Welcome from the Dean and Provost

As you take the next step of your journey toward becoming a physician, I applaud your decision to consider Southern Illinois University School of Medicine. Founded in 1970, we have graduated more than 2,200 physicians as part of our mission to improve the health of central and southern Illinois. In addition to medical educational programs, we provide direct care to more than 117,000 patients and conduct research on those conditions that affect a rural population disproportionately, such as Alzheimer’s disease and certain cancers.

We are in existence to serve our communities and we are looking for Illinois’ best to join us. Each year we select a diverse group of students who mirror the population we serve. They come from all over the state of Illinois, but are united in their desire to learn, their care for patients as individuals, and their willingness to serve.

The faculty here has been selected to join us as well. From the beginning, the founders of this school set about to innovate and excel in educating medical students. Because the faculty value student learning, they have always been willing to try new approaches. Not only has this led to international recognition of our leadership in medical education, but it also results in the production of physicians who can solve patient problems rather than memorize unconnected facts.

Our self-directed problem-based curriculum is probably something new to you and represents a change from the usual undergraduate learning style. The curriculum requires a leap of faith but the results are worth it. Our students significantly out perform their peers on national standardized tests, are sought after for competitive residencies and become chief residents — the leaders among their peers.

I believe the reason our graduates distinguish themselves as residents can be traced back to our admissions process and our educational system. We strive to produce what your family members would call “good doctors.” These are the ones who have knowledge and skill but who also demonstrate that they care about their patients by putting the patients’ needs first.

If this sounds like you, join us as we learn, care and serve.

J. Kevin Dorsey, M.D., Ph.D.
Dean and Provost
School of Medicine History
We’re guided by a clear mandate.

SIU School of Medicine is guided by our mission to assist the people of central and southern Illinois in meeting their present and future health needs through education, patient care, research and service to the community. We work to train caring and competent physicians, to develop new models for providing health care in rural areas, and to provide a clinical practice focused on the health care needs of central and southern Illinois. The School is part of Southern Illinois University Carbondale.

Beginning in 1970, our founding dean, Richard H. Moy, M.D., and newly recruited department chairs and clinical, basic science and medical education faculty literally created the School’s innovative competency-based curriculum.

After the School received provisional accreditation in 1972, the members of the charter class began their studies in Carbondale in June 1973. Full accreditation came in 1975, followed that same year by the first commencement of 24 advanced-standing students and in 1976 by the graduation of 43 students in the charter class. Since then, classes have graduated every spring, bringing the total in 2009 to 2,269 new physicians.

Today, the School encompasses a complete sequence of programs beginning with undergraduate medical education and progressing through residency training and continuing education for practicing physicians. J. Kevin Dorsey, M.D., Ph.D., was named our third dean and provost in 2001.

Using existing University and community resources in Carbondale and Springfield, the School has grown rapidly. In Carbondale, home of our parent campus, the faculty deliver the basic science curriculum using various science facilities. Springfield, 170 miles to the north, is the site of the remaining three years of undergraduate curriculum and 14 residency programs, a basic science and clinical faculty of 300-some, and the School’s central administration. Approximately 760 downstate physicians serve as volunteer and part-time faculty for both locations.

In 2007, we received full accreditation for another eight years from the Liaison Committee on Medical Education, the maximum length of accreditation awarded. The LCME report highlighted the national prominence of our problem-based learning curriculum and the supportive relationship we have with our two teaching hospitals in Springfield, Memorial Medical Center and St. John’s Hospital.

The School has grown to one of the largest local employers, offering considerable medical expertise and playing a big role in Springfield as a medical destination. An area in the city for a Medical District, which includes the medical school, has been established to advance activities in research and patient care. The Mid-Illinois Medical District will develop facilities and undertake projects to advance the city’s position as a medical center of excellence. www.midillinoismedicaldistrict.org.

The School is funded by state appropriations, clinical income, research grants, tuition, service contracts and philanthropic gifts. Our total annual budget is approximately $138 million (FY09); about 31 percent is from state appropriations.
Our emphasis on outreach and service has focused this medical school on growth so that we can continue being a dynamic resource for the people of Illinois.

- The School’s facilities include University-owned structures and leased space in our affiliated community hospitals. In Carbondale, most activities are based in Wheeler and Lindegren Halls, Life Science II and III, and Neckers Building. In Springfield, we are located in 21 buildings. The Medical Instructional Facility at 801 N. Rutledge houses many classrooms, laboratories, offices and the medical library. Our clinical offices in Springfield are located primarily in the SIU Clinics/Richard H. Moy Building and the Baylis Medical Building, across from Memorial Medical Center, and in the Pavilion and Carol Jo Vecchie Women and Children’s Center, at St. John’s Hospital.

- SIU has residency training programs for physicians in 14 specialty areas - dermatology, family medicine, internal medicine, medicine/psychiatry, neurology, obstetrics/gynecology, pediatrics, psychiatry, radiology and five surgery programs that include general surgery, orthopaedic/rehabilitation, otolaryngology, plastic/reconstructive and urology. Our graduate programs lead to master's and doctoral degrees in pharmacology, physiology, and molecular biology, microbiology and biochemistry.

- Patients come from throughout Illinois and the Midwest for a full range of services, including tertiary-level specialty care, provided by our physician practice group, SIU HealthCare, formerly known as SIU Physicians & Surgeons. In FY09, faculty at our various clinical sites had more than 364,000 patient visits.

- A permanent facility in Springfield for the SimmonsCooper Cancer Institute at SIU, dedicated in 2008, was funded by $21.5 million from the State of Illinois. The Institute is focusing the School’s efforts on cancer research, physician and public education, and treatment for patients from across central and southern Illinois and will reach throughout the entire downstate region.

- The Parkinson Center at SIU, one of the national centers of excellence affiliated with the National Parkinson Foundation, and our Center for Alzheimer Disease and Related Disorders have a core faculty of clinicians and researchers in Springfield as well as a network of “primary providers” throughout the state.

- The School of Medicine is a partner with St. John’s Hospital in the creation and development of St. John’s Children’s Hospital, which combines SIU’s faculty resources with the pediatric facilities and services of St. John’s. It is accredited by the National Association of Children’s Hospitals and Related Institutions.

- Designated a Level I trauma center by the Illinois Department of Public Health, the Southern Illinois Trauma Center is a cooperative effort of Memorial Medical Center, St. John’s Hospital and the School of Medicine. It began providing trauma care for west central and southern Illinois in July 1999.
Students at Southern Illinois University School of Medicine enter medical school with a wide variety of family backgrounds, life experiences and academic skills. The goal of our curriculum is to develop graduates into competent clinicians prepared to approach any patient in a confident, knowledgeable and well-organized manner. With such competency every student can be fully prepared to progress to a residency of choice.

During their years at SIU, students undergo educational experiences which not only prepare them for their chosen careers, but also encourage them to develop close associations with their classmates and the faculty. The small class size, excellent student/faculty ratio and collegial spirit of cooperation at the School create an atmosphere that encourages a style of interaction that is highly professional, yet warm and personal. The impact of this approach affects the quality of student life in every aspect including counseling, advising and financial aid.

Selection Requirements

More information about admissions requirements can be found at www.siumed/studentaffairs/admissions.

- Must be a U.S. citizen or a foreign citizen with a permanent resident visa.
- Must be a legal resident of Illinois at the time of application submission.
- At least 90 semester hours of undergraduate work from accredited, U.S. or Canadian degree granting college or university. Preference is given to those who will have earned a baccalaureate degree by the time of matriculation and who have sufficient recent academic activity to demonstrate their potential for success.
- Applicants with foreign credits must have completed at least 60 semester hours of course work in the United States.
- Must meet the minimum grade point average requirements.
- Must meet the minimum Medical College Admissions Test (MCAT) requirements.

Selection Factors

Applicants are selected for interview according to their strengths in academics, extracurricular activities, employment and volunteer experiences, in addition to place of residence. Preference is given to central and southern Illinois residents and to those from rural, inner-city or disadvantaged backgrounds. Selected applicants are required to interview.

The Admissions Committee looks beyond proven scholastic ability for evidence of responsibility, maturity, integrity, compassion, proper motivation, identification with the goals of the School, exploration of medicine as a career, service orientation and good interpersonal skills. Meeting the admissions requirements does not ensure admission, as the School is limited to admitting 72 freshmen. Although the Committee uses no quotas, active efforts are made to recruit qualified applicants from groups traditionally underrepresented in the medical profession.
**Nondiscriminatory Policy**
Southern Illinois University School of Medicine does not discriminate on the basis of race, color, religion, age, sex, disability or national origin in administration of its educational policies, admissions policies, scholarship and loan program or other School-administered programs.

**Office of Student Affairs**
Students will interact frequently with Student Affairs staff from the time they apply to the school through graduation and beyond. The office handles new student admissions and current student issues like registration, financial aid, residency applications, student activities and career counseling. Applicants are encouraged to visit www.siumed.edu/studentaffairs to learn more.

**Tuition and Fees/Financial Assistance**
The types and amount of tuition and fees charged to students are established by the Board of Trustees and are subject to change. A current tuition and fee schedule is available through the Student Affairs Office. SIU School of Medicine participates in all major Federal Student Aid programs. Students receive financial aid on the basis of their need as calculated on the Free Application for Federal Student Aid (FAFSA). Scholarship and grant aid is generally limited to students who demonstrate exceptional need.

The financial aid office provides short-term emergency loans as well as loan indebtedness counseling and assistance with securing loans and scholarships. Accepted applicants may contact the financial aid staff in Student Affairs.

**Housing**
In Carbondale, most medical students reside off campus. Information about Carbondale housing can be found at www.housing.siu.edu.

There is no University housing available in Springfield. Student Affairs serves as an information source on the Springfield campus for private housing.

**Student Health**
All SIU students are assessed a medical fee which provides for outpatient care and hospital benefits. Incoming students are required by Illinois law to document immunity to measles, tetanus/diphtheria, rubella, chicken pox and mumps. In addition, all medical students are required to be vaccinated against hepatitis B, or provide documentation of immunity or specific medical contraindications, and undergo yearly tuberculosis testing.

**Technical Standards for Admission**
Students graduating from the School of Medicine must be able to meet the physical and emotional requirements of the academic program as set forth below. A candidate should have the ability to:

- Communicate effectively in order to elicit and provide information;
- Perceive, interpret and communicate various aspects of physical examination, including palpation, auscultation and percussion;
- Learn to interpret basic laboratory tests;
- Learn to interpret diagnostic procedures [for example, venipuncture, lumbar puncture and arterial puncture];
- Learn to interpret EKGs and X-rays;
- Execute motor movements sufficient to perform a physical exam and provide emergency care to patients;
- Compare quantitative and qualitative differences to reason, analyze and synthesize and to problem solve;
- Exercise good judgment;
- Promptly complete all responsibilities attendant to the diagnosis and care of patients;
- Develop mature, sensitive and effective relationships with patients;
- Function effectively under stress;
- Adapt to changing environments;
- Demonstrate compassion, integrity, interpersonal skills, interest and motivation;
- Comprehend three-dimensional relationships; and
- Demonstrate the emotional health required for full utilization of intellectual abilities.

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**Timetable for Application**

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<tr>
<td>AMCAS submission</td>
<td>June - November 15</td>
</tr>
<tr>
<td>Submission deadline</td>
<td>November 15, 12:00 midnight EST</td>
</tr>
<tr>
<td>MCAT testing</td>
<td>January - September</td>
</tr>
<tr>
<td>Latest MCAT® considered</td>
<td>Sept. preceding Nov. 15 application deadline</td>
</tr>
<tr>
<td>Oldest MCAT® considered</td>
<td>3 years (e.g. 2007 for 2010 application)</td>
</tr>
<tr>
<td>Supplementary application submission (sent to selected applicants only)</td>
<td>July - February 1</td>
</tr>
<tr>
<td>Receipt deadline</td>
<td>February 1</td>
</tr>
<tr>
<td>Admissions interviews</td>
<td>September - March</td>
</tr>
<tr>
<td>Acceptance notification</td>
<td>December, February, March and as needed after March 31</td>
</tr>
<tr>
<td>Multiple acceptance decision deadline</td>
<td>May 15</td>
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<td>May 15</td>
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Student Organizations

Involvement in national organizations encourages the exchange of ideas, information and discussion of health care issues. Students may participate in the American Medical Student Association, the Student National Medical Association, the Latino Midwest Medical Student Association, the American Medical Women’s Association, the Medical Student Section of the American Medical Association, and state and county medical societies. A chapter of Alpha Omega Alpha Honor Medical Society was established in 1985. Student organizations are described in detail at http://www.siumed.edu/students

The Medical Student Assembly serves the student body as an advocate group for student interests. Medical students also serve as voting members on a full range of University and School of Medicine committees including Graduate and Professional Student Council, Admissions, Student Progress, Curriculum and Educational Policy.

Community Service Opportunities

Students are encouraged to participate in community service opportunities. In Carbondale, common service projects include volunteering for the Abundant Health Clinic and the Migrant Camp Health Clinic as well as for various shelters, local schools and fundraisers.

In Springfield, service projects include mentoring local grade-school children or volunteering with Habitat for Humanity. Details are on the Web site www.siumed.edu/students/studenttostudent.htm under “Philanthropic Opportunities.”

Counseling

Counseling services are available for all medical students, with an emphasis on academic and personal counseling for students with special needs.

Office of Alumni Affairs

Activities, services and programs are developed for the School’s alumni with assistance from the Alumni Society’s Board of Governors. Activities and services include the HOSTS (Helping Our Students To Succeed) program that connects alumni with fourth year medical students while students are interviewing for residencies, an Illinois online placement service, the Alumni News section in the School’s Aspects magazine, an alumni Web site, assistance with the annual Alumni Fund Campaign, class reunions and other social events for alumni and students. For further information, contact the Office of Alumni Affairs. Illinois Practice Opportunities assistance is available to alumni and residents through the Illinois Practice Opportunities Web site at www.siumed.edu/practice_ops/.

As of May 2009, 2,269 students have earned the M.D. degree at SIU School of Medicine. Those graduates in practice are pursuing a variety of medical careers:

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Family medicine</td>
<td>22%</td>
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<tr>
<td>Internal medicine</td>
<td>21%</td>
</tr>
<tr>
<td>Surgery</td>
<td>11%</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>9%</td>
</tr>
<tr>
<td>Emergency medicine</td>
<td>7%</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>6%</td>
</tr>
<tr>
<td>Obstetrics and gynecology</td>
<td>6%</td>
</tr>
<tr>
<td>Radiology</td>
<td>4%</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>4%</td>
</tr>
<tr>
<td>Pathology</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
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</tbody>
</table>

SIU graduates are practicing in these Illinois communities:

- Alton
- Amboy
- Anna
- Belleville
- Belvidere
- Benton
- Bloomington
- Bradley
- Breese
- Canton
- Carbondale
- Carlinville
- Carmi
- Carrier Mills
- Carrollton
- Centralia
- Champaign
- Charleston
- Chatham
- Chester
- Chicago and suburbs
- Chillicothe
- Christopher
- Collinsville
- Coulterville
- Danville
- Davis Junction
- Decatur
- DeKalb
- DeSoto
- Dixon
- Edwardsville
- Effingham
- El Paso
- Eureka
- Fairbury
- Fairfield
- Fairview Heights
- Forrest
- Freeburg
- Freeport
- Galesburg
- Granite City
- Greenville
- Hardin
- Harrisburg
- Havana
- Herrin
- Highland
- Hillsboro
- Jacksonville
- Jerseyville
- Joliet
- Kankakee
- Knoxville
- Lawrenceville
- Lincoln
- Litchfield
- Macomb
- Mahomet
- Marion
- Marissa
- Maryville
- Mascoutah
- Mattoon
- Metropolis
- Moline
- Monticello
- Morris
- Morrison
- Morton
- Mt. Carmel
- Mt. Carroll
- Mt. Pulaski
- Mt. Sterling
- Mt. Vernon
- Mt. Zion
- Murphysboro
- Normal
- O’Fallon
- Olney
- Oregon
- Pekin
- Peoria
- Petersburg
- Pittsfield
- Pontiac
- Quincy
- Red Bud
- Robinson
- Rochelle
- Rock Island
- Rockford
- Salem
- Sandwich
- Springfield
- Shiloh
- Sterling
- Swansea
- Taylorville
- Troy
- Tuscola
- Urbana
- Vandalia
- Waterloo
- Watseka
- West Frankfort
- Wilmington
- Woodstock
M.D.-J.D. Degree Program

Recognizing the heightened level of interaction between medicine, law and health policy, SIU’s Schools of Medicine and Law offer an M.D.-J.D. dual-degree program to accommodate the increasing number of individuals seeking a carefully structured, interdisciplinary education. The program leads to the awarding of degrees in medicine and law at the completion of a unique six-year program of academic and clinical study.

Students seeking to enroll in the M.D.-J.D. program are required to meet admission standards established by the School of Medicine and the School of Law. Students are admitted separately to each of these schools, filling a limited number of places available in the program. Students must apply concurrently to both schools for admission.

Inquiries for further information should be directed to Admissions in the Office of Student Affairs at the School of Medicine or the Office of Admissions at the School of Law.

SIU School of Medicine Quick Facts

- 291 medical students; 274 residents and fellows
- 1 to 1 student to faculty ratio
- More than 230 active research projects
- 100% of medical students are residents of Illinois
- 100% of graduates say they are satisfied with their medical education
- 100% of graduates feel adequately prepared for residency training
- More than 370,000 patients served annually by SIU HealthCare formerly SIU Physicians & Surgeons
- SIU maintains 100 service sites in 50 Illinois communities
- Medical students begin clinical training in the first weeks of school
- 72 medical students enroll each year
- 60 Illinois counties served by SIU HealthCare

MEDPREP

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972 by SIU School of Medicine. It provides assistance to educationally and economically disadvantaged students in preparing for and achieving success in health professions schools. The program operates on a year-round basis, beginning in June of each year. MEDPREP participants enroll as regular SIU Carbondale students pursuing a special preprofessional certificate. About 70 students participate in the program annually. Participation in MEDPREP does not guarantee admission to SIU School of Medicine or any other medical school, but there is an alliance program with the SIU medical school that allows acceptance under certain conditions.

Students prepare their academic plans through consultation with MEDPREP advisors and participation in courses such as orientation seminar and learning skills. The curriculum includes science review courses, basic skills classes and advanced enrichment courses in biology. In addition, MEDPREP’s status within the School of Medicine provides enrolled students with unique experiences and courses not usually available to preprofessional students.

Participants must submit a completed MEDPREP application and official transcripts from all colleges attended unless transcripts are on file at SIUC. Also required are two letters of recommendation or a preprofessional committee evaluation letter. Early application is strongly recommended.

Medical students in the courtyard in Springfield
Upon graduation in 2009, Dr. Nicole Dunlap from Champaign began her residency in psychiatry at the University of Iowa Hospitals and Clinics. She said choosing her residency was made easier because of the early clinical opportunities and the support she received from SIU staff and faculty.

“Taking history and physicals during my first year gave me the confidence I needed to be successful in my studies.”

As she completed her medical school experience, Nicole said she is happy with her choice of SIU medical school.

“SIU is not located in a big city and that was a plus when choosing a school. Now it makes me proud to hear students from other medical schools tell me that SIU is known as an innovator in medical education.”

Nicole believes the problem-based learning approach used at SIU has made her an effective, efficient and life-long learner.

“I also liked the small class size and the one-to-one interaction with the faculty. The faculty want to see each of us succeed and will support students until they reach their goal. SIU is well-known and respected for its medical education and I know I will be a better doctor because of the education that I received here.”

Victoria Johnson is a third-year student from Pittsfield who looked for a school close to home.

“Throughout my educational career, I’ve enjoyed both science and art. To me, medicine is a combination of both. I want to listen to a patient’s story, interpret the symptoms and help them to heal.”

“When applying to medical schools, I knew I wanted a school where my costs would be manageable. I visited several other schools, but never felt the same welcoming and supportive atmosphere as I did at SIU. Students are the first priority to the faculty.”

Her clinical rotations begin during the third year at SIU and offer an opportunity to experience the different areas of medicine. At the end of this year, Torrie will decide on her specialty and begin to think about what area of medicine and where to complete her residency.

“As a third-year student, I value the early clinical contact I’ve had with patients. These hands-on opportunities have allowed me to learn by experience, rather than through lecture and text. Small group and self-directed learning have given me the tools to be a life-long learner.”
Ryan Stock, a second-year student from Benton, chose medicine as a career because he enjoys interacting with patients and helping them through a difficult time.

“I selected SIU for several reasons. This School feels like a community. The faculty, many of them SIU alums, are accessible, friendly and personally invested in each of us. They help to make medical school interesting and enjoyable.”

The transition from Carbondale to Springfield was easy for Ryan. He said that while the curriculum moves a little quicker than in the first year, adjusting to the study load is not a problem since students already have learned what study strategies work for them.

“Self-directed learning allows me to fit the curriculum to my learning style and still allows me time to volunteer in the community. This is just one more way that I can help others.”

Ryan is impressed with the easy-going atmosphere and lack of competition between the students. “I can enjoy learning without the added stress of competition.”

“Choosing a medical school that fits your personality is important. SIU has enabled me to make the most of my medical education while still being able to enjoy life outside of school. SIU has been a perfect fit.”

Alison Saulog is a first-year student from Salem. She chose medicine as her career because she wants to help people and wants a career that is always evolving. Medicine is that profession. She chose SIU because of the non-traditional curriculum which has fewer lectures and more opportunities for students and faculty to develop personal relationships.

“As a first-year student at SIU, I like that the faculty know who I am. I’m not afraid to ask for help from them or my classmates.”

“Being at SIU is like being in the real world. Small learning groups keep me focused on the material and help me learn at a quicker pace. But I always try to remember that being in medical school is a marathon and not a sprint. I’ve learned to take time for me.”

Alison has enjoyed meeting people who share her passion for learning.

“SIU is like a big family. The skills I’ve learned this year will become building blocks for future learning. SIU makes me feel like this is where I belong.”

“Medical school is a challenge, but if you’re willing to make the most of this opportunity, you will become a better doctor for your patients.”
SIU School of Medicine students begin their four-year program on the Carbondale campus, where they can enjoy a university environment while learning about the normal human organism, primarily from basic science faculty. This first year provides a transitional period from undergraduate education to medical education. Students spend the remaining three years in Springfield, benefiting from the resources of the full-time and community basic science and clinical faculty and two large community hospitals. During these years, students learn pathophysiology and more complex clinical applications of basic science knowledge, as well as the diagnosis and treatment of patients.

Curricular Philosophy and Emphases

- Nearly one-to-one student-faculty ratio
- Continual curricular evaluation and improvement
- Early clinical experience including the use of standardized patients
- Opportunities for pursuit of individual interests (research, clinical work) in the summer between the first and second year of medical school
- Life-long, self-directed learning through the use of problem-based learning
- Integration of basic and clinical sciences
- Humanistic medicine

Early Clinical Experience

A Doctoring Streamer runs through all four years, providing opportunities for students to acquire clinical skills. Students are assigned to mentors who help them develop and build these skills. Within the first few weeks of the first-year curriculum, students begin a variety of experiences including seeing real and standardized patients (healthy people trained to represent actual patient problems). The importance of interviewing and physical examination skills is emphasized so that students may better use and correlate their understanding of the sciences basic to medicine with the kinds of problems patients bring to a physician. Other Doctoring activities include: peer and self-assessment skill building, physicians’ attitudes and conduct sessions, and medical humanities issues including physician/patient relationship, ethics, death and dying, and practice management.

Doctoring also has an innovative geriatrics program in which students work with a “standardized couple” each year of medical school. As the couple “ages” 10 years each year of the curriculum, students become familiar with the wide array of normal and abnormal changes associated with aging.
Standardized Patients
An educational innovation that was born at SIU, and has since been adopted around the country by other medical schools, standardized patients are healthy people trained to respond as an actual patient would in a similar situation. Through the use of these patients, students are introduced to clinical problems such as acutely ill patients, emergencies, and emotional or ethically sensitive situations. These interactions challenge clinical skills and knowledge and may represent an experience that may not always be accessible to students in a typical setting.

Some standardized patient assessments are observed by clinical faculty so students can receive feedback about organization, technique, and thoroughness of history taking and physical examination skills. Standardized patients also assess students’ communication skills, professional and personal manner, and overall satisfaction with the encounter.

Problem-Based Learning
Another educational innovation begun at SIU, and subsequently adopted around the world by many schools, problem-based learning is learning of medical information in small groups of students (typically 6-8) with a faculty tutor. During these tutorial sessions, students will be introduced to a “patient” and must diagnose the patient using history questions, physical examination and appropriate laboratory tests. This is done in a small group room using a computer-based “patient.” In working through the case, students discover the basic science concepts behind the clinical work and direct their own learning toward the issues the team has uncovered. In this manner, students must be active participants in their own learning, and this kind of integrated basic science and clinical learning is well known to enable students to retain the knowledge they have gained.

Educational Technology
Students have access to multiple tools to enhance their knowledge and skills, log clinical and evaluate curricular activities. The Clinical Skills Laboratory in Springfield includes dozens of models and simulators for training and self study. Educational computer programs in tutor rooms and other student-access computers include interactive programs that show graphical interpretations of cellular, biochemical and pharmacological information. Much of the curricular information presented in large group formats is available on the Web for download either prior to or during the learning sessions.

Cases used in problem-based learning are set up in an online format. Tutor rooms have large screen computer monitors for displaying patient cases and recording learning issues. An online self-assessment system is available to students from campus and remote computer locations to allow practice for licensure and other exams.

Many of the educational technology initiatives are student-generated. Students are involved on committees to ensure that technology enhances their study process and learning, and faculty welcome their input.
Primary Care and Ambulatory Care

The School has a required clinical rotation in Family and Community Medicine devoted to primary care. Since 1981, more than 1,900 students have participated in the program which currently utilizes nearly 160 central and southern Illinois physicians. In addition to primary care, other clinical rotations offer students more than one-quarter of their clinical experiences in non-hospital settings. Some of these experiences include opportunities to work in rural communities. Students participating in off-campus experiences participate with on-campus curricular activities via distance learning technologies such as videoconferencing and Web-based learning. Full-time and community faculty work side by side with students in their office practices to provide students with valuable clinical experiences.

Humanistic Medicine

Good interpersonal skills and professionalism are essential to the practice of medicine. Development of these skills, which help build trusting physician-patient relationships, is continuously evaluated by the faculty. The use of small group learning throughout the curriculum encourages team building, enhances communication skills and plays a major role in building interpersonal skills. Interpersonal skills have equal weight with knowledge and clinical reasoning skills in the assessment process.

The Department of Medical Humanities emphasizes the psychosocial, ethical and legal dimensions of the practice of medicine. Its standardized patient experiences allow students to interact with a number of different types of patient scenarios so students have many opportunities to fine tune professional behavior.

Evaluation and Promotion

Every student must attain the predefined levels of competence established by the faculty. Evaluations are designed to measure competence in knowledge, skills and attitudes. Decisions regarding student progress are made on the basis of whether students demonstrate the prescribed levels of competency. Oral and computer-based examinations, faculty evaluation of cognitive and non-cognitive attributes, and performance-based examinations are used to evaluate students’ knowledge, attitudes, concepts and skills.

Performance-based examinations give students the opportunity to demonstrate their clinical skills and abilities with standardized patients. These exams, in which students’ interviewing and physical examination skills are observed by faculty, occur with increasing frequency throughout the first three years of study. Feedback provided by faculty observers helps students recognize strengths and weaknesses and provides advice on performance improvement.

After completing all clerkships, students are required to participate in the fourth year (senior) clinical competency examination, which assesses their ability to apply knowledge and clinical skills in a “real life” medical setting. Students are evaluated and receive feedback regarding inquiry strategy, diagnosis development, test selection and interpretation, and patient management.

The School’s Student Progress System (SPS) prescribes the standards of academic conduct that must be met by students in order to graduate. The SPS also describes how student academic performance and professional conduct are evaluated. A Student Progress Committee, composed of students, faculty and administrators, monitors the student progress process.

All students are required to record a score on the U.S. Medical Licensing Examination (USMLE) Step 1 before beginning clerkships and must pass Step 1 of the USMLE to graduate. All students must sit for both USMLE Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) components to graduate. Course designations of honors, pass or fail are included on students’ official transcripts.

Curriculum in Year One

A typical week’s schedule for Year One includes:

- Small group, problem-based learning meetings with a tutor on Monday, Wednesday and Friday mornings from 8-11am.
- One hour case wrap up of the case presented in the problem-based learning meeting at the end of the week.
- Resource meetings (large group lectures) on average of 1-3 hours per week.
- Clinical skills sessions on Tuesdays.
- One half day every other week out in the community with a physician mentor.
- Laboratory two afternoons a week.

On average, across the year, weekly time required in a classroom is about 10 hours with another 5-8 in recommended or optional activities.
Curriculum Goals

The mission of Southern Illinois University School of Medicine is “To assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research and service to the community.” In serving this mission our curriculum goals are to prepare students to be:

- Physicians who are compassionate, tolerant and respectful in caring for patients and trustworthy and truthful in all of their professional dealings.
- Physicians who understand the scientific basis of medicine and are capable of applying that knowledge in the practice of medicine.
- Physicians who are highly skilled in providing care to individual patients.
- Physicians who are self-directed, life-long learners capable of employing systematic approaches for promoting, maintaining, and improving the health of individuals and populations.
- Physicians who understand the roles of other health care professionals and who collaborate with and learn from them in fulfilling their roles as clinicians and patient advocates.
- Physicians who are skilled in the critical appraisal of new scientific knowledge and its application to clinical practice.
- Physicians who recognize and accept limitations in their knowledge and clinical skills and who are committed to improving their knowledge, ability, and habits and patterns of practice.
- Physicians who, through knowledge of health care policy and practice issues, are responsive to the changing environment of health care.
- Physicians who recognize that spirituality and cultural beliefs are important elements of the health and well being of patients.
- Physicians who advocate the interests of patients over self interest and their own personal rewards.

Curriculum Guidelines

- Students should be encouraged to become self-directed, life-long learners.
- Students should be exposed to a variety of clinical settings throughout their entire undergraduate education and should be expected to show progressive development of skills and professional behaviors.
- Learning of basic and clinical sciences shall be integrated.
- Active learning in small group settings should be encouraged.
- The curriculum shall develop the flexibility necessary for students to function in the rapidly evolving health care delivery system, and in a variety of roles such as individual patient care, community health, and preventive medicine.
- All curricular events should be evaluated; such evaluations should be diverse in style and performance-based.
- The following content areas should receive emphasis in the curriculum: history and physical examination skills, medical practice management, health policies, evidence-based medicine, resource acquisition and medical informatics, and opportunities to explore diverse career choices.
- Where appropriate, management of the curriculum should be by interdisciplinary teams which cross geographical and calendar barriers.
Academic Departments
Faculty keep the curriculum current and innovative.

Anatomy
Nine full-time faculty in the Department of Anatomy in Carbondale teach practical and clinical anatomy of the human body for the first year medical students. Teaching activities include resource sessions, directing laboratories in gross anatomy and neuroanatomy as well as microscopic anatomy and embryology.

Departmental faculty also serve as small group tutors in the Problem-Based Learning curriculum. Departmental faculty are actively engaged in biomedical research that includes neuroanatomy, neurophysiology, brain injury and recovery, epilepsy, stroke, Alzheimer’s disease, metabolic disorders that affect the brain, Alzheimer’s disease, schizophrenia and evolutionary genetics.

Anesthesiology
The Department of Anesthesiology in Springfield plays a major role in teaching medical students the clinical skills needed to support life when there is acute or chronic failure of circulatory, ventilatory or central nervous system function.

The clinical faculty is composed of 20 anesthesiologists. During the clerkship experience, students work with faculty physicians in the operating rooms and treatment areas at Memorial Medical Center. Since this community hospital is a regional medical center, a number of patients with complex medical problems are referred to Springfield. How the disease process and the drugs used to treat patients interact with anesthesia provides a constant source of teaching material.

Biochemistry and Molecular Biology
The Department of Biochemistry and Molecular Biology is located in Carbondale. The faculty teach graduate courses in biochemistry and provide biochemistry, cell biology and molecular biology instruction for the medical school.

The medical students study biochemical and molecular concepts related to the practice of medicine. These topics are integrated with other disciplines in a clinical setting. The biochemistry faculty serve as lecturers, tutors and resource faculty throughout the students’ medical school education.

Areas of faculty research include molecular biology, and biochemical and macromolecular interactions. These research programs are funded largely by grants from national agencies. The faculty also direct research of master’s and doctoral students.

Family and Community Medicine
The faculty of the Department of Family and Community Medicine prepare medical students and resident physicians for careers in family medicine. The physicians deliver comprehensive care to the individual and the family, with emphasis on health promotion and disease prevention, and care of the acutely and chronically ill in practices characterized by the principles of the patient-centered medical home.

SIU School of Medicine is among the leading schools in the nation in producing family physicians. In the past, the department has been awarded certificates of merit by the American Academy of Family Physicians for its consistently impressive record in preparing graduates for careers in family medicine.
The department’s four residency programs are located in Carbondale, Decatur, Quincy and Springfield. Medical student training and residency training occur at all sites. Faculty participate in the family medicine clerkship and offer a variety of elective rotations to medical students. Nearly 160 board-certified family physicians practicing in central and southern Illinois provide preceptorship sites for medical student training.

SIU’s undergraduate program in family medicine affords students a problem-based approach to patient assessment and management. The clerkship emphasizes preventive medicine and the continuity of care that characterizes family medicine. During clerkship experience, students work with practicing family physicians in central and southern Illinois in the context of the patient-centered medical home. The students experience the day-to-day lives of family physicians and learn the importance of effective interdisciplinary and community oriented care.

**Information and Communication Sciences (Libraries)**

Three SIU facilities meet the informational needs of the School’s students, faculty and staff. The library faculty comprise the Department of Information and Communication Sciences.

Materials pertaining to the study of the pre-clinical sciences and medicine are located within the newly renovated Morris Library in Carbondale. These consist of a wide variety of print and electronic resources. The Medical Resource Center (MRC) is located in Lindegren Hall on the Carbondale campus. Its collection consists of more than 16,000 print volumes, electronic information resources and models. The MRC Web page integrates faculty-developed resources and relevant Web sites with first-year curriculum materials and activities.

The School’s Medical Library in Springfield is located on the fourth floor of the Medical Instructional Facility. Its collection totals more than 163,000 print volumes, documents, electronic resources and media programs; more than 1,200 subscription periodicals; a 4,000-plus volume special collection in the history of medicine; and loanable equipment, such as laptop computers and multimedia projectors.

Students have access to bibliographic and full-text electronic resources, a wireless network and after-hours study space. Library work stations support Web browsing, electronic mail and standard office software programs. Curriculum and elective instruction in medical informatics and training on information resources are offered to students.

The Medical Library and Morris Library participate in I-Share, which provides access and borrowing privileges to the collections of 76 Illinois academic and research libraries. All three facilities provide Web pages that feature information about their services and that link to electronic information resources.

**Internal Medicine**

Faculty in the Department of Internal Medicine in Springfield teach students during all four years and maintain an internal medicine residency as well as...
various fellowships. The specialty provides primary care for adults as well as specialty care in cardiology, dermatology, endocrinology, gastroenterology, geriatrics, infectious disease, medicine/psychiatry, nephrology, pulmonary medicine, hematology/oncology and rheumatology.

The internal medicine faculty help students learn skills needed to evaluate and manage the medical needs of adolescents and adults, including preventive care and basic procedural skills. In the first year, students learn to apply basic principles in solving actual clinical problems. In the second year, students acquire the skills of history taking, physical examination, clinical decision making and fundamentals of pathophysiology.

During clerkships in the third year, students work as part of the medical team caring for patients with a492,210(2,4),(998,993)

evaluation and teaching innovations.

The department houses the editorial office for Teaching and Learning in Medicine (TLM), an international journal published quarterly by Lawrence Erlbaum Associates, Inc. TLM is now indexed in Index Medicus/MEDLINE.

Medical Humanities

The Department of Medical Humanities in Springfield offers a curriculum designed to provide students with core knowledge in the humanities and an understanding of its application to clinical medicine. Its core mission is to “ensure critical dialog about health, health care and the human condition.” The full-time faculty offer expertise in law, ethics, psychosocial care, health policy, population health, literature, religion and medical history. More than 30 cross-appointed and adjunct faculty teach in such areas as government and public policy, jurisprudence and sociology.

Medical humanities learning experiences are offered during the first and second years in various units including the Doctoring Streamer. During the third and fourth years, focus is on a comprehensive examination of the physician-patient relationship, the physician’s role in an evolving health care system and physician participation in the administration of justice. The fourth year includes annual lectures by visiting professors in health policy and in law and medicine. Other humanities learning experiences are integrated into clerkships because of their relevance to specialty areas of medicine.

A diverse array of electives is offered during the third and fourth years, which include short-term international experiences. The department also sponsors a six-year M.D.-J.D. dual-degree program with SIU School of Law.

In addition, the department manages The Pearson Museum, which collects, preserves, displays and interprets the history of medicine, pharmacy and health care from all cultures and eras. The department sponsors the annual Emmet F. Pearson Memorial Medical History Lecture.

Medical Education

The Department of Medical Education provides educational and research support to other medical school departments in addition to its own teaching and research functions. In Carbondale, medical education faculty provide classroom instruction, tutorial support, and advisement to financially and educationally disadvantaged MEDPREP students.

In Springfield, the department assists faculty in the design, implementation and evaluation of instructional programs. Faculty members conduct research in cognitive science, instructional theory and practices, clinical expertise and evaluation of competency. The department provides faculty support for the Professional Development Laboratory, a nationally recognized, self-contained learning and evaluation environment for the improvement of professional education through curriculum, learning resources and faculty development programs.

The Academy for Scholarship in Education also is housed in the department. This is a collaborative effort by faculty to improve the curriculum, engage in medical education research and reward excellence in education and teaching innovations.
Medical Microbiology, Immunology and Cell Biology

The Department of Medical Microbiology, Immunology and Cell Biology in Springfield consists of 12 faculty and five cross-appointed scientists. Many of the members of the faculty are also on the staff of the SimmonsCooper Cancer Institute at SIU and provide research experiences in cancer related projects. The areas of faculty specialization include bacteriology, cell and molecular biology, microbial pathogenesis, immunology, virology, molecular oncology and mechanisms of Alzheimer’s disease. It is located in a new state-of-the-art research facility with 11 laboratories and support space as well as an enhanced biosafety level 3 containment facility.

The department faculty participate in all four years of the undergraduate medical curriculum and offer several elective experiences in the many diverse areas of medical microbiology, immunology and cell biology. The electives provide supplemental experiences in the basic science of diagnostic and research procedures in medically-oriented areas.

The department offers a master’s and doctorate in molecular biology, microbiology and cell biology. The faculty also train postdoctoral fellows and medical students in research.

There is active participation in several other clinical departments’ fellowship programs. Department faculty members are active in independent and collaborative research projects that are both basic and/or translational. The research projects are supported by grants from local and national external agencies as well as internal sources.

Neurology

The specialty of neurology deals with all medical illnesses of the nervous system and skeletal muscles. The Department of Neurology in Springfield has 10 full-time physician faculty members, two Ph.D. faculty, seven full-time cross-appointed faculty and six part-time faculty. The department participates in all four years of the curriculum. Neurology faculty collaborate with the basic science faculty in the first and second years and teach the neurological examination in the second year. They conduct a neurology clerkship in the fourth year as well as several clinical and research electives for fourth-year students. Neurology also maintains an accredited neurology residency.

The department has research and tertiary care programs in stroke, epilepsy, dementia (Alzheimer’s disease), neurorehabilitation, neuromuscular disease, multiple sclerosis, movement disorders (Parkinson disease, essential tremor) and childhood neurological diseases (myoclonus, opsoclonus-myoclonus, developmental delay). Faculty and residents make up the stroke team at St. John’s Hospital and Memorial Medical Center.

The department has several research laboratories, a state-supported Alzheimer’s disease center, a National Institutes of Health funded Parkinson Center and the National Pediatric Myoclonus Center. Research funding is derived from the National Institutes of Health, private foundations and many public corporations.

Obstetrics and Gynecology

The Department of Obstetrics and Gynecology in Springfield specializes in the diagnosis and treatment of diseases in women of all ages and represents the subspeciality areas of maternal-fetal medicine, gynecologic oncology, reproductive endocrinology, and urogynecology as well as general obstetrics and gynecology. The department faculty consists of 15 full-time academic physicians and two research faculty, who all work closely with medical students as well as maintain an obstetrics and gynecology residency.
The third-year clerkship is six weeks long and divided evenly between obstetrics and gynecology. Didactic seminars and teaching rounds are held daily with the academic faculty and residents, in addition to weekly departmental conferences. Students participate in diverse clinical encounters both in ambulatory and inpatient settings to improve clinical skills and knowledge.

So students can further explore topics in women’s health, fourth-year electives, ranging from one to four weeks, are available in general obstetrics and gynecology as well as the subspecialties.

Pathology
The faculty of the Department of Pathology in Springfield consists of physicians in the Department of Laboratory Medicine and Pathology at Memorial Medical Center and the Department of Pathology at St. John’s Hospital. Comprehensive clinical testing, examination of surgical and cytology specimens, and medical and forensic autopsies are performed by these physicians. Most faculty research consists of collaborative projects with clinicians.

The department’s basic approach to its major teaching for medical students is independent study based on patient problems and supported by organized learning resources and faculty assistance. Faculty contact occurs through interactive tutor groups with second-year students and multi-disciplinary conferences with faculty from other departments.

The hospitals’ pathology departments provide considerable front-line elective learning activities for third- and fourth-year students. Students also are encouraged to follow patient cases into the laboratory, including the clinical and surgical pathology laboratories and the autopsy room, and to discuss them with faculty.

The electives offered to third- and fourth-year medical students include surgical/autopsy pathology, clinical pathology (laboratory medicine), hematology, forensic pathology, viral disease, and microbiology projects.

Pediatrics
The Department of Pediatrics in Springfield has designed a curriculum to provide students with a core knowledge of medical problems affecting infants, children and adolescents.

A number of subspecialties are represented on the faculty including critical care medicine, neonatology, neurology, infectious diseases, nephrology, endocrinology, pulmonology, gastroenterology, cardiology, hematology/oncology, genetics, pediatric/clinical child psychology, and behavioral, developmental and general pediatrics. The department also maintains a pediatrics residency.

The new St. John’s Children’s Hospital combines the faculty resources of the School of Medicine with the pediatric facilities and services of St. John’s Hospital. It is accredited by the National Association of Children’s Hospitals and Related Institutions. The hospital facilities include an outpatient area, inpatient units accommodating 80 infants and children, nurseries for 3,000 newborns annually, a pediatric intensive care unit and a neonatal intensive care unit for high-risk infants.

The department conducts a clerkship experience that includes office, hospital and community clinical experiences in general pediatrics and related subspecialties. During the clerkship, students perform history and physical examinations, and develop diagnostic and therapeutic skills for representative pediatric problems. Clinical experiences are complemented by conferences, seminars and teaching rounds. Electives are offered in general and subspecialty areas of pediatrics.
Pharmacology

The Department of Pharmacology in Springfield consists of nine full-time faculty members, six cross-appointed faculty and seven adjunct scientists. The faculty participates in all four years of the undergraduate medical education program. The focus of these educational experiences is the rational use of drugs and the mechanisms through which effects are exerted by drugs in normal and pathological states, including adverse drug effects. The teaching and learning experiences include lectures, case-problem analysis in tutorial sessions and integrated multi-disciplinary learning activities. Elective courses for medical students also are offered.

Research focuses on the interaction between drugs and biological systems and aims at controlling illnesses and preserving health. Areas of major interest include cellular, molecular and neuropharmacology, including research in hearing, pain, epilepsy, circadian rhythms, sleep, tumor suppression, calcium signaling and mechanisms of learning. Collaboration between the pharmacology faculty and investigators from other departments and at other universities broadens the research spectrum. Opportunities for involvement of medical students in ongoing research programs are numerous.

The department’s graduate program offers master’s and doctoral degrees in pharmacology.

Physiology

Physiology is the study of the mechanisms by which living organisms function in health and disease. The Department of Physiology in Carbondale consists of 15 faculty representing the academic areas of physiology, pharmacology, anatomy and cell and molecular biology. Most of the faculty teach in the School of Medicine; all are involved in the department’s programs for bachelor’s, master’s and doctoral degrees.

The faculty is responsible for presenting physiology and introductory pharmacology concepts throughout the four-year undergraduate medical education program, particularly in areas related to neural, cardiovascular, renal, respiratory, gastrointestinal, reproductive and endocrine systems. Elective courses also are offered to fourth-year students.

Research interests of the faculty include reproductive biology, neuroendocrinology, neurobiology, Alzheimer’s disease, aging, diabetes, epilepsy, cancer and biorhythms.

Psychiatry

Psychiatry is concerned with the identification and treatment of behavioral and emotional disorders arising from the interactions of biological, psychological and social factors. They range from a normal stress reaction to a loss of contact with reality. The Department of Psychiatry in Springfield consists of 30 psychiatrists and other mental health professionals teaching clinical psychiatry.

The goal of undergraduate teaching in psychiatry is to provide basic experience and information on evaluation and treatment or referral of the major mental illnesses. Students experience a broad spectrum of patient interaction through department programs including adult and child psychiatry, rural psychiatry, Alzheimer’s disease research and treatment, hospital psychiatry, geriatric psychiatry, public psychiatry and developmental disabilities. Electives are available in inpatient and outpatient work, developmental disabilities, psychotherapy and research.

The department has a wide range of treatment facilities ranging from locations in Springfield to outlying rural areas in central and southern Illinois. They include department inpatient settings and outpatient clinics as well as publicly funded hospitals and community mental health centers. The department also maintains a psychiatry residency program and a fellowship in child and adolescent psychiatry.
Radiology

Undergraduate instruction for medical students by the Department of Radiology begins on the Carbondale campus where the anatomy and physiology of radiology are taught, stressing normal variations.

The second-year curriculum was created specifically for the School of Medicine. Its goal is to utilize imaging to integrate anatomy, physiology and pathology with the clinical practice of medicine and surgery. The curriculum is designed as a bridge between the first and second years and the medicine and surgery aspects learned in the third and fourth years.

The second-year curriculum consists of radiology cases selected to integrate with the learning issues of that week. Cases selected introduce all aspects of radiology including X-rays, barium studies and spiral CT, MRI, ultrasound, nuclear medicine, angiography and interventional radiology. The students receive between one and four radiology cases every week.

The radiology department offers an extensive elective experience for fourth-year medical students. Because of a high demand for radiology electives, more than 100 elective slots are offered in general radiology, community-based radiology and subspecialty radiology. Subspecialty electives include interventional, musculoskeletal, neuroradiology, women’s health issues and nuclear medicine research. The department also maintains a residency program.

Surgery

The Department of Surgery in Springfield consists of ten divisions: general surgery, neurosurgery, vascular surgery, orthopaedics, otolaryngology, plastic surgery, thoracic and cardiovascular surgery, urology, pediatric surgery and emergency medicine.

Surgery faculty participate in all four years of the undergraduate medical education program. The clerkship experience is an integrated, multidisciplinary clinical experience that allows students to evaluate and follow patients as they progress through diagnosis to treatment, including surgical intervention. The clerkship is defined by learning objectives and encompasses inpatient-hospital and outpatient-office experiences that include patients from all surgical disciplines.

Functioning as members of the patient-care team, students learn pre- and post-operative evaluation and management and participate in surgical procedures. Daily rounds and weekly case-based seminars with faculty give students an opportunity to discuss patient problems in detail. Faculty mentors provide students with regular feedback, advice and direction.

Southern Illinois Trauma Center team

Students enhance clinical skills with activities in the surgical skills laboratory. Standardized patient experiences sharpen physical exam skills and patient-physician communication skills.

Elective courses in each of the major surgical specialties are available to students interested in acquiring additional knowledge and skills. The department also maintains five residency programs and various fellowships.
A university - and therefore its medical school - has as its fundamental purpose the advancement of knowledge for the benefit of society. Research that contributes to the advancement, transmission and utilization of knowledge also promotes the professional and academic development of the faculty and students at SIU School of Medicine.

Research enhances medical student education because it produces an environment of inquiry. Such an environment provides an opportunity to obtain well-rounded medical education as opposed to merely receiving technical training. It also aids students in gaining life-long habits of scholarship and self-education.

SIU medical students have many opportunities to participate in research activities in clinical and basic science departments, medical humanities and medical education. Students are encouraged to participate at all levels of their training. An annual Trainee Research Symposium gives medical and graduate students and residents opportunities to present their research results and compete for monetary awards. (See page 23.)

Research activity in more than 100 research laboratories in both Springfield and Carbondale covers a wide range of the clinical and basic sciences. Collaborative collective research projects between faculty members from different disciplines are encouraged and supported with School of Medicine funds.

Some of the current areas of research in the School of Medicine include:
- Diabetes and metabolic syndrome
- Cancer
- Cell signaling
- Geriatrics
- Hearing, tinnitus and age-related hearing loss
- Heart disease, vascular disease and stroke
- Infectious disease
- Ischemia-reperfusion injury
- Medical education
- Microsurgery and wound repair
- Molecular biology
- Neuroscience and neurology, including epilepsy, Alzheimer’s disease and Parkinson disease
- Developmental disorders
- Women’s health, including cancer, reproduction and infertility

The faculty’s commitment to research is further manifested by graduate programs leading to master’s and doctoral degrees in pharmacology, physiology, and molecular biology, microbiology, and biochemistry.

Basic science laboratories are maintained on both the Carbondale and Springfield campuses. In Carbondale, the primary laboratories are located in Lindegren Hall, Life Science II and the Neckers Building. The Life Science III building in Carbondale provides offices, labs and research support space for medical school faculty in anatomy and physiology, and also houses the botany, microbiology and zoology departments in the College of Science. In Springfield, laboratories are located in the Medical Instructional Facility, the Springfield Combined Laboratory Facility and its addition, and the Cancer Research Laboratory.

Research activities are supported by many School of Medicine resources, shared facilities and committees. Research facilities include the Research Imaging Facility, which offers both scanning and transmission electron microscopes and confocal microscopy. A Flow Cytometer...
Laboratory houses three cytometers, one with cell sorting capability. The animal facilities at the School contain 19,991 gross square feet of modern, well-equipped space that includes a surgery suite, rodent barrier area, cagewash facility, diagnostic laboratory, necropsy room, quarantine area and infectious disease containment unit.

The School has several committees that review research projects for compliance with federal and state regulations: the Springfield Committee for Research Involving Human Subjects, the Radiological Control Committee, the Laboratory Animal Care and Use Committee and the Infection Control and Safety Committee. The Research Policy Committee provides guidance, direction and advice for research policies at the School.

The level of externally funded grants currently received is $22.2 million (FY08). Currently, more than 200 research, training, institutional and other projects are being funded. Approximately 45 percent of the School’s research projects are supported by the federal government, including the National Institutes of Health. Others are funded through health associations, private foundations, state funds and pharmaceutical companies.

The School emphasizes collaborative research between clinicians and basic scientists to enhance the School’s competitive position for large-scale federal research grants. Smaller projects are supported by the state-funded Excellence in Academic Medicine program. The School also provides support for small-scale individual research projects through its Central Research Committee. These funds are directed mainly toward investigators with no previous external support and for promising start-up or pilot projects for both established and new investigators.

Research continues to be a strong force at the School of Medicine, providing faculty and students with opportunities for professional and academic development while generating new knowledge for the benefit of Illinois residents and society as a whole.

Student Research Projects

Medical students have several opportunities to pursue research during the four-year medical curriculum. During the first year, students can arrange to work with faculty in Carbondale on on-going research projects. Between the first and second years of medical school, students can pursue various interests including research. This program, the Mentored Professional Enrichment Experience (MPEE), is supported by the School of Medicine and may include a stipend to help defray expenses. Students must apply by February 1 of each year to participate in this program.

During the second and subsequent years, students can continue to pursue research projects with clinical or basic science faculty in Springfield. Examples of the projects currently available for student participation are found on the Web at www.siumed.edu/edaff/mpee/.

A Trainee Research Symposium is sponsored every spring at the Springfield campus. Medical students, residents and graduate students are invited to submit an abstract and prepare an oral presentation. This symposium is an excellent opportunity for students to gain experience in making formal presentations of their research findings. The best papers and presentations receive cash awards.

The SIU Chapter of the Alpha Omega Alpha Honor Medical Society (AOA) encourages the submission of research projects for funding by the national AOA. Each medical school can submit one project for potential funding. An SIU medical student has been a national winner of this prestigious award during almost all of the past eight years.

Medical students also are encouraged to apply for other research related fellowships, including the Howard Hughes Medical Institute-National Institutes of Health Research Scholars Program. This program supports students for a year of research work at the National Institutes of Health. Support includes a stipend for living expenses in Bethesda, Maryland. Students selected by the Howard Hughes Medical Institute are provided a year’s leave of absence, generally between the second and third years of medical school.
Previous Winners of Research Symposia

2009 Symposium
“Cimetidine-Associated PDA is Mediated via a Cytochrome P450 Mechanism Independent of H2 Receptor Antagonism”
Lisa Shah, Class of 2011

“The Potential Role of Tumor Protection by Paclitaxel-Induced Inflammation Mediated by Binding to Toll-Like Receptor 4”
Deena Chihade, Class of 2011

2008 Symposium
“The Extraction of Ions from a Solution Using a Novel Material: An Animal Study”
Rachel Ade, Class of 2009

“Stimulation of Angiogenesis by Hyperbaric Oxygen Treatment in an Isolated Tissue Flap”
Valerie Roth, Class of 2009

“MicroRNA-224 Targets Invasion and Metastasis Oncogenes”
John Yost, Class of 2008

Previous Winners of AOA Research Fellowship

2009 Winner
“The Potential Role of Tumor Protection by Paclitaxel-Induced Inflammation Mediated by Binding to Toll-Like Receptor 4”
Denna Chihade, Class of 2011

2007 Winner
“Stem Cell Chemostasis in Ovarian Cancer Cells”
Holly Hoefgen, Class of 2008
Residency & Graduate Programs
We offer various graduate training programs.

Graduate medical education at the School of Medicine includes a wide spectrum of residency and fellowship programs. Each program introduces resident physicians to the scientific, clinical and humanistic aspects of a specific area of medicine. Our educational environment has numerous clinical settings where residents can apply knowledge and experience in individual patient encounters. Successful completion of each residency program fulfills the requirements to be board eligible for that specialty.

Residencies are offered in cooperation with the affiliated hospitals in Springfield, Memorial Medical Center and St. John’s Hospital. Training in family medicine takes place at the Center for Family Medicine and the two affiliated hospitals in Springfield or at the SIU family medicine centers in Carbondale, Decatur and Quincy.

The School also offers graduate programs leading to master’s and doctoral degrees in pharmacology, in physiology, and in molecular biology, microbiology and biochemistry. It also offers year-round continuing medical education programs.

Residencies and Fellowships

Dermatology – 4 years
  Mohs Micrographic Surgery and Cutaneous Oncology Fellowship – 1 year

Family Medicine – 3 years
  Carbondale
  Carbondale Sports Medicine Fellowship – 1 year
  Decatur
  Quincy
  Quincy Sports Medicine Fellowship – 1 year
  Springfield

Internal Medicine – Categorical - 3 years; Preliminary – 1 year
  Endocrinology Fellowship – 2 years (minimum)
  Infectious Diseases Fellowship – 2 years
  Pulmonary Fellowship – 2 years

Medicine/Psychiatry – 5 years

Neurology – 4 years

Obstetrics/Gynecology – 4 years

Pediatrics – 3 years

Psychiatry – 4 years
  Child Psychiatry Fellowship – 2 years

Diagnostic Radiology – 5 years

General Surgery - 5 years
  Vascular Fellowship – 2 years
  Colon and Rectal Surgery Fellowship – 1 year

Orthopaedic/Rehabilitation – 5 years
  Spine Surgery Fellowship – 1 year

Otolaryngology – 5 years
  Head and Neck Oncology Fellowship – 2 years

Plastic/Reconstructive Surgery – 6 years

Urology – 5 years

Neurology hospital rounds

Psychiatry teaching session
Graduate Programs

Molecular Biology, Microbiology and Biochemistry

The Department of Medical Microbiology, Immunology and Cell Biology (Springfield) and the Department of Biochemistry and Molecular Biology (Carbondale) in cooperation with the Department of Microbiology in the College of Science (Carbondale) offer a joint graduate program leading to master’s or doctoral degrees. The Department of Medical Microbiology, Immunology and Cell Biology (MMICB) offers a master’s in public health laboratory science. The program is designed to provide a broad base of knowledge, as well as to allow the student to develop in-depth research skills and specialization.

Students can complete their graduate courses and thesis or dissertation research on the Springfield or Carbondale campuses. There are a variety of areas available for graduate student research.

Pharmacology

The Department of Pharmacology delivers graduate training leading to master’s and doctoral degrees. Course work emphasizes basic principles and understanding of the major drug classes, mechanisms underlying drug actions and laboratory methods in pharmacology. Specialized advanced courses include cellular, molecular, and neuropharmacology and toxicology.

Graduate students must develop and complete a research project that provides the basis for their thesis or dissertation. Since the faculty is heavily involved in research supported by extramural funds, students have a variety of areas from which to select projects. The laboratories and modern research equipment allow students to accomplish sophisticated research projects.

Physiology

The Department of Physiology in Carbondale offers graduate training in molecular, cellular and systemic physiology leading to master’s and doctoral degrees. The department’s advisory system helps students plan course work in order to acquire a broad knowledge of the field before focusing on subdisciplines. Courses are available in mammalian physiology, cellular physiology, endocrinology, pharmacology, neural science, reproduction, molecular biology and anatomy.

To gain teaching experience, graduate students are expected to teach in the undergraduate laboratories at least one semester. Each student must complete a research project under the mentorship of a faculty member and prepare a thesis or dissertation. The faculty conducts a variety of research projects that are supported by extramural funds.

Continuing Medical Education

The Office of Continuing Medical Education in Springfield, accredited by the Accreditation Council for Continuing Medical Education, is responsible for the organization, development and coordination of the School’s continuing education program. Commitment to continuing education is inherent in the responsibilities of each faculty member.

One-day symposia in Springfield and Carbondale reflect current information and skills in medicine. They usually feature guest faculty and faculty members from the School. Other on-campus activities include Grand Rounds, tumor boards and clinical conferences.

Off-campus activities include conferences and meetings at the School’s affiliated hospitals and other regionally presented symposia.

International Relations

The School’s educational reach goes beyond the state and the country, thanks in part to a relationship with the University of Geneva in Geneva, Switzerland, which has co-sponsored an international conference on Advances in Therapies for Alzheimer’s Disease biannually since 1990. The conference draws more than 1,100 registrants from nearly 50 countries and encompasses more than 125 scientific sessions.

Beginning in 2004, the School developed an exchange program with Aichi Medical University in Nagoya, Japan. Through this program, approximately 10 Aichi students come to the School yearly to experience problem-based learning and rotate through clinical elective experiences. One to two medical students from SIU also travel to Japan for clinical elective experiences yearly.

In 2008, SIU began an exchange program with Prathima Institute of Medical Sciences (PIMS) in Karimnagar, India. This new program allows up to four medical students from India to experience clinical electives at SIU and senior SIU students to rotate at PIMS.

The School has had students involved in medical missions on six continents, averaging seven to eight each year. A travel scholarship for international study by SIU medical students was established in 1990 by an emeritus faculty member.

Many SIU departments have international contacts and collaborations, involvement with international scientific meetings and symposia, and leadership positions in international professional societies. This wide range of activities provide opportunities for students to become involved with the international community.

Telehealth educational program
Facilities

The medical school is located on two main campuses.

Supporting SIU School of Medicine programs is a combination of University-owned and leased structures and affiliated community hospitals. Facilities for delivering the medical school curriculum are located on the Carbondale and Springfield campuses of SIU. Facilities in Carbondale support the first year of the program and those in Springfield support the remaining three years.

Three community hospitals in Springfield and Carbondale along with the VA Health Care System in Marion are the primary sites for clinical instruction. The School also leases additional space in Carbondale and Springfield for business and clinical offices and support services. Family medicine residency programs are supported with facilities in Carbondale, Decatur and Quincy.

Both campuses provide study carrels, audiovisual tutorial rooms and computer areas for individual study and seminar areas for group study. Auditoriums are available in both School and affiliated-hospital buildings. Laboratory experiences and research are carried out in well-equipped, multi-disciplinary learning and special project laboratories.

Life Science III

The two-story Life Science III building on the Carbondale campus is located south of Life Science II along Lincoln Drive and provides state-of-the-art research facilities. Almost half the building, approximately 25,000 square feet, is devoted to offices, labs and facilities to support the faculty in the School of Medicine. The building also houses plant biology, microbiology and zoology faculty from the University’s College of Science.

Lindegren Hall

To accommodate the School of Medicine activities in Carbondale, the second and third floors of Lindegren Hall (24,705 square feet) have been renovated while other areas have been remodeled. Lindegren Hall is located next door to the newly renovated University Morris Library. In addition to instructional areas, the building houses student affairs, medical education offices, the Medical Resource Center, faculty offices and the SIU Carbondale Physician Assistant program. Tutor rooms, professional development laboratories and student study space are also available.

Wheeler Hall

Built in 1904 as the original library for then Southern Illinois Normal University, Wheeler Hall now houses the School of Medicine’s administrative office in Carbondale and the MEDPREP program. Containing 11,745 square feet of space, it also includes conference rooms, classrooms and study areas. Located on the edge of the “old campus” area, the building retains much of its original character even after the major renovations completed in 1993.
Medical Instructional Facility
The Medical Instructional Facility (MIF) is located directly west of Memorial Medical Center in Springfield. It was built in two phases, completed in 1974 and 1977. The four-story structure contains 160,685 gross square feet and provides space for instructional purposes. It houses offices of the dean and other administrators, two lecture halls, tutor rooms, a teaching museum, the medical library and the Professional Development Laboratory, as well as some faculty and departmental offices. The research and research-support space includes nearly 30 research laboratories.

The Pearson Museum on the second floor of MIF is named for the late Emmet F. Pearson, M.D., a Springfield internist and medical history enthusiast. He began to collect medical memorabilia for the museum following the announcement that a community-based medical school was to be established in Springfield. Since it opened in 1977, the museum’s collections have grown rapidly, strong in the areas of 19th-century domestic and patent medicines and therapeutic instruments, and 19th- and early 20th-century pharmacy and dental memorabilia. It is administered by the Department of Medical Humanities.

Springfield Combined Laboratory Facility
The Springfield Combined Laboratory Facility (SCLF), with 73,123 gross square feet, is connected on the north side of the School of Medicine’s main building and houses laboratory and office space, including biosafety laboratories, for the Illinois Environmental Protection Agency and the Illinois Department of Public Health (IDPH). The five-story brick structure provides controlled environment areas and immunology and virology laboratories. Research areas include molecular biology and the immunology of infectious agents.

The five-story SCLF addition is 109,310 gross square feet and houses laboratories for IDPH and the Illinois State Police Forensic Laboratory as well as additional research laboratories for the medical school including a new electronmicroscopy suite.

SIU Clinics
The SIU Clinics/Richard H. Moy, M.D. Building, opened in May 1993. The four-level building houses the Center for Alzheimer’s Disease and Related Disorders, the Vascular and Cardiac Disease Center, the Fertility and IVF Center and four outpatient clinics - dermatology, internal medicine, neurology and memory and aging. SIU HealthCare, formerly SIU Physicians & Surgeons, the physician faculty’s practice group, uses a total of 102 exam and treatment rooms in the building along with various offices, classrooms and support services.
The School’s Institute for Plastic and Reconstructive Surgery, the Breast Center at SIU and some clinics for the SimmonsCooper Cancer Institute at SIU are located in an adjacent five-story medical office building, Baylis Medical Building.

The School’s clinical faculty also see their patients in pediatrics, obstetrics and gynecology, and surgery clinics in the Carol Jo Vecchie Women and Children’s Center (WCC), The Pavilion, the Prairie Heart Institute and the SIU Surgical Clinics, all connected to St. John’s Hospital. A second clinic for the SIU Cancer Institute is in WCC.

The SIU Center for Family Medicine, with 30 exam rooms, is located at 520 N. 4th St., between the two hospitals.

In 2002, the Psychiatry department moved to the Behavioral Health Center at 901 W. Jefferson St. in Springfield. Their adult patient clinics, academic offices and Community Support Network are at Jefferson Street. In 2008 the child psychiatry clinics and academic offices relocated to the Noll Medical Pavilion at 5220 S. 6th St. Road.

In fall 2006, pediatric neurology relocated clinics to a medical building at 340 W. Miller St. and WCC.

In May 2001, the Illinois legislature approved funds for development of a building for the SimmonsCooper Cancer Institute at SIU in Springfield. The Institute will offer state-of-the-art facilities for cancer research and physician and public education as well as treatment for patients in central and southern Illinois. Its goal is to develop partnerships with Illinois hospitals and other providers as well as research and clinical treatments currently unavailable downstate. Ground breaking for the building at the corner of Rutledge and Carpenter was held in July 2005. The building construction was completed in 2008.

**Affiliated Hospitals**

**Memorial Hospital of Carbondale**

Memorial Hospital of Carbondale is a regional medical center for southern Illinois. The 142-bed facility is served by a comprehensive medical staff and is the southern Illinois leader for cardiac services, obstetrics, pediatrics and more. Memorial has introduced advanced diagnostic, surgical and medical technology to the area including IMRT (intensity modulated radiation therapy) for cancer patients and a 64-slice CT Scanner. This compensative care is delivered with an efficient team of experienced professionals. Memorial Hospital is also a teaching facility, home to SIU Family Medicine Residency Program with 18 residents each.

**VA Health Care System**

Marion VA Health Care System encompasses three states with the primary medical center and nursing home care unit located in Marion, Illinois. Community-based outpatient clinics are located in Mt. Vernon and Effingham, Ill., and Paducah, Ky., as well as an outpatient clinic in Evansville, Ind.

Built in 1942, the VA is a teaching hospital with emphasis on primary care, general surgery, urology, psychiatry and other patient services. It proactively uses telemedicine and telepathology, which enables veterans to be treated in a different geographic location than their physicians. Both medical students and residents from SIU School of Medicine gain diverse, well supervised experience from various rotations available there.
Memorial Medical Center

The flagship of the Memorial Health System, Memorial Medical Center (MMC) has 562 licensed beds with more than 3,000 employees and offers comprehensive inpatient and outpatient services.

Memorial’s Centers of Excellence include Regional Burn Center, Regional Cancer Center, Center for Neuromuscular Sciences, Memorial Orthopaedic Institute and Regional Kidney Center.

Memorial’s Emergency Services Department treats approximately 65,000 patients annually. It shares the Southern Illinois Trauma Center, a Level I trauma center, with St. John’s Hospital and SIU. Memorial’s Regional Cancer Center offers comprehensive care ranging from prevention and early detection to diagnosis, treatment and aftercare. The Regional Burn Center at Memorial is a ten-bed patient unit serving all of downstate Illinois with acute burn care and rehabilitation facilities.

Serving a broad region in downstate Illinois, Memorial’s Heart and Vascular Institute provides diagnostic cardiology, vascular laboratory, diagnostic and interventional catheterization services, cardiac surgery and cardiac rehabilitation. Approximately 8,500 cardiac catheterization procedures and more than 1,600 heart, vascular and cardiothoracic surgical procedures are performed annually at Memorial.

Memorial’s newly established Wound Healing Center provides comprehensive outpatient treatment for chronic, non-healing wounds. Other new outpatient services include Memorial ExpressCare sites for non-emergency medical care that will open at locations in northeast and southeast Springfield in 2009. A third such clinic, Memorial ExpressCare Koke Mill Medical Center on Springfield’s west side, opened in 1999 and now treats more than 26,000 patients annually.

St. John’s Hospital

Founded in 1875 by the Hospital Sisters of the Third Order of St. Francis, St. John’s Hospital is a regional health care referral center with more than 700 beds that provides tertiary care for central and southern Illinois.

The Carol Jo Vecchie Women and Children’s Center is home to St. John’s Children’s Hospital, a joint venture with SIU School of Medicine, that serves pediatric patients from throughout central and southern Illinois. The Children’s Hospital includes a 40-bed level III neonatal intensive care unit, pediatric intensive care unit, intermediate and acute care facilities and pediatric rehabilitation. Carol Jo Vecchie Women’s Services includes a birth center and breast care services.

Each year, physicians at Prairie Heart Institute perform nearly 6,000 cardiac catheterization and electrophysiology procedures and more than 1,500 cardiovascular surgeries. In the Pavilion, St. John’s offers day surgery, medical and radiation oncology, gastrointestinal care and the SIU Voice Center. St. John’s Rehab South offers outpatient rehabilitation services and is home to AthletiCare, St. John’s sports medicine program.

During the past several years, St. John’s has been recognized as a national leader for cardiac, stroke, obstetrics and cancer care services.

The hospital is an emergency medical services training center and, with Memorial Medical Center and SIU, shares the designation of Southern Illinois Trauma Center, a Level I trauma center.
University Environment
Our parent campus and two hometowns provide variety.

Southern Illinois University is a multi-campus university made up of two institutions. Southern Illinois University Carbondale (SIUC) includes the School of Medicine in Springfield and Carbondale. The School of Law and the Paul Simon Public Policy Institute are both on the Carbondale campus. Southern Illinois University Edwardsville (SIUE) has Schools of Nursing and Pharmacy as well as the School of Dental Medicine in Alton and a center in East St. Louis. The two institutions annually enroll more than 34,500 students. SIU presents broad academic offerings including associate’s, bachelor’s, master’s, specialist’s, doctoral and professional programs.

The academic, research and service missions of the institutions reflect the needs of their geographic areas and the needs of the state. Educational activities, some provided at off-campus locations throughout the state, have expanded through world-wide research, training exchanges and exchange programs.

A nine-member Board of Trustees governs SIU. The president is the chief executive officer. The two University chancellors report directly to the president and are responsible for the operations of SIUC and SIUE.

Carbondale
Carbondale is the economic center of southern Illinois. A small city of 27,000, it is situated just minutes west of I-57 and a few hours south of St. Louis. The region hosts a growing retail, manufacturing and light industrial base. Those living in the area enjoy theaters, museums, two large shopping malls, art galleries, concerts and a science center. Schools are excellent and have received national recognition. The region continues to develop opportunities for tourists.

SIUC works closely with the city to find new business that fit with the region’s goals. The University operates a business incubator on the south edge of the city and is building a business research park with the goal of attracting more high-tech startups to the greater Carbondale area.

Outside of the city, hikers, boaters, swimmers, campers, horseback riders and sightseers enjoy the spectacular Shawnee National Forest, the Crab Orchard Wildlife Refuge and Lake, and Giant City and Lake Murphysboro State Parks. Others enjoy visiting wineries and antique shops.

Springfield
For more than a century and a half, from the time young Abraham Lincoln held a seat in the Illinois House of Representatives, Springfield has been the Prairie State’s capital.

Springfield annually hosts about one million visitors who tour the historic sites, attend conventions, or share the fun at festivals and fairs. There are 42 city parks as well as Lake Springfield with a 60-mile shoreline.

The seat of state government, Springfield is a banking and commercial center for central Illinois. Its consumer market extends into a 10-county region. The city has a large enclosed shopping center as well as hundreds of interesting stores, including antique and specialty stores.

Springfield’s cultural offerings are numerous, including the Abraham Lincoln Presidential Library and Museum. The 2,017-seat Sangamon Auditorium is home to the Illinois Symphony Orchestra and the Springfield Ballet. Theater and dance lovers can attend performances at the Hoogland Center for the Arts in downtown Springfield or outdoors at the Springfield Muni Opera or Theatre in the Park.

Among Springfield’s educational institutions are the University of Illinois at Springfield, Robert Morris College, Springfield College in Illinois, a Benedictine Partner, and Lincoln Land Community College.
Administration & Faculty

J. Kevin Dorsey, M.D., Ph.D., dean and provost, is the chief executive officer of the School. “Provost” connotes a responsibility for the management of institutional resources in addition to the academic responsibilities normally implied by the term “dean.”

Dorsey provides direction to the School’s programs and represents the School to higher administrative authority and to external constituencies. He joined the SIUC faculty in 1973 and then returned to earn his medical degree at SIU (1978). After additional training, he rejoined the faculty in 1983 when he was named an assistant professor and coordinated clinical teaching activities for first-year medical students. Dorsey was named associate provost for the southern region in Carbondale in 1998 and dean and provost in 2002.

The associate dean for student affairs represents student concerns to the faculty and is responsible for the administration of the Office of Student Affairs. The office recruits and admits qualified medical students and then assists them with records, registration, financial aid, housing, spouse employment, teaching, counseling, student organizations, career counseling, residency selection and commencement. Other responsibilities include minority student affairs and production of student transcripts. There is an assistant dean for student affairs in Carbondale and two assistant deans for minority affairs.

The associate dean for education and curriculum is responsible for development, delivery, evaluation and integration of educational activities and resources in undergraduate medical education. The office is responsible for student orientation, scheduling clerkships and electives, and monitoring academic progress as well as providing support and training for faculty involved in the curriculum.

The associate dean for information resources is responsible for the development, implementation and assessment of an information technology plan which supports the School’s academic and clinical mission as well as administrative leadership for the medical library.

The associate dean for research and faculty affairs coordinates SIU’s involvement with sponsored programs and establishes and maintains contact with funding agencies, providing them with information about the School’s research needs, interests and capabilities. The office also promotes faculty development and interest in research and coordinates the three doctoral programs.

The associate dean for residency affairs oversees the management of the residency and fellowship training programs.

There are two associate provosts for external and health affairs and for finance and administration.

Faculty and Staff

The faculty includes more than 220 full-time physicians in Springfield and Carbondale and approximately 750 volunteer physicians. There are more than 120 other full-time faculty members and research scientists in clinical, basic science and academic departments as well as more than 150 volunteers. Also, approximately 930 civil service employees and 250 administrative and professional staff including researchers work on the various campuses.

Hospital rounds in Pediatrics
This catalog offers students and applicants information about Southern Illinois University School of Medicine. It is provided for information purposes only and does not confer any contractual rights to students or applicants. Catalog language is subject to change at any time without notice in order to carry out the purposes and objectives of the School. The School of Medicine reserves the right to immediately implement any such changes and to immediately apply the same to all students and applicants.

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Samuel Goldman, Chancellor

SIU School of Medicine
J. Kevin Dorsey, M.D., Ph.D., Dean and Provost

It is the policy of Southern Illinois University at Carbondale to provide equal educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation or marital status in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. The University is committed to the principles of non-discrimination and will comply with the letter and spirit of applicable state and federal statutes and regulations, including Executive Order 11246 as amended. Any inquiries regarding this policy may be directed to the University Affirmative Action Office, Davies Hall, Room 155, mail code 4306, or telephone 618-536-6618. In Springfield, inquiries may be directed to the Office of Affirmative Action Coordinator, 327 W. Calhoun, mail code 9601, or telephone 217-545-5646.
**Springfield**

A. SIU Clinical Offices, 340 W. Miller St.
B. SimmonsCooper Cancer Institute at SIU, 315 W. Carpenter St.
C. Baylis Medical Building, 747 N. Rutledge St.
   SIU Cancer Institute Clinic
D. SIU Clinics - Moy Building, 751 N. Rutledge St.
E. SIU Coding and Charge Posting, 904 W. Bond St.
F. SIU Medical Instructional Facility, 801 N. Rutledge St.
G. Springfield Combined Laboratory Facility/Addition
   825 Rutledge St.
H. SIU Laboratory Research Facility, 911 N. Rutledge St.
I. SIU Departmental Offices, 913 N. Rutledge St.
J. SIU Foundation, 927 N. Rutledge St.
K. Calhoun Avenue Complex, 327 W. Calhoun St.
L. SIUE School of Nursing, 409 W. Calhoun St.
M. Memorial Medical Center, 701 N. 1st St.
N. SIU External Affairs, 301 N. 2nd St.
O. SIU Call Center, 320 E. Carpenter St.
P. SIU Center for Family Medicine, 520 N. 4th St.
Q. St. John's Hospital, 800 E. Carpenter St.
   Carol Jo Vecchie Women & Children’s Center, 415 N. 9th St.
   St. John’s Children’s Hospital
   SIU Cancer Institute Clinic, 415 N. 9th St.
R. The Pavilion, 301 N. 8th St.

Not shown on this condensed map:
   SIU Behavioral Health Center, 901 W. Jefferson St.
   SIU Patient Billing, 401 N. Walnut St.
   Noll Medical Pavilion, 5220 S. 6th Street Road

**Carbondale**

1. Lindegren Hall
2. Life Science II
3. Life Science III
4. Wheeler Hall
5. Morris Library
6. Highway 51

Partial campus map
Southern Illinois University
School of Medicine

Springfield
Office of Student Affairs: 217-545-2860
Admissions: 217-545-6013
Financial Aid: 217-545-2224
Student Services: 217-545-2860
Office of Alumni Affairs: 217-545-5770
Fax: 217-545-5538

Carbondale
Office of Student Affairs: 618-453-1531
MEDPREP: 618-536-6671
Housing: 618-453-2301

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