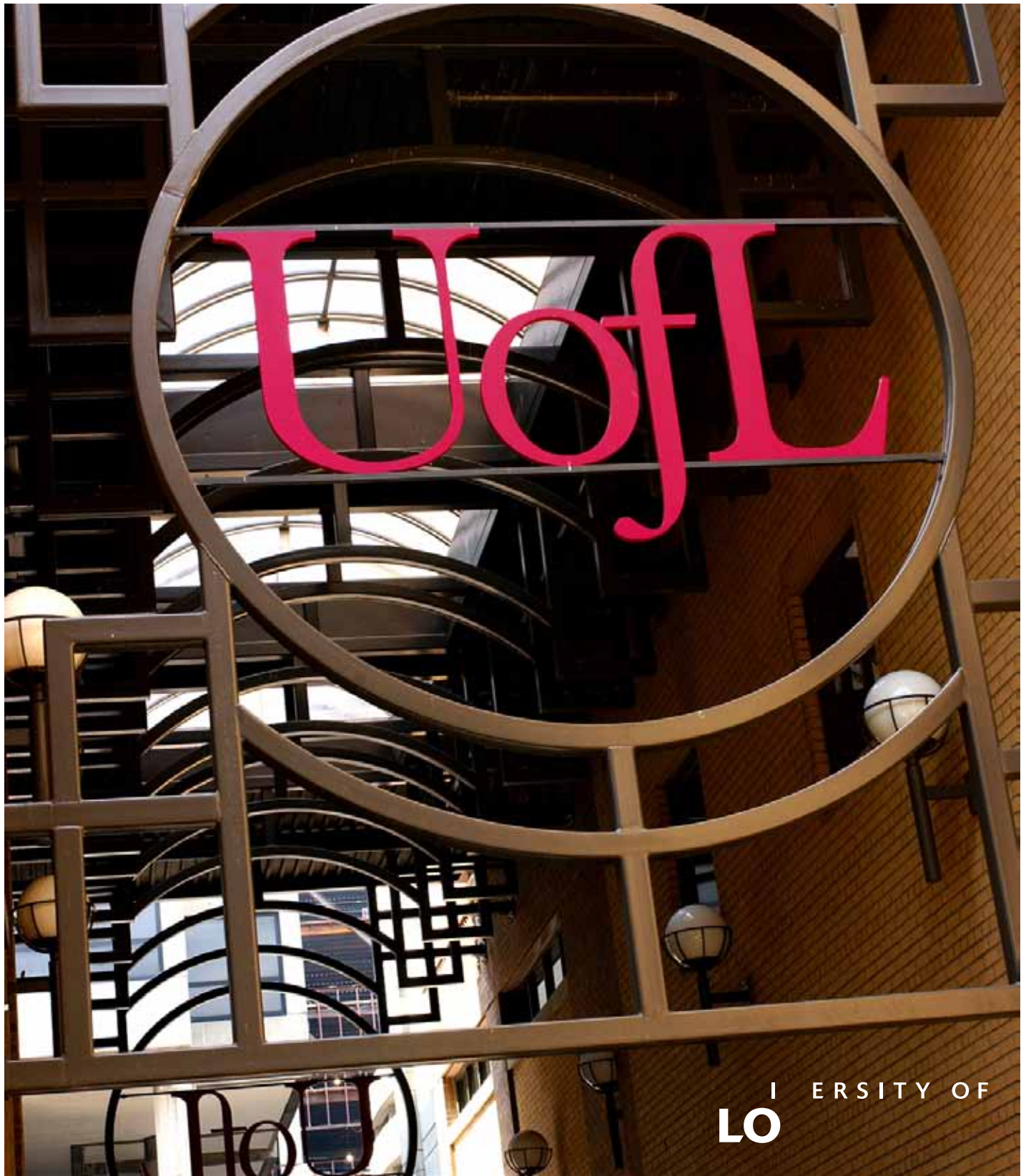


SCHOOL OF MEDICINE BULLETIN

2012-2014



UNIVERSITY OF
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UNIVERSITY OF LOUISVILLE SCHOOL OF MEDICINE 2012-2014

Mailing Address

School of Medicine
Abell Administration Center
Health Sciences Center
University of Louisville
323 East Chestnut Street
Louisville, KY 40202

Location

Health Sciences Center
323 East Chestnut Street

Telephone Numbers

Dean's Office (502) 852-1499
Admissions Office (502) 852-5193
Student Affairs Office (502) 852-5192

Web Address

www.louisville.edu/medschool/



REVISED NOVEMBER 2011

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HEALTH SCIENCES CENTER MAP



HEALTH SCIENCES CENTER BUILDING INDEX

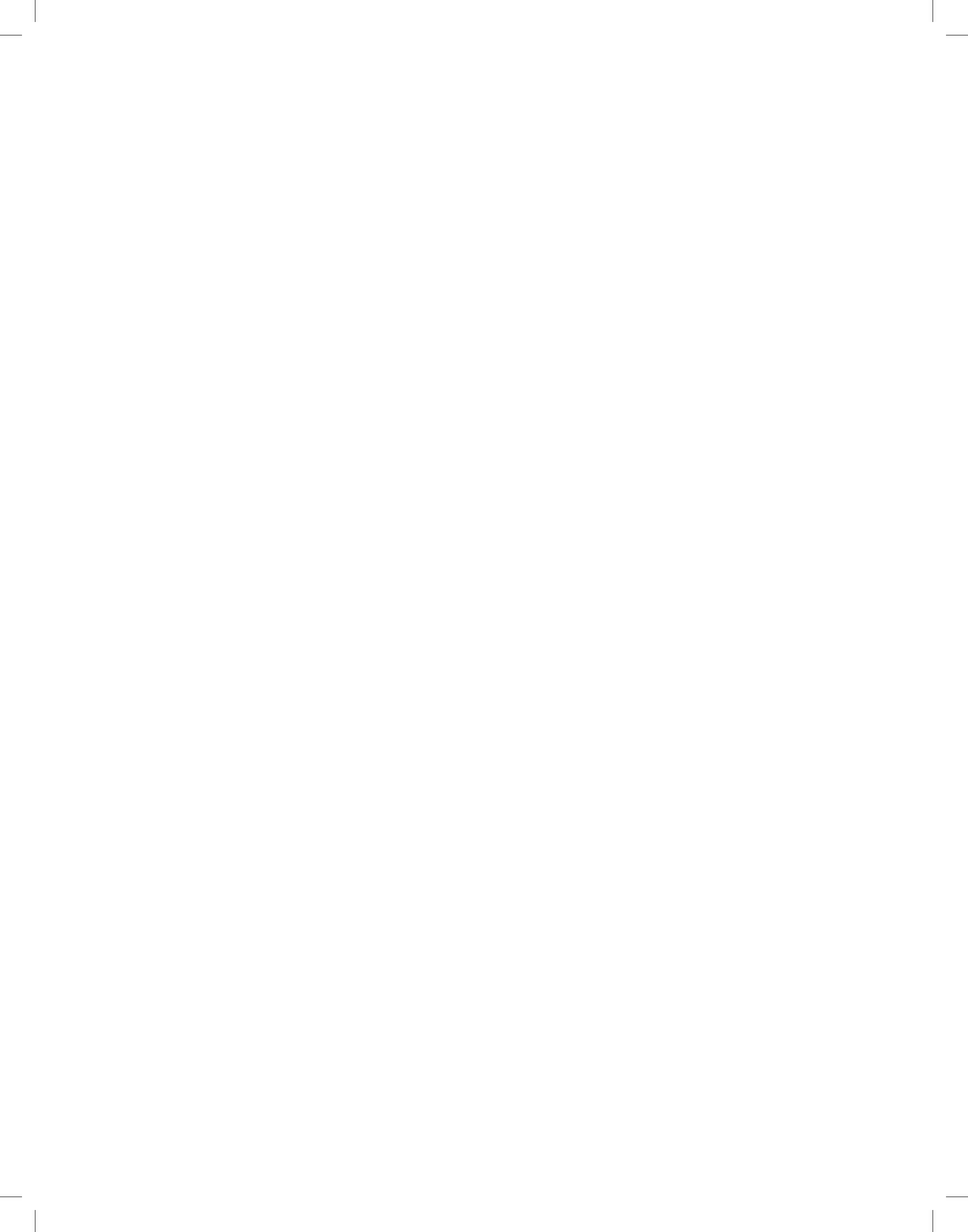
Note: Letters/numbers represent grid location. Numbers in parentheses represent official building numbers.

- 3B Abell Administration Center (59c)
- 3C Ambulatory Care Building/ University Physicians Group (50a)
- 4A Arthur H. Keeney House (58b)
- 3C Baxter (Donald) Biomedical Research Building (55e)
- 3C Baxter (Delia) Biomedical Research Building II (55f)
- 2D Carmichael Building (59)
- 4C Chestnut Street Parking Structure (54e)
- 3B Children and Youth Project-in School of Nursing building (59b)
- 4B Children's Hospital Foundation Building (54b)
- 3E Clinical and Translational Research Building (55g)
- 3C Dentistry, School of (55c)
- 3B Deterrence of Biowarfare and Bioterrorism, Center for (59b)
- 3B Frazier Rehab Institute (59j)
- 3C Health Care, Outpatient Center (54)
- 2C HSC Instructional Building (55b)
- 3D James Graham Brown Cancer Center (50r)
- 3A Jewish Hospital Rudd Heart and Lung Center (59t)
- 3A Jewish Hospital (901)
- 3B Jewish Hospital Outpatient Care Center (902)
- 2B Jewish Hospital Parking Garage (903)
- 2B Jewish Hospital Cardiovascular Research Center (53)
- 2B Kentucky Lions Eye Center (56)
- 4C Kidney Disease Program (59r)
- 3C Kornhauser Library and Commons Building (55d)
- 3B Kosair Children's Hospital (54a)
- 3B Kosair Charities Pediatric Center (59d)
- 3D Lampton Building (59a)
- 5D Medical Center One (54f)
- 4C Medical-Dental Apartments (52)
- 2B Medical-Dental Research Building (51)
- 4B Medical Towers, North (51a) and South (51b)
- 3C Medicine, School of (Research Tower) (55a)
- 5A Myers Hall (58)
- 3C Norton Healthcare 224 E. Broadway Building (59e)
- 4B Norton Healthcare Gray Street Professional Building (904)
- 4C Norton Healthcare Pavilion (58a)
- 4B Norton Healthcare Services Building (59f)
- 4B Norton Hospital (54d)
- 3B Nursing, School of (59b)
- 5C Old Turners Building (59h)
- 3C Parking Deck and Institutional Services Building University of Louisville Hospital (50i)
- 4D Public Health and Information Sciences, School of (59p)
- 3B Research Resources Center (57)
- 3E 620 HSC Garage (55h)
- 3B Steam and Chilled Water Plant (905)
- 3D University of Louisville Hospital (50c)
- 4C University Parking-in Chestnut Street Parking Structure (54e)
- 3B University Police-in Abell Administration Center (59c)

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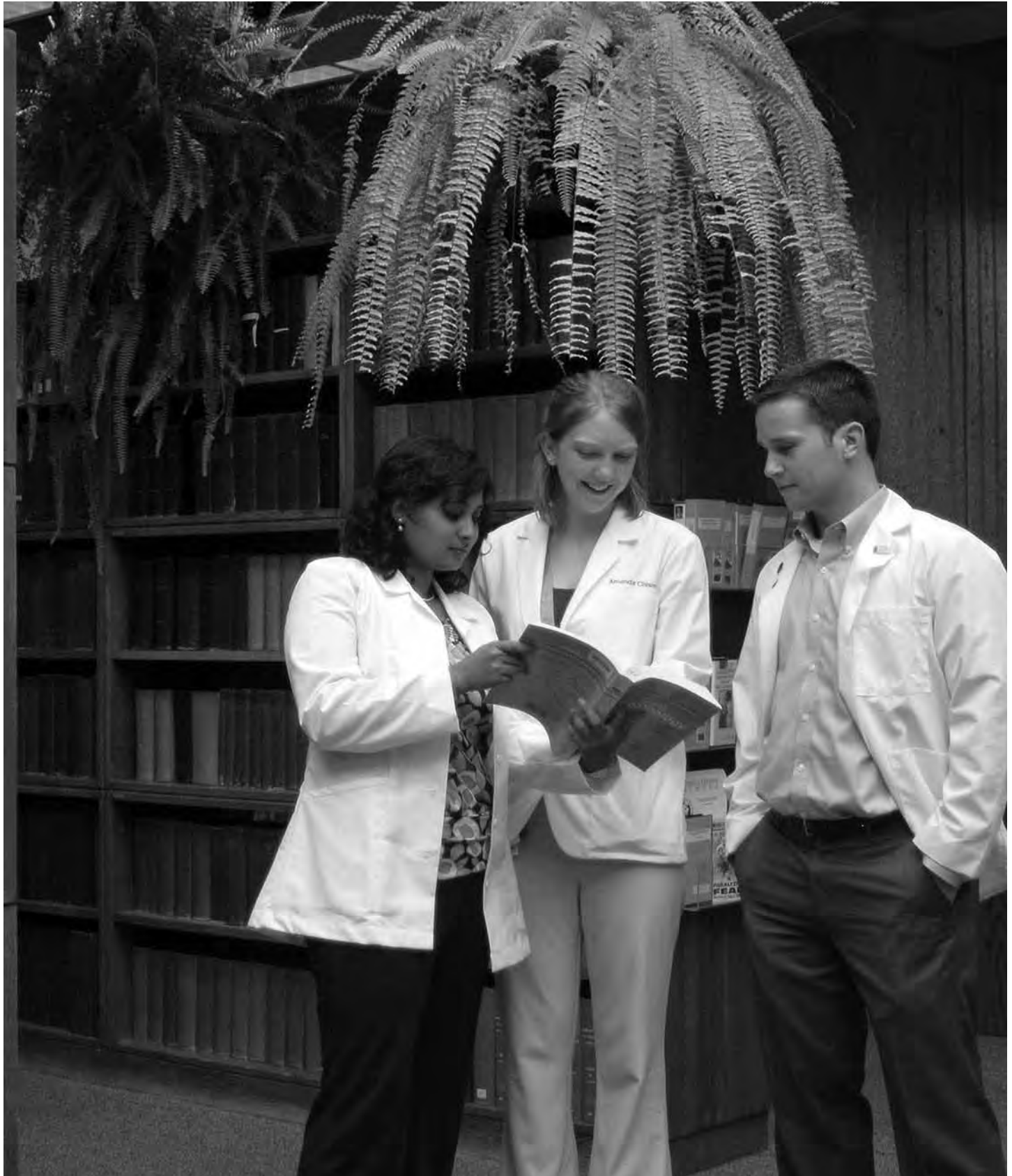
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This publication was prepared by the University of Louisville and printed with state funds KRS 57.375.



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 with 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 the current dean, 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, continues 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 constructed on the east side of the Health Sciences campus housing laboratories associated with the Brown Cancer Center. Additionally, a state-of-the-art faculty practice building opened in 2008.

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 in 2007 designed to take the Health Science Center to the next level. Progress continues under now Executive Vice President David Dunn, M.D., Ph.D.

Today, the University of Louisville School of Medicine continues to educate some of the nation's finest medical practitioners. 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 shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

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 functional and modern three-story structure designed on the unit laboratory concept of teaching the preclinical disciplines. It houses both the first and second year medical classes and provides each student study and laboratory space in the unit labs which include 18 small study/group rooms (with computer workstations) on each floor. The three, 160 seat lecture halls are designed to utilize the latest teaching concepts and each floor is supplied with small lecture-seminar rooms. The gross anatomy labs, standardized patient clinic and simulation center are all 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 the Medical School's departments of Anatomical Sciences and Neurobiology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology and Biophysics, the administrative offices of the Department of Neurology, and the Office of Medical Student Affairs. Also connected is 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 administer cardiac massage, ventilation, gases, and drugs, and observe the body's reaction. 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 eight fully equipped and digitized examination rooms suitable for high-stakes testing, and four fully equipped rooms suitable for formative learning experiences. 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, risk free opportunities to interact with patients prior to working with them in clinical settings. 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 research and clinical tools including Acland's anatomy in streaming video, online textbooks, evidence-based practice and clinical decision-making tools, USMLE online prep tools and over 5000 journals and 35 medical-related databases. Students are among the library's priority clientele. Services for students include: checkout of laptops, quiet study space, group study rooms, professional literature searching, extended hours and refreshments during final exams, and an open food and drink policy. 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, Obstetrics and Gynecology, 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. A major goal of the University is for the Center to attain the nationally recognized NCI designation as a Comprehensive Cancer Center, and the Cancer Center is on track to achieve that designation. 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 experience 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, the Center for Genetics and Molecular Medicine, 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 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

UNIVERSITY OF LOUISVILLE HOSPITAL

University of Louisville Hospital serves as the major teaching hospital for University of Louisville medical students and residents. Opened in 1983, it is a modern, 404-bed acute and trauma care hospital. The medical complex includes both in-patient hospital services and out-patient services located in the Ambulatory Care Building. The hospital provides a full range of diagnostic, therapeutic, emergency and surgical services. It houses Kentucky's first Level One Trauma Center and is supported by a 24-hour helicopter emergency medical service. The University Hospital has received national recognition as a leader in many areas of care, including Trauma, Stroke, High-Risk Obstetrics, Radiology/Diagnostic Imaging, Cancer and Regional Clinical Care. Various clinical faculty offices are incorporated within the complex.

KOSAIR CHILDREN'S HOSPITAL

Kosair Children's Hospital is a 263 tertiary care pediatric facility serving the needs of Kentucky and Southern Indiana. It is the only full-service children's hospital in the state of Kentucky. The hospital serves as the major pediatric referral, diagnostic, and treatment center for children and offers a full range of services including a burn center, neonatal intensive care nursery, inpatient psychiatric unit, spine center, trauma center, bone marrow transplant program, outpatient clinics and the regional poison center. The hospital is the primary teaching facility for the University of Louisville Department of Pediatrics.

JEWISH HOSPITAL

Jewish Hospital is a private, not-for-profit tertiary care center with 442 licensed beds. It is a regional referral center, known for its highly specialized Clinical centers of excellence including: Hand and Microsurgery; Rehabilitation Medicine (Frazier Rehab Center); Heart and Lung Care; Outpatient Services; Occupational Medicine; Plastic and Reconstructive Surgery; Neurosurgery; and Organ Transplantation. The hospital's 16-story Heart and Lung Center offers the region's most comprehensive, high quality cardiothoracic services.

The Jewish Hospital-Louisville Medical Center campus also includes the Outpatient Care Center and Frazier Rehab Center. Students and residents work with full-time and clinical faculty in General Surgery, Hand and Microsurgery, Nephrology, Pulmonary Medicine, Ophthalmology, Transplant Surgery, Psychiatry, Hepatology, Cardiac Anesthesia, Urology, Plastic and Reconstructive Surgery, Internal Medicine and Family Practice.

FRAZIER REHABILITATION INSTITUTE

As an affiliate hospital of the University of Louisville, the Frazier Rehabilitation Institute (FRI) operates a 95-bed freestanding subsidiary of Jewish Hospital. The FRI provides a comprehensive, interdisciplinary approach to patient rehabilitation. Inpatient specialty units include Traumatic Brain Injury, Cerebrovascular Accident, Orthopedics, Cardiopulmonary, Spinal

Cord Injury, and Pediatric rehabilitation. Outpatient services are full spectrum, including Community Re-Entry, Industrial Medicine, Pain Management, and Day Hospital Treatment.

NORTON HOSPITAL

Norton Hospital's downtown site 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 and significant outpatient service operated with University faculty). This comprehensive facility, located in the Louisville Medical Center, provides student and resident training in a variety of disciplines but is a key facility in the fields of surgery, psychiatry, and obstetrics/gynecology. The University of Louisville School of Medicine has active education programs in anesthesiology, medicine, obstetrics and gynecology, pathology, psychiatry, radiology, and surgery located at this site.

VETERANS ADMINISTRATION MEDICAL CENTER

This facility is located about three miles east of the Health Sciences Center campus. It has a capacity of 310 beds and provides over 100,000 ambulatory care visits per year. Plans are underway to build a new VA Hospital in Louisville, with the site selection to be made in the near future. A majority of the hospital's professional staff has full faculty appointments in the School of Medicine.

The VA Medical Center cares for a large and varied flow of inpatients and outpatients and is approved for 89 residency positions in medicine, surgery, psychiatry, and most of the specialties and subspecialties dealing with adult patients. The addition of the VA Medical Center to the educational facilities of the school increases clinical opportunities available to students and for graduates to train for their specialty boards, and has brought an increased number of highly trained physicians to our faculty. The VA Medical Center also provides opportunities and support for major research activities for faculty.

TROVER CLINIC

The Trover Clinic has officially been designated by the Governor of

Kentucky as an Off-Campus Teaching Center (OCTC) 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. This increase includes a small number of students who take all of their third and fourth year studies at the OCTC. 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.

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, religion, sex, age, or national origin. The Admissions Committee evaluates an applicant's acceptability based on the premedical record, scores on the Medical College Admission Test (MCAT), recommendations from Premedical Advisory Committees, established technical standards for admission and the applicant's personality and motivation as evaluated by interviews with members of the Committee. Completion of four-year college preparation is encouraged. An early decision program is available for stellar applicants.

Inquiries concerning admission should be addressed to:

Office of Admissions
413 Abell Administration Center
323 E. Chestnut Street
University of Louisville
Louisville, Kentucky 40202-3866
(502) 852-5193

Web address: www.louisville.edu/medschool/admissions

Email: medadm@louisville.edu

Residency Status

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 state university. Residency must be established prior to making application.

Absent special circumstances, an applicant must be a citizen or permanent resident of the United States to be considered for admission to the School of Medicine. Special circumstances may be considered where the applicant has a pending application for permanent residency status in the United States and A) is married to a U.S. citizen who has an established residence in Kentucky and intends to remain in Kentucky, or B) has numerous members of his or her immediate family who have established residence in Kentucky and expect to remain in Kentucky indefinitely. All decisions as to whether special circumstances exist in a particular application for admission shall be made by the Dean of the School of Medicine or his/her designee.

Application Forms

The University of Louisville School of Medicine participates in the American Medical College Application Service (AMCAS). Applications will be online at: <https://www.aamc.org/students/applying/amcas/> between June 1 and October 15. For information not available on the website contact:

American Medical College Application Service
Association of American Medical Colleges
2450 N Street, NW
Washington, D.C., 20037-1126
Email: amcas@aamc.org
(202) 828-0600

Upon receipt of the application from AMCAS (October 15 is the AMCAS deadline), the Medical School Office of Admissions will send additional application materials to qualified applicants. Completed secondary applications are due in the Office of Admissions by December 31 of the year prior to that for which admission is sought. A processing fee of \$75.00 is charged and is not refundable, nor can it be credited toward tuition if the

applicant is accepted. The fee may be waived, however, if the applicant has received a fee waiver from AMCAS.

Admission Test

All applicants must take the Medical College Admission Test (MCAT). Preferably the test should be taken in the spring semester of the applicant's junior year, but in no case should it be postponed later than September of the year prior to the one in which the applicant intends to enter medical school. The MCAT should not be attempted before the completion of the major basic science requirements. MCAT scores must not be more than two years old at application. Information regarding the MCAT may be obtained from the applicant's Premedical Advisory Committee or at the following web address: <http://www.aamc.org/students/applying/mcat/> or by email at: mcat@aamc.org.

Personal Interviews

The Office of Admissions arranges appointments for interviews with all applicants whose qualifications indicate that further consideration is appropriate. Applicants are invited to spend a full day at the School of Medicine at the time of the interview. Applicants will have the opportunity to interact with current students and to participate in lectures and laboratories.

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 candidate's 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 will profit most from the medical curriculum, preference is given to applicants with a bachelor's degree from a liberal arts college approved by one of the national accrediting agencies. The minimum requirement, however, is three years of college work (90 semester hours, exclusive of physical education, R.O.T.C., and technical courses). Persons applying after only three years of undergraduate work are considered only under special circumstances.

Courses in paramedical schools (such as pharmacy, nursing, optometry, medical technology, etc.) do not fulfill the premedical science requirements. No more than two years of college work from a junior college will be credited toward premedical requirements. Junior college credits will be applied only if the course work is acceptable to the accredited 4-year college or university to which the student transferred. Courses taken at

non-accredited colleges will not be accepted unless the overall scholastic record or other qualifications of the applicant are outstanding. Additional information on the acceptance of Junior/community college coursework, AP credits, and online course work can be found at: <http://louisville.edu/medschool/admissions/application-process/pre-med-requirements.html>.

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

Regardless of the number of years required for premedical training, each applicant must have the appropriate college credits in the following subjects:

BIOLOGY

The biology requirement may be fulfilled by a semester of cellular biology and a semester course in organismic biology, or a yearlong course in biology or general zoology. Survey courses in anatomy and physiology cannot be substituted for this requirement.

CHEMISTRY

This requirement would ordinarily be met by a one-year course in general inorganic chemistry and a one-year course in organic chemistry. The course in organic chemistry should cover all of the major categories of organic compounds.

PHYSICS

A one year course in general physics, including mechanics, electricity, heat, light and sound, is required of all applicants. Specialized courses in subdisciplines cannot be substituted for any part of this requirement.

MATHEMATICS

Entering medical students must have at least two semesters of mathematics at the college level or one semester of calculus. Calculus is recommended.

ENGLISH

Prospective medical students are encouraged to take additional English courses beyond the one-year minimum requirement. Additional reading courses designed to increase speed and comprehension are suggested,

especially for slow readers.

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 for all courses required; reporting pass/fail is not acceptable.

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, philosophy and the arts. Understanding human relationships and human nature is vital to the practice of medicine. Students are encouraged to take courses that would be difficult to acquire after the college experience is completed. The School of Medicine seeks to admit well-rounded students with broad backgrounds and diverse experiences.

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. An application 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. In addition, 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 by April 30.

Matriculation

Matriculation of new students is accomplished through the acceptance by the University of the advance deposit of \$100. This deposit is nonrefundable after May 15 and is applicable to tuition.

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

Degree seeking graduate students may participate in courses in the School of Medicine if they have satisfied all course requirements and if there is space in the laboratories to accommodate them. Permission must be obtained from the department offering the course before registration.

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.

5. All students are to complete the Association of American Medical Colleges (AAMC) Medical School Graduation Questionnaire before Commencement of the year in which graduating.

To satisfy the second requirement above, students must comply with the rules and regulations 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 leaves of absence, the repeat of an academic year, and additional time to take and pass USMLE Steps 1, 2CK and 2CS. A student who does not complete all degree requirements within this time period will be subject to dismissal.

SCHOOL OF MEDICINE 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, and elected student representatives. 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 Senior Associate Dean for Students and Academic 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 Senior Associate Dean for Students and Academic 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 2CS 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.

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.

Class Rank Policy

It is generally perceived by many students and faculty in the School of Medicine that the current emphasis on and attention to class rank contribute unduly to an atmosphere which fosters intense competition. Therefore, if individual courses/clerkships calculate rank, this information will not be disclosed to students.

Individual course/clerkship faculty will no longer post histograms or lists of exam scores/final grades for public viewing. Individual course/clerkships will provide only the following information regarding exam scores or final grades to students: student's individual score/grade (Honor, Pass,

Fail), class mean score, standard deviation and range (highest and lowest scores). This information will be reported to students by e-mail, if possible, or if not, by individual grade slips either in lockers or in envelopes in the mailboxes.

A comprehensive, cumulative class rank will not be calculated until the end of the first, second, and third years for purposes of awards and residency applications. This rank will not be in student files and will be available to students on request from the Senior Associate Dean for Students and Academic Affairs.

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 Senior Associate Dean for Students and Academic Affairs. The student should investigate with the Medical

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

Basic and Advanced Cardiac Life Support Certification

Each student must be certified in Basic Cardiac Life Support (BLS) from an appropriate agency (e.g., American Red Cross or American Heart Association) and have successfully completed the course in Advanced Cardiac Life Support (ACLS).

BLS is offered in the first year with recertification at the beginning of the third year. ACLS is required in the fourth year.

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 violates 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, and give 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.

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 Dr. Toni Ganzel, Senior Associate Dean for Students and Academic 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 Senior Associate Dean for Students and Academic Affairs and Associate Dean for Admissions, Associate Dean for Minority Affairs, Public Safety representative, School of Medicine legal counsel, and a mental health professional.

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, discomfoting 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 affect 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: 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. Senior Associate Dean for Students and Academic Affairs
2. Assistant Dean for Student Affairs
3. Director, Medical Student Affairs
4. Coordinator, Health Sciences Student Counseling
5. Assistant Director, HSC Special Programs
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.

UNIVERSITY POLICIES AND PROCEDURES

Students Exposed to or Infected with Hepatitis B Virus, Hepatitis C Virus, Human Immunodeficiency Virus or Other Bloodborne Pathogens

BACKGROUND

The Centers for Disease Control and Prevention (CDC) and the Society for Healthcare Epidemiology of America (SHEA) have developed guidelines and recommendations on measures to be taken by the health care community to avoid the transmission of bloodborne pathogens. These policies emphasize the teaching and practice of universal precautions. In addition, these guidelines and recommendations have suggested that an infected Health Care Worker (HCW) not engage in exposure prone invasive procedures, although these procedures have not been specified. Further, the original CDC recommendations published in 1990 did not encourage virus specific management strategies. Since these original documents, additional epidemiologic data has been accumulated in order to provide evidence based decision-making opportunities for protecting both the HCW and the patient when an exposure to blood or body fluids has occurred.

In evaluating the data, some health institutions have since adopted policies which specify that HCWs who perform specific invasive procedures that involve surgical entry into tissues, cavities, or organs- or dental procedures involving manipulation, cutting, or removal of oral or perioral tissues- know their HIV and HBV status, and if positive, seek counsel from an institutional expert review panel before continuing to perform those procedures. Technique, skill, experience, and infection control compliance are among the factors to be considered when evaluating the HCW.

This document establishes the procedures for the minimizing the risk of transmission of bloodborne pathogens. It also emphasizes the importance of offering individuals who have disabilities reasonable accommodation for their disabilities.

POLICY

Section 1: Admission. HIV, HBV or HCV serostatus will not be a determinant of acceptance to the University of Louisville Health Sciences Center (ULHSC) schools, unless the adoption of state or federal legislation or the establishment of policies by the University of Louisville Health Sciences Center institutions so restricts the clinical activities of an infected student to where completion of degree requirements is not possible.

All accepted students and potential visiting students must submit evidence prior to matriculation at ULHSC:

- indicating completion of the three-stage HBV immunization series.
- evidence of seroconversion demonstrating adequate levels of anti-HBV.
- if chronic HBV carrier state exists, the student must include Hepatitis profile information indicating whether or not an active state exists.
- documentation of participation in educational training concerning universal/standard precautions and strategies to avoid exposure to blood and other potentially infectious body fluids.

Section 2: Immunization. All ULHSC students must undergo HBV immunization as a condition of entrance to the ULHSC schools, effective July 1, 1997. All ULHSC students must also demonstrate an acceptable antibody titer to HBV and obtain a repeat vaccination series if the titer is negative. Should the subsequent titer again be negative, testing for presence of the Hepatitis B surface antigen will be done. If the student is HbsAg-positive, evidence of testing for e-antigen status is also required. Potential students visiting from other institutions who cannot demonstrate evidence of HBV immunization at the time of application will be denied acceptance.

Section 3: Testing. Neither applicants, entrants, re-entrants, current students nor visiting students will be required to undergo HIV testing. It is the responsibility of the individual student who suspects that he/she may be at risk for HIV infection to ascertain his/her own serostatus, and to advise the Associate Dean for Student Affairs of the appropriate school if he or she is infected.

Section 4: Infected Students and Continuation in School. A student found to be infected with HIV, HBV, or HCV may continue in the program as long as he or she is able to carry out the physical and intellectual activities expected of all students, unless his or her continuation in the program would create a danger to the health and welfare of any person.

Unless directly notified by the student, those involved in his/her education will have no knowledge of the serostatus. The HIV-positive, HBV-positive or HCV-positive student is strongly urged to notify his/her physician and thereby obtain appropriate support. He or she is also urged to notify the ULHSC Student Health Services physician, who will, among other actions:

- ascertain whether the student is receiving medical and emotional support to the satisfaction of that student, and if not, suggest alternative sources by which such care could be obtained;
- advise the student of any particular precautions to be taken in patient care activities, career specialty selection, and lifestyle to avoid the transmission of the infection to any other person;
- advise the student of possible signs of progression of the disease that would suggest interference with his/her physical or emotional ability to fulfill patient care or other educational requirements of the ULHSC program;
- discuss with the student whether it is possible that he/she may already have participated in patient care activities in which injury to that student by a sharp instrument would have led to contamination of the patient with that student's blood;

- report to a ULHSC Review Panel that these communications have been made to a student, and the nature of any follow-up actions that have taken place, without in any way suggesting the identity of that student to the panel; and seek from the ULHSC Review Panel advice or assistance in further counseling or assisting these students on particular needs.

Section 5: ULHSC Review Panel. The ULHSC Review Panel shall consist of the following representatives:

- Associate Vice President for Health Services Care
- Associate Vice President/Vice Dean for Clinical Affairs
- Chief of the Division of Infectious Diseases, Department of Internal Medicine, U of L
- A physician with expertise in HBV/HCV/HIV
- Associate Dean for Student Affairs of the appropriate school
- University of Louisville Hospital Director of Infection Control
- The student's personal physician (if willing) may attend

The panel will serve as a resource to students infected with HIV, HBV or HCV, either directly, if the student so wishes, or indirectly via individual members who will counsel an infected student on a confidential basis. It will not have access to an infected student's identity unless notified directly by that student. When notified of the existence of an HIV, HBV, or HCV-positive student, it will assure that the student receives the counsel and support described in Section 3. Its discussions and other activities will be confidential, although the panel will notify the dean of the appropriate school of the existence of each HIV, HBV, HCV-positive student and that it has determined that the provisions of Section 3 of this document have been fulfilled.

Section 6: Infected Patients. Before engaging in any clinical care activities, ULHSC and visiting students first must have received training in universal/standard precautions in order to

minimize the risk of injury and infection from their clinical interaction with patients infected with a bloodborne pathogen. In addition, all ULHSC students will be provided instruction on psychological aspects of interacting with HIV, HBV, HCV-positive patients as a component of student training. A student who is apprehensive about providing care to any patient should discuss this apprehension in advance with the Clerkship Director and/or the appropriate school representative. A student who suspects that he/she is being subjected to patient care or laboratory conditions in which not all universal/standard precautions are being enforced should immediately consult the Infection Control Officer of that institution and/or the appropriate school representative.

Section 7: Minimizing Possible Exposures. To minimize a potential exposure, no student should perform exposure prone procedures. Exposure prone procedures are defined as those procedures where the student's gloved hands or finger tips are not completely visible (i.e. inside a patient's open body cavity, wound or confined anatomical space) and at the same time are in danger of coming into contact with sharp instruments, needle tips or sharp tissues (e.g. spicules of bone).

Section 8: Possible Exposures. A student subjected to possible exposure from the tissue or body fluids of any patient, regardless of suspected HIV, HBV, HCV status, through needle stick, cut, puncture or other injury that breaks the integrity of the skin or splashes fluids into open sore or mucosal surfaces (mouth, eyes), is urged to immediately wash the affected area, contact the Infection Control Nurse at the institution and notify the Student Health Services or its on-call physician. The Infection Control Nurse or Student Health physician will arrange a time to meet with the student to provide counsel and expedite arrangement for desirable testing and treatment. Any testing or treatment to be performed will be as outlined in the protocols developed for the Student Health Services.

Should the situation occur where the patient is exposed to the blood or body fluids of the student, the primary physician responsible for the care of

the patient and the Infection Control Nurse for that institution must be immediately notified. An exposure of this sort may not be readily apparent but it is considered to be the ethical responsibility of the student to report the occurrence of any such incident.

Section 9: Treatment Costs. When a student is exposed in the course of assigned health sciences education activities, the cost of testing, HIV post exposure prophylactic (PEP) medication, and/or immune globulin when given as recommended by the Student Health physician, will be borne by the University of Louisville. Long term treatment, if needed, will be the responsibility of the student and/or insurer.

If you believe that you have had an exposure to blood or other body fluids and need an evaluation please call 852-6446, 24 hours a day and a provider will assist you.

Procedure

Once you believe that you have had an exposure, the exposed staff, resident or student should call 852-6446 for assistance by the health service provider. Once it has been determined that an exposure has occurred, the source patient should be counseled by the attending physician or designee, consent obtained, and appropriate laboratories obtained. The health service cannot order studies on source patients who are hospitalized or in other health care institutions. These studies should be ordered by one of the source patient's physicians.

Purpose

In an effort to improve the delivery and follow up care of all UofL students, residents and staff who experience exposure to blood borne pathogens, Campus Health Services (CHS) is the designated site for the evaluation and treatment for blood borne 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 blood borne pathogen exposures in conjunction with infectious disease specialists as warranted.

Occupational Exposures Background

Although preventing a blood exposure is, as the CDC has stated, the primary method of preventing occupationally acquired human immunodeficiency virus (HIV), given the task, responsibilities and often hurried provisions of care, it is anticipated that exposures will occur.

Because most occupational exposures to HIV, Hepatitis C or B do not result in infection transmission, potential toxicity related to the PEP must be considered. The average risk for HIV infection from all types of exposures to HIV-infected blood in 0.3% (approximately 1 in 250-300). This average however, combines the risk of all types of exposures meaning the 0.1% risk due to an exposure to a small volume of blood without the hollow bore vehicle to the larger risk associated with a high volume of percutaneous blood exposure with a large bore vehicle. Fortunately, the incidence of HIV has not been found to be prominent enough to warrant automatic PEP for all occupational exposures to blood.

As the Louisville area has a low incidence of HIV and all students, residents and staff are immunized against Hepatitis B, Hepatitis C has become a major concern when evaluating blood borne pathogen exposures. Many patients remain unaware that they are infected with Hepatitis C. Unfortunately, there are no recommendations regarding the treatment of Hepatitis C exposures. These opinions may change when additional information is obtained through the CDC programs or other data collection sources. If you have experienced a Hepatitis C exposure, please contact a health service provider for the most update information.

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/campus-resources/student-grievance-officer.html/>.

Student Grievance Officer

Professor Brenda Hart from the Speed School of Engineering was appointed as the Student Grievance Officer. Professor Hart was chosen by the Office of the President from a list of names submitted by the Student Government Association. Professor Hart has served at UofL since 1975 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.

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.

Code of Student Conduct

1. Coverage

The Code of Student Conduct is the University's policy regarding non-academic discipline of students. 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 aberrant behavior that damages the living learning environment on campus.

Criminal and civil codes are undesirable models for student conduct codes. Unlike society, the University of Louisville is a voluntary association of scholars who demand and deserve a positive and special learning environment, as well as a special approach for enforcing the academic 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 or his/her 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.

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.

Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

5. Interim Administrative Authority

The Vice President for Student Affairs, or her/his 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; to preserve University property; to ensure a student's own physical or emotional safety and wellbeing; or if the student 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. It is also the student's responsibility to frequently monitor their campus email, as this has replaced postal mailing as the university's most effective and efficient way to disseminate important information to the campus community.

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 the pendency of any

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 evidence. Preponderance of evidence is defined as evidence 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 shall not apply when resolving incidents as outlined by this Code.

9. Definitions when used in this Code

- a. 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.
- b. The term "days" means business days as defined by the University academic calendar.
- c. The term "distribution" means giving, selling, or exchanging.
- d. 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.
- e. The term "hazing" means 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.
- f. The term “intentionally” means a conscious objective to engage in the described conduct; intoxication is not a defense to a charge of intentional misconduct.
- g. The term “notify in writing” means to mail written notice to the student’s most recent address of record, or to send electronic notification to the student’s official University email account, or to provide a hand written notice to the student in person.
- h. The term “organization” means a number of persons who have complied with the University requirements for recognition.
- i. 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.
- j. The term “sexual conduct” means sexual intercourse, anal intercourse, fellatio, cunnilingus, touching of the genitals, breast, buttocks, or inner thighs or any other physical conduct or touching of a sexual nature.
- k. The term “Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) 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; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s employment or academic performance or creating an intimidating, hostile, or offensive working or educational environment.
- l. The term “stalking” means a course of behavior directed at a specific person(s) involving repeated (two or more occasions) visual or physical proximity, nonconsensual 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. Behaviors may also include following or lying in wait for the person(s), damaging or threatening to harm the person’s family, friends or property, defaming the person’s character, or harassing the person(s) via the internet or other forms of online and computer communications (i.e. Cyberstalking).
- m. 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, distance education, or any other University sponsored or sanctioned program. For the purpose of this Code persons who withdraw after allegedly violating the Code, who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered “students” as are persons who are living in University residence halls, although not enrolled in this institution.
- n. The terms “University” and “institution” mean the University of Louisville.
- o. The term “University premises” means buildings, grounds owned, leased, operated, controlled, or supervised by the University.
- p. The term “University-sponsored activity” means any activity, on or off campus, which is partially or fully funded or supervised by the University.
- q. 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.
- r. The term “week” means five (5) business days as defined by the University academic calendar.
- s. 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.
- t. 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.

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:

- a. Intentionally or recklessly causing physical harm to another person or to self.
- b. Unauthorized use, possession, or storage of any weapon, ammunition, or realistic replica of a weapon on University premises or at University-sponsored activities.
- c. Intentionally initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
- d. 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.
- e. Knowingly violating the terms of any disciplinary sanction imposed in accordance with this policy.
- f. Intentionally or recklessly misusing or damaging fire or other safety equipment.
- g. Unauthorized distribution, possession, or use of any controlled substance or illegal drug, as defined by the Kentucky Revised Statutes, Chapter 218A.
- h. Providing alcoholic beverages to individuals under 21 years of age, or possession or use of alcoholic beverages by individuals under 21 years of age.
- i. Unauthorized possession of an open container of an alcoholic beverage.
- j. Unauthorized distribution of alcoholic beverages or possession of alcoholic beverages for purposes of distribution.
- k. Misrepresenting information or furnishing false information to a University official.
- l. Forging, altering, misrepresenting, counterfeiting, or misusing any University (1) document, (2) identification/authentication method/mechanism or (3) access device or process.
- m. Intentionally and substantially interfering with the freedom of expression of others.
- n. 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).
- o. Intentionally or recklessly destroying or damaging property or the property of others.
- p. Failure to comply with the reasonable directions of University officials, including campus police officers
- acting in the performance of their duties.
- q. Violation of any government laws or ordinances, or of any University rules, regulations, or policies as approved by University Officials.
- r. Unauthorized presence on or use of University premises, facilities, or property.
- s. Unauthorized use, possession, or storage of fireworks; incendiary, dangerous, or noxious devices or materials; or chemicals that could pose a health risk, either by themselves or in conjunction with other chemicals.
- t. The use of actions or speech to express or suggest intent to physically injure an individual(s), or causing a person to have a reasonable apprehension that harm may occur.
- u. Intentionally engaging in sexual conduct with another person without the consent of that person.
- v. Engaging in sexual harassment.
- w. Hazing, encouraging, facilitating or allowing hazing 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. 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 this rule.
- x. Intentionally exposing genitals, buttocks, or breasts in a public place without University authorization.
- y. Appearing in a public place manifestly under the influence of a controlled or other intoxicating substance to the degree that there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
- z. 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.
- aa. Intentionally filing a false complaint under this Code.
- ab. Aiding or abetting any prohibited conduct described in section 10.
- ac. Participating in 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; leading or inciting others to disrupt scheduled and or normal activities.
- ad. 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.
- ae. Deliberate constraint or incapacitation of another, without that person's knowledge or consent, or without reasonable explanation.
- af. Failing to report immediately any serious health or safety risk to the Police, the Dean of Students Office or other appropriate University personnel.
- ag. Intentionally or recklessly stalking another person.

11. Discipline Procedures

The general responsibility for non-academic discipline of all students enrolled in the University of Louisville shall be vested in the Office of the Vice President for Student Affairs. The Dean of Students Office has been delegated the responsibility of administering the Code of Student Conduct. If the incident occurred in University Housing the student should be referred to the appropriate Housing staff member. The Dean of Students Office in consultation with Housing staff will determine when 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 make such report in writing to the Dean of Students Office, which shall determine whether any action should be taken in response to the report. If it is determined that action should be taken, the Dean of Students or his/her designee will decide whether to proceed by an Administrative Conduct Meeting with the accused student or to proceed by a Conduct Hearing.

In either case the accused student will be notified in writing of the charges. The written notice will include the date, time, and place of the Conduct Meeting or Conduct Hearing. All matters which would result in a sanction less severe than suspension or expulsion will be resolved in an Administrative Conduct Meeting unless the Dean of Students decides that a hearing is warranted. An Administrative Conduct Meeting is a meeting between the accused student and the Assistant Dean of Students or his/her designee. It is a meeting designed to provide the accused student an opportunity to give his/her account of the incident in question, to think critically and reflect on the behavior and decisions that led to this situation, and to discuss alternative options for the future. If the University Representative determines that the student violated the Code, a sanction can be imposed during the meeting. If the accused student fails to appear at a Conduct Meeting or Conduct Hearing, the meeting or hearing may be held in their absences, with determination of violation(s) and sanction(s) being imposed. All matters for which revocation of admission or degree, withholding a degree, suspension or expulsions are possible outcomes will be resolved in a Conduct Hearing. Students may waive their right to a Conduct Hearing and may elect to have their case resolved through an Administrative Conduct Meeting. However, if a student waives their right to a hearing, the full range of sanctions authorized by this Code may be imposed, and the right to appeal is forfeited.

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 evidence and make recommendations regarding findings and sanctions to be imposed, if any, to the Dean of Students. 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.

11.1. Conduct Hearing Procedures

When incidents occur that involve more than one accused student the Dean of Students representative, in his or her discretion may permit the hearing concerning each student to be conducted jointly or separately. Whenever a hearing is to be held regarding an alleged incident of non-academic prohibited conduct, the accused student and the person reporting the alleged misconduct ("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 will serve as the Hearing Official and preside over the hearing. The hearing shall be informal; 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, the accused student, the 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; by permitting participation by phone, videophone; or other means where and as determined in the sole judgment of 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 right to:

- a. 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.

- b. Present information by witness, or by affidavit or written statement witnessed by the Dean of Students Office staff if a witness is unable to attend 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.

- c. Bring an advisor to the hearing. The advisor, however, may not participate in examination of witnesses or presentation of materials or information to the hearing official(s), 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.

- d. Question their own witnesses and ask the hearing official to direct questions to other witnesses who provide information at the hearing.

- e. No character witnesses or information regarding behavior not relevant to the incident in question will be considered in a hearing.

- f. The accused student and the complainant may request a pre-hearing conference prior to the conduct hearing.

11.2 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. The Dean of Students or designee will review the recommendation and will issue a written decision within ten (10) days of receiving 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 as allowed by law and institutional policy.

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:

- a. Reprimand: Notice of violation of specified regulations and warning that further such conduct may result in a more severe disciplinary action.
- b. Conduct Restrictions: Limiting of certain privileges or practices of the individual(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.
- c. Conduct Probation: Imposition of conditions or restrictions on the individual(s) involved, with warning of more severe action if further infractions occur (or if probation is violated).
- d. Fines: Previously established fines may be imposed.
- e. Restitution: Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- f. Discretionary Sanctions: Counseling, residence hall relocation, work assignments, essays, service requirements, educational assignments, or other related discretionary assignments.
- g. Residence Hall Suspension: Separation of the student from University housing or affiliated housing for a period of time. Conditions for readmission may be specified.
- h. Residence Hall Expulsion: Permanent separation of the student from University housing or affiliated housing.
- i. 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.
- j. 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.

- k. 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.
- l. 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.

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.

13. Appeals

The accused student or complainant may appeal the Hearing Decision issued against the accused student. The accused student may only appeal a sanction of revocation of admission or degree, withholding a degree, suspension or expulsion.

The Vice President for Student Affairs or designee will review relevant information and render a final decision on the matter. In order to request such an appeal, the student must submit a written request for "Appeal Review", outlining the reason for the appeal to the Office of the Vice President for

Student Affairs within ten (10) days of receiving the Hearing Decision of the Dean of Students.

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

- a. whether the hearing was conducted fairly and in accordance with the procedures outlined in this Code of Student Conduct;
- b. whether there was sufficient information presented at the hearing that a violation of the prohibited conduct section occurred;
- c. whether the sanction(s) imposed was appropriate;
- d. whether there is new evidence 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.

13.1. Separation from the University Pending Appeal

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

13.2. Appeals Decision

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

- a. Sustain the Hearing Decision of the Dean of Students, including the sanction(s) imposed.
- b. Alter the sanction imposed by the Dean of Students by reducing or increasing the severity of the sanction(s).
- c. Remand the case to the Dean of Students for further consideration.
- d. 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 Dean of Students Office will respond to petitions with relevant information from the disciplinary file and the Code. 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)
3. The nature of the violation causing the expulsion and the severity of damage, injury or harm resulting from it

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:

- A. 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.
- B. 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.
- C. 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.
- D. The term "organization" means a number of persons who are associated with each other and who have complied with the University requirements for recognition.
- E. 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.
- F. The term "student broadcast" means oral material published on a student operated radio or television station.
- G. The term "student press" means either a student publication or a student broadcast.
- H. The term "student publication" means written material published by a student organization.

- I. 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.
- J. 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:
 1. 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;
 2. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;

3. 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;
4. 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 Submission:

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

- A. Students have the right of freedom of expression to the extent allowed by law.
- B. Students may picket or demonstrate for a cause, subject to the following conditions:
 1. The students must act in an orderly and peaceful manner.
 2. The students must not in any way interfere with the proper functioning of the University.
 3. 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.
- C. 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.
- D. 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

- A. 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.
- B. 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.
- C. All student publications and broadcasts shall explicitly state that the opinions expressed are not necessarily those of the University or its student body.

D. 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.

A. 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.

B. Preference may be given to programs designed for audiences consisting primarily of members of the University community.

C. Allocation of space shall be made based on priority of requests and the demonstrated needs of the organization.

D. Charges may be imposed for any unusual costs for use of facilities.

E. Physical abuse of assigned facilities may result in reasonable limitations on future allocation of space to offending parties and will require restitution of damages.

F. 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.

A. 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.

B. The University reserves the right to enter a student's room in a residence hall or a student's apartment in a campus residence:

1. in emergencies where imminent danger to life, safety, health, or property is reasonably feared;
2. to make necessary repairs, improvements, or alterations in the facility;
3. to provide necessary pest control services;
4. 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.

A. Groups of a continuing nature must institute proceedings for formal recognition if they are to receive benefits from the University.

B. 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.

C. 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.

D. 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.

E. 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.

Privacy of Student Records

The University of Louisville hereby notifies students concerning the Family Educational Rights and Privacy Act 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, Ekstrom Library, and at <http://louisville.edu/library/archives/stupriv>.

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

Drug-Free Schools Notice

The Drug-Free Schools and Campuses Regulations (commonly called Part 86 of EDGAR) 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:

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:

- i. distribution, possession, or use of any illegal drug or controlled substance without legal authorization;
- ii. providing alcoholic beverages to individuals under 21 years of age, or possession of alcoholic beverages

by individuals under 21 years of age; or

- iii. 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 1 1.1 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 resources center. For further information, call 852-6585. Services for faculty and staff are available through the Faculty/Staff Assistance Program. For further information, call (502) 852-6543.

Americans with Disabilities Act

The University of Louisville is committed to providing equal opportunity for persons with disabilities. This commitment includes complying with the Americans with Disabilities Act of 1990 (ADA) and Sections 504 and 508 of the Rehabilitation Act of 1973. In addition, all of the University's websites

and online courses will comply with the web page design standards established by the World Wide Web Consortium (W3C). The University of Louisville strives to maintain a barrier-free, welcoming environment for everybody.

The ADA Coordinator, Sam Connally, located in the Human Resources department, (502) 852-7591, will monitor compliance and advise unit heads in meeting equal opportunity obligations. The Disability Resource Center staff, (502) 852-6938, will assist the University community by serving as an information resource center and coordinating support services for students with disabilities. No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination in University programs. The President, Board of Trustees, Student Government, Faculty and Staff Senates affirm the University's long standing and continuing commitment to Equal Opportunity for persons with disabilities.

ADA / 504 Grievance Procedures

The University has a continuing responsibility to monitor and address ADA compliance issues. Complaints should follow the procedure as indicated.

The following internal grievance procedure provides for prompt and equitable resolution of complaints. Complaints should be directed to Sam Connally, Vice President of Human Resources, 1980 Arthur Street, (502) 852-7591.

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 Affirmative Action/

Employee Relations office shall conduct the investigation. This internal complaint procedure involves 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 as to the validity of the complaint and a description of the resolution, if any, shall be issued by the AA/ER Office and a copy forwarded to the complainant.
5. The AA/ER Office shall maintain the files and records relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where the person is dissatisfied with the resolution. The request for reconsideration should be made within 15 workdays to the AA/ER Office.
7. 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 a discrimination complaint with the responsible federal department or agency. Use of this complaint procedure is not a prerequisite to the pursuit of other remedies.

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.

DETERMINATION OF RESIDENCY STATUS FOR ADMISSION AND TUITION ASSESSMENT PURPOSES – COUNCIL ON POSTSECONDARY EDUCATION ADMINISTRATIVE REGULATION

RELATES TO: 13 KAR 2:045.
Determination of Residency Status for Admission and Tuition Assessment Purposes - Council on Postsecondary Education Administrative Regulation
RELATES TO: KRS Chapter 13B, 164.020, 164.030, 164A.330(6)
STATUTORY AUTHORITY: KRS 164.020(8)

The residency status of a student is determined according to the Residency Regulation, 13 KAR 2:045, Determination of Residency Status for Admission and Tuition Assessment Purposes, <http://www.lrc.ky.gov/kar/013/002/045.htm>, at state-supported institutions of higher education in the state of Kentucky.

Residency Information

The initial determination of residency status for tuition and admission purpose 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 Office of Enrollment Management's Residency website at: <http://www.louisville.edu/residency>. Appeal packets are also located in the Offices of Admission, Houchens Building lobby on Belknap Campus, and

the Office of Enrollment Management.

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

Office of Enrollment Management
Houchens Building 160
University of Louisville
Louisville, KY 40292
Ph (502) 852-6528
Fax (502) 852-3146

EXPENSES

Tuition and Fees

For the 2011-2012 academic year, the tuition for residents of Kentucky is \$29,450 per year. For non-residents the tuition is \$45,390 per year. These amounts do not include the following fees: microscope rental fee, medical technology fee, student health fees, 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, check, money order, charge card (MasterCard, Visa, or Discover), e-check, HigherOne or financial aid credit. Payments may be made by mail, by use of the deposit box located in the front entrance of the Houchens Building, or at the Office of the Bursar.

Failure to receive the Summary 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 be notified that they are not permitted to add or swap classes until their student account is financially settled.

The Continuing Registration designated due dates are listed in the current Schedule of Courses and on the Bursar's web site at: <http://louisville.edu/finance/bursar/tuition>.

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 for the semester.

A return payment fee of \$25.00 may be assessed when payment is not honored by the bank on which it was drawn. If restitution is not made within 10 days of notification, the student may be subject to financial penalties and/or legal action.

Debtors who do not make satisfactory payment arrangements on their past due accounts may have their accounts placed with a billing service. If not paid through the billing service, the unpaid account may be forwarded to a collection agency. It is the policy of the University that unpaid accounts will be assessed the costs and expenses of collection, including attorney fees.

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 charges will be adjusted according to the Tuition Reduction schedule at: <http://louisville.edu/finance/bursar/tuition>. The full amount

of tuition charges for the semester will be due unless the withdrawal occurs during the Tuition Reduction period. Course fees, special fees and laboratory fees are reduced only with 100% tuition reduction.

UNIVERSITY SERVICES

Housing

The Medical/Dental Complex is located at 627 S. Preston Street on the downtown Health Science Campus. Students may choose from efficiency, one-bedroom or two-bedroom units. All apartments in this facility are furnished and include full kitchens. Preference is given to students enrolled in health-related fields. Med-Dent houses many non-traditional and international students. It is right around the corner from the Health Science Fitness Center on the Health Science Center campus. It is also within walking distance of "4th Street Live" and a short drive from Bardstown Road.

The facility offers:

1. 24 Hour Visitation
2. Video camera to view visitors at the entrance
3. Laundry facilities located on every floor
4. Kitchens in all apartments
5. Playroom located in the basement for children
6. 1 internet drop available per apartment
7. 1 VoIP phone available per apartment

Additional information concerning university housing is available on the web at: <http://louisville.edu/housing/>.

Student Health and Insurance

All students enrolled in the School of Medicine are required to carry major medical insurance, including coverage for hospitalization and pay a non-refundable health fee. The University sponsors a student insurance plan meeting these needs. The Major Medical plan provides comprehensive hospitalization and major medical insurance benefits. All students in the School of Medicine are automatically charged for the health fee and health insurance the beginning of each semester. This coverage also provides for primary care, round the clock coverage and testing for occupational exposures including HIV, Hepatitis C and Hepatitis B. Students showing proof of insurance from a private carrier may waive the University sponsored insurance plan. For more information and appointments, please call the Belknap Office at (502) 852-6479 or the HSC Office at (502) 852-6446 or go to the website at: <http://louisville.edu/campushealth/insurance>.

The Insurance Advocate can be reached at (502) 852-6519.

Veterans and Their Dependents

Under various public laws certain veterans and dependents of veterans are eligible to receive financial benefits while enrolled in college. To apply for these, a student should communicate with the regional office of the Veterans Administration nearest his/her home. This should be done as far in advance as possible to allow sufficient time for processing and receiving the Certificate of Eligibility in time for registration. The student veteran must present the Certificate of Eligibility to the veterans clerk in the Student Records Office at the Belknap Campus. Kentucky student dependents contact the Kentucky Veterans Administration Office then contact Student Financial Aid at the Belknap Campus.

Disability Resource Center

The Disability Resource Center coordinates services and programs for students and prospective students with disabilities. Accommodations and support services are individualized, depending on the needs of each student. Services and programs are designed to assure access for qualified students with disabilities to all programs and activities of the university. 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 our web page at: <http://www.louisville.edu/disability>.

FINANCIAL AID

The Office of Medical School Student 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 you and your family.

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://medicalstudentaffairs.louisville.edu/financial-aid>

Email: mjtipt01@louisville.edu or lrkael01@louisville.edu

Medical School Financial Aid Office

Students needing financial assistance are encouraged to contact the Medical School 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.

Endowed 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 minority 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

Henry E. Tuley Memorial
Virgil & Della Simpson Scholarship
Dr. E.R. Palmer Memorial
Humana Scholars Fund in Medicine
Hays Threlkeld Memorial
John J. Moren Scholarship
Mattie A. Williams Scholarship Fund
Arthur Y. Ford Memorial
James Y. McCullough Memorial
Frank H. Johnson Endowment Fund
Ruby Jayne Smith Endowment Fund
Dr. Curran Pope Award Fund
E.H. Patterson Student Assistance Fund
Dr. R.R. Elmore Fund
Humana Scholars Fund in Medicine
Dr. Robert E. Brennan Scholarship
Ira S. Fink Medical Student Fund
Dr. James H. Pritchett Scholarship
Dr. Stanley E. Smith Medical Scholarship
Dr. Charles & Fanny Brookover Scholarship Fund
Humana Scholars Fund for Seniors in Medicine
Dr. Breen Ratterman Scholarship Fund
Phil B. Fallis Memorial
Hart F. & Rose Litchfield Scholarship Fund
T.M. Wade, Jr. & M.S. Owen Scholarship Fund
Sarchet Medical Scholarship
Ora Marshino Memorial
Dr. Irvin O. Allen Scholarship Fund

Aaron Scholarship Fund
W.G. Ruble, M.D. Memorial
James Dennis Riehm, M.D. Medical School Scholarship
Edward R. Meyer, M.D. Scholarship Fund
Dr. Leonard Leight Scholarship Fund
Dr. J. Everett Moore Scholarship Fund
Worley Scholarship
Dr. R.L. & Virginia Collins Scholarship Fund
Dr. Kong-oo-Goh Memorial Scholarship Fund
Medical Alumni Association Endowed Scholarship Fund
Dr. Harold B. & Audrey W. Graves Scholarship Fund
Lucille Newmark Bequest
Kentucky Colonels Medical Scholarship
June Clymer Medical Scholarship Fund
Dr. & Mrs. Frank P. Miller Memorial Scholarship Fund
Kreps Endowment Fund
Al C. & Anna C. Krebs Scholarship Fund
Humana Scholars Medicine
Salome E. Kerr
Jennie C. Benedict
Dr. A.M. French Memorial Scholarship Fund
Irma Klein Shampain Scholarship
Kentucky Medical Association Alliance Endowment Fund
Lily Banerjee Endowment Fund
Yogesh & Nila Kamdar Scholarship
Norman S. Fisher M.D. Scholarship Fund
Phillip E. Kirk, J. Allen Kirk & George W. Kirk SOM Fund
H.W. Stodghill, Jr. & Adele S. Stodghill Scholarship Fund
W. Rufus & Elizabeth S. Hartness Scholarship Fund
H. Tod Smiser Scholarship Fund
Olive/Harris/Stodghill Scholarship Fund
F.W. Fisher MD Endowment Scholarship
Emery E. Lane Scholarship Fund
Schwartz & Associates Scholarship Fund
Dr. Bradley T. Young Scholarship Fund
Dr. Sandra K. Archibald Scholarship Fund
Dr. Thomas E. Shown Scholarship Fund
SOM Class of 1967 Scholarship Fund

Loans

Beginning with 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 subsidized and 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.

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.

Departmental Awards

THE DR. S. SPAFFORD ACKERLY AWARDS

These awards were established in 1963 by Mr. and Mrs. Barry Bingham, Sr. as a trust fund in honor of Dr. S. Spafford Ackerly, Distinguished Professor Emeritus of the Department of Psychiatry and Chair from 1947 to 1963. The Department of Psychiatry and Behavioral Sciences presents one award in the fall to a third year medical student and one in the spring to a fourth year medical student, who has shown the greatest proficiency in psychiatry.

THE BILLY F. ANDREWS, M.D. SCHOLARSHIP FOR PEDIATRICS

This award is presented to a third year student who is judged to have demonstrated qualities of outstanding scholarship, aptitude for pediatrics and a potential for an academic career in pediatric medicine.

THE HENRY GRAY BARBOUR MEMORIAL PRIZE

This award was established in 1964 in memory of Dr. Barbour, Chair of the Department of Pharmacology from 1923 to 1931. It is given to a second year student selected by the department faculty on the basis of performance during the medical pharmacology course.

THE BIOCHEMISTRY AND MOLECULAR BIOLOGY PHYSICIAN/SCIENTIST AWARD

This award is presented in recognition of a graduating medical student who has pursued research in the Department of Biochemistry and Molecular Biology leading to scholarly publications or a degree in biochemistry.

THE THOMAS B. CALHOON MEMORIAL AWARD

This award honors the late Dr. Thomas B. Calhoon, former Chair of the Department of Physiology and Biophysics. The award is presented to a first year medical student who has shown excellence in academic performance and scholarly achievement in the study of the physiological basis of medical practice.

THE THOMAS B. CALHOON PHYSIOLOGY PRIZE

The recipient of this prize is chosen by asking the first year class to select ten nominees from a list of the top twenty-five students in the physiology course. From these ten nominees, the departmental faculty chooses five finalists. The winner is chosen based on qualities of scholarship, leadership, ethical character and an unending desire to help others understand the medical application of physiological concepts.

THE DR. WILLIAM M. CHRISTOPHERSON SOCIETY AWARD

This award is presented by the Christopherson Society in honor of Dr. William M. Christopherson, Distinguished Professor and former Chair of the Department of Pathology from 1956 to 1974, to a fourth year student demonstrating unusual ability and performance in pathology.

THE CHLOE COLEMAN PRIZE

The Chloe Coleman Prize is presented to a fourth year medical student who has shown the most promise in pediatric and/or adolescent psychiatry.

THE SOCIETY FOR ACADEMIC EMERGENCY MEDICINE AWARD

This award is sponsored by the Society for Academic Emergency Medicine. It is given to a fourth year medical student who has demonstrated excellence in the specialty of emergency medicine.

THE ENDOCRINE SOCIETY MEDICAL STUDENT ACHIEVEMENT AWARD

In 1997, the Endocrine Society established this award that recognizes a graduating senior from each U.S. medical school who has shown special achievement and interest in the general field of endocrinology. This award program is designed to encourage outstanding students to consider careers in endocrinology and related fields of medicine.

THE DR. STANLEY A. GALL AWARD

This award was established in 2001 to honor Dr. Stanley A. Gall, Donald E. Baxter Professor and Chair of the Department of Obstetrics and Gynecology from 1989-2000. It is presented to a graduating senior student who excels beyond expectations on the High-Risk Obstetrics service. The student must demonstrate compassion, dedication and ability well above the level of training, and must plan to enter this specialty field.

THE DR. SAMUEL S. GORDON AWARD

Three alumni of the School of Medicine and their families established this award

to honor Dr. Samuel S. Gordon, Class of 1932, for his outstanding devotion to students and patients, academic excellence in his specialty of obstetrics and gynecology, and his ability to stimulate and inspire other physicians to high achievement. The Department of Obstetrics Gynecology and Women's Health presents this award to a fourth year student who has excelled in the study of obstetrics and gynecology and who plans to enter that field.

THE PAUL C. GRIDER MEMORIAL AWARD FOR OUTSTANDING PERFORMANCE IN THE INTRODUCTION TO CLINICAL MEDICINE COURSE

This award is given in the name of Dr. Paul Cooksey Grider. Dr. Grider was a teacher, friend, mentor, colleague, and outstanding physician in internal medicine and family medicine for many years. This award recognizes outstanding performance in patient interviewing and evaluation in the Introduction to Clinical Medicine course in the first and second year. Course faculty select the recipient of the Grider Award.

THE MARY A. HILTON AWARD FOR EXCELLENCE IN BIOCHEMISTRY

This award is presented annually to the most outstanding first year medical student in biochemistry. The award honors Dr. Mary Anderson Hilton, a longtime faculty member of the Department of Biochemistry, who retired in 1995 and was an outstanding medical educator.

THE DR. VERNON O. KASH AWARD

The Vernon O. Kash Award was established by Mrs. Vernon Kash to honor her husband, a 1936 graduate of the University of Louisville School of Medicine. This award is given to an outstanding student in anatomy.

THE HELENE & WALTER ZUKOF, M.D. MEMORIAL SCHOLARSHIP AWARD

The Kentucky Academy of Family Physicians provides an award each year to a fourth year medical student who has demonstrated the most interest in family medicine during his/her course of studies in medical school.

THE LETITIA SHELBY KIMSEY-TAYLOR AWARD FOR EXCELLENCE IN MICROBIOLOGY AND IMMUNOLOGY

This award is presented by the Department of Microbiology and Immunology to honor the late Letitia Shelby Kimsey-Taylor, M.D., who was an outstanding teacher in this department from 1947 to 1976. The award is given to the second year student achieving highest honors in the course of medical microbiology.

THE DR. ATWOOD P. LATHAM MEMORIAL PRIZE IN ANATOMY

In 1928, Mrs. Mary B. Latham established this award in memory of her husband. This award is given to the first year medical student deemed most proficient in anatomy.

THE DR. BENJAMIN M. RIGOR, M.D. EXCELLENCE IN ANESTHESIOLOGY AWARD

Dr. Benjamin M. Rigor, M.D. served as Chair of the Department of Anesthesiology at the University of Louisville School of Medicine from 1981-1999. This award is given to the member of the graduating class who demonstrates great interest and proficiency during elective and tutorial courses in anesthesiology.

THE PEDIATRIC ACADEMIC EXCELLENCE AWARD

This award is given to the fourth year student who has demonstrated the greatest interest and proficiency in pediatrics during his/her clinical years.

THE DR. JOHN WALKER MOORE SCHOLARSHIP AWARD

This scholarship is awarded in memory of Dr. John Walker Moore, Dean of the School of Medicine from 1928 to 1949, in recognition of his great skill and competence as an internist and teacher. It is given to the outstanding third year student in medicine.

THE AMERICAN ACADEMY OF NEUROLOGY MEDICAL STUDENT PRIZE FOR EXCELLENCE IN NEUROLOGY

The American Academy of Neurology provides an award to the senior student

who has demonstrated the most promise for a career in neurology during the course of studies in medical school.

THE DR. MORRIS NEWBERG SCHOLARSHIP AWARD

This scholarship was established in memory of Dr. Morris Newberg and is awarded for proficiency in internal medicine.

THE DEPARTMENT OF OBSTETRICS GYNECOLOGY AND WOMEN'S HEALTH OUTSTANDING THIRD YEAR STUDENT AWARD

This award is given to the student achieving the highest level of academic performance and demonstrating superior clinical performance in obstetrics, gynecology, and women's health.

THE AMERICAN ASSOCIATION OF CLINICAL PATHOLOGISTS' AWARD FOR EXCELLENCE AND ACHIEVEMENT

This award is presented to a second year student who best fulfills the American Society of Clinical Pathologists award criteria. The recipient must have achieved general academic excellence and show promise for continued academic success. The ASCP selects a student or students at each medical school in the United States to encourage superior performance and to recommend a rewarding career in pathology to outstanding students.

THE ASSOCIATION OF PATHOLOGY CHAIRS HONOR SOCIETY

The Association of Pathology Chairs Honor Society, a national honor society, selects student members on the basis of scholastic achievement in the pathology curriculum, research accomplishments as a medical student, leadership potential as evidenced by activities as a medical student, and overall excellence with potential to develop further academically. Students are selected in their second year.

THE DR. HIRAM C. POLK, JR. SCHOLARSHIP AWARD

This award was established by the graduating surgical residents in 1986 and 1987 to provide financial

assistance to a fourth year medical student who has demonstrated outstanding scholarly achievement as well as an interest in pursuing a career in surgery.

THE MORGAN WILLIAMS AWARD

Dr. Hugh C. Williams, former Associate Professor of Surgery and Associate Dean for Academic Affairs, established the Morgan Williams Award in memory of his son. This award is presented to the student who demonstrates the best performance in surgery during the third year. This award is based on an evaluation of scholarship, devotion to humane patient care, imagination and acceptance of responsibility as judged by the Chair and faculty members.

THE DR. CARROLL L. WITTEN MEMORIAL AWARD

This award is presented to the outstanding fourth year medical student entering a family practice residency program in Kentucky.

THE SENIOR AWARD FOR EXCELLENCE IN NEUROSCIENCES

This award is presented by the faculties of Anatomical Sciences and Neurobiology, Neurology, and Neurosurgery to a fourth year student who has exhibited excellence and proficiency in neurosciences.

THE DR. PETER KNOEFEL AWARD

Dr. Peter Knoefel joined the faculty in 1935 and served as Professor and Chair of Pharmacology from 1941 to 1966. This award is presented to a fourth year student who has demonstrated ability and interest in clinical pharmacology.

THE DR. GEORGE I. UHDE AWARD FOR EXCELLENCE IN OTOLARYNGOLOGY

The Dr. George I. Uhde Award for Excellence in Otolaryngology is presented in honor of the late Dr. Uhde who is recognized as the father of modern otolaryngology in the city of Louisville.

Other Awards

THE ALPHA NU CHAPTER OF THE ALPHA KAPPA KAPPA MEDICAL FRATERNITY AWARD

This award was established in 1995 by Drs. Hoyt D. Gardner and Letitia Kimsey-Taylor. This award is given in honor of the late Dr. Kimsey-Taylor, a "sister" member of the Alpha Kappa Kappa Fraternity by the Brothers of the Alpha Nu Chapter of the AKK Medical Fraternity. It is given each year to a student who has overcome significant obstacles to achieve his/her degree.

THE AMERICAN MEDICAL WOMEN'S ASSOCIATION GLASGOW-RUBIN AWARD

The American Medical Women's Association presents this award to a woman medical student should she graduate first in her class. The recipient of a Glasgow Memorial Award does not also receive a Glasgow Memorial Achievement Citation.

THE AMERICAN MEDICAL WOMEN'S ASSOCIATION GLASGOW-RUBIN ACHIEVEMENT CITATIONS

The American Medical Women's Association presents these citations to those women students who graduate in the top 10% or are considered "honor graduates" of their class.

THE DR. GEORGE P. CALDWELL AWARD

In 1954, Dr. William G. Caldwell, an alumnus of the class of 1943, established an award in honor of his father, Dr. George P. Caldwell. The award is presented to a student who has exhibited special proficiency in the study of medicine.

THE TIM LEE CARTER AWARD

This award, given by University of Louisville Medical School Student Senate in honor of Congressman Tim Lee Carter, M.D., is made annually to a fourth year medical student who, during his/her medical studies at the University of Louisville School of Medicine, has made an outstanding contribution in an area of non-academic extracurricular student life.

THE DR. PARISH B. CLEVELAND ACHIEVEMENT AWARD

In 1954, an award was established in honor of Dr. Cleveland by the Class of 1943. This award is given to the member of the graduating class who has shown the greatest improvement during his/her medical school career.

THE ARCH E. COLE SCHOLARSHIP AWARDS

These scholarships were established in memory of Dr. Cole, an outstanding teacher, Professor and Acting Chairperson in the Department of Anatomy from 1929 to 1962. Scholarships are awarded to a third and a fourth year student for general excellence in academic performance.

THE DEAN'S AWARD FOR SCHOLARSHIP

This award is given annually to the graduating senior with the highest four-year record of academic achievement.

THE AMA SCHOLARS FUND AND THE KMA ALLIANCE AWARDS

These awards are supported by the American Medical Association and the Kentucky Medical Association Alliance and are given to those students who are ranked first in the first, second and third years of study.

THE LEONARD TOW HUMANISM IN MEDICINE AWARD PRESENTED BY THE ARNOLD P. GOLD FOUNDATION

The University of Louisville School of Medicine participates in The Arnold P. Gold Foundation Humanism in Medicine Awards program. This award is given to a graduating student in recognition of exemplary standards of professional conduct and compassion in care-giving.

THE SCHOOL OF MEDICINE STUDENT DIVERSITY AWARD

This award is presented to a graduating student to recognize extraordinary contributions to medical education and healthcare of groups underrepresented in medicine.

THE SIDNEY L. KORNHAUSER FOUNDATION, INC. AWARDS

Recipients of each of the following three awards are chosen from nominees submitted to the Foundation by the School of Medicine Prizes and Awards Committee:

- THE DRS. MURRELL H., MARTIN Z. AND BENJAMIN M. KAPLAN AWARD

This award was established by Mr. and Mrs. Joseph H. Kaplan in honor of Mr. Kaplan's three brothers, Murrell H., Martin Z., and Benjamin M., classes of 1934, 1941 and 1946 respectively. The award is given annually to a student who, during his/her first year, has exhibited scholarship, leadership, character and a keen interest in medicine.

- THE DRS. HERBERT WALD AND ARMOND T. GORDON PHI DELTA EPSILON SCHOLARSHIP AWARD

This award, first presented in 1975, was established by Dr. and Mrs. Herbert Wald in conjunction with the Foundation. In 2007, the Kornhauser Board added Dr. Armond T. Gordon's name to this award, in recognition of his donation and service to the organization. The scholarship is presented to a student who, during his/her second year, demonstrated outstanding scholarship, leadership and dedication to community service.

- THE DR. MAX L. GARON SCHOLARSHIP AWARD

This award was established in honor of Dr. Garon, Class of 1929. The scholarship is given to an outstanding third year student.

THE DR. ETHEL LAROSA SCHOLARSHIP AWARD

The Jewish Hospital & St. Mary's Foundation established a fund to provide a scholarship annually in the memory of Dr. Ethel Larosa-Klemens. Dr. Larosa-Klemens was a 1994 graduate of the University of Louisville School of Medicine and was a champion of pediatric rehabilitation in the Louisville community before her death in 2006. The Dr. Ethel Larosa Scholarship is presented to a female student in her third or fourth year of

medical school, preferably interested in the field of rehabilitation or pediatrics.

The recipient is chosen from nominees submitted to the Jewish Hospital & St. Mary's Foundation.

THE DR. NORVIN GREEN MEMORIAL PRIZE

In 1929, Miss Susan T. Green established an annual award in memory of her father, Dr. Norvin Green, who graduated from the University of Louisville in 1840. This award is presented to the member of the graduating class who offers the best thesis based upon original research in any area of medical science. In case no candidate offers a thesis, it may be awarded to the best student overall.

THE DR. CARL COOPER JR. AWARD

This award is given to a graduating student who exhibits excellence in the area of doctor-patient relations and communications.

THE CLINICAL IMPROVEMENT AWARD

The Clinical Improvement Award was established by Dr. Mary Coleman and her husband, Steve. Dr. Coleman was Associate Dean for Curriculum and dedicated to improving patient care through free clinics and mission work. She created this award for a graduating medical student(s) who has provided leadership in activities that have had an impact on improving patient care.

THE JANKE B. MAINS MEMORIAL AWARD

This award, established by the Class of 1982 in memory of their classmate, Janke B. Mains, is given to a student who is a parent and who excels in Microstructure and Development during the first year.

THE McGRAW-HILL/LANGE MEDICAL STUDENT AWARDS

Two students who demonstrate academic excellence during the first year receive their choice of any four current McGraw/Lange publications.

THE MERCK MANUAL BOOK AWARDS

This award is given to three outstanding members of the graduating class who have shown the greatest scholarly interest.

THE DR. PRESLEY F. MARTIN MEMORIAL AWARD

Established in memory of Dr. Presley F. Martin, Class of 1957, this award is presented to a graduating senior chosen by his/her peers who possess the traits one would seek in choosing one's own physician. The student should possess and reflect characteristics of a good physician: humor, ethical behavior, leadership and compassion.

THE MEDICAL ALUMNI SCHOLARSHIP AWARD

The Medical Alumni Scholarship Award, funded by contributions from the Medical Alumni Association, is presented to a student who has exhibited academic excellence and scholarliness during his/her medical education.

THE DR. ISRAEL MUSS MEMORIAL AWARD

This award is given annually by those who cherish the memory of Dr. Israel Muss, Assistant Professor of Physical Medicine and Rehabilitation from 1954 to 1972. The award is presented to a third year student who has demonstrated a combination of scholarliness, an avid search for technical knowledge, breadth of interests, and a deep concern for the humanity of all people.

THE STUDENT AFFAIRS AWARD

This award is given by the Senior Associate Dean for Students and Academic Affairs and staff of the Medical Student Affairs Office to a member of the fourth year class who has exhibited outstanding cooperation and service to his/her class and the School through joint efforts with the Office of Medical Student Affairs.

Honors

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 ALPHA OMEGA ALPHA SPECIAL RECOGNITION AWARD

Alpha Omega Alpha, Alpha Chapter of Kentucky, selects a graduating fourth year student to receive the Alpha Omega Alpha Special Recognition Award. This award honors a non-member who demonstrates an admirable blend of academic skills and personal characteristics.

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.

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

OMICRON DELTA KAPPA, a national leadership honor society for college men and women, recognizes and encourages exemplary character and superior quality in scholarship and leadership. Each year a fourth year student is selected for membership to the University of Louisville Circle of Omicron Delta Kappa.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

This program annually bestows this honor on outstanding fourth year students for their scholastic and community achievements. Selections are made based on academic standing, participation in extracurricular activities, and community service.



PROGRAM AND COURSES

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Medical Education Program

The educational program at the University of Louisville School of Medicine emphasizes opportunities to master the knowledge, skills and attitudes considered essential for all physicians as well the flexibility needed to support each student's individual abilities and interests. The educational program contains three core components:

1. THE CORE CURRICULUM

The purpose of the core curriculum, which extends over the four year course of study, is to provide each student with the general education and training considered essential to all physicians. It emphasizes mastery of core concepts and general principles, both in the first two years of medical school (the preclinical years) and the third and fourth years (clinical years). The basic science years include basic science courses and the Introduction to Clinical Medicine course; together they prepare students for success in their clinical years. The knowledge and skills mastered in one course provide a foundation for mastering new knowledge and skills in subsequent courses. In addition, the patient simulation experiences and small group activities integrated into the first two years provide students with opportunities to apply their basic sciences knowledge directly to solving problems of human disease. Students typically spend approximately 24 hours per week in formal instructional settings, allowing ample time for self-study and review, as well as extracurricular activities.

During the clinical years (years three and four), students follow a track system of clerkships and electives that exposes students to all of the major clinical fields of medicine. The curriculum includes both in-patient and ambulatory health care delivery sites; students are exposed to a

diverse patient population and train in both primary care and specialty fields. Students are also required to complete rotations at rural or urban AHEC sites in the third and fourth years. The schedule provides considerable flexibility and opportunities for selecting elective courses.

2. THE PRECLINICAL ELECTIVE PROGRAM

The purpose of the preclinical elective program is to allow each student to extend his or her education in specific scientific areas. The electives enable students to construct a medical education program 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 listed, students with a research interest may participate in an approved research activity for credit. Elective courses constitute an integral part of the student's total program in medical school. Preclinical students are required to take two credit hours of elective courses.

3. THE CLINICAL ELECTIVE PROGRAM

In the clinical elective program, students select individual faculty members with whom they work in a preceptorial relationship in an area of their interest. Virtually every member of the full-time clinical faculty participates in the program, as do many members of the basic sciences faculty. Students may select 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 the second year elective program.

PROGRAM OBJECTIVES

In 2001, the School of Medicine developed the *Program Objectives for the Undergraduate Medical Education Program*. This document serves to inform the community, the Commonwealth of Kentucky, students, and faculty about the core values of our educational program and the kind of physicians we are training. The

educational objectives are organized around eight critical themes (areas of proficiency) and 57 objectives. These themes and objectives represent the knowledge, attitudes, and skills that students must master before they graduate. The themes are:

- Professionalism
- Scientific Foundations of Clinical Practice
- Information Management and Critical Thinking
- Problem Solving and Clinical Decision Making
- Clinical Skills
- Communication
- Economics of Medicine and Healthcare Delivery Systems
- Social, Cultural, and Community Contexts of Health

Combined Study

SCHOOL OF MEDICINE

MD/PhD

The University of Louisville, School of Medicine offers a Physician-Scientist training program for the fulfillment of requirements for M.D. and Ph.D. degrees. The program includes two years in pre-clinical medical training, three to four years of graduate research, and two years of medical rotations for clinical training.

Students receive graduate training in any one of the hundreds of laboratories associated with the basic science departments in the School of Medicine: Anatomical Sciences & Neurobiology, Biochemistry & Molecular Biology, Microbiology & Immunology, Pharmacology & Toxicology, and Physiology & Biophysics.

Applicants should have fulfilled prerequisites for admission to the School of Medicine (including the MCAT standardized examination), have previous research experience, and have a commitment to pursuing a career as a physician/scientist. Applications to this program are accepted through the AMCAS application system. Students

in the program may receive full tuition remission and a competitive stipend during all phases of the curriculum. Exceptional students with an interest in medicine and research are highly encouraged to consider this option.

For more information visit:

<http://louisville.edu/medschool/mdphd>.

MD/MA

The MD/MA program combines the medical school curriculum with the Interdisciplinary Master of Arts in Bioethics and Medical Humanities, a professional degree intended to provide graduates with an 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.

Core courses will be drawn from philosophy and medicine, with electives available from the Schools of Law, Medicine, Public Health and Information Sciences, and Social Work, as well as the Arts & Sciences departments of History, Pan-African Studies, Philosophy, Political Science, Psychological and Brain Sciences, Sociology, and Women's and Gender Studies. This breadth offers students a significant degree of flexibility to pursue their personal areas of interest and broaden their expertise beyond their core knowledge base.

For more information visit:

<http://louisville.edu/medschool/dualdegree/MD-MA>.

SCHOOL OF MEDICINE/SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES

MD/MSc

Students admitted to the University of Louisville School of Medicine can pursue a joint MD/MSc degree program with only one additional year of study beyond the traditional four-year medical school curriculum. Medical students pursuing the joint MD/MSc degree begin the MSc course work after completing one year of clinical training (i.e., the third year of medical school). Joint degree students spend the fall and spring semesters of their fourth year and the summer

and fall semesters of their fifth year completing the MSc course work. They complete their professional paper/thesis for the MSc degree and their clinical rotations for the MD degree in the spring semester of their fifth year. Graduates of the program can expect to be highly competitive for residency and fellowship positions at prestigious institutions.

Applicants should have been admitted into the School of Medicine and must apply to the UofL School of Interdisciplinary and Graduate Studies. To apply: <http://graduate.louisville.edu/sigs/admissions/application.html>.

For further information or if you have any questions, please contact Tammi Alvey Thomas at 852-3289 or tammi.thomas@louisville.edu.

MD/MPH

The Master of Public Health (MPH) degree program is a five-year school-based program designed to graduate students each with core competencies in public health and specialized competencies in one of the following concentrations: biostatistics, environmental and occupational health, epidemiology, health management, and health promotion and behavior.

Admission to the MPH component of the dual MD/MPH degree program is open to any first-, second-, or third-year medical student in good standing attending the University of Louisville School of Medicine. There are two schedule options, MD1-MPH and MD3-MPH. Briefly, in the MD1-MPH option, the MPH component begins in the summer following the first year of medical school; and in the MD3-MPH option, in the summer following the third year of medical school.

For information on the application process, please contact:

MPH Program
School of Public Health and Information Sciences
University of Louisville
485 East Gray Street
Louisville, KY 40202
(502) 852-3289
Email: sphismph@louisville.edu

SCHOOL OF BUSINESS

MD/MBA

Today's rapidly-changing health care environment requires physician leaders skilled in both medicine and management. 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. Graduates will be skilled in both medicine and management, prepared to take positions of influence through which they will contribute substantially to the health and well-being of individuals and society.

The MD/MBA program is open to all students who have successfully completed a baccalaureate degree at an accredited college or university. To be admitted to the program, the student is required to apply to and be accepted by both the School of Medicine and the College of Business and must meet the admissions requirements of both schools.

For more information visit:

<http://louisville.edu/medschool/dualdegree/MBA>.

Curriculum

THE CURRICULUM

The diagram below shows the curriculum schedule of the four academic years at the University of Louisville School of Medicine.

Second Year Curriculum

In addition to the required courses, second year students must take at least two hours of electives. (Students may meet this requirement in the summer between their first and second year by participating in clinics.) They must also take a Basic Life Support course in late June before the third year starts. This BLS is considered part of the second year curriculum.

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. Each student selects his/her track based on the interests of the first and second year.

Fourth Year Curriculum

The Fourth Year clinical rotations and electives run concurrently throughout the academic year from July to May. Students add clerkships and electives during the Acting Internship (AI) year in the disciplines of Medicine (Med), Urology, Infectious Disease, Pediatrics, Actin, Surgery, Pediatrics, Family Medicine, Geriatrics, Anesthesiology, and Surgical/Perioperative Medicine. Electives are also available. Electives can be Ambulatory care or Electives at least 4 weeks or electives at least 4 weeks. Students are also required to take at least 14 weeks of electives and an ACLS course.

The diagram below shows the curriculum schedule of the four academic years at the University of Louisville School of Medicine.

The diagram below shows the curriculum schedule of the four academic years at the University of Louisville School of Medicine.

First Year Curriculum (36 weeks)

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
FIRST QUARTER		SECOND QUARTER			BLOCK I		BLOCK II		BLOCK III
GROSS ANATOMY					GENETICS & MOLECULAR MEDICINE				
INTRO TO CLINICAL MEDICINE (ICM) 1A					INTRO TO CLINICAL MEDICINE (ICM) 1B				
INTERDISCIPLINARY CLINICAL CASES (ICC) 1A					INTERDISCIPLINARY CLINICAL CASES (ICC) 1B				
					NEUROSCIENCES			HISTORY OF MEDICINE	
MICROANATOMY		EMBRYOLOGY			PHYSIOLOGY				

Second Year Curriculum (33 weeks)

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	
BLOCK I		BLOCK II		BLOCK III		BLOCK IV		BLOCK V	BLOCK VI
INTRO TO CLINICAL MEDICINE (ICM) 2A					INTRO TO CLINICAL MEDICINE (ICM) 2B				
INTERDISCIPLINARY CLINICAL CASES (ICC) 2A					INTERDISCIPLINARY CLINICAL CASES (ICC) 2B				
MICROBIOLOGY & IMMUNOLOGY									
PHARMACOLOGY									
PATHOLOGY									
GENETICS						MEDICINE & SPIRITUALITY	CLINICAL NEUROSCIENCE (CNS)		

Third Year Curriculum (46 weeks)

Jul.	Aug.	Sept.	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 (10 weeks)											
Obstetrics and Gynecology Clerkship (6 weeks)											
Psychiatry Clerkship (6 weeks)											
Neurology Clerkship (4 weeks)											

Fourth Year Curriculum (35 weeks)

Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Rural/Urban rotations in specified disciplines/specialties (Selectives)									
Ambulatory rotations or Longitudinal Ambulatory rotation in specified disciplines (Selectives)									
Acting Internship (AI) in Medicine or Family Medicine or Pediatrics									
Selective in a Surgical Discipline or Anesthesiology/Perioperative Medicine									
Neurology Clerkship									
ACLS									

ANATOMICAL SCIENCES AND NEUROBIOLOGY

ASNB 801: GROSS ANATOMY

1st year requirement 6.5 credit hours

Medical Gross Anatomy is primarily a laboratory course based on cadaver dissection, but daily lectures, group discussions and informal laboratory conferences are also used to present material to the student. The importance of structure to function is stressed in many regions of the body. In addition, there are several clinical correlation lectures and a series of clinical vignettes in the textbook that are used to emphasize the clinical relevance of gross anatomy to the practice of medicine.

ASNB 803: MICROSCOPIC ANATOMY

1st year requirement 5 credit hours

Human microscopic anatomy is presented as an integrated study of cells, basic tissues, and organ systems. The classical light microscopic approaches are supplemented by information derived from electron microscopy. Histo-and-cytochemistry and structure-function relationships are stressed. The course is currently a mixture of lectures, laboratories and self-instructional programs.

ASNB 805: HUMAN EMBRYOLOGY

1st year requirement 2 credit hours

Normal and abnormal human embryogenesis and organogenesis are presented through lectures and demonstrations. Special lectures emphasize the cause and treatment of malformations.

ASNB 810: NEUROSCIENCES

1st year requirement 6 credit hours

Integrated presentation of electrophysiology, neuranatomy, and neurophysiology with emphasis on clinical relevance. Presented through a combination of lectures, laboratories, self study and small group case presentations.

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.

ASNB 911: TEACHING REGIONAL & CLINICAL GROSS ANATOMY

Students will choose to participate in 1 of 4 blocks (thorax and abdominal wall, abdominal organs and pelvis, head and neck, or upper and lower limb) in which they will be responsible for serving as a teaching assistant during the first-year gross anatomy lab sessions, attending lectures, and preparing and demonstrating prosections in the fresh tissue lab for 'Anatomy in the Evening'.

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
AHEC Selective

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: 4th 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.

ANES 907: CLINICAL ELEC 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.

ANES 910: LONGITUDINAL AMBULATORY ROTATION IN ANESTHESIOLOGY & PERIOPERATIVE MEDICINE

Prerequisite: 4th year standing

The goal of the LAR is to provide students with an ambulatory exposure to longitudinal clinical care at a single location with a fixed patient population so that they can experience caring for the same patient over time and meet learning objectives not readily met in other venues. Students will

complete projects related both to longitudinal care of patients and areas not emphasized in other clinical venues. Students will spend 2 consecutive weeks and then 20 half days at an assigned clinical site. The student will be directly involved in patient evaluation, preoperative education and communication with consultants and keep a patient encounter file.

Method of Evaluation: Observation of performance and patient encounter file.

ANES 911: CLINICAL ANESTHESIA

Prerequisite: 4th year standing
Surgical/Perioperative Selective

This is a 4 week experience. 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 first-hand 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.

ANES 915: BASIC AIRWAY MANAGEMENT

Prerequisite: 3rd year standing

In this 2-week elective students will learn airway management knowledge and skills. Students will receive a 4 hour introductory lecture and 4 hours of simulation based training. Lectures will include airway assessment; difficult airway prediction scores; ASA difficult airway algorithms and preparation for airway management. Students will learn how to bag mask ventilate a simulated patient; properly select nasal and oral airways and their use; placement of laryngeal mask airway (LMA); endotracheal intubation with laryngoscope; and fiberoptic intubation on simulators. Students will spend time in the operating rooms and pre-operation anesthesiology assessment clinics. Students will apply the knowledge acquired during the simulation based learning on real patients under direct supervision of an anesthesiology faculty responsible for the case. On the last day, students will be evaluated in the simulation center.

Method of Evaluation: A pre (one week prior) and post (within one week after) course test on Blackboard will be required to receive credit. A pre & post simulation based airway management test with bag mask ventilation; placement of LMA; endotracheal intubation and fiberoptic intubation.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

BIOC 801: GENETICS & MOLECULAR MEDICINE

1st year requirement 7 credit hours

The course objective is to provide pre-clinical medical students the vocabulary, facts and concepts of contemporary biochemistry that are relevant to understanding of the molecular basis of normal and pathological states in human. Students will also be introduced to basic genetic principles, advances in genetic technology, clinical applications in the diagnosis and treatment of genetics and contact with patients who are affected or have a family member with a genetic disease.

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.

EMERGENCY MEDICINE

EMED 816: SPECIAL PROJECT/ EMERGENCY MEDICINE

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.

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-EMERG MED

Prerequisite: 4th year standing
AHEC Selective

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 ELEC 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: EMER MED AMBUL ROTATION

Prerequisite: 4th year standing
Ambulatory 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.

FAMILY AND GERIATRIC MEDICINE

FMED 816: SPECIAL PROJECT/ FAMILY PRACTICE

This course is to be arranged to fit individual needs to cover topics of current interest, to participate in research projects or to received 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 878: REFUGEE HEALTH SCREENING

2nd year elective 2 credit hours

This student-run clinic will develop the students' cross cultural interview skills and improve content knowledge through student-run health screening sessions at the Kentucky Refugee Ministries (KRM). Emphasis is on the mental health aspects of patient examination, effectively performing patient interview through an interpreter, as well as learning to score and interpret a number of mental health inventories. Students will gain appreciation of the diverse cultural background and experiences of the refugee patient and discuss unique health care challenges concerning refugee resettlement. Student requirements outside of the screenings include a 2 hour orientation, a number of 1-hour didactic sessions with the course mentors, and involvement in cultural/community activities hosted by KRM.

FMED 901: FAMILY MEDICINE CLERKSHIP

3rd year requirement. 7.5 credit hours

This 6-weeks 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 overnite 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 hopsital 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: FAM PRACT- SENIOR HONORS

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 AND GERIATRIC MEDICINE

Prerequisite: 4th year standing AHEC Selective
Arrangements should be made eight weeks before the start of the rotation.

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: 4th year standing
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 ELEC OFF CAMPUS

Prerequisite: 4th year standing
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: CLIN 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.

FMED 910: AMBULATORY ROT-FAM MED

Prerequisite: 4th year standing
Ambulatory 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 911: FAMILY PRACT EXTERNSHIP

Prerequisite: 4th year standing & approval of the above faculty.

This elective is available for 2, 3 or 4 weeks. Clinical experience in private practice and family medicine is provided in the University Model Offices. Both ambulatory care and inpatient services may be included. Attendance and participation in the Family Practice Residency Teaching Conferences and Friday morning Grand Rounds is required of all students in this elective. Students will function in a capacity similar to a first year Family Practice Resident and will have an

opportunity to enhance their skills in patient interviewing, case management, and when applicable, some procedures. Students may also participate in other programs that are designed for the Family Practice residents which may include, but not limited to, the Geriatric Evaluation and Treatment Unit, The TAPP Clinic, nursing home visits, Physicians in the School Program, and home visits. Other goals and objectives could be structured to meet the needs of the individual student.

Method of Evaluation: Observation of performance in the clinical setting will be the basis for the evaluation. Attendance and participation in teaching conferences will be taken into consideration in the evaluation. Students must maintain a log of patients and diagnoses seen during this rotation.

FMED 912: GERIATRIC CLERKSHIP

Prerequisite: 4th year standing

This 2, 3, or 4 week rotation will provide clinical experience in the care of the elderly. Emphasis will be on the evaluation and treatment of both the medical and psychological needs of the elderly through a team approach utilizing the physician, clinical gerontologist and nurse practitioner. Clinical experiences will take place in the Geriatric Evaluation and Treatment Unit, Well-Elderly Clinic and Christian Health Center. Home visits, nursing home visits and visits to agencies dealing with the elderly and hospital rounds are also included.

Method of Evaluation: Observation of performance and patient management.

FMED 917: SCHOOL HEALTH

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 well being

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

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 921: TEACHING FIRST-YEAR STUDENTS THE PHYSICAL EXAM

Prerequisite: 4th year standing

This elective is available for 2, 3, or 4 weeks. The Introduction to Clinical Medicine (ICM) course has a major objective in the instruction of first year students in the methods of physical examination of patients, including some history-taking and problem-solving skills. The focus is on conducting a standard physical examination of a normal adult, with evaluation by standardized patients at the end of the instructional period. Students practice examination maneuvers on each other in small group sessions led by residents and faculty physicians in Family Medicine, Internal Medicine and Pediatrics.

The role of the fourth year student in this elective will be to demonstrate and supervise students as they practice physical examination skills, adhering to the bulleted list of physical examination maneuvers. Our experience and that of other schools suggests that pre-clinical students greatly benefit from role model opportunities in working with senior medical students and that the senior students in turn benefits from participating in teaching activities, and in honing their own skills and understanding in physical examination.

Fourth year students are expected to participate in at least four practice physical examination sessions, conduct one demonstration session for examination of a specific bodily system and to help train standardized patients to evaluate students performing the physical examination. Senior students can also participate in the curriculum planning process and are invited to give one lecture on a part of the examination if they are interested.

Method of Evaluation: Grade will be based on observed ability to supervise and facilitate pre-clinical students' examination techniques and to offer instruction as needed; observed ability to instruct and evaluate standardized patients; demonstrate understanding of pedagogic issues in teaching physical examination skills; and teaching skills demonstrated for a specific body system by lecture, test questions or other teaching activities.

FMED 922: COMMUNITY CLINIC

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.

INTER-DEPARTMENTAL COURSES

IDEP 810: CLINICAL NEUROSCIENCE

2nd year requirement 4 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 3 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 6.5/5.5 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 818: INTERDISCIPLINARY CLINICAL CASES

2nd year requirement 1 credit hour

A small case-based learning course that ties lecture teaching of pathophysiology to history-taking, physical examination and laboratory data. Students learn from a physician mentor to work together as a group and solve clinical cases.

IDEP 820: BASIC MEDICAL SPANISH I

2nd year elective 1 credit hour

Beginning Spanish for medical professionals; emphasis on vocabulary needed to communicate with Spanish speaking patients. Topics include taking medical history, understanding patient descriptions of symptoms and conveying information to patients.

Method of Evaluation: Examinations.

IDEP 821: BASIC MEDICAL SPANISH II

2nd year elective 1 credit hour

Beginning Spanish for medical professionals; emphasis on vocabulary needed to communicate with Spanish speaking patients. Topics include taking medical history, understanding patient descriptions of symptoms and conveying information to patients.

Method of Evaluation: Examinations.

IDEP 864: INTERSECTION OF MEDICINE AND RELIGION

2nd year requirement 1 credit hour

This 4-week course consist of four 90 minute sessions focused on a case study which will be discussed in class by a panel of experts from the University of Louisville, Archdiocese of Louisville, Southern Baptist Theological

Seminary, Louisville Presbyterian Theological Seminary, as well as clergy in the Louisville community.

Method of Evaluation: Examination.

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

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 or 2 week experience. Choosing a speciality 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 available for 2 or 4 weeks. 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 917: LITERATURE IN MEDICINE

4th year Humanities Selective

This course will focus on issues of pathography and trauma narrative in 20th century British and American literature. Students will read and discuss literary texts and consider a wide range of human experiences related to physical and psychological distress.

IDEP 918: HISTORY OF MEDICINE

1st year requirement 1 credit hour

This course will cover in broad strokes the history of medicine from the ancient world to modern times. It will include topics such as technology, modern medicine, and medicine and american social problems.

Method of Evaluation: Paper and examinations.

IDEP 919: CAMPUS HEALTH SERVICES

Prerequisite: 4th year standing

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 920: CORRELATIVE EBS

Prerequisite: 4th year standing

In this 1 credit hour elective, 4th year students will assist in the correlative EBS sessions at selected times during the 2nd year curriculum. They will help in assembling cases and presenting them in EBS style to the 2nd year students. This will provide the 4th year student a teaching/educating experience.

Method of Evaluation: Students will be evaluated on their participation in EBS activities.

IDEP 921: MEDICAL STUDENTS AS TEACHERS

Prerequisite: 4th year standing
2 or 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 speciality 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. Attendance for the non-clinical seminars 5% of course grade.

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.

MED 862: RADIONUCLIDES IN MEDICINE

2nd year elective 1 credit hour

Selection of a radionuclide for medical diagnosis and therapy. Application of scintigraphy 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

3rd Year requirement 15 credit hours

This 10-week medicine clerkship has 3 components: a general medicine hospital rotation, a palliative care 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 class standing 4th year AI elective

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 AHEC Selective

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: 4th 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. A patient log will be maintained and submitted to the

Department of Medicine Undergraduate Education Office. The student must complete the Off-Campus Request Form and have it approved by the departmental clerkship director.

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

MED 907: CLINICAL ELEC 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. The student must complete the Off-Campus Request Form and have it approved by the departmental clerkship director.

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

MED 909: CARDIOLOGY RESEARCH

Prerequisite: 4th year standing Permission of Division Chief

The cardiology research elective can be taken in any area of research in which the Division is involved. It is expected that the student will participate in and do a research project and participate in its publication on completion. The student will learn research techniques and the general approach to research. Upon completing the elective, the student will be better able to do both research and evaluate published research. In general, projects will be assigned that can be completed in the time allotted.

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

MED 910: AMBULATORY ROT-MEDICINE

Prerequisite: 4th year standing Ambulatory Selective

This is a 4-week experience. Students choose either a subspecialty private physicians office or one of the two primarily ambulatory care-based Department of Medicine subspecialty services (Allergy or Dermatology). Students are expected to participate in all activities related to the care of patients with disorders that are commonly seen in by various subspecialists. Supplementary instruction such as small group discussions, case presentations, etc., varies with the individual rotation. A patient log must be maintained by 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 faculty preceptor.

MED 911: CARDIOLOGY EKG-CONSULT

Prerequisite: 4th year standing

This is a 4-week elective and is an introduction to bedside cardiology and to non-invasive and invasive techniques used in diagnosing and treating cardiovascular disease. For two weeks the student will interpret a large volume of electrocardiograms daily under the supervision of the cardiology fellow and faculty. The other two weeks, the student will round with the cardiology team and will see consultations independently, to be supervised by the cardiology fellow and faculty. The focus will be on care of patients with cardiovascular disease, including ischemic heart disease, arrhythmias, valvular heart disease and congestive heart failure.

Students will: 1) Evaluate and examine patients and review findings with cardiology fellows and attendings on cardiology rounds; 2) Read ECGs on cardiology patients; 3) Gain an

introduction to non-invasive studies, in particular echocardiography; 4) Observe cardiac catheterization and review data and angiogram with fellows and attendings; and 5) Attend cardiology conferences.

Method of Evaluation: Evaluation of clinical knowledge, skills and attitude is by observation by the preceptor. Regular attendance at all conferences and teaching/patient care activities are also part of the evaluation.

MED 912: EKG INTERPRETATION

Prerequisite: 4th year standing

The elective is available for 2, 3, or 4 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: Observation of performance by preceptor.

MED 913: CONSULTATION

Prerequisite: 4th year standing

This elective is available for 4 weeks. Medical students taking this cardiology elective will center their activities on a consult service that will include the Coronary Care Unit patients. 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. Students will have the responsibility for the graphics area associated with the cardiology service and render initial electrocardiographic interpretations to be checked by the house officer and the fellow and ultimately in a session with the attending faculty.

Method of Evaluation: Regular attendance at all departmental and cardiology conferences and clinics. Evaluation of clinical knowledge, skills and attitude by observation of preceptor.

MED 915: CARDIO VASCULAR ASSOC

Prerequisite: 4th year standing

This elective is available for 4 weeks. This course will offer the student an opportunity to observe and participate in the private practice of clinical cardiology in a hospital setting. No time will be spent in the office setting. The student will attend daily morning rounds and evening rounds as needed; perform cardiovascular consultation on 1-5 patients daily with case presentation and discussion of management with faculty; perform initial clinical evaluation of 1-3 new patients daily admitted to our service for cardiac catheterization and have the opportunity to observe cardiac catheterization and/or angioplasty in these patients the following day; spend approximately 30-45 minutes daily in electrocardiography; take night call at a frequency varying with the number of students on service; attend weekly cardiology conferences and noon general medicine conferences at Audubon Regional Medical Center; and be given a core curriculum for cardiology.

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

MED 922: ALLERGY

Prerequisite: 4th year standing

This elective is available for 4 weeks. The diagnosis & treatment of the diseases of hypersensitivity will be emphasized. Rounds will be made on a limited number of patients in the hospitals of the downtown medical center. Attendance at allergy or immunology seminars and clinics will be required. Within the context of clinical material available, the student may prepare a paper or work on the clinical research project if desired. 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, Allergy-Immunology Laboratory and the University Allergy Clinic.

Method of Evaluation: Students will be evaluated by performance at conferences and on clinical knowledge, skills and attitude by observation of the preceptor.

MED 925: DERMATOLOGY

Prerequisite: 4th year standing

This elective is only available for 4 weeks and offers a clinical experience in dermatology. The student will see dermatologic patients mainly in the clinics at Ambulatory Care Building, Veterans Administration Medical Center and Kosair Children's Hospital, but also in the office of the dermatologic consultants. At the end of the experience, students will appreciate the intricacies of cutaneous medicine; be able to communicate linguistically with the dermatologic consultant and would know when to obtain appropriate dermatologic consultation.

Method of Evaluation: Evaluation is based off interest demonstrated, attendance and observation of clinical activities by the residents and staff.

MED 930: ENDOCRINOLOGY & METABOLISM

Prerequisite: 4th year standing

This elective can be taken for 3 or 4 weeks and is a clinical experience dealing with a wide spectrum of endocrine and metabolic problems as seen on both in-patient consultative as well as out-patient 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: Student is evaluated by direct observation of interest and enthusiasm, depth of knowledge and the progress made during the rotation, problem solving ability and acceptance of responsibility.

MED 935: DIVISION OF HEMATOLOGY

Prerequisite: 4th year standing

This elective is available for 4 weeks. This elective will allow the student to encounter many patients with hematological disorders. The student will be encouraged to work up the patients and participate in a detailed discussion with the staff member the same day. The student will also be given selected references concerning the problem. By the end of the program, the student is expected to have a clear understanding of common hematological disorders in the field of medicine.

Method of Evaluation: Observation of performance during daily discussion of patient problems and comprehension of the assigned reading.

MED 940: INFECTIOUS DISEASES

Prerequisite: 4th year standing

This is a 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 clinical knowledge, skills and attitude is by observation by the preceptor. A grade of Honors is contingent upon completion of an original paper for publication.

MED 945: RESP/ENVIRO MEDICINE

Prerequisite: 4th year standing

This 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 utilized. 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. Students will be expected to attend Thursday P.M. Sleep Clinic at VAMC.

Method of Evaluation: Student performance will be evaluated by direct observation by fellows and faculty. Depth of knowledge, clinical problem solving ability, acceptance and discharge of patient responsibilities are the primary attributes to be evaluated.

MED 950: HEMATOLOGY/ MED ONCOLOGY

Prerequisite: 4th year standing

This 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: Assessment by faculty members as the student is observed on rounds and critique of histories and physicals.

MED 951: BONE MARROW TRANSPLANT

Prerequisite: 4th year standing and permission of the course faculty

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: RENAL SERVICE

Prerequisite: 4th year standing

This elective can be taken for 2, 3, 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 performance by daily contact with the students, questions and observation of performance in the stated objectives.

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 960: PHYSICAL MED & REHAB

Prerequisite: 4th year standing

This is a 4-week elective and is hospital based at Frazier Rehabilitation Center but includes outpatient evaluation with additional observation of electromyography and nerve conduction studies, urodynamic evaluation and cinefluoroscopic swallowing assessment. Rotations are divided among the traumatic brain injury unit, stroke unit, spinal cord injury unit, orthopedic unit, general rehab unit and cardiopulmonary unit. Instruction is by both the attending and resident physician on the unit. Emphasis is on history and physical examination with psychiatric application, therapeutic exercise and modality prescription writing, equipment and assistive device assessment, daily rounding and participation in weekly multi-discipline team conferencing and family teaching. Introductory lectures and observation of the allied disciplines of Physical Therapy, Occupational Therapy and Speech Therapy are interspersed

during the rotation. The goal of this experience is to gain knowledge of skills needed in the field of psychiatry; to perform a thorough history and physical with psychiatric emphasis; to gain knowledge in diagnostic procedures of urodynamic evaluation, EMG, NCS, cinefluoroscopic swallowing assessment; to become familiar with the scope of allied health disciplines important to the field of Physical Medicine and Rehabilitation; and to become familiar with therapeutic approaches in treating patients with debilitating injury and/or illness.

Method of Evaluation: Attendance and active participation in patient care; thoroughness of history, physicals and progress notes; conciseness of oral presentation of evaluated patients and formulation of treatment plan; and demonstrated knowledge of general psychiatric principles and related allied health disciplines.

MED 965: GASTROENTEROLOGY/HEMATOL

Prerequisite: 4th year standing

This is a 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 and/or proficient with proctosigmoidoscope: and learn the diagnostic work-up of common GI/liver disorders.

Method of Evaluation: Proficiency of case presentation, diagnostic formation and case write-up will be reviewed by attending physician and discussed with student.

MED 966: CANCER PREVENTION & EARLY DETECTION

Prerequisite: 4th year standing

Two-week elective and only available June - November.

The Prevention & Early Detection Program of the Norton Cancer Institute seeks to reduce cancer rates by 50 percent in Jefferson County over the next 10 years. Students will have an opportunity to observe and assist with screenings on our Mobile Prevention Center, observe and assist with our Smoking Cessation Clinic, attend health fairs and observe instructors interacting with leaders in civic groups, faith-based organizations and government. Students will learn the principles that govern effective screening programs; become aware of issues of racial & SES health disparities, uninsured/underinsured, cultural and language barriers; and learn the epidemiology of cancer in Jefferson County and throughout Kentucky.

Method of Evaluation: Attendance, professionalism, willingness to learn and participate in discussions. One quiz per week reflecting the didactic sessions.

MED 967: SLEEP MEDICINE

Prerequisite: 3rd year standing

This elective is available for 2 or 4 weeks. Students will have the opportunity to work with faculty members from the departments of Internal Medicine (Pulmonary, Critical Care and Sleep Disorders), Neurology, and Pediatrics in a ratio that can be tailored to their interest and primary speciality. The student will be required to participate in sleep clinics and inpatient sleep medicine consults. It will include time in the Sleep Center, attending Sleep Medicine Conferences and they will have assigned readings from critical papers on sleep disorders.

Method of Evaluation: Observation of performance.

MICROBIOLOGY AND 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 9 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.

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 ELEC 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 910: AMBULATORY ROTATION-NEUROLOGICAL SURGERY

Prerequisite: 4th year standing
Ambulatory Selective

This is a 4-week rotation. The student will examine patients with neurosurgical disorders such as brain tumors, strokes and disc disease. Faculty members will review patients with the student. The student will learn the basics of a neurological history and physical examination, review imaging studies and develop an understanding of treatment options. The student will

learn the type of patients that should be referred to a neurosurgeon. The student will be required to perform a history and physical examination on patients and will present the patient to the faculty member. Students will review the imaging studies and discuss treatment options with the faculty member. The student will be expected to read about neurosurgical topics to supplement the learning during the clinic.

Method of Evaluation: The student will be evaluated on a subjective basis on their ability to perform an appropriate neurological examination and come to an understanding of differential diagnosis of the patient's condition.

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. The student will actively participate in the diagnostic work-up and the management of intracranial vascular lesions, brain tumors, head trauma and the full spectrum of pediatric neurosurgical problems. 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.

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

4th year requirement

All 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 out-patient 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

Prerequisites: NEUR 901, 4th year student in good standing at the UofL School of Medicine, Application made no less than six (6) weeks prior to rotation, Neurology Education Programs office approval. AHEC Selective

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 one page summary of the experience immediately following the rotation.

NEUR 906: CLINICAL ELECTIVE URBAN

Prerequisite: 4th year standing, NEUR-901.

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

Prerequisite: 4th year standing, NEUR-901.

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 ROT-NEUROLOGY

Prerequisites: 4th year standing, NEUR-901. Approval from the Director of Medical Student Education. Ambulatory Selective

The student will be assigned to general neurology as well as sub-specialty neurology clinics in the faculty practice, including epilepsy, headache, neuromuscular disorders, multiple sclerosis, stroke, and pediatric neurology. In addition, the students will attend resident continuity clinics in that site. The teaching technique will be primarily 1:1 preceptor/student setting with assigned readings. A patient log must be maintained and submitted to the Education Office of the Neurology Department.

Method of Evaluation: Observation of performance by preceptor.

NEUR 911: CLINICAL NEUROLOGY

Prerequisite: 4th year standing, NEUR-901.

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.

NEUR 912: OUTPATIENT 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

Prerequisite: 4th year standing, NEUR-901.

This 4-week Neurology subinternship aims to prepare fourth-year 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.

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

Prerequisite: 4th year standing, NEUR-901.

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.

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

Prerequisite: 4th year standing, NEUR-901.

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).

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

Prerequisite: 4th year standing, NEUR-901.

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.

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

Prerequisite: 4th year standing, NEUR-901.

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.

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.

NEUR 919: CHILD NEUROLOGY

Prerequisite: 4th year standing, NEUR 901. Cross-listed with PEDI 932.

This elective is available for 2, 3 or 4 weeks. The child neurology elective aims to introduce fourth year medical students to training in child neurology. The elective emphasizes skills needed to independently manage pediatric inpatients and outpatients 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. At the end of the experience, students will be able to obtain a detailed and relevant neurological history; conduct a neurological exam 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 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; and independent review of the medical literature, which should be targeted toward enhancing patient care. The evaluation will be discussed with the student.

NEUR 920: RESEARCH IN NEUROLOGY

The 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.

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

3rd year requirement 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
AHEC selective

This 4-week selective 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 ELEC 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
Surgical/Perioperative Selective

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 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 ROT-OB/GYN

Prerequisite: 4th year standing
Ambulatory 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 Surgical/Perioperative Selective

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

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 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 ENDOCRIN

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 speciality.

OB&G 915: PED ADOLESCENT GYN

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 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.

OPHTHALMOLOGY AND VISUAL SCIENCES

OPHT 816: SPEC PROJ 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 ROT-OPHTHALMOLOGY

Prerequisite: 4th year standing AHEC Selective

In this 4-week selective, 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 ELEC 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 Reques Form and have it approved by the departmental course director.

OPHT 909: RESEARCH ELECTIVE

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 Ambulatory Selective

In this 4-week selective, the student will evaluate neSw 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 slip 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 4-week elective is in the faculty private practice offices and is available in sub-specialities of Ophthalmology 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. Students will acquire the skills of the basic eye examination, utilizing commonly available instruments such as flashlight and the direct ophthalmoscope and acquire an acquaintance with the indirect ophthalmoscope, slit lamp and fundus contact lens; understand the ophthalmologists' role in eye care, referral utilizations and expertise; approached to emergency eye care; and an 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
Surgical/Perioperative Selective

The 4-week selective 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 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.

Method of Evaluation: Observation of performance, quality of case presentation, participation and a multiple-choice examination.

ORTHOPEDIC SURGERY

ORPD 816: SPEC PROJ-ORTHO 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
AHEC Selective

Arrangements must be made a minimum of 4 weeks prior to starting the rotation.

In the 4-week selective, 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 910: AMBULATORY ROTATION-ORTHOPEDIC SURGERY

Prerequisite: 4th year standing
Ambulatory Selective

Arrangements must be made a minimum of 4 weeks prior to starting the rotation.

This is a four-week rotation in the outpatient clinics and time will also be spent in the cast room. This selective is intended for the student planning a career in a field other than orthopedics, general surgery, plastic surgery or neurological surgery. The care of musculoskeletal conditions is a significant portion of outpatient medical practice. This includes sprains, strains, fractures, and sport injuries, degenerative conditions such as arthritis, bursitis, tendonitis, and back and neck pain as a result of injury, overuse, or wear and tear. There are also a myriad of musculoskeletal conditions, from plantar warts and bunions, to sacroiliitis, to tennis elbow, carpal tunnel syndrome, and chronic shoulder pain, which reduce the quality of life and for which patients seek medical attention. The student will examine a wide variety of clinical conditions under the supervision of the faculty and the resident staff. The student can request participation in the Day Surgery where a wide variety

of cases including arthroscopy, foot surgery and diagnostic injections for pain are performed. Student will learn the fundamentals of out-patient orthopedic conditions, diagnosis, management and treatment and will acquire skills for outpatient primary care in pediatrics and family medicine.

Method of Evaluation: Student's performance will be graded by residents and attendings.

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, 3 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 stabilizaton, 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's performance will be evaluated by residents and attendings.

ORPD 933: ORTHOPEDICS-PRIMARY CARE

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 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 selective 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 speciality 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 8.5 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 4-week 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: PATHOLOGY-OFF CAMPUS

Prerequisites: 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 is available for 2, 3, 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: PATHOLOGY EXPERIENCES

Prerequisite: 4th year standing

This 4-week elective will offer an opportunity to see and experience first hand 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

Prerequisite: 4th year standing

This 2 or 4 week elective will offer an opportunity to see and experience first hand 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

Prerequisite: 4th year standing

This 2 or 4 week elective will offer an opportunity to see and experience first hand 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 PROJECTS IN 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

3rd year requirement

Sites: Kosair Children's Hospital, University Hospital, UCHS, UCHS South, C&Y Project

The 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 8 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 well being. 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.

PEDI 905: AHEC ROTATION-PEDIATRICS

Prerequisite: 4th year standing AHEC Selective

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.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 906: CLINICAL ELECTIVE URBAN

Prerequisite: 4th year standing

This elective will allow student 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 ELEC 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-PEDIATRIC

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 or General Pediatric Private Practice.

Method of Evaluation: Observation of performance, evaluation of clinical skills and personal assessment.

PEDI 911: INFECTIOUS DISEASE-CHILD

Prerequisite: 4th year standing 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 health-care 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 health-care 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: 4th year standing
This advanced elective must be preceded by a primary care pediatric elective, general ambulatory pediatric, pediatric AHEC or a general pediatric elective.

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 health-care 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

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 health-care 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: 4th year standing
AR Selective

This advanced elective must be preceded by a primary care elective, a general ambulatory pediatric elective, pediatric AHEC or a general pediatric elective.

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 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 917: STRUCTURAL ABNORMALITIES & GENETIC DISORDERS IN CHILDREN AND ADULTS

Prerequisite: 4th year standing
This advanced elective must be preceded by a primary care pediatric elective, general ambulatory pediatric elective, pediatric AHEC or a general pediatric elective.

The focus of the 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 health-care 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 DEVELOP

Prerequisite: 4th year standing
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 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 919: INTRO ADOLESCENT MED

Prerequisite: 4th year standing
AR Selective

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 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 921: PEDIATRIC ENDOCRINOLOGY

Prerequisite: 4th year standing
AR Selective

This advanced elective must be preceded by a primary care pediatric elective, a general ambulatory pediatric elective, pediatric AHEC or a general pediatric elective.

Senior students participating in the UCHS or UCHS-South ambulatory elective will have the opportunity to provide direct patient care with attending supervision. Participation will enhance experience in providing general pediatric well-child and acute illness care. This elective serves to build on previous skills such as obtaining a history and age-appropriate physical exam, communicating with patients and families, providing thorough, yet concise, presentations, developing differential diagnosis and appropriate management plans. 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 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 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 922: COMPREHENSIVE PEDIATRIC AMBULATORY CARE(UCHS & UCHS-SOUTH)

Prerequisite: 4th year standing
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: 4th year standing AR Selective

Students participating in this elective, 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 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 924: PEDIATRIC 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.

The senior 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 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 925: PEDIATRIC PULMONOLOGY

Prerequisite: 4th year standing AR Selective

This advanced elective must be preceded by a pediatric care elective, a general ambulatory pediatric elective, a pediatric AHEC or a general pediatric elective.

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 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 pulmonary topic of the student's choice.

PEDI 927: PED GASTROENTEROLOGY

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, 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

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 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

This 4-week 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

This 4-week 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 932: PEDIATRIC NEUROLOGY

Prerequisite: 4th Year standing, NEUR 901. Cross-listed with NEUR-919.

This elective must be scheduled through the Education Office of the Department of Neurology.

This elective is available for 2, 3, or 4 weeks. The child neurology elective aims to introduce fourth year medical students to training in child neurology. The elective emphasizes skills needed to independently manage pediatric inpatients and outpatients 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. At the end of the rotation, students will be able to obtain a detailed and relevant neurological history; conduct a neurological exam that is comprehensive yet tailored to the patient's symptoms; recognize the presence of impaired neurological function upon exam; 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 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 exams; and independent review of the medical literature, which should be targeted toward enhancing patient care. The evaluation will be discussed with the student.

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.

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.

PEDI 934: PRACTICAL PEDIATRICS

Prerequisite: 4th year standing

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,

PHARMACOLOGY AND TOXICOLOGY

PHTX 816: SPEC PROJ/ 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

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 801: HUMAN PHYSIOLOGY

1st year requirement

A functional organ systems approach to learning the principles of human physiology. Basic physiology with emphasized clinical relevance and discussion of disease states are integrated to illustrate principles of human life. The course consists of lectures, team-based learning, problem-based learning and clinical simulations.

PHZB 816: SPE PROJ PHYS 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 AND BEHAVIORAL SCIENCES

PSY 816: SPEC PROJ PSY B SCIENCES

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 SCI & 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

3rd year requirement

The 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 903: PSYCHIATRY- SENIOR HONORS

Prerequisite: PSY-901; an expressed interest in psychiatry or a special interest in the behavioral and psychological aspects of medicine; an interview with the Director of Medical Student Education in Psychiatry.

The senior honors program in psychiatry is an advanced clinical elective for students interested in psychiatry or the mind-body interaction in medicine. The program is designed to provide an intensive educational experience in psychiatry and behavioral medicine. Once selected for the honors program, the student will select a faculty preceptor who will supervise the student's activities. The student will choose either a research track or a clinical track for the honors program.

Research Track: The student will develop and implement a research project under faculty supervision or become an active participant in an on-going research project.

Clinical Track: The student will undertake intensive supervised clinical work with the faculty preceptor. The student should accept a level of responsibility in clinical work equivalent to that of a first year resident. Goals and objectives will be developed by the student and the faculty preceptor.

PSY 905: AHEC ROTATION-PSYCHIATRY

Prerequisite: 4th year standing
AHEC Selective

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 ELEC 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: 4th year standing

This is a 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

In this 4-week experience, students will function as acting interns with faculty supervision. Students will be assisted in selecting cases to be followed. During the first week of the rotation students will conduct diagnostic workups of new patients. During weeks two through four the students will follow selected patients for brief psychotherapy and/or pharmacotherapy, participate in regularly scheduled clinic activities (e.g. team meetings, med check clinics, ER). Students also may participate in specialty clinics (e.g. mood disorder and anxiety disorder). Interested students will have the opportunity to participate in forensic evaluations. All cases will have 1:1 student/preceptor supervision and the students will meet twice weekly with faculty for one-hour supervision. All students will have a reading list and will participate in team meetings and case conferences.

Method of Evaluation: Observation of performance.

PSY 911: ADULT CONSULT/LIAISON

Prerequisite: 4th year standing

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 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 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 4-week elective offers clinical experience at the Norton Psychiatric Clinic, primarily on the 6-west 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

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 patients, conduct individual psychotherapy with selected patients, participate in medication follow-up clinics and participate in group 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 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. An opportunity also exists for working part of the time in outpatient services.

Method of Evaluation: Observation of performance.

PSY 919: EMERGENCY PSYCHIATRY

Prerequisite: 4th year standing

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.

PSY 924: CLINICAL FORENSIC PSYCHIATRY

Prerequisite: 4th year standing

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.

RADIATION ONCOLOGY

TRAD 816: SPECIAL PROJECT-THERAPEUTIC RADIOLOGY

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: CLIN ELECTIVE/LOUISVILLE

Prerequisite: 4th year standing

This elective allows the student to obtain clinical experience in the private practice of a local radiation oncologist. The physician must be approved by the clerkship director following the regulations governing off-campus electives described in the Clinical Phase Curriculum Book.

TRAD 907: CLINICAL ELEC 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 program must be approved by the Clerkship Director following the Regulations Governing Off-Campus Electives/Rotations described in the General Information section of the Clinical Phase Curriculum Program Booklet.

TRAD 910: AMBUL ROT- RAD ONCOLOGY

Prerequisite: 4th year standing

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.

TRAD 911: BROWN CANCER CENTER

Prerequisite: 4th year standing

The 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 tissues 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.

RADIOLOGY

RADI 816: SPEC PROJ IN DIAG RAD

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.

AHEC Selective

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 ELEC 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 rotation: Chest, ER, GI/ GU, Neuroradiology, Body Imaging and Musculoskeletal. Other subspecialties available upon 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.

SURGERY

SURG 816: SPECIAL PROJECTS 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 901: BASIC SURGERY CLERKSHIP

3rd year requirement

The 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: SENIOR HONORS INPATIENT SURGERY

Prerequisite: 4th year standing Surgical/Perioperative Selective

Students must apply & be accepted into the program.

Students participate in an intense 8-week surgical experience at the junior house officer level. Students participate in weekly journal clubs focusing on topics in Surgery and Surgical Specialties and attend Critical Care lectures as part of the course. The rotation is divided into two four-week clinical service blocks, selected by the student. 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.

Method of Evaluation: Observation of performance, students will take the National Board of Medical Examiners Subject Examination in Surgery and performance on an oral examination.

SURG 905: AHEC ROTATION-SURGERY

Prerequisite: 4th year standing AHEC or Surgical/Perioperative Selective

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 ELEC 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 Surgical/Perioperative Selective

Students will spend 4 weeks in an ambulatory setting from the following options:

GENERAL SURGERY: 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: Observation and performance in the private office, plus operative case and activity reports filed by the student.

OTOLARYNGOLOGY: The student will rotate through clinics at the VAMC, UofL, and Kosair Children's Hospitals as well at the private offices of the faculty in the Division of Otolaryngology. The student will "shadow" the faculty member while they see patients and participate in case discussions. The student will also actively participate in the hospital clinics and perform complete evaluations, including history and head and neck examination under the supervision of faculty and residents. There will be more limited exposure to operative procedures, but during the course of the rotation the student will have an opportunity to observe most common ENT procedures. A list of objectives will be distributed at the beginning of the course to guide the student in self instruction.

Goals: This course is designed for the student who desires exposure to the office evaluation and management of disorders of the head and neck particularly those students interested in primary care. The student should

become proficient in obtaining a medical history of the ENT patient, thoroughly learn the basic ENT exam, and learn medical management of common ENT disorders and indications for referral.

Method of Evaluation: Observation of performance in the clinic and private offices.

PLASTIC AND RECONSTRUCTIVE SURGERY: (NOTE: Students must have written approval of PRS faculty prior to the first day of the rotation.) The student will rotate through PRS clinics at the VAMC and U of L hospitals, as well at the private offices of the faculty in the Division of Plastic and Reconstructive Surgery. The student will actively participate in hospital clinics and perform complete evaluations, including history and physical examinations under the supervision of faculty and residents. In the private office, the student will "shadow" the faculty member while they see private patients and participate in case discussions. There will be more limited exposure to operative procedures, but during the course of the rotation 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. A list of objective will be distributed at the beginning of the course to guide the student in self-instruction.

Goals: This course is designed for the student who desires exposure to the office evaluation and management of complex wounds and other problems that require Plastic or Reconstructive Surgery, particularly those students interested in primary care. The student should become proficient in obtaining a medical history and physical exam, and learn medical management of common disorders that require Plastic and Reconstructive Surgery, and indications for referral.

Method of Evaluation: Observation of performance in the clinic and private offices.

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.

Opportunities are in General Surgery, Oncology, Pediatric Surgery, Otolaryngology, Thoracic & Cardiovascular and Plastic Surgery.

Goals: Specific goals will be determined with the faculty mentor.

Method of Evaluation: As arranged with the instructor.

SURG 912: LUNG CANCER PREVENTION & TREATMENT

Prerequisite: 2nd year standing Surgical/Perioperative Selective

This course will provide students with a comprehensive overview of lung cancer prevention and treatment. Fourth year students in the 4 week rotation will spend one week on surgery service, one week at the Brown Cancer Center Lung Clinic; and one week teaching high school students about lung cancer prevention. Second year students will focus on teaching elementary school students about lung cancer prevention through the 'Drive Cancer Out' initiative. Third year students will spend one day at each of the surgical service and the Brown Cancer Center, with the remainder of their time focused on teaching either elementary or high school students. All students will be required to submit a brief written report on the physician's role as an advocate for political/medical change.

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 Surgical/Perioperative Selective

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 928: THORACIC & CARDIAC SURGERY-JEWISH

Prerequisite: 4th year standing Surgical/Perioperative Selective

Students will participate in care of patients receiving Thoracic and Cardiac Surgery. Both operative and perioperative experience will be provided, as well as care of the cardiac transplantation patient. Extensive experience in intensive care monitoring and patient care will be provided.

Method of Evaluation: Observation of performance.

SURG 931: SURGICAL ONCOLOGY

Prerequisite: 4th year standing Surgical/Perioperative Selective

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 Surgical/Perioperative 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 2 or 4 week elective. 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 Surgical/Perioperative 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 Surgical/Perioperative Selective

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 945: HAND & UPPER EXTREMITY SURGERY & REHABILITATION

Prerequisite: 3rd year standing

This elective is available for 2, 3, or 4 weeks and is designed to acquaint the student with the evaluation and treatment of problems of the hand and upper extremity and their rehabilitation. Through attendance in clinics and the operating room, the student will

obtain exposure to the breadth of hand and upper extremity problems including major & minor trauma, compressive neuropathies, brachial plexus injuries, arthritis, tendonitis and congenital deformities. Students may enhance their learning in the fresh tissue dissection lab. Additionally, a very active rehabilitation and orthotics service is available to provide an introduction to hand therapy. The student will be expected to participate in the clinics, operating room, daily conferences and one night-call per week. Due to the wide spectrum of hand injuries, this elective may be of interest to students pursuing careers in orthopedic, plastic and general surgery, as well as emergency, family or internal medicine.

Goals & Objectives: Learn the primary evaluation of a hand and upper extremity injury; become familiar with the common & unusual disorders of the hand & upper extremity; learn the basic operative & non-operative treatment options and become acquainted with the literature and evidence-based decision making in hand surgery.

Method of Evaluation: Observation of performance.

UROLOGY

UROL 905: AHEC ROTATION-UROLOGY

Prerequisite: 4th year standing

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.

UROL 906: CLINICAL ELECTIVE IN THE LOUISVILLE AREA

Prerequisite: 4th year standing

Experience will be obtained in various Urology private practices in the local area. The physician must be approved by the clerkship director following the regulations governing off-campus electives described in the Clinical Phase Curriculum Book.

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 program must be approved by the Department of Urology following the Regulations Governing Off-Campus Electives described in the General Information section of the Clinical Phase Program Book.

UROL 911: UROLOGY

Prerequisite: 4th year standing
Surgical/Perioperative Selective

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.

UROL 912: INTRODUCTION TO UROLOGY

Prerequisite: 3rd year standing

The student will participate as a member of the urology team in the clinics, wards, and operating rooms. The student will learn how to evaluate and work up most basic urologic problems. They will learn the basic biology of urologic 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. Ende te que nia doluptas nis aut doloreiusam qui aut verfernat.

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