Mission of the University of Kentucky
The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

Mission of the University of Kentucky College of Medicine
The College of Medicine promotes a diverse and inclusive environment that provides excellence in education, equitable health care and transformative research to improve the health and wellness of Kentuckians and beyond.

Values

Diversity
We welcome and embrace diversity as a quality improvement strategy that will positively impact all functional areas of the college.

Innovation
We will use creative initiatives to produce tangible outcomes in college processes and actions resulting in a critical mass of students, faculty, and executives.

Respect
We will encourage personal and group differences and use them to provide optimal solutions to health care disparities and to foster social justice in the educational and work environments.

Compassion
We will practice self-reflection and be empathetic to the thoughts, needs, and feelings of others.

Teamwork
We will foster a climate of partnership and collaboration to create positive outcomes for all those engaged in teaching and learning.
Medicine’s pioneers and innovators are lifelong learners. They are curious. They question. They experiment and take risks. These are the types of developing talents that are encouraged at the University of Kentucky College of Medicine.

In the words of Nelson Mandela, “There is no passion to be found playing small—in settling for a life that is less than the one you are capable of living.” At the University of Kentucky College of Medicine, we strive to strengthen the quality and distinction of educational programs to transform learners into accomplished professionals and scholars who contribute through their clinical and community service, research, and discovery, creative endeavors and teaching.

We have the privilege of and passion for educating future physicians and scientists in a transformational academic environment with innovative research and advanced patient care. Our faculty understand that each student has unique aspirations and career goals. From undergraduate to graduate and PhD students, and from the MD program and combined degrees to our highly qualified residents and fellows, we are confident you will find your passion here.

This year, the UK College of Medicine made huge strides in propelling our institution forward as a leader in science discovery and medical education. Dedicated to providing this high-quality education and embracing the vital priority of diversity and inclusion, we created the new position and conducted a successful, nationwide search for an associate dean of diversity and inclusion.

Our curriculum emphasizes early clinical experiences and the collaboration between clinical and basic science departments. We will use this same nationally recognized curriculum at our regional campuses in Bowling Green and planned campus in Northern Kentucky, which open in 2018 and 2019 respectively.

As an ongoing strength and pillar of the college, our biomedical and clinical research continues to grow exponentially. Total National Institutes of Health funding increased by nearly 15 percent in fiscal year 2017 and, combined with the millions of dollars in other grants and awards, will help support our transdisciplinary research efforts leading to new discoveries and improving standards of care.

While our seven basic science departments and 18 clinical departments allow for a plethora of learning opportunities, our state-of-the-art facilities offer an excellent training ground. A new 300,000 square foot research building is set to open in 2018 and will complement the 1.2 million-square-foot patient care pavilion at UK Albert B. Chandler Hospital. Along with facilities such as Markey Cancer Center, Gill Heart Institute, Kentucky Neuroscience Institute, and other partnerships across campus and the state, we can offer a multitude of opportunities to find your passion.

We are committed to serving the Commonwealth and beyond through innovative science, technology, and the translation and application of research discoveries to change standards of care. We hope that our commitment and passion for excellence in education, groundbreaking research, and advanced clinical care has sparked your interest and you will consider joining our team.

Welcome to the University of Kentucky College of Medicine.

Dean Robert S. DiPaola is a tenured professor of medicine and current Dean of the College of Medicine at the University of Kentucky. Prior to joining the University of Kentucky, he was responsible for all research, clinical, educational and administrative activities of a National Cancer Institute (NCI)-designated Comprehensive Cancer Center and served as Vice Chancellor of Cancer Programs across Rutgers University. He has held multiple local and national leadership positions including National chairman of the GU Committee of the Eastern Cooperative Oncology Group, including developing multiple large clinical trials that have changed standards of care; has been a member of multiple National Cancer Institute review and steering committees; and is the current Chair of the NCI/NIH committee for NCI designated Cancer Center review. He earned a bachelor’s of science degree and his medical degree at the University of Utah; completed an internship and residency in Internal Medicine at Duke University Medical Center; and completed a Fellowship in Hematology-Oncology at the University of Pennsylvania. In addition, Dr. DiPaola maintained continuous funding to support a research focused on Drug Resistance in Cancer Therapy, working on preclinical studies that support translational clinical trials and investigations into prostate cancer drug resistance. His research efforts including phase I, II and III clinical trials have had impact on national standards of care. His accomplishments in the area of translational research are underscored by grants from the National Institutes of Health, Department of Defense and private foundations, as well as his publications in prominent journals including the New England Journal of Medicine, Lancet, Genes and Development, JAMA, Cell, Clinical Cancer Research and the Journal of Clinical Oncology.

MESSAGE from Dean DiPaola

Robert S. DiPaola, MD
Dean, University of Kentucky College of Medicine
Vice President, Clinical Academic Affairs
The University of Kentucky College of Medicine believes that its education, research, and service missions are enriched by a community of people of diverse backgrounds and cultures. The college’s approach to diversity recognizes underrepresented minorities. In keeping with our original mission, the college is particularly committed to building a community that reflects the demography of the Commonwealth of Kentucky. To serve the people of Appalachia, the College of Medicine is mindful of the inclusion of students, faculty, and staff from this underrepresented minority. The college values differences in individuals attributable to their gender, race, sexual orientation, cultural background, or economic status. All members of the college community contribute to the educational environment of the school by sharing insights and perspectives forged by their life experiences.

Diversity best positions us to be the most effective teachers, learners, and caregivers. While most of us believe that diversity is important, we are also hesitant about specific initiatives, programs, and services that promote the inclusion and retention of underrepresented students and employees. It is imperative that we use resources across the college to obtain these outcomes. To be our best, cultural consciousness has to be infused into our medical school curriculum, research and teaching innovations, and practice.

Renay Scales, PhD
Associate Dean for Diversity and Inclusion and Associate Professor of Family and Community Medicine
LIFE in Kentucky, Life at UK

Located in Lexington, Kentucky, a city established in 1782, the University of Kentucky College of Medicine is in the heart of the Bluegrass. Surrounded by scenic farmland and historic small towns, the bustling city of Lexington maintains its small-town charm. The city hosts a wealth of opportunities for enjoying southern hospitality.

Horse Capital of the World

Known for its horse farms and famous for equine sports, central Kentucky is proudly recognized as the horse capital of the world. Home of the Kentucky Horse Park, Breeder’s Cup, The Red Mile, and, of course, Keeneland, it is a tradition in Lexington to enjoy the beauty, elegance, and sheer physical endurance of horses. In 2010, Lexington hosted the Alltech FEI World Equestrian Games, marking the Games’ first occurrence in the United States.

Perhaps more than any other event, both UK students and out-of-town graduates look forward to returning to Keeneland each fall and spring to experience the excitement of Thoroughbred racing and the amazing Kentucky weather. Here, it is quite simply a custom.

Sports

As part of the Southeastern Conference, UK is a competitive force in collegiate sports, especially women’s basketball, baseball, soccer, football, and, most notably, men’s basketball – the all-time winningest program in the nation, including eight National Championship titles.

Beyond the Kentucky Wildcats, Lexington also welcomes spectators to professional sporting events such as the Rolex Kentucky Three Day Event and the Lexington Legends, Lexington’s minor league baseball team.

Arts and Outdoor Activities

Lexington has abundant outlets to explore the arts. Athens West and the LEX are working theatres in Lexington. “Gallery hops” are also held in downtown Lexington throughout the year with several art galleries featuring various forms and genres of art.

Central Kentucky is also home to many local vineyards and bourbon distilleries, many of which offer educational tours of the facilities, lunches, and tasting sessions. During the summer, dinner and concerts are often held in the midst of the impressive settings provided by the area’s vineyards and distilleries.

Although the UK College of Medicine is in the center of the second largest city in Kentucky, worlds of outdoor activities are just a short drive away. On Elkhorn Creek or Lake Cumberland students often enjoy canoeing, kayaking, or boating trips in the spring through fall months. Camp sites and rock climbing locations are also in close proximity to campus at the Kentucky Horse Park, Big South Fork National Recreation Area, and Red River Gorge.

Lexington Facts

- Population: 318,449*
- Median Household Income: $49,778**
- Average Minimum and Maximum Temperature:
  - Spring: 34-74°F
  - Summer: 61-86°F
  - Fall: 36-79°F
  - Winter: 23-54°F
- Average Annual Precipitation: 45.68 inches
- The greater Lexington area is within an overnight range of more than half of the U.S. market.

* according to the U.S. Census Bureau, 2016
** according to the U.S. Census Bureau, (in 2015 dollars), 2011-2015

#1 Hospital in Kentucky Again

The University of Kentucky Albert B. Chandler Hospital remains the No. 1 hospital in Kentucky, according to U.S. News & World Report’s Best Hospitals Rankings. In addition, four major health care areas have achieved top 50 national rankings, three of them for the first time. Rankings included: #50 in Cancer, #44 in Neurology and Neurosurgery, #43 in Geriatrics, and #37 in Diabetes and Endocrinology.

#6 Best Large College City

In addition to providing top-ranked sports teams, educational opportunities, and a population with disposable income, the University of Kentucky plays a large role in helping the community. This ranking was based on criteria such as the quality of higher education, earning potential of college graduates, and job growth rate. Wallet Hub, 2015

#24 World’s Smart Cities

National Geographic says, “Smart cities are well connected locally and internationally, have a sustainable lifestyle, and are places where people come first.” National Geographic, 2014

A Place of a Lifetime

Bordered by sharp hills and steep, dark ravines and giving way to lowlands, floodplains, and corn fields to the west, the Bluegrass is Kentucky’s beating heart. Its geographical and spiritual center is Lexington, home of the University of Kentucky, a city encircled by burley, bourbon, and thoroughbreds, but grown nearly independent of them. 50 Places of a Lifetime, America; National Geographic Traveler, 2001

Life at UK

The University of Kentucky is an exciting place to learn and live. Whether you are cheering on the beloved Wildcats at Rupp Arena, attending a concert at Singletary Center for the Arts, or taking a leisurely stroll in the Arboretum, the official state botanical garden for the Commonwealth of Kentucky, you are sure to find something to fit your lifestyle. Our health-conscious medical students also take advantage of the Johnson Center, a state-of-the-art recreation facility which, during the school year, is free of charge to students.
The undergraduate curriculum for the College of Medicine promotes excellence in the foundational scientific and clinical principles supporting the delivery of compassionate, cutting-edge, preventive, and therapeutic clinical care. The College prides itself on continually reviewing its curriculum with revisions and additions that represent best practices in modern medicine, correlated with principles of professionalism and cultural competence. The curriculum provides the knowledge base, attitudes and skills necessary for students to become outstanding physicians in the 21st century.

As a result of both an annual review of individual courses as well as a regular review of the entire curriculum, the UK College of Medicine incorporates curricular changes that keep students current and utilizes the latest technology in medical education. Examples of these innovations include early longitudinal clinical experiences beginning in first year, integration of pre-clinical and clinical sciences, exposure to the concepts of Clinical and Translational Sciences, and longitudinal continuity experiences during clinical rotations. These and other curricular elements are delivered using state-of-the-art human-patient simulators, standardized patient encounters with immediate videotape feedback capability, small-group tutorials and team-based learning, interactive computer tutorials, and laboratory exercises.

Human-Patient Simulators
With the inception of the Standardized Patient Program in the 1990s and the addition of the Simulation Center in 2004, UK affirmed its commitment to integrated clinical skills training. The Clinical Skills Testing and Assessment Center provides opportunities for students to practice clinical skills on human-patient simulators, standardized patient encounters with immediate videotape feedback capability, small-group tutorials and team-based learning, interactive computer tutorials, and laboratory exercises.

UK recruits high-caliber students from across the Commonwealth, nation, and world.

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*Statistics taken from Class of 2017

UK is one of a few medical schools in the nation to offer a tuition-guarantee program.

The college has 260,276 square feet of research space. The new 300,000 square foot research building set to open in 2018 will more than double the research space currently available to the college. This rendering shows the design of Research Building 2.
Lexington Campus

Lexington is the second-largest city in the state of Kentucky and is considered the Horse Capital of the World. A small city, with a big-town feel, there are all kinds of sights and sounds to enjoy. The physicians and medical professionals at the Lexington campus are trained in the most sophisticated, up-to-the-minute techniques to provide unmatched care and training for patients and students alike.

Morehead Campus

In partnership with Morehead State University and St. Claire Regional Medical Center, the University of Kentucky College of Medicine created the Rural Physician Leadership Program. A bustling community in the northeast region of the state, Morehead welcomes up to 10 College of Medicine students each year. These graduates may receive a Certificate in Health Systems Leadership in addition to their medical degree.

Bowling Green Campus

Since 1906 and 1926, respectively, Western Kentucky University and Med Center Health have been the leaders in education and health care for south central and western Kentucky. In 2017, the University of Kentucky College of Medicine announced a partnership with Western Kentucky University and Med Center Health to launch a regional medical school campus in Bowling Green. In July 2018, the inaugural class of 30 students will begin their journey in the medical profession.

Northern Kentucky Campus

The UK College of Medicine-Northern Kentucky Campus will be a fully functioning four-year campus, utilizing the exact same curriculum and assessments as UK’s Lexington Campus pending future Liaison Committee on Medical Education (LCME) approval. On-site faculty will have UK College of Medicine appointments and teach in small groups and provide simulated and standardized patient experiences with lectures delivered on-site from Lexington utilizing educational technology. Additionally, clinical experiences will occur at St. Elizabeth Healthcare and surrounding community practices.

The University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of Kentucky Bowling Green Campus and Northern Kentucky Campus are pending approval from SACSCOC.
Admissions Procedures

The College of Medicine promotes a diverse and inclusive environment that provides excellence in education, equitable health care, and transformative research to improve the health and wellness of Kentuckians and beyond. Through the continual enhancement of medical school education, the Kentucky Integrated Curriculum transforms our learners into accomplished professionals and scholars who contribute through their clinical and community service, research and discovery, creative endeavors, and teaching.

Course Prerequisites

Students should pursue a broad and rigorous undergraduate curriculum and seek out extracurricular activities that will prepare them for a medical career. Students may choose any major as every field of study helps students to develop skills that will contribute to a successful medical career. Students must complete ninety hours of undergraduate level education in an undergraduate institution in the United States. Completion of the following courses or their equivalent constitute the minimal requirements for admission:

- Two semesters in physics.
- Two semesters in the biological sciences.
- Four semesters in chemistry, including organic chemistry and biochemistry.
- Two semesters of English with emphasis on communication skills such as reading, writing, and speaking.

We recommend that students complete prerequisite science courses by the end of the junior year of college. Further, to be well-prepared for MCAT, we strongly recommend that prospective applicants complete courses in statistics, psychology, and sociology.

Application for Admission

The UK COM participates in the American Medical Colleges Application Service (AMCAS), so students must begin their application to the College of medicine by submitting the electronic AMCAS application. The application can be found at the AAMC website: www.aamc.org/students. Applications should be submitted between June 1 and October 31.

Several different programs are available at the UK COM. Please review the following programs to determine which program(s) you would like to apply:

- Early Decision Program (Available at the Lexington, Bowling Green, and Northern Kentucky campuses)
- MD (Available at the Lexington, Bowling Green, Morehead and Northern Kentucky campuses)
- Combined Medical/Graduate: MD/MBA (Lexington campus)
- Combined Medical/Graduate: MD/MPH (Lexington campus)
- Combined Medical/Graduate: MD/PhD (Lexington campus)

Upon receipt of the AMCAS application, applicants with characteristics to be successful will receive a University of Kentucky College of Medicine Secondary Application. This supplement to the AMCAS application allows a more thorough evaluation of an applicant’s dedication and interest in the field of medicine and studying at the University of Kentucky.

All applicants who submit the Secondary Application and the application fee will be screened by the admissions committee for an interview. Those with a favorable screen will receive an invitation for an on-site interview at their first choice campus (Lexington, Bowling Green, Morehead or Northern Kentucky).
The admission process assesses each individual applicant for his or her potential to become a successful physician. These attributes form the focus of student evaluation at the time of application and throughout their medical careers. Through our adoption of the same core competencies used during residency training, our curriculum is integrated into the continuum of physician professional development. Successful physicians are skilled in six areas, so we look for the following attributes that reflect each of these areas at the time of admission.

1. Professionalism:
   Physicians have a unique contract with society that requires them to place the interests of patients above their own, maintain high standards of competence and integrity, and provide expert advice on matters of health. The admissions committee considers the personal statement, letters of recommendation, and the interview to evaluate an applicant’s accountability and ethical responsibility.

2. Interpersonal and Communication Skills:
   Physicians must effectively communicate with a wide range of colleagues and patients. The admissions committee considers answers on the secondary application and interview to evaluate an applicant’s social and communication skills.

3. Practice-Based Learning and Improvement:
   Lifelong learning is a key skill for a physician’s career. This requires the ability to self-evaluate one’s knowledge and skills to identify areas for improvement. The admissions committee considers answers on the secondary application and interview to evaluate an applicant’s capacity for improvement.

4. Systems-Based Practice:
   As health care has evolved, a collaborative team of professionals is necessary to provide safe, effective, efficient, timely, patient-centered, and equitable care. The admissions committee considers answers on the secondary application and interview to evaluate an applicant’s understanding of health care systems and ability to collaborate toward a common goal.

5. Patient Care:
   At its very heart, a career in medicine is a calling to serve our communities and our patients. The admissions committee considers participation in community service, answers on the secondary application, and interview to evaluate an applicant’s understanding of this role and dedication to meeting the health care needs of others.

6. Medical Knowledge:
   The Kentucky Integrated Curriculum is an academically rigorous course of study that requires students to not only acquire knowledge, but also synthesize and apply that knowledge to each unique patient scenario. The admissions committee considers applicant MCAT scores and undergraduate grade point averages as evidence of success in challenging academic settings.

MCAT

The UK College of Medicine requires applicants to have completed the Medical College Admissions Test (MCAT), a standardized, multiple-choice examination designed to assess your problem solving, critical thinking, and knowledge of natural, behavioral, and social science concepts and principles. Students applying to the UK College of Medicine should plan to take the MCAT as early as possible to ensure that scores are available with their AMCAS application. For the 2019 entering class application cycle, the oldest MCAT score accepted is January 2016.

Additional information regarding the MCAT exam can be found at the AAMC website. Visit www.aamc.org/students/applying/mcat
Letters of Recommendation

The UK College of Medicine requires letters of evaluation, and only accepts letters submitted through the AMCAS letters service. The following letters will be considered as part of the application:

1. Committee letter: If the applicant is an undergraduate student at a school that has a premedical committee, the applicant must use their recommendation process and forms.

2. Letter packet: A premedical advisor may furnish a composite evaluation compiled from contributing faculty at the applicant’s school.

3. Individual letter: If there is no committee or advisor, the applicant is required to provide three letters of recommendation, at least one of the three recommendations from a faculty member in the major area of concentration and at least one from a science area.

Technical Standards

The College of Medicine’s goal is the broad preparation of students to practice medicine. Regardless of eventual specialty selection, students must demonstrate competence in those intellectual, physical, and social tasks that together represent the fundamentals of medical practice. The Liaison Committee on Medical Education, which accredits the medical school, requires the delineation of technical standards, which are the necessary physical and mental abilities of all candidates and graduates. The following abilities, in conjunction with academic standards, are requirements for admission, promotion, and graduation.

Observation:
Students must be able to actively participate in all demonstrations and laboratory exercises in the foundational and clinical sciences.

Communication:
Students must be able to communicate clearly, efficiently and effectively with patients, their families and members of the healthcare team. They must be able to obtain a medical history in a timely fashion, interpreting changes in affect and non-verbal aspects of communication. Students must be able to record information accurately and clearly, and communicate effectively in English with other health care professionals in a variety of patient settings.

Motor Function:
Students must possess the capacity to perform a physical examination, diagnostic maneuvers, diagnostic procedures and basic laboratory testing. They must be able to respond to emergency situations in a timely manner and provide both general and emergency care. They must have the capacity to follow universal precaution measures and safety standards applicable to clinical activities.

Intellectual-Conceptual, Integrative and Quantitative Abilities:
Students must have sufficient cognitive abilities and effective learning techniques to assimilate detailed and complex information. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group, team and collaborative activities, and individual study. Students must be able to memorize, measure, calculate, reason, analyze, synthesize and transmit information across multiple modalities. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients.

Behavioral and Social Attributes:
Students must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients. Candidates must be able to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner. They must be able to tolerate demanding workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments. They must be capable of regular, reliable, and punctual attendance at classes and in regard to their clinical responsibilities. Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

Immunization Requirements

All matriculating students must provide evidence of immunity to certain vaccine-preventable illnesses at the time of entry into the UK COM. These requirements reflect CDC guidelines and UK HealthCare policies. The following immunizations are required for all students involved in clinical activities:

- Measles, Mumps and Rubella (MMR)
- Tetanus, Diphtheria, Acellular Pertussis (Tdap)
- Varicella
- Hepatitis B

If you have a medical contraindication to one or more of the vaccine requirements, please provide documentation from your primary care provider. Students can obtain Hepatitis B vaccination prior to enrollment or arrange to begin or continue the series during the fall semester of the first year.

In addition, all medical students must undergo testing for tuberculosis (TB) at the time of entry and annually thereafter.
The University of Kentucky College of Medicine MD degree program is a SINGLE program delivered at multiple campuses. The MD degree program courses will have the same objectives and same assessments across sites with the opportunity for varied teaching methods. Design, management and evaluation of the curriculum is conducted by the UK College of Medicine Curriculum Committee (per Liaison Committee for Medical Education standards). The UK College of Medicine has adopted a pass/fail grading system for all courses offered in the MC program beginning August 2018.

The University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The University of Kentucky Bowling Green Campus and Northern Kentucky Campus are pending approval from SACSCOC. The College of Medicine’s program leading to the MD degree is accredited by the Liaison Committee on Medical Education (LCME). The LCME, jointly sponsored by the Association of American Medical Colleges and the American Medical Association, is recognized by the U.S. Department of Education as an accrediting agency for medical education programs leading to the MD degree.
Core Principles Phase (Years 1 & 2)

The Core Principles Phase (or pre-clinical) is a lock-step curriculum, meaning all students enrolled in same curriculum, same sequence. Students may enroll in elective courses after the first semester of the Core Principles Phase. No elective coursework or clinical experiences may be fulfilled during scheduled class time for required courses.

Preclinical courses are designed to prepare students for third year clinical rotations and for the USMLE Step 1. This is likely the first exposure students have had to the material. The focus is on foundational principles about a disease, and BASIC diagnosis and management strategies. The level of detail appropriate for a resident or fellow level didactic session is beyond the scope of the M1 and M2 student.

The mode of delivery in the Core Principles Phase will vary from course to course. Traditional lectures to regional campuses will be delivered by Lexington-based faculty, transmitted through teleconferencing mechanisms. Most interactive sessions will be presented live at regional campuses by regional faculty.

Examples of those sessions are:

- Prosection labs utilizing cadavers
- History and physical practice and assessments utilizing standardized patients (SPs)
- Radiology and ultrasound practice utilizing SonoSim technology and bedside ultrasound machines
- Case-based learning discussion sessions

In July 2017, the UK College of Medicine welcomed the class of 2021.
Core Principles Phase (Years 1 & 2)

MD 810 | FOUNDATIONS OF INFECTION, DISEASE AND THERAPEUTICS. (10)
This course covers basic mechanisms that underlie many of the organ specific diseases, with a focus on biochemistry, genetics, infections, immune mechanisms of disease, inflammation, and neoplasia. It will also discuss treatment of these entities and provide basic information on pharmacokinetics and pharmacodynamics.

MD 811 | INTRODUCTION TO CLINICAL MEDICINE. (8)
The goal of the Introduction to Clinical Medicine course is to provide students with opportunities to develop knowledge, skills, and attitudes about the doctor/patient relationship that are necessary to practice patient-centered and evidenced-based care.

MD 813 | BEHAVIORAL BASIS OF MEDICINE. (3)
The Behavioral Basis of Medicine delivers key concepts from psychiatry, pharmacology, and behavioral science in a mostly lecture-based format. Students are introduced to psychiatric conditions, to the observations that lead to a psychiatric diagnosis, and to some of the pharmacologic, psychotherapeutic, and psychosocial modes of treatment. Prereq: admission to medical school (first year).

MD 814 | ANATOMY. (9)
This course consists of lecture, small group, laboratory, and team-based learning exercises that provide a basic understanding of anatomical principles, organization, and development as well as the core principles of histology. Anatomical structures are introduced as a basis for future functional correlates and principles are taught via laboratory discussion, prossections, dissections, films, and skeletal materials. Lecture, 20 hours per week.

MD 816 | HEMATOLOGIC AND LYMPHATIC SYSTEMS. (4)
As part of the first-year organ system-based curriculum, this course covers the normal structure, development, and function of the components of the hematopoietic and lymphoreticular systems; the pathophysiology of hematologic and lymphatic diseases and disorders; and the medical and pharmacological approaches to diagnosis and treatment.

MD 817 | NEUROSCIENCES. (8)
This course is an integrated presentation of relevant topics in human neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and some microbiology as well as introductory correlations with neurology. Teaching methodology includes lecture, small group discussion, laboratory, and self-study units. Lecture, 20 hours per week.

MD 818 | MUSCULOSKELETAL AND INTEGUMENTARY SYSTEMS. (5)
As part of the first-year organ system-based curriculum, this course covers the normal physiology and histology of the musculoskeletal/integumentary systems, the pathophysiology of diseases and disorders of these systems, and the medical and pharmacologic approaches to diagnosis and treatment.
Core Principles Phase (Years 1 & 2)

MD 820 | CONTEMPORARY PRACTICE OF MEDICINE. (2)
The overall goal of the course is for students to develop a deeper understanding of the interconnected issues that influence the health of populations and how to analyze approaches to improve health. This course uses current public health issues to understand evidence-based medicine and public health interventions.

MD 821 | ADVANCED CLINICAL MEDICINE. (4)
This course serves as a bridge between the basic and clinical sciences by teaching students the knowledge and skills necessary to develop into excellent diagnosticians. The course focuses on the following skills: the ability to interpret history and physical examination findings, integrate basic laboratory and radiographic data, and formulate a differential diagnosis. Learning activities include: formal lectures, textbook readings, small group tutorials, preceptorships, workshops, online modules, and written and practical testing. Prereq: promotion to second year of MD program.

MD 824 | ENDOCRINE AND REPRODUCTIVE SYSTEMS. (6)
As part of the second-year organ system-based curriculum, this team-taught course covers the normal physiology and histology of the endocrine and reproductive systems, the pathophysiology of diseases and disorders of these systems, and the medical and pharmacologic approaches to diagnosis and treatment. This course also covers the normal physiologic and developmental processes that accompany the transition from fetus (intrauterine) to newborn (extrauterine). Prereq: promotion to the second year of the MD program.

MD 825 | RENAL AND URINARY SYSTEMS. (4)
As part of the second-year organ system-based curriculum, this team-taught course covers the normal physiology and histology of the kidney and urinary system, the pathophysiology of renal and urinary diseases and disorders, and the medical and pharmacologic approaches to diagnosis and treatment.

MD 826 | CARDIOVASCULAR SYSTEM. (5)
As part of the second-year organ system-based curriculum, this course will cover the normal structure and physiologic function of the cardiovascular system, the pathophysiology of common disorders and diseases of the heart and vascular system, and the medical and pharmacologic approaches to diagnosis and treatment.

MD 827 | RESPIRATORY SYSTEM. (5)
As part of the second-year organ system-based curriculum, this course covers the normal structure and function of the respiratory system, the immunology and pathophysiology of respiratory diseases and disorders, and the medical and pharmacologic approaches to diagnosis and treatment. Prereq: promotion to the second year of the MD program.

MD 828 GASTROINTESTINAL SYSTEM AND NUTRITION. (5)
As part of the second-year organ system-based curriculum, this course covers the normal histology, anatomy, and physiology of the gastrointestinal system, the pathophysiology of gastrointestinal diseases and disorders, and the medical and pharmacologic approaches to diagnosis and treatment. The course also includes instruction on the principles of nutrition.

MD 829 | MULTISYSTEM AND INTEGRATIVE CONCEPTS. (3)
This course serves as the capstone course for the first- and second-year organ system-based curriculum. Students synthesize and apply the knowledge and concepts learned on an organ-based level to the multisystems level.
Application Phase (Year 3)

The third-year of the UK College of Medicine curriculum provides the student with a broad exposure to the major medical disciplines through eight clerkship rotation experiences designed to help students become active participants in providing contemporary patient care. This year provides the clinical exposure students need to integrate their earlier learning into the care of patients and experience the “art of doctoring.” Individual rotations balance the need for adequate exposure to and involvement with patient care with the time needed for study and assimilation of information. Student learning occurs in hospital facilities and ambulatory settings under the direction of clinical faculty and residents. Over the course of the experience, students have the opportunity to attend physician rounds, interdisciplinary team meetings, conferences, and discussions as well as monitor and present assigned patients, and interact with patients and health care professionals. Students will learn to develop recommendations and participate in patient care decisions.

Between third and fourth year rotations, all students are required to complete at least one of the rotations at a rural sites through the UK Area Health Education Center (AHEC) program and a longitudinal course designed to provide students with the foundational knowledge and beginning skills in preparation for the supervised practice of medicine.

Students are required to complete the eight rotations during the course of the academic year. Each rotation varies in credit hours with a total of 45 credit hours for the year.
Application Phase (Year 3)

MD 830 | PEDIATRICS CLERKSHIP (7)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Pediatrics. Through a variety of clinical experiences, students will participate in the care of Pediatric patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 831 | EMERGENCY MEDICINE CLERKSHIP (2)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Emergency Medicine. Through a variety of clinical experiences, students will participate in the care of Emergency Medicine patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 832 | NEUROLOGY CLERKSHIP (4)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Neurology. Through a variety of clinical experiences, students will participate in the care of Neurology patients. Students will develop and refine their clinical skills (i.e. interviewing, physical examination, differential diagnoses, and formulating treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 833 | PSYCHIATRY CLERKSHIP (4)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Psychiatry. Through a variety of clinical experiences, students will participate in the care of Psychiatry patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 834 | FAMILY MEDICINE CLERKSHIP (4)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Family Medicine. Through a variety of clinical experiences, students will participate in the care of Family Medicine patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 835 | INTERNAL MEDICINE CLERKSHIP (8)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Internal Medicine. Through a variety of clinical experiences, students will participate in the care of Internal Medicine patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 837 | SURGERY CLERKSHIP (7)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Surgery. Through a variety of clinical experiences, students will participate in the care of Surgery patients. Students will develop and refine their clinical skills (e.g. interviewing, physical examination, differential diagnosis, and formulating diagnostic and treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 838 | OBSTETRICS & GYNECOLOGY CLERKSHIP (4)
As part of the third-year core required clinical rotations, this clinical clerkship is designed to provide students with foundational knowledge in Obstetrics and Gynecology (Ob/Gyn). Through a variety of clinical experiences, students will participate in the care of Ob/Gyn patients. Students will develop and refine their clinical skills (i.e. interviewing, physical examination, differential diagnoses, and formulating treatment plans) for patient problems under the direct supervision of faculty preceptors.

MD 839 | ENTRUSTMENT IN CLINICAL MEDICINE (5)
This is a longitudinal course throughout the Application Phase of medical school and is designed to provide medical students with the foundational knowledge and beginning skills in preparation for the supervised practice of medicine. The course will utilize both large and small group settings for the acquisition of knowledge related to common topics related to the contemporary practice of medicine. Simulation using both standardized patients and simulators will provide realistic clinical scenarios to practice the wide range of skills necessary for medical practitioners.
Advanced Development Phase (Year 4)

The fourth year of study is designed to allow students to further develop and demonstrate their clinical skills and prepare for residency in their chosen specialty.

The emphasis across the curriculum is toward mastering the skills that students will be performing at the start of their intern year. Recognizing that students will have very different needs depending upon their residency selection, the fourth-year curriculum allows students the flexibility to select those rotations integral to their future skill sets. All students must complete a minimum of eight four-week courses, including Transition to Residency, for a total of 32 weeks.

ACTING INTERNSHIPS
Students must complete a minimum of two, four-week acting internships during which they will assume the role of an intern for patients on inpatient clinical services. This is a practical application of the skills used by first-year residents on clinical rotations. Students can select the specialty area for these experiences from a diverse list of choices to meet each student’s future career needs. Acting Internships are available in the following departments: Family Medicine, Internal Medicine, Pediatrics, Neurology, Psychiatry, Surgery, Anesthesiology, Emergency Medicine, Neurosurgery, Obstetrics and Gynecology, and Rehabilitation Medicine.

CLERKSHIP ELECTIVES
In addition to the required courses, students select five clerkship electives. The electives provide opportunities for students to explore special interests and build on demonstrated strengths. Research, patient-care, and non-patient care elective opportunities are available in most departments.

MD 840 | TRANSITION TO RESIDENCY
This four-week course is designed to provide fourth year medical students with the foundational knowledge and skills in preparation for the supervised practice of medicine. Students will be divided into small groups dedicated to practice areas to hone the skill specific to their intended area of future practice. Within each group, students will review the foundational science and clinical applications of that knowledge. Simulation using both standardized patients and high fidelity simulators will provide realistic clinical scenarios to practice the wide range of skills necessary for medical practitioners.

Katrina Bidwell, MD, Class of 2015, matched into an Internal Medicine residency at the University of Kentucky Albert B. Chandler Medical Center.
**MD/PhD Program**

The MD/PhD program at the University of Kentucky prepares students for careers as independent physician-scientists and leaders in academic medicine and beyond. The students hail from across the country and bring a mosaic of intellectual and social diversity to campus. The requirements for admission are rigorous and fewer than five percent of applicants are accepted into the program. Approximately 50 percent of matriculants have published scientific work prior to entering the program. Two-thirds of the students have extramural funding for their research.

As one of only a handful of universities to have six health care colleges on the same medical campus, and to be physically contiguous with the main campus, UK offers a breadth of graduate training opportunities. Our integrated curriculum prepares the MD/PhD program graduates to transform health care by translating scientific discoveries into clinical practice.

**MD/MPH Program**

Students admitted to the University of Kentucky College of Medicine are eligible to apply to the combined MD/MPH program. The combined degree will provide well-trained physicians with additional skills and knowledge in public health policies and procedures, enabling them to provide service to individuals within the context of a healthy community and its unique population characteristics. The MD/MPH program is designed for completion in five years.

In addition to being admitted to the College of Medicine, students applying to the MD/MPH program must meet the admissions requirements for the Graduate School of the University of Kentucky and the College of Public Health. Students must complete an online centralized application through the School of Public Health Application Service (SOPHAS). For more information visit: www.sophas.org.

**MD/MBA Program**

The University of Kentucky Gatton College of Business and Economics also offers a dual degree program with the College of Medicine. Students must apply formally and independently to each program and meet the admission requirements of each. Upon completion of both programs, graduates will receive both MD and MBA degrees. The GRE or GMAT exam may be waived by the MBA Admission Committee if the applicant is currently pursuing the MD degree and is in good standing. The MD/MBA is designed for completion in five years. Students in the MD/MBA program most typically complete the yearlong MBA program after the third year of the medical curriculum.

For additional information regarding the MD/MBA program, please contact the Office of Medical Education at 859-323-5261. More information can also be found on the Gatton College’s MBA website.
The UK College of Medicine has more than 10,500 alumni who practice in all 50 states and 26 countries around the world.
As a part of the flagship University of the Commonwealth, the University of Kentucky College of Medicine is dedicated to providing high-quality medical education across the state. One of the most critical health needs confronting Kentucky is the shortage of physicians serving in community settings.

To address that need, the UK College of Medicine has established a four-year regional campus in Bowling Green in partnership with Western Kentucky University and Med Center Health. The UK College of Medicine-Bowling Green Campus will complement training in Central Kentucky at the Lexington campus as well as the Rural Physician Leadership Program based in Morehead.

This new regional campus – with its first entering class in Fall 2018 – is a part of strategic initiative to expand medical education and train more doctors to treat Kentuckians. Graduating students will receive their degree from the University of Kentucky College of Medicine.

Our Partners

The Medical Center at Bowling Green
Med Center Health, based in Bowling Green, represents the most trusted, full-service health care provider in Southcentral Kentucky. With six hospitals and more than 30 entities, its health care system offers an impressive array of services including a Primary Stroke Center, cancer treatment center, obstetrics and neonatology, orthopaedics, behavioral health services, a variety of surgical specialties, and neuroscience services. Its flagship hospital, The Medical Center at Bowling Green, also offers a full range of heart services including an accredited Chest Pain Center with PCI and the region’s only open heart surgery program. Learn more at MedCenterHealth.com.

Western Kentucky University
More than 20,000 students and 3,000 faculty and staff at WKU are engaged in internationally acclaimed academic programs and relevant applied research. The WKU experience provides students of all backgrounds with rigorous academic programs in education, liberal arts and sciences, health science, and business, with emphasis in baccalaureate and masters levels, complemented by relevant associate and doctoral level programs. A growing industrial base in Southcentral Kentucky and an aging population with increasing health care needs have been the impetus for the addition of programs in engineering, manufacturing engineering technology, and health care at Western Kentucky University.

The University of Kentucky College of Medicine–Bowling Green Campus will accept applications in 2017 for the enrollment of 30 students who will begin in Fall 2018.
GRADUATE Medical Education

At the University of Kentucky, graduate medical education is offered to more than 700 trainees in more than 50 specialty and subspecialty areas of medicine, dentistry, and pharmacy, as well as optometry and medical physics. Our institution is committed to assuring the highest quality in its graduate medical education programs so that trainees, with the guidance, support, and supervision of the faculty, may develop ethically, professionally, and personally.

The following residencies are offered at UK:
- Anesthesiology
- Child Neurology
- Dentistry – General
- Dentistry – Pediatric
- Emergency Medicine
- Family Medicine
- Family Medicine – Rural Training Program - Hazard
- Family Medicine – Rural Training Program - Morehead
- Internal Medicine - Categorical and Preliminary
- Internal Medicine - Primary Care
- Internal Medicine - Pediatrics
- Medical Physics
- Neurology
- Neurosurgery
- Obstetrics/Gynecology
- Occupational Medicine
- Ophthalmology
- Optometry
- Oral and Maxillofacial Surgery
- Orthopaedic Surgery
- Otolaryngology
- Pathology
- Pediatrics
- Pediatrics/Psychiatry/Child Psychiatry
- Pharmacy – additional specialty training available
- Pharmacy – Community
- Physical Medicine and Rehabilitation
- Plastic Surgery
- Preventive Medicine
- Psychiatry
- Radiation Oncology
- Radiology - Diagnostic
- Surgery – General and Preliminary
- Thoracic (CT) Surgery
- Urology

UK has one of nine Triple Board residency programs in the nation where residents can train in adult psychiatry, child and adolescent psychiatry, and pediatrics.

The following fellowships are offered at UK:
- Advanced Cardiovascular Imaging
- Advanced Heart Failure and Transplant Cardiology
- Anesthesiology - Critical Care
- Anesthesiology – Pain Medicine
- Anesthesiology - Adult Cardiothoracic
- Cardiovascular Disease
- Child and Adolescent Psychiatry
- Clinical Cardiac Electrophysiology
- Critical Care Medicine
- Cytopathology
- Endocrinology, Diabetes and Metabolism
- Epilepsy
- Family Medicine – Sports Medicine
- Gastroenterology
- Gynecology Oncology
- Hematology/Oncology
- Hospital Administration
- Hospice and Palliative Medicine
- Infectious Diseases
- Interventional Cardiology
- Maternal Fetal Medicine
- Musculoskeletal Radiology
- Neonatal-Perinatal Medicine (Neonatology)
- Nephrology
- Neuropathology
- Neuroradiology
- Orthopaedics – Sports Medicine
- Pulmonary/Critical Care Medicine
- Rheumatology
- Selective (Surgical) Pathology
- Surgical Critical Care
- Surgical Pathology
- Thoracic (CT) Surgery
- Vascular Neurology
- Vascular Surgery

To learn more about the benefits of training in graduate medical education at the University of Kentucky, visit gme.med.uky.edu.
Area Health Education Centers

The clinical education of students, residents, and fellows extends beyond the physical environs of the UK Chandler Hospital in Lexington, Ky. Training opportunities in Lexington are supplemented by a comprehensive system of primary and secondary care training opportunities throughout the Commonwealth of Kentucky. Portions of the clinical education are delivered by more than 1,800 voluntary faculty members located at more than 300 clinical facilities throughout Kentucky that are affiliated with the College of Medicine. Most of these rotations take place in the communities served by the Area Health Education Centers (AHEC) located in Morehead, Hazard, Mt. Vernon, Bowling Green, Madisonville, Murray, Louisville, and Covington.

During the third and fourth year, students live and work in the community for a four-week rotation. This experience allows exposure to life and practice opportunities in small cities and towns as well as underserved urban areas. Students gain insight into health care needs of these communities while regional voluntary faculty members serve as supervisors and mentors. Students are eligible to receive stipends for travel and housing during this rotation.

Kentucky’s eight AHEC regions are:

- Northeast Kentucky AHEC – St. Claire Regional Medical Center in Morehead
- Southeast Kentucky AHEC – Southeast KY Community and Technical College in Hazard with satellite office in ARH Regional Medical Center in Hazard; McDowell ARH in McDowell; and Southeast KY Community and Technical College in Cumberland
- Southern Kentucky AHEC – Rockcastle Regional Hospital and Respiratory Care Center in Mt. Vernon and a satellite office in London
- North Central AHEC – Gateway Community and Technical College in Covington
- South Central Kentucky AHEC – Western Kentucky University in Bowling Green
- West Kentucky AHEC – Baptist Health Madisonville
- Purchase AHEC – Murray State University in Murray
- Northwest AHEC – Family Health Center – Portland and Park DuValle Community Health Center in Louisville

AHEC serves not only the UK College of Medicine students, but also other UK health science colleges and institutions in Kentucky. AHEC rotations provide collaborative educational experiences during which students from all health science colleges work and learn cooperatively.

Training Doctors for Rural Practice

UK College of Medicine unveiled long-term plans in 2007 to increase its involvement in rural Kentucky and these plans continue to evolve. Through a partnership involving UK, Morehead State University, and Saint Claire Regional Medical Center, the Rural Physician Leadership Program began educating third- and fourth-year medical students in Morehead in 2010. Through the Rural Physician Leadership Program and its regional campus, UK is educating a special group of students who will be uniquely equipped to address the needs of rural communities in Kentucky and the nation. More recently, we have developed focused training sites in Western Kentucky at Owensboro, Bowling Green, and Murray/Paducah, through which interested students will be able to spend 20 weeks during the third year and elective rotations in the fourth year working and learning in Western Kentucky communities. These programs offer ideal locations for student to experience highly personalized clinical education in outstanding facilities in Western Kentucky.

Center for Excellence in Rural Health

The UK Center for Excellence in Rural Health is a focal point for service, education of health professionals, and research on rural health problems and policy. The purpose of the Center for Excellence in Rural Health are three-fold: 1) assist rural health service providers improve services and health status of those they serve; 2) promote health professions education in rural settings; and 3) develop community-based research projects designed to enrich the body of knowledge about rural health and its improvement. The center has a variety of community programs involving community empowerment, access to care, promotion prevention, and indigent care that provide opportunities for applied research and community service.
To expand the patient care base for clinical teaching, the UK College of Medicine has affiliation agreements with many hospitals across Kentucky, which greatly contribute to the vitality of the academic and professional service programs of the college. Hospitals affiliated with the College of Medicine and its clinical departments include the following:

Appalachian Regional Medical Center, Hazard, Ky.  
Family Practice, Obstetrics and Gynecology, Ophthalmology, Surgery

Cardinal Hill Rehabilitation Hospital, Lexington, Ky.  
Internal Medicine, Physical Medicine and Rehabilitation, Neurology, Otolaryngology

Central Baptist Hospital, Lexington, Ky.  
Surgery, Obstetrics and Gynecology, and Ophthalmology

Eastern State Hospital, Lexington, Ky.  
Psychiatry, Internal Medicine, Pathology

Ephraim McDowell Hospital, Danville, Ky.  
Internal Medicine

Harrison Memorial Hospital, Cynthiana, Ky.  
Internal Medicine, Orthopaedic Surgery, Pediatrics, Markey Cancer Center, UK Stroke Network

Norton Healthcare, Louisville, Ky.  
Transplant, Obstetrics and Gynecology, and Pediatrics

Rockcastle Hospital and Respiratory Care Center, Mt. Vernon, Ky.  
Internal Medicine, Obstetrics and Gynecology, Orthopaedic Surgery, Pediatrics, Surgery, Markey Cancer Center, Neurology, UK Stroke Network

St. Claire Regional Medical Center, Morehead, Ky.  
Emergency Medicine, Family Practice, Internal Medicine, Pathology, Surgery, Obstetrics and Gynecology, Pediatrics, Radiation Medicine, Markey Cancer Center, UK Stroke Network

Shriners Hospital for Children, Lexington, Ky.  
Anesthesiology, Surgery, Pediatrics, Physical Medicine and Rehabilitation
The University of Kentucky College of Medicine faculty members conduct basic, clinical, and translational research in a multitude of areas including aging, behavioral health, cardiology, immunology, oncology, preventive health, diabetes, neuroscience, ophthalmology, substance abuse, virology, and women’s health.

UK College of Medicine has committed substantial resources to develop modern research space to facilitate research. Currently, the college has 260,276 square feet of research space. The new 300,000 square foot research building set to open in 2018 will more than double the research space currently available to the college. These facilities house a productive faculty of well-funded investigators who regularly publish in top-tier journals and garner highly respected research awards. The college boasts strong programmatic research themes in the neuroscience, cancer, and cardiovascular areas.

The productivity of the faculty has led to impressive gains in acquisition of extramural research funding. Federal grants in the College of Medicine reached $89.1 million in fiscal year 2017, (July 1, 2016 to June 30, 2017) including in excess of $73.9 million in National Institutes of Health (NIH) funding. In federal fiscal year 2017 (October 1, 2016 to September 30, 2017), UK received 62 percent of the NIH research funding granted to Kentucky medical schools. The College of Medicine accounts for more than 64 percent of UK’s NIH funding.

The expansion in research projects and funding provides UK faculty with significant opportunities to develop new insights into the pathophysiological mechanisms of many diseases, the design of new and novel therapies and innovative techniques, and the prevention of illnesses endemic in both the Commonwealth of Kentucky and the nation.

As the college’s research enterprise expands, so does the opportunity for training in conducting basic, translational, and clinical research. The College of Medicine has a number of funding opportunities to develop expertise in all facets of biomedical research. These include the Physician-Scientist Program, the Dean’s Clinical Research Scholar Fellowship, a physician scientist training program (MD/PhD program), numerous NIH T32 training programs, certificate and degree programs to enhance research skills, and many postdoctoral training opportunities.

Integrated Biomedical Sciences

Students interested in PhD degrees in the biomedical sciences are admitted to the Integrated Biomedical Sciences (IBS) program. At the end of the first-year IBS curriculum, students select a doctoral program based upon mentoring relationships and research interests in one of the college’s basic science departments.

For more information on the IBS program, visit: graduate.med.uky.edu/integrated-biomedical-science

UK Basic Science Departments:
- Behavioral Science (does not participate in IBS program)
- Microbiology, Immunology, and Molecular Genetics
- Molecular and Cellular Biochemistry
- Neurobiology
- Pharmacology and Nutritional Sciences
- Physiology
- Toxicology and Cancer Biology

UK Research Centers:
- Barnstable Brown Kentucky Diabetes and Obesity Center
- Center for Appalachian Research in Environmental Sciences
- Center for Advanced Translational Stroke Science
- Center for Cancer and Metabolism
- Center for Clinical and Translational Science
- Center on Drug and Alcohol Research
- Center of Excellence in Rural Health
- Center for Health Services Research
- Center for Microelectrode Technology
- Center for Molecular Medicine
- Center for Muscle Biology (now in Health Sciences)
- Center for Research on Environmental Disease
- Center for Structural Biology
- Center on Trauma and Children
- Dr. Sibu and Becky Saha Cardiovascular Research Center
- Kentucky Ambulatory Network
- Kentucky Neuroscience Institute
- Kentucky TeleCare
- Linda and Jack Gill Heart Institute
- Lucille Parker Markey Cancer Center
- Magnetic Resonance Imaging and Spectroscopy Center
- Sanders-Brown Center on Aging/Alzheimer’s Disease Research Center
- Spinal Cord and Brain Injury Research Center
- Transplant Center

UK is well-positioned to pursue interprofessional health care collaboration and collaborative research, in part due to the close proximity of UK College of Medicine to the UK Colleges of Pharmacy, Dentistry, Health Sciences, Public Health, and Nursing.
UK HealthCare

UK HealthCare is the hospitals and clinics of the University of Kentucky. But it is so much more. It is 9,000 people – physicians, nurses, pharmacists, and other healthcare professionals – all dedicated to providing the most advanced, most effective care available, not just in Kentucky but anywhere.

It is physicians and other medical professionals trained in the most sophisticated, most up-to-the-minute medical techniques so that no Kentuckian, no matter how sick they are or how rare their illness, needs to go far from home for the treatment they need.

It is nurses providing care for every patient, every time that’s so good it has received Magnet status, the highest recognition available in the nursing field.

It is educators in six health professions colleges teaching the next generations of doctors, nurses, and other health care professionals, spreading the highest standards of care like ripples to the future.

It is researchers working to discover treatments and cures not yet even imagined.

And it is a network of partnerships and outreach locations throughout the state, so that world-class care is always close to home.

UK HealthCare has over 80 specialized clinics, and more than 140 outreach programs throughout Central and Eastern Kentucky.

The University of Kentucky Albert B. Chandler Hospital remains the No. 1 hospital in Kentucky, according to U.S. News & World Report’s Best Hospitals Rankings.

In addition, four major health care areas have achieved top 50 national rankings, three of them for the first time. Rankings included:

#50 in Cancer, #44 in Neurology and Neurosurgery, #43 in Geriatrics, and #37 in Diabetes and Endocrinology.

UK Clinical Departments are:

- Anesthesiology
- Emergency Medicine
- Family and Community Medicine
- Internal Medicine
- Neurology
- Neurosurgery
- Obstetrics and Gynecology
- Ophthalmology and Visual Sciences
- Orthopaedic Surgery and Sports Medicine
- Otolaryngology—Head and Neck Surgery
- Pathology and Laboratory Medicine
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Radiation Medicine
- Radiology
- Surgery
- Urology
There is no question that the UK College of Medicine plays a vital, often life-saving, role for people of the Lexington community and the commonwealth of Kentucky. The college’s health care mission goes beyond the clinical setting and its medical campus. Community engagement and social responsibility are important expectations of institutions of higher learning, especially of medical schools.

Nowhere is the commitment to the community deeper than in the activities of the College of Medicine. The students engage in many service-learning projects for underserved populations. Perhaps best known of these activities is the longstanding free walk-in clinic at the Salvation Army in downtown Lexington.

The Salvation Army Clinic was founded in 1986 as a partnership of the UK College of Medicine and the Salvation Army of Central Kentucky. The clinic is managed by second-year medical students under the guidance of a faculty member. Nearly 30 faculty members from various departments volunteer their time at the clinic, and every medical student works at the clinic at some point during their medical school education.

Providing physical exams, basic primary care, on-site medications, prescriptions, and basic medical supplies, the clinic is open two nights a week serving an essentially homeless population.
UK is one of a few universities to have all 6 health science colleges (medicine, nursing, dentistry, pharmacy, public health, and health sciences) all on the same university campus making it well-positioned for interprofessional health care education and collaborative research.
COLLEGE Leadership

Dean and Vice President for Clinical Academic Affairs .......................................................... Robert S. DiPaola, MD
Vice Dean for Research ............................................................................................................. James W. Geddes, PhD
Vice Dean for Education ......................................................................................................... Charles H. Griffith, MD, MSPH
Senior Associate Dean for Research ...................................................................................... Alan Daugherty, PhD, DSc
Senior Associate Dean for Medical Student Education .......................................................... Christopher Feddock, MD, MS
Associate CFO ..................................................................................................................... Roxanne G. Allison, CPA, CMPE
Associate Dean for Administration .......................................................................................... Christy Anderson, MBA
Associate Dean for Bowling Green Campus ........................................................................... Todd Cheever, MD
Associate Dean for Northern Kentucky Campus ................................................................. Steve A. Haist, MD
Associate Dean for Statewide and Clinical Initiatives ............................................................ Michael Dobbs, MD, SM
Associate Dean for Biomedical Education ............................................................................ Rebecca Dutch, PhD
Associate Dean for Admissions and Institutional Advancement ........................................... Carol Elam, EdD
Associate Dean for Student Affairs ....................................................................................... Andrew Hoellein, MD
Associate Dean for Medical Affairs ..................................................................................... Rick McClure, MD
Associate Dean for Graduate Medical Education ............................................................... Katherine McKinney, MD
Associate Dean for Faculty Development ............................................................................. Michael L. Rowland, PhD
Associate Dean for Diversity and Inclusion ............................................................................ Renay Scales, PhD
Associate Dean for Research Integration .............................................................................. Xianglin Shi, PhD
Assistant Dean for Student Affairs ....................................................................................... E. Berry Seelbach, MD
Assistant Dean for Research .................................................................................................. Doug Andres, PhD
Assistant Dean for Educational Faculty Development ......................................................... Andy Ayoob, MD
Assistant Dean of the Bowling Green Campus ....................................................................... Don Brown, DO
Assistant Dean for Accreditation, Graduate Medical Education ............................................ Angela Dearinger, MD
Assistant Dean for Educational Scholarship and Innovation, Graduate Medical Education ................................................................................................................................................. Amy DiLorenzo, MA
Assistant Dean for Preclinical Education ............................................................................... Deborah Erickson, MD
Assistant Dean for Admissions ............................................................................................... Wendy Jackson, MD
Assistant Dean of Administration ........................................................................................... Sandra Jaros
Assistant Dean for Biomedical Education ............................................................................... Michael Kilgore, PhD
Assistant Dean for Student and Academic Success ............................................................... Michelle Lineberry, EdD
Assistant Dean for Community and Cultural Engagement .................................................... Carlos Marin
Assistant Dean for Foundational Science ............................................................................... Michael Piascik, PhD
Assistant Dean for Clinical Education ....................................................................................... John Ragsdale, MD, MS
Assistant Dean for Competency Assessment ........................................................................... Alan M. Hall II, MD
Assistant Dean for Learning Environment, Graduate Medical Education ................................ Asha Shenoi, MD
Assistant Dean for Quality Management .................................................................................. Terry Stratton, PhD
Assistant Dean for the Rural Physician Leadership Program ................................................ Anthony Weaver, MD