

# School of Medicine

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# School of Medicine

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## History

The University of Missouri opened a medical school on the UMKC campus in 1971. Using an alternative approach to medical education from that of the traditional four-year school, the School of Medicine has as its primary mission the training of physicians able to meet the health-care needs of Missouri and the nation.

The approach used at this school is to grant admission to medical school directly from high school in a curriculum spread over six or more calendar years. By providing students with early and continuous patient-care experience, the curriculum fully integrates the teaching of liberal arts/humanities, basic sciences and clinical medicine. The environment for learning created at this institution de-emphasizes competition and encourages learning through close faculty-student interaction and student partnerships.

All medical schools are reviewed and accredited by the Liaison Committee on Medical Education, a national body representing the Association of American Medical Colleges

and the American Medical Association. The academic philosophy and plan have been endorsed by this committee, and the school is fully accredited.

## Philosophy

The fundamental purpose of medical schools is to educate physicians. The prime objective of all professionals, physicians included, is to apply a sophisticated body of knowledge and skills to the solution of problems faced by people. In doing so, the individual will follow standards of the profession for competence, ethics and communication and will demonstrate commitment to the principles of professionalism - altruism, humanism, excellence and accountability.

The school does not separate the several obligations of a medical school: to educate the student, the house officer and the physician; to attract new talent to the health-care field and to ensure that talent remain active and prepared; to maintain maximum standards of ethics and care; to have concern equally for the individual and for the community; and to foster inquiry, to find answers and to apply those answers.

## Student Learning Outcomes

### Years 1-2

#### *Effective Communication*

- The student demonstrates competence in written communications such as laboratory reports, term papers and other classroom writing assignments.
- The student demonstrates competence in oral communications in a one-on-one setting, such as introducing and beginning a history with an individual patient. History-taking skills at this level will be very basic and straightforward.
- The student demonstrates effective listening skills with faculty members, other students and patients.

#### *Clinical Skills*

- The student is able to perform the basic elements of a history. The student will have observed a physical examination and observed some of the routine clinical procedures.

#### *Using Basic Science in the Practice of Medicine*

- The student has an introductory and very general understanding of anatomy and microbiology.
- The student has a more advanced understanding and an ability to apply some information to a few clinical situations in biochemistry and physiology.

#### *Diagnosis, Management and Prevention*

- The student has an introductory understanding of principles of diagnosis, management and prevention.
- The student is able to identify general, rather than specific approaches to management, but is usually not expected to carry them out in real settings.

#### *Lifelong Learning in Medicine, Basic Sciences, the Social Sciences and the Humanities*

- The student is proficient in framing a question, utilizing modern information searching modalities, organizing data, compiling and using information to answer the question in the context of a structured setting, such as an undergraduate course.
- The student has an introductory knowledge of the humanities and social science. Enough information is learned at this level to stimulate the student to desire further learning in medicine, humanities and social sciences.

*Self-awareness, Self-care, Personal Growth and Professional Behavior*

- The student exhibits behaviors indicative of personal self-awareness through a process of self reflection. Students are able to identify potential areas of weakness and are able to conceive of potential options for addressing these areas.
- The student is able to identify areas of strength and is able to build on these strengths.
- The student is able to set goals for a self-study plan.
- The student is aware of his/her personal growth in regards to age specific developmental tasks.
- The student knows the elements of professional behavior and can explain the meaning of each element.
- The student can cite an example of how each of the elements applies in Year 1 and Year 2 coursework for the baccalaureate and M.D. degree.
- The student shows courteous regard for other students and faculty and acknowledges the views of others. The student shows courteous regard for his/her mentor on aging and for the patients they meet in their docent group experiences. The student interacts with patients they meet in their docent group experiences in an appropriately compassionate fashion. The student expresses empathy for his/her mentor on aging as appropriate.
- The student puts the legitimate needs of his/her mentor on aging, patients, docent group members and study group members first before his/her own needs.
- The student demonstrates academic honesty in all aspects of his/her coursework for the baccalaureate-M.D. degree.
- The student carries through on assignments and other responsibilities; arrives promptly for meetings or classes; accepts personal responsibility for group projects; and completes course evaluations in a timely and thoughtful fashion.
- The student searches out opportunities to learn and tries to excel in their coursework.

*Diversity and the Social and Community Contexts of Health Care*

- The student appreciates some of the non-biological factors that influence health, disease, disability and access to care.
- The student attributes proper importance to identifying non-biological factors.
- The student is aware of different value systems and life styles.

*Moral Reasoning and Ethical Judgment*

- The student can identify and apply ethical considerations relating to professional behavior and student conduct as a forerunner to professional behavior.
- The student develops an introductory understanding of ethical choices related to a few controversial medical issues.

*Problem-Solving Skills*

- The student displays competence in basic problem-solving skills as applied to basic science courses or simple, straightforward medical problems.

**Years 3-4**

*Effective Communication*

- The student develops and demonstrates competency in using the written language effectively by:
  - Medical record documentation in the continuing care clinic and on docent rotation.

- Writing papers for courses and rotations.
- Essay examinations in medical ethics.
- The student develops and demonstrates competency in using oral language and listening effectively by:
  - Communicating with patients and families in the continuing care clinic and on docent rotation.
  - Communicating with senior partners, peers and faculty.
  - Functioning as an effective junior partner.

*Clinical Skills*

- The student is able to perform a comprehensive history and physical examination of patients in the outpatient setting and the general medical wards, excluding critical care settings.
- The student is competent in performing venipuncture and basic CPR.
- The student is able to perform a gram-stain, vaginal smear wet prep, stool occult blood, urinalysis, urine pregnancy test, finger stick glucose determination and peak expiratory flow rate.
- The student has observed and is familiar with some of the more complex or specialized lab and diagnostic tests.
- The student knows the basics in the interpretation of plain x-ray studies; chest x-ray, abdominal x-ray.

*Using Basic Science in the Practice of Medicine*

- The student applies knowledge in the areas of behavioral science, anatomy, pathology, biochemistry, physiology, microbiology and immunology, and pharmacology to the overall care of patients.

*Diagnosis, Management, Continuing Care and Prevention*

- The student is able to interpret standard diagnostic studies and history and physical examination data. From these data, the student is able to state the most likely diagnosis when presented with straightforward presentations of common problems in general internal medicine. The student is expected to carry out management plans in those situations that are relatively straightforward and uncomplicated.

*Lifelong Learning in Medicine, Basic Sciences, the Social Sciences and the Humanities*

- The student is able to do a computerized literature search as it applies to patient problems.
- The student is able to comprehend the medical literature and understand basic statistics and the scientific method.
- The student is continually motivated by an awareness of the limits of his/her personal knowledge and experience.

*Self-awareness, Self-care, Personal Growth and Professional Behavior*

- The student is reflective about him or herself in a group context.
- He or she is able to confront his/her own values as they relate to the practice of medicine.
- The student is able to identify real situations of stress and his/her response to these situations.
- The student is able to practice personal techniques for relaxation and time management and can modify behavior and respond to constructive criticism.
- The student is able to identify learning needs, plan a program to meet those needs and determine how well they have met them and what further learning issues they need to address.

*Diversity and the Social and Community Contexts of Health Care*

- The student elicits and identifies non-biological factors as part of the routine history taking and includes those issues, as appropriate, in the problem list formulations and management plans.
- The student takes personal responsibility for discussing these issues with patients, assessing their needs and matching them to appropriate community resources.
- The student works with his/her individual patients and families to enhance their total well-being.

*Moral Reasoning and Ethical Judgment*

- The student is able to employ ethical concepts and reasoning when presented with typical ethical cases in medicine, and is able to recognize ethical issues in medical practice.

*Problem-Solving Skills*

- The student displays competence in problem-solving skills with common clinical problems utilizing a limited knowledge base.

**Years 5-6***Effective Communication*

- The student develops and demonstrates competency in using the written language effectively by:
  - medical record documentation on clinical rotations.
  - preparing written patient education material.
  - writing clinical papers.
  - journals, short stories, papers or poetry during medical humanities and social science courses.
- The student develops and demonstrates competency in using oral language and listening effectively by:
  - communicating with patients and families in the continuing care clinic and clinical rotations.
  - presenting new patients to faculty in continuing care clinic and clinical rotations.
  - delivering lectures on clinical rotations utilizing slides and handouts.
  - communicating with student partners, peers, faculty and the health care providers.
  - oral examinations.
- The student develops and demonstrates competency in respecting patients and sharing information effectively with patients, families and health care team members by:
  - interacting with the individuals on clinical rotations and the continuing care clinic.
  - working as an integral part of the docent team and teams on other clinical rotations.
  - functioning as an effective senior student partner.

*Clinical Skills*

- The student is able to perform the basic and emergency elements of a history and physical examination smoothly and efficiently in the outpatient setting, inpatient setting, critical care setting and emergency department settings.
- The student is able to perform and interpret basic clinical procedures, laboratory and diagnostic tests smoothly and efficiently as listed.
- The student is able to describe the procedural steps necessary to carry out advanced clinical procedures as listed.
- The student observes and is able to state the indications, complications, and limitations of advanced clinical procedures as listed.

- The student is aware of the indications, complications and limitations of and interpret from the written reports complex and specialized laboratory and diagnostic tests as listed.

*Using Basic Science in the Practice of Medicine*

- The student is able to explain a multi-system health problem in terms of pathogenesis, mechanisms of system-to-system interactions and potential complications. The student is able to present therapeutic goals and interventions aimed at the multiple pathophysiological forces in motion.
- The student is able to exhibit clinical decision analysis that weighs the pros and cons of proposed interventions, taking into consideration such factors as drug-drug interactions and the trade-off of proposed drug interventions in the context of multi-system problems.

*Diagnosis, Management, and Prevention*

- The student is able to state the most likely diagnosis and management plan when presented with presentations of common problems in any of the major disciplines.
- The student is able to integrate the approach of care to individuals, families and communities, taking advantage of opportunities for prevention and education in addition to the immediate physical care.
- The student through his/her experiences in the continuing care clinic is able to provide continuing care and management for both chronic and acute medical problems and provide appropriate plans for prevention.

*Lifelong Learning in Medicine, Basic Sciences, the Social Sciences and the Humanities*

- The student begins to explore new opportunities for intellectual growth and professional enlightenment in medicine, the social sciences and humanities.
- The student attends a continuing medical education course.
- The student continues to recognize his/her limits of knowledge and experience.
- The student is able to recognize the significance of valid scientific discoveries reported in medical journals and recognize unsubstantiated, inaccurate or poorly performed studies and conclusions.

*Self-awareness, Self-care, Personal Growth and Professional Behavior*

- The student utilizes skill in coping with stress during clinical rotations.
- The student develops and demonstrates appropriate personal values and beliefs relevant to his/her practice of medicine.
- The student demonstrates compassion, sensitivity, honesty, integrity, dependability and responsibility in his/her day-to-day interactions with patients, families, peers, faculty and staff.

*Diversity and the Social and Community Contexts of Health Care*

- The student is able to identify and propose solutions for non-biological factors that influence health, disease, disability and access to care.
- The student is able to utilize resources in the community that may provide assistance to his or her patients.
- The student is an advocate for better health for the patients and the community.

- The student demonstrates knowledge of practice management, utilization review, quality improvement and economic and cultural issues in health care.

*Moral Reasoning and Ethical Judgment*

- The student is able to identify patient care and health policy ethical issues and choices in his or her own clinical experience; to evaluate critically alternative ethical courses of action by analyzing and articulating reasons for the relative importance of the different ethical considerations bearing on each choice; to select and ethically defend a course of action.
- The student recognizes the importance of the ethical treatment of research subjects and the functions of an Institutional Review Board.

*Problem Solving*

- The student displays competence in more advanced clinical problem solving using a comprehensive knowledge base.
- The student can effectively utilize a team approach in solving clinical problems.

## Admissions Requirements

In combination with the College of Arts and Sciences and the School of Biological Sciences, the School of Medicine offers a six-year program leading to baccalaureate and doctor of medicine degrees. The student is required to complete both degrees. The program is designed primarily for high school seniors who are entering college, but prospective students with no more than 24 semester hours of earned college credit can be considered for admission. The curriculum is scheduled for 35 weeks in the first year and 48 weeks in each of the remaining five years.

Applicants for admission to the year 1 level of the combined program must meet the freshman admission requirements of the University. Applicants to Year 1 must take the American College Test (ACT), including the ACT Student Profile. The mailing address for information on application to the six-year combined program:

Admissions Office/Enrollment Services  
120 Administrative Center  
5100 Rockhill Road  
Kansas City, MO 64110-2499

The actual location for the Administrative Center is 5115 Oak Street.

High school students wishing to enter this program should recognize that many other well-qualified high school students with strong science backgrounds also will be applying.

A student admitted to the combined program at UMKC is expected to meet the following admission requirements (one unit equals one year in class):

- Four units of English.
- Four units of mathematics.
- Three units of science, including one unit of biology and one unit of chemistry.
- Three units of social studies.
- One unit of fine arts.
- Two units of foreign language.

In addition, one-half unit of computer science is highly recommended. Students whose high school does not offer biology, chemistry, foreign language or computer science are encouraged to contact the Council on Selection at the School of Medicine.

A limited number of positions are available for students who have completed their baccalaureate degree. For admission requirements for entrance as an M.D.-only student, refer to the annual announcement available from the Office of Admissions/Enrollment Services.

An alternative path is available for extended study.

Because this is a state-assisted university, primary consideration is given to Missouri residents. However, approximately 20 percent of the class may be accepted from out of state.

Criminal background checks will be performed on combined-degree students and M.D.-only students before matriculation into the program.

## Application Fee and Timetable for Applying

A \$35 application fee is required of all resident applicants. A \$50 application fee is required of all regional and nonresident applicants. Completed application materials will be accepted during the following period:

- Earliest date - Aug. 1 of the year preceding the fall semester for which applying.
- Latest date - Nov. 15 of the year preceding the fall semester for which applying.

(Applicants are urged to apply as soon after Aug. 1 as possible.)

## Estimated Yearly Expenses

Fees	Years 1-2	Years 3-6
Resident	\$24,268	\$28,142
Regional*	\$35,844	\$41,611
Nonresident	\$47,420	\$55,075
Room & Board	\$7,841	\$8,869
Books and Supplies	\$1,200	\$1,200
Medical Instruments (a one-time expense)		\$550

\*Effective Fall Semester 2007, the School of Medicines fees will be restructured to include a regional tuition rate for students from certain Midwestern states. Newly admitted students from Kansas, Oklahoma, Nebraska, Arkansas and Illinois will be assessed at 1.5 times the resident rate. Students from other states will be assessed at 2 times the resident rate.

All statements as to educational fees and other expenses are by way of announcement only for the school years covered by this catalog and are not to be regarded as offers to contract on the basis of those statements, inasmuch as the University expressly reserves the right to change any and all fees and other charges at any time, without any notice being given in advance of such change.

## Library and Information Services

Information services, including periodicals, computer literature searching and a full range of innovative reference services, are available through the Health Sciences Library. For more information, see the section on Library Services.

## Student Services

The School of Medicine's Office of Student Affairs coordinates a variety of support services that are available to all medical students. These include counseling, financial aid, student organizations and activities.

The Office of Student Affairs also provides career information to students and assistance in applying for postgraduate residency training programs.

The Council on Selection; the Minority Recruitment and Retention Committee; the associate dean for cultural diversity and minority programs; the associate dean of the Office of Medical Education and Research; and the assistant dean for

student affairs work together in recruitment and retention of students, including minority students.

Students enrolled in the combined baccalaureate/medical degree program may participate fully in the services and activities provided to all UMKC students through the Office of the Vice Chancellor for Student Affairs.

The Office of Student Life, located in the University Center, coordinates the cultural, social and recreational programs of the campus. Also located on the Volker campus are the Center for Academic Development; the Women's Center; the Counseling, Health and Testing Center; and Career Services.

### **Academic Support Services**

The School of Medicine's Office of Student Affairs provides an added dimension of support to all medical students interested in improving their academic performance. The Medical School curriculum consistently provides increasingly challenging coursework, and students must continue to explore alternative study methods to meet these demands. The following services are offered:

#### **Basic Science Study Groups**

Study groups are available in the core basic science courses of the school curriculum. The groups consist of three to five students and a group facilitator/tutor, meeting once or twice a week. Test performance has consistently been enhanced for students actively participating in these groups. Therefore, all medical students are encouraged to participate fully.

Study-group leaders are selected on the basis of their own performance in the course, their abilities to communicate course content and the recommendations of course professors.

#### **Additional Assistance**

Individual assistance is available to medical students through a variety of means. Students may receive individual analysis of their study techniques, including reading comprehension; time management; short- and long-term retention techniques; and test-taking abilities. Analysis of a student's basic science knowledge is available through several computer-assisted programs. If required, individual tutoring may be available to supplement the assistance offered through study-group programs. Counseling support also is available to students with personal issues that may hinder their academic performance.

#### **United States Medical Licensing Exam Step 1 Preparation**

Students preparing for Step 1 of the USMLE are offered a variety of programs to supplement their individual review of the basic sciences. These programs consist of discussion groups, interactive video review sessions, individual test-taking analysis and a Step 1 mock exam. In addition to academic preparation support, resources are available to help students manage the stress related to their preparation for the exam.

#### **Workshops**

Periodically, special workshops are arranged in response to student needs and interests.

### **Counseling and Advising**

The School of Medicine has a number of personal and academic support systems in place to assist students at all levels of the program. There are two education team coordinators with offices on the Volker campus who help the first- and second-year students in curriculum planning and who are available to counsel them on personal problems. For additional counseling, a clinical coordinator is available to students during these two years.

Each group of 11 students has a physician-scholar (or docent) who instructs the students in medical coursework during the first two years and who also serves as a role model and personal counselor.

From year 3 through year 6, each student is a member of a 12-student unit assigned to a docent who teaches and counsels throughout these years of the curriculum. Each team of about 50 students, made up of four units, has an education team coordinator to advise about course selection and personal problems in consultation with the docent. In their third and fourth years, students are partnered with older students who serve as senior partners.

### **Financial Aid**

For the latest information on financial aid programs at UMKC see <http://www.sfa.umkc.edu>.

### **Medical Student Organizations**

#### **Medical Student Advisory Council**

The MSAC serves as the student government body in the School of Medicine and is comprised of student-elected representatives who focus on promoting student interests, keeping the administration informed of student opinion and organizing social activities.

#### **Student National Medical Association**

The promotion of the interests of minority students is the foundation of the SNMA. Leadership development, social awareness, service to humanity and excellence as physicians are the major objectives of this group.

#### **American Medical Women's Association**

The AMWA promotes an understanding of the individual in medicine. Its membership is open to all interested men and women. AMWA's programs include speakers on special topics, field trips, social projects and other activities of benefit to all students.

#### **American Medical Student Association**

The primary goal of AMSA is the initiation of student-organized projects for the benefit of medical students and the community on local, state and national levels. The development of hypertension clinics, presentations about venereal disease to area high schools, AIDS awareness programs and a drug-replacement program represent some of AMSA's projects in past years.

#### **American Medical Association - Medical Student Section**

Dedicated to representing medical students, improving medical education, developing leadership and promoting activism for the health of America.

#### **Association of American Medical Colleges - Organization of Student Representatives**

The OSR is the student branch of the Association of American Medical Colleges (AAMC). The OSR is charged with the representation of the undergraduate medical student body of the United States to the academic medical community.

#### **Asian Pacific American Medical Students' Association**

The goals of APAMSA are to educate all medical students about health-care needs specific to the Asian Pacific community and to address issues important to Asian Pacific American medical students.

#### **Christian Medical/Dental Society**

This group is open to students of all faiths. The organization fosters greater understanding of spiritual concerns in relationship to health and well-being.

#### **International Federation of Medical Students' Association**

IFMSA's mission is to offer physicians a comprehensive introduction to global health issues. Through programming and opportunities, it develops culturally sensitive students of medicine, intent on influencing the transnational inequalities that shape the health of our planet. IFMSA is an international federation with broad representation and close relations with medical students' associations all over the world.

### Global Medicine Relief Program

GMRP's mission is to promote quality health care in under-served communities around the world by working with local doctors and health care professionals and by providing medical supplies and equipment; to provide dental, hygiene and basic health care supplies in areas of natural disaster; to promote human rights in developing regions by improving health infrastructure; to participate in a global community of organizations which are similarly dedicated to providing health care in developing regions; and to organize student groups at all educational levels in these humanitarian efforts. GMRP especially seeks to touch the lives of the most vulnerable people in any population and believes in the importance of assisting both internally and externally displaced refugees.

### Publications

A monthly publication of the school, *P.R.N.*, provides information on school programs, policies and student activities and is distributed to School of Medicine students, their families and faculty. A quarterly magazine, *Panorama*, is primarily distributed to alumni, affiliated hospitals and friends of the school and is available throughout the school.

### Awards

- Alpha Omega Alpha - National Scholastic Honorary Society; charter awarded in 1985 to UMKC School of Medicine
- American College of Emergency Physicians R. R. Hannas, M.D. Emergency Medicine Award
- American College of Physicians Book Award
- American College of Physicians Clerkship Award
- American Medical Women's Association Scholarship Achievement Citation
- Betty W. Hamilton Award for Excellence in Immunology
- Bryan Ross Bolden Memorial Scholarship
- Department of Surgery Award
- Drs. Beatty and Deloras Pemberton Scholarship
- Dr. and Mrs. Bharat Shah Academic Scholarship
- Family Health Foundation of Missouri Achievement Award
- The Founding Dean's Founders Award
- The Lange Medical Publications Award
- The Laura L. Backus, M.D. Memorial Award for Excellence in Pediatrics
- The Leonard Tow Humanism in Medicine Awards presented by The Arnold P. Gold Foundation
- The Marilyn McGuyre Tournament Scholarship
- The Merck Manual Award for Outstanding Achievement in Medical Education
- Missouri State Medical Association Honors Graduate Award
- Ratilal S. Shah Medical Scholarship Fund
- Rebecca Lefcourt, M.D. Award for Achievement in Obstetrics/Gynecology
- Richard T. Garcia Memorial Award
- Richardson K. Noback Award for Clinical Excellence
- Roche Lab/Charles B. Wilkinson, M.D. Scholarship
- St. Louis Friends of UMKC School of Medicine Basic Science Award
- St. Louis Friends of UMKC School of Medicine Award for Research
- St. Louis Friends of UMKC School of Medicine Scholarship
- Shaffer Award for Community Service
- Dwight Stanford, M.D. Scholarship
- Society for Academic Emergency Medicine Award
- Thomas R. Hamilton, M.D. Memorial Award for Excellence in Microbiology
- Thomas R. Hamilton, M.D. Memorial Award for Excellence in Pathology

- UMKC School of Medicine Alumni Association Award for Excellence in Medical Education Award
- UMKC School of Medicine Alumni Association Outstanding Senior Partner Award
- UMKC School of Medicine Alumni Association Research Award
- UMKC School of Medicine Alumni Association Scholarship
- Western Friends of UMKC School of Medicine/Harry S. Jonas Ambassador's Award
- Western Friends of UMKC School of Medicine Scholarship

## Curriculum

The fundamental objective of the School of Medicine is to graduate physicians able to meet the health care needs of Missouri and the nation.

Classes begin in the fall of year 1. By using 35 weeks of study the first year and 48 weeks every year after that, each student will have the opportunity to earn the credits necessary for both a baccalaureate and a medical degree. This six-year continuum does not make an arbitrary separation between liberal arts and professional education.

The first two years of the six-year curriculum are arranged for the student to blend three-fourths of the time in liberal arts coursework and one-fourth of the time in introduction to medicine coursework. This initial two-year period allows students adequate time to determine whether they are motivated enough to continue in medicine. At the same time, the faculty will have adequate opportunity to judge whether each student has the characteristics and capabilities necessary for a career in medicine.

The introduction to medicine courses during the first two years are designed to provide just that – an introduction to medicine. Special attention is given to the effect of illness on the patient, the family and the community. There is emphasis on the coordination of effort, the team approach, to the solution of medical and health care problems. The year 1 and 2 curriculum has been further enhanced with the addition of a geriatrics program which pairs students with aging mentors. The courses will integrate patient interviews and examinations with branches of science fundamental to clinical medicine, including anatomy, physiology, biochemistry, psychology and sociology.

These courses have certain coordinated objectives, each of which represents an important component in the general concept of medicine as applied to human biology. The objectives are to help students understand and learn about the following:

- The language and vocabulary of medicine.
- The effects of illness on individuals, families and communities.
- The background setting of illness and health care, including the importance of social, psychological and economic factors.
- The history of medicine and its present state.
- The roles and responsibilities of physicians and other personnel involved in health care.
- Selected content information from anatomy, physiology, chemistry, psychology, sociology and other sciences fundamental to medicine, together with the continuing importance of such information in the reasoning of the physician.
- The logic, rationale and process of clinical reasoning.

An important feature of the School of Medicine program is the early and continuing contact of the student with a team of scholars called docents. Each docent is a full-time physician responsible for the education of a small group of students. The

docent serves as a role model for students as well as a guide and mentor. At year 3, students are assigned to a docent team, a group composed of students from each of year 3 through year 6 classes. Beginning in year 4, students spend two months each year on docent rotation, an internal medicine clerkship. During this time in particular, and throughout the rest of the academic year, the docents guide their students through the experiences necessary to acquire a strong foundation of clinical competence. Students in their third and fourth years are partnered with their fifth- and sixth-year peers on the docent unit.

The School of Medicine program in years 3 to 6 of the combined degree program has several features:

- The core educational program is designed and directed by physicians who are primarily concerned with medical student education and who have patient care responsibilities;
- Since the curriculum core content is based on clinical experiences, the medical student's education will be problem-centered. Faculty from many University disciplines participate in teaching medical students, and education in the clinical sciences takes place in affiliated hospitals. These hospitals provide a communitywide model for patient care;
- The curriculum integrates liberal arts, basic sciences and clinical medicine. It uses planned repetition, reinforcement and relevancy to enable students to acquire the requisite attitudes, knowledge and skills expected of a Medical School graduate;
- Students may have an extended program by taking extra time;
- During the third through sixth years, students are required to return to the Volker campus at least two times, usually in years 3 and 4, to take liberal arts coursework. Students are also required to enroll in a medical humanities course in year 5 or year 6.

## Typical Curriculum - Six-Year Program

### Year 1

#### *Medicine*

Fall	Medical Terminology Learning Basic Medical Sciences Fundamentals of Medical Practice I
Spring	Fundamentals of Medical Practice II

#### *Arts & Sciences*

Fall	Human Biology I (Anatomy) w/Lab General Chemistry I w/Lab Psychology Courses for B.A. Degree*
Spring	Human Biology III (Microbiology) w/Lab General Chemistry II w/Lab Sociology Courses for B.A. Degree*

### Year 2

#### *Medicine*

Summer	Hospital Team Experience
Fall	Fundamentals of Medical Practice III
Spring	Fundamentals of Medical Practice IV

#### *Arts & Sciences*

Summer	Organic Chemistry w/Lab Cell Biology
Fall	Human Biochemistry Sociology - Life Cycles Genetics Courses for B.A. Degree*

Spring	Structure/Function I, II, III Courses for B.A. Degree*
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### Year 3

#### *Medicine*

History of Medicine  
Clinical Correlations

Clinical Skills  
Introduction to Pharmacology (Independent Study)  
CUES  
Pathology I & II  
Medical Microbiology  
Medical Neurosciences  
Continuing Ambulatory Care Clinic

#### *Arts & Sciences*

Structure/Function IV

### Year 4

#### *Medicine*

Pharmacology  
Behavioral Sciences in Medicine  
Docent Rotation  
Family Practice  
Ambulatory Care Pharmacology (Indep Study)  
Continuing Ambulatory Care Clinic

#### *Arts & Sciences*

Courses for B.A. Degree\*

### Year 5

#### *Medicine*

Psychiatry  
Prescribing for Special Populations (Indep Study)  
Obstetrics/Gynecology  
Pediatrics  
Family Medicine Preceptorship  
Surgery  
Elective  
Docent Rotation  
Emergency Medicine(may be taken in Year 6)

#### *Arts and Sciences*

Humanities/Social Sciences (may be taken in Year 6)

### Year 6

#### *Medicine*

Docent Rotation  
Emergency Medicine(may be taken in Year 5)  
Rational & Safe Drug Prescribing (Indep Study)  
Electives  
Continuing Ambulatory Care Clinic

#### *Arts & Sciences*

Humanities/Social Sciences (may be taken in Year 5)

\* 3 to 12 credit hours will come from general degree requirements and/or core major requirements. All students are required to take three clinical electives, one of which must be direct patient care.

## Requirements for Graduation

1. Minimum of 90 credit hours from the College of Arts and Sciences acceptable to the School of Medicine.
2. Cumulative GPA of 2.7 to 4.0.
3. Satisfactory completion, certified by the UMKC registrar, of requirements for the baccalaureate degree.
4. Satisfactory completion of all required medical curriculum.
5. Current certification in Advanced Cardiac Life Support.
6. Three returns back to the College of Arts and Sciences.

7. 38 months medical curriculum credit (34 for M.D.-only students).
8. Docent certification of clinical competence.
9. Passing scores on USMLE Steps 1 and 2 (Clinical Knowledge and Clinical Skills).
10. 48 months of enrollment in the School of Medicine, years 3 to 6 (including M.D.-only students).
11. At least three clinical electives, which must be selected from three of nine general categories.

## **Master of Science in Anesthesia Program**

A newly established program, the Master of Science in Anesthesia Program, will graduate highly trained and competent anesthesiologist assistants (AA's). AA's are physician extenders licensed to work under the supervision of anesthesiologists. AA's provide various anesthesia services in hospitals, surgery centers, and other health care environments.

The availability of medical professionals to deliver anesthesia services is in short supply and this program is being implemented to meet an urgent community need.

The revised application deadline is May 15th. While start dates are subject to change, the inaugural class should begin in July with a cohort of four to five students. Additional information regarding the 24-month program and admission requirements may be obtained at the AA Web site at <http://aaprogram.medicine.umkc.edu>.