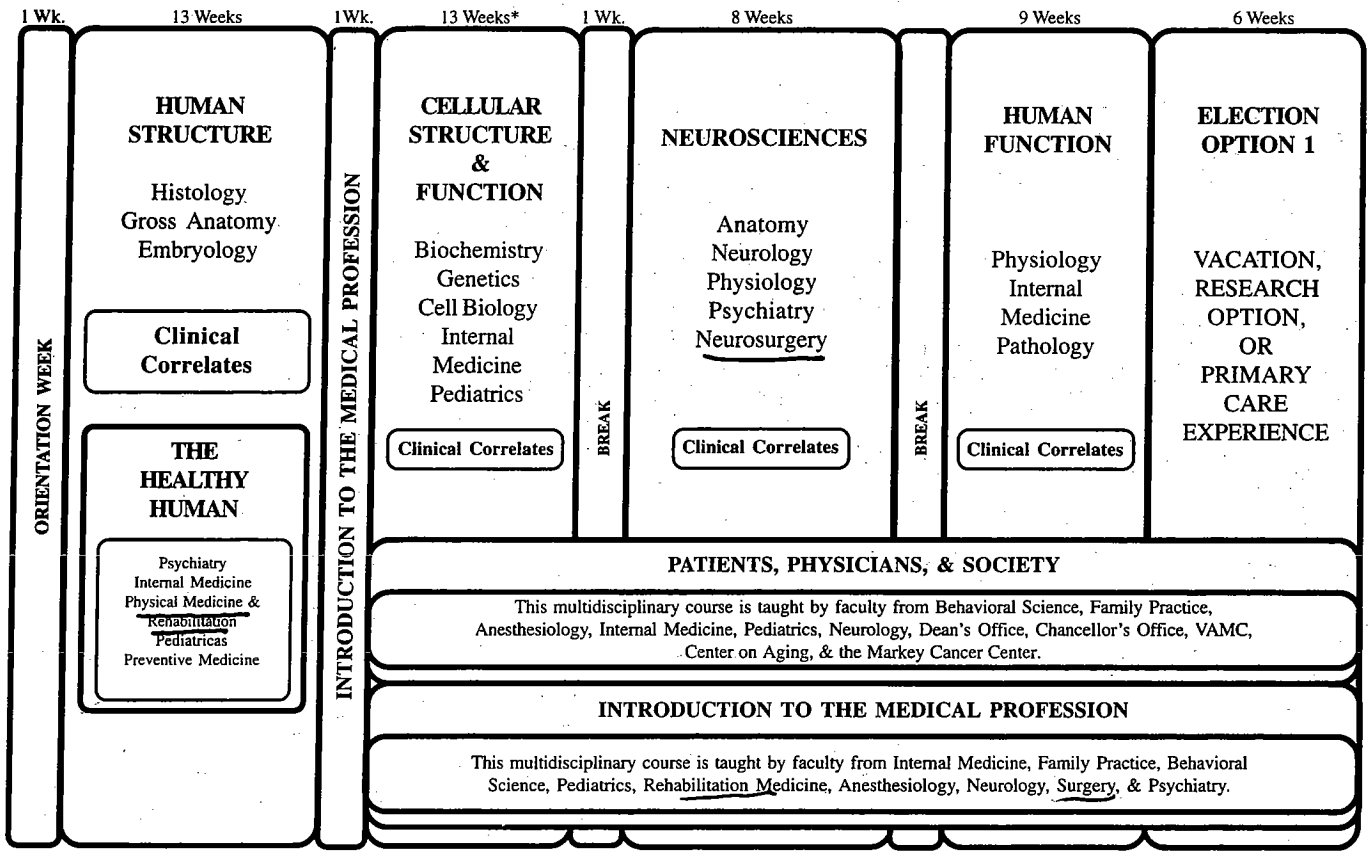
the Robert Wood Johnson Foundation. In 1992, the College of Medicine was selected as one of eight schools to receive substantial implementation funding from the Foundation. The purpose of the grants was to redesign the medical curriculum to better prepare physicians for the practice of medicine in the 21st century. Although the funding period for the grant has expired, the innovative Kentucky Medical Curriculum continues. Annual reports from clerkships, courses, and faculty evaluations are distributed to the course directors and department chairs. These standardized reports provide comparative data and individual feedback to help improve the curriculum. We believe that the Kentucky Medical Curriculum provides students and faculty members with a new atmosphere for learning.

The curriculum emphasizes early clinical experiences, integration of the basic and clinical sciences, preventive medicine and cost-containment measures, teaching in ambulatory clinic settings, and primary care. In addition, it provides experiences in emergency medicine, geriatrics, and clinical pharmacology. We believe that this curriculum will result in a generation of physicians who will be lifelong learners, excellent problem solvers, and compassionate doctors. This curriculum uses many learning methods, including standardized patients, clinical training models, computer-assisted instruction, problem-based learning, small-group tutorials, and interactive lectures and laboratory exercises. The Kentucky Medical Curriculum serves as a model for other medical colleges around the nation.

The College has implemented a standardized system for obtaining student feedback about courses and instructors across all four years of the curriculum. Each student experiences the curriculum in a unique way and can provide valuable perceptions regarding the education process. By participat-

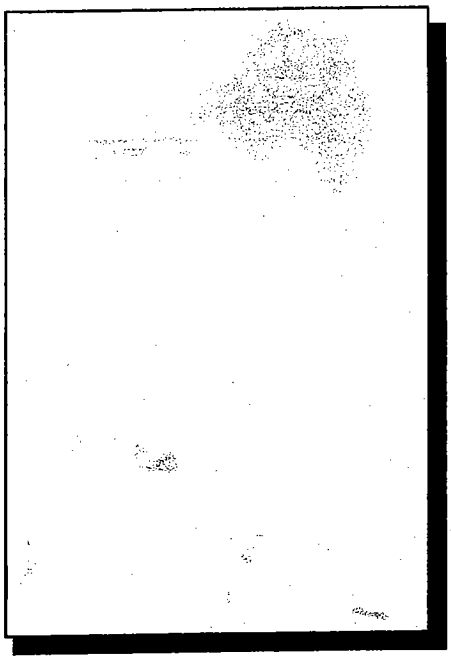
University of Kentucky College of Medicine

YEAR 1: 46Weeks Required Curriculum



* This block includes a two-week winter break.

Note: 1. Elective option is between a one and six week experience



ing in this system, students can assist in continuous improvement of the College's educational offerings.

Objectives

The goal of undergraduate education in the College of Medicine is to train physicians who are altruistic, knowledgeable, skillful, and dutiful.

Altruistic

Objective: Students shall acquire and apply a core set of principles and practices that place the interests of patients and society above personal, financial, and professional interests.

Knowledgeable

Objective: Students shall acquire core knowledge in basic biomedical science that supports and underlies the successful practice of medicine.

Objective: Students shall acquire core knowledge in clinical science necessary for the supervised practice of medicine in a postgraduate training setting.

Skillful

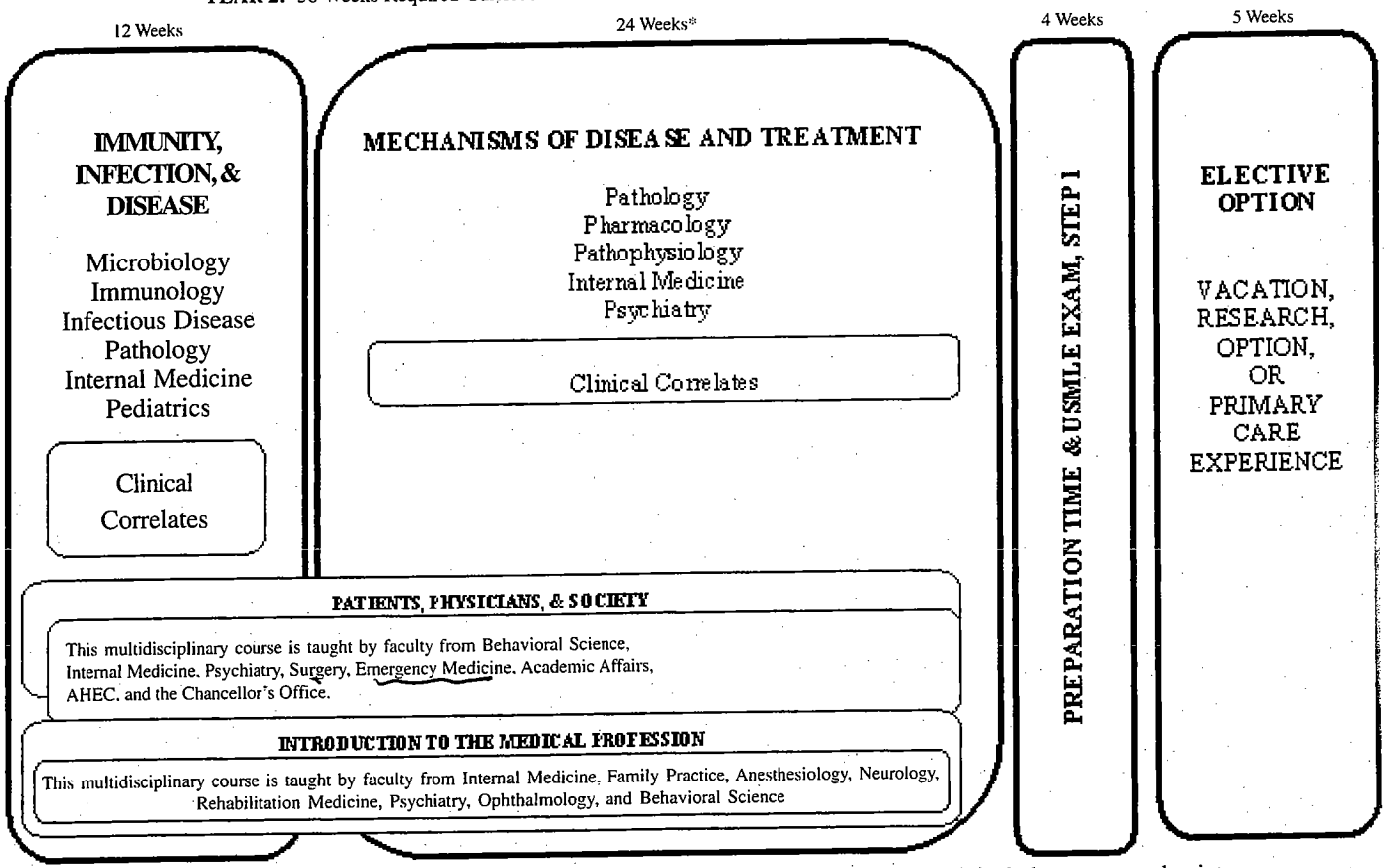
Objective: Students shall acquire clinical skills that enable accurate diagnosis and treatment of common diseases.

Dutiful

Objective: Students shall develop interpersonal and collaborative skills, commitment to service, and work habits that allow a reliable and attentive approach to clinical, professional, and social responsibilities.

University of Kentucky College of Medicine

YEAR 2: 36 Weeks Required Curriculum



* This block includes a two-week winter break, and a one-week spring break.

First-and Second-Year Curriculum

The first two years of study introduce students to the technical language, principles, and methods of investigation in the primary disciplines of biomedical science. Normal and abnormal functions of the body as they relate to health and disease are studied. The module block structure of the curriculum provides an intensive, concentrated exposure to each content area. The Kentucky Medical Curriculum includes the following courses which span the first two years of undergraduate medical education:

Introduction to the Medical Profession - This course provides early instruction in eliciting the medical history, performing the physical examination, interpreting laboratory tests, and understanding the process of clinical decision-making focused on principles of evidence-based medicine. Professional behaviors and the patient-physician relationship are emphasized. Course materials are integrated with simultaneous studies (e.g., neurological examination at the time of neurosciences study) when possible.

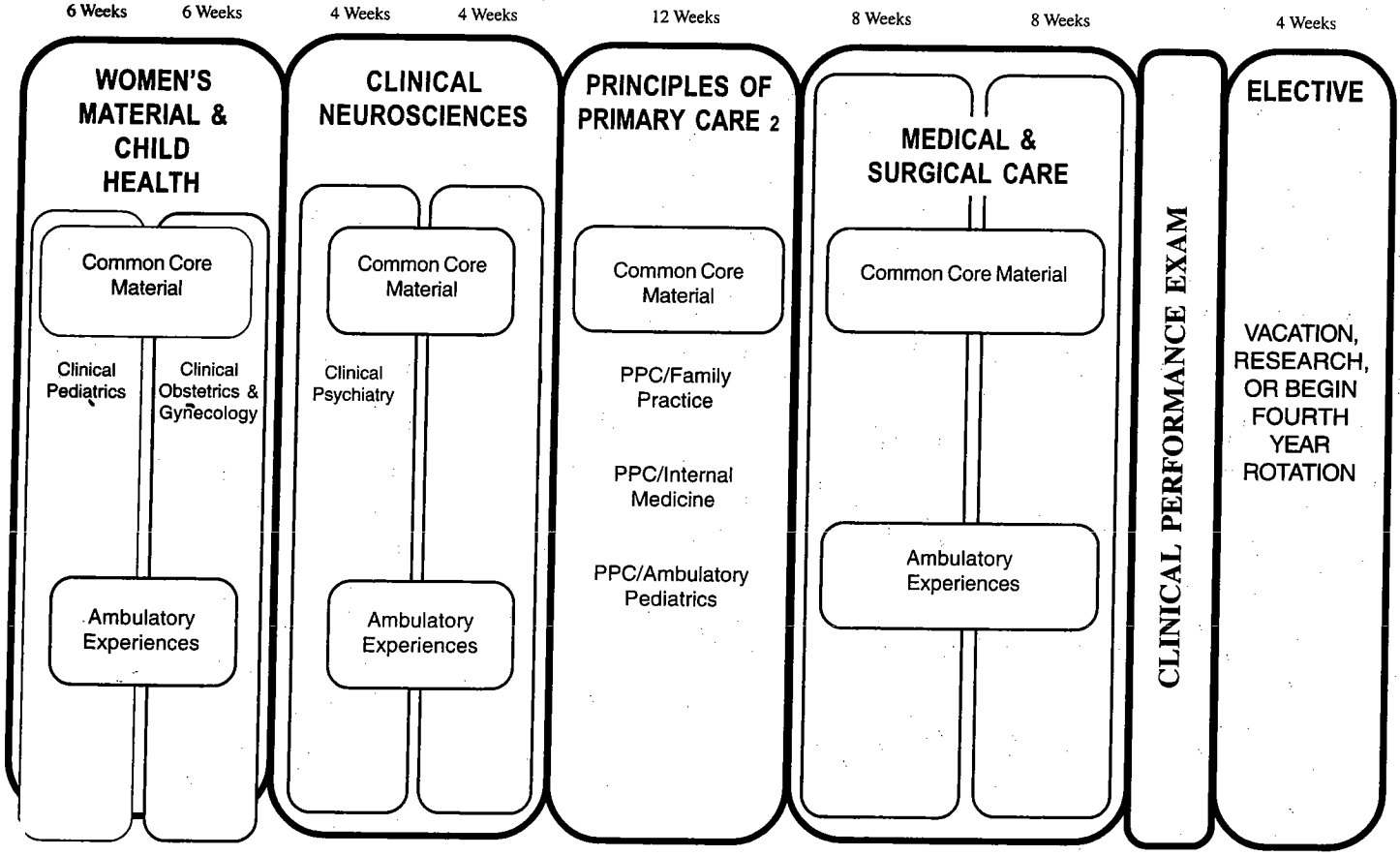
Physicians, Patients, and Society - This course is taught in problem-based learning sessions with a small group of students and a faculty tutor. Focusing on biopsychosocial, ethical, and socioeconomic factors involved in human illness, this course helps students gain insight into the medical cases and situations they will encounter throughout their careers.

Other courses taught during the first year include the following:

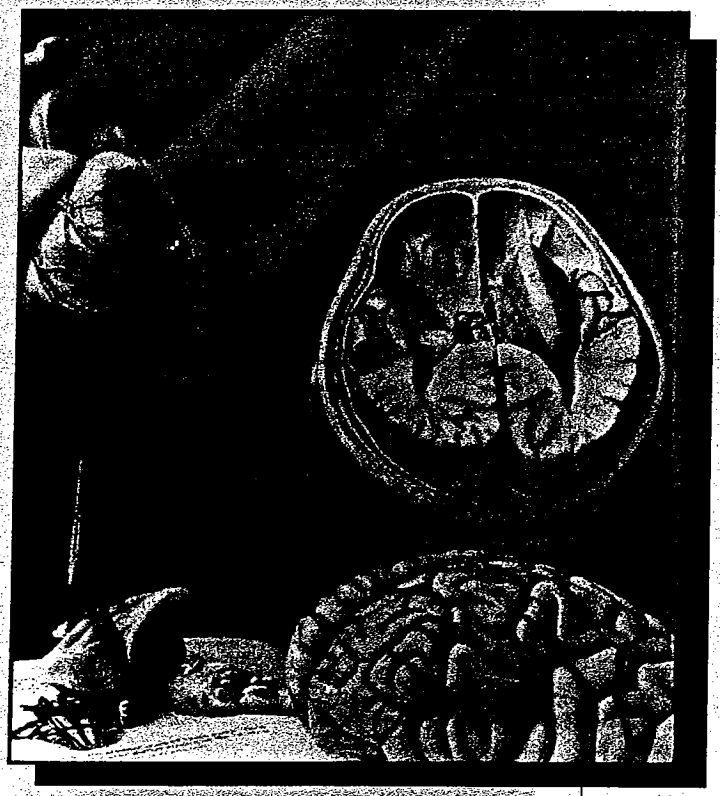
Human Structure - Intensive study in gross and microscopic anatomy

University of Kentucky College of Medicine

YEAR 3: 49 Weeks Required Curriculum



Note: 2. Two four-week rotations taken in Lexington, and one four-week rotation taken at an AHEC site.



is integrated with embryology. The course uses human cadavers, both prosected and dissected materials, computer programs that highlight spatial relationships, radiological materials (CT scans, MR images, X-rays), and other materials for teaching. Clinical correlations and palpation exercises stress the medical application of the information.

Healthy Human - This course, taught two afternoons each week along with the Human Structure courses, presents the stages of human development from prenatal life to death. It focuses on health promotion and disease prevention for each stage of human existence. The study of good health promotion also includes addressing issues of health maintenance for medical students and physicians.

Cellular Structure and Function - These courses focus on the basics of human biochemistry and genetics. The biochemistry and genetic inheritance involved in a variety of human diseases is studied. For example, glycogen metabolism and its disorders, the genetics of those disorders, and clinical examples of glycogen storage diseases are studied in an integrated fashion. Clinical correlation sessions allow students to learn from physicians treating these illnesses in practice and from the patients and families who experience these illnesses.

Neurosciences - This interdisciplinary course, including neuroanatomy, neurochemistry, neurophysiology, neurology, ophthalmology, neurosurgery, etc., describes how the nervous

University of Kentucky College of Medicine

YEAR 4 33 Weeks Required Curriculum - **The clerkship sequence is variable except for the two fixed blocks and interviewing break**

4 Weeks*	4 Weeks	4 Weeks	2 Wks	4 Weeks	4 Weeks	4 Weeks	4Weeks	4 Weeks	1 Week		
SURGICAL ACTING INTERNSHIP Surgery OB/GYN Surgery	MEDICAL ACTING INTERNSHIP Internal Medicine Pediatrics Neurology Family Medicine	EMERGENCY MEDICINE Advanced Cardiac Life Support Pathology	INTERVIEWING BREAK	1 REQUIRED OFFSITE SELECTIVE	ELECTIVE	ELECTIVE	ADVANCED CLINICAL PHARMACOLOGY & ANESTHESIOLOGY (fixed block) Pharmacology Intensive Care Anesthesiology Critical Care	ELECTIVE	DEAN'S COLLOQUIUM (Fixed block)	SENIOR WEEK	GRADUATION DAY

LEGEND: * This first block is preceded by USMLE Step 2.

Orthopaedic Surgery Information - UK Medical Students

2004: 3rd Year Student – MD 837 (all faculty)

Ben Callahan
Kara O'Brien
Tom Cusick
Dusty Moses
Tim McGhee
Dikran Deragopian
Emily Wolff
Carol Touma
David Nickels
Greg Marta
Mohammed Mohiuddin
Jonathan Webb
Susan Lorch
Todd Clark
Byars Wells
Kyle Belek

2004: 4th Year Student – SUR 851 (all faculty)

Tyler Richmond
Justin Kunes (visiting)
Michael Krueger (visiting)
Everett Weiss (visiting
Matthew Bolier (visiting)
Joshua Gapp (visiting)
Brad Barone
Shannon Florea
Derk Mueller
Nadine Feistel (visiting)
Jayesh Patel (visiting)

2003: 3rd Year Student – MD837 (all faculty)

Shawnte Hall
Tyler Richmond
Melinda Elkins-Smith
Brad Barone
Todd Philippe
Scott Jenkins
Jason Roberts
Beth Tuggle
David Hudson
Michael Harned
Shannon Florea
Brennan Royalty
Todd Brandt
Appleton Scutchfield
Hunter Housman
Ingo Helbig

2003: 4th year Student – SUR 851 (all faculty)

MaryAnn Kenneson
Michael Lawley (visiting)
Phillip Forno (visiting)
James Gill (visiting)
Brian Kern (visiting)
Megan May
Trevor Wilkes
Ched Crouse
John Powell
Todd Duncan
Gregory Rumph

2002: 3rd year Student – MD 837 (all faculty)

Jarrett Greer
Ched Crouse
Richard Parks
Karry Ruedebusch-Wilkes
James Liau
Jeffrey Tuttle
John Powell
Kenneth Strum
Katrina Sandoval
Brandon Smallwood
Mary Ann Kenneson
Greg Rumph
Trevor Wilkes
Megan May
MarcPhillip Russell
Daniel Robinson

2002: 4th Year Student – SUR851 (all faculty)

Matthew Hummel
Lonnie Loutzenhiser(visiting)
Brian Fissel (visiting)
Eric Moghadamian
Peter Esterhay
Teresa Perry-Crase
Heath Sutton
Siraz Sayeed
Brad Segebarth

2001: 3rd Year Student – MD837 (all faculty)

Matthew Hummell
Charles Herfel
Matthew Muslin
John Fannin
James Watson
Heath Sutton
Brad Segebarth
Siraz Sayeed
Jack Ditty
Ryan Sutherland
Todd Horn
Tom Goff
Gretchen Adkins
Michael Shehata
Michael Stany
Brad Williams
Tom Huhn
Brian Cromwell
Keith Bricking
Eric Moghadamian
Ivan Morrin
Amy Johnson
Michael Harned
Thiru Lakshman

2001: 4th Year Student – SUR 851 (all faculty)

Meredith Landorf
John Franklin
Jonathan Pettit
Alexander Holzl (visiting)
Keith Swanson(visiting)
Steve Smith
Gregory Grau
David Schneider
T.C. Lackey (visiting)
Joe Leith(visiting)
Allen Walker
Hongtao Guo
Norman McCoomer
Tracey Sawyer-Nash

2000: 3rd Year Student – MD 837 (all faculty)

Michael Stenger
Arati Desai
Blake Brame
Gregory Grau
Norman McCoomer
Meredith Landorf
Alison Collins
Gregory Rodgers
David Schneider
Christian Ramsey
Brett Muha
Steven Ragle
Elizabeth Holt
Jonathan Pettit
Adam Crawford
Kristopher Beickman
Chad Street
Chikezie Amadi
John Franklin
William Barrett
Carl Watkins
Michael Green
Robin Hofmann
Matthew Wilson

2000: 4th Year Student - SUR 851 (all faculty)

Dan Ross
Kaveh Sajadi
Rebecca Lile
Ginger Stone
Danielle Dietz
Stephen Manale (visiting)
Paul Ellis
Keith Burberry
Andrew Thomson
Travis Hunt
Ryan Cassidy
Mark Spanier
Jennifer Lord (visiting)
Brian Wallace
John Wilson

1999: 3rd Year Student – MD 837 (all faculty)

Kimey Rothman
Amy Cooper
Russell Gibson
Larry Justice
LaDonya Reed
J.D. Quarles
Gregory Caldwell
Travis Hunt
Brian Thomson
Stephanie Dunkle-Blatter
Paul Ellis
Kara Schmidt
Julie Segal
Christopher Pund
John Cole
Kimberly Wurth
Scott Jones
Michael Cecil
Brian Wallace
John Sullivan
Michael McClurg
Rebecca Lile
John Yuill
Kaveh Sajadi
Maya Carter
Pamela Trout
Anita Allman
Danielle Dietz
Eugene Gamburg

1999: 4th Year Student – SUR 851 (all faculty)

Keith Hall
Melisa Mullins
Jonathan Cotlair
Kevin Spicer
Frank McGuire
Jeffrey Schwartz
Matt Nicholls
Clinton Wellnitz
Richard Davis
David Morrison

1998: 3rd Year Student – MD 837 (all faculty)

Brian Banks
Katherine Kougias
Sandhya Venugopal
Tjuan Overly
Andrew Mutiso
Marvin Bishop
Ellen Flinchum
Harold Scott
Ben Powell
Connie Chan
Rick Davis
Mat Nicholls
Jennifer Schott
Patrick Triplett
Jay Drury
Amanda McCane
Anne Donovan-Tayce
Alicia Robinson
Jodi Schwab
Howard Givens

1998: 4th Year Student – SUR 851 (all faculty)

Michael Rohmiller
Adam Smith
Bernard Hein
David Sower
William Isbell (visiting)
Gil Segev (visiting)
Larry Leslie
William Lewis
Shikha Seksaria
Lee Sparks

Ortho Elective info

Spring 2004: Orthopaedic Surgery Research – Rosenblum & Shaffer
1st & 2nd year - no students enrolled

Fall 2003: Orthopaedic Total Joint Surgery Research - Rosenblum & Shaffer
2nd year only:
Compton, Kyle
Donegan, Ryan
Hay, Jennifer
Sachleben, Brant

Fall 2002: Orthopaedic Total Joint Surgery Research – Lawrence, Rosenblum & Shaffer
2nd year only - no students enrolled

Spring 2002: Orthopaedic Total Joint Surgery Research – Hartford
1st & 2nd year:
Belek, Kyle (1st year)

Fall 2001: Orthopaedic Total Joint Surgery Research – Hartford
2nd year only:
Harned, Michael

Spring 2001: Orthopaedic Total Joint Surgery Research – Hartford
1st & 2nd year:
Wilkes, Trevor (2nd year)
Harned, Michael (1st year)
Roberts, Jason (1st year)
Royalty, Brennan (1st year)

Fall 2000: Orthopaedic Total Joint Surgery Research – Hartford
2nd year only:
Crouse, Charles
Powell, John

Spring 2000: Orthopaedic Total Joint Surgery Research – Hartford *
1st & 2nd year:
Price, Seth
Rumph, Gregory
Samaan, Rodney

Fall 1999: Orthopaedic Total Joint Surgery Research – Hartford *
2nd year only:
Herfel, Charles
Moghadamian, Eric
Segebarth, Paul

Spring 1999: Orthopaedic Total Joint Surgery Research – Hartford *
1st & 2nd year: no students enrolled

Fall 1998: Orthopaedic Total Joint Surgery Research – Hartford *
2nd year only: no students enrolled

*For these semester and previous the records do not clarify whether the 2nd year students took the elective during fall or spring as both used the same course number.

Fourth-Year Students in Orthopaedic and Rehabilitation Rotations
For Past Five Years

	SUR 851 Ortho Surgery	RBM 850 AI	RBM 851 Outpatient	RBM 852 Pediatric
2003-2004	4	3	0	1
2002-2003	7	7	1	4
2001-2002	6	4	1	1
2000-2001	9	6	1	2
1999-2000	10	6	1	4