearing. The committee shall hear the case when the dean concurs. The written statement shall contain the following:

- A brief narrative of the condition giving rise to the grievance;
- A designation of the parties involved; and
- A statement of the remedy requested.

The grievant or any person directly involved shall have the right to challenge any member of the committee for cause. In the event of challenge, the committee shall consider and rule on the challenge. The challenged member shall not vote on the challenge. In the case of disqualification, absence, or other inability to serve, alternates shall serve when possible.

The grievance committee shall recommend to the dean of the unit whether there are sufficient grounds to accept a case for hearing. The committee shall notify, in writing, all persons directly involved as to the reason for its recommendation. The action of the grievance committee as to whether to grant a hearing when accepted by the dean of the unit shall be final and binding on all parties except when subject to the conditions of appeal. If a case is to be heard, such hearing shall be granted within thirty working days of receipt of the written statement of grievance, although such hearing may be subject to reasonable delay caused by availability of parties, or vacations, unless the grievance committee determines that delay would cause hardship to one or more of the parties to the grievance.

Sec. 6.8.6 Unit Academic Grievance Committee Report

Each Unit Academic Grievance

Committee shall make its report, with recommendations for settlement of the case, to the dean of the unit with copies to the persons directly involved in the grievance. In the event that the final decision of the dean is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the dean, the report of the grievance committee shall be referred for decision to the University Provost. The dean shall also receive a copy of the report.

Sec. 6.8.7 Nonacademic Grievance Committee Report

The Nonacademic Grievance Committee shall make its report, with recommendations for settlement of the case, to the Vice President for Student Affairs with copies to the persons directly involved in the grievance and to the proper administrative officer. In the event that the final decision of the Vice President for Student Affairs or of the proper administrative officer is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the Vice President for Student Affairs, the report of the grievance committee shall be referred to the President or his designee. The Vice President for Student Affairs shall also receive a copy of the report.

When the desired remedy lies outside the jurisdiction of the Vice President for Student Affairs, the vice president shall forward the decision to the appropriate vice president or an administrator designated by the President as having a role comparable to that of a vice president for appropriate action. If the recommended remedy is not implemented, the responsible administrator shall state the reasons in writing to the Vice President for Student Affairs and all persons directly involved in the grievance.

Sec. 6.8.8 Rehearing

A grievance committee, within twenty-one working days after the delivery of its report, may be petitioned to

reconsider its decision upon the basis of evidence of misrepresentation of material facts or upon the basis of newly discovered evidence clearly not available at the original hearing.

Sec. 6.8.9 University Student Grievance Committee

The University Student Grievance Committee shall consist of four faculty members and three student members. The President of the University shall select one of the committee's faculty members to serve as chair of the committee. The chair shall vote only in the case of a tie in the voting by the other members of the committee. The committee shall also have three alternate faculty members and three alternate student members. The faculty members shall be elected for staggered three-year terms by the Faculty Senate. The student members shall be elected for one-year terms by the Student Senate. Insofar as possible, the faculty and student members shall be selected in such a manner as to be representative of the broad range of academic units at the University of Louisville.

Sec. 6.8.10 Original Jurisdiction of the University Student Grievance Committee

The University Student Grievance Committee shall have original but not exclusive jurisdiction over grievances which involve two or more academic units or involve issues which either the Unit Academic Grievance Committee or Nonacademic Grievance Committee can show that it is unable to consider, or are outside its jurisdiction, or involve disagreement among two or more student grievance committees.

Sec. 6.8.11 Appellate Jurisdiction of the University Student Grievance Committee

If the final decision of a dean, vice president, or an administrator designated by the President as having a role comparable to that of vice president is not in concurrence with the recommendation of the grievance committee, any party directly involved in a grievance may appeal to the University Student Grievance Committee within twenty-one working days from the date of the final decision

of the responsible administrator.

An appeal to or a hearing by the University Student Grievance Committee shall be based upon the record established by the Unit Academic Grievance Committee or the Nonacademic Grievance Committee. The committee then may request additional information.

Sec. 6.8.12 Formal Procedure

Both the appellate and the original jurisdiction of the University Student Grievance Committee shall be initiated through a written grievance to the chair of the University Student Grievance Committee with a copy sent to the Office of the President. The University Student Grievance Committee shall decide whether there are sufficient grounds for a hearing and in doing so it shall consult with the Student Grievance Officer.

Sec. 6.8.13 Hearing Procedure

If a grievance is to be heard involving original jurisdiction, the University Student Grievance Committee shall first hear evidence presented by the grievant. The committee shall not be bound by strict rules of evidence and may admit any evidence of probative value in determining the issues involved. Every possible effort shall be made to obtain the most reliable evidence available. All parties in a grievance shall have the right of one preemptory challenge with reference to the membership of the committee.

Sec. 6.8.14 Remedies

In a case involving original jurisdiction the University Student Grievance Committee shall render a finding of fact and, where appropriate, recommend a remedy after hearing all of the evidence.

In a case involving appellate jurisdiction the University Student Grievance Committee must not substitute its judgment on the merits for that of any faculty body or administrator whose decision is being considered. The committee may affirm the decision of a faculty body or administrator whose decision is the subject of the grievance, but should the committee find that the decision being appealed was not based on proper consideration, it may direct that a reconsideration be made, indicating specifically the errors it

believes have been committed. After such reconsideration, the committee shall recommend affirmation, modification, or reversal of the decision as reconsidered, and shall submit same as the committee report.

Reports of the University Student Grievance Committee involving grievances concerned with academic matters shall be sent to the vice president responsible for the academic unit involved. Reports of the University Student Grievance Committee involving a grievance against a vice president or involving a grievance of a nonacademic nature shall be sent to the Office of the President. The vice president and the Office of the President shall act upon the committee's report in the following manner:

The appropriate vice president or the Office of the President may accept the remedy recommended by the University Student Grievance Committee within twenty-eight working days, in which case the appropriate vice president or the Office of the President shall take action to implement the remedy.

The appropriate vice president or the Office of the President may remand the case once if in its judgment the finding of facts was clearly contrary to the weight of the credible evidence.

The appropriate vice president or the Office of the President may disagree with the recommendation in whole or in part, and in so doing it shall state its recommendations and reasons therefore, in writing, to the University Student Grievance Committee and to all persons directly involved, and shall provide an opportunity for response before taking final action. The appropriate vice president or the Office of the President is responsible for taking final action.

Privacy of Student Records

The University of Louisville hereby notifies students concerning the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to

provide guidelines for the correction of inaccurate or misleading information. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, concerning alleged failures by the institution to comply with the Act.

The University has adopted a policy which explains in detail the procedures to be used by the University for compliance with the provisions of the Act and the regulations adopted pursuant thereto. Copies of the policy and other FERPA information can be obtained from the University Archives and Records Center, University Libraries, Ekstrom Library Lower Level, and at <http://louisville.edu/library/archives/stupriv>.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the FERPA Officer, University Archives and Records Center.

Drug-Free Schools Notice

Drug-Free Schools and Communities Act Amendments of 1989

On December 12, 1989, President Bush signed into law the Drug-Free Schools and Communities Act Amendments of 1989. These Amendments require that higher education institutions receiving any federal funding must notify each student and employee annually of its program to prevent the illicit use of drugs and the abuse of alcohol by students and employees.

We at the University of Louisville have begun programs in the past few years to combat the misuse and abuse of alcohol and other chemical substances. We realize however, that only through a concerted effort by all, can we make any major strides in preventing substance abuse. The following is the University of Louisville's Drug-Free Schools Notice:

Drug-Free Schools Notice

As required by the Federal Drug-Free Schools and Communities Act Amendments of 1989, you are hereby notified by the University of Louisville

that on University premises or at University-sponsored activities the following acts are prohibited:

1. distribution, possession, or use of any illegal drug or controlled substance without legal authorization;
2. providing alcoholic beverages to individuals under 21 years of age, or possession of alcoholic beverages by individuals under 21 years of age; or
3. illegal possession of an open container of an alcoholic beverage, public intoxication, driving while intoxicated, and drinking alcoholic beverages in an unlicensed public place.

In addition to imposition of disciplinary sanctions under University procedures including suspension or separation from the University for such acts, students or employees may face prosecution and imprisonment under Federal and Kentucky laws which make such acts felony and misdemeanor crimes.

The Code of Student Conduct lists details of offenses and disciplines for students. Staff may be disciplined under Section 11.1 of the Staff Handbook. Faculty may be disciplined by Deans per Redbook Sections 4.5.3 or 3.2.2 with review per 4.4 for sanctions less than dismissal or suspension for one year.

The health risks associated with the misuse and abuse of mind-altering drugs, including controlled substances and alcohol, include but are not limited to: physical and psychological dependence; damage to the brain, pancreas, kidneys and lungs; high blood pressure, heart attacks, and strokes; ulcers; birth defects; a diminished immune system; and, death.

The Counseling Center and Student Health Services provide assessment and referral services to University students, as well as serving as an alcohol and other drug information/education resource. For further information, call 852-6585. Service for faculty and staff are available through the Faculty/Staff Assistance Program. For further information call 852-6543.

Americans with Disabilities Act

ADA Policy Statement University of Louisville

The University of Louisville is committed to providing equal opportunity for persons with disabilities in full compliance with the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (504). The University's 504/ADA Coordinator is responsible for all campus activities relevant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The University Affirmative Action Officer will monitor compliance and assist all unit heads in meeting their equal opportunity obligations. The University Disability Resource Center staff will assist the university community in fulfilling its responsibility by serving as an information resource center and coordinating support services for students with disabilities.

ADA and 504 Grievance Procedures University of Louisville

The following grievance procedure is being recommended to provide prompt and equitable resolution of complaints concerning ADA and Section 504 of the Rehabilitation Act of 1973.

The University of Louisville ADA Grievance Procedure is an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by an agency.

General information regarding ADA or 504 can be addressed to:

Director
Disability Resource Center
Robbins Hall Room 101
Phone: 502-852-6938

Complaints should be addressed to the

person who has been designated to coordinate ADA compliance efforts:

Director
Affirmative Action Office
Personnel Services Building
Phone: 502-852-6538

1. A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation. Upon receipt of the written notice of complaint, the Director of Affirmative Action/Employee Relations or his/her designee shall acknowledge receipt within five workdays.
2. A complaint should be filed within 180 days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by the Affirmative Action Office. This internal complaint procedure contemplates an informal but thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination regarding the investigation of the complaint and a description of the resolution, if any, shall be issued by the Affirmative Action Office.
5. Affirmative Action Office and a copy forwarded to the complainant no later than 60 days after its filing.
6. The Affirmative Action Office shall maintain the files and records relating to the complaints filed.
7. The complainants may request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 15 work days after receipt of the determination to the Affirmative Action Office.
8. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department

or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

9. These rules shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that the University complies with the ADA and implementing regulations.

RESIDENCY DETERMINATION FOR ADMISSION AND TUITION ASSESSMENT PURPOSES

The regulation "Determination of Residency Status for Admission and Tuition Assessment Purposes" is provided by the Kentucky Council on Postsecondary Education (CPE). The regulation is used by Kentucky state-supported postsecondary education institutions pursuant to KRS 164.020 and KRS 164.030 and is codified as 13 KAR 2:045, Determination of Residency Status for Admission and Tuition Assessment Purposes.

KRS164.020(8) requires the Kentucky Council on Postsecondary Education to determine tuition and approve the minimum qualifications for admission to a state supported postsecondary education institution and authorizes the Council to set different tuition amounts for residents of Kentucky and for nonresidents. The administrative regulation, 13 KAR 2:045, establishes the procedure and guidelines for determining the residency status of a student who is seeking admission to, and who is enrolled at, a state-supported postsecondary education institution.

The initial determination of residency status for tuition purposes is made by the institution during the admission process, and is based on information available in the admission records. A review of the determination of residency may be requested by the student,

the institution, or the Council on Postsecondary Education.

Specific information regarding University policy, residency guidelines, the appropriate forms for filing an appeal, and deadlines to file an appeal may be obtained from the Registrar's Office Residency website: <http://www.louisville.edu/residency>. Appeal packets are also located in the Offices of Admission, Houchens Building lobby on Belknap Campus, and the Registrar's Office.

Submit the completed, signed, and notarized affidavit and ALL accompanying documentation to:

Registrar's Office
Houchens Building, Room LL31
University of Louisville
Louisville, KY 40292
Ph (502)852-6528
Fax (502)852-7088

EXPENSES

Tuition and Fees

For the 2014-2015 academic year, the tuition for residents of Kentucky is \$35,402 per year. For nonresidents the tuition is \$53,812 per year. These amounts do not include the following fees: microscope rental fee, technology fee, HSC health fee, recreation fee, application for degree, reinstatement, replacement diploma and transcripts. The first transcript after completion of a degree is free.

Fees and refund schedules are established by the University of Louisville Board of Trustees and are subject to change without prior notice. The current Schedule of Courses should be consulted for current fees and refund schedules.

Payment

Tuition and fees are due on, or before, the designated due date for the semester. Payment may be made by cash, paper check, money order,

or financial aid credit. All electronic check (ACH) or Credit Card payments (transaction fee applies) may only be remitted electronically via the web payment portal. Payments may be made by mail, by use of the deposit box in the front entrance of the Houchens Building, or at the Office of the Bursar.

Failure to receive the Statement of Account will not relieve the student of the responsibility for making financial settlement by the designated due date. Continuing registrations which are not financially settled by the designed due date will be placed on financial hold and affected students will not be permitted to add or swap classes until their student account is financially settled.

The Continuing Registration designated due dates are listed in the current Registration Information newspaper and on the Bursar's web site at: <http://louisville.edu/finance/bursar> (Payment Due Dates).

Failure to Settle Account

Students whose accounts are not paid by the established semester deadlines may be subject to financial penalties. Students with unpaid account balances will be placed on Financial Hold by the Bursar's Office. Students placed on Financial Hold become ineligible for further registration and transcripts will not be released until the student account is paid in full. A late payment fee of \$50.00 may be assessed when student accounts are not paid by the last day to drop/add.

A student whose payment is not honored by the bank on which it was drawn may be assessed a return payment fee. If restitution is not made within 10 days of notification, the student may be subject to course cancellation and/or legal action.

Debtors who do not make satisfactory payment arrangements on their past due accounts may have their accounts placed with a collection agency. Students will be responsible to reimburse the University for the fees of any collection agency, which may be based on a percentage of the delinquent account balance (to a maximum of 40 percent of the delinquent account balance), and

will also be liable for all reasonable attorneys' fees and costs and expenses incurred by the University in its collection efforts. The University of Louisville, or associated vendor partners, may also report to the credit bureau organization(s) any information regarding any unpaid obligation.

Refund/Withdrawal Policy

The effective withdrawal date is the date on which the withdrawal is processed in the Student Records System. This date is used in calculating any applicable tuition reduction.

When a student officially withdraws from the University or from any course, or courses, for which hourly tuition rates apply, tuition and student activity fee charges will be adjusted according to the tuition reduction schedule printed in the Registration Information newspaper. The full amount of tuition/fee charges for the semester will be due unless the withdrawal occurs during the tuition reduction period. The tuition reduction schedule for each semester is available on the Bursar's web site: <http://louisville.edu/bursar> (Tuition Adjustment Schedule). This policy applies to all tuition and student activity fees except for nonrefundable deposits. Course fees, special fees, and laboratory fees are reduced only with the 100% adjustment.

FINANCIAL AID

Financial Aid Office

The Office of Financial Aid is responsible for providing financial assistance information to students enrolled in the School of Medicine. Please take time to read about the individual aid programs offered at UofL and be an informed borrower. The responsibility to remain informed and to select the appropriate methods of financing your medical education lies with the student and his or her family. This website is an effort to assist you in the process of securing financial assistance.

For more information contact:

Office of Student Financial Aid
School of Medicine
University of Louisville
Instructional Bldg. Room 230
Louisville, KY 40292
(502) 852-5187 (voice)
(502) 852-2313 (fax)
Web address: <http://louisville.edu/medicine/financialaid>
Email: lrkael01@louisville.edu

Students needing financial assistance are encouraged to contact the Financial Aid Office to obtain information and current financial aid publications. The formal application period begins January 1. The application priority date is March 15 for the following academic year.

Student Academic Progress (SAP) Policy

Medical students are considered to be making Satisfactory Academic Progress (SAP) and are eligible to receive federal financial aid as long as they are allowed to continue to be enrolled in the School of Medicine. All medical students are monitored by the Office of Medical Student Affairs by both qualitative and quantitative measures. Students are reviewed if they fail any courses and/or if they exceed the 6-year rule for completing their degree.

Students who fail to meet the School of Medicine standards must appear before the Student Promotions Committee. The Student Promotions Committee reviews the academic progress of all students with unsatisfactory scholarship, behavior or clinical competence and makes a recommendation to the Dean of the School of Medicine for corrective action or dismissal. All students appearing before the Student Promotions Committee are not considered to be making Satisfactory Academic Progress and are ineligible for federal financial aid. If the Student Promotions Committee recommends to the Dean that the student return to school and the Dean concurs, he/she will be placed on an academic plan outlining what he/she must do to remain enrolled in the School of Medicine. He/she will be on financial aid probation and will be eligible to receive federal financial aid as long as he/she meets the conditions

of the plan.

The Medical School Financial Aid Office will be notified of all students appearing before the Student Promotions Committee and the final decision of each student's hearing.

Scholarships

The Medical School Admissions Office will award all UofL scholarships to incoming students based on academic merit, MD/PhD, rural county of residence or underrepresented in medicine status. The Admissions Office will notify individual students in writing if they are selected for a UofL scholarship; no application is needed. Most UofL endowed funds are pooled to offer scholarships in the above categories. Please contact the Admissions Office if you have any questions.

For other types of scholarship opportunities available for prospective students, visit the following web page at: <http://louisville.edu/medicine/financialaid/scholarships>.

Loans

Beginning in the Fall 2009 semester, UofL is participating in the William D. Ford Direct Loan Program. The Direct Loan Program is when eligible students borrow directly from the federal government. Direct Loans include unsubsidized Direct Stafford Loans, Direct Graduate/Professional PLUS Loans, and Direct Consolidation Loans. You repay these loans directly to the U.S. Department of Education.

Effective July 1, 2012, there are no longer subsidized Stafford loans for Graduate/Professional students.

For more information about the specific loans, visit the following web page at: <http://louisville.edu/medicine/financialaid/loans>.

PRIZES AND AWARDS

There are a number of awards presented at the School of Medicine's Fall Honors Convocation and Senior Honors Convocation each year. Categories of prizes and awards include academic excellence, community leadership, research and extracurricular activities. Awards include certificates, plaques, books, or cash prizes. Some prizes and awards are sponsored and selected by individual departments, organizations, or classes. The School of Medicine Prizes and Awards Committee selects recipients of awards funded by either external organizations or memorials according to criteria established by these groups.

For information about the Fall Honors and the Senior Honors Convocations, please visit <http://louisville.edu/medicine/studentaffairs/student-services>.

HONORS SOCIETIES

ALPHA OMEGA ALPHA, the national honor medical society, Alpha Chapter of Kentucky, elects to membership students in their third and fourth years that are outstanding in scholarship and character.

THE GOLD HUMANISM HONOR SOCIETY, commonly abbreviated GHHS, is a national honor society that honors senior medical students, residents, role-model physician teachers and other exemplars recognized for demonstrated excellence in clinical care, leadership, compassion and dedication to service. Students are elected to GHHS during the spring of the third year.

PHI KAPPA PHI, the all-university honor society, elects to membership medical students in their fourth year whose scholastic records are outstanding.

UNIVERSITY SERVICES

Campus Health Services

Bloodborne Pathogen Exposures

In an effort to improve the delivery and follow up care of all UofL students, residents and staff who experience exposure to bloodborne pathogens, Campus Health Services (CHS) is the designated site for the evaluation and treatment for bloodborne pathogen exposures within the Health Sciences Center. CHS will provide all students, residents and staff with initial and follow up evaluations, risk determinations and treatment for bloodborne pathogen exposures in conjunction with infectious disease specialists if warranted.

Immunizations

The maintenance and tracking of the students', residents' and fellows' immunizations in the HSC Immunization Program is essential for the safety of our patients and trainees as well as for the accreditation of the clinical facilities that the UofL Schools of Medicine, Nursing and Dentistry use as well as the training programs in Audiology, Speech Pathology and Psychology. Failure to maintain appropriate immunizations can lead to the following:

1. Infection of hospitalized patients from noncompliant trainees that could lead to prolonged hospitalizations, complications or even death
2. Infection of trainees which could result in family members, trainees, staff or faculty becoming infected and further spreading a disease both in the hospital and throughout the community
3. Could result in significant legal as well as financial risk on the University as well as our affiliated training sites
4. Risk of losing accreditation of one or all of UofL's residency training programs
5. Risk of losing accreditation of one or all of UofL's degree programs for

MD, DMD, RN, ARNP, or clinical PHD programs at the Health Sciences Center

6. Risk of UofL Affiliated Hospitals (Jewish Hospital, Norton Hospital, University Hospital, VA Hospital, Frazier Rehabilitation Hospital) losing their accreditation

Clearly, the failure of the students, residents and fellows with the immunization requirements, could lead to disastrous results for patients, healthcare workers and our affiliated institutions. Compliance with the program's requirements is mandatory for all students, residents, and fellows in clinical training programs. Failure to comply with the program can result in removal from academic programs or suspension without pay or even termination.

Mandatory Health Insurance Requirement

All students enrolled in the MD, DMD, upper division Dental Hygiene and Registered Nurses, ARNP, and the Audiology & Speech Pathology programs are required to have major medical insurance. The major medical insurance may be waived with proof of similar coverage. Waiver information is sent to students using UofL e-mail accounts giving details on how to enroll or waive the medical insurance. E-mails are sent out starting mid-July for the Fall semester, mid-November for the Spring semester, and mid-May for the Summer semester. You cannot submit a waiver prior to receiving this e-mail.

Health Professional Health Fee

The mandatory health fee is charged to students enrolled on the Health Sciences Center campus, including: the Schools of Medicine, Dentistry, Upper Level Dental Hygiene, Upper Division Nursing, APRN, Speech Pathology, Audiology and School of Public Health and Information. It is designed to meet the special needs of students in the healthcare professions. The Professional Health Fee is \$52.50 per semester.

Coverage includes:

- Unlimited medical office visits
- Gynecological exams (lab or x-rays are paid by patient or patient

insurance)

- Flu shots
- Annual surveillance TB skin testing
- Post-exposure evaluation and testing for Tuberculosis
- Low cost generic medications dispensed out of the health office
- Discounted pharmaceuticals through the UofL Hospital Outpatient Patient Benefits Program
- Post-exposure evaluation, and testing for exposures to blood-borne pathogens such as HIV, Hepatitis B and Hepatitis C including prophylactic medications prescribed by the health service
- Confidential access to a counselor based on the HSC Campus
- Confidential psychiatric consultation

This fee does not provide hospitalization or coverage for tests and services other than those listed above. Students without major medical coverage should purchase the university sponsored medical insurance plan to be fully covered for any illness beyond the scope of this fee.

The mandatory health fee is not medical insurance and does not meet requirements for health insurance.

For more information about Campus Health Services and a listing of their services and resources, please visit their website at <http://louisville.edu/campushealth>.

- advocating military transfer credit
- withdrawals/re-admit due to deployments or call to Active Duty status
- connecting veteran students with campus resources, veteran service providers, and other agencies encouraging academic success at the University of Louisville

For more information, visit <http://louisville.edu/veterans/>.

Disability Resource Center

The Disability Resource Center fosters an inclusive campus climate through education, service, collaboration, and outreach to the University of Louisville community. We provide support for students with documented disabilities by promoting equal access to all programs and services. Students are strongly encouraged to make early contact with the Disability Resource Center to assure adequate time to implement support services. Please contact the Disability Resource Center at (502) 852-6938 or visit their web page at <http://www.louisville.edu/disability>.

Military/Veteran Student Services

The mission of the Office of Military and Veteran Student Services is to smooth the transition from military life to student life by devoting individualized support to veteran students and their families in providing a broad range of services, coordinating with VA, university departments, and other community organizations.

The staff can assist with the following:

- identifying federal and state education benefit options

PROGRAM AND COURSES

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The Medical Education Program

At the University of Louisville School of Medicine, an educational program has been developed that provides each student with the basic knowledge, skills, and attitudes considered essential to all 21st century physicians, yet has sufficient flexibility to allow effective development of a student's individual abilities and interests. The three major components of the program are:

CORE CURRICULUM

The core curriculum, which extends over the four year course of study, stresses understanding concepts and general principles. It provides vertical and horizontal integration of the sciences so that information in one block of study reinforces ideas and builds upon concepts developed in another.

The first year of medical school emphasizes the normal structure and function of the human body from the molecular level to the overall organism. Year 2 takes students back through the organ systems and structures learned in year 1; teaching the foundations and hallmarks of disease in each organ and its associated pathology, microbiology, and pharmacology. The Introduction to Clinical Medicine course runs throughout years 1 and 2 and teaches communication and humanism skills, medical history taking, physical exam skills, foundations of medical ethics, culturally competent patient-centered care and evidence-based medicine.

The core curriculum for the last two years follows a track system of clerkship and elective rotations that exposes students to the major clinical fields of medicine. Required 3rd year clerkships include Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry and Surgery. As part of the Family Medicine clerkship, students complete a four-week rotation at rural or urban

AHEC sites. The 4th year schedule includes a subinternship in Family Medicine, Internal Medicine, Pediatrics or Surgery; and intensive care, palliative care, and ambulatory rotations plus 22 weeks of elective opportunities.

Additionally, select students have the opportunity to complete their entire third and fourth years of clinical training at the Trover Campus in Madisonville, KY.

PRECLINICAL ELECTIVES

The purpose of preclinical electives is to allow each student to extend his/her education in certain areas of scientific knowledge. The electives make it possible to construct a program of medical education that best meets the needs, abilities, and goals of the individual student. Students also are permitted to take courses as electives in divisions of the University of Louisville other than the School of Medicine; class schedule permitting. In addition to the courses offered, students with a research interest are permitted to participate in an approved research activity for credit. Elective courses constitute an integral part of the student's total program in medical school. Second year students take two credit hours of elective courses.

CLINICAL ELECTIVES

Third year students have a 4-week block where they can choose to do career exploration or clinical electives. Fourth year students take 22 weeks of electives. Of those 22 weeks, 10-12 of those weeks are spent in electives directly related to the student's choice of residency. Virtually every member of the full-time clinical faculty participates in electives, as do many members of the basic sciences faculty. Students may select an intensive exposure to any of the clinical areas or a research experience in any of the basic science or clinical areas. During this time, a student also may select courses from second year electives.

Trover Rural Track

In 1998, the University of Louisville Trover Campus at Baptist Health Madisonville began offering medical students from UofL the opportunity to complete the last two years of medical

school in a rural community. The Trover Campus is based in Madisonville, KY, and is designed to accommodate 12 Third Year and 12 Fourth Year students for their clinical rotations. Students may apply for dedicated admission to the Trover Rural Track Program by indicating their interest on UofL's Secondary Application and completing the Trover Rural Track application. To view more information about the Trover Campus, go to <http://ultc.baptisthealthmadisonville.com/> or contact Dr. William Crump, Associate Dean of Trover Campus and Professor of Family Medicine at UofL at bill.crump@bhsi.com or Mr. Steve Fricker, Director of Rural Health/Student Affairs at steve.fricker@bhsi.com. You may also call (270) 824-3515 or 1-800-217-9149 for more information.

Distinction Tracks

Goals

- To increase the number of students choosing a career in academic medicine
- To provide students with opportunities to focus on areas in medicine for which they have a passion

Participation in a distinction track enriches medical school training without prolonging it. Students may only be enrolled in one distinction track. Successful completion of track requirements will be noted on the student's official transcript and in the MSPE letter for residency application.

Distinction in Business Leadership

Healthcare is a complex and dynamic field with many stakeholders and much uncertainty. Now, more than ever, health systems and providers are realigning with a renewed focus on cost reduction and improved outcomes. What's more, health providers are increasingly held accountable for outcomes and processes that are only partly in our control. Formal business training at the medical student level is lacking and has left our graduates ill equipped to address today's challenges. We seek to provide a fundamental knowledge base that explores the intersection

of business and medicine, and arms trainees with a vital skill set to succeed in our health economy. The Distinction Track in Business and Leadership is a four-year, longitudinal curriculum comprised of online courses, didactics, group-based learning, and a capstone project within the business of medicine context.

Distinction in Global Health

The goals of the track are to take a scholarly approach to understanding and intervening in global health issues, facilitating extensive interdisciplinary participation in the professional field of global health, to providing service-oriented learning in areas of health disparities, and training and mentoring the next generation of innovative physician leaders who care for the world's poor and work globally to combat health inequities. A Distinction in Global Health Track emphasizes learning and studying about global health and will continue to highlight the University's dedication to community engagement and cultivate compassionate doctors more capable of connecting with patients from diverse cultural and economic backgrounds both internationally and locally.

Distinction in Medical Education

One of the most important roles of a physician is to be a lifelong learner and educator. The MD with Distinction in Medical Education (DIME) is a longitudinal experience that will provide medical students at the UofL SOM with the unique opportunity to engage in activities focused on developing their skills in multiple teaching modes pertinent to medical education, as well as conducting educational research. It aims to develop teaching skills that will benefit students in residency programs and foster interest in careers in academic medicine. The DIME track will achieve the following goals:

- Introduce students to core principles in medical education and allow them to apply and develop these skills in multiple teaching formats.
- Provide students with insight into the structure and function of academic medicine, with the goal of informing and preparing them for careers in this field.

- Engage students as active contributors to the educational program in the School of Medicine as well as the academic medical community as a whole.
- Prepare students to be effective physician educators to peers and patients alike.

Distinction in Research

This is an educational track that provides medical students with meaningful and productive research experiences that enrich their medical school training. The experience is longitudinal (years 2-4) and includes contact with mentors and research groups, development of research-oriented skills, and the completion of a research project in the 3rd/4th years.

Dual Degrees

Especially capable students enrolled in the School of Medicine may work toward a MA, MBA, MS or PhD degree while pursuing the MD degree. Go to <http://louisville.edu/medschool/dualdegree> to view more information about our Dual Degree offerings.

MD-PhD

The PhD can be earned from any of the basic research departments in the School of Medicine. Arrangements can be made in special cases to design a program based in one of the degree-granting programs located at UofL's Belknap Campus. A wide variety of research experiences are available in top-flight research laboratories. The small size of the program ensures great flexibility in designing a research program and access to the best laboratories on campus. Read more at: <http://louisville.edu/medicine/degrees/mdphd>.

Questions, contact: Dr. Binks Wattenberg at (502) 852-7762 or Victoria King at (502) 562-3829 or via email at: mdphd@louisville.edu.

MD-MA

The rapid rate of scientific, technological, legal, and cultural change in today's world makes a broad

education in bioethics and medical humanities more desirable than ever. The MD-MA program combines the medical school curriculum with the Master of Arts in Interdisciplinary Studies with a concentration in Bioethics and Medical Humanities, a professional degree intended to provide graduates with enriched ethical knowledge base, preparing them to work in clinical or hospital settings, and to undertake scholarly research or teach in the field of bioethics and medical humanities. Read more at: <http://louisville.edu/medicine/degrees/dualdegree/md-ma-in-bioethics-and-medical-humanities>.

Questions, contact: Andrea Sinclair at (502) 852-6501 or via email at: bioethicsma@louisville.edu.

MD-MSc

The MSc degree program provides physicians, dentists, nurses and other health professionals an opportunity to acquire the clinical research skills necessary for a career in an academic health center. The 24 hours of required course work provide students with a broad base of knowledge in epidemiologic research methods, biostatistics, bioethics and the methodologies of health services and outcomes research. Read more at: <http://louisville.edu/medicine/degrees/dualdegree/mdmsc-in-clinical-investigation-sciences>.

Questions, contact: Susan B. Muldoon, PhD, Associate Dean for Student Affairs School of Public Health and Information Sciences via email at: susan.muldoon@louisville.edu.

MD-MBA

Earn your MBA alongside your MD through UofL's newest joint degree program. UofL Medical School students are eligible to participate upon completion of their second or third year of medical school, or as a UofL Medical School Alum. Joint degree seeking students must gain admission to both programs independently. As a joint student, all business electives are waived in the MBA program although you have the option of enrolling while a student.

Whether your career goals include managing your own practice, developing and marketing biomedical

discoveries and medical devices, working to enhance the delivery of outstanding clinical care or improving the health care system, the MD-MBA dual degree will serve you well. More information is available at: <http://louisville.edu/medicine/degrees/dualdegree/md-mba>.

Questions, contact: School of Medicine – Brad Sutton, MD, MBA, at: brad.sutton@louisville.edu and In Kim, MD, MBA at: in.kim@louisville.edu. College of Business – Susan Hildebrand, MBA Director, Recruiting and Admissions College of Business, UL at: s.hildebrand@louisville.edu or by phone at 502-852-6967.

Curriculum

The diagrams show the curriculum schedule of the four academic years at the University of Louisville School of Medicine.

First Year Curriculum

Students must take a Basic Life Support (BLS) course during first year orientation.

Third Year Curriculum

The Third Year clerkships run concurrently throughout the academic year from July to June. The sequence of clerkships is organized on a track basis.

Students must take a Basic Life Support (BLS) course during third year orientation.

Fourth Year Curriculum

The Fourth Year curriculum consists of a minimum of 34 weeks. The Fourth Year clinical rotations and electives run concurrently throughout the academic year from July to early May.

Students must also take an Advanced Cardiac Life Support (ACLS) course.

FIRST YEAR CURRICULUM																				
FALL SEMESTER																				
PP 1	CADE: Musculoskeletal			CADE: Thorax			CADE: Abdomen & Pelvis			CADE: Head & Neck			CA 1	Break	PP 2	Foundations: From Genes to Organs				
ICM 1: Longitudinal Standardized Patient Program, Preceptorships, ICM small groups																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
SPRING SEMESTER																				
NBS 1: Cardiovascular, Respiratory, Renal, Acid Base						Break	NBS 2: Nutrition, GI, and Endocrine Systems						Break	NBS 3: Neurologic System					CA 2	
ICM 1: Longitudinal Standardized Patient Program, Preceptorships, ICM small groups																				
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	

SECOND YEAR CURRICULUM																				
FALL SEMESTER																				
EBM and Biostatistics		Disease and Therapeutics 1						Disease and Therapeutics 2						Disease and Therapeutics 3						
ICM 2: Longitudinal Standardized Patient Program, Preceptorships, ICC's																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
SPRING SEMESTER																				
Disease and Therapeutics 4						Break	Disease and Therapeutics 5						NBME Custom Exam							
ICM 2: Longitudinal Standardized Patient Program, Preceptorships, ICC's																				
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37						

THIRD YEAR CURRICULUM											
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Family Medicine Clerkship (6 weeks)											
Pediatrics Clerkship (6 weeks)											
Basic Surgery Clerkship (8 weeks)											
Internal Medicine Clerkship (8 weeks)											
Obstetrics and Gynecology Clerkship (6 weeks)											
Psychiatry Clerkship (6 weeks)											
Neurology Clerkship (4 weeks)											
Career Exploration/Electives (up to 4 weeks)											

FOURTH YEAR CURRICULUM									
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Topics in Clinical Medicine (1/2 week)									
Ambulatory Rotation or Longitudinal Ambulatory Rotation (4 weeks)									
Acting Internship in Medicine, Family Medicine, Pediatrics or Honors Surgery (4 weeks)									
Intensive Care Unit in Medicine Pediatrics or Surgery (2 weeks)									
Palliative Care Rotation (1 week)									
Residency Track Electives (10-12 weeks)									
Electives (10-12 weeks)									

ANESTHESIOLOGY AND PERIOPERATIVE MEDICINE

ANES 816: SPECIAL PROJECT- ANESTHESIOLOGY

This course is to be arranged to fit individual needs to cover topics of current interest or to participate in research projects or to receive some advanced training.

ANES 860: INTRO- ANESTHESIOLOGY

2nd year elective 1 credit hour

This course seeks to introduce the second year student to anesthesiology and related areas of patient care in the setting of the operating room. Short reading assignments will augment the clinical experience and explore the relationship between pharmacology, physiology and routine anesthetic care.

ANES 865: INTRO TO PAIN MANAGEMENT

2nd year elective 1 credit hour

This is an introduction to comprehensive management of pain, which includes the techniques and methods for the diagnosis and treatment of acute and chronic pain. This comprehensive approach will be shown in the Pain Clinic on multidisciplinary aspects of the pain control and management including the psychosocial aspects.

ANES 905: AHEC ROTATION-ANESTHESIA

Prerequisite: 4th year standing

A 4-week clinical experience will be obtained in various anesthesiology

practices in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Method of Evaluation: Observation of performance.

ANES 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 3rd year standing

This elective will allow the student to obtain a clinical experience in the private practice of a community anesthesiologist. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

ANES 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in anesthesiology under the supervision of a full-time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

ANES 911: CLINICAL ANESTHESIA

Prerequisite: 3rd year standing

This is a 4 week elective. A broad experience in the operating room where the students will be taught general and regional anesthetic techniques under supervision with emphasis on pre-anesthetic evaluation, intraoperative management, post anesthesia recovery and respiratory care. Students will also have the opportunity to rotate through critical care, OB-anesthesia and pain management. This elective is designed

to provide experience in clinical anesthesiology and to attain experience in the technical aspects of the specialty. The hands-on experience will enhance the understanding of the basics of the specialty.

Method of Evaluation: Attendance at morning conference and observation of performance.

ANES 912: ANESTHESIOLOGY RESEARCH

Prerequisite: 4th year standing

Participation in research activities through the use of experimental animals. This elective is intended to provide firsthand experience in basic surgical and anesthetic techniques, as well as exposure to anesthesiology research methodology to familiarize the student with a wide variety of patient monitoring devices and their proper application.

ANATOMICAL SCIENCES AND NEUROBIOLOGY

ASNB 816: SPECIAL PROJECT-ANATOMY

Prerequisite: Permission of the instructor

This course is offered to meet the individual needs of students whose background exempts them from portions of the traditional anatomy courses or students who desire advanced study. The student and any faculty member design the course together. Credits and schedule to be arranged.

ASNB 909: IND STUDY OR RESEARCH

Prerequisite: Permission of the instructor

This course is designed to provide an in-depth study of anatomy working with a faculty member in the field of the students' interest.

Goals: The student will develop with the supervising faculty member's approval objectives and a plan of study which will meet the academic needs.

Method of Evaluation: To be determined by the supervising faculty member.

BIOCHEMISTRY AND MOLECULAR GENETICS



BIOC 816: SPECIAL PROJECT-BIOCHEMISTRY

This course is to be arranged to fit individual needs to cover topics of current interest or to participate in research projects or to receive some advance training.

CARDIOVASCULAR AND THORACIC SURGERY

CATS 911: ADULT THORACIC SURGERY

Prerequisite: 3rd year standing

In this 4-week elective students will rotate through the adult thoracic surgery service at Jewish Hospital and University of Louisville Hospital. Students will participate in morning rounds, preoperative planning, assist in operations, follow all patients on whom they were present for the operation and participate in postoperative and discharge planning. It is expected that the student will attend clinic at least once day a week. The student is expected to write daily notes, develop a daily plan, and present the patients to the attending physician. Students will be expected to observe/assist in a wide variety of procedures, in include but not limited to lung resection for benign & malignant disease, surgery for tracheal disease, surgery for benign & malignant disease of the esophagus, and lung transplantation. The student is expected to keep a daily log of the procedures and the learning points of the day. In addition, the student is expected to attend weekly fellow's teaching conferences and be responsible for one presentation during the rotation, the weekly department conference, and any additional conferences pertaining to the management of the patients which they are following, (i.e. tumor board). The student will not take call but will be required to round on one weekend during the rotation.

Method of Evaluation: The student will be required to keep a procedure log with daily activities as well as a journal of the learning points of the day; the student will prepare and present a power point presentation during the rotation that will follow the American Board of Thoracic Surgery Curriculum; attendance policy is strictly enforced; and the student evaluation is based on their attendance, availability, quality of participation in cases and the

forementioned case presentation and weekly lectures.

CATS 912: ADULT CARDIAC SURGERY

Prerequisite: 3rd year standing

In this 4-week elective the student will rotate through the adult cardiac surgery service at Jewish Hospital, assigned to a specific surgeon daily with every effort made for the student to follow a single surgeon and patients for a complete week. The student will participate in morning CVICU rounds, preoperative planning, assist in cardiovascular operations, follow patients on whom they were present for the operation, and participate in postoperative and discharge planning. It is expected that the student attend clinic at least one day a week. The student is expected to write daily notes, develop a daily plan, and present the patients to the attending physician. Students will be expected to observe/assist in a wide variety of procedures, to include but not limited to: coronary artery bypass grafting, valve repair and replacement, advanced aortic reconstruction, transcatheter aortic valve replacement, endovascular aortic repair, ventricular assist device, and cardiac transplantation. The student is expected to keep a daily log of the procedures and learning points of the day. In addition, the student is expected to attend the weekly fellow conference and be responsible for one presentation during the rotation as well as attend the weekly department conference. The student will not take call but will be required to round on one weekend during the rotation.

Method of Evaluation: The student will be required to keep a procedure log with daily activities as well as a journal of the learning points of the day; will prepare and present a power point presentation during the rotation that will follow the American Board of Thoracic Surgery Curriculum; attendance policy is strictly enforced; and the student evaluation is based on attendance, availability, quality of participation in cases and the aforementioned case presentation and weekly lectures.

CATS 913: CARDIOVASCULAR INTENSIVE CARE UNIT

Prerequisite: 3rd year standing

In this 4-week elective the student will rotate through the cardiovascular intensive care unit. The student will assist the midlevel health professionals and fellows in assessing patients in the CVICU. The student is expected to select 5 patients daily and will write daily notes, develop a daily plan, and present patient on multidisciplinary rounds to the intensivist and rounding team. Students will be expected to observe/assist in a wide variety of procedures, to include but not limited to: central line placement, arterial line placement, thoracentesis & thoracotomy tube placement, & bedside chest explorations and ECMO cannulation. The student is expected to attend weekly fellow conference and be responsible for one presentation during the rotation, weekly department conference, as well as the bimonthly intensivist meeting. The student will not take call but will be required to round on one weekend during the rotation.

Method of Evaluation: The student will be required to keep an active log with daily activities as well as participate in a minimum of 10 procedures; prepare and present a power point presentation during the rotation that will follow the American Board of Thoracic Surgery Curriculum; attendance policy is strictly enforced; and the evaluation is based on attendance & availability, quality of participation in cases and the aforementioned case presentation and weekly lectures.

EMERGENCY MEDICINE

EMED 816: SPECIAL PROJECT-EMERGENCY MEDICINE

This course is to be arranged to fit individual needs to cover topics of current interest of to participate in research projects or to receive some advanced training.

EMED 825: INTRO EM-OVERVIEW SPEC

2nd year elective 1 credit hour

Emphasis will be placed on clinical presentations, recognition and treatment of various medical and surgical emergencies, including blunt and penetrating trauma, pulmonary and cardiac emergencies, with emphasis placed on anatomy, physiology and pathology.

EMED 826: MEDICAL TOXICOLOGY

2nd year elective 1 credit hour

The primary goal of this course is to introduce the student to the management of common poisonings and overdoses. Resources unique to toxicology (such as poison control centers) will also be discussed.

Method of Evaluation: Examination.

EMED 827: WOUND MANAGEMENT

2nd year elective 1 credit hour

The student will be presented introductory text or on-line lessons and video instruction on acute wound management. The student will obtain experience performing suturing, stapling and adhesive closure of wounds.

EMED 902: ADV CARDIAC LIFE SUPPORT

Prerequisite: Current BLS certification
4th year requirement 1 credit hour

At the end of this course, students will have recognition and advanced management of cardiac arrhythmias and dysrhythmias, with emphasis on pharmacologic and non-pharmacologic treatment modalities and ancillary skill procedures.

Method of Evaluation: Passing score on written examination and satisfactory skill performance.

EMED 905: AHEC ROTATION-EMERGENCY MEDICINE

This rotation is scheduled through the clinical coordinator in Emergency Medicine and the AHEC Office.

Prerequisite: 4th year standing

This 4-week clinical experience will be obtained in various Emergency Medicine practices or programs in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Method of Evaluation: Observation of performance.

EMED 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in Emergency Medicine under the supervision of a full-time member of the faculty of a duly recognized educational/research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

EMED 910: AMBULATORY ROTATION-EMERGENCY MEDICINE

Prerequisite: 4th year standing
AR Selective

During this 4-week experience, students will spend approximately 40 hours per week in the Emergency Department (ED) providing patient emergency care. Clinical responsibilities include: initial ED triage and evaluation, formulation of diagnostic and therapeutic plans, disposition and referral to appropriate services. In addition to clinical management, there will be an examination at the end of the rotation and weekly lectures.

Method of Evaluation: Observation of clinical skills, knowledge base and acquisition of skills is evaluated by the faculty and residents for a composite evaluation. 75% of final grade is based on this evaluation. A written final examination, based on the lectures and textbook will comprise 20% of the grade. The other 5% of the grade comes from quizzes. A patient log must be maintained and submitted to the department at the completion of the rotation.

EMED 912: EMERGENCY MEDICINE BOOTCAMP

Prerequisite: 4th year student who matched in Emergency Medicine

This 2-week elective is designed to offer the 4th year medical student who successfully matched in an Emergency Medicine residency the skills needed during the 1st year of residency. Based upon ACGME Milestones, simulation-based education, web based modules and didactic lectures by Emergency Medicine faculty will provided the foundation necessary to be successful as an Emergency Medicine resident.

Method of Evaluation: Students will complete a test at the end of the elective and the course faculty will observe the student perform all skills taught during the elective.

FAMILY AND GERIATRIC MEDICINE

FMED 816: SPECIAL PROJECT-FAMILY MEDICINE

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

FMED 835: ELECTIVE IN RURAL MEDICINE

2nd year elective 1 credit hour

This elective meets 3 hours/month, mostly evenings, including an informal evening meal. The goal of this elective is to provide regular exposure to the issues of rural practice. Dr. Bill Crump and the Kentucky Academy of Family Physicians will assist with providing speakers to address common issues of rural medicine. Occasional site visits to rural practice will replace the monthly session. Topics include: practice management, time management, understanding Medicaid, working with the local school system, keeping your practice young, women's health in rural areas, working with local leaders, mental health in rural areas, when to consult and when to refer, telemedicine and working with the local health department.

Method of Evaluation: paper and oral presentation.

Meets 3 hrs/month throughout the academic year, except December and April.

FMED 860: GLOH CLIN DIRECTORSHIP

2nd year elective 2 credit hours

A student-run clinic that involves office administration, seeing patients, obtaining preceptors, managing funds, operating small pharmacy,

acquiring and distributing patient education materials, familiarization with government regulations. Location: Family Health Center

FMED 875: THE HOPE CLINIC FOR WOMEN & CHILDREN

2nd year elective 2 credit hours

The Hope Clinic for Women and Children is a student-run clinic that provides primary care for homeless women and children staying in shelters throughout the central Louisville area. Students will learn the day-to-day management of a medical clinic, clinical skills, simple lab procedures and patient education regarding health, nutrition, and other pertinent areas. Students will learn how to complete a S.O.A.P. note and present to the attending physician. Evaluation of clinical skills by a physician preceptor on-site at the clinic. 6-10 Monday evenings.

FMED 901: FAMILY MEDICINE CLERKSHIP

Required 3rd year clerkship 7.5 credit hours

This 6-week family medicine clerkship will enable students to understand the principles of family medicine and their application in community practice. Four weeks of the rotation will be spent with a family physician in an approved AHEC location in Kentucky. The remaining two weeks will be spent with the UofL DFGM faculty. The student will work primarily in the outpatient setting although opportunities for inpatient care and nursing home care are a part of many of the practice sites. The students will observe the family physician's interactions with subspecialists and use of allied health professionals. The students will gain an appreciation of different skills required to manage patients in the outpatient setting and in the context of the family unit. Small-group sessions and web-based cases will complement required readings for delivery of course content. The curriculum focuses on common problems, preventive medicine, community health, and geriatrics.

Goals: The clerkship will introduce students to the breadth and scope of family medicine. Students will learn to diagnose and manage medical problems commonly seen in ambulatory care settings, gain experience in clinical problem-solving in the undifferentiated patient, obtain experiences in medical decision-making, and hone their history and physical exam skills.

Method of Evaluation: Observation of performance, Service Learning Project, Web-based nutrition cases, clinical competency cards, standardized patient encounters and Family Medicine Subject Examination from the National Board of Medical Examiners.

FMED 902: ACTING INTERNSHIP IN FAMILY MEDICINE

Prerequisite: 4th year standing, superior performance in core family practice. AI Selective

During this 4-week experience, students will assume the role of interns on the family medicine hospital service, working at University, Jewish, Norton and Kosair hospitals. The student will take in-house overnight call once a week and will make rounds on weekends and holidays following the direction of the upper level resident and attending. Students will be given responsibilities appropriate for their level of training and will have supervision by interns, upper level residents and service attendings. In general, students will be responsible for 2-4 patients at a time. Responsibilities of the student would include: initial evaluation of assigned patients including written H&P for the chart, daily rounds with hospital team, writing progress notes and orders on the charts for assigned patients, appropriate consultation and follow-up of consults, dictate discharge summaries, assist other team members in care of patients, presentation of topics relevant to assigned patients (approx. 2 per week), as assigned by service chief or attending and attendance at all departmental core conferences, morning reports and grand rounds is required. Students will have at least two outpatient follow-up visits of their hospital patients during the month.

Method of Evaluation: Student will be evaluated via the following methods: Faculty and residents on the service will evaluate the student on knowledge, skills and attitudes; service attending will grade the student's verbal presentation of topics and/or articles and score from a departmental exam.

FMED 903: SENIOR HONORS PROGRAM IN FAMILY MEDICINE

Prerequisite: 4th year standing, superior performance in core family practice

This four to eight week elective is intended to pair observation students with a preceptor of choice in order to complete a structured experience in community oriented primary care. The site of this elective may be local, regional, national or international. Each student will select a problem with the assistance of the program director and the preceptor, develop a project to collect data, reach a diagnosis and plan for intervention. The problem selected may be targeted at the individual patient, family, community or physician level. A presentation of the project will be expected at the conclusion of the elective at Senior Seminar. The student will develop an increased awareness of the issues involved in carrying out effective primary care prevention programs; will apply the epidemiological principles to the community oriented assessment of health status and formulate and report a plan to intervene in an identified health problem by synthesizing the data collected from interviewing a wide variety of those concerned with health care delivery.

Method of Evaluation: Observation of clinical performance and final presentation.

FMED 905: AHEC ROTATION-FAMILY MEDICINE

This rotation must be scheduled with the clinical coordinator for Family Medicine and the AHEC Office.

Prerequisite: 4th year standing

Arrangements should be made eight weeks before the start of the rotation with the Clinical Coordinator in Family Medicine and AHEC Office.

This 4-week clinical experience will be attained in various family physicians' offices in designated AHEC areas of rural Kentucky. The exact nature of the rotation will vary depending on the site. Private practices, public health clinics, other ambulatory care facilities and inpatient facility experience may be included. The student will be encouraged to participate in the community to gain an understanding of how the community's characteristics affect medical care delivery. Students are expected to live in the area of the practice they select for the 4-week period.

Method of Evaluation: Observation of performance and submission of patient log and diagnosis seen during the rotation.

FMED 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 3rd year standing, FMED-901

Arrangements should be made four weeks before the start of the program.

This rotation will take place in a family physicians office within Jefferson County. Experience will be gained in the outpatient and, when applicable, the inpatient setting in hospitals around the community. Attendance and participation in family practice residency conferences will be encouraged but not required.

The goal of the elective is to expose the student to the field of family practice as it is practiced in an urban community. The student is expected to gain not only an understanding of the practice of family medicine but the role of the physician in the community at large. Objectives are for the student to gain an understanding of the concept of continuity of care, preventive medicine and the principles of cost effectiveness. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance and submission of patient

log and diagnoses seen during the rotation.

FMED 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 3rd year standing, FMED-901

Arrangements should be made four weeks before the start of the program.

This is a rotation in urban family medicine to be taken outside of Jefferson County in a non-AHEC area of the state of Kentucky. This rotation will take place in a family physician office within Lexington or northern Kentucky area. Experience will be gained in the outpatient and when applicable, the inpatient setting in hospitals around the community. The goal of the rotation is to expose the student to the field of Family Medicine as it is practiced in an urban community. The student is expected to gain not only an understanding of the practice of family medicine, but the role of the physician in the community at large. The student should gain an understanding of continuity of care, preventative medicine, and the principles of cost effectiveness. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance and submission of patient log and diagnoses seen during rotation.

FMED 908: CLINICAL ELECTIVE/OUTSIDE KY

Prerequisite: 4th year standing

Arrangements should be made four weeks before the start of the program. The student is expected to meet with Dr. Roberts before departure.

This elective will take place within the United States but outside the Commonwealth of Kentucky and may include the other 49 states and the District of Columbia. The local preceptor should be a board certified family physician. The exact course description will vary with the site of the elective. Possible sites may include other departments of

family medicine and medical schools, other community/hospital-based family practice residency programs, rotations in private physician's offices, rotations in departments of public health or another applicable rotation as arranged by the student. The student will be encouraged to participate in the community and to gain the understanding of how its characteristics affect the delivery of health care. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

FMED 910: AMBULATORY ROTATION-FAMILY MEDICINE

This rotation is for a private practice ambulatory setting, not Sports Medicine. To schedule Sports Medicine, please use FMED-923.

Prerequisite: 4th year standing AR Selective

The medical student will spend four weeks in an ambulatory clinical experience assuming the responsibility for patients in cooperation with a preceptor and participating in community activities with the preceptor. Students are expected to perform at the level of an acting intern. Supplementary instruction will include independent self-learning (assigned readings) and attending Family Practice Grand Rounds on Friday mornings at Jewish Hospital.

Method of Evaluation: Objective & subjective evaluation by the preceptor of knowledge, skills, attitudes of student by direct observation. Pre & post skills assessment by the student and a patient log must be maintained & submitted to the department at the end of this rotation.

FMED 912: GERIATRIC MEDICINE

This elective must be scheduled with the clinical coordinator for Family Medicine.

Prerequisite: 3rd year standing, FMED-901

This 2,3 or 4 weeks elective is designed to provide the medical student with an in-depth exposure to comprehensive care for the geriatric patient. The rotation focuses on evaluation and management of the medical & psychosocial aspects of aging. It exposes the student to different environments of caring for the geriatric patient, from nursing homes and home visits to outpatient clinic visits. Students will gain an understanding of routine medical management of the geriatric patient in the outpatient setting, preventative care, geriatric syndromes & management, care of the hospitalized patient, and palliative care.

FMED 917: SCHOOL HEALTH

This elective must be scheduled with the clinical coordinator for Family Medicine.

Prerequisite: 4th year standing

Student must meet with faculty four weeks before rotation begins for discussion.

This is a 2-week elective. Schools are a major institution that can influence the health and wellbeing of youth. Experience will be gained by assisting school staff in the health needs of students; observing children with behavioral disorders, learning disorders and physical disabilities; interacting with students and teachers in classroom situations; and working with school resource centers. The goals of this rotation are to increase the understanding of the role of physicians in schools, gain knowledge of how schools function and the role of the schools in family and community health. Students will be able to identify medical problems and issues in school health; present age appropriate health information; recognize children with medical conditions that may inhibit learning; and examine community resources to assist school age children. Student's must submit a journal detailing their experiences.

Method of Evaluation: Observation of performance and evaluation of student's journal. The evaluation completed by the school personnel and students will account for part of the evaluation.

FMED 918: INTRODUCTION TO MEDICAL INFORMATICS

This elective must be scheduled through the clinical coordinator in Family Medicine.

Prerequisite: 4th year standing

In this 4-week elective, the student will have the opportunity to: Acquire and demonstrate basic computer skills, or expand existing skills; experience or investigate a broad range of topics in the realm of medical informatics; complete a defined set of projects related to areas of special interest; and define possible future involvement in the area of medical informatics. Proposed topics to include: Office Systems, Computer Systems & Technology, Web Applications, Expert Systems, Decision Science, Hospital Systems, Structured Language Research, Information Search, Retrieval and Management, Standards Systems and Organizations, Medical Informatics Community, Medical Education, Telemedicine and Telecommunications and Basic Computer Skills and Usage.

Method of Evaluation: Subjective grade based on the student's displayed initiative, interest and completion of individual objectives as defined with the faculty mentor.

FMED 922: COMMUNITY CLINIC

This elective located at the Trover campus, Madisonville KY and must be scheduled through the Trover Office.

Prerequisite: 3rd year standing

This 2, 3, or 4 week rotation will take place in a free clinic within Hopkins County. Experience will be gained in the outpatient setting caring for the low-income working uninsured. The student will be exposed to issues involved with free clinic care including administrative issues of negotiation for lab, imaging and consults; practicalities of current pharmaceutical assistance programs; clinical issues of providing comprehensive care in this environment; and use of an electronic medical record in this setting.

Method of Evaluation: Observation of performance.

FMED 923: SPORTS MEDICINE

Prerequisite: 4th year standing

This 4-week clinical elective is for students interested in sports and sports related care. Students will work with the sports medicine faculty at the Owsley Brown Frazier Sports Medicine Center seeing patients with sports related injuries. There will also be exposure to athletic training facilities where the faculty physicians care for collegiate athletes. Depending on the time of year, the students may participate in event coverage.

Method of Evaluation: Observation of performance.

FMED 924: MEDICAL JURISPRUDENCE-INTRODUCTION TO HEALTH LAW

2nd year elective

This course is an examination of medical jurisprudence: the law, legal system and legal reasoning related to medicine. This introduction to health law undertakes a survey of legal issues in medicine focusing on the four ultimate health care system concerns: quality, autonomy, or personhood; equitable access and cost. Coverage includes: (a) introduction to law, the legal system and legal reasoning; (b) quality control regulation through licensing of health care professionals; (c) the physician-patient relationship, informed consent and confidentiality; (d) professional liability and reforming the tort system for medical injuries; (e) cost and access to health care in the health care delivery system; (f) professional relationships in health care enterprises, staff privileges, managed care contracts, labor & employment, & discrimination law; (g) Medicare & Medicaid fraud and abuse, false claims & Start law self-referrals; (h) reproduction and birth, legal status of the embryo/fetus, medical intervention in reproduction, and fetal maternal decision-making; (i) legal issues in human genetics; and (j) life and death decisions, advance directives, withholding/withdrawing life support, treatment refusal for religious reasons, decisional capacity and guardianship,

deciding for children, futile treatment.

FMED 925: RURAL PRACTICE ASSESSMENT

RMAT program only. This rotation is focused on a detailed analysis of a rural physician's practice with an emphasis on continuity of care. The vehicle for the needed clinical learning portion will be the chronic care note, which is currently used in the third year Family Medicine Clerkship. The RMAT student will: 1) with a physician's guidance, choose a common condition seen in practice, e.g., hypertension, dyslipidemia, diabetes, 2) develop a protocol for management based on published guidelines, 3) complete the chronic care notes on patient visits that occurred during their rotation, including the student's telephone call or home visit follow-up sometime after the index visit, and 4) prepare original patient education materials for the chronic condition suitable for continuing use in the practice, including a checklist shared by the patient and the provider that lists the key milestones of management.

Goals & Objectives: To teach the student clinical skills through observation and practice; to have the student become familiar with the types of clinical problems managed in rural primary care; to have the student become familiar with the process of individual practice site assessment by interviewing key personnel in the practice; to have the student understand important aspects of continuity of care by studying a series of visits by patients with a common illness; and to have the student understand how clinical guideline can drive the development of patient education materials.

Method of Evaluation: Evaluation will include assessment by the preceptor, assessment of the chronic care notes, practice assessment report and the patient education materials.

FMED 926: RURAL COMMUNITY HEALTH ASSESSMENT

RMAT program only. This rotation

is focused on patient education, community assessment, anticipatory guidance for children, and physical examination skills. Students will complete this component as part of the Trover Preclinical program during July of their second year. This four-week block includes a community-driven project that provides free school physicals (required in Kentucky) to 6th grade students in two Heath Professional Shortage Area (HPSA) counties near Madisonville, the home of the Trover Campus. This activity is referred as PSST. The guidance materials and teaching props will be produced by the RMAT students working with the Pre-Med Trover Rural Scholars. The RMAT students will complete the physical examinations under the supervision of certified Health Department nurses and the Associate Dean for the Trover Campus. Past Trover Scholars and preclinical student have jointly prepared and presented a final report summarizing their findings from the examinations as well as the results of a county-wide community assessment.

Goals & Objectives: To reinforce the development of clinical skills through observation and practice; to have the students understand the details of the clinical decision-making process used in rural primary care; to have the students become familiar with the process of community health needs assessment by participating in a county-wide assessment; and to have the students obtain hands-on experience, under appropriate medical supervision, in administering screening physical examinations and anticipatory guidance in rural community clinics.

Method of Evaluation: Evaluation includes paper assessment by the preceptor, evaluation of small group participation and performance during PSST, oral presentation of the report, and an assessment of the written report. Feedback is received from the nurses participating in PSST, both on individual student performance and in a group debriefing at the conclusion of each PSST session.

FMED 927: RURAL PRACTICE CLERKSHIP

RMAT program only. This is the third component of the RMAT and is a 4

week experience in Family Medicine that encompasses 5 of the 8 goals of the existing third year family medicine clerkship. This rotation is in a rural community practice. At the end of the rotation, students will be able to discuss the principles of family medicine; gather information, formulate differential diagnosis and propose plans for the initial evaluation & management of patients with common presentations; develop evidence-based health promotion/disease prevention plans for patients of any age or gender; demonstrate competency in advanced elicitation of history, communication, physical exam and critical thinking skills; utilize appropriate techniques to communicate with patients of all levels of health literacy.

Method of Evaluation: Standard clinical evaluation form and the NBME examination.

FMED 928: LONGITUDINAL AMBULATORY EXPERIENCE

RMAT program only. This is the fourth component of the RMAT and is a required 4-week experience in the free clinic for working, low-income, uninsured families of Hopkins and Webster counties in Kentucky. Three of the eight goals of the existing family medicine clerkship are encompassed in this rotation and focuses on longitudinal continuity of outpatient care within a matrix of performance improvement concepts, using a simple electronic health record, chart review, staff interviews, protocol development and new patient intake clinics and evening experiences in treating patients in a continuity clinic.

Method of Evaluation: Standard clinical evaluation form and student's final report of a performance improvement project.

FMED 929: RURAL FAMILY MEDICINE-AI

RMAT program only. This is the final component of the RMAT and is a required 6-week experience. Student will be working with the upper level

residents and hospital attending and will assume responsibility for daily patient care of assigned patients, including the ICU. The student will outline the evaluation and management of common inpatient problems in family medicine and will demonstrate the ability to work with all team members including ancillary services and consultants.

Method of Evaluation: Standard clinical evaluation by Family Medicine faculty and a departmental exam.

FMED 930: MEDICAL SPANISH

Prerequisite: 4th year standing, completion of at least 1 year of Spanish beyond high school

This elective will only be available Apr. 6-17, 2015.

This 2-week elective is designed to provide the medical student with an opportunity to acquire skills necessary to interview Spanish speaking patients. The elective focuses on communication skills and professional behavior. Through didactic sessions, direct observation and interactive group meetings, students will learn medical terminology and acquire skills in medical interviewing. Summative evaluation will include conducting a complete interview in Spanish.

Method of Evaluation: Observation of participation by faculty and student instructors and assessment of student's completion of all assigned tasks.

FMED 932: FAMILY NUTRITION RESOURCES

Prerequisite: 4th year standing

This one week elective is designed to provide the medical student with an opportunity to acquire skills necessary to assess patients' nutritional status and offer suggestion for intervention that will improve the overall health of the patient and family. The rotation focuses on independent study, observation, reflective writing, and professional behavior.

Through self-study, direct observation, and planning of an outreach event, students will gain knowledge in nutritional topics and acquire skills in methods of intervention to improve the nutritional status of the patients. Summative evaluation will include faculty evaluation of the student's completed assignments.

INTER-DEPARTMENTAL COURSES

IDEP 810: CLINICAL NEUROSCIENCE

2nd year requirement 3 credit hours

The major aim of this course is to provide integrated instruction in several subject areas, which are related to diseases and dysfunction of the central and peripheral nervous systems. Each subject area will be taught using an interdisciplinary approach to pathophysiology, diagnosis and treatment of the disorder. A variety of teaching methodologies will be employed, including lecture, small group tutorials, problem solving, panel discussions and case presentations. The course will bridge, whenever possible, basic science areas and clinical considerations.

IDEP 815: INTRODUCTION TO CLINICAL MEDICINE I

1st year requirement 4.5-6 credit hours

Introduction to Clinical Medicine I is the first year of a cumulative two year course concerning the clinical application of medical sciences. The first year course is intended to provide a foundation for first year students to develop skills in the patient encounter or doctor/patient relationship. The course also provides a foundation for study in biostatistics, epidemiology, and behavioral sciences. The course will require that students successfully complete an OSCE examination geared to first year students at the end of the year. This course will contribute to the students' capacity for completing the USMLE Step 1 examination. At the end of the course, students should be able to complete a comprehensive history and physical exam on a normal adult male or female; write up the history and physical in a standard format; understand the meanings of various commonly used abbreviations in general medical practice; develop skills and competencies and

understand the process of taking a sexual history, substance abuse history and performing a mental status examination; begin learning basic statistical methods and study designs; and will have an understanding of the doctor/patient relationship and human development.

IDEP 816: INTRODUCTION TO CLINICAL MEDICINE II

2nd year requirement 6-6.5 credit hours

Introduction to Clinical Medicine II is the second year of a cumulative two year course concerning the clinical application of medical sciences. The second year course builds on the skills taken from the first year and is intended to provide a foundation for second year students to develop skills in the patient encounter or doctor/patient relationship. The course also provides a foundation for study in biostatistics, epidemiology, and behavioral sciences. The course will require that students successfully complete an OSCE examination geared to second year students at the end of the year. This course will contribute to the students' capacity for completing the USMLE Step 1 examination. At the completion of this course, students will be expected to accurately collect, record and report pertinent physical and biological data from adult patients and formulate problem lists and assessments; understand the manifestations and underlying dynamics of human behavioral diversity and apply that understanding as a basis for establishing a therapeutic patient-physician relationship; increase physician interpersonal skills and improve clinical diagnosis; apply skills and concepts learned in the behavioral sciences to better deal with the normal fears and anxiety that accompany medical illness; use the learned concepts in behavioral science and psychiatry to better deal with difficult patients and the stresses experienced by physician; and have an understanding of the doctor/patient relationship and human development.

IDEP 865: HUMAN EMBRYOLOGY

The course will emphasize the clinical aspect of embryology and allow students to better understand the importance of this particular preclinical subject. The material is divided into 7 modules, organized by anatomical systems and as much as possible will integrate with gross anatomy and histology. Modules contain: descriptive developmental embryology lectures; clinical lectures; clinically oriented small group sessions; self-educational on-line lectures; self-assessments practice test and a graded test. The presence of clinicians in the course (both lecture and small group session), will allow students to discuss the embryologic development for each organ/system, combined with the clinical aspect of most common congenital abnormalities.

Goals: Students will develop an understanding of the major events that occur during each developmental period; the normal developmental processes involved in achieving adult anatomy; the formation and function of the fetal membranes and placenta; the causes of major systemic congenital malformations with special reference to critical periods of development; the societal and personal impact, prevention and diagnosis of selected congenital malformations or syndromes; will collaboratively and productively work in groups with their peers to research and complete case based assignments and present the results of their work to a faculty small group leader; and students will work independently to complete the prerequisite assigned reading and computer-assisted instruction modules that support the lecture and small group work within the course.

Method of Evaluation: "Pass" grade: >70% minimum overall course grade; "Fail" grade: <69%. "Honors" grade: completion of all assignments AND >90% overall course numeric grade, additional course honors project may be required by course director for student to be eligible for honors if numeric grade criteria are met. Graded events outside of high-stakes exams using teams or small groups that contribute towards the course point total will be used.

IDEP 866: CLINICAL ANATOMY, DEVELOPMENT & EXAMINATION

1st year requirement 17.5 credit hours

The Clinical Anatomy, Development & Examination (CADE) course will train 1st year students in the fundamental structures of the human body—its anatomy, development and methods of clinical physical examinations. This is an integrated course that merges the disciplines of Gross Anatomy, Embryology, & Physical Diagnosis to help students understand the connections between these sciences from the earliest days of their training as physicians. This course teaches students some of the clinical skills required to enter the clinical years of medical school, and the knowledge & behaviors needed to pursue a medical career of life-long learning & patient care. The course is structured according to body systems, and content related to each system will be taught at the same time, allowing students to better understand the concepts. Each section of the course will introduce clinically-oriented gross anatomical principles and foster critical thinking skills necessary for students to use their anatomical knowledge to evaluate the health of patients and to solve clinical problems. Cadaveric dissection is the focal point of anatomic content, allowing students to develop a three-dimensional/functional appreciation for the relationships of the various structures in each anatomical region. Embryology provides a basis for understanding the events that occur during human development from fertilization to birth, with particular emphasis on the first eight weeks. Studying Human Embryology helps create a logical framework for the understanding of normal adult anatomy and explains various congenital malformations. Embryology provides a bridge between basic sciences (anatomy) and clinical sciences (Obstetrics & Gynecology, Pediatrics & Pathology). The knowledge of human development will expand students' basic anatomical vocabulary, a prerequisite for all medical disciplines. This is especially important for certain medical specialties that rely heavily on Embryology including Obstetrics & Gynecology, Pediatrics and Pathology. Finally, students will learn to correctly

perform physical examination techniques on the normal adult, and begin using physical examination results to guide diagnostic reasoning. Knowledge of the anatomic structures, their embryologic origins, and the relevant surface anatomy is critical to performing the physical examination in a way that is not only technically correct, but which purposefully informs clinical & diagnostic reasoning in the care of patients.

Method of Evaluation: The final grade will depend on the student's performance across all exams, various other graded activities, small group sessions and a final shelf exam.

IDEP 867: NORMAL BODY SYSTEMS: 3 NEUROLOGIC SYSTEMS

1st year requirement 7.5 credit hours

The neuroscience portion of the Normal Body Systems course will train 1st year medical students in the structure & function of the human central Nervous system. This course section is an integrated presentation of neuroanatomy & neurophysiology of the human brain & spinal cord, including clinical applications. The major goal of NBS 3 is to train students in elements of structural & functional neuroscience that form the underpinnings of clinical evaluation of patients with deficits in sensory, motor and/or cognitive abilities. Students will gain a strong understanding of the gross anatomy of the brain and spinal cord, the neural systems that relay information concerning a particular sensory, motor or higher order function, the spatial organization and location of major neural systems as they ascend/descend through the brain & spinal cord, and how to use the above information to determine the location of a brain lesion on the basis of sensory, motor & cognitive symptoms.

Method of Evaluation: Students will be evaluated using a number of different assessment strategies. Formative assessments will be worth approximately 15% of the overall course grade. Summative assessments will be worth approximately 85% of the course grade. Students achieving >90% will receive a grade of Honors. Students scoring less than an absolute

score of 70% will receive a failing grade.

1. Application exercises linked to flipped classrooms. These are low stake questions embedded within cases that require students to demonstrate preparation for an application exercise. These are formative assessments that give a student feedback on their mastery of the material covered in the flipped classroom. Flipped classrooms occur periodically in the course and thus this formative assessment also requires that students keep current on the material.

2. Problem-based learning. We will use a problem-based learning model where students are given one of six cases to solve and then work individually to create a PowerPoint presentation that is used to teach other students in their group. Students are assessed in the PBLs based on the quality of the presentation & their performances on questions posed by the faculty & peers. Student will receive a brief narrative feedback on their presentation.

3. Laboratory. The students will be given 2 summative practical exams to assess their ability to identify anatomical structures of the brain & spinal cord. Additional laboratory exercises will employ an interactive 3D software package that gives students feedback on their mastery of the material covered in the lecture & labs.

4. The student will be given 2 summative exams concurrently with the laboratory practical exams described above. These exams will assess students' mastery of material covered in lectures only. The students will also be given a midterm halfway through the course as well as a final summative assessment at the end of the course. The final exam will be comprehensive including material covered in PBL cases.

IDEP 868: FOUNDATIONS: GENES TO ORGANS

1st year requirement 7 credit hours

Function in a biological system is intimately related to the structure of tissues and organs. The Foundations course is an interdisciplinary effort combining basic concepts in biochemistry, molecular biology, cell

& tissue histology, physiology and neuroscience to provide the student with an appreciation for the underlying mechanisms involved in cell, tissue and organ development and the maintenance of functional homeostasis. The course lays the foundation for the systems-based courses that follow in the first year curriculum. The course has 3 major sections:

1. Blood/body Fluids. This examines the role of blood, blood elements, and body fluids in the maintenance of normal body homeostasis. Hematopoiesis also represents a relatively simple system of cell growth, division, and differentiation that will set the stage for more complex elements of tissue and organ development covered in section 2.

2. Molecular basis of development focuses on pathways of gene expression & their regulation with an emphasis on cellular differentiation and tissue/organ development.

3. Organogenesis is the final section that brings all previous aspects into focus as organs are formed. In forming muscle and integuments underlying principles of biochemistry and cellular biology will be overlaid with principles of neuroscience to derive the complex physiological functions of these target organs. These principles will serve as a foundation for other organ systems to follow in the curriculum. The major goal of the Foundations course is to use the molecular basis of human development to train students in elements of biochemistry, cell/molecular biology, histology, physiology and neuroscience that form the underpinnings of medical practice.

Method of Evaluation: Students will be evaluated using a number of different assessment strategies. Each strategy is outlined below. Formative assessments including peer evaluations will be worth approximately 35% of the overall course grade. Summative assessment will be worth approximately 65% of the course grade. Students achieving 90% will receive a grade of Honors. Students scoring less than an absolute score of 70% will receive a failing grade.

1. Application exercises linked to flipped classrooms. These are low stake questions embedded within cases that require students to demonstrate preparation for an

application exercise. These are formative assessments that give a student feedback on their mastery of the material covered in the flipped classroom. Flipped classrooms occur regularly in the course and thus this formative assessment also requires that students keep current on the material.

2. Case-based Active learning.

Students will be given cases and then work together as groups and teams to create their own learning objectives relating to the case, teach themselves and teach one another using wikis as a platform to create a student-prepared learning document. Students are assessed in these exercises based on a narrative assessment of the quality of their wiki, their performances on questions posed as physician leaders go through the case, and by peer evaluations.

3. Laboratory exercises.

4. There will be exams after each section of the course. The first two exams will focus on material taught within their respective sections. These summative exams will include standard multiple-choice questions and where appropriate practical laboratory material. The last exam will be a cumulative final.

IDEP 869: NORMAL BODY SYSTEMS 2: NUTRITION, GI & ENDOCRINOLOGY

1st year requirement 6.5 credit hours

The major focus of this course is the importance of nutrition to human health. The course is an interdisciplinary effort combining biochemistry, genetics, cell & tissue histology, physiology, endocrinology and clinical nutrition to provide students with an understanding of various factors influencing how the human body takes in, utilizes and stores nutrients. The gastrointestinal system will be examined from both cellular & physiological perspectives. The course will also address aspects of intermediary metabolism including inborn errors of metabolism and the hormonal regulation of metabolic processes across multiple organs & tissues. Additional elements of the endocrine system, particularly the adrenal system and sex organs, will also be covered in the course. Finally, the course will examine pressing issues in

human nutrition including the impact of the obesity epidemic on human health & the medical establishment. The major goal of NBS 2 is to increase student's awareness of the importance of nutrition to human health.

Method of Evaluation: Students will be evaluated using a number of different assessment strategies. Formative assessment of application exercises, laboratory exercises, and case & problem-based learning, including peer evaluations, will be worth approximately 40% of the overall grade. Summative assessments in exam formats will be worth approximately 60% of the course grade. Students achieving >90% will receive a grade of Honors. Students scoring less than an absolute score of 70% will receive a failing grade.

1. Application exercises linked to flipped classrooms. These are low stake questions embedded within cases that require students to demonstrate preparation for an application exercise. These are formative assessments that give a student feedback on their mastery of the material covered in the flipped classroom. Flipped classrooms occur regularly in the course and thus this formative assessment also requires that students keep current on the material.

2. Case & team-based learning. We will use 2 models of case & team-based learning. Student are given as case & then work together as groups & teams to create their own learning objectives relating to the case, teach themselves and teach one another using wikis as a platform to create a student-prepared learning document. Students are assessed in these case-based exercises on a narrative assessment of the quality of their wiki, their performances on questions posed by physician leaders or through the case, and by peer evaluations. At the end of the course we will employ a classic team-based learning exercise. This exercise involves an assigned task, readiness assurance questions performed individually, and a series of learning gain assessments involving more complex questions worked on as a group.

3. Problem-based learning.

4. Laboratory exercises.

5. The students will be given an exam midway through course and a cumulative final exam.

IDEP 870: NORMAL BODY SYSTEMS 1: CARDIOLOGY, RESPIRATORY, RENAL & ACID BASE

1st year requirement 5 credit hours

Function in a biological system is intimately related to the structure of tissues and organs. The NBS 1 course is an interdisciplinary effort combining basic concepts in cardiovascular, respiratory and renal systems to provide first year medical students with an appreciation for the underlying mechanisms involved in the maintenance of acid/base balance and homeostasis. NBS 1 continues from the foundations of development of organ systems. The course has 4 major sections:

1. Cardiovascular - examines the function & structure of the heart and blood vessels in the movement of blood and the maintenance of blood pressure and body fluids.
2. Respiratory System - examines the structure & function of airway passages & lungs in the regulation of gas exchange.
3. Renal System - examines the structure of the kidneys, ureters & urethra in the function of excretion, blood pressure regulation.
4. Acid-Base Balance - will examine the human body's acid-base homeostasis mechanisms as they relate to and integrate among the body's milieu, cardiovascular, respiratory and renal systems.

The major goal of NBS 1 is to help students gain a solid understanding in the normal function of the vital systems of the human body. A secondary goal will be to utilize disease & pathologies to demonstrate how these systems can undergo alteration & be manipulated back to a more healthy condition as is encountered in the practice of medicine.

Method of Evaluation: 1. Application Exercises: These are low stake course components embedded within cases & subject matter that require students to demonstrate preparation for an application exercise. These are formative assessments that give a student feedback on their mastery of the material covered in the course.

2. Team-Based Learning - These

are planned to be low stake course components at the conclusion of major subject sections. TBL's will require students to demonstrate continued studying and understanding of the subject matter. TBLs in this manner will provide formative assessments that give a student feedback on their mastery of the material covered in the course. These TBLs will also help promote continual learning within each section.

3. Problem-Based Learning: Students will be assigned into groups and given a clinical case to work through in two individual group sessions and a wrap-up session with a clinician. Session 1, will be initiated as students work together asking questions and seeking answers in a scripted scenario. Progressing within the first session, students will have reviewed the patient's history, basic tests and examinations and then specialty tests related to the case at hand. At the conclusion of this first session the students will identify one of seven learning issues of which they have an interest. In the interim, between group session one & two, the student will develop their own learning objective(s), research the issue, and prepare a presentation to teach their group about their learning issue. The student will also develop 1-2 questions over the material they presented to ascertain if their learning objective was accomplished successfully. The faculty mentor will provide a verbal & narrative comment on the scientific & non-cognitive components of the student's presentation. Students are assessed in the PBLs based on their engaged participation during each session, the developed learning objective, the student's presentation, and non-cognitive components. This type of activity fits best in the formative assessment component of educational practice by giving the student feedback in multiple sessions over a week of time from both their student colleagues and faculty mentors. The point value is kept small to promote & motivate the student to try to do well. PBLs are more process oriented than academic oriented.

4. Two major block style exams will be administered. These primarily summative assessment exams will be comprehensive within NBS 1; meaning exam 2 will have material from exam 1. Each exam will contain content, conceptual, and clinical vignette type questions as well as potential written &

virtual practical components. The total of these summative assessments will be approximately 80% of the overall course grade.

Formative assessment will be approximately 20% & summative assessment will be approximately 80% of course grade.

IDEP 911: INTERNATIONAL PRECEPTORSHIP IN PATIENT CARE

The International Preceptorship in Medical Care will expose students to medical care and the culture in a foreign country. Students will participate in clinic/hospital activities and direct patient care and have the opportunity to learn first-hand about healthcare outside the United States. Students will also experience how the culture, economics, politics, and social structures of another culture impact medical care and health. Students will need to complete the International Travel Packet & secure approval at least 10 weeks prior to departure.

IDEP 912: BUSINESS OF MEDICINE

This elective is no longer available.

Prerequisite: 4th year standing
2 credit hours

Physicians must understand the business aspects of medical practice in order to effectively meet the practice challenges of a changing healthcare environment. They must understand healthcare as a system, how it is financed and how resources are managed. In the elective, students will work to establish a mock medical practice encompassing various issues and challenges that physicians encounter. Through didactic sessions, independent learning, small group discussions and one-on-one advising, students will examine the relevance of various issues to their medical practice and develop skills to address them. Students will gain knowledge and insight into the various professional and financial challenges raised in starting and managing a medical practice; gain knowledge of the various forms

of managed care and how this form of healthcare delivery is evolving and its effect on a medical practice; will understand the cost of running a practice, including the relevance of RVU's, collection rate, payer mix, managed care contracting and optimal personnel planning; will understand the roles of other members of the healthcare team and be able to work effectively and collaboratively with them; and will be able to apply basic principles of continuous quality improvement to their medical practice.

Method of Evaluation: Students are expected to attend all didactic sessions. Participation, individual self-reflective composition and final presentation to class on a relevant business of medicine topic of their choice will determine the final grade.

IDEP 913: MEDICAL EDUCATION

Prerequisite: 4th year standing

This is a 2 or 4 week elective. Students will learn some of the basic tenets involved in teaching and evaluation. Students will become familiar with basic educational principles by reading a set of core medical education articles. The student will be assigned to teach a set of students while being observed by a medical educator who will provide formative feedback on the performance. The student will develop a curriculum project using the curriculum quality improvement project model and expose the student to unique challenges of teaching and evaluating undergraduate medical education. Students will develop & critique a standardized patient case and a behavioral checklist to evaluate learners; develop and critique a human patient simulation case and a behavioral checklist to evaluate learners; develop and critique a didactic lecture using medical education tenets that will maximize the learner's educational experience; describe in general terms the idea of continuous quality improvement; describe the types of skills academic physicians should master; and describe some of the teaching, learning and evaluation challenges that are unique to undergraduate medical education.

Method of Evaluation: Observation

of teaching, presentation & evaluation of standardized patient case, small group educational activity, human patient simulator case or large group instructional session project using the curriculum quality improvement project model to the staff of the Office of Medical Education.

IDEP 914: CAREER EXPLORATION

2nd & 3rd year elective

This is a 1, 2, 3 or 4 week experience. Choosing a specialty is one of the most difficult but important decisions a student will ever make. This course will create opportunities for students to gain insight into the problem content, patient population, practice setting and the daily practice experiences in a career field that interest them. The course will provide a career planning framework that students can use to determine whether a field would be a suitable career fit for their professional and personal goals.

Method of Evaluation: Students will submit a reflective paper on their experience.

IDEP 916: PALLIATIVE MEDICINE

Prerequisite: 4th year standing

This is a required 1-week experience in 4th year. Students join a multidisciplinary Palliative Medicine team that provides a unique educational experience emphasizing the opportunities and challenges of caring for seriously ill and/or dying patients. Determining goals of care for patients and therapies to relieve suffering and/or to improve quality of life will be discussed in depth. Students will participate in patient consultations where they will be expected to identify all palliative care issues-medical, psychosocial, ethical and discharge planning; attend daily teaching rounds; research topics for team discussion; and attend weekly Palliative Medicine Thursday afternoon Conference. The conference will include Journal Club and reflective writing/journaling.

Method of Evaluation: Regular

attendance at all conferences, teaching and patient care activities is required. Faculty will continually assess the student's skill in patient care assessment, with a focus on symptom and psychosocial data gathering and the student's skill in developing care plans that match the clinical needs and patient-oriented goals. Evaluation of clinical knowledge, skills and attitude is by observation of performance by faculty preceptors. Students must achieve a minimum of 75 on their clinical evaluations and participation in all required activities and conferences to pass this course.

IDEP 919: CAMPUS HEALTH SERVICES

Prerequisite: 4th year standing

To schedule this elective please email Dr. Phil Bressoud, pfbres01@louisville.edu.

This is a 2, 3 or 4- week elective. Students participate in the evaluation & treatment of patients at the Belknap Health Center. Students will learn basic primary care medicine in the unique population. Students will gain experience in primary care medical skills for the diagnosis of both acute and chronic illnesses, understand management of contraception options including emergency contraception, gain experience in the diagnosis, management and prevention of sexually transmitted infections, understand role of health promotions, PEACC, psychiatry and counseling in this population, gain experience and understanding of travel medicine needs for this population and experience and understand public health role of CHS for the University.

Method of Evaluation: Subjective evaluation of clinical performance and a short presentation on a topic related to campus health.

IDEP 921: MEDICAL STUDENTS AS TEACHERS

Prerequisite: 4th year standing
4 weeks

This fourth year elective provides students with an opportunity to

develop skills by teaching first, second or third year medical students. The elective consists of a required half-day orientation, held in July of the fourth year. All students must commit to attending this program to enroll in this elective. Each student must select one track in which to participate; each track is associated with a class/clerkship or teaching case-based integrative sessions in the ICC's. Depending upon the track, students will be required to attend at least one training session and document 8-10 hours of actual teaching. Course hours will be as follows: Orientation (5 hours); training (2-4 hours); preparation (16-20 hours) and actual teaching (8-10 hours).

Goals & Objectives: Expand communication and leadership skills by active participation in teacher training and teaching; develop teaching skills by observing, coaching and direct teaching of medical students and participating in teacher education activities; and enhance professional attributes by serving as a role model for medical students.

Method of Evaluation: Evaluation of student mastery of course objectives will be determined by each course director track leader. At a minimum, evaluation will consist of evaluation of student teaching skills through direct observation by the course director or his/her designee; student evaluations; completion of all required course activities and self-evaluations. No student will receive a passing grade without satisfactory teaching evaluations and documentation of the minimum number of required teaching hours.

IDEP 922: LONGITUDINAL AMBULATORY ROTATION

Prerequisite: 4th year standing
AR Selective

This is a required 4th year rotation that takes the place of the 4-week ambulatory rotation. There will be 2-week block of time to initiate the clerkship followed by 20 weeks of half days for a total equivalent to 4 weeks. Students need to be better prepared to practice in the ambulatory setting when they complete medical school and residency and this clerkship is

designed to help prepare the students for competencies related to ambulatory care. Learning of certain program objectives not covered in other parts of the curriculum can be designed to occur optimally in the ambulatory setting. The rotation will include demonstration of competencies related to both clinical specialty and program objectives. The learning objectives and evaluations will be a shared partnership between the participating specialties and the central curriculum office. Medical knowledge, clinical skills and attitudes related to the specialty will be the responsibility of the discipline, and the medical knowledge, skills and attitudes related to non-discipline specific program objectives will be the responsibility on the curriculum office.

Goals & Objectives: Taking on primary responsibility for the patient; focusing histories, physicals, and oral and written communication appropriately; sharing information effectively with a patient and family; prioritizing and organizing work effectively; anticipating what a patient will need during the course of hospitalization and communicating this information effectively in hand-overs; re-evaluating a patient when you take on their care and looking further when the clinical picture does not fit; continuing to think about and re-assess the patient during the course of the day; coping with uncertainty in patient care issues; functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient and coordinating the care of your patient.

Method of Evaluation: Evaluation of Clinical Performance 70% of course grade; Scholarly Project Evaluation 25% of course grade and attendance for the non-clinical seminars 5% of course grade.

IDEP 923: DISTINCTION IN RESEARCH

The Distinction in Research is one of several educational tracks, which the goal is to provide a small group of medical students with meaningful and productive research experiences that will enrich their medical school training. The DIR will be longitudinal and will include contact with mentors

and research groups, development of research-oriented skills, and the completion of a research project in the clinical years. This program will be coordinated by the HSC Office of Research under the direction of the SOM Associate Dean for Research. This elective will provide students a block of time in their 4th year to conduct hypothesis driven research as partial fulfillment of the DIR track. The time will be spent under the supervision of their individual DIR mentor and will conclude with a "product" which can be presented in one of several avenues for the dissemination of research. The role of clinician as researcher and the methods of basic and translational research will be taught throughout the DIR track.

Goals: Students will learn critical thinking and problem solving skill; will gain knowledge of the mechanisms of disease through research and how to apply it to the clinical practice; will learn study design, data collection, management, and analysis; and will learn to give oral and written presentations of their work.

Method of Evaluation: Mentor evaluation, completion of student logs and completion of the research project as defined by the DIR curriculum. Grading will be Pass/Fail.

IDEP 924: TOPICS IN CLINICAL MEDICINE

4th year requirement

The goal of this course is to address topics in clinical medicine that are felt to be important from a central medical school educational perspective, but which are not covered in any existing clinical clerkships. The course is intended to fill educational gaps in the clinical years. The main instructional format will be short didactic presentations to support independent student reading and small group discussion.

Goals & Objectives: Define and describe key concepts related to societally important topics in medicine; apply basic science principles to patient care and decision-making; and describe key aspects of modern patient management in selected clinical topics areas.

Method of Evaluation: Students will received a single grade based on the content of all sessions; attendance, small group participation and completion of all required quizzes.

MICROBIOLOGY & IMMUNOLOGY

MBIO 818: SPECIAL TOPIC-ADV MICROBIOLOGY

A special course to provide study in specific areas of Microbiology & Immunology, possibly including instruction in laboratory techniques. Exact course content to be defined by an agreement with student and faculty mentor.

MBIO 850: MICROBIOLOGY- IMMUNOLOGY

2nd year requirement 10.5 credit hours

This course features lectures, laboratory exercise, demonstrations, conferences, and clinical correlation sessions. A significant part of the course is devoted to understanding the molecular development of the immune response; the cells that participate in generating this response; and the clinical relevance of the immune system. The course also covers recent development in the molecular biology and infectious mechanisms of bacteria, viruses, parasites and fungi and the diseases they may cause. The laboratory and discussion groups are based on clinical cases.

MEDICINE

MED 816: SPECIAL PROJECT/ MEDICINE

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training. Student must complete the Special Project form, have it signed by your mentor and return to Student Affairs in order to receive credit.

Method of Evaluation: To be determined by faculty mentor based on the specific project.

MED 862: RADIONUCLIDES IN MEDICINE

2nd year elective 1 credit hour

Selection of a radionuclide for medical diagnosis and therapy. Application of scinti-imaging in organ diseases. In-vitro radionuclide applications and radioimmunoassays.

Method of Evaluation: Choice of writing a review paper or taking a multiple choice exam.

MED 867: LIFE OUTREACH CLINIC

2nd year elective 2 credit hours

The LIFE Clinic is a student-run clinic, located at the Healing Place, affords an outstanding opportunity for students to practice and develop clinical exam skills in a real world setting. The LIFE Clinic focuses on the unique medical problems of indigent/homeless women in an addiction recovery program. On a weekly basis, students see patients, complete H&P's, write S.O.A.P. notes, and present to an attending. Students also get to manage patients longitudinally. The LIFE Clinic stresses patient education and information as well as medical management. The

experience is a hands-on integration of classroom knowledge, clinical evaluation and social counseling.

Method of Evaluation: Evaluation of clinical knowledge, skills and attitude by the attending physician.

MED 868: LIFE II OUTREACH CLINIC

2nd year elective 2 credit hours

This student run clinic provides free healthcare to men recovering from drug and alcohol abuse at the Healing Place. This provides students the opportunity to experience issues surrounding substance abuse, recovery and men's health issues while practicing basic health skills.

Method of Evaluation: Observation of clinical knowledge, skills and attitude by the attending physician.

MED 901: INTERNAL MEDICINE CLERKSHIP

Required 3rd year clerkship
10 credit hours

This 8-week medicine clerkship has 2 components: a general medicine hospital rotation, and two subspecialty rotations. Students will encounter a broad diversity of patients and disease states. Students will be provided an opportunity to learn clinical medicine using the patient's history and physical examination, diagnostic modalities and medical literature; and to develop strong interpersonal and professional skills.

Method of Evaluation: Evaluation of clinical knowledge, skills and attitudes by observation of performance by the attending physician, residents and fellows. Students must receive a passing score on the clinical evaluation, National Board of Medical Examiners Subject Examination in Internal Medicine, complete all required assignments and pass a review by the Department of Medicine Education and Evaluation Committee.

MED 902: ACTING INTERNSHIP IN INTERNAL MEDICINE

Prerequisite: 4th year standing
AI Selective

This 4-week rotation is designed to help students prepare for the enormous responsibility of caring for hospitalized patients during their first postgraduate year. During this rotation, students will be assigned many of the responsibilities and activities that they will experience during internship; using these experiences as the basis for learning. Students join a teaching team, composed of a full-time faculty attending, fellow and/or an upper level resident, interns and third year students. As an acting intern, the fourth year student's level of responsibility is that of a graduate intern. Students are responsible for the evaluation and management of their assigned patients and the timely completion of medical records, including hospital discharge summaries. Students are expected to take call with their team, including night, weekends and holidays. A patient log must be maintained and submitted to the Department of Medicine Undergraduate Education Office.

Method of Evaluation: Evaluation of clinical knowledge, skills and attitude is by observation of performance by attending physicians, residents and fellows; and must achieve a minimum score on National Board of Medical Examiners Subject Exam in Internal Medicine; and pass a review by the Department of Medicine Education and Evaluation Committee.

MED 905: AHEC ROTATION-MEDICINE

Prerequisite: 4th year standing

The elective must be scheduled through the Clinical Coordinator in Internal Medicine and the AHEC Office.

This is a 4-week experience. The Kentucky Area Health Education Center (AHEC) System offers students the opportunity to participate in Internal Medicine practices located throughout

the Commonwealth, providing a unique educational experience away from the university setting. The program emphasizes and promotes primary care. Students are encouraged to participate in the community to gain an understanding of how community characteristics affect health care delivery.

Students are expected to live in the area of the practice they select for the length of their rotation. The six regional AHEC Offices provide financial assistance to students in the form of reimbursement for housing expenses and meals. Students residing with family or friends during the rotation receive only the meal reimbursement. To receive a dislocation allowance, students must complete a Fact Sheet, mailed to them after their choices of an AHEC practice is confirmed by the preceptor. To allow sufficient time for check processing, the Fact Sheet must be returned to the Undergraduate Education Office at least four weeks before the beginning of the rotation.

Method of Evaluation: Evaluation of clinical knowledge, skills and attitude by observation by the faculty preceptor.

MED 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 3rd year standing

This is a 2 or 4 week experience. Students participate in the care of ambulatory patients in an urban internal medicine private practice. Students will become more knowledgeable and skilled in the diagnosis and treatment of patients with conditions commonly seen in a community-based medical practice. The student must complete the Off-Campus Request Form and have it approved by the departmental clerkship director.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

This is a 2 or 4 week elective. A clinical experience may be obtained in an approved program in Internal Medicine under the supervision of a full-time member of a duly recognized educational or research institution or a private community physician. The student must complete the Off-Campus Request Form and have it approved by the departmental clerkship director.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 909: MEDICINE RESEARCH

Prerequisite: 4th year standing, permission of faculty mentor.

Students must complete the Independent Study/Research Form to receive credit for this elective.

3rd year students will also be considered on a limited basis. The department of Dermatology is not participating in the research elective.

This is a 2 or 4 week experience. The research elective can be taken in any area of research in which a Department of Medicine faculty member is involved. It is expected that the student will participate in and do a research project and participate in its publication or presentations on completion. The student will learn research techniques and the general approach to research, as well as improve the ability to evaluate published research. In general, projects will be assigned that can be completed in the time allotted.

Method of Evaluation: Evaluation of medical knowledge, interpersonal & communication skills, practice-based learning & improvement, and professionalism.

MED 910: AMBULATORY ROTATORY-MEDICINE

Prerequisite: 4th year standing
AR Selective

This is a 4-week ambulatory experience at the Wings Clinic. Students wanting to register for an AR in Allergy or Dermatology must use course number MED-922, Allergy or MED-925, Dermatology. All other arrangements must be made through the Clinical Coordinator for the Internal Medicine Department.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, system-based practice, practice-based learning & improvement, and professionalism.

MED 912: EKG INTERPRETATION

Prerequisite: 4th year standing

The elective is available for 2 weeks. The student in this course will learn EKG interpretation. Students will:
1) Have intensive sessions regarding EKG reading with fellow and attending. These will include reading the majority of EKGs in the particular hospital; and
2) Attend cardiology conferences.

Method of Evaluation: Evaluation of medical knowledge, interpersonal & communication skills, practice-based learning & improvement and professionalism.

MED 915: CARDIOLOGY

Prerequisite: 3rd year standing

This elective is available for 2 or 4 weeks. This course will offer the student an opportunity to observe and participate in the practice of clinical cardiology. The student will provide the initial diagnostic history and physical examination on the patients and, with the guidance of the resident and the overseeing of the fellow, will prepare a presentation for the faculty assigned to the service. Patients will be seen in the CCU and on general wards.

The student will be responsible for electrocardiographic interpretation to be checked by the resident/fellow, and attending. The student will attend and participate in daily morning rounds; perform cardiovascular consultation and admissions; daily case presentation and discussion of management with attending and team. Students will have the opportunity to observe cardiac catheterizations, echos, and stress tests. Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 922: ALLERGY

Prerequisite: 3rd year elective
4th year AR Selective

This is a 2 or 4 week elective or a 4-wk AR selective. The diagnosis & treatment of the diseases of hypersensitivity will be emphasized. Office & bedside teaching will stress the related problems of immunity, hypersensitivity and infection. Students will be introduced to techniques and methodology of a wide range of immunology and laboratory procedures and will be exposed to both pediatric and adult patients with allergy and immunologic problems. Most of the time will be spent in the private physician's office.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 925: DERMATOLOGY

Prerequisite: 3rd year elective
4th year AR Selective

This is a 2 or 4 week elective or a 4-week AR Selective and offers a clinical experience in dermatology. The student will see dermatologic patients in the clinics at Ambulatory Care Building, Veterans Administration Medical Center, Kosair Children's Hospital, UofL Division of Dermatology, and other private practice offices.

The student will also spend time in dermatologic surgery and dermatopathology. At the end of the experience, students will appreciate the intricacies of cutaneous medicine, surgery and pathology; be able to communicate linguistically with the dermatologic consultant and would know when to obtain appropriate dermatologic consultation.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 930: ENDOCRINOLOGY & METABOLISM

Prerequisite: 3rd year standing

This elective can be taken for 2 or 4 weeks and is a clinical experience dealing with a wide spectrum of endocrine and metabolic problems as seen on both inpatient consultative as well as outpatient clinic settings. Students will be given reading assignments from major textbooks of endocrinology as well as literature reviews on the subjects commonly encountered in clinical practice and of current research interest. Students will revisit endocrine physiology and its application to clinical situations; will be given an overview of the relationships of clinical laboratory to the care of patients with endocrine problems and enhance the student's skills in interpretation of laboratory data; will understand the appropriate utilization of laboratory tests for endocrine patients and experience the diagnosis of endocrine and metabolic disorders and their management.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 940: INFECTIOUS DISEASES

Prerequisite: 3rd year standing

This is a 2 or 4 week elective and is designed to allow students to acquire familiarity with and expertise in dealing with diagnostic and therapeutic problems in infectious diseases. Students will answer clinical infectious diseases consultative requests with extensive patient evaluations resulting in coherent concise problem lists, recommendations for diagnosis and therapy modalities and appropriate references to the literature. Students will be expected to become familiar with clinical presentations of bacterial, viral, fungal rickettsial, spirochaetal and parasitic infections as well as with the clinical microbiology and immunology. Instruction in the above and on a wide range of antimicrobial agents used in the treatment of infections, including clinical indications, pharmacology and toxicology will be offered. Aspects of preventive medicine and epidemiology will be included. Students will also be expected to act independently and to read extensively on subjects pertinent to the diseases seen on clinical daily rounds and will learn to present patients to the fellow and attending concisely, and to follow patients' clinical progress.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 945: PULMONARY CONSULTATION

Prerequisite: 3rd year standing

This 2 or 4 week elective is a practical clinical experience in pulmonary disease and applied physiology will be provided. Patients from the wards as well as clinics will be seen. Students will have the opportunity for correlation of history, physical examination and physiological roentgenographic studies. They will be expected to be present for invasive diagnostic procedures including bronchoscopy. The student will learn how to approach the patient with respiratory complaint, take an adequate history, do an adequate physical examination, observe x-rays and come up with a logical differential diagnosis and suggest practical and cost effective diagnostic procedures.

The patients will be followed on a daily basis as consultant. The important objective of this course is to teach the students how to act as consultants rather than primary care physicians. Attendance and participation in Journal Club and teaching conferences are part of the elective experience. The student will have sufficient time for reading in conjunction with the clinical experience.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 946: PULMONARY/CRITICAL CARE

Prerequisite: 4th year standing ICU Selective

This is a 2-week ICU experience. Students will be active members of physicians teams who admit and care for patients in the Medical Intensive Care Unit. Emphasis will be placed on the comprehensive care of critically ill patients, airway and ventilator management, and handling medical emergencies.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 950: HEMATOLOGY/MED ONCOLOGY

Prerequisite: 3rd year standing

This 2 or 4 week elective is designed to permit students to gain clinical experience dealing with all aspects of the treatment of adult malignancies. Students will be expected to round with the attending/fellow and to evaluate consults referred to the Hematology/Oncology Service. At the end of the experience, students should be familiar with the principles of diagnosis and treatment of oncology disorders; understand the role of the consultant in patient management; and understand the importance of and techniques for critical evaluation of medical

literature. The student will participate in ambulatory care of patients with attending staff at the Brown Cancer Center, and in weekly conferences at the Cancer Center Tumor Board, Radiation Oncology/Medical Oncology conferences, Hematology conferences and Hematology/Oncology Journal Club.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement and professionalism.

MED 951: BONE MARROW TRANSPLANT

Prerequisite: 4th year standing

This elective must be scheduled through the Clinical Coordinator for the Internal Medicine Department.

This is a 4-week elective and will provide an in-depth experience in Bone Marrow Transplantation for leukemias, lymphomas and solid tumors. The student will follow patients from preparative regimen to engraftment and participate in bone marrow harvesting in the operating room. Additionally, the student will gain experience in intensive care hematology/oncology; and management of the immunocompromised neutropenic and thrombocytopenic patients. The goals of this rotation is to understand the role of both autologous and allogeneic marrow transplantation in the treatment of advanced malignation and to gain experience in the management of patients with complex medical problems.

Method of Evaluation: Students will be evaluated on the basis of patient management, write-ups and participation on rounds.

MED 955: NEPHROLOGY

Prerequisite: 3rd year standing

This elective can be taken for 2 or 4 weeks. Principles of renal and electrolyte physiology and hypertension mechanisms will be introduced as they apply to clinical situations. This will be

accomplished by direct observation and management of renal service patients, many of who will undergo acute and chronic dialysis for renal failure, urine sediment analysis and interpretation of renal biopsies. Opportunity will exist to participate in the hemodialysis, transplant and hypertension programs. The pathophysiology and treatment of fluid, electrolyte and acid-base disorders will be stressed. The goal of this elective is to have the student develop a more complete understanding of the pathophysiology and treatment of patients with kidney disease.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 957: NEPHROLOGY RESEARCH

Prerequisite: 4th year standing and permission of Division Chief

This elective is available for 4-12 weeks. The Nephrology Division faculty members are all actively engaged in research. Research activities include: second messenger function as it is involved with signal transduction, biological transport, drug disposition in patients with uremia, renal drug metabolism, nephrotoxicity and research with artificial membranes used in dialysis. The student will choose a principle investigator and will spend 1-3 months in the laboratory. When possible, students will be assigned individual projects under the close supervision of their mentor. Students will be involved in study design, data collection and preparation of abstracts and manuscripts of the data as appropriate.

Method of Evaluation: Student will be evaluated subjectively by the principle investigator and the Division Chief.

MED 965: GASTROENTEROLOGY/ HEPATOLOGY

Prerequisite: 3rd year standing

This is a 2 or 4 week elective and will allow the student to obtain clinical experience with disorders of gastrointestinal tract, liver, pancreas and nutrition. The student will be assigned patients for whom consultation from the Division is requested. After performing a history and physical examination and after presentation to the supervisor, the student will outline the diagnostic impression and recommendation. This activity will be supervised by the attending team in Gastroenterology including a faculty member of the Division. The student will participate in all rounds of the Division as time allows, including work rounds and formal Division teaching conferences such as GI grand rounds, Pathology, Radiology, Research Conferences and Journal Club. The student will have exposure to endoscopic, intubation and biopsy procedures and an attempt to teach how to perform sigmoidoscopy. Outpatient exposure for follow-up of patients will occur in ACB and VAMC settings. The goal of this experience is to gain clinical experience with disorders of gastrointestinal tract, liver and nutrition; to become familiar with common GI endoscopic procedures; and learn the diagnostic work-up of common GI/liver disorders.

Method of Evaluation: Evaluation of patient care, medical knowledge, interpersonal & communication skills, systems-based practice, practice-based learning & improvement, and professionalism.

MED 970: THE ART OF WELLNESS

Prerequisite: 4th year standing

This 2-credit longitudinal elective will focus on the intersection between physician wellness and the arts. The course will be highly individualized and will emphasize developing personal strategies to protect against future burnout and promote wellness through attention to body, mind and

spirit. The foundation for the course lies in five required general sessions throughout the year that include faculty presentations of pertinent content, individual assessment of wellness, development of individual goals for the year, group reflection, and a final sharing of personal projects. General sessions will be enhanced by student assignment to specific tracks; each student will be required to select a mentor from a list of track leaders with expertise in an art. The student must contact the mentor on a monthly basis, meet quarterly with the mentor to address progress on individual goals (including a course project), and participate in an experience of their chosen "art" at least once each quarter. Experiences may occur individually or in a group setting as determined by the mentor and student. These may include attending art exhibits, live performances, readings by authors, and "field trips" with mentors. The elective will culminate with a final session in which students will present the product of their wellness experiences to one another and their mentors. Examples of tracks: Therapy and Patient Health (music, art, expressive); Music & Physicians (attend, learn, appreciate, reflect, compose); Physician as Author (reading or writing poetry, screenplays, narratives); Physician as Painter; Physician as Photographer.

Goals: By the end of the elective the student should be able to describe at least two ways, in which the arts promote physician wellness; explain protective personal factors that may prevent burnout, identify individual risk factors for burnout and the clinical signs of burnout; and demonstrate and cultivate specific practices to promote personal wellness and protect against future burnout.

Method of Evaluation: 70%

Demonstration of wellness practices; 10% Participation in didactic sessions and final project presentation; 20% Mentor Evaluation of student initiative and effort

Requirements for Honoring the course: Achievement of "excellence" in achieving personal goals; participating in required and offered activities determined by mentor and course director.

NEUROLOGY

NEUR 816: SPECIAL PROJECT-NEUROLOGY

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

NEUR 901: NEUROLOGY CLERKSHIP

Required 3rd year clerkship

In this 4-week clerkship, students are required to spend at least two weeks of the four-week rotation on the wards at either University or Veteran's Hospital. Those electing to spend all four weeks on the wards will be assigned to both locations in two two-week blocks. Those wishing to spend only two weeks on hospital wards may elect to take two weeks of Neurological Surgery, Pediatric Neurology or outpatient clinics. The rotation emphasizes recording complete history and physical examinations concluding with an analysis of cases and appropriate diagnostic tests. Students must demonstrate a thorough neurologic examination by the end of the rotation. One of the main educational goals is localization of lesions in the nervous system and accordingly, assessments of new patients should always include statements addressing this. Students are urged to consult literature pertinent to clinical problems they encounter and are required to attend several hours of formal lectures, in addition to bedside teaching, provided by both faculty and residents in the Department of Neurology. Lectures include a broad overview of topics in neurology, intended to supplement the reading and clinical experience during the rotation.

Method of Evaluation: Students must take and pass the National Board of Medical Examiners Subject Exam in Neurology and will receive a subjective evaluation by the preceptor.

NEUR 905: AHEC ROTATION-NEUROLOGY

This elective must be scheduled through the clinical coordinator in the Neurology department and the AHEC office.

Prerequisite: NEUR 901 is recommended, not required

Application made no less than six (6) weeks prior to rotation, Neurology Education Programs office approval.

This 4-week clinical experience in Neurology is offered through the Kentucky Area Health Education Center (AHEC) System, offering students an educational clinical experience participating in Neurology private practices located throughout rural areas in the Commonwealth of Kentucky.

Method of Evaluation: Observation of performance by preceptor. Students are required to write and submit to the Neurology Education Office a 1-page summary of the experience immediately following the rotation.

NEUR 906: CLINICAL ELECTIVE/URBAN

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This elective will allow the student to obtain experience in the private practice of an urban physician of neurology. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance by preceptor.

NEUR 907: CLINICAL ELECTIVE/OFF-CAMPUS

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 4th year standing, NEUR-901 is recommended, not required

The off-campus neurology elective aims to prepare fourth-year medical students for residency training in neurology or related fields at a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance by preceptor.

NEUR 910: AMBULATORY ROTATION-NEUROLOGY

This elective must be scheduled through the clinical coordinator for the Neurology Department.

Prerequisite: 4th year standing, NEUR-901 is recommended, not required
AR Selective

This 4-week ambulatory rotation allows the student to be exposed to all areas of outpatient neurology, including stroke, multiple sclerosis, epilepsy, neuromuscular disorders, neuro-oncology and headache. In addition, the student will attend neurology residents' continuity clinic during the rotation. The teaching technique will be 1:1 preceptor to student ratio with assigned readings.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Towards this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidenced-based treatments; counsel patients regarding their diagnosis & prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as assessed through patient encounters and/or informal oral examination; proficiency of case presentations (i.e. concise, coherent and accurate formulations); and independent review of the medical literature, which should be targeted toward enhancing patient care. A formal evaluation at the end of the rotation will be made and discussed with student.

NEUR 911: STROKE

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This elective is available for 2, 3, or 4 weeks. The stroke elective provides exposure to inpatient management of acute ischemic and hemorrhagic stroke as well as outpatient clinics focused on secondary stroke prevention. Students learn cerebrovascular anatomy, common stroke syndromes, interpretation of imaging studies (including MRI and ultrasonography) and the NIH stroke scale. The evidence supporting various medical and surgical treatment options is discussed in the setting of patient care. There is also instruction in neurocritical care topics such as elevated intracranial pressure. Students interested in interventional neurology may attend endovascular procedures such as intra-arterial thrombolysis.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination;

identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; and identify clinical questions that should be the focus of future reading and possible future research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as assessed through patient encounters and/or informal oral examinations; proficiency of case presentations (i.e. concise, coherent and accurate formulations); and independent review of the medical literature, which should be targeted toward enhancing patient care. A formal evaluation at the end of the rotation will be made and discussed with student.

NEUR 912: OUTPATIENT NEUROLOGY

This elective must be scheduled through the clinical coordinator for the department of Neurology.

Prerequisite: 4th year standing, NEUR-901

This 2-week outpatient neurology elective aims to prepare fourth-year medical students for residency training in neurology or related fields. The elective emphasizes skills needed to independently manage inpatients with neurological diseases. Students work under the supervision of outpatient faculty and senior residents to complete functions similar to interns and junior residents. The experience can be tailored for individual needs, including the addition of specific outpatient clinical experiences. The faculty will happily provide mentorship in regards to further training for those who are contemplating a career in neurology.

Method of Evaluation: Observation of performance by preceptor.

NEUR 913: SUB-INTERNSHIP IN-PATIENT NEUROLOGY

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This 4-week subinternship elective aims to prepare medical students for residency training in neurology or related fields. The clerkship emphasizes skills needed to independently manage inpatients with neurological diseases. Subinterns work under the supervision of inpatient faculty and senior residents, and will complete functions similar to interns and junior residents. The experience can be tailored for individual needs, including the addition of outpatient clinic time. The faculty will happily provide mentorship in regards to further training for those who are contemplating a career in neurology.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based on their active participation in patient care and conferences; clinical performance when interviewing and examining patients;

depth of medical knowledge, as assessed through patient encounters and/or informal oral examinations; proficiency of case presentations; and independent review of the medical literature, which should be targeted toward enhancing patient care. The formal evaluation will be discussed with the student.

NEUR 914: EPILEPSY

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 4th year standing, NEUR-901 is recommended, not required

This elective is available for 2,3, or 4 weeks. The epilepsy elective is designed to provide an introduction to the diagnosis and management of seizure disorders. Students will attend epilepsy clinics at the University of Louisville, follow patients admitted to the epilepsy monitoring unit, and participate in the emergency management of status epilepticus. All activities will be supervised by the clinical neurophysiology faculty. At the end of this elective students will be able to distinguish between seizures and other paroxysmal phenomena that may mimic seizures and understand the classification of seizures and epilepsy syndromes. Students will have exposure to EEG and other neurophysiological studies, such as evoked potentials. Students who have a particular interest in sleep medicine may arrange to attend the sleep disorders clinic during the elective.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying

etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty of assessment of students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as assessed through patient encounters and/or informal oral examinations; proficiency of case presentations; and independent review of the medical literature, which should be targeted toward enhancing patient care. The formal evaluation will be discussed with the student.

NEUR 916: NEUROMUSCULAR DISORDERS

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This elective is available for 2, 3 or 4 weeks. The neuromuscular elective is an introduction to diseases of the peripheral nervous system including neuropathies, myopathies and disorders of the neuromuscular junction (e.g., myasthenia gravis). Students will be exposed to electromyography and nerve conduction studies as well as peripheral nerve and muscle ultrasonography. The clerkship includes participation in the motor neuron disease (amyotrophic lateral sclerosis) clinic at University of Louisville. The clerkship is held predominantly in the outpatient setting but students follow patients admitted for neuromuscular emergencies (e.g., Guillain-Barre syndrome).

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of

life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge as assessed through patient encounters and/or informal oral examinations; proficiency of case presentations; and independent review of the medical literature, which should be targeted toward enhancing patient care. The evaluation will be discussed with the student.

NEUR 917: HEADACHE

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This elective is available for 2, 3 or 4 weeks. The headache elective offers exposure to patients with various cephalgias, including migraine, tension-type headache, cluster headache, cranial neuralgias and secondary forms of headache, (e.g., pseudotumor cerebri). Students will gain knowledge of International Headache Society classification guidelines and learn which historical and examination features facilitate accurate diagnosis of headache disorders. Students will

attend the multi-disciplinary headache clinic at the University of Louisville. While predominately an outpatient elective, students may assist the University of Louisville inpatient general neurology team in caring for patients who require dihydroergotamine or other intravenous headache therapies.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as assessed through patient encounters and/or informal oral examinations; proficiency of case presentation; and independent review of the medical literature which should be targeted toward enhancing patient care. The evaluation will be discussed with the student.

NEUR 918: MOVEMENT DISORDERS

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This elective is available for 2, 3 or

4 weeks. The movement disorders elective provides exposure to adults and children with various forms of involuntary movement. Disorders seen in this clinic include: Parkinson disease, atypical Parkinsonism (multisystems atrophy, progressive supranuclear palsy, corticobasal degeneration), Huntington disease, essential tremor, dystonia (e.g., torticollis and blepharospasm), Tourette syndrome, ataxia, myoclonus, medication-induced movement disorders including tardive dyskinesia, restless legs syndrome, and functional movement disorders. Students will also learn about deep brain stimulation therapy and chemodenervation with botulinum toxin. Over half of patients seen in this clinic have neurodegenerative disorders, students who have a particular interest in neurodegeneration may elect to also attend the dementia and motor neuron disease clinics. The movement disorder group holds monthly video rounds, during which interesting or challenging cases are presented; a monthly deep brain stimulation conference, during which preoperative planning occurs; and a monthly journal club.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as

assessed through patient encounters and/or informal oral examinations; proficiency of case presentations; and independent review of the medical literature, which should be targeted toward enhancing patient care. A formal evaluation at the end of the course will be made and discussed with student.

NEUR 919: CHILD NEUROLOGY

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

Cross-listed with PEDI-932

This elective is available for 2, 3 or 4 weeks. The child neurology elective aims to introduce medical students an overview of child neurology. The elective emphasizes skills needed to independently manage inpatients with neurological diseases. Students work under the supervision of child neurology faculty and senior residents. The experience can be tailored for individual needs and interest. The faculty will happily provide mentorship in regards to further training for those who are contemplating a career in child neurology.

Goals: The core goal of all clinical rotations within the department is to acquire knowledge and skills that will enhance the function and quality of life of patients who have neurological diseases. Toward this end, we hope students will be able to obtain a detailed and relevant neurological history; conduct a neurological examination that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon examination; identify what site within the nervous system is responsible for the functional impairment, i.e. lesion localization; define the most likely underlying etiology, in addition to a reasonable differential diagnosis; describe which ancillary tests might clarify the localization and/or etiology; recommend appropriate, evidence-based treatments; counsel patients regarding their diagnosis and prognosis; identify clinical questions that should be the

focus of further reading and possibly further research within the field.

Method of Evaluation: Faculty will assess students based upon their active participation in patient care and conferences; clinical performance when interviewing and examining patients; depth of medical knowledge, as assessed through patient encounters and/or informal oral examinations; proficiency of case presentations; and independent review of the medical literature, which should be targeted toward enhancing patient care. A formal evaluation at the end of the course will be made and discussed with student.

methodological limitations of their study; understand the ethical obligations of medical researchers; be comfortable with scientific writing in neurology; submit the research project for scholarly publication; and identify areas for further research within the field.

Method of Evaluation: Subjective evaluation form to be completed by the attending neurology physician mentoring the student. Interim weekly evaluations will be discussed with the student throughout the project.

NEUR 920: RESEARCH IN NEUROLOGY

This elective must be scheduled through the clinical coordinator for the Neurology department.

Prerequisite: 3rd year standing, NEUR-901 is recommended, not required

This 2, 3 or 4-week Neurology Research elective is designed to allow the student to engage in clinically guided research with a faculty mentor within the Department. Any neurology research project will be determined by advance discussion with the faculty mentor and may consist of a case report, case series, retrospective chart review, or completion of a review-type article. The project should be completed within the four-week time frame, however, additional time may be required for submission of the article for publication. The scope of the project should be proportionate to the time committed. Students are encouraged to present their findings at a teaching conference within the department.

Goals: Upon completion students should have a detailed knowledge of their area of study through review of medical literature; have identified a gap in current medical knowledge and sought to provide additional data (or, if a review article is planned, the student should identify a topic for which the published literature has not been adequately synthesized into a comprehensive review); understand data collection methods and study design and be aware of the

NEUROLOGICAL SURGERY

NSUR 816: SPECIAL PROJECT-NEUROSURGERY

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

NSUR 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in neurological surgery under the supervision of the faculty of a duly recognized educational or research institution. This rotation would be especially useful for those students planning a career in neurological surgery and wishing to experience another institution first hand. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance by preceptor.

NSUR 920: NEUROLOGICAL SURGERY

Prerequisite: 4th year standing

The student will be assigned full-time to work with one of the faculty of neurological surgery and a senior resident during this 2-week elective. The student will actively participate in the diagnostic work-up and the management of intracranial vascular lesions, brain tumors, and head trauma. The student will learn the principles of good history taking, physical examination and surgical evaluation of the patient. The student will gain experience with the correct application of the various radiological, isotopic and other neurological diagnostic procedures and the pre- and post-

operative care of the intracranial and intraspinal neurological procedures. Attendance is mandatory at scheduled clinics and conferences.

Method of Evaluation: Observation of the degree and quality of the student's participation in the daily clinical and teaching activities of the service.

NSUR 921: SUB-INTERNSHIP IN NEUROSURGERY

Prerequisite: 4th year standing
Surgical/Perioperative Selective

This is a 4-week rotation that acquaints students with the diagnosis, operative treatment and post-operative care of patients suffering from a wide variety of neurological problems including tumors of the brain and spine, cerebrovascular abnormalities, infection, trauma and congenital abnormalities of the central and peripheral nervous system.

Students work closely with the neurosurgical faculty and resident team at the University of Louisville Hospital, a Level One Trauma Center, evaluating patients in the outpatient clinic and in the hospital. The students observe diagnostic and operative procedures and participate in post-operative care. There are daily teaching rounds, weekly tutorial sessions, and weekly conferences in Neurosurgical topics.

The medical student is heavily incorporated into the neurosurgery team. Duties include heavily participating during morning rounds, operative assistance, post-operative patient care, and clinic. Students are required to participate in all educational activities with the residents and prepare a brief presentation for the faculty and residents.

Method of Evaluation: Combined subjective and objective observation by preceptor.

NSUR 922: PHYSICAL MEDICINE & REHABILITATION

Prerequisite: 3rd year standing

OBSTETRICS, GYNECOLOGY AND WOMEN'S HEALTH

OB&G 816: SPECIAL PROJECT-OB/GYN

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

OB&G 901: OBSTETRICS & GYNECOLOGY

Required 3rd year clerkship
7.5 credit hours

This is a 6-week rotation. Important concepts of obstetrics and gynecology are presented in lectures and conferences. Practice is afforded in gynecologic history taking and physical examination by specific assignment of patients on the wards and in clinics. Each student is required to observe and participate in obstetrical and gynecological procedures.

Method of Evaluation: Observation of performance, passing the National Board of Medical Examiners Subject Exam in Obstetrics & Gynecology, attendance/participation in seminars and assigned small group case studies and attendance during the clinical rotation is highly relevant to the final grade.

OB&G 905: AHEC ROTATION-OB/GYN

Prerequisite: 4th year standing

This elective must be scheduled through the clinical coordinator in Ob/Gyn and the AHEC Office.

This 4-week elective will allow the student to obtain a clinical experience in the practice of an obstetrician/gynecologist at an Area Health Education Center (AHEC). Approved Ob/Gyn preceptor lists are available

in the Obstetrics/Gynecology departmental office.

Method of Evaluation: Observation of performance.

OB&G 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

This 2 or 4 week elective will allow the student to obtain clinical experience in the practice of a community physician. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

OB&G 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

This 2 or 4 week clinical experience may be obtained in an approval program in Obstetrics/Gynecology under the supervision of a full-time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

OB&G 908: UROGYNECOLOGY & RECONSTRUCTIVE PELVIC SURGERY

Prerequisite: 4th year standing

Students are welcomed to discuss the elective with a faculty member prior to requesting the elective. Two-week notice is required to withdraw from program.

The student choosing this 2 or 4-week rotation will participate in the evaluation and management of female patients with pelvic floor dysfunction. The participant will examine and assist in performing diagnostic testing on

patients with urinary incontinence, fecal incontinence, pelvic organ prolapse and constipation. They will assist in the surgical correction of incontinence and prolapse. The student will become familiar with female pelvic floor anatomy; understand the concept of pelvic floor dysfunction, i.e., urinary incontinence, fecal incontinence, pelvic organ prolapse and constipation; become familiar with the initial evaluation of female patients with pelvic floor dysfunction; and become familiar with the nonsurgical and surgical treatment options to female patients with pelvic floor dysfunction.

Method of Evaluation: Observation of performance, attendance and participation. Grading will be subjective.

OB&G 910: AMBULATORY ROTATION-OB/GYN

Prerequisite: 4th year standing
AR Selective

Students will obtain a 4-week clinical experience in the office practice of a community physician. They will be exposed to the unique aspects of caring for all types of patients by choosing from one of the options listed below.

Private Office Rotation: The student will observe and participate to as great extent possible in ambulatory obstetrical and gynecologic cases within a private practice.

Reproductive Endocrinology: Observation and participation in the evaluation of patients with infertility and hormonal abnormalities. Students will participate in divisional conferences and will be asked to present a paper in an area of special interest of the subspecialty. Sites utilized in this rotation are hospital outpatient clinics, in-vitro fertilization clinics, radiology facilities and private physicians' offices. Some outpatient surgical exposure is involved. A paper presentation is required.

Method of Evaluation: Subjective observation of performance, evaluation of paper presentation and a patient log will be submitted and evaluated as part of the performance evaluation.

OB&G 911: GYN ONCOLOGY

Prerequisite: 4th year standing

This elective must be scheduled through the clinical coordinator for the Ob/Gyn department.

Students are welcomed to discuss the elective with a faculty member prior to requesting it. Two-week notice is required for withdrawing from the program.

This 4-week elective will expose the student to the entire range of cancer evaluation and treatment as seen by the Gynecologic Oncologist. Total patient care will be emphasized with exposure in the areas of radiation therapy, radical surgery and chemotherapy. The emphasis will be on clinical participation with private patients being utilized. The student will also be exposed to colposcopy and have an opportunity to learn the techniques of obtaining cytologic specimens, biopsies and certain other minor operative procedures. Attendance and participation at both the Oncology and Ob/Gyn conferences will be required and the student will be asked to present a paper in an area of special interest.

Method of Evaluation: Observation of performance, attendance and participation at the Oncology and Ob/Gyn conferences and presentation of paper in an area of special interest.

OB&G 913: MATERNAL & FETAL MEDICINE

Prerequisite: 4th year standing

This elective must be scheduled through the clinical coordinator for the Ob/Gyn department. Students are welcomed to discuss this elective with a member of the faculty under whom primary guidance will occur. Two-week notice is required to withdraw from program.

In this 4-week elective, students will be exposed to problems of prematurity, diabetes, Rh Isoimmunization, preeclampsia and intra-uterine growth, retardation can affect the sizeable percentage of obstetrical patients and significantly influence perinatal

mortality and morbidity. The student taking this elective will be involved in the evaluation and management of problem pregnancies at this teaching hospital and in the private referral practice of the University Ob/Gyn Associates. An effort will be made to expose the students to patients in the order that a basic understanding of pathophysiology, therapy and prevention is accomplished. Students will participate in the High Risk Clinic, perinatal conferences and in-patient care at the hospital. Students will be exposed to techniques in amniotic fluid analysis, amniocentesis and ultrasonography. The emphasis will be on clinical patient management. There will be an opportunity for exposure to ongoing research projects within the division. The program will be individualized based upon the student's primary interest. A thesis will be required of the students participating in the program to demonstrate their proficiency and understanding of a topic of their own selection and interest. Night call will also be expected.

Method of Evaluation: Observation of performance and written thesis.

OB&G 914: REPRODUCTIVE ENDOCRINOLOGY

Prerequisite: 4th year standing

Students are welcomed to discuss the elective with a faculty member prior to requesting it. Two-week notice is required for withdrawal from the program.

In this 4-week elective, the student will participate in evaluation and treatment of reproductive endocrinologist problems including infertility. Emphasis will be placed on clinical participation with exposure to department and division lectures, clinics, surgical procedures and in-vitro fertilization. Each student will be asked to present a paper in an area of special interest within the subspecialty.

Method of Evaluation: Observation of clinical performance, attendance and participation and paper presentation of an area of special interest within the specialty.

OB&G 915: PEDIATRIC ADOLESCENT GYNECOLOGY

Prerequisite: 4th year standing

In this 4-week elective the student will be caring for adolescents and pediatric patients from a gynecologic perspective. The student will participate in several clinics, divisional conferences and the private practice of the faculty. Although 95% of the rotation is ambulatory, occasional surgeries may be attended if desired. Most surgeries are outpatient.

Method of Evaluation: Subjective observation of performance and evaluation of paper presentation, if required.

OB&G 916: RESEARCH IN WOMEN'S HEALTH

Prerequisite: 4th year standing

In this 4-week elective, the student will participate with ongoing research occurring in the department. It is up to the student to discuss with the particular faculty member which research opportunities exist. The goal of this elective is to obtain experience in clinical or basic research as it relates to obstetrics & gynecology and to work closely with faculty to gain experience in clinical study design, epidemiology, bio-statistics or in gaining laboratory experience. The anticipated output would be participating in the development of a scientific study for publication.

Method of Evaluation: Evaluation will be a subjective observation of involvement. The student will be expected to make a thirty minute oral presentation at the end of the rotation concerning the design of the experience, the hypothesis to be tested and other relevant factors involved in the research study design.

OB&G 917: ACTING INTERNSHIP IN OBSTETRICS

Prerequisite: 4th year standing

In this 2 or 4-week elective the student will be an active member of the resident team caring for patients in labor or admitted to hospital with OB complications. Experience with delivery, extensive labor management and postpartum care are included. Students will learn to manage labor, normal and dysfunctional; evaluate and identify high risk pregnant women in labor; perfect technical skills in delivery and operating room; and gain expertise in communicating with pregnant women in labor.

Method of Evaluation: Observation of performance and presentation of thesis to faculty at morning report.

OB&G 918: OB-GYN MILESTONE I

Prerequisite: 4th year standing

This 3 week elective is required for all students planning to enter into an Ob-Gyn residency. All students will be certified as meeting the competencies of Milestone I at the end of this elective. Students will review the medical knowledge competencies for Milestone I and assess mastery of this content with a web-based multiple choice exam written by the APGO/CREOG Milestone Task Force. The elective will teach the procedural and competencies of Milestone I, such as suturing, IUD placement, basic laparoscopy skills, and assess them with OSCF & NALS certification.

Method of Evaluation: Medical knowledge competencies; web-based multiple choice exam, and OSCE procedural competencies.

OB&G 919: MINIMALLY INVASIVE GYNECOLOGIC SURGERY

Prerequisite: 4th year standing

This elective must be scheduled

through the clinical coordinator for the Ob/Gyn department.

This 4-week elective is designed to give the student a unique experience in minimally invasive gynecologic surgery (MIGS). The curriculum is designed to broaden the student's understanding of the fundamentals of MIGS as they pertain to gynecologic surgery. The main focus will be on laparoscopy, hysteroscopy, and the pre/postoperative evaluation and management of the GYN patient. The student will have the opportunity to participate in the inpatient and outpatient evaluation and management of the GYN patient. Inanimate models, including laparoscopic box trainers and Virtual Reality Simulators will be utilized to improve fundamental laparoscopic skills. The student will also have the opportunity to work with the MIGS fellows in the cadaver lab utilizing fresh un-embalmed cadavers and to attend all of the department lectures, including grand rounds and GYN conferences. The student will give a presentation on a MIGS topic during the last week of the rotation and will be required to give citations to support their presentation. A pre and post test will be given during the rotation.

Method of Evaluation: Each student will meet with the clerkship director/coordinator at mid-rotation for a discussion of performance and a plan will be made for a needs based improvement for the last 2 weeks of the rotation.

OPHTHALMOLOGY AND VISUAL SCIENCES

OPHT 816: SPECIAL PROJECT-OPHTHALMOLOGY

This course is to be arranged to fit the individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

OPHT 825: COMMON DISEASES OF THE EYE

2nd year elective 1 credit hour

A seminar format involving the pathobiology of eye disease will be presented for 16 weeks (1 hour per week). The pathogenesis, diagnosis, treatment of various common eye diseases will be discussed- for example, diabetic retinopathy, glaucoma, age-related macular degeneration. Selective readings will be assigned and class discussions of those readings will occur.

Method of Evaluation: Observation of performance and practical exam at the conclusion of the elective.

OPHT 905: AHEC ROTATION-OPHTHALMOLOGY

Prerequisite: 4th year standing

In this 4-week elective, clinical experience will be obtained in various ophthalmology practices in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how community characteristics affect medical care delivery.

Method of Performance: Observation of performance.

OPHT 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

This elective will allow the student to obtain experience in general patient care, both office and hospital, in the private practice of ophthalmology. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

OPHT 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience maybe obtained in an approved program in ophthalmology under the supervision of a full-time member of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

OPHT 909: RESEARCH/INDEPENDENT STUDY

Prerequisite: 4th year standing

In this 4-week elective, the student will be provided an in-depth learning opportunity in the details of ophthalmology by working with a faculty member to develop objectives and a plan of study in the field of the student's interest.

Method of Evaluation: Observation of performance.

OPHT 910: AMBULATORY ROTATION-OPHTHALMOLOGY

Prerequisite: 4th year standing
AR Selective

In this 2 or 4 week elective or a 4-week selective, the student will evaluate new patients in conjunction with residents and attendings at KLEC-PCC, or

VAMC Eye Clinics. Students will have assigned readings in a specified ophthalmology basic text; participate in rounds and conferences, including grand rounds. Refraction and minor lid procedures may be included in the rotation. The student will develop basic eye examination skills including pupil examination, evaluation of eye movements, direct ophthalmology and basic slit lamp techniques. Emphasis will be placed on the emergency evaluation of the eye and ocular manifestations of systemic diseases.

Method of Evaluation: Direct observation of interaction with patients as well as the development of basic skills in eye examination. Assessment of knowledge will be made through an oral examination.

OPHT 911: CLINICAL OPHTHALMOLOGY

Prerequisite: 4th year standing

This elective must be scheduled with the clinical coordinator of Ophthalmology department.

This is 4-week clinical experience in Ophthalmology and its different subspecialties such as cornea and external disease, pediatric ophthalmology, retinal disease, glaucoma and oculoplastics disease. The student will attend all conferences in the department as well as those of related interest in other departments. Special arrangements may be made to take formal courses in related fields or gain additional experience in our own laboratories. Students will acquire the skills of the basic eye examination, utilizing commonly available instruments such as flashlight and the direct ophthalmoscope and acquire the acquaintance with the indirect ophthalmoscope, slit lamp and fundus contact lens; understand the ophthalmologists role in eye care, referral utilizations and expertise, approaches to emergency eye care and appreciation of ocular manifestations in systemic diseases.

Method of Evaluation: Observation of performance to demonstrate an interest and ability in basic ophthalmology skills; assigned readings; and the student displays the talents of a competent physician while on service.

OPHT 914: SURGICAL OPHTHALMOLOGY

Prerequisite: 4th year standing

This elective must be scheduled with the clinical coordinator for the Ophthalmology department.

The 4-week elective is designed to introduce the 4th year medical student into the evaluation, diagnosis and management of patients with surgical ocular diseases. The student will be involved in the preoperative evaluation, surgical care and postoperative care of patients. The student will rotate on the Cornea, Glaucoma, Pediatric Ophthalmology, Oculoplastic and Retina Services to gain a broad experience into the field of surgical ophthalmology. The student will also be involved in the trauma call and the surgical care of patients with ocular and periocular trauma.

The student will be required to give a patient presentation at the departmental Grand Rounds at the conclusion of the rotation.

Goals: To understand the indications for and techniques of common ocular surgeries - i.e. cataract, corneal transplants, glaucoma, strabismus, retinal detachment, facial and ocular and trauma (facial ocular and periocular) surgeries; understand the principles of pre- and post-operative evaluation and care of ophthalmic surgical patients; increase clinical skills by examining patients in the clinic and assisting in surgery; students will learn about the informed consent process for surgical procedures and increase skills in information management and critical thinking by giving a formal case presentation.

Method of Evaluation: Observation of performance, quality of case presentation, participation and a multiple-choice examination.

ORTHOPEDIC SURGERY

ORPD 816: SPECIAL PROJECT-ORTHOPEDIC SURGERY

This course is to be arranged to fit the individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

ORPD 905: AHEC ROTATION-ORTHOPEDIC SURGERY

Prerequisite: 4th year standing

Arrangements must be made a minimum of 6 weeks prior to starting the rotation.

In the 4-week elective, clinical experience will be obtained in various orthopedic surgery practices in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristic affects medical care delivery. The preceptors will be board certified orthopedists.

Method of Evaluation: Observation of performance.

ORPD 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing ORPD-932 or ORPD-936

Arrangements must be made a minimum of 4 weeks prior to starting the rotation.

This elective will allow the student to obtain experience in a community private practice of an orthopedic surgeon. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

ORPD 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing ORPD-932 or ORPD-933

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

A clinical experience may be obtained in an approved program in Orthopedics under the supervision of a full time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

ORPD 911: RESEARCH IN ORTHOPEDICS

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

This 4-week elective will allow the student to obtain experience in research by participating in existing research projects of the department. Specific research projects can be arranged through Dr. Voor with full-time faculty or with a clinical faculty member with departmental approval.

Method of Evaluation: Observation of performance.

ORPD 931: PEDIATRIC ORTHOPEDICS

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting the rotation.

This elective is available for 2 or 4 weeks. Care of multiple musculoskeletal conditions in children and adolescents. Age range of patients is newborn to age 18. Congenital, traumatic, metabolic, neurologic, and sports conditions are treated and evaluated by the pediatric ortho service. Surgical experiences, as well

as outpatient office orthopedics and fracture care, are available to students. Weekly conferences - Monday, 5:00 p.m. and Tuesday morning fracture conferences are to be part of student rotation. Students will understand basic pediatric orthopedic fundamental of immediate stabilization, diagnosis and treatment in addition to generating appropriate referrals and understanding the timing of those referrals.

Method of Evaluation: Observation of performance by residents and attendings.

ORPD 932: ORTHOPEDICS

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 week prior to starting rotation.

In this 4-week elective, the student acting as a student intern on one of the two orthopedic services at University of Louisville Hospital will have primary patient contact, be present at surgery and in clinic, and faculty offices for follow-up. The outpatient activities include follow-up of patients who have been in the hospital and treatment of outpatients who have fractures. The program also encompasses evaluating and treating the type of problems common to family practice or internal medicine office practices. Students will learn about fundamental orthopedic problems as related to trauma, arthritis, metabolic bone disease and sports medicine; correlation of orthopedic disease with other aspects of medicine as they would relate to surgery, primary care, (especially ER), rehabilitative medicine, neurosciences and radiology; learn the basic science foundation for orthopedic treatment; develop a diagnostic hypotheses and be able to make therapeutic decisions; and explore orthopedics as a career.

Method of Evaluation: Student performance will be evaluated by residents and attendings.

ORPD 933: ORTHOPEDICS FOR PRIMARY CARE

This elective must be scheduled through the clinical coordinator for the

Orthopedic Surgery department.

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

This 2-week elective provides outpatient experiences appropriate for primary care - general and children's orthopedic clinics, hand clinic and special knee clinic; surgery observation in ODSU, including arthroscopy, minor fractures and hand surgery; orthopedic x-ray conference (children's and adult), walk rounds, fracture conference and student conference in physical diagnosis. Time will also be in private office settings. Students will learn basic physical diagnosis in orthopedics; observe outpatient surgery of common orthopedic problems; and will learn about referral patterns to orthopedics.

Method of Evaluation: Observation of performance by attendings.

ORPD 934: OUT-PATIENT RECONSTRUCTIVE ORTHOPEDICS

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

This is a 4-week elective. Reconstructive Orthopedics covers a vast array of elective services for relief of degenerative conditions of the musculoskeletal system. These include procedures for shoulder disorders, joint replacement surgery particularly of the hip and knee, foot surgery, procedures for realignment of long bones for relief of pressure on joints and joint fusions. The purpose of the rotation is to offer an ambulatory experience to introduce students to the scope of conditions amenable to orthopedic repair and in the out-patient setting to learn about patient selection, pre-operative teaching, post-operative rehabilitation and non-operative ongoing treatment. This is in the offices and clinics of three experienced reconstructive orthopedists. Students will be introduced to orthopedic medicine as it related to the management of degenerative disorders of the extremities; correlation of specialties in primary care, rheumatology, radiology and rehabilitation medicine; learn

fundamental physical diagnosis techniques and interpretation of x-rays of the extremities; and explore an outpatient setting of modern orthopedic medicine.

Method of Evaluation: Observation of performance by the attending.

ORPD 936: SPINE SURGERY SERVICE

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

In this 4-week elective, the medical student will have a hands-on experience in the evaluation and treatment of adult and pediatric patients with degenerative conditions of the spine, spinal deformities or spine fractures. The student will attend clinics, surgery, ward rounds and conferences. The student will have the opportunity to take patient histories, perform physical examinations, read spine x-ray, myelograms, CT-scans and MRIs. The student will be allowed to scrub in surgical cases. The student will be required to attend the Monday morning indications conferences and Thursday morning spine conference.

Method of Evaluation: Observation of performance by fellows and attendings.

ORPD 937: SPORT INJURIES

Prerequisite: 4th year standing

Arrangements must be made a minimum of 4 weeks prior to starting rotation.

This 2 or 4 week elective is intended as an exposure to the practice of orthopedics actively involved in the care of patients with athletic injuries. The course will emphasize the evaluation of the shoulder, elbow, knee and ankle as they affect sports and sports performance. Students will learn about physical examination, when to take x-rays and methods of non-operative care. This course is especially suited for primary care physicians interested in covering sporting events as well as students interested in sports medicine and diagnostic radiology.

Method of Evaluation: Observation of performance by attendings, specific reading assignments and performance of physical examination skills.

ORPD 938: FRESH TISSUE DISSECTION OF ORTHOPEDIC SURGICAL APPROACHES

Prerequisite: 4th year standing

Student must notify instructor one month prior to beginning elective.

In this 2-week elective, the student will perform fresh tissue dissections on the upper and lower extremity specimens. Emphasis will be on orthopedic surgical approaches described in Hoppenfield's "Surgical Exposure in Orthopedics, The Anatomical Approach".

Method of Evaluation: Review of student dissection and oral exam.

ORPD 939: SUB-INTERNSHIP IN SPINE SURGERY

Prerequisite: 4th year standing

This 2 or 4-week elective is designed to introduce the fourth year medical student to the evaluation and care of patients with Adult and Pediatric Spinal Deformity, Spine Trauma, Tumors, Infection and Degenerative Diseases of the spine through the specialty practice of spine surgery. The course will build on fundamental knowledge obtained during the student's third year surgical clerkship. The student will be expected to make rounds and write notes on patients, perform history and physical exams, perform basic ward work such as wound care, participate in surgical procedures, evaluate patients in the clinic, review and interpret imaging studies. The student will have an opportunity to make formal patient presentations at Monday morning conferences. This course specifically targets students with the following career aspirations in: Orthopaedic surgery, Neurosurgery, General Surgery, Radiology, Internal Medicine, Family Medicine, Pediatrics or Emergency Medicine.

Method of Evaluation: Observation of performance, participation in

operating room, performance in clinic/office, participation in conferences and performance on oral examination.

ORPD 940: ORTHOPEDIC TRAUMA

Prerequisite: 4th year standing
Surgical/Perioperative Selective

This is a 4-week course designed to introduce the fourth year medical student to orthopedic trauma. The course will cover both adult and pediatric patients. Students will be expected to make rounds with the resident on service, evaluate patients in an outpatient setting, and assist with surgeries on a daily basis. Students will also be involved in assessing orthopedic trauma patients in an emergency setting. They will be involved in interpreting diagnostic information including plain X-rays, CT scans, and MRI's. They will be asked to individually perform a history and physical examination and then formulate a diagnosis and treatment strategy for the patients they evaluate. Students will be given a topic to review and discuss with the Fracture Service that is relevant to a specific patient whose care they participated in. Opportunity will be provided for fresh tissue dissection pertinent to current clinical anatomy. They will attend the Department of Orthopedics Grand Rounds, orthopedic resident block conference, and fracture conference. The course will benefit students interested in a career that includes Orthopedics, Emergency Medicine, General Surgery, Plastic Surgery, Radiology, Pediatrics, and Internal Medicine.

Method of Evaluation: Observation of performance, conference attendance and topic presentation.

PATHOLOGY AND LABORATORY MEDICINE

PATH 816: SPEC PROJECTS-PATHOLOGY

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

PATH 850: PATHOLOGY & PATHOPHYSIOLOGY

2nd year requirement 13.5 credit hours

An introductory course to human disease. Emphasis is placed on the correlation of gross and microscopic alterations in organs and tissues with biochemical and physiological dysfunction and clinical disease. The course consists of a lecture series, team based learning, and the study of gross and microscopic material.

PATH 869: IMMUNOLOGY OF CANCER

2nd year elective 1 credit hour

This course is intended to help the student to understand the relationships between immunology and cancer, focusing on utilization of cancer markers in diagnosis, prognosis and treatment. Topics include: new perspectives in cancer treatment, immunologically related disorders, tumor antigens and effector mechanisms in cancer immunity.

PATH 905: AHEC ROTATION - PATHOLOGY

Prerequisite: 4th year standing

This elective must be scheduled through the clinical coordinator in Pathology and the AHEC Office.

This 4-week elective clinical experience

will be obtained in various pathologist practices or programs in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery. The program educates the student in both anatomic pathology and laboratory medicine. The anatomic pathology section focuses on the skills and methodologies associated with surgical pathology, cytopathology, and autopsy pathology. The laboratory medicine section focuses on skills and methodologies associated with chemistry, microbiology, immunology, hematology/coagulation, and transfusion medicine.

Method of Evaluation: Observation of performance.

PATH 908: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

This clinical experience may be obtained in a private practice or an approved program of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance, attendance at conferences, acceptance of responsibilities and improvement in diagnostic capabilities.

PATH 912: PEDIATRIC PATHOLOGY

Prerequisite: 4th year standing

This elective must be schedule through the clinical coordinator for the Pathology department.

This elective is available for 2 or 4 weeks. A morphologic appreciation of pediatric disease will be developed through participation in the surgical pathology and autopsy services at the Kosair Children's Hospital. A project in a special facet in pediatric pathology of interest to the student will be strongly encouraged. Weekly seminars will be held and the student will also have an opportunity to attend regularly scheduled teaching conferences at the

Kosair Children's Hospital.

Method of Evaluation: Observation of performance.

PATH 913: FORENSIC & AUTOPSY PATH

Prerequisite: 3rd year standing

This elective is available for 2, 3 or 4 weeks and will include assistance in the postmortem of the many forensic autopsies, which are conducted at the Office of the Chief Medical Examiner. The course objectives are to gain greater knowledge in gross human anatomy; become familiar with common causes of sudden unexpected death (both natural and traumatic), and observe the various pathologic changes associated with these causes; expand descriptive medical terminology; become familiar with pattern injuries and the pathophysiology of sudden and unexpected human death; recognize potential human toxins; understand cause, manner, and mechanism of death, and further understand the interplay of these on properly completed death certificates; and recognize trace evidence, and learn procedures for proper collection, handling, and chain-of-custody thereof.

Method of Evaluation: Mandatory attendance and daily discussion between staff and students concerning pathophysiology as seen at autopsy. Paper is required.

PATH 920: ADVANCED PATHOLOGY

Prerequisite: 3rd year standing

This is a 2 or 4-week elective. In the 2-week elective students will experience anatomic pathology only. The 4-week elective will offer an opportunity to see and experience firsthand the entire spectrum of diagnostic activities in anatomic and clinical pathology. A general pathology rotation in routine surgical, autopsy and clinical pathology experiences are included in this elective. There will be contact with general faculty. This elective is beneficial not only for students considering a career in pathology, but also for students

planning careers in Internal Medicine, Surgery, Obstetrics-Gynecology, Pediatrics, Radiology, Radiation Oncology and Dermatology.

Rotations may include subspecialty areas in pathology such as: GYN pathology, neuropathology, dermatopathology, cytopathology/fine needle aspiration, hematology, coagulation, clinical chemistry, immunopathology, Transfusion Medicine, etc. The preceptor of the pathology subspecialties are the faculty member responsible for these areas. Students will attend daily 8 a.m. conferences; have daily attendance with assigned preceptor/resident; attend noon conferences when applicable; and make a 20-30 minute presentation on the last Friday of the rotation.

Method of Evaluation: The performance of each student is evaluated by personal observation of the student's interest, attendance at departmental conferences, staff meetings, attendance at surgical/autopsy sign-out, beeper call conference, acceptance of responsibility and improvement of diagnostic capabilities.

PATH 921: CLINICAL PATHOLOGY EXPERIENCES

This elective is no longer available.

Prerequisite: 3rd year standing

This 2 week elective will offer an opportunity to see and experience firsthand the entire spectrum of diagnostic activities in clinical pathology. The elective includes general clinical laboratory experiences. There will be contact with general faculty. This elective is beneficial not only for students considering a career in pathology, but also for students planning careers in internal medicine, surgery, obstetrics-gynecology, pediatrics, radiology, radiation oncology and dermatology.

Rotations may include subspecialty areas in clinical pathology such as: hematology, coagulation, chemistry/toxicology, transfusion medicine, etc. The preceptors of the clinical pathology subspecialty are the faculty member

responsible for these areas. It will provide in-depth clinical pathology experience. Students will attend daily 8 a.m. conferences; have daily attendance with preceptor/resident; attend noon conferences when applicable; and make a 20-30 minute presentation on the last Friday of the rotation.

Method of Evaluation: The performance of each student is evaluated by personal observation of the student's interest, rotation presentation, attendance at departmental conferences, staff meetings, attendance at surgical/autopsy sign-out, beeper call conference, acceptance of responsibility, and improvement of diagnostic capabilities.

PATH 922: ANATOMIC PATHOLOGY EXPERIENCES

This elective is no longer available.

Prerequisite: 3rd year standing

This 2 or 4 week elective will offer an opportunity to see and experience firsthand the entire spectrum of diagnostic activities in anatomic pathology. A rotation in routine surgical and autopsy pathology experiences are included in this elective. There will be contact with general faculty. This elective is beneficial not only for students considering a career in pathology, but also for students planning careers in internal medicine, surgery, obstetrics-gynecology, pediatrics, radiology, radiation oncology and dermatology. Rotations may include subspecialty areas in anatomic pathology such as: autopsy pathology, forensic pathology, GYN pathology, neuropathology, dermatopathology, and cytopathology/fine needle aspiration. The preceptors of the pathology subspecialty are the faculty member responsible for these areas. Students will attend daily 8 a.m. conferences; have daily attendance with assigned preceptor/residents; attend noon conferences when applicable; and make a 20-30 minute presentation on the last Friday of the rotation.

Method of Evaluation: The performance of each student is

evaluated by personal observation of the student's interest, rotation presentation, attendance at departmental conferences, staff meetings, attendance at surgical/autopsy sign-out, beeper call conferences, acceptance of responsibility, and improvement of diagnostic capabilities.

PEDIATRICS

PEDI 816: SPECIAL PROJECT-PEDIATRICS

This course is to be arranged to fit individual needs to cover topics of current interest or to participate in research projects or to receive some advanced training.

PEDI 901: PEDIATRIC CLERKSHIP

Required 3rd year clerkship
7.5 credit hours

Sites: Kosair Children's Hospital, University Hospital, UCHS, UCHS South, C&Y Project, Home of the Innocents

The 6-week pediatric clerkship experience introduces the student to a unique, complex, and challenging field of medicine. It emphasizes those aspects of general pediatrics important for all medical students and will provide a foundation for those students who elect to further study the health care of infants, children and adolescents. Students have the opportunity to participate in the clinical activities of both general and subspecialty pediatric services, but the emphasis in all services is placed on basic issues and common illnesses. Subspecialists have the opportunity to emphasize aspects of their particular area of focus that are important for the education of the general physician. Our curriculum is designed as an 6 week core clerkship in the third year of medical school and presupposes that approximately 50% of a student's time will be spent in outpatient (ambulatory) settings. The pediatric clerkship addresses issues unique to childhood and adolescence by focusing on human developmental biology, and by emphasizing the impact of family, community, and society on child health and wellbeing. Additionally, the clerkship focuses on the impact of disease and its treatment on the developing human, and emphasizes growth and development, principles of health supervision and recognition of common health problems. The role of

the pediatrician in prevention of disease and injury, and the importance of collaboration between the pediatrician and other health professionals is stressed. As one of the core clerkships during the third year of medical school, pediatrics shares with family medicine, internal medicine, obstetrics/gynecology, psychiatry, and surgery, the common responsibility to teach the knowledge, skills, and attitudes basic to the development of a competent general physician.

Goals: The goals of this core curriculum in Pediatrics are to foster acquisition of basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence; development of communication skills that will facilitate the clinical interaction with children, adolescents, and their families and thus ensure that complete, accurate data are obtained; development of competency in the physical examination of infants, children and adolescents; acquisition of the knowledge necessary for the diagnosis and initial management of common acute and chronic illnesses; development of clinical problem-solving skills; understand the influence of family, community, and society on the child in health and disease; development of strategies for health promotion as well as disease and injury prevention; development of the attitudes and professional behaviors appropriate for clinical practice; and an understanding of the approach of pediatricians to the health care of children and adolescents.

Method of Evaluation: 47% Clinical performance (outpatient, inpatient and newborn nursery); 30% pediatric exam of the National Board of Medical Examiners; 20% completion and performance of Clipp cases and accompanying questions; 2% Standardized/Simulated Patient encounters; and 1% reflective writing piece.

PEDI 905: AHEC ROTATION-PEDIATRICS

This rotation must be scheduled with the clinical coordinator for Pediatrics and the AHEC Office.

Prerequisite: 4th year standing

Clinical experience will be obtained in various pediatrician practices or programs in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Goals: The goal of the selective is for the student to be a participant in all the activities involved in the private practice of a pediatrician.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 3rd year standing

This elective will allow students to obtain a clinical experience in the private practice of a community pediatrician. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in Pediatrics under the supervision of a full-time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 910: AMBULATORY ROTATION-PEDIATRICS

This course is for Pediatric ER and Peds. Allergy only. Please use the subspecialty course # for the other AR selectives.

Prerequisite: 4th year standing
AR Selective

A patient log must be maintained and submitted to the Department of Pediatrics at the completion of any of this rotation. The 4th year student will spend four weeks in an ambulatory clinical setting and are expected to participate in all of the activities related to the care of patients in the following subspecialties: Adolescent Medicine, Cardiology, Child Evaluation Center, Children & Youth Clinic, Emergency Medicine, Endocrinology, Gastroenterology, Hematology/Oncology, Infectious Diseases, Pulmonology, University Child Health Specialists, Allergy & Immunology or General Pediatric Private Practice.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 911: INFECTIOUS DISEASE-CHILD

Prerequisite: 3rd year standing
3rd/4th year elective or
4th year AR Selective

Students participating in the ID elective will have the opportunity to independently evaluate patients on the ID service (including in-patient consults, direct admissions, out-patient consults and out-patient follow-ups), present them to the attending physician and team for discussion and disposition, and follow patients longitudinally until their infectious disease issues are resolved. Students will be required to present a short seminar on a pediatric infectious disease topic of their choice. Students will attend Infectious Disease Clinic, weekly morning clinical case conference and other scheduled subspecialty conferences. The goals of this elective is to provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; students must demonstrate knowledge of evaluation and therapy for common and unusual infectious diseases in children; student must be able to demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and the student must demonstrate commitment to carry out

professional responsibilities, adherence to ethical principles and be sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 912: COMPREHENSIVE PEDIATRIC AMBULATORY CARE (C&Y)

Prerequisite: 4th year standing
AR Selective

This is a 4-week ambulatory rotation at the Children & Youth Clinic and offers ample opportunities for the student to learn preventive pediatrics, growth and development, diagnosis and treatment of pediatric problems commonly encountered in office-type practice as well as the special problems of premature and other high risk infants and children. The student will be expected to provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; demonstrate knowledge of common pediatric problems and be able to apply this knowledge to patient care; demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 913: INTERVENTIONAL CARDIAC CATHETERIZATION

Prerequisite: 3rd year standing
3rd/4th year elective or AR Selective

The student participating in this elective will have the opportunity to immerse themselves into the field of interventional cardiology. The primary setting is the inpatient cardiac catheterization lab that evaluates

and manages pediatric patients with congenital and acquired heart disease. The student is expected to provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; demonstrate knowledge of common pediatric problems and be able to apply this knowledge to patient care; demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 914: ACTING INTERNSHIP-HOSPITALIST MEDICINE

Prerequisite: 4th year standing
AI Selective or elective

A 4 week advanced clinical (sub-internship) in general pediatrics with emphasis on endocrine, renal, metabolic and rheumatic diseases. Students will be assigned to the inpatient team staffing the Kosair Children's Service which generally consists of a broad spectrum of general pediatric patients in addition to subspecialty patients. Responsibilities will be those of a junior house officer and will consist of daily rounds, conferences and patient care activities. The student is expected to provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; demonstrate knowledge of evaluation and therapy for common and unusual diagnosis seen on the hospital service; demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 916: PED HEMATOLOGY/ONCOLOGY

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

4 weeks, Hematology/Oncology clinic meets mornings, Monday-Friday, with one monthly afternoon hemophilia clinic and four weekly afternoon sickle cell clinics. The student will make morning and afternoon rounds with the Hematology/Oncology attending, attend clinic and see consultation patients with the resident and attending. Weekly peripheral smear and bone marrow slide reviews will be conducted. Emphasis on disease presentation and differentiated diagnosis of Hematology/Oncology and immunosuppression principles. The student will provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; must demonstrate knowledge of common pediatric hematology/oncology problems and be able to apply this knowledge to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 917: STRUCTURAL ABNORMALITIES & GENETIC DISORDERS IN CHILDREN AND ADULTS

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

The focus of the 4 week rotation is to achieve clinical experience dealing with structural abnormalities and genetic disorders in children and adults.

The program will focus on various aspects of clinical genetics including congenital malformations, chromosome abnormalities, inborn errors of metabolism, abnormal development in utero and resultant consequences and

advances in diagnosis and treatment of genetic diseases. The student will play an active role in participating in individual, multidisciplinary and integrated evaluations of patients with the aforementioned conditions; will learn various aspects of clinical genetics; must demonstrate interpersonal and communication skills with the patients' families and other members of the healthcare team; must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 918: GENETICS & CHILD DEVELOPMENT

Prerequisite: 3rd year standing
3rd/4th year elective
AR Selective

The focus of this rotation is to research into various problems concerning the interaction of genetics and constitutional variables and their effect on the behavior of twins. The student will play an active role in participating in individual, multidisciplinary and integrated evaluations of patients with the aforementioned conditions; will review current studies to see how factors such as birth weight, length of gestation and perinatal risk variables alter early development; must demonstrate interpersonal and communication skills with the patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 919: INTRO ADOLESCENT MEDICINE

Prerequisite: 4th year standing
AR Selective

In this 4 week elective students will participate in the primary care of youth in the Jefferson County Youth Detention

Center, two hours each morning, and two afternoons each week. Attendance at weekly Pediatric-Adolescent Gynecology Clinics is required and weekly General Adolescent Medicine Clinic at the Children & Youth Project. The student will also attend the Rheumatology Clinic and the Juvenile Rheumatoid Arthritis Clinic. Attendance at the monthly Adolescent Resident's Conference is also required and attendance at any other Resident conferences is encouraged. Students are encouraged to follow at least one case from detention center through the court system. Students will need to supply their own personal stethoscope and ophthalmoscope. The student will provide family centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; must demonstrate knowledge of common pediatric problems and be able to apply this knowledge to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 921: PEDIATRIC ENDOCRINOLOGY

Prerequisite: 3rd year standing
3rd/4th year elective

AR Selective Students participating in this 4 week elective will provide family centered patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health. Students will participate in patient interviews and examinations; review laboratory data and reformulate treatment plan with attending; review charts for endocrine clinic; provide attendings with an organized oral presentation for each patient encounter; be able to interpret screening labs and test used routinely in evaluation of endocrine problems; formulate a reasonable differential diagnosis for the common pediatric problems in endocrinology; and formulate a

reasonable management plan. Student must demonstrate knowledge of common pediatric endocrine problems and be able to apply this knowledge to patient care.

Goals: To learn the normal range of variation in linear growth, weight gain and sexual development in children and the use of observed variations as indicators of potential endocrine and non-endocrine disease; learn the clinical approach to diagnosis of various problems of growth, sexual development, thyroid function, adrenal function, and blood glucose regulations in children; learn the use of clinical and laboratory tools in monitoring treatment of endocrine disorders; learn the education and treatment of newly diagnosed diabetic patients in-hospital, and long-term management on an outpatient basis; and review reference material on assigned topics and present to attending weekly.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 922: COMPREHENSIVE PEDIATRIC AMBULATORY CARE (UCHS & UCHS- SOUTH)

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

Pediatric Ambulatory Care offers ample opportunities for the student to learn preventive pediatrics, growth and development, diagnosis and treatment of pediatric problems commonly encountered in office-type practice. The student will be expected to conduct his/her own interview, physical examination and plan for treatment and care of each patient contact. Appropriate outpatient record keeping, screening, monitoring, and health maintenance activities will be stressed. The student will be required to prepare an oral and written presentation on an ambulatory topic.

Method of Evaluation: Observation of performance, evaluation of clinical skills, problem solving, patient management and presentation on a topic of student's choice (with handout).

PEDI 923: PEDIATRIC CARDIOLOGY

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

Students participating in this 4 week rotation, academic faculty or private practice will have an introduction to Pediatric Cardiology. The primary setting is an outpatient clinic that evaluates pediatric patients with congenital and acquired heart disease. There may be some opportunity to follow patients when they are being managed in an inpatient setting. The student will provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; must demonstrate knowledge of common pediatric cardiology problems and be able to apply this knowledge to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 924: PEDIATRIC NEPHROLOGY

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

The student will follow up to 3 patients on the inpatient renal service and actively participate in their care, in conjunction with an upper-level general pediatric resident and nephrology attending. The student will be given study problems requiring independent reading and literature investigation. Problems will be discussed in detail prior to completion of the elective. The student will provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; must demonstrate knowledge of common pediatric nephrology problems and be able to apply this directly to patient care;

must demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 925: PEDIATRIC PULMONOLOGY

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

In this 4-week elective, students will perform history and physical examinations, attend daily pulmonary inpatient rounds, outpatient clinics and observe various pulmonary procedures to increase the student's knowledge of pathophysiology and treatment of pulmonary diseases during infancy and childhood. Students must demonstrate knowledge of evaluation and therapy for common pulmonary diseases in children and apply this knowledge to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the healthcare team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of clinical skills, problem solving, patient management and an educational presentation on a pediatric pulmonary topic of the student's choice.

PEDI 927: PED GASTROENTEROLOGY

Prerequisite: 3rd year standing
3rd/4th year elective
4th year AR Selective

In this 4-week elective, students will perform history and physical exams, attend daily GI inpatient rounds, outpatient clinics, observe various GI procedures and participate in weekly GI conferences to increase their knowledge of pathophysiology and treatment of gastrointestinal

diseases during infancy and childhood. The student must demonstrate knowledge of evaluation and therapy for common GI diseases in children and apply this knowledge to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the health-care team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Method of Evaluation: Observation of clinical skills, problem solving, patient management, and an educational presentation on a pediatric GI disease topic of the student's choice.

PEDI 928: ACTING INTERNSHIP-PEDIATRIC CRITICAL CARE

Prerequisite: 4th year standing
AI Selective
ICU Selective or elective

This advanced elective must be preceded by a primary care pediatric elective, a general ambulatory pediatric elective, a pediatric AHEC or a general pediatric elective.

In this 4-week AI/elective, or 2-week ICU experience, the senior student will act as an integral member of the Pediatric Critical Care team. The student will admit patients to the Critical Care Center under the direct supervision of senior pediatric residents and the Critical Care faculty. The student will be expected to actively participate in morning and afternoon rounds/conferences, take 8 night calls/month with a pediatric resident, observe and participate in procedures performed in the Critical Care Center and become familiar with common pediatric critical care problems. In addition, the student will be required to research and present a critical care topic of their choosing during the rotation, complete 4 web-based learning modules and a multiple choice examination. The student will provide family centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; must demonstrate knowledge of common pediatric ICU problems and

be able to apply this directly to patient care; must demonstrate interpersonal and communication skills with patients' families and other members of the health-care team; and must demonstrate commitment to carry out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 929: AI-NEONATOLOGY KOSAIR

Prerequisite: 4th year standing
AI Selective
ICU Selective or elective

This is a 4-week AI/elective or 2-week ICU clinical experience in newborn intensive care is designed so that students may become more familiar with many of the diseases that afflict the newborn. The student will be assigned three to four intensive care patients to manage and follow under the direct supervision of the neonatology fellow and attending physician. The student will have an opportunity to attend high-risk deliveries and perform procedures such as neonatal resuscitation, endotracheal intubation, umbilical artery catheterization and thoracotomy tube placement. The student will participate in an every fourth night call rotation alongside a pediatric house officer. The student will be evaluated on work habits; interpersonal skills with faculty, residents, nurses and parents; knowledge; record keeping and patient management.

Method of Evaluation: Neonatologist and neonatology fellows will evaluate students on the following: work habits, interpersonal skills with faculty, residents, nurses and parents, knowledge, record keeping and patient management.

PEDI 930: AI - NEONATOLOGY UOFL

Prerequisite: 4th year standing
AI Selective
ICU Selective or elective

This is a 4-week AI/elective or 2-week ICU clinical experience in newborn intensive care is designed so that students may become more familiar with many of the diseases that afflict the newborn. The student will be assigned three to four intensive care patients to manage and follow under the direct supervision of the neonatology fellow and attending physician. The student will have an opportunity to attend high-risk deliveries and perform procedures such as neonatal resuscitation, endotracheal intubation, umbilical artery catheterization and thoracotomy tube placement. The student will participate in an every fourth night call rotation alongside a pediatric house officer.

Method of Evaluation: Neonatologist and neonatology fellows will evaluate students on work habits, interpersonal skills with faculty, residents, nurses and parents; knowledge; record keeping and patient management.

PEDI 933: IMMUNOSUPPRESSION HEMATOLOGY/ NEPHROLOGY

Prerequisite: 4th year standing

This advanced elective must be preceded by a primary care pediatric elective, a general ambulatory pediatric elective, a pediatric AHEC or a general pediatric elective.

In this 4-week elective, the student will learn how to recognize immunodeficient patients and learn how to diagnose patients with sickle cell, hemophilia and oncology diseases by rounding on inpatient and outpatient on Hematology-Oncology and immunosuppressed patients; evaluate blood smears; and develop a comprehensive knowledge base as it relates to patients.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 934: PRACTICAL PEDIATRICS

Prerequisite: 4th year standing

This elective is only offered in selected blocks.

This 4-week course is a practical approach in preparing students interested in a pediatric career for residency. Participants will become trained in resuscitation of neonates and children. Multiple procedure techniques are taught and practiced. Didactic lectures focus on skills to become a well-trained resident as well as residency match preparation. Field trips will help with awareness of community resources necessary for a full spectrum of pediatric care. At the end of this experience, students will be able to understand basic pathophysiology of children and the influences of their social environments to prepare them for accurate patient care orders in the outpatient and hospital setting; will review basic medical principles as well as exposure to critical care specifics not taught in the core curriculum; will develop skills in interpersonal and communication specific to pediatrics; will use scientific methods and evidence to investigate, evaluate and improve patient care practices; must demonstrate commitment to learning, understanding professional responsibilities and sensitivity to diversity; and must understand the importance of advocacy and quality improvement in the health care system.

Method of Evaluation: Pass/Fail based on attendance and preparation.

PHARMACOLOGY AND TOXICOLOGY

PHTX 816: SPECIAL PROJECT- PHARMACOLOGY

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research project or to receive some advance training.

PHTX 850: MEDICAL PHARMACOLOGY

2nd year requirement 10 credit hours

This course provides undergraduate medical students with fundamental principles of drug action and disposition. Learning objectives include mechanisms of action, adverse effects, disposition (absorption, distribution, metabolism and excretion), and therapeutic uses. This course is designed to provide students with the foundation necessary for rational and intelligent decisions regarding drug selection and therapeutic use. Clinical therapeutics is reinforced through frequent small group problem-solving cases.

PHYSIOLOGY AND BIOPHYSICS




PHZB 816: SPECIAL PROJECT-PHYSIOLOGY & BIOPHYSICS

Prerequisite: Consent of Department
Chair

A special course arrangement to
provide an in-depth exposure to a
specific area of physiology (such as
circulatory mechanisms in shock)
that involves the interaction of basic
science research and clinically relevant
problems.

PSYCHIATRY & BEHAVIORAL SCIENCES

PSY 816: SPECIAL PROJECT-PSYCHIATRY

Prerequisite: Permission of instructor

This course allows students to pursue special interest in clinical psychiatry, research or psychiatric education. Off-campus sites depend upon special project.

PSY 830: BEHAVIORAL SCIENCE & THE LAW

2nd year elective

This course provides students with an introduction to the legal issues encountered in psychiatric practice.

PSY 901: CLIN CLERKSHIP IN PSY

Required 3rd year clerkship
7.5 credit hours

The 6-week clerkship is designed to introduce the students to basic psychiatry through intensive clinical experiences, didactic lectures and self-instructional materials. Students learn to recognize and treat patients with psychiatric disorders and to assist in the treatment of psychiatric emergencies. The major emphasis in this competency-based curriculum is on development of psychiatric skills for the primary care physician.

Students serve a six-week rotation on one of the following services: Child Psychiatric Services, Norton Psychiatric Clinic, Emergency Psychiatry, University Hospital Inpatient Service, Psychiatry Outpatient Clinic, Adult Consultation/Liaison Psychiatry, VA Medical Center or the Trover Clinic in Madisonville, KY. Students are expected to participate in case conferences, attend seminars, attend weekly departmental grand rounds and participate in the daily

schedule of the clinical services to which they are assigned. Each student is also assigned emergency room duties on nights and weekends. Objectives for the course are outlined at the beginning of each rotation.

PSY 905: AHEC ROTATION-PSYCHIATRY

Prerequisite: 4th year standing

This rotation must be scheduled with the clinical coordinator in Psychiatry and the AHEC Office.

This 4-week clinical experience will be obtained in various psychiatric practices or programs in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Method of Evaluation: Observation of performance.

PSY 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

This elective allows the student to obtain clinical experience in the private practice of a local psychiatrist. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

PSY 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in psychiatry under the supervision of a full-time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

PSY 908: SPEC PROJECT-PSYCHIATRY

Prerequisite: 3rd year standing

This is a 2, 3, or 4-week research elective for clinical students. Each student will be assigned to a faculty member to work on a mutually agreed upon research activity pertaining to clinical psychiatry. At the end of the elective the student will be required to write a paper describing their work.

PSY 910: AMBULATORY ROTATION-PSYCHIATRY

Prerequisite: 4th year standing
AR Selective

This rotation can only be scheduled through the clinical coordinator in Psychiatry.

In this 4-week experience, students will function as acting interns with faculty supervision. During the rotation, students will conduct diagnostic evaluations on new & established patients. Students will participate in medication management and provide supportive psychotherapy. Students also may participate in specialty clinics (e.g. mood disorder and anxiety disorder). All cases will have 1:1 student/preceptor supervision.

Method of Evaluation: Observation of performance.

PSY 911: ADULT CONSULT/LIASION

Prerequisite: 4th year standing

This rotation can only be scheduled through the clinical coordinator in Psychiatry.

This 4-week elective will be offered on the Adult Psychiatry Consultation/Liaison Service. The student will have supervised direct clinical responsibility for working with medical and surgical patients at University of Louisville Hospital and Norton Hospital for whom psychiatric consultation is requested and will be a full-time member of the consultation team. The team approach will be emphasized, which will prepare the student to coordinate their

knowledge and skills with those in other medical disciplines. The student will learn to organize their clinical findings and recommendations in a manner that will increase effectiveness as a consultant. The student will be required to participate in a weekly didactic seminar covering issues relevant to the field of psychiatric consultation-liaison, a literature seminar and case conferences. More intensive work in special areas of psychiatric liaison is available for students who request it.

Method of Evaluation: Observation of performance.

PSY 913: CHILD PSYCHIATRY

Prerequisite: 4th year standing

This rotation must be scheduled through the clinical coordinator in Psychiatry.

This 4-week elective offers the opportunity to gain experience with acute inpatients, outpatients and emergencies. There will be opportunities to learn about the use of psychotropic drugs in children, as well as other areas of common interest to Pediatrics and Child Psychiatry. The student will be expected to attend and participate in all clinical case conferences and rounds. This elective should be useful to those interested in working with children and families in future practice.

Method of Evaluation: Observation of performance.

PSY 914: IN-PATIENT PSYCHIATRY

Prerequisite: 4th year standing

This rotation must be scheduled through the clinical coordinator in Psychiatry.

This 4-week elective offers a comprehensive clinical psychiatry experience including inpatient, outpatient and emergency work with patients involving examination, diagnosis and treatment. The student will be given clinical supervision in acute, general psychiatry, psychopharmacology and in general medicine. The exposure is

to an active general hospital acute service, with emphasis on psychotic, encephalopathic, depressed and substance abuse patients. The student will work with the various mental health specialties, including psychiatric social work, clinical psychology, psychiatric nursing and pastoral counseling. Students will be able to attend and participate in all clinical conferences, case presentations, departmental lectures, seminars and Grand Rounds.

Method of Evaluation: Observation of performance.

PSY 916: ADULT PSY-NORTON'S

Prerequisite: 4th year standing

This rotation can only be scheduled through the clinical coordinator in Psychiatry.

This 4-week elective offers clinical experience at the Norton Psychiatric Clinic, primarily on the adult inpatient unit. The student will have an opportunity to observe and participate in the evaluation and treatment of a variety of psychiatric disorders. The student will work as part of the psychiatric team that includes psychiatrists, nurses, social workers and psychologists. The student will have an opportunity to observe individual and group psychotherapeutic techniques as well as become acquainted with the various drug and somatic treatment modes used on the service.

Method of Evaluation: Observation of performance.

PSY 917: OUTPATIENT PSYCHIATRY

Prerequisite: 4th year standing

This rotation must be scheduled through the clinical coordinator in Psychiatry.

A 4-week experience in the Psychiatry Outpatient Clinic at ACB. The student will work as a member of the clinic's multidisciplinary treatment team. Students will perform diagnostic evaluations on new and established patients. They will participate in medication management and provide

supportive psychotherapy. Students will also participate in all team meetings, case conferences and seminars held in the clinic. Direct faculty supervision will be provided for all students by clinical faculty.

Method of Evaluation: Observation of performance.

PSY 918: CLINICAL PSYCHIATRY-VA MEDICAL CENTER

Prerequisite: 4th year standing

This rotation must be scheduled through the clinical coordinator in Psychiatry.

This 4-week elective offers clinical experience on an active inpatient service. The student will be given clinical supervision with emphasis on the management of acute patients, including diagnostic skills, psychopharmacology, brief psychotherapy and crisis management. The student will be an active participant in the multidisciplinary team approach and work closely with allied mental health professionals.

Method of Evaluation: Observation of performance.

PSY 919: EMERGENCY PSYCHIATRY

Prerequisite: 4th year standing

This rotation must be scheduled through the clinical coordinator in Psychiatry.

This 2 or 4 week elective in the Emergency Psychiatry Division at University of Louisville Hospital provides students with an opportunity, unavailable elsewhere in the University, to evaluate a large number of psychiatric patients, thereby developing diagnostic skills to a very high degree. Supervision is provided by senior residents in psychiatry and preceptor. There is an opportunity for crisis intervention and some focus on brief psychotherapeutic techniques in selected patients to interested students. Also, there may be opportunity for research projects focused on the mental health care delivery system in

appropriate situations.

Method of Evaluation: Observation of performance.

mental illness, learn safe & evidence based procedures used by ECT and understand how ECT can be part of a multidisciplinary treatment plan.

PSY 924: CLINICAL FORENSIC PSYCHIATRY

Prerequisite: 3rd year standing, PSY-901

This rotation must be schedule through the clinical coordinator in Psychiatry.

This 4-week elective at the Kentucky Correctional Psychiatric Center will provide clinical experience for students in the field of forensic psychiatry. Students will function as active members of the treatment team and will participate in the evaluation and treatment of patients referred by the courts or correctional facilities. Areas of clinical activity will include evaluations of competency to stand trial and criminal responsibility. Psychiatric consultation to the Kentucky State Reformatory will also be available. Students will participate in the preparation of comprehensive reports to the court and also have the opportunity to observe court testimony by the attending psychiatrist. All student activities will be supervised by the attending psychiatrist.

Method of Evaluation: Observation of performance.

PSY 925: ELECTROCONVULSIVE THERAPY

Prerequisite: 4th year standing
2 weeks

ECT is recognized by the National Institute of Mental Health as a successful treatment option for severe Depression, Bipolar Disorder and Schizophrenia. ECT can work quicker than psychotropic medications or traditional psychotherapy when other treatments have been unsuccessful. ECT is safe and effective treatment, 80-85% of people have full remission of symptoms. ECT has minimal side effects and is an outpatient procedure. At the end of the experience students will understand how ET can be used to successfully treat severe

RADIOLOGY

RADI 816: SPECIAL PROJECT-RADIOLOGY

This course is to be arranged to fit the individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

RADI 905: AHEC ROTATION-RADIOLOGY

Prerequisite: 4th year standing, RADI-911

This experience must be scheduled through the clinical coordinator for the Radiology department and the AHEC Office.

A 4-week clinical experience will be obtained in various radiological practices in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Method of Evaluation: Attendance, observation of performance and participation.

RADI 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing, RADI-911

This elective allows the student to obtain clinical experience in the private practice of a community radiologist or in a community hospital setting. The goal of the elective is for the student to be a participant in the same hospital. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

RADI 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing, RADI-911

This elective allows the student to obtain clinical experience in an approved program in Diagnostic Radiology under the supervision of a full time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

RADI 911: DIAGNOSTIC RADIOLOGY

Prerequisite: 4th year standing

This rotation can be 2 or 4 weeks. The goals of this rotation is to expose the student to both clinical and technical aspects of Diagnostic Radiology; to provide a broader understanding of the principles of radiology and with the many imaging modalities used; to provide an understanding of the values and limitations of various imaging studies and how they may best be used in patient management; to review the basic anatomy and pathology as seen on imaging studies; and to provide advice and mentoring of students who are interested in Diagnostic Radiology as a career. Students will rotate through 6 core rotations: Chest, ER, GI/GU, Neuroradiology, Body Imaging and Musculoskeletal. Other subspecialties available with permission. The student will attend morning readouts with attending and residents will observe various imaging exams, the working interpretive sessions between the attending and resident and the interaction of radiology with the referral services. Specific didactic lectures for medical students will be given weekly and will also attend the resident daily noon conferences. The student will not take call, but will attend one 5 PM to 10 PM shift with the resident on call. The student will prepare an interesting teaching file case and submit it on a CD. A multiple choice test will be given at the end of the rotation. Attendance policy is strictly enforced.

Method of Evaluation: attendance, quality of participation in discussions, multiple choice exam and teaching file case.

RADI 913: INTERVENTIONAL RADIOLOGY

Prerequisite: 4th year standing 2 or 4 weeks

Students will be expected to observe and assist in a wide variety of procedures including, but not limited to, venous access, arteriography, chemoembolization, image guided biopsies, radioembolization, TIPS, and percutaneous vertebroplasty. The student expected to attend any vascular & interventional conferences provided by the faculty. The student will not take call. Reporting time is 7:30 am and will assist the rotating resident in consenting the patients prior to procedures.

Method of Evaluation: The student will prepare and present a case observed during the rotation, attendance policy is strictly enforced. The student evaluation is based on their attendance & availability, quality of participation in cases and the case presentation.

SURGERY

SURG 816: SPECIAL PROJECT-SURGERY

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to receive some advanced training.

SURG 817: MEDICAL RESEARCH AND CRITICAL THINKING

Prerequisite: 2nd year standing

This elective is designed for students interested in critical thinking skills in research. Students will be exposed to innovation, collaboration, and influential people and ideas in science. Students who complete the course will find their place among world-class thinkers, innovators, and scientists and should feel at home in any research environment. The course will feature several lectures from national leaders and innovators of their respective fields in Biochemistry, Law, Entrepreneurship, Biomechanics, Surgery and Medicine. Student will be required to participate in stimulating and informative exercises, based on Harvard University's published Question Formulation Technique (QFT) guidelines, which are designed to enrich their critical thinking.

Goals & Objectives: Student will be able to formulate ideas and devise procedures to solve presented problems in healthcare; will gain a fundamental grasp of issues pertaining to research and research environments; will be able to demonstrate their collaborative abilities through effective communication; and should feel empowered to pursue their own research endeavors and inspired to work in a research environment.

Course Components: "Mini", "Maxi", Guest Lecture, Research Themes. Participation 24% of overall grade; Maxi/Lecture Questions, 40% of overall grade; End-of-course Assessment, 32%; Mentor Assessment, 8%.

SURG 901: BASIC SURGERY CLERKSHIP

Required 3rd year clerkship
10 credit hours

The 8-week junior clerkship in general surgery enables students to work as clinical clerks in the operating rooms and outpatient clinics of University affiliated hospitals. Opportunities are provided for the history and physical exam and workup of surgical patients and for participation in their daily care in the hospital. Students receive orientation in the operating room and assist in operations performed on their patients. Students also attend clinics with their team and frequently see their patients again after discharge from the hospital. Lectures, seminars and hands-on demonstrations are especially emphasized. The last week of the clerkship is spent with multi-specialty surgeons in private group practice.

SURG 902: INPATIENT GENERAL SURGERY

Prerequisite: 4th year standing
Surgical/Perioperative Selective

The student will join a teaching team consisting of at least one resident and supervising faculty member and will function as an acting intern under their direct supervision. As an acting intern, the student will participate in the pre-operative and post-operative care of surgical patients, as well as participate in the operating room. Specific duties will vary slightly between services and hospitals, though in general students are expected to round specifically on ICU patients first before rounding on ward patients. Hours will vary according to the rotation, but will average eight to twelve hours a day, occasionally longer. Students are expected to take in-house call no more frequently than every 4th night.

Method of Evaluation: Observation of performance.

SURG 903: ACTING INTERNSHIP-HONORS SURGERY

Prerequisite: SURG 901

This fourth year elective provides students with an interest in surgery the opportunity to participate in an advanced surgical clerkship rotation. The elective consists of two one-month rotations or surgical services with responsibilities of that of an intern [SOM Objective 6.3, 6.4, 6.8, 7.6]. All students will complete required reading assignments prior to participation in the two hour hands-on skills lab and tissue dissection on Fridays 9-11. Students also have required weekly skills modules in the virtual reality laparoscopic simulator. Finally, students will take an advanced surgery clerkship exam and oral examination.

SURG 905: AHEC ROTATION-SURGERY

Prerequisite: 4th year standing

This elective must be scheduled through the Surgery's Clinical Coordinator and the AHEC Office.

Under the supervision of a practicing community surgeon, students will have the opportunity to participate in a 4-week surgical practice in rural Kentucky. Clinical experience will be obtained in both private offices and in-patient settings. The student will develop knowledge of community characteristics and an understanding of how medical care delivery is affected.

Method of Evaluation: Observation of performance.

SURG 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

This elective is designed to offer the student an opportunity to obtain clinical experience in the private practice of a community surgeon in the Louisville Metropolitan Area. The student will participate in both office and hospital settings and learn both the clinical as well as the organizational aspects of

surgical practice. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

SURG 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

The purpose of this course is to offer a clinical experience in an approved program in Surgery, usually under the supervision of a full time member of the faculty of a duly recognized educational or research institution. This experience will provide the student an opportunity to further develop clinical surgical knowledge and to assume responsibility for all aspects of patient care as a member of the surgical resident team. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

SURG 910: AMBULATORY ROTATION-SURGERY

Prerequisite: 4th year standing
AR Selective

Students will spend 4 weeks in a General Surgery ambulatory setting. Students will accompany General Surgery faculty in their private clinics and observe office practice. The student will participate in the care of patients and the study of a wide spectrum of General Surgical practice including Colorectal, Gastro-intestinal, Oncology, and Vascular Surgery. The student may also be required to follow selected patients in the hospital and will have the opportunity to scrub in and assist on some operations.

Goals: To allow the student to experience the busy private office practice in General Surgery and to establish a one-on-one professional relationship with any one of a number of General Surgery faculty.

Method of Evaluation: 100% Observation and performance in the private office, plus operative case and

activity reports filed by the student.

SURG 911: RESEARCH-SURG PROBLEMS

Prerequisite: 4th year standing

The purpose of this course is to acquaint the interested medical student with laboratory environment and basic skills. Opportunities to engage in significant research are available to students who elect to work with faculty on research assignments. The goal will be to assign a project already started or designed to be brief so that a defined end point can be reached in four weeks.

Goals: Specific goals will be determined with the faculty mentor.

Method of Evaluation: As arranged with the instructor.

Opportunities are in General Surgery, Oncology, Pediatric Surgery, Otolaryngology, Thoracic & Cardiovascular and Plastic Surgery.

SURG 923: GENERAL SURGERY- JEWISH HOSPITAL

Prerequisite: 4th year standing
Surgical/Perioperative Selective

In this 4-week elective, the student will participate in surgical activities with full-time General Surgery faculty as an Acting Intern at Jewish Hospital. The student will be directly supervised by the resident and attending staff. This will provide the student an opportunity for close personal contact with the full time faculty in General Surgery.

Method of Evaluation: Observation of performance.

SURG 924: TRANSPLANTATION SURGERY

Prerequisite: 4th year standing
Surgical/Perioperative Selective

The student will rotate on the liver, pancreas and kidney transplant services at Jewish Hospital with daily rounds and patient contact. The

student will assist on all operative procedures and be intimately involved in the postoperative care. A weekly conference will be attended with the topic discussed by the student and selected by the preceptor. Weekly transplant clinic will be attended by the student.

SURG 925: TRAUMA SERVICE

Prerequisite: 4th year standing
ICU Selective or elective

In this 2-week rotation the student will serve in an acting intern-type capacity on the Trauma Service and will attend ward rounds with residents and faculty and participate in all surgical conferences and operating room experiences. The student will be assigned to selected ICU patients after approval by the resident and faculty on the basis of the educational value of the patient to the student. The student will be responsible for following and participating in that patient's care from admission to discharge. Because of the popularity of this rotation, first choice will be given to fourth year students who have not participated on Trauma Service as a third year student. This is an excellent rotation for students interested in gaining extensive training and exposure in critical care.

Method of Evaluation: Observation of performance.

SURG 926: GENERAL SURGERY-NORTON'S

Prerequisite: 4th year standing
Surgical/Perioperative Selective

In this 4-week elective, the student will participate in surgical activities with full-time general surgery faculty as an acting intern at Norton Hospital. The student will be directly supervised by the resident and attending staff. This will provide to the student an opportunity for close personal contact with the full time faculty in General Surgery. The student will participate in Journal Club discussions.

Method of Evaluation: Observation of performance.

SURG 927: SURGERY-VA MEDICAL CENTER

Prerequisite: 4th year standing Surgical/Perioperative Selective

In this 4-week experience, the student will serve in an acting intern-type capacity on the Surgical service, will attend ward rounds with residents and faculty and will participate in all Surgical conferences and operating room experiences. The student will be assigned to selected ICU and ward patients after approval by the resident and faculty on the basis of the educational value of the patient to the student. The student will be responsible for following and participating in the patient's care from admission to discharge.

Method of Evaluation: Observation of performance.

SURG 931: SURGICAL ONCOLOGY

Prerequisite: 4th year standing

This is a 4-week elective. Medical students are often intimidated by cancer patients. It is important for physicians of all specialties to understand the basic principles of cancer diagnosis, staging, surgical treatment and adjuvant therapy. The complexities of understanding the management of breast, thyroid, rectal, head and neck cancers, melanoma, etc., can only be understood by repeated exposure to patients with these diseases. This Surgical Oncology elective allows regular structured exposure to cancer patients and their preoperative evaluation, as well as surgical techniques and postoperative care and follow-up.

A significant amount of time will be spent in the clinics. Students will have the opportunity to see patients as they rotate through melanoma clinic, surgical oncology clinic at the Brown Cancer Center and attending the Brown Cancer Center Tumor Board at noon. The remainder of the time would be spent in the operating room and there will be significant amount of flexibility built into the schedule to allow students to help with interesting cases.

Method of Evaluation: Observation of performance.

SURG 934: PEDIATRIC SURGERY

Prerequisite: 4th year standing Surgical/Perioperative Selective

This 4-week elective consists of working with the House Officers and attendings in the Division of Pediatric Surgery. Learning on the ward will be under the direction of the attending surgeons and the senior and junior house officers. The student will be responsible for doing history and physical examinations, writing progress notes, formulating a care plan on patients assigned and attending Surgical procedures. Attendance at the Monday and Thursday afternoon clinic is highly recommended. There is also opportunity to attend office hours in the private office. The student will be expected to make daily rounds with the house staff and will be on several night rotations with a house officer. The student will attend regular scheduled surgical teaching conferences with the house staff and attending staff. During the rotation, the students will prepare and present a case presentation to the pediatric surgeons and house staff.

Method of Evaluation: Observation of performance.

SURG 936: PLASTIC & RECONSTRUCTIVE SURGERY

Prerequisite: 4th year standing AR Selective

The purpose of this 4-week course is to provide opportunity for clinical problem solving in Plastic and Reconstructive Surgery. Students will serve as precept of attending surgeons in cases involving wound healing biology, acute trauma, microsurgery, reconstructive surgery, craniofacial, cleft lip and palate, aesthetic and head and neck surgery. New innovations in Plastic and Reconstructive Surgery such as myocutaneous flap coverage of difficult wounds and microsurgical transfer of free tissue flaps will be available for student participation and clinical problem solving. Fundamental principles of Plastic and Reconstructive Surgery and their relationship to other disciplines will be stressed. Students will be part of the Plastic Surgery team

of fellows and residents.

Method of Evaluation: Observation of performance.

SURG 937: SURGICAL GI ENDOSCOPY & LAPAROSCOPY

Prerequisite: 4th year standing Surgical/Perioperative Selective

This is a 4 week selective. Endoscopy is performed at U of L and at VAMC under the supervision of attendings and residents. The student will be expected to work closely with the resident and the attending staff in the preoperative assessment of these patients as well as participate in the endoscopy procedure and post-procedure care. In addition, the student will be expected to attend certain regularly scheduled surgical conferences as well as the combined Med-Surg GI Conference at UofL Hospital. The student will also have the opportunity to participate in ongoing research projects or may choose to initiate a new clinical project as time allows.

Method of Evaluation: Observation of performance.

SURG 938: OTOLARYNGOLOGY

Prerequisite: 4th year standing AR Selective

In the 4-week rotation, students will attend various conferences including pre and post-op conference where indications and outcomes of upcoming and prior cases are discussed. The student will be part of a residency team at the VAMC, Norton, Kosair or UofL Hospitals and will actively participate in clinic patient evaluation after a "shadowing period", and perform complete head and neck examinations with faculty and resident instruction. There will be opportunities to observe and assist in operative procedures such as tonsillectomies, endoscopic sinus surgery, otologic surgery, head and neck cancer surgery and facial trauma. A list of objectives will be distributed at the beginning of the course to guide the student in self-instruction, and regular discussions of the course objectives

will be scheduled with the faculty.

Method of Evaluation: Observation of performance, paper presentation of chosen topic to faculty and residents and oral examination.

SURG 944: SUBINTERNSHIP IN VASCULAR & ENDOVASCULAR SURGERY

Prerequisite: 4th year standing

This 4-week course is designed to introduce the 4th year medical student to the evaluation and care of patients with atherosclerotic vascular disease, degenerative arterial disease and venous disease through the specialty practice of vascular/endovascular surgery. The student will be expected to make rounds & write notes on patients, perform history and physical exams, perform basic ward work, participate in open & endovascular procedures, evaluate patients in clinics, review & interpret axial & ultrasonographic images and experience work in the vascular diagnostic laboratory and interventional suite.

Method of Evaluation: Observation of performance, interpretation skills, participation in procedures, clinics and conferences and performance on oral examination.

SURG 946: INTERNSHIP BOOT CAMP

Prerequisite: 4th year standing

This elective will offer the 4th year student an intensive training in the clinical skills needed during the first year of residency. Using simulation-based medical education and supervised patient care, the elective teaches the medical knowledge and clinical skills necessary to successfully assess and manage an airway, peripheral and central venous access, suturing and pre-operative evaluation. At the completion, the student will be able to demonstrate the knowledge of the normal structure and function of the human body at the level of the molecule, cell, organ/organ system, and patient as a whole; ability to recognize

and manage life-threatening situations and carry out or direct ACLS/CPR; ability to perform common medical procedures such as the placement/care of sutures for small incisions/wounds or the application of splints/bandages; demonstrate the knowledge of the appropriate use of common medical devices, vascular catheters, endotracheal tubes, NG tubes; and demonstrate sterile techniques and universal precautions.

Method of Evaluation: Students will carry evaluation cards listing the objective skills they are expected to demonstrate; practicum faculty will initial the skill once demonstrated and will conclude with course faculty observing the student perform all skills in a simulated setting.

THERAPEUTIC RADIOLOGY

TRAD 816: SPECIAL PROJECT-RADIATION ONCOLOGY

This course is to be arranged to fit individual needs to cover topics of current interest or to participate in research projects or to receive some advanced training.

TRAD 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

This elective allows the student to obtain clinical experience in the private practice of a local radiation oncologist. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

TRAD 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in Radiation Oncology under the supervision of a full time member of the faculty of a duly recognized educational or research institution. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

TRAD 910: AMBULATORY ROTATION-RADIATION ONCOLOGY

Prerequisite: 4th year standing
AR Selective

This selective must be scheduled through the clinical coordinator for the Radiation Oncology department.

In this 4-week selective, the student under the supervision of the residents and attendings will evaluate the patients for initial consultation, treatment and/or follow up. Students may participate in 3 weekly teaching conferences. Students will be expected to present cases and data after literature review. The goals of this elective are to inform the student of the basic concepts of radiation oncology, the role of irradiation in the combined management of cancer patients, how to follow acute and the late side effects and how to analyze the results of treatment.

Method of Evaluation: Direct observation and evaluation of case studies presented by student.

TRAD 911: BROWN CANCER CENTER

Prerequisite: 4th year standing

This elective must be scheduled through the clinical coordinator for the Radiation Oncology department.

This 2 or 4-week clinical experience is designed to give the medical student a practical elective in cancer and its management. The malignancies seen are of the head and neck, respiratory tract, genital-urinary, gastrointestinal, pediatrics, solid tumors and soft tissue sarcomas, etc. The student will be under the direct supervision of a full-time radiotherapist and will function at the level of the junior house officer and participate in all activities of the service. The student should attend the various clinics, all departmental morning conferences, radiobiology lectures, residents seminars, journal discussions, visiting guest lectures as well as the various tumor board conferences held at U of L, Jewish, Kosair Children's, Norton Hospitals and VA Medical Center.

Method of Evaluation: Observation of performance, attendance at various clinics, conferences, seminars and discussions.

UROLOGY

UROL 905: AHEC ROTATION-UROLOGY

Prerequisite: 4th year standing
AHEC Selective

This 4-week experience will be obtained in various Urology practices in rural Kentucky. The student will be encouraged to participate in the community to gain an understanding of how the community characteristics affect medical care delivery.

Method of Evaluation: Observation of performance.

UROL 906: CLINICAL ELECTIVE/URBAN

Prerequisite: 4th year standing

Experience will be obtained in various Urology private practices in the local area. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

UROL 907: CLINICAL ELECTIVE/OFF-CAMPUS

Prerequisite: 4th year standing

A clinical experience may be obtained in an approved program in Urology under the supervision of the faculty of a duly recognized educational or research institution. This rotation would be especially useful for those students planning a career in urology and wishing to experience another institution first hand. The student must complete the Off-Campus Request Form and have it approved by the departmental course director.

Method of Evaluation: Observation of performance.

UROL 911: UROLOGY

Prerequisite: 4th year standing

In this 4-week elective, the student will participate as a member of the urology team in the clinic, wards, and operating rooms. The student will learn how to evaluate and work up all common urological conditions and diseases. They will learn basic urologic clinical skills such as a physical exam and urinary catheter placement. They will observe urologic surgery and participate at the appropriate level in the operating room. A 30 minute oral presentation on a urology topic of the students' choice will be required.

Method of Evaluation: Observation of performance in daily rounds, O.R. and clinics and the oral presentation.

