School of Medicine

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http://www.som.uci.edu/

School of Medicine Overview

The UCI School of Medicine became part of the University of California in 1965. Prior to this time it was known as the California College of Medicine which traces its roots to a private institution founded in 1896.

Mission Statement

The mission of the University of California, Irvine, School of Medicine is to promote biomedical sciences and medicine in Orange County, California, and beyond, through excellence in research, patient care, education, and community service. This mission is achieved through programs of excellence in the following:

Education: The School of Medicine is committed to provide educational programs of the highest quality to medical students, M.D./Ph.D. and M.D./M.B.A. students, residents, fellows, allied health, graduate academic students, practicing physicians and other health care professionals. Educational programs are offered along the continuum of medical education with programs in undergraduate, graduate, and continuing medical education. These programs emphasize the most current knowledge in the health sciences and reflect the changing practice of medicine. Further, the School of Medicine’s educational programs are designed to stimulate life-long self-learning and critical inquiry and to exemplify those human values necessary to fulfill the professional commitments of a career in the health sciences.

Research: Excellence in research is an essential feature of the School of Medicine. Therefore, the School is committed to develop and maintain research programs in the health sciences which seek to advance basic scientific knowledge and the prevention, diagnosis, and treatment of human illness.

Clinical Care: Recognizing its responsibility to meet the educational needs of students and the diverse needs of the patient community, the School of Medicine is committed to programs of clinical excellence across the spectrum of patient care disciplines.

Service to the Public: As a publicly assisted institution, the School of Medicine is committed to serve the community as a vital resource of expertise and knowledge. The School further serves the public through the training of health professionals whose backgrounds reflect California’s ethnic and cultural diversity and whose professional careers address California’s health care needs.

Degrees

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<tr>
<th>Program</th>
<th>Degree</th>
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<tr>
<td>Biomedical and Translational Science</td>
<td>M.S.</td>
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<tr>
<td>Biomedical Sciences$^1$</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Environmental Health Sciences</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Epidemiology</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Genetic Counseling</td>
<td>M.S.</td>
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1. The School of Medicine’s basic medical science departments of Anatomy and Neurobiology, Biological Chemistry, Microbiology and Molecular Genetics, Pathology and Laboratory Medicine, and Physiology and Biophysics offer graduate instruction leading to the M.S. and Ph.D. degrees in Biomedical Sciences.

2. Offered in conjunction with the Department of Pharmaceutical Sciences.

The School of Medicine also offers the Medical Scientist Training Program (M.D./Ph.D.), the Program in Medical Education for the Latino Community (PRIME-LC), an M.D./M.B.A. program in cooperation with The Paul Merage School of Business, medical residency programs, and continuing medical education for physicians and other health care professionals.

Vision Statement

The University of California, Irvine, School of Medicine will achieve preeminence through the creation, application, and dissemination of new knowledge in the biomedical sciences and medicine. This will be accomplished through international leadership in biomedical research, development of new therapies, delivery of state-of-the-art medical care, and innovative biomedical education.

Health Sciences Complex

The Health Sciences Complex is a 121-acre site that houses UCI’s medical school facilities. Twenty-nine acres have been developed to provide space for teaching, research, and patient care as well as offices for departmental administration.

The School’s basic science instructional programs are located in modern, well-equipped, medical sciences buildings. These units provide space for first- and second-year classes, lecture halls (including the Dr. S. Jerome and Judith D. Tamkin Student Lecture Hall), offices and laboratories for various basic and clinical departments. Other buildings house the School’s administration, laboratories, and study center (located in J. Edward Berk Hall).

The new Medical Education building symbolizes the University’s ongoing commitment to high-quality medical education and innovation. The $40-million, 65,000-square-foot building serves as the hub for nearly all non-hospital related educational activities for UC Irvine medical students, and incorporates the latest technology to help prepare tomorrow’s doctors for healthcare in the digital age. The School of Medicine Educational Affairs Office is located in the Medical Education building, as well as the innovative Program in Medical Education for the Latino Community (PRIME-LC), an acclaimed program to improve healthcare for the Latino community by training medical students to care for this underserved population in a linguistically competent, culturally sensitive way.

The Medical Education building’s telemedicine center includes a 60-seat interactive televideo auditorium where students watch UC Irvine physicians provide expert care over the Internet to patients in rural or other remote locations. Located on the second floor, the Clinical Skills Center is a cutting-edge facility for teaching and assessment of clinical skills, communication, and professionalism. The Center includes 17 fully equipped patient exam rooms, a central control room for exam administration and recording of all activities, and a computer software system that focuses on the capture, debriefing, and assessment of medical training. The building also features an advanced simulation learning center. The Simulation Lab is a four-suite lab that utilizes high-
fidelity human patient simulators with physiologically accurate responses to stimuli to enhance learning and assess competency. The lab is equipped with a fully operational anesthesia suite, a trauma suite, and a general ward environment. The Simulation Lab has two debriefing rooms for immediate feedback on performance as well as a large central control room for all simulation activities.

In addition, the 40,000-square-foot Plumwood House is devoted to basic research in the fields of neurological disorders, diagnostic systems and reagents, and industrial bioreactors. In this facility, faculty from the Department of Biological Chemistry share laboratory space with corporate researchers.

Outpatient services are available on campus through the Louis A. and Helen C. Gottschalk Medical Plaza and the Beckman Laser Institute. The Plaza capitalizes upon the broad range of diagnostic and therapeutic programs of the School as well as the extensive clinical expertise of the faculty. The facility offers primary care and specialty services. Special programs in diabetes, multiple sclerosis, Alzheimer’s disease, and inflammatory bowel diseases also are offered. The Plaza also houses UC Irvine Corporate Health Services and the Gavin Herbert Eye Institute, which offers the latest in diagnostic health care for eye diseases, including computerized refraction analysis, glaucoma diagnosis, and ultrasound analysis of eye disorders.

Housing one of the world’s leading programs in medical laser technology, the Beckman Laser Institute offers state-of-the-art treatment for cancer and dermatological conditions. The Institute specializes in the development and application of laser and other optical technologies for the diagnosis and treatment of disease.

Biomedical Research Center

UCI’s Biomedical Research Center (BRC) is a landmark public-private collaboration between UCI and businesses involved in biomedical, biotechnological, and healthcare services. The Center enables UCI researchers and participating companies to work alongside one another, combining basic science, clinical study, and product development to find new approaches to the diagnosis and treatment of disease. The William J. Gillespie Neuroscience Research Facility, the first of several BRC buildings, is the home of a core group of prominent scientists investigating the causes and cures for neurological disorders, including Alzheimer’s disease, Parkinson’s disease, schizophrenia, and spinal cord injury. The second building is the Robert R. Sprague Family Foundation Hall, where scientists work to reveal the role of genetics in cancer treatment and prevention. The third building, the Dottie and George Hewitt Research Hall, is home to a state-of-the-art General Clinical Research Center and internationally recognized investigators studying infectious diseases, molecular medicine, immunology, and complementary and alternative medicine. The Sue and Bill Gross Stem Cell Research Center is the fourth building in UCI’s Biomedical Research Center. Opened in 2010, this state-of-the-art research and clinical building fosters a multi-pronged approach to neurodegenerative repair and basic stem cell biology by supporting basic research, regenerative medicine, and drug-development programs.

Chao Family Comprehensive Cancer Center

The Chao Family Comprehensive Cancer Center is the only National Cancer Institute-designated facility in Orange County and one of only 40 such centers in the country. Overall, more than 100 faculty members at the Cancer Center are involved in several major research programs, encompassing everything from basic research that looks at how cancer cells grow to bone marrow transplantation. Located at the UC Irvine Medical Center in Orange, the 56,000-square-foot facility provides an ideal setting for the practice of all the basic and clinical subspecialties involved in adult and pediatric oncology, including the application of the latest techniques for diagnosis and management of patients with cancer.

University of California, Irvine Health

UC Irvine Health is committed to providing the highest quality healthcare to Orange County and surrounding communities through UC Irvine Medical Center, Orange County’s only university hospital.

UC Irvine Medical Center, located in the City of Orange, is a 415-bed, comprehensive medical care center. It is the principal clinical facility of the UC Irvine School of Medicine. The medical faculty of the School of Medicine together with the medical resident-physician staff, provide the professional care. A full scope of acute- and general-care services offered at UC Irvine Medical Center include cancer, cardiology, digestive disease, dermatology, obstetrics and gynecology, neonatology, psychiatry, family medicine, pathology, radiology, physical medicine and rehabilitation, ophthalmology, neurology, anesthesiology, orthopaedics, geriatrics, oncology, neurosurgery, otolaryngology, and urology.

UC Irvine Medical Center also has cardiac, neonatal, burn, medical, surgery, and neurosciences intensive care units, and more than 90 specialty outpatient services. It is Orange County’s only Level I trauma center—the most comprehensive designation for the treatment of life-threatening injuries. In March 2009, the seven-story UC Irvine Douglas Hospital opened at UC Irvine Medical Center and includes 236 beds, 19 operating rooms, and interventional procedure rooms. Private patient rooms offer patients optimal comfort and healing and accommodate family members who wish to stay overnight. More information about UC Irvine Health is available online at http://www.ucihealth.com.

UCI Family Health Center-Santa Ana

The UCI Family Health Center-Santa Ana is a state-of-the-art primary care facility, conveniently located near the Santa Ana Civic Center. The Center has two missions—healthcare delivery and medical education.

As a community clinic, the Family Health Center’s multilingual physicians and staff are committed to providing quality health care to patients, including the medically under-served. It provides primary care services to people of all ages including family medicine, preventive care for children and adults, and specialty care in pediatrics and obstetrics and gynecology.

As an integral part of the UCI School of Medicine, the Family Health Center provides educational and training opportunities for medical and nurse practitioner students, including the UCI Family Medicine and Obstetrics and Gynecology residency training programs.

UCI Family Health Center-Anaheim

The UCI Family Health Center-Anaheim provides care for more than 20,000 outpatient visits annually and training programs for resident physicians in primary care, general internal medicine, and general and adolescent pediatrics. There are additional programs in gynecology, dermatology, general surgery, podiatry, neurology, ophthalmology, optometry, orthopedics, psychiatry, and multispecialty faculty practice. The Center provides training for medical students in their primary care, general pediatric, adolescent medicine, and geriatric medicine rotations and electives.

Affiliated Hospitals and Clinics

Additional major teaching and research programs of the School of Medicine are conducted at the Veterans Affairs Long Beach Healthcare System, Children’s Hospital of Orange County (CHOC), and Long Beach
School of Medicine Alumni Relations

The UCI School of Medicine is an outgrowth of what began in 1896 as the Pacific College of Osteopathy (PSO). Some years later it became the College of Osteopathic Physicians and Surgeons, which then evolved into the California College of Medicine in 1962 and subsequently joined the UC system in 1965. The Office of Alumni Relations provides programs and services for nearly 4,000 alumni of the School as well as for students. From financial support to Honor’s Night awards, mentorship to reunions, the Office of Alumni Relations seeks to provide a cornerstone from which students and alumni can benefit from their relationships to one another and in so doing, strengthen the School of Medicine.

Faculty

Pablo Abbona, M.D. National University of Cuyo-Mendoza, Division Director of Pediatric Radiology and Health Sciences Assistant Clinical Professor, Department of Radiological Sciences

Geoffrey W. Abbott, Ph.D. University of London, Department Vice Chair of Pharmacology and Professor, Departments of Pharmacology and of Physiology and Biophysics

Hermelinda Abcede, M.D. Medical College of Wisconsin, Health Sciences Assistant Clinical Professor, Department of Neurology

Amir Abolhoda, M.D. University of California, Irvine, Health Sciences Associate Clinical Professor, Department of Surgery

Behnoosh Afghani, M.D. University of Southern California, Health Sciences Clinical Professor, Department of Pediatrics (Hospitalist Program and Pediatrics)

Phyllis F. Agran, M.D. University of California, Irvine, M.P.H. Harvard University, Professor Emeritus of Pediatrics (Gastroenterology)

Anshu Agrawal, Ph.D. Lucknow University, Associate Adjunct Professor, Department of Medicine (Immunology)

Thomas Ahlering, M.D. Saint Louis University, Professor, Department of Urology

Jane C. Ahn, M.D. Mt. Sinai School of Medicine, Health Sciences Assistant Clinical Professor, Department of Anesthesiology and Perioperative Care

Kyle S. Ahn, M.D. New York Medical College, Health Sciences Assistant Clinical Professor, Department of Anesthesiology and Perioperative Care

Shlomit Aizik, Ph.D. Tel Aviv University, Assistant Professor in Residence, Department of Pediatrics (Exercise Medicine)

Yama Akbari, M.D., Ph.D. University of California, Irvine, Assistant Professor and Assistant Professor in Residence, Department of Neurology

Gregory Albers, M.D. University of California, Los Angeles, Health Sciences Associate Clinical Professor, Department of Medicine (Gastroenterology)

Muthana Al-Ghazi, Ph.D. University of Manitoba, Health Sciences Clinical Professor, Department of Radiation Oncology

Lama Al-Khoury, M.D. American University of Beirut, Health Sciences Assistant Clinical Professor, Department of Neurology

Michael Alkire, M.D. University of California, Los Angeles, Associate Professor in Residence, Department of Anesthesiology and Perioperative Care

Byron J. Allen, M.D. University of California, Los Angeles, Health Sciences Clinical Professor, Department of Medicine (Cardiology)

Al Aly, M.D. Georgetown University School of Medicine, Health Sciences Clinical Professor, Division of Plastic Surgery, Department of Surgery

Alpesh Amin, M.D., M.B.A., M.A.C.P., S.F.H.M. Northwestern University, Professor of Medicine, Management, Public Health, and Nursing Science; Executive Director, Hospitalist Program; and Thomas and Mary Cesario Endowed Chair in Medicine, Department of Medicine

Arash Anavim, M.D. Tehran University, Vice Chair and Health Sciences Associate Clinical Professor, Department of Radiological Sciences

Bogi Andersen, M.D. University of Iceland, Professor, Department of Medicine (Endocrinology) and Biological Chemistry

Aileen J. Anderson, Ph.D. University of California, Irvine, Director of the Christopher Reeve Foundation Spinal Cord Injury Core Facility and Associate Professor, Departments of Physical Medicine and Rehabilitation and of Anatomy and Neurobiology

Cynthia T. Anderson, M.D. University of Tennessee, Associate Director of Graduate Education for Anesthesiology and Perioperative Care, Vice Chair for Academic Affairs for Anesthesiology and Perioperative Care, and Health Sciences Clinical Professor, Department of Anesthesiology and Perioperative Care

Brian S. Andrews, M.B., B.S. University of Sydney, Professor Emeritus, Department of Medicine (Rheumatology)

Hoda Anton-Culver, Ph.D. University of St. Andrews, Chair and Professor, Department of Epidemiology; Director of the Genetic Epidemiology Research Institute (GERI); and Professor of Planning, Policy, and Design

Stuart M. Arlin, Ph.D. Albert Einstein College of Medicine, Professor Emeritus, Department of Biological Chemistry

Steven A. Armentrout, M.D. University of Chicago, Professor Emeritus, Department of Medicine (Hematology)

William B. Armstrong, M.D. University of Washington, Department Chair and Professor of Clinical Otolaryngology - Head and Neck Surgery

Dylan M. Bach, M.D. University of California, San Diego, Health Sciences Assistant Clinical Professor, Department of Pathology and Laboratory Medicine

George Baerveldt, M.D. University of Pretoria, Professor Emeritus of Clinical Ophthalmology

Dean Bradford Baker, M.D. University of California, San Diego; M.P.H. University of California, Berkeley; Chief, Division of Occupational and
Environmental Medicine, Director of the UCI Center for Occupational and Environmental Health, and Professor of Clinical Medicine, Public Health, and Environmental Health, Science, and Policy

Pierre Baldi, Ph.D. California Institute of Technology, Director of the Institute for Genomics and Bioinformatics and UCI Chancellor’s Professor of Computer Science, Biomedical Engineering, Developmental and Cell Biology, and Biological Chemistry

Kenneth M. Baldwin, Ph.D. University of Iowa, Professor Emeritus, Department of Physiology and Biophysics

Fayez Bany-Mohammed, M.B.B.S. University of Jordan, Health Sciences Clinical Professor, Department of Pediatrics (Neonatology)

Tallie Z. Baram, M.D. University of Miami, Ph.D. Weizmann Institute of Science, Professor, Departments of Pediatrics, Neurology, Anatomy and Neurobiology, and Physiology and Biophysics, and Danette (Dee Dee) Shepard Chair in Neurological Studies

Alan G. Barbour, M.D. Tufts University School of Medicine, Professor, Departments of Microbiology and Molecular Genetics, Medicine (Infectious Diseases), and Ecology and Evolutionary Biology

Steven J. Barker, M.D. University of Miami, Ph.D. California Institute of Technology, Professor Emeritus, Department of Anesthesiology and Perioperative Care

Ronald J. Barr, M.D. Johns Hopkins Medical School, Professor Emeritus, Department of Dermatology

Cristobal Barrios, M.D. University of Miami School of Medicine, Health Sciences Assistant Clinical Professor, Department of Surgery (Trauma and Critical Care/Burns)

Cyril H. Barton, M.D. University of Colorado School of Medicine, Professor Emeritus, Department of Medicine (Nephrology-Renal)

Anjan Batra, M.D. Ohio State University, Associate Professor of Clinical Pediatrics (Cardiology)

S. Samuel Bederman, M.D., Ph.D. University of Toronto, Health Sciences Assistant Clinical Professor, Department of Orthopaedic Surgery

James D. Belluzzi, Ph.D. University of Chicago, Adjunct Professor Recalled, Department of Pharmacology

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Eric Y. Chang, M.D. Albert Einstein College of Medicine, Assistant Professor in Residence, Department of Anesthesiology and Perioperative Care
<table>
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<tr>
<th>Name</th>
<th>Institution and Position</th>
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<tbody>
<tr>
<td>Ralph W. Cygan, M.D.</td>
<td>State University of New York Downstate Medical Center, Health Sciences Clinical Professor, Department of Medicine (General Internal Medicine) and Program in Public Health</td>
</tr>
<tr>
<td>Dvora Cyrlak, M.D.</td>
<td>Yale University, Health Sciences Clinical Professor, Department of Radiological Sciences</td>
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<tr>
<td>Xing Dai, Ph.D.</td>
<td>University of Chicago, Professor, Department of Biological Chemistry</td>
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<tr>
<td>Amish Dangodara, M.D.</td>
<td>University of Miami, Health Sciences Clinical Professor, Department of Radiation Oncology</td>
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<td>Parima Darouei, M.D.</td>
<td>University of Medicine and Dentistry of New Jersey, Health Sciences Assistant Clinical Professor, Department of Radiation Oncology</td>
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<tr>
<td>Omar Darwish, D.O.</td>
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<td>Atreya Dash, M.D.</td>
<td>University of Vermont, Assistant Professor of Clinical Urology, Department of Urology</td>
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<tr>
<td>Cyrus Dastur, M.D.</td>
<td>Drexel University College of Medicine, Health Sciences Assistant Clinical Professor, Department of Neurology</td>
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<tr>
<td>Earle A. Davis, Ph.D.</td>
<td>University of Illinois, Senior Lecturer with Security of Employment Emeritus, Anatomy and Neurobiology</td>
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<tr>
<td>Møhsen Davoudi, M.D.</td>
<td>Tehran University, Chief of Pulmonary and Critical Care and Health Sciences Assistant Clinical Professor, Department of Medicine (Pulmonary and Critical Care)</td>
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<td>Israel De Alba, M.D., M.P.H.</td>
<td>Universidad de Guadalajara, Associate Professor of Clinical Medicine, Department of Medicine (Hospitalist Program and General Internal Medicine)</td>
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<td>Luis M. de la Maza, M.D.</td>
<td>Facultad de Medicina; Ph.D. University of Minnesota, Professor, Department of Pathology and Laboratory Medicine</td>
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<tr>
<td>Ralph Delfino, M.D.</td>
<td>University of Chicago; Ph.D. McGill University, Department Vice Chair and Associate Professor in Residence, Department of Epidemiology</td>
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<tr>
<td>Michael Demetriou, M.D., Ph.D.</td>
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<tr>
<td>Amy DeRoche, M.D.</td>
<td>St Louis University School of Medicine, Health Sciences Assistant Clinical Professor, Department of Anesthesiology and Perioperative Care</td>
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<tr>
<td>Sheetal Desai, M.D.</td>
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<tr>
<td>Robert Detrano, M.D., Ph.D.</td>
<td>University of Rome, Health Sciences Clinical Professor, Department of Radiological Sciences</td>
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<tr>
<td>Catherine Diamond, M.D.</td>
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<tr>
<td>Philip J. DiSaia, M.D.</td>
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<tr>
<td>Hamid Djallian, M.D.</td>
<td>University of Minnesota, Associate Professor of Clinical Otolaryngology, Department of Otolaryngology - Head and Neck Surgery</td>
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<tr>
<td>Matthew Dolich, M.D.</td>
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<tr>
<td>Joseph H. Donnelly, M.D.</td>
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<tr>
<td>Peter J. Donovan, Ph.D.</td>
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<tr>
<td>Emily Dow, M.D.</td>
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<tr>
<td>Michael V. Drake, M.D.</td>
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San San Wong-Lee, M.D. Regional College, Rangoon, Burma, Health Sciences Associate Clinical Professor, Department of Medicine (General Internal Medicine)

Joseph Chong-Sang Wu, M.D. University of California, Irvine, Associate Professor in Residence, Department of Psychiatry and Human Behavior

Mark Wu, M.D. University of Wisconsin, Associate Professor of Clinical Pathology, Department of Pathology and Laboratory Medicine

Sing-Yung Wu, M.D. The Johns Hopkins University, Ph.D. University of Washington, Professor in Residence, Department of Radiological Sciences

Frederic Wyle, M.D. University of Pennsylvania, Professor in Residence Emeritus, Department of Medicine (Infectious Diseases)

Xiangmin Xu, Ph.D. Vanderbilt University, Assistant Professor, Department of Anatomy and Neurobiology

Daniel S. Yanni, M.D. University of California, San Diego, Surgical Director, Neuro-Intensive Care Unit and Assistant Professor of Clinical Neurological Surgery, Department of Neurological Surgery

Leman Yel, M.D. Hacettepe University, Professor Emeritus of Clinical Medicine (Basic/ Clinical Immunology)

Kyoko Yokomori, Ph.D. University of Southern California; Ph.D. of Agriculture (Veterinary Medicine) University of Tokyo, Professor, Department of Biological Chemistry

Hiroshi Yoshioka, M.D., Ph.D. University of Tsukuba, Professor in Residence, Department of Radiological Sciences

Robert R. Young, M.D. Harvard University, Professor in Residence Emeritus, Department of Neurology

Ronald F. Young, M.D. State University of New York, Professor Emeritus, Department of Neurological Surgery

Julie Youssef, D.O. New York College of Osteopathic Medicine, M.P.H. Harvard School of Public Health, Health Sciences Assistant Clinical Professor, Department of Pediatrics (Behavior and Development)

Jen Yu, M.D. National Taiwan University, Ph.D. University of Pennsylvania, Department Chair and Professor, Department of Physical Medicine and Rehabilitation

Christopher Zachary, M.B.B.S. Royal Free Hospital, University of London, Department Chair and Health Sciences Clinical Professor, Department of Dermatology

David P. Zamorano, M.D. University of Southern California, Health Sciences Associate Clinical Professor, Department of Orthopaedic Surgery

Michael V. Zaragoza, M.D. Case Western Reserve University, Assistant Professor, Department of Pediatrics, Division of Genetics and Metabolism, and Department of Biological Chemistry

Sohila Zarandy, M.D. Tehran University Medical School, Health Sciences Associate Clinical Professor, Department of Medicine
The UCI School of Medicine seeks to admit students who are highly qualified to be trained in the practice of medicine and whose backgrounds, talents, and experiences contribute to a diverse student body. The Admissions Committee carefully reviews all applicants whose academic record and MCAT scores indicate that they will be able to handle the rigorous medical school curriculum. In addition to scholastic achievement, attributes deemed desirable in prospective students include leadership ability and participation in extracurricular activities such as clinical and/or medically related research experience, as well as community service. Careful consideration is given to applicants from disadvantaged backgrounds.

Information provided by the AMCAS application is used for preliminary screening. Based on decisions reached by the Admissions Committee, applicants may be sent a secondary application. Applicants receiving a secondary application are requested to submit additional materials which include a minimum of three letters of recommendation, supplemental information forms, and a nonrefundable application fee of $80. Upon further review by the Admissions Committee, approximately 500 of those applicants receiving a secondary application will be interviewed. Regional interviews are not available. Preference is given to California residents and applicants who are either United States citizens or permanent residents. The UCI School of Medicine does not accept transfer students.

Requirements for Admission

Students can be considered for admission to the School of Medicine if they meet the following requirements:

1. A minimum of three years (90 semester units) of undergraduate course work is required, including a minimum of one full-time year at an accredited U.S. college or university. A baccalaureate degree is strongly recommended but not required. Candidates for admission may submit community college credit only to the extent granted on transfer to a four-year college or university. For purposes of evaluation, letter or numerical grades are preferred for course work, particularly for the required subjects listed below. Final enrollment into the first-year class at the School of Medicine is contingent upon evidence of satisfactory completion of all requirements with a grade of C or higher and of all courses listed as in progress at the time of application. Failure to meet the requirements or falsification of information are grounds for rejection or dismissal.

2. Completion of the following college course requirements prior to matriculation:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Comments</th>
<th>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Courses must include a minimum of one semester or two quarters of upper-division biology, excluding botany</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Courses must include inorganic, organic, and biochemistry</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Math</td>
<td>Courses must include calculus and statistics</td>
<td>6</td>
</tr>
<tr>
<td>English Writing/Composition</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3. Applicants are strongly encouraged to have completed their basic science requirements at the time of application. No specific major is required, however, demonstrated ability in the sciences is of great importance. In addition, applicants are advised to take advantage of the intellectual maturation afforded by a well-rounded liberal arts education. English, the humanities, and the social and behavioral sciences are considered particularly important. The following courses are also recommended but not required: molecular biology, cell biology, genetics, vertebrate embryology, psychology, and Spanish.
4. The Medical College Admission Test (MCAT), http://www.aamc.org/students/mcat/start.htm, is required. The MCAT must be taken within three years of application, no later than September of the year prior to matriculation.

5. A criminal background check is conducted on all accepted applicants.

6. All students matriculating to the UCI School of Medicine must be able to meet the Technical Standards available for viewing at http://www.meded.uci.edu/admissions.

Outreach
Outreach efforts coordinated by this office are designed to introduce students to the medical profession during their high school and undergraduate education. An additional goal of this office is to build a pipeline of potential candidates for medical school and recruit students from socioeconomically disadvantaged groups who have a desire to serve in the medically under-served communities in California. To reach these goals, programs are developed and implemented for students in high school, community colleges, and four-year undergraduate institutions. Examples of these activities include a Post baccalaureate Program, Premedical Conferences, and Summer Outreach Programs. Outreach staff conduct academic advising related to the medical school admissions process and develop liaisons with UCI undergraduate academic programs and pre-health advisors.

Medical Student Advisor System
The School of Medicine provides a comprehensive academic advising and assistance program that spans the full duration of the students’ educational program.

Academic Skills Assessment
All entering students undergo an academic skills assessment during the new student orientation. Students then meet individually with the associate dean for student affairs, the academic skills coordinator, and the School of Medicine psychologist to discuss study skills, early performance, and overall adjustment to medical school. Additional services are provided on an as-needed basis by the academic skills coordinator and the SOM psychologist.

Academic Advisors
Michael Prislin, M.D., Associate Dean Student Affairs; (949) 824-8358

Student academic performance during the first two years is monitored on a monthly basis by the Educational Support Committee. The committee develops specific action plans for each student experiencing academic difficulty. All students are also assigned a faculty advisor beginning early in their first year. This faculty advisor serves as the student's Clinical Foundations course small-group leader during years one and two. For years three and four, academic advisement occurs primarily via continuing interactions with the student’s faculty advisor and the associate dean for student affairs. Also during years three and four, the Educational Support Committee consisting of the Clinical Clerkship Directors periodically reviews student performance. The faculty advisor provides semi-annual reviews and formative feedback regarding student performance as well as general counseling relating to emerging career preferences and year-four scheduling. Students also have access to a group of faculty from various departments who have agreed to provide specialty-specific academic advice in their disciplines. Several workshops are conducted during the second half of year three and early in year four to prepare students for the residency application process. All students also meet individually with the associate dean for student affairs to review their Medical Student Performance Evaluation (dean’s letter) and discuss individual residency application strategies. Additional resources are involved on an as-needed basis by the associate dean for student affairs.

Peer Review and Peer Counseling Program
Michael Prislin, M.D., Associate Dean Student Affairs; (949) 824-8358

The School of Medicine has an informal peer review process, aimed at early detection and assistance for medical students who are experiencing difficulty such as professional conduct problems, suspected impairment, violation of the honor code, or violation of any University policy, regulation, or rule. The Peer Review Committee is comprised of two representatives from each class, the student body co-presidents, and two advisory faculty members. The committee operates within guidelines set jointly by the School of Medicine administration and the student body. Cases involving serious professional misconduct are referred to the Dean’s Office. The Peer Review Committee conducts hearings and may impose sanctions or provide assistance to the student.

Medical Scientist Training Program (M.D./Ph.D.)
Alan Goldin, M.D., Ph.D., Chair; (949) 824-5264

Exceptionally well-qualified students interested in careers in academic medicine and with demonstrated research accomplishments may be considered for admission to the Medical Scientist Training Program (MSTP). Students in this program pursue a combined curriculum for an M.D. degree from the School of Medicine and a Ph.D. degree from any of the graduate programs at UCI. The normative time for completion of the program is eight years, and students holding either degree are not eligible for MSTP. The maximum time for completion of the program is 10 years. Additional information is available from the MSTP Coordinator's Office, (949) 824-5264; mstp@uci.edu; http://www.mstp.uci.edu.

Applicants must submit a supplementary application (available from the School of Medicine Office of Admissions) to the Medical Scientist Training Program when they are submitting their secondary application information to the School of Medicine. Students accepted into the program have the option of pursuing graduate study in any of the graduate programs at UCI. Although a specific graduate department need not be chosen at the time of admission, students are expected to have selected a field for their graduate studies. Financial support in the form of a fellowship, which includes a stipend as well as tuition and fees, is provided. Applicants not accepted into MSTP may be considered separately for admission to the School of Medicine.

M.D./M.B.A. Degree Program
Maria Chandler, M.D./M.B.A., Faculty Advisor; (949) 824-7133

The M.D./M.B.A. program requires five or six years for completion. It is aimed at individuals who are exceptional in ability and motivation and who seek a career as physicians with major responsibility for administration and management in health care organizations and institutions. Students in this program pursue a combined curriculum for an M.D. degree from the School of Medicine and an M.B.A. degree from The Paul Merage School of Business.

Students must be currently enrolled in the M.D. program in order to apply to the combined M.D./M.B.A. program. During their second or third year of medical school, interested students submit an application to The Paul Merage School of Business Admissions Committee, after review by the School of Medicine. Final acceptance to the program is granted by
The Paul Merage School of Business, and M.B.A. course work begins following completion of the student’s third year of medical school. Students should be aware that enrollment in the M.D. program does not guarantee acceptance into the M.B.A. program.

The MCAT, along with the completion of three years of medical school training in good standing and passage of USMLE Step 1, currently serve as a waiver for the GMAT entrance examination usually required for application to the M.B.A. program. The total number of units required to graduate from each program separately are satisfied in the M.D./M.B.A. program.

**Program in Medical Education for the Latino Community (PRIME-LC)**

Charles Vega, M.D., Director; (949) 824-7136

A carefully selected group of students from diverse backgrounds and with superior academic credentials, proven commitment to service, and solid conversational Spanish will be considered for acceptance to the Program in Medical Education for the Latino Community (PRIME-LC) at the UCI School of Medicine. PRIME-LC responds to the increasing demand for physician-leaders who are culturally and linguistically competent to address the health care delivery, research, and policy needs of underserved Latino communities in California. The program spans all three components of medical training: undergraduate (medical school), graduate (residency program), and continuing medical education (post-residency). Students in PRIME-LC complete additional value-added curriculum in addition to their medical training in order to reach their goals of leading communities, and they also complete a Master’s degree program of their choice. The first residency positions in any UC PRIME opened in the UCI Family Medicine program in 2010.

The PRIME-LC supplemental application is part of the UCI School of Medicine secondary application and must be completed to be considered for acceptance. Applicants selected for faculty and student interviews are required to undertake a third interview in Spanish to evaluate conversational skills and commitment to service. All interested applicants, including those who are not currently California residents, are encouraged to complete the PRIME-LC application. Financial support is available in the form of scholarships, loans, and loan repayment programs. Applicants not accepted into PRIME-LC may be considered separately for admission to the regular School of Medicine M.D. program. For more information contact (949) 824-7136; primelc@uci.edu; http://www.meded.uci.edu/PRIMELC.

**The M.D. Curriculum**

The UCI medical curriculum continues to meet the changing needs of medical education within all four years of instruction. Indeed, the School of Medicine faculty views curriculum development as a continual process and feels that medical education and teaching innovations must be encouraged and supported. The curriculum is designed to encourage medical students to become participants in their education process, to be active rather than passive learners, to become lifelong learners, and to use cooperative and team-learning principles.

UCI is dedicated to the nurturing of humanistic, caring physicians with top-notch clinical expertise and skills. The School strives for this through a curriculum that is not only anchored in the science of medicine but also provides meaningful experiences in the humanistic dimensions of medicine. In this context, the faculty endeavors to provide students with experiences in areas such as communications and empathy, ethics and professionalism; diversity awareness; and cultural sensitivity and medical humanities. The faculty also feels that the curriculum should strive to integrate basic and clinical sciences by bringing substantial clinical material into the early phases of medical education.

The School has achieved vertical integration of the curriculum with the development of a series of “Clinical Foundations” courses. The courses are longitudinal multidisciplinary experiences broadly designed to prepare students for their future careers in medicine through the application of experiential and self-directed learning principles. First-and second-year students begin to prepare for their clerkships through clinical exposures featuring standardized patients and clinical tag-along experiences. These courses also utilize small group learning sessions to reinforce core concepts of patient-physician interactions and introductory clinical reasoning skill development. During the Clinical Foundations IV course (years three and four) students explore many of the crucial issues first presented during the introductory courses. During this segment greater emphasis is placed on advanced skill acquisition and more mature professional role development.

To satisfy the requirement for the M.D. degree, each medical student must successfully complete the full curriculum. Students must also pass both Step 1 and Step 2 of the United States Medical Licensing Examination (USMLE) and successfully pass a Clinical Practice Examination (CPX) prior to graduation.

An ongoing academic monitoring program is coordinated by the Office of Student Affairs, which identifies students early who might be experiencing academic difficulty and provides them with resources to successfully complete their course work. Faculty advisors are assigned to students during their first and second years. Students have advisory sessions with M.D. faculty prior to the scheduling of their fourth-year course work. A Learning Resources Program is available to provide tutorial assistance and study skills training. USMLE reviews are also provided.

Curricular Policies

The curricular policies of the School of Medicine are the responsibility of the faculty committees on Curriculum and Educational Policy and on Promotions and Honors. A listing of these policies, as well as information regarding registration, rules and regulations, grading procedures, and requirements for academic advancement, are contained in the *School of Medicine Handbook*, which is available at http://www.meded.uci.edu/Students.

**First and Second Years:**

**Basic Science and Preclinical Course Work**

**First Year**

- Clinical Foundations I
- Anatomy and Embryology
- Neuroscience
- Histology
- Medical Genetics
- Medical Biochemistry and Molecular Biology
- Physiology/Pathophysiology
- Immunology

**Second Year**

- Clinical Foundations II
- Medical Microbiology
- General and Systemic Pathology
Clinical Pathology
Medical Pharmacology

**Third- and Fourth-Year Requirements** ¹

**Third Year**
Clinical Foundations III
Family Medicine
Inpatient Medicine
Ambulatory Medicine
Obstetrics and Gynecology
Pediatrics
Psychiatry
Surgery

**Fourth Year**
Clinical Foundations IV
Emergency Medicine
Intensive Care Unit
Neuroscience
Radiology
Senior Subinternship ²
Electives

¹ The sequence of third and fourth years varies.
² Prerequisite: Inpatient and Ambulatory Medicine.

**Curricular Description**

**First-Year Curriculum**

**Clinical Foundations I**
Clinical Foundations I, first of the four-part Clinical Foundations series, serves as the introductory clinical medicine course for first-year medical students. Participating students learn core skills in physician-patient communication, medical interviewing, physical examination, and health promotion. The course is horizontally integrated with the basic science curriculum. The series includes a variety of small and large group sessions taught by three types of faculty: core teachers, content theme coordinators, and community preceptors. Students complete multiple medical interviews, physical examinations, and patient write-ups for which they receive feedback designed to improve proficiency. (Med Ed 554A-B-C)

**Anatomy and Embryology**
The structure of the human body is taught in Anatomy and Embryology. Emphasis is placed on normal structure as it relates to function, with consideration of abnormal structures that may be revealed in a clinical setting. Anatomy is taught through a regional approach, with an emphasis on laboratory dissections and demonstrations, augmented by lectures, radiographic films, discussions, and clinical correlate material. The course includes a detailed consideration of the embryologic aspects of human development. (Med Ed 500A-B)

**Neuroscience**
The objective of this course is to provide students with the fundamental concepts, vocabulary, and learning strategies to attain a level of proficiency in basic integrative neurosciences so that they will develop an understanding in the clinical neurosciences throughout their careers as physicians. The course is integrative in the sense that the underlying knowledge of molecular, cellular, physiological, developmental, and neuroanatomical organization of the nervous system is brought together in each lecture block with clinical themes and examples in lectures, and which is further reinforced by clinical correlates given by clinicians. The course emphasizes knowledge of the nervous system using lessons from clinical neuroanatomy, systems neurosciences, and regional and developmental neuroanatomy. The course uses the Blumenfeld text, Haines atlas, wet lab handouts, and the Neurosyllabus CD, which are all geared toward mastering this multiple strategy to the study of the human nervous system. (Med Ed 502A)

**Histology**
Histology is designed to provide students with knowledge of the major features of the structural organization of cells, tissues and organs, and how that organization is related to function. Course material consists of lectures, clinical correlate discussions, and group/independent study of images. Emphasis is placed on normal structure and function, with consideration of abnormalities in clinical cases. (Med Ed 503A-B)

**Medical Genetics**
Medical Genetics reviews the basic principles of human genetics related to disease. Assessment of patterns of genetic risk, screening for genetics diseases, and cytogenetics and biochemical diagnosis are presented. Utilization of the human gene map and DNA sequence information for molecular genetic diagnosis are discussed. Students are introduced to the use of genetic databases and bioinformatics. Approaches to treatment of genetic diseases are presented. Legal, ethical, and social aspects of diagnosis and management of genetic disease are discussed. (Med Ed 511)

**Medical Biochemistry and Molecular Biology**
Covers the following topics from a biomedical perspective: protein and nucleic acid biochemistry, carbohydrates, lipids, amino acids, purines and pyrimidines, genome structure, molecular mechanisms of development, and signal transduction. (Med Ed 522)

**Physiology/Pathophysiology**
This course consists of lectures, clinical correlates, hands-on workshops, small group discussions, and exercises in the simulation center covering the classical concepts of medical physiology. Specific topics include hemostasis, blood, neurophysiology, cardiovascular, respiratory, renal, gastrointestinal, endocrine, exercise, temperature regulation, and sexual physiology. Prerequisite: Medical Biochemistry and Molecular Biology. (Med Ed 543A-B)

**Immunology**
Immunology covers the cellular and molecular basis of immune responsiveness and the roles of the immune system in both health and disease. The material is presented in lectures and clinical correlates, as well as in a set of printed core notes. Also included are a number of Patient-Oriented Problem Solving (POPS) sessions in which participation is required. (Med Ed 544)

**Second-Year Curriculum**

**Clinical Foundations II**
Clinical Foundations II, second of the Clinical Foundations series, builds second-year medical students’ clinical skills. Students learn advanced skills in history-taking, physical diagnosis, and clinical reasoning. Clinical didactics sessions synthesize learning in the clinical and basic sciences. The course is comprised mostly of small-group sessions taught primarily by three types of faculty: core clinical teachers, community clinical teachers, and content theme coordinators. With these faculty, students
work on focused, guided practice of clinical skills that integrates basic science course work. About a third of the course is in the form of large group clinical didactic and interactive sessions to synthesize clinical and basic sciences. (Med Ed 555A-B)

Medical Microbiology
This course covers the biology of infectious agents, including viruses, bacteria, fungi, and parasites, to provide the foundation in microbiology for the subsequent study of infectious diseases. Lectures, small group sessions with clinicians, and laboratory sessions are used to teach the molecular bases of microbial pathogenesis, diagnostic testing, antimicrobial therapy, and prevention strategies. Prerequisite: first-year curriculum. Graduate students must have approval of the course director and enroll through the Department of Microbiology and Molecular Genetics. (Med Ed 507A, B)

General and Systemic Pathology
This course deals with basic causes, mechanisms, and consequences of disease processes and with some applications of these considerations to clinical medicine. After an introduction to general types of disease processes, these processes are studied further as they affect specific organs and organ systems. Prerequisite: first-year curriculum. (Med Ed 508A-B-C)

Clinical Pathology
This course consists of lectures and laboratories covering the areas of hematology, blood bank, clinical chemistry, and microbiology. It provides students with a foundation for understanding the pathogenesis of a variety of disease states, as well as a foundation for the proper use of the laboratory for diagnosis and optimum patient management. Prerequisite: first-year curriculum. (Med Ed 509A-B)

Medical Pharmacology
This course covers the various classes of drugs that are used in medicine, particularly those used in specific or symptomatic treatment of disease states. Drugs of abuse are also covered. Emphasis is on the mechanisms of action of drugs at the organ and system level and on their use in medicine. The course includes lectures that illustrate pharmacologic principles, supplemented by small group problem-solving sessions. Prerequisites: Biochemistry and Physiology. (Med Ed 517A-B-C)

Third- and Fourth-Year Curriculum

Clinical Foundations III
The final part of the Clinical Foundations series is a one-month, full-time block rotation at the beginning of the third year in which all students participate five days per week. Taught by the Clinical Foundations core teachers and selected full-time faculty volunteers, Clinical Foundations III provides comprehensive preparation for third-year clinical rotations. Every morning and afternoon, students participate in hands-on exercises and labs addressing (1) course overview, medical professionalism (large-group session); (2) advanced clinical skills (small groups); and (3) hands-on technical skills (small groups). (Med Ed 550)

Obstetrics and Gynecology Clerkship
During this eight-week clerkship, students are taught an introduction to reproductive physiology and clinical obstetrics and gynecology. Practical experience is obtained throughout the rotations of labor and delivery, gynecology, and the outpatient clinic. In addition, students have an elective choice between gynecologic oncology, high-risk obstetrics, and gynecologic surgery. Required third-year rotation. (Med Ed 524)

General Surgery Clerkship
The General Surgery clerkship provides students, as members of the surgical team, with an opportunity to study surgical patients in outpatient and hospital settings. Students acquire surgical knowledge, as well as develop skills in taking surgical histories and conducting physical examinations. Emphasis is placed on the clinical evaluation, pathogenesis, diagnosis, and treatment of surgical diseases. Students spend six weeks on general surgery (three weeks each at UC Irvine Medical Center and Veterans Affairs Long Beach Healthcare System) and one week on one of the sub-specialties (urology, ENT, orthopedics, or plastic surgery). (Med Ed 526)

Inpatient and Ambulatory Medicine Clerkship
The clerkship occurs in a highly structured clinical environment in both inpatient and ambulatory settings. Students gradually assume responsibility for the care of patients, thereby enhancing their clinical, diagnostic, and procedural skills. Clinical vignettes and bedside teaching serve to round out the experience. Required third-year rotation. (Med Ed 527A, 527B)

Pediatrics Clerkship
The pediatrics clerkship serves as an introduction to general pediatrics. Students rotate on the pediatric inpatient service, pediatric ambulatory settings, and the newborn nursery. During the clerkship, students develop their knowledge and skills in conducting age-appropriate patient histories and physical examinations and developing differential diagnoses and management plans. (Med Ed 529)

Psychiatry Clerkship
This six-week clinical clerkship provides an opportunity for hands-on experience in the process of recognizing, diagnosing, and treating mental illness using the latest neuropharmacological advances in brain research as well as more traditional psychotherapeutic approaches. Each student participates fully in patient care, clinical teaching, and conferences. There are several choices of clinical settings for the rotation, including adult inpatient psychiatry, adolescent inpatient psychiatry, consultation and emergency psychiatry, adolescent partial hospitalization program, and a variety of substance abuse and ambulatory experiences. The sites include UC Irvine Medical Center and Veterans Affairs Long Beach Healthcare System. A required lecture series is presented on Wednesday afternoons at UC Irvine Medical Center, as well as problem-based learning cases on Friday afternoons. (Med Ed 529)

Neuroscience Clerkship
UCI students are required to take a four-week neuroscience clerkship during either their third or fourth year. Students are encouraged to do this in the third year as it will be useful for the USMLE Step 2 examination. Extramural students may take the course as an elective if a slot is available. This clerkship emphasizes the development of skills in taking a neurological history and performing a neurological examination, formulating a differential diagnosis, and proposing a course of management for neurological disorders. (Med Ed 532)

Radiology Clerkship
This core clerkship consists of daily clinical film conferences, didactic lectures, and Web-based laboratory. Radiology conferences inter-relate general medicine, surgery, and radiology. Emphasis is given to correlate clinical findings and use the imaging modalities for problem-solving and diagnosis and treatment, including an understanding of risk/cost/benefit ratio involved in daily clinical practice. (Med Ed 533)
Clinical Foundations IV
This is a two-week required course that all fourth-year students take during the month of March. The students prepare presentations for their peers and faculty that integrate basic science and clinical science. The course also prepares the students for residency and provides them with an opportunity to obtain ACLS certification. *(Med Ed 535)*

Senior Subinternship
Students spend four weeks as subinterns during which time they carry the full ward responsibility of an intern on one-half the number of patients usually carried by an intern. The subinternship is designed to improve clinical competence and to prepare the students for the challenges and demands of the internship. Students may choose between subinternships in medicine, surgery, or pediatrics. *(Med Ed 536, 537, 538, or 539)*

Family Medicine Clerkship
This clerkship matches students with a family physician for a four-week block. Students are assigned to a UCI-affiliated clinic where the principles of family medicine and primary care are taught. Emphasis is placed upon exposing students to the 25 most common health care problems seen in family medicine. Students are exposed to the principles of community health and epidemiology, as practically applied in an ambulatory care setting. Students develop an awareness of the current health care delivery environment, including issues such as health care costs and the lifestyle of a family physician. Special tracks are available for interested students in geriatrics, integrative medicine, and under-served care. Special teaching sessions on family centered maternity care, health maintenance and nutrition, and musculoskeletal joint exams are part of the experience. A curriculum in ophthalmology is also part of the clerkship. Prerequisites: successful completion of the first- and second-year curriculum. *(Med Ed 597)*

Intensive Care Unit
This is a four-week rotation offered at UC Irvine Medical Center and Veterans Affairs Long Beach Healthcare System. ICU is offered in medicine, surgery, and anesthesiology. Students function as subinterns, becoming integral members of the ICU team, and serve as primary caregivers under supervision. *(Med Ed 605B, 630K, 633M, or 685U)*

Emergency Medicine
The objectives of the Emergency Medicine clerkship are to introduce students to principles of acute care medicine while caring for acutely ill and injured patients. Students have the opportunity to evaluate patients, expand their directed history and physical making skills, create a broad differential diagnosis, and formulate effective testing and treatment strategies. Active participation in patient care through refinement of procedural skills is largely emphasized and encouraged. The course consists of experiences in direct patient care, assigned readings from emergency medicine references, weekly conferences, and an end-of-rotation final examination. *(Med Ed 630D)*

Electives
Depending upon their particular interests, needs, and goals, students may take a variety of elective courses consisting of at least 30 contact-hours per week during the third and fourth years. Electives must be approved by the clinical faculty advisor. Students may take up to 20 weeks of their fourth-year course work (core/electives) at institutions other than UCI.

A listing of elective courses and descriptions can be found online at http://www.med.uci.edu/elective .

All questions regarding the curriculum, electives, or matters of records should be directed to:

**University of California, Irvine**
**School of Medicine**
**Office of Educational Affairs**
**Medical Education Building**
**Irvine, CA 92697-4089**

General information/records: (949) 824-6138; scheduling: (714) 456-8462; curriculum: (949) 824-4609.

**Office of Educational Affairs**
Gerald A. Maguire, M.D., Senior Associate Dean; (949) 824-5798

The Senior Associate Dean for Educational Affairs, in cooperation with the Academic Senate faculty, has responsibility for administrative oversight of the educational program leading to the M.D. degree, the postgraduate residency programs, and continuing medical education programs provided for practicing physicians and allied health personnel. The Senior Associate Dean also has administrative oversight responsibility for the Office of Admissions and Outreach. The Office of Undergraduate Medical Education provides services for the M.D. program which include curriculum development, implementation, management, and evaluation. The Office of Student Affairs provides student support services which include academic advisement, learning skills counseling, psychological counseling, career counseling, and student records, and coordinates additional services offered through general University offices which include housing, student health, and disabled student services.

**Student Affairs**
Michael Prislin, M.D., Associate Dean; (949) 824-8358
Barbara Lutz, Registrar, Director; (949) 824-5283
Marianne Ross, Ph.D., Counseling Psychologist; (949) 824-4621
Geraldine Codd, Academic Skills Coordinator; (949) 824-3415

The mission of the Office of Student Affairs is to create an environment within the School of Medicine community that fosters student attainment of the School of Medicine educational objectives. This is accomplished through assuring that student participation in the educational program occurs in a manner consistent with School of Medicine policies and regulations, and through the provision of support services that facilitate optimal student participation in the educational program. To accomplish the educational assurance mission, the Office of Student Affairs disseminates information regarding academic policies and regulations, provides administrative and executive support for the faculty Committee on Promotions and Honors, and facilitates the institutional recognition of student achievement through the conduct of various School of Medicine events. To accomplish the educational support mission, the Office of Student Affairs provides academic, personal, psychological, career, and financial counseling; academic skills assessment and learning resources support, student wellness programs, student facilities support, initiatives to enhance the learning environment, and support for a variety of student organizations and informal activities.

**Financial Aid**
Luis Medina, Director; (949) 824-6476

The UCI School of Medicine Financial Aid Office provides financial assistance and financial counseling services to entering and continuing medical students. The office secures, manages, and provides funds in
the form of scholarships, grants, and loans to assist in meeting students’ educational expenses.

The office coordinates financial aid application materials; tracks documents needed to complete an application; reviews and evaluates information provided by applicants; awards financial aid programs; and conducts research to determine basic educational expense budgets. It also provides students with information on policies and procedures, cost of attendance, and eligibility criteria.

In providing counseling services, the office advises students, reviews their individual circumstances, and provides financial assistance within financial aid program guidelines. It presents financial aid workshops for prospective and enrolled students to enhance their knowledge about financial aid programs and the application process, provides debt management counseling, and conducts entrance and exit interviews.

Curricular Affairs
Shahram Lotfiopour, M.D., M.P.H., Associate Dean, Clinical Science Education; (949) 824-6138
Harry T. Haigler, Ph.D., Associate Dean, Basic Science Education; (949) 824-6304

This office provides support related to curricular issues for the School of Medicine, departments, faculty, and students; initiates curriculum review and innovation to meet the challenges of contemporary medical education; establishes and reviews the objectives of the School of Medicine and ensures individual courses are teaching to meet the objectives; serves as facilitators of new programs and curriculum and supports working committees during curriculum development; facilitates and monitors curriculum content theme integration; and maintains records on course materials and grading policies. This office is responsible for curriculum documentation for review by the Curriculum and Educational Policies committee; the collection of course evaluations by students; maintaining accurate information on core and elective curriculum; and assessing the success of the current programs.

Instructional Technology Group
Warren Wiechmann, M.D., Faculty Director; (949) 824-6138
Armando Gauna, MACC Director; (949) 824-1215

The Medical Academic Computing Center (MACC) was established for the instructional use of computing and to further educational objectives by providing medical instructional software that is integrated into the curriculum for numerous courses, including Histology, Pathology, Medical Genetics, Neurosciences, and Anatomy. The Center, which has extended evening and weekend hours, provides students access to Internet resources and productivity applications. Students benefit by utilizing anatomical visualization software, self-administered practice examinations, as well as by having access to e-mail and many online medical information resources. Students complete much of their course write-ups in the Center, where they have access to word processing programs and printers. MACC offers audiovisual support for course material and Scantron grading services in addition to managing and supporting the computer systems in the Student Training Center.

Continuing Medical Education
Bonnie Carroll, Director; (949) 824-9163
Elena Gilliam, Regularly Scheduled Conference Manager; (949) 824-4220

The Office of Continuing Medical Education provides educational activities to physicians and other health care professionals to reinforce basic medical knowledge, improve competency, and enhance performance-in-practice and outcomes of patient care. Additionally, these activities impart updated information on clinical practice and health care delivery; introduce new ideas, skills, and technology; and disseminate pertinent research findings. The program encompasses a broad and comprehensive range of topics based on identified gaps in the needs of the communities served. As an academic center of excellence that includes the UC Irvine Medical Center, emphasis is placed on the identification of areas for improvement through the system’s Quality Improvement Department for which CME is a change-agent.

Graduate Medical Education
Russell Williams, M.D., Associate Dean; (714) 456-3526
Nancy Koehring, Director, Postgraduate Medical Education and Community Programs; (714) 456-3526

The UCI School of Medicine Graduate Medical Education Training Programs attract medical students from prestigious medical schools nationwide. UCI offers 42 ACGME-approved residency and fellowship training programs. There are approximately 600 residents and fellows in these training programs. UC Irvine Medical Center, Veterans Affairs Long Beach Healthcare System, and Long Beach Memorial Medical Center are the integrated training sites for the residency programs. Other affiliations such as Kaiser Anaheim, Kaiser Riverside, Western Medical Center, City of Hope, Children’s Hospital of Orange County, and Children’s Hospital Los Angeles offer additional residents training in specialized fields.

Postgraduate Educational Programs

Residency Programs

The School of Medicine and its affiliated hospitals offer approximately 650 residency positions in almost all areas of medicine. Training levels range from first-year residencies through seventh-year-level subspecialty fellowships. Inquiries about specific programs should be directed to the Program Director as listed in the Directory of Residency Training Programs, published each year by the American Medical Association, or to the chair of the appropriate School of Medicine department.

All residency programs meet the formal standards of the Accreditation Council for Graduate Medical Education and the appropriate specialty boards. UCI adheres to the Health Professions Educational Assistance Act of 1976, P.L. 94-484, Section 709, regarding shared-schedule residency training positions.

Residents in all programs rotate to UC Irvine Medical Center at some time. Residents in anesthesiology, dermatology, diagnostic radiology, medicine, neurology, ophthalmology, pathology, surgery, physical medicine and rehabilitation, radiation oncology, family medicine subspecialties of medicine, orthopaedics, otolaryngology, urology, and psychiatry also rotate to the Veterans Affairs Long Beach Healthcare System. Residents in medicine, medicine subspecialties, anesthesiology, radiology oncology, psychiatry, obstetrics and gynecology, pathology, pediatrics, physical medicine and rehabilitation, plastic surgery, and surgery also rotate to the Memorial Hospital Medical Center/Miller Children’s Hospital in Long Beach. In 2009, UCI established an affiliation with the Children’s Hospital of Orange County (CHOC), which will be a major training site for a combined program in pediatrics. Residents may also spend periods of time at other affiliated hospitals and clinics.

Anesthesiology

The Anesthesiology Residency Program is a five-year accredited categorical program. It offers training for residents at the postgraduate
PG-1 to PG-4 levels. The residents spend a PGY-1/Clinical Base Year in intensive medical/surgical training at Long Beach Memorial Medical Center, Veterans Affairs Long Beach Healthcare System, and UC Irvine Medical Center. The PGY-2 through PGY-4 years involve broad clinical training at the UC Irvine Medical Center as well as rotations in affiliates at Children’s Hospital of Los Angeles (two months), Cedars-Sinai Medical Center (two months), Long Beach Memorial (two months) and the Veterans Affairs Long Beach Healthcare System (two months). Training is offered in general anesthesia, regional anesthesia, cardiac anesthesia, pediatric anesthesia, trauma anesthesia, neurosurgical anesthesia, ambulatory anesthesia, obstetric anesthesia, intensive care, and pain management. Electives in subspecialty training in obstetrical anesthesia, critical care medicine, pediatric anesthesia, pain management, cardiac anesthesia, or research are offered as part of the PGY-4 year.

Dermatology
The Department of Dermatology offers a three-year accredited residency which has fifteen residents, five for each of three postgraduate years. Residents rotate through clinics at UC Irvine, the Veteran Affairs Long Beach Healthcare System, and Kaiser Permanente and receive extensive training in medical and surgical dermatology and are active in research projects. Residents rotate through specialty clinics which see patients with immunobullous disease, pigmentary disorders, venous disease, vascular birthmarks, pediatric disorders, and melanoma. Residents receive extensive training in Mohs surgery, laser techniques, excisional surgery, performance of flaps and grafts, and administration of cosmetic agents. Residents present at local, national, and international meetings.

Emergency Medicine
The Emergency Medicine residency was established in 1988 and has full accreditation by the Residency Review Committee. The program has 18 residents, six for each of three postgraduate years. The UC Irvine Medical Center Emergency Department is a high-acuity, Level I Trauma Center, treating over 39,000 patients annually. Thirteen board-certified emergency medicine faculty provide 24-hour patient care and supervision of residents and medical students. The Department of Emergency Medicine is active in disaster preparedness and response, emergency uses of ultrasound imaging, public affairs, community service, and research in the areas of prehospital care, instructional methods, trauma, health policy, and infectious disease, among others.

Family Medicine
The mission of the Family Medicine Residency Program is to train family physicians to succeed in a contemporary practice environment and to deliver high-quality medical care to a culturally and socioeconomically diverse patient population. This fully accredited program boasts 27 residents and offers training in a variety of settings. The residents’ continuity clinic is located in the largest community clinic in Orange County, and residents participate in a number of community outreach activities. The world-class faculty act as teachers and mentors to the residents and teach them important principles to help them succeed as professionals. The residency program is a leader in a variety of curricular endeavors including school outreach, training residents how to teach, the business of medicine, sports medicine, and much more. The hundreds of successful residency graduates in the local area are a testament to the program’s ongoing efforts to train outstanding family doctors.

Geriatrics
The Geriatrics Fellowship is a comprehensive one-year training program that has been accredited since 1991, providing eligibility for Geriatric Medicine specialization for Internal Medicine and Family Medicine physicians. Fellows receive training at UC Irvine Medical Center as well as affiliated sites, including Veterans Affairs Long Beach Healthcare System, and alternative community care environments for seniors. Fellows have longitudinal experiences in high-quality skilled nursing facilities, assisted living facilities, a comprehensive, multidisciplinary assessment program, and primary care practices. Clinical training in geropsychiatry is provided in a 17-bed geropsychiatry unit located at UC Irvine Medical Center, as well as in an outpatient setting.

Internal Medicine
The internal medicine residency program is a traditional three-year training program and also sponsors a one-year preliminary program. The program focuses on core educational skills of the internist and offers pathways for primary care, hospitalist medicine, and research. Residents rotate through UC Irvine Medical Center, the Veterans Affairs Long Beach Healthcare System, and Long Beach Memorial Medical Center. Core program faculty have a special interest in academic internal medicine and education. Subspecialty fellowships are offered in basic and clinical immunology, cardiology, endocrinology and metabolic diseases, gastroenterology, hematology/oncology, infectious diseases, nephrology, pulmonary/critical care diseases, and rheumatology.

Interventional Radiology
The Department of Radiological Sciences offers a one-year, clinically oriented fellowship in Interventional Radiology. Training in this discipline involves a broad range of vascular and interventional radiology procedures including interventional CT and Ultrasound. The fellow will also have the opportunity and option to participate in neuroradiological procedures including neurovascular intervention. The fellow is encouraged to participate in ongoing research projects and publications. The Vascular and Interventional Fellowship Program at UCI is ACGME accredited.

Medical Genetics
UCI offers two Medical Genetics residency training programs. The first is a two-year categorical Medical Genetics residency that is straight Medical Genetics and requires prior satisfactory completion of 24 months of the ACGME-accredited residency training in a specialty other than Medical Genetics. At the end of the program a trainee should be eligible to take the American Board of Medical Genetics (ABMG) examinations. The second program is a five-year combined Pediatrics/Medical Genetics training program that devotes two and one-half years each to Pediatrics and to Medical Genetics. Usually, the first year is all Pediatrics, the last year is all Medical Genetics, and the middle three years alternate between Pediatrics and Medical Genetics for periods of three-six months each. After successful completion of the program the trainee will be eligible to take both the Pediatrics boards and the Medical Genetics boards. The number and content of genetics rotations that the combined Pediatrics/Genetics residents do are identical to those of the categorical genetics residents except that there is an additional six months of genetics time that is expected to be devoted to research or to training in a specialized area of genetics in which the resident intends to devote his or her career. This extra is flexible but must be spent in academic pursuit. Training utilizes three teaching hospitals: UC Irvine Medical Center, Children’s Hospital of Orange County, and Long Beach Memorial Medical Center/ Miller Children’s Hospital. Research offices and laboratories are on the UCI main campus.
Neonatal-Perinatal Medicine

UCI offers a three-year fellowship in Neonatal-Perinatal Medicine, accredited by the Accreditation Council for Graduate Medical Education (ACGME). The program provides a well-rounded curriculum that balances between clinical experiences, teaching opportunities, and academic and scientific activities. The program offers variety and depth due to the diversity of the two major training sites—UC Irvine Medical Center and Long Beach Memorial Medical Center/Miller Children’s Hospital. The care of newborns seen through the two hospitals represents a cross-section of racial, cultural, and socioeconomic groups from a local population of more than 2.5 million. These two sites represent a broad-spectrum of neonatal practice and offer excellent opportunities to learn and teach. Clinical and basic science research conducted by the faculty in the section gives the fellow the ability to gain skills in scientific investigation. The program’s superb physical environment, extraordinary clinical services, and varied research interests permit the faculty to carry out the mission of preparing neonatal fellows for a career in clinical or academic neonatology. In addition, the program collaborates clinically and through research with a superb fellowship training in Maternal-Fetal Medicine that is also based at the two institutions. The Neonatal-Perinatal Medicine Fellowship training consists of 14 months of direct patient care responsibilities, 19 months of research training, and three months of vacation.

Neurology

Neurology residency training focuses on the development of strong clinical skills to competently evaluate and treat the large number of disorders that affect the nervous system. During three years of training at UCI, residents have the opportunity to see a wide variety of neurological conditions and receive progressively more responsibility. The program provides a rich, intellectually stimulating environment in which to learn. UCI Neurology faculty all have broad experience caring for neurological disorders and have special expertise in different neurological disciplines. Residents have opportunities to work in many different subspecialty areas with the faculty. The neurology residency program is big enough to provide a rich environment to learn about neurological disorders, yet remains small enough for residents to work closely with each faculty member. Residents are encouraged to learn at every opportunity: from patients, peers, the faculty, and visiting experts. There are many formats in which to learn, from bedside discussions, tutorials, to specially prepared lectures. To further stimulate intellectual growth, residents are actively encouraged to pursue research in any topic of their choosing, with the guidance of the faculty.

Neurosurgery

The UCI Residency Program in Neurosurgery is a rigorous training program designed to develop academic neurosurgeons. There are ample opportunities for both clinical and basic research within the Department and in collaboration with other laboratories or departments at UCI. Applicants are expected to have a strong academic record with a strong commitment to neurosurgery. One candidate is selected for each program year. Exact order of clinical rotations may vary slightly subject to the trainee’s previous experience and needs as well as the training program circumstances, however, the rotation generally proceeds as follows: the PGY-1 year is a nine-month general surgery rotation with three-months of neurology; PGY-2 is one year of training at UC Irvine Medical Center; PGY-3 is a six-month rotation at Kaiser Permanente, Anaheim, followed by three-months of neuropathology and three-months of neuroradiology at UC Irvine Medical Center; PGY-4 is a six-month rotation at Children’s Hospital of Orange County (CHOC) and a six-month rotation at Kaiser Permanente, Anaheim; PGY-5 is a research year; PGY-6 is a three-month rotation at Hoag Memorial Presbyterian Gamma Knife Center for stereotactic radiosurgery and a three-month elective (Interventional Radiology or Spine) at UC Irvine Medical Center and a six-month rotation at CHOC; PGY-7 is the chief resident year and will be at UC Irvine Medical Center. Invitations to interview for these positions are based on the candidate’s academic record, National Board scores, publications, letters of recommendation, and a personal statement.

Obstetrics and Gynecology

This four-year program provides a solid foundation in Obstetrics and Gynecology with emphasis in the reproductive pathophysiology in the many different areas of women’s health care. Based on this foundation, training continues with progressive resident responsibility for operative and medical management and surgical techniques. While predominantly clinical in scope, the program is strongly flavored by academic and research exposure. Training is provided in general obstetrics and gynecology with rotations in the subspecialties of perinatology, urogynecology, family planning, gynecologic oncology, and reproductive endocrinology. There are six resident positions available each year in this four-year training program.

Ophthalmology

The three-year Ophthalmology Residency Program provides extensive clinical and surgical experience coupled to an excellent didactic curriculum. The program provides a broad spectrum of ophthalmic disease management with extensive exposure and surgical experience in the full range of ophthalmology subspecialties. Residents have rotations in cornea and refractive surgery, vitreoretinal surgery, oculoplastic and orbital surgery, glaucoma, pediatric ophthalmology and strabismus, ophthalmic pathology, and neuro-ophthalmology, in addition to comprehensive ophthalmology clinics. Residents also receive instruction and practical application in the newest laser surgical techniques as well as the use of state-of-the-art diagnostic equipment.

Orthopaedic Surgery

The Department of Orthopaedic Surgery Residency Program is a four-year training program which follows an internship year in the Department of General Surgery. The program is designed to provide intense exposure and experience in all areas of orthopaedics including trauma, reconstructive and joint replacement surgeries, pediatric orthopaedics, spine surgery, sports medicine, foot surgery, and rehabilitation. It is structured for maximum resident participation with an emphasis on personalized mentorship. The program’s teaching hospitals include UC Irvine Medical Center, Veterans Affairs Long Beach Healthcare System, Children’s Hospital of Orange County, and Kaiser Permanente Medical Center in Anaheim. There are four resident positions available each year.

Otolaryngology—Head and Neck Surgery

The Department of Otolaryngology—Head and Neck Surgery offers a five-year residency program providing comprehensive training in otolaryngology to prepare trainees to sit for the American Board of Otolaryngology Examinations. The five-year program provides a breadth of training in otological surgery, head and neck surgery, facial plastic surgery, pediatric otolaryngology, and nasal and paranasal sinus surgery. Residents receive an extensive clinical experience at UC Irvine Medical Center, Children’s Hospital of Orange County, Veterans Affairs Long Beach Healthcare System, and Kaiser Foundation Hospital-Anaheim. Acceptance is through application and successful matching through the National Residency Matching Program. The program follows requirements set by the Accreditation Council for Graduate Medical Education.
Pain Medicine

The Fellowship Training Program in Pain Medicine at the UC Irvine Medical Center is an intensive one-year ACGME-accredited multidisciplinary training program sponsored by the Department of Anesthesiology and Perioperative Care. The fellowship boasts a multidisciplinary faculty with both Anesthesiology and Physical Medicine and Rehabilitation leadership. The program trains fellows who have completed a residency training program in Anesthesiology, Physical Medicine and Rehabilitation, Neurology or Psychiatry, although applicants from other fields may also apply. Truly interdisciplinary, the fellowship teaches interventional pain management, opioid and adjunctive medication management, as well as non-interventional pain management. Personalized physical and occupational therapy, off-loading therapy, electroacupuncture, electrodiagnostics, psychologic and cognitive therapies, and regional anesthesia are common treatment modalities at UCI that are also taught during the fellowship. The fellows also rotate through rehabilitation medicine, anesthesiology, neuroradiology, palliative care, neurology, and psychiatry.

Pathology

The Department of Pathology and Laboratory Medicine offers a residency training program covering all areas of anatomic and clinical pathology. The program is affiliated with Long Beach Memorial Medical Center and Veterans Affairs Long Beach Healthcare System. The training for the combined anatomic and clinical pathology program consists of four years of training in both anatomic and clinical pathology. The first three years consist of a core program providing exposure to each of the subspecialty areas of clinical pathology as well as surgical pathology, autopsy pathology, and cytopathology. Ample opportunities for research and teaching exist for individuals planning on an academic career. Excellent preparation is also provided for individuals planning on a career in forensic pathology or private practice in a community hospital.

Pediatrics

The Pediatric Residency Program emphasizes the interrelationship of patient care, didactic teaching, and research in the training of the pediatric resident physician. The focus is on the total care of the child from birth through young adulthood. A strong clinical and educational foundation is provided through experiences in a broad spectrum of disease and/or injury as well as training in biosocial pediatrics, preventive health care, and community resources.

The program offers variety and depth due to the diversity of the Department’s major teaching hospitals—Children’s Hospital of Orange County, Miller Children’s Hospital (located at Long Beach Memorial Medical Center), and UC Irvine Medical Center. The faculty at these institutions provides a comprehensive teaching program in general pediatrics and cover the full range of pediatric subspecialties. The care of children seen through the two hospitals represents a cross-section of racial, cultural, and socioeconomic groups from a local population of more than 2.5 million. Thus, pediatric residents are exposed to a wide range of problems presented in settings ranging from intensive care to supervised office-based practice.

Physical Medicine and Rehabilitation

The Department of Physical Medicine and Rehabilitation offers a three-year residency for applicants who have completed a one year internship. The focus is on the diagnosis and comprehensive treatment and care of patients with neuromusculoskeletal or cardiopulmonary disabilities, from newborns to the elderly. Residents are also involved in research and medical student teaching.

Plastic Surgery

The Aesthetic and Plastic Surgery Institute of UCI has a fully integrated residency program. The program currently accepts two residents for a six-year educational training experience in Plastic Surgery. The goals and objectives of this program are to educate plastic surgeons who are analytical and scholarly in their approach to surgical problem solving, broadly experienced in all fields of the specialty, safe in their application of judgment and technique, and ultimately self-educating in a lifelong continuing medical education process. The goals and teaching philosophy are based on the graduate school model, which emphasizes analytic problem solving, scholarly use of the knowledge base and scientific resources of the field, development of judgment skills, and identification of educational tools that produce the ability to self-direct one’s lifelong professional education in a scholarly manner. At the successful completion of this program, candidates will be able to sit for their boards in Plastic Surgery.

Preventive Medicine

This residency program is offered by the Division of Occupational Medicine, Department of Medicine. It is intended for physicians who are seeking certification by the Board of Preventive Medicine. A prerequisite to participation is a minimum of one year of postgraduate clinical training in a primary care discipline. The objective of the program is the training of physicians in the fields of occupational medicine and industrial medical care. The resident is provided an academic foundation in occupational medicine, industrial hygiene, environmental toxicology, and epidemiology, in addition to practical experience in preventive medicine as it is applied to employed persons. This two-year program includes didactic training and clinical and field experience in occupational health and safety. Upon completion of training, the resident is qualified to enter the specialty practice of occupational medicine in an industrial setting, in private practice, in a government agency, or in an academic institution.

Psychiatry

The Psychiatry Residency Training Program is a four-year program that fosters academic excellence and broad clinical experience in general psychiatry. Residents receive extensive supervised training in both psychotherapy and psychopharmacology. The core curriculum includes didactic seminars and supervised clinical experiences in the following areas: adult inpatient and outpatient psychiatry, child psychiatry, geriatric psychiatry, primary care, neurology, emergency psychiatry, consultation and liaison psychiatry, forensic psychiatry, and substance abuse. Residents rotate at the UC Irvine Medical Center, the Veterans Affairs Long Beach Healthcare System, and Orange County Behavioral Health. Elective rotations are also available at the UC Irvine Outreach Clinics, Kaiser Permanente, the Orange County Rescue Mission, and Long Beach Memorial Medical Center. The flexible curriculum allows residents to pursue elective interests in research, teaching, and administrative psychiatry. The program includes a broad array of full-time, part-time, and volunteer clinical and research faculty, and maintains a teaching affiliation with the New Center for Psychoanalysis.

Radiological Sciences (Diagnostic Radiology)

The Department of Radiological Sciences has an ACGME-approved four-year residency program based at UC Irvine Medical Center and integrated with Veterans Affairs Long Beach Healthcare System. There is also a month-long Pediatric Radiology rotation at Children’s Hospital.
of Los Angeles. The objectives of the program are (1) to train competent radiologists with a solid background in all modalities of imaging and interventional procedures, (2) to provide a conducive atmosphere and to encourage opportunities for residents to participate in translational and basic science research, and (3) to provide elective periods in which residents have the opportunity to increase their clinical radiology expertise or to work on research projects during their residency training. The residency program includes sub-specialized training in interventional, cardiothoracic, abdominal, pediatric, musculoskeletal radiology, as well as breast imaging, neuroradiology, and molecular imaging. Residents are exposed to a variety of modalities including radiography, fluoroscopy, computed tomography (CT), magnetic resonance imaging (MRI), ultrasonography, mammography, nuclear medicine, and spectroscopy. All residents participate in scholarly activities and are encouraged to complete at least one major research project during the program. The program provides a month-long research time. Candidates are accepted for six positions at the PGY-2 level for the four-year program. Fellowships are available for an additional year in specialized areas following the successful completion of the residency. The newest technologies in the field of radiological sciences are available at UC Irvine Medical Center and affiliated institutions.

Radiation Oncology

The Residency Training Program in Radiation Oncology is designed to prepare suitably qualified applicants for academic and clinical practice careers in radiation oncology. Candidates enter a four-year program which includes clinical experience, didactic lectures and integrated research experience. Unique opportunities exist for training in the use of interstitial and intracavitary treatment using radionuclides and specially designed applicators as well as a variety of high-dose external beam technologies such as IMRT, radiosurgery, and VMAT/IMAT. The program includes rotations at three participating hospitals: UC Irvine Medical Center, Veterans Affairs Long Beach Healthcare System, and Long Beach Memorial Medical Center.

Surgery

The philosophy underlying all aspects of surgical training is that surgery is best learned, taught, and practiced as applied clinical physiology. Operative techniques and applied anatomy receive appropriate attention. Major portions of clinical experience, teaching, conferences, research, and patient care are oriented toward understanding and correcting disordered human biology. The surgical specialty involves more years of training than other medical disciplines due to the breadth of diseases and complexity of pathophysiology involved in surgery. The Department offers residencies in general surgery, plastic surgery, and urology.

Urology

The Department of Urology Residency Program is a six-year training program that includes a one-year internship in the Department of Surgery and five years of Urology training. The residency program provides training in all aspects of adult and pediatric urologic diseases. The residents receive extensive training in open and endoscopic procedures, laparoscopy and other minimally invasive techniques, urologic pathology, uro radiology, and management of non-operative urologic conditions. The program’s training hospitals include UC Irvine Medical Center, Veterans Affairs Long Beach Healthcare System, Kaiser Permanente Anaheim, and Children’s Hospital of Orange County. The Urology Department encourages and supports both clinical and basic science research.

Graduate Academic Programs

The School of Medicine offers graduate study in a wide variety of fields in both basic science and clinical departments. The basic medical science departments of Anatomy and Neurobiology (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/anatomyandneurobiology), Biological Chemistry (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/biologicalchemistry), Microbiology and Molecular Genetics (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/microbiologyandmoleculargenetics), Pathology and Laboratory Medicine (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/experimentalpathology), and Physiology and Biophysics (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/physiologyandbiophysics) offer graduate instruction leading to the M.S. and Ph.D. degrees in Biomedical Sciences. The Department of Pharmacology (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/pharmacologyandtoxicology), in conjunction with the Department of Pharmaceutical Sciences, offers graduate instruction leading to the M.S. and Ph.D. degrees in Pharmaceutical Sciences (catalogue.uci.edu/previouseditions/2013-14/interdisciplinarystudies/pharmacologyandtoxicology). The Department of Epidemiology (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/epidemiology) offers graduate instruction leading to the M.S. and Ph.D. degrees in Epidemiology. The Department of Medicine offers graduate instruction leading to the M.S. and Ph.D. degrees in Environmental Health Sciences (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/environmentaltoxicology). Most graduate students in these programs are admitted for the Doctor of Philosophy (Ph.D.) degree. The Department of Pediatrics offers an M.S. degree in Genetic Counseling (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/geneticcounseling). The School of Medicine also offers an M.S. degree in Biomedical and Translational Science (catalogue.uci.edu/previouseditions/2013-14/schoolofmedicine/biomedicalandtranslationalscience). Each department or program has a graduate advisor whom students may consult for additional details of the individual programs.

The departments evaluate applications for admission to graduate study or program based on letters of recommendation, Graduate Record Examination scores, grades, research experience, and other relevant qualifications of the applicant. Candidates for graduate admission are urged to consult the particular department or program whose faculty and expertise best fit their interests and background.

Application materials may be obtained by contacting the individual graduate programs or:

University of California, Irvine
Graduate Division
120 Aldrich Hall
Irvine, CA 92697-4611
(949) 824-6761
http://www.grad.uci.edu/

Master or Science and Doctor of Philosophy in the School of Medicine

The School of Medicine offers both the Master of Science and Doctor of Philosophy degrees, although emphasis at the graduate level is placed on the Ph.D. programs. Most training takes place within one of the departments, although full facilities and curricular offerings are available to all graduate students in all departments of the School of Medicine. Interdisciplinary study and research are encouraged. Students are expected to maintain a B average at all times. The normative time to
degree is two years for the master’s degree, and five years for the doctoral degree. A master’s degree is not a prerequisite for the Ph.D. degree.

Students plan their academic program in consultation with the graduate advisor or a faculty committee. Faculty advisors may be changed to meet the needs and interests of the student. In addition, it is possible for students to transfer to another program in the School, subject to the approval of the Dean of Graduate Studies, and acceptance into that program. Students are encouraged to consult with faculty members with regard to their research and academic interests.

Master of Science in Biomedical Sciences

The Master of Science degree in Biomedical Sciences may be completed by submission of a research thesis (plan I) or by course-work and a comprehensive exam (plan II).

Plan I: Thesis Plan. The student is required to complete at least four didactic graduate courses (16 units) offered by the department, and elective course work with an additional 8 units of graduate or upper-division undergraduate course work. In addition, the student will typically take additional seminar courses during the graduate study. Students in the M.S. program may be employed as teaching assistants, but units earned through enrollment in University Teaching (399) may not be counted toward degree completion. The student engages in thesis research with a faculty thesis advisor, and will prepare and submit a dissertation to the thesis committee. The final examination is an oral presentation of the thesis to the committee. The normative time to degree is two years for the thesis M.S. degree.

Plan II: Comprehensive Examination Plan. The plan II M.S. degree is awarded based on completion of at least 36 units of course work and a satisfactory completion of a comprehensive exam. The student is required to complete at least 16 units (four courses) of didactic graduate course work offered by the department. In addition, the student will take up to 12 units of research. An additional 8 units or more of elective course work will be completed from other graduate courses offered by the department. A maximum of 4 units of upper-division undergraduate courses may be included in the program with the approval of the Associate Dean for Graduate Studies. Students in the M.S. program may be employed as teaching assistants, but units earned through enrollment in University Teaching (399) may not be counted toward degree completion. The comprehensive exam will be administered by a committee of at least three departmental faculty, and may include written and oral sections. The comprehensive exam format will include a research presentation and may include additional portions such as a research proposal, presentation of a project, or other components. The normative time to degree is one year for the M.S. degree by comprehensive exam.

Doctor of Philosophy

Comprehensive Examination-First Year. The student must pass comprehensive oral or written examinations at the discretion of the department. The examination is generally taken at the end of the first year of graduate study.

Advancement to Candidacy. The advancement to candidacy examination is taken before the end of the third year of graduate study. The student is expected to have identified an important and tractable dissertation research topic. A faculty committee for the advancement to candidacy examination is proposed by the faculty mentor in consultation with the student, and approved by the Department Graduate Advisor. A majority of the committee must hold primary or joint appointments in the student’s department.

Once this examination is completed, the student is advanced to candidacy for the doctoral degree and is expected to complete the degree within three years. The student must submit a dissertation on this research and defend the thesis in an oral examination during the final year of graduate study. The normative time for completion of the Ph.D. is five years, and the maximum time permitted is seven years.

Graduate-student status or consent of instructor is a prerequisite for all 200–299 courses.