My field covers everything. I must be a specialist in every specialty; I must be able to talk with all physicians on their own terms. I probably do more studying than anyone else in the world.
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MEETING THE DEMAND

The Frank H. Netter MD School of Medicine is taking aim at one of the most pressing needs in the nation today—more primary care physicians. Significant demographic changes are projected to drive the demand for primary care providers well beyond the current and anticipated supply.

Quinnipiac is in a unique position to implement an innovative approach to medical education. Students in its new medical school will have the opportunity to learn side by side with students in the University’s well-regarded health professions programs as they learn to deliver patient-centered care as members of a team that views a patient through a singular lens.

Before physicians can attend to the health of others, they first must be well themselves. The educational program in the Netter School of Medicine has been designed to foster balance and allow students to thrive physically, emotionally, socially and psychologically and make the successful transition from student to physician.

A learning community where the faculty’s primary mission is to teach, where diversity and inclusivity are paramount and where cultural competence and social engagement are inherent are all part of the vision. And from this vision, the Frank H. Netter MD School of Medicine will open its doors in Fall 2013. Join us.
The Frank H. Netter MD School of Medicine, located on Quinnipiac’s North Haven Campus, is housed in a state-of-the-art facility with simulation labs, examination and patient assessment rooms, high-tech classrooms, an operating room and electronic resources that enable students to access the information they need anywhere in the world, 24/7.

The medical school is connected to the Schools of Health Sciences and Nursing by an atrium and shared common spaces. The two buildings comprise 325,000 square feet designed for collaborative learning for students pursuing degrees in medicine and the health professions. Students can study or socialize in the outside terrace, the lounge or in one of many study rooms.
The need for well-educated and highly trained physicians has never been greater. The Frank H. Netter MD School of Medicine is poised to develop physicians who will become integral members of patient-centered health care teams, working closely with other health professionals to provide comprehensive care.

As you work your way through the curriculum, you will have opportunities to interact with a wide range of students in Quinnipiac’s Schools of Health Sciences and Nursing. Our state-of-the-art educational space has been designed to facilitate the development of the knowledge, skills and values that will be required for our graduates to function effectively as members of a health care team.

If you aspire to be the kind of physician this nation needs in the coming decades, you will find no better place to accomplish your dream than here at the Frank H. Netter MD School of Medicine. We welcome all applicants who share our vision for the future.

MESSAGE FROM THE DEAN

Bruce Koeppen, MD, PhD
FRANK H. NETTER’S life & work

Perhaps no other physician has had a greater impact on medical education than Dr. Frank H. Netter. His more than 4,000 medical illustrations provide an unparalleled visual chronicle of a revolutionary period in modern medicine and continue to inspire and educate medical students the world over.

Born in Manhattan in 1906, Netter began his life with artistic aspirations, and by his late 20s was a successful commercial artist whose work appeared in national magazines. His family, however, urged him to pursue a more stable and respectable profession, and he abandoned his artwork to study medicine at New York University Medical College.

As a medical student, Netter drew as a means to study, producing visual representations of class notes that enabled him to understand and recall material. After graduation and a brief practice as a general surgeon, he traded his scalpel for a paintbrush and enjoyed a prolific career as a medical illustrator for pharmaceutical companies.

The Ciba Collection of Medical Illustrations, a 13-volume set of Netter’s work, earned a place in libraries and clinics across the country. In 1989 he published his eponymous “Atlas of Human Anatomy,” which has been translated into at least 11 languages and is widely used by undergraduate medical students.

With his exceedingly rare combination of artistic talent and perspective as a physician, Netter brought his subject matter to life with stunning precision and clarity. As his acclaim grew, he found himself invited to illustrate cutting-edge medical advancements ranging from organ transplantation and joint replacement to the first artificial heart. His work not only granted unprecedented visual access to human anatomy and pathology, it was done with a striking level of empathy and humanity.

Netter’s legacy transcends his life’s work. A major gift from Barbara and the late Edward Netter, Frank Netter’s first cousin, pays tribute to “Medicine’s Michelangelo” in the naming of the Frank H. Netter MD School of Medicine at Quinnipiac University.
ADMINISTRATION & FACULTY

The founding faculty members and administrators of the Frank H. Netter MD School of Medicine are renowned educators, scholars and experts in their respective medical specialties.

Through an innovative curriculum that includes clinical experience and research opportunities, faculty members will provide a solid foundation in medical sciences. They are committed to preparing future physicians to enrich the field of medicine with new discoveries and to practice with empathy and compassion. All faculty members and administrators will be actively engaged in providing direct instruction to medical students.

Founding Administration

BRUCE KOEPPEN
Dean of the School of Medicine and Professor of Medical Sciences
BS, University of Illinois, Urbana; MD, University of Chicago Pritzker School of Medicine; MSc and PhD, University of Illinois, Urbana; postdoctoral fellow, department of physiology, Yale University School of Medicine

ANTHONY ARDOLINO
Senior Associate Dean for Academic Affairs and Professor of Medical Sciences
BA, Wesleyan University; MD, University of Connecticut School of Medicine; resident, internal medicine, and chief resident, internal medicine, St. Francis Hospital and Medical Center; certificate, Stanford University Faculty Development Program in Preventive Medicine; board certified in internal medicine

STEPHEN WIKEL
Professor and Chair, Department of Medical Sciences, and Senior Associate Dean for Scholarship
BA, Shippensburg State College; MSc, Vanderbilt University; PhD, University of Saskatchewan (Canada); senior fellow, immunology and medical zoology, Rocky Mountain Laboratory, National Institute of Allergy and Infectious Diseases, National Institutes of Health

DAVID GILLON
Senior Associate Dean for Administration and Finance
BS, University of Connecticut; CPA

LISA COPLIT
Associate Dean for Assessment and Faculty Development and Associate Professor of Medical Sciences
BA, Brandeis University; MD, Boston University School of Medicine; intern and resident, Boston University Primary Care Training Program in Medicine, Boston Medical Center; chief resident, Boston University Residency Program in Medicine, Boston Medical Center and Boston Veterans Administration Medical Center; diplomate, American Board of Internal Medicine

MICHAEL ELLISON
Associate Dean for Admissions and Assistant Professor of Medical Sciences
BS and MS, Chicago State University; EdD, Roosevelt University of Chicago

MARTHA COPLIT
Associate Dean for Assessment and Faculty Development and Associate Professor of Medical Sciences
BA, Brandeis University; MD, Boston University School of Medicine; intern and resident, Boston University Primary Care Training Program in Medicine, Boston Medical Center; chief resident, Boston University Residency Program in Medicine, Boston Medical Center and Boston Veterans Administration Medical Center; diplomate, American Board of Internal Medicine

CHARLES N. COLLIER JR.
Assistant Dean, Health Career Pathways
BA, Mercer University; MS, Emporia State University

DANIEL SCOTT
Associate Dean for Student Development and Associate Professor of Medical Sciences
BS, Utah State University; MD, University of Utah; chief resident, University of Utah School of Medicine; board certified in internal medicine

MICHAEL COLE
Director of Admissions for Operations
BS and MSJ, Northwestern University; MA, Boston College

LISA COPLIT
Associate Dean for Assessment and Faculty Development and Associate Professor of Medical Sciences
BA, Brandeis University; MD, Boston University School of Medicine; intern and resident, Boston University Primary Care Training Program in Medicine, Boston Medical Center; chief resident, Boston University Residency Program in Medicine, Boston Medical Center and Boston Veterans Administration Medical Center; diplomate, American Board of Internal Medicine

YANKO MICHEA
Associate Director for Medical Technology
MD, Pontifical Catholic University (Chile); MS and PhD, University of Texas Health Science Center, Houston; postdoctoral fellow, the Center for Biosecurity and Public Health Informatics Research, University of Texas Health Science Center, Houston; diplomate, Institute of Psychiatry and Psychology (Chile); diplomate, Multimedia Design, Pontifical Catholic University (Chile)

MICHAEL ELLISON
Associate Dean for Admissions and Assistant Professor of Medical Sciences
BS and MS, Chicago State University; EdD, Roosevelt University of Chicago

SAMUEL PARRISH JR.
Associate Dean for Medical Student Affairs and Associate Professor of Medical Sciences
BS, The College of Charleston; MD, Medical University of South Carolina; intern, resident and chief resident, child health, University of Missouri School of Medicine-Columbia; fellow, adolescent medicine, Long Island Jewish Medical Center, State University of New York, Stony Brook; board-certified, pediatrics and adolescent medicine

BRUCE KOEPPEN
Dean of the School of Medicine and Professor of Medical Sciences
BS, University of Illinois, Urbana; MD, University of Chicago Pritzker School of Medicine; MSc and PhD, University of Illinois, Urbana; postdoctoral fellow, department of physiology, Yale University School of Medicine

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YANKO MICHEA
Associate Director for Medical Technology
MD, Pontifical Catholic University (Chile); MS and PhD, University of Texas Health Science Center, Houston; postdoctoral fellow, the Center for Biosecurity and Public Health Informatics Research, University of Texas Health Science Center, Houston; diplomate, Institute of Psychiatry and Psychology (Chile); diplomate, Multimedia Design, Pontifical Catholic University (Chile)
Students entering the Frank H. Netter MD School of Medicine will be welcomed by dedicated medical educators committed to a holistic approach to developing empathic, industrious, highly skilled clinicians. Quinnipiac’s focus on the student educational experience is unparalleled; substantial resources available to the School of Medicine will ensure that our students succeed and our faculty can focus on continuously improving the educational experience of our students.

TODD CASSENSE, MD  
ASSISTANT PROFESSOR OF MEDICAL SCIENCES

Faculty

**ABAYOMI AKANJI**  
Professor of Medical Sciences  
MBBS, medicine and surgery, and MSc, chemical pathology, University of Ibadan, Nigeria; DPhil, University of Oxford (U.K.); FRCPath, Fellow of the Royal College of Pathologists, London; FRCPI, Fellow of the Royal College of Physicians of Ireland; and FAS, Fellow Nigerian Academy of Sciences

**ROBERT BONA**  
Professor of Medical Sciences  
BS, St. John’s University; MD, State University of New York Upstate Medical College; internship and residency, internal medicine, Brown University, Rhode Island Hospital; fellowship, hematology and oncology, University of Connecticut Health Center; diplomat: internal medicine, medical oncology and hematology

**TODD CASSENSE**  
Assistant Professor of Medical Sciences and Director, Clinical Arts and Sciences Course  
AB, Harvard University; MD, University of Chicago Pritzker School of Medicine; intern and resident, internal medicine, University of California; San Francisco School of Medicine; chief medical resident, University of California-San Francisco; trainee, University of California-San Francisco Medical Education Area of Distinction

**LISA CONTI**  
Assistant Professor of Medical Sciences  
BA, University of Rhode Island; MA, University of Vermont; PhD, University of Vermont; postdoctoral fellow, pharmaceutical research, Nova Pharmaceutical Corp.; postdoctoral fellow, neuroscience research, department of psychiatry, University of California, San Diego School of Medicine

**BRIAN FISHER**  
Associate Professor of Medical Sciences  
BA&S, York University (Canada); BEd, Queens University/McArthur College (Canada); MSc, Indiana University; PhD, University of Alberta (Canada); postdoctoral fellow, University of London

**RICHARD GONZALEZ**  
Assistant Professor of Medical Sciences  
BA, MA, Wichita State University; MSc, PhD, State University of New York at Buffalo; training course, International Forensic Program
The primary focus of our faculty on student learning, coupled with our commitment to instructional excellence, are the underpinnings that create a unique, student-centered environment. This results in superbly prepared clinicians with all the skills needed to provide the highest quality care for patients.
NEIL HAYCOCKS  
Assistant Professor of Medical Sciences  
BS, Mary Washington College; PhD, University of Texas Medical Branch; MD, Virginia Commonwealth University; pathology residency, anatomical and clinical pathology, Baylor College of Medicine; hematopathology fellowship, University of Maryland Medical Center; board certification: American Board of Pathology, anatomic and clinical pathology, and hematology

DOUGLAS McHUGH  
Assistant Professor of Medical Sciences  
BSc (hons) and PhD, University of Aberdeen (U.K.); postdoctoral fellow and research associate, department of psychological and brain sciences, Indiana University

NORBERT HERZOG  
Professor of Medical Sciences  
BA, University of California, Los Angeles; MSc, California State University-Northridge; PhD, University of Texas at Austin; postdoctoral research fellow in molecular biology Scripps Research Institute and University of Texas MD Anderson Cancer Center

THOMAS MURRAY  
Assistant Professor of Medical Sciences  
BS, Tulane University; MD and PhD, University of Connecticut School of Medicine; resident, pediatrics, and fellow, pediatric infectious diseases, Yale University School of Medicine; fellow, medical microbiology, Yale-New Haven Hospital

DAVID HILL  
Professor of Medical Sciences  
and Director, Global Public Health  
BA, Williams College; MD, University of Rochester School of Medicine; DTM&H, London School of Hygiene and Tropical Medicine; intern and resident, internal medicine, Strong Memorial Hospital; fellow, medicine/infectious diseases, University of Virginia Hospital

ANTHONY PAYNE  
Assistant Professor of Medical Sciences  
BS, Winthrop University; MSc, University of Florida; PhD, Wake Forest University; research fellow, department of physiology and pharmacology, Wake Forest University School of Medicine; postdoctoral fellow, department of physiology and biophysics, University of Colorado Health Sciences Center; postdoctoral fellow, department of applied physiology and kinesiology, University of Florida College of Health and Human Performance
Students will work closely with physicians in more than a dozen medical specialties through clinical affiliations with three Connecticut hospitals, providing students with an optimal amount of patient contact and experiences.

They will be exposed to a wide variety of patient-care venues, from emergency rooms to intensive care units, rotating through the hospitals’ departments to learn and be mentored by physicians and challenged by real-life treatment scenarios.

St. Vincent’s Medical Center in Bridgeport is the School of Medicine’s principal clinical partner and has nearly 100 physicians on the School of Medicine clinical faculty — some of whom are serving as the chairs of the clinical departments they represent. The school also has clinical partnerships with MidState Medical Center in Meriden and Middlesex Hospital in Middletown.

Additionally, St. Vincent’s affiliation with Ascension Health gives medical students access to a nationwide network of hospitals where they can complete electives, seek residency placements and explore possible employment opportunities once they complete their training.

Throughout all four years, students will have access to clinical faculty who serve as mentors, and who can provide advice on career selection.
CURRICULUM overview

The Frank H. Netter MD School of Medicine curriculum provides a solid foundation in the fundamentals of the basic sciences and clinical medicine with an emphasis on evidence-based patient care. Faculty members are renowned educators, scholars and clinicians in their respective medical specialties, but their primary focus is to teach. Discussions of the social and behavioral factors that influence patient care are an integral part of the curriculum.

During the first two years, the curriculum is organized around integrated organ system blocks, providing students with a 360-degree view of each organ system through the lenses of three courses—Foundations of Medicine, Clinical Arts and Sciences, and Scholarly Reflection and Concentration Capstone.

The third year of the curriculum provides in-depth clinical education experiences through required clerkships in family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry and surgery. Students receive training in both ambulatory and inpatient settings.

Required clinical experiences during the fourth year consist of an intensive care clerkship, emergency medicine clerkship, and an inpatient subinternship. The fourth year of the curriculum also provides time for clinical electives, completion of the concentration capstone project and for participation in interviews for residency programs.

Clinical Work
Beginning with the first semester, students gain weekly clinical experience in a primary care, continuity ambulatory setting. The Frank H. Netter MD School of Medicine’s principal clinical partner is St. Vincent’s Medical Center in Bridgeport, Conn., and the school also has affiliations with two other Connecticut hospitals—MidState Medical Center in Meriden and Middlesex Hospital in Middletown.

Capstone Project
To further enrich the educational experience, students are required to select a capstone project that provides an in-depth exposure to one of the following concentrations:

- Global, public and community health
- Health policy and advocacy
- Health management and leadership
- Health communication
- Medical education
- Translational, clinical and basic science research
- Medical humanities

Students learn the techniques of scholarly inquiry through formal course work and acquire knowledge in a chosen area by taking an elective course each semester in one of the previously mentioned concentrations starting in the spring semester of the first year (three total). This capstone assists students with organizing and communicating information.

In the second year, under the direction of a chosen capstone mentor, students initiate the capstone scholarly project. They have an additional eight weeks in the fourth year to complete the project. The work culminates in a poster or oral presentation at an interdisciplinary Student Research Day prior to graduation. In addition, their diplomas will indicate “Doctor of Medicine with Distinction in” the category they chose.

Educational Competencies
The School of Medicine curriculum provides its students with the knowledge and experiences to meet all of the following competencies.

- Care of Individual Patients
- Professionalism
- Knowledge and Scholarship
- Interpersonal and Communication Skills
- Practice-based Learning and Improvement
- Systems-based Practice
- Interprofessional Collaboration
- Citizenship and Service
- Medical Practice Management
- Concentrated and Independent Learning
- Integration—Entrustable Professional Activities

As a by-product of immersion in a teaching culture, rather than a research culture, learners within the Frank H. Netter MD School of Medicine will develop an appreciation for the practice of medicine as an art, not as a job, or even a career, but an art that necessitates dedication, sacrifice, passion and collaboration.

VICTORIA RICHARDS, PHD ASSISTANT PROFESSOR OF MEDICAL SCIENCES

FRANK H. NETTER MD SCHOOL OF MEDICINE | 12
### COMMITMENT TO SUCCESS

The School of Medicine is committed to the success of every student. The school offers a six-week prematriculation studies program to reinforce key basic science principles addressed in the first year. Individual mentoring also is provided.

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### SPECIFIC DETAILS ON THE CURRICULUM ARE AVAILABLE AT:

`nettersom.quinnipiac.edu`

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**YEAR ONE**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td><strong>Block 2</strong></td>
</tr>
<tr>
<td><strong>Foundations of Science</strong></td>
<td><strong>Musculoskeletal &amp; Integument</strong></td>
</tr>
<tr>
<td>Biochemistry, genetics, cell and molecular biology, diagnostic tools, human development</td>
<td>Anatomy, embryology, histology, physiology</td>
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<tr>
<td><strong>Block 3</strong></td>
<td><strong>Block 4</strong></td>
</tr>
<tr>
<td><strong>Neuroscience, Head &amp; Neck, &amp; Endocrine</strong></td>
<td><strong>Cardiovascular, Renal &amp; Pulmonary</strong></td>
</tr>
<tr>
<td>Anatomy, embryology, histology, physiology</td>
<td>Anatomy, embryology, histology, physiology</td>
</tr>
<tr>
<td><strong>Block 5</strong></td>
<td><strong>Block 6</strong></td>
</tr>
<tr>
<td><strong>Gastrointestinal, Genitourinary &amp; Reproductive</strong></td>
<td><strong>Cancer 360</strong></td>
</tr>
<tr>
<td>Anatomy, embryology, histology, physiology</td>
<td><strong>Life Cycle: Conception to End of Life</strong></td>
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</table>

**Foundations of Medicine Course**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td><strong>Block 2</strong></td>
</tr>
<tr>
<td><strong>Fundamentals of Pathology and Clinical Pharmacology</strong></td>
<td><strong>Hematopathology, Infectious &amp; Immunological Diseases</strong></td>
</tr>
<tr>
<td>Introductory pathology, inflammation, neoplasia, drug therapy, toxicology</td>
<td>Advanced history and exam. Introduction to clinical decision-making</td>
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<tr>
<td><strong>Block 3</strong></td>
<td><strong>Block 4</strong></td>
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<tr>
<td><strong>Diseases of Homeostasis I</strong></td>
<td><strong>Diseases of Homeostasis II</strong></td>
</tr>
<tr>
<td>Microbiology, immunology</td>
<td>Advanced history and exam. Patients with hematologic, immunologic &amp; infectious diseases</td>
</tr>
<tr>
<td>Gastrointestinal &amp; endocrine diseases</td>
<td><strong>Advanced history and exam. Patients with cardiovascular, lung &amp; renal diseases</strong></td>
</tr>
<tr>
<td><strong>Block 5</strong></td>
<td><strong>Block 6</strong></td>
</tr>
<tr>
<td><strong>Disorders of the Brain, Nervous &amp; Musculoskeletal Systems</strong></td>
<td><strong>Range of Human Cancer</strong></td>
</tr>
<tr>
<td>Cardiovascular, pulmonary &amp; renal diseases</td>
<td><strong>Advanced history and exam. Patients with neurologic, psychiatric &amp; musculoskeletal diseases</strong></td>
</tr>
<tr>
<td>Neuropathology, psychiatric &amp; musculoskeletal diseases</td>
<td><strong>Advanced history and exam. Patients with genetic, reproductive, geriatric disease, end-of-life care</strong></td>
</tr>
<tr>
<td><strong>Block 7</strong></td>
<td><strong>Block 8</strong></td>
</tr>
<tr>
<td><strong>Life Cycle: Conception to End of Life</strong></td>
<td><strong>Advanced history and exam. Patients with genetic, reproductive, geriatric disease, end-of-life care</strong></td>
</tr>
</tbody>
</table>

**Clinical Arts & Sciences Course**

<table>
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<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td><strong>Block 2</strong></td>
</tr>
<tr>
<td><strong>Interviewing and communication skills, Introduction to the medical history &amp; physical examination</strong></td>
<td><strong>Musculoskeletal system and skin history and exam, counseling – sun exposure &amp; exercise</strong></td>
</tr>
<tr>
<td><strong>Block 3</strong></td>
<td><strong>Block 4</strong></td>
</tr>
<tr>
<td><strong>Neuroscience, Head &amp; Neck, &amp; Endocrine</strong></td>
<td><strong>Cardiovascular and pulmonary history and exam, counseling - cardiac health &amp; smoking cessation</strong></td>
</tr>
<tr>
<td><strong>Block 5</strong></td>
<td><strong>Block 6</strong></td>
</tr>
<tr>
<td><strong>Gastrointestinal, Genitourinary &amp; Reproductive</strong></td>
<td><strong>Gastrointestinal, genitourinary &amp; reproductive history and exam, counseling – diet/nutrition, reproductive health</strong></td>
</tr>
</tbody>
</table>

**Scholarly Reflection & Concentration Capstone Course**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td><strong>Block 2</strong></td>
</tr>
<tr>
<td><strong>Introductory medical informatics, biostatistics. Evidence-based medicine, narrative medicine, mentoring</strong></td>
<td><strong>Introductory medical informatics, biostatistics. Evidence-based medicine, narrative medicine, mentoring</strong></td>
</tr>
<tr>
<td><strong>Block 3</strong></td>
<td><strong>Block 4</strong></td>
</tr>
<tr>
<td><strong>Advanced history and exam. Patients with hematologic, immunologic &amp; infectious diseases</strong></td>
<td><strong>Advanced history and exam. Patients with endocrine and gastrointestinal diseases</strong></td>
</tr>
<tr>
<td><strong>Block 5</strong></td>
<td><strong>Block 6</strong></td>
</tr>
<tr>
<td><strong>Advanced history and exam. Patients with cardiovascular, lung &amp; renal diseases</strong></td>
<td><strong>Advanced history and exam. Patients with neurologic, psychiatric &amp; musculoskeletal diseases</strong></td>
</tr>
<tr>
<td><strong>Block 7</strong></td>
<td><strong>Block 8</strong></td>
</tr>
<tr>
<td><strong>Advanced history and exam. Patients with genetic, reproductive, geriatric disease, end-of-life care</strong></td>
<td><strong>Advanced history and exam. Patients with genetic, reproductive, geriatric disease, end-of-life care</strong></td>
</tr>
</tbody>
</table>

**Recurrence and integrated themes:** biostatistics, epidemiology, health law & ethics, nutrition, socio-behavioral science, human development, basic pharmacology, journal club.
Changes to health care delivery begin with a change in health care education. Perhaps no other medical school in the country is as uniquely equipped to facilitate such change as the Frank H. Netter MD School of Medicine, where interprofessional education is essential to the mission.

The Center for Interprofessional Healthcare Education offers innovative opportunities for students in Quinnipiac’s Schools of Medicine, Nursing and Health Sciences to learn and practice together, identify effective and efficient delivery options, and understand and enhance each other’s clinical skills.

Examples of current and planned reciprocal learning opportunities include:

- Team learning with mannequins and standardized patients. These exercises include simulated cardiac arrests, home visits, ambulatory and in-hospital care.
- Student Ethics Committee. Multidisciplinary teams of health professions students mirror the composition of hospital ethics committees.
- Interdisciplinary grand rounds. Students from all disciplines participate in this important learning tool where presentations are made to inform all on best practices.
- Clinical rotations. During ambulatory and inpatient clerkships, students work together on assignments designed for hands-on patient care.

Serving the Community

Citizenship and service to the community are fundamental to Quinnipiac, a commitment that led to the University’s 2010 selection to the President’s Higher Education Community Service Honor Roll, a national initiative to help solve community problems.

Examples of current and planned reciprocal learning opportunities include:

- The Albert Schweitzer Institute at Quinnipiac University, one of the world’s foremost nonprofit organizations committed to engendering health, humanitarian and peace efforts.
- The Lives of Commitment Program, engaging students in an exploration of leadership characteristics and social justice at a partnering nonprofit organization.
- The National Kidney Foundation, where students travel throughout the state screening those at highest risk for chronic kidney disease.
- Area elementary schools, where students conduct interactive presentations on topics such as bicycle and pedestrian safety, bullying, nutrition, physical activity, infectious diseases and oral health.
- Community outreach programs such as providing on-site health care and health education to migrant farm workers; conducting blood pressure screenings, blood glucose testing, and health education at area health fairs; and a physical therapy clinic on the North Haven Campus for low-income clients.
I am so grateful to Quinnipiac for the myriad opportunities to serve the immediate community. With a focus on oral health and health literacy, our PA program involved teaching our local community about the importance of preventing cavities. I loved meeting and teaching elementary schoolchildren, pediatric patients and Spanish-speaking migrant farm workers how to improve their overall health. Quinnipiac has connected me with 12 community service projects, with the latest being my favorite—participating in the Special Olympics medical team. Providing basic first aid to these brave athletes who are competing above their disabilities was most inspiring. Volunteering on this and other projects has prepared me for my role and duty as a future health care provider.
ADMISSIONS

The Frank H. Netter MD School of Medicine seeks applicants with excellent academic credentials who are active learners and demonstrate interest in both the humanistic and scientific aspects of the profession. The school’s admissions committee looks at each applicant holistically to select candidates most likely to match the school’s mission of educating future primary care physicians. Students from nonscience backgrounds are welcome and strongly encouraged to apply.

Academic Requirements

The prerequisite courses at right must be completed with a grade of C or better prior to matriculation. In addition, a bachelor’s degree from a regionally accredited college or university or an international equivalent degree for international students is required prior to enrollment in the MD program. Applicants with a degree from outside the United States must complete a minimum of 32 semester hours of the basic science prerequisites in biology, chemistry and physics from an accredited college/university in the United States. Online courses are not considered.

Additional course work recommended, but not required, includes biochemistry, statistics, natural sciences, human physiology, genetics and cell biology, psychology, sociology, ethics, health policy, foreign language, humanities, communications, mathematics or computer literacy.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GENERAL BIOLOGY</td>
<td>2 semesters (with labs)</td>
</tr>
<tr>
<td>GENERAL CHEMISTRY</td>
<td>2 semesters (with labs)</td>
</tr>
<tr>
<td>ORGANIC CHEMISTRY</td>
<td>2 semesters (with labs)</td>
</tr>
<tr>
<td>GENERAL PHYSICS</td>
<td>2 semesters (with labs)</td>
</tr>
<tr>
<td>COLLEGE ENGLISH</td>
<td>2 semesters</td>
</tr>
<tr>
<td>COLLEGE MATHEMATICS</td>
<td>2 semesters (college algebra or above)</td>
</tr>
</tbody>
</table>
MCAT Requirement
Applicants must take the Medical College Admission Test (MCAT) preferably in the spring before applying. All applicants must have taken the MCAT no earlier than January 2010 and no later than September 2012. Applicants can register for the MCAT by visiting the AMCAS website at www.aamc.org.

Application Process
Applicants are required to apply through the American Medical College Admissions System (AMCAS) at www.aamc.org. The AMCAS application cycle runs from June through December. The Association of American Medical Colleges (AAMC) must process and verify the completion and submission of the AMCAS application, application fee and supporting documents before the School of Medicine will review an applicant file.

Completed AMCAS files are reviewed to determine whether candidates meet the threshold criteria for secondary application. Qualified candidates are sent a secondary application form. Then, both the associate dean and the committee chair review all submitted secondary applications and tender offers for on-site interviews.

Application Deadlines
American Medical College Application Service (AMCAS) application completion deadline is December 31. Secondary application completion deadline is January 15.

Secondary Application Fee
Secondary application fee of $85 or AMCAS Fee Assistance Program (FAP) waiver documents.

International Applicants
Only U.S. citizens, permanent resident aliens or applicants with a Green Card in their possession may apply.

Letters of Recommendation
The Office of Admissions at the Frank H. Netter MD School of Medicine will only accept letters of recommendation that have been received and processed through AMCAS. Applicants are responsible for making sure that appropriate letters are sent to AMCAS.* (See the AMCAS web page for detailed instructions on how to submit letters.) Applicants should coordinate this process with their premed adviser, academic adviser and/or career center to make sure letters are sent to AMCAS in a timely manner.

Elements of a completed file include:

- Verified AMCAS application
- Required letters of recommendation provided by AMCAS only
- Completed secondary application form and fee
- Paid application fee ($85) or AMCAS fee waiver verification
- Uploaded passport-style photograph
- Any additional information requested by the Office of Admissions

Interview Process
Applicants invited to interview are contacted by the Office of Admissions electronically. Once an interview date has been selected, confirmation will be sent via email. In addition, this email will include an agenda and information regarding overnight stay, local travel, parking and other pertinent information to enhance the applicant’s visit to the medical school.

The interview day is a seven-hour visit that consists of the following:

- Overview of diversity and inclusion commitment
- Two individual faculty interviews
- Individual interview with student
- Individual interview with the associate dean for admissions
- Individual interview with a community-based partner
- A tour of the campus
- An overview of the curriculum
- A visit with the director of financial aid
- On-site case-based exercise
- Lunch

Letter of Recommendation Requirements
Nontraditional applicants (individuals who have been separated from academia for more than one year since obtaining an initial bachelor’s degree) must submit the following:

- One character reference letter that should be from someone who can share information about who you are and your interest in medicine. The writer of the letter may be an employer, mentor, clergy member, health care professional you have shadowed and/or club/organization adviser.

Letter of Recommendation Requirements for Nontraditional Applicants
Nontraditional applicants (individuals who have been separated from academia for more than one year since obtaining an initial bachelor’s degree) must submit the following:

- Three individual faculty letters from the most recent degree program, if applicable. Applicants who have been away from academics for a few years must submit at least one letter from a faculty member plus two letters from a recent employer, or one premedical/preprofessional composite committee letter.

- One character reference that should be from someone who can share information about who you are and your interest in medicine. The writer of the letter may be an employer, mentor, clergy member, health care professional you have shadowed and/or club/organization adviser.

Completed File
Applicants are solely responsible for meeting established deadlines and for monitoring the status of their AMCAS and secondary application for the Frank H. Netter MD School of Medicine. The Office of Admissions will communicate with applicants electronically when files are complete. Applicants will not be considered for an interview until all required information has been received, verified and their file has been completed.

Letter of Recommendation Requirements for Traditional Applicants
Traditional applicants who will enter medical school directly from a bachelor’s degree program with less than a one-year break must submit the following:

- Three individual faculty letters—two letters from basic science faculty, and one from a non-science faculty member or one premedical/preprofessional composite committee letter.

*Any letters received by any other means are retained in the admissions office but are not used in the decision-making process.
Financial assistance is available to students through federal and private loans, scholarships and work-study programs. The Office of Financial Aid will work with applicants to help obtain funding and guide them through the procedures to apply for scholarships, grants, federal and private student loans, and federal work-study. Personal budgeting, debt management and student loan repayment counseling also is available.

Scholarships
The Frank H. Netter MD School of Medicine is committed to selecting the best students possible to meet its mission, independent of their financial situation. The school will award several full-tuition scholarships as well as need-based and merit scholarships that will target individuals from disadvantaged backgrounds and students interested in primary care. In addition, foundation scholarships will be awarded annually through a competitive application process.

More Information
For more detailed information, including tuition and a list of scholarships, visit nettersom.quinnipiac.edu.

For financial aid questions, contact the Frank H. Netter MD School of Medicine at 203-582-5100 or email us at medicine@quinnipiac.edu.

Commitment to Diversity
Quinnipiac University as a whole, and the School of Medicine specifically, are committed to attaining and maintaining a diverse and inclusive student body, faculty and staff. Quinnipiac admits students of any race, color, creed, gender, age, sexual orientation, national or ethnic origin, and disability status to all the rights, privileges, programs and activities generally accorded or made available to students at the school. Quinnipiac University does not discriminate in these areas in the administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.
My clinical rotation led to an unexpected turn on my educational path, and I took it with the full support of the faculty. When I noticed that my physical therapy patients were having a hard time following instructional printouts, I shared my idea of developing a web-based home exercise prescription tool with Professor Don Kowalsky. He encouraged me to launch the site as my graduate capstone project, and helped me make connections with other faculty and clinical partners to help develop TheraVid.com. I left Quinnipiac not only with a strong sense of camaraderie with faculty, but with a live product that is already helping PT patients heal.
My wife and I were looking for a change of scenery when I was applying to physician assistant programs, and Quinnipiac fit the bill and then some. We took the campus tour in October, when the gorgeous rolling hills, breathtaking views from Sleeping Giant State Park, and welcome chill in the air were a refreshing contrast to Fort Worth, Texas. Next we found out that Quinnipiac was ranked among the top PA programs in the country. Attending such a prominent school, I knew I would need to step up my game. Quinnipiac exceeded my expectations, challenged me mentally, physically and emotionally, and offered me an educational experience I will benefit from for a lifetime.

KEITH DESONIER, MHS ’10, FORT WORTH, TEXAS
Quinnipiac University, located in Hamden, Conn., offers more than 70 undergraduate and graduate programs to 6,300 undergraduate and more than 2,200 graduate and law students through its Schools of Business and Engineering, Communications, Education, Health Sciences, Law, Nursing and the College of Arts and Sciences.

Quinnipiac’s 250-acre Mount Carmel Campus contains academic buildings and residence halls. The nearby 250-acre York Hill Campus houses the TD Bank Sports Center, residence halls and the Rocky Top Student Center. The North Haven Campus is home to the School of Education, School of Health Sciences, School of Nursing and the Frank H. Netter MD School of Medicine.

Hamden and North Haven, home to Quinnipiac’s three campuses, reflect the charm and beauty of New England, with bucolic neighborhoods on tree-lined roads. The University is conveniently positioned 90 minutes from New York City and two hours from Boston.

The University consistently ranks among the top regional universities in the North in U.S. News & World Report’s America’s Best Colleges issue and recently was ranked first in the category of regional universities that have made the most promising and innovative changes in academics, faculty and student life.
The School of Medicine is located on Quinnipiac University’s North Haven Campus, where ponds with fountains surround four modern, professional buildings that also contain the North Haven Dining Hall, a bookstore and a library. Medical students may avail themselves of the services provided at the Health and Wellness Center on Bobcat Way, Mount Carmel Campus. All students are entitled to use the fitness centers on the Mount Carmel and York Hill campuses and participate in fitness classes.

Students are encouraged to join interest groups representing major medical specialties, as well as the University’s chapter of the American Medical Student Association, the Organization of Student Representatives, the student branch of the Association of American Medical Colleges, and the Student National Medical Association.

The University hosts prominent speakers, concerts and cultural celebrations. Sports fans can watch the Division I Bobcats play in the TD Bank Sports Center on the University’s nearby York Hill Campus. The 185,000-square-foot facility has both basketball and hockey arenas. While on York Hill, take in the breathtaking views of the state’s rolling hills and coastal cities from the green roof atop the Rocky Top Student Center.

Quinnipiac University places the highest priority on the safety of all members of the campus community and has dedicated extensive planning and resources to a secure University environment. Our policies and procedures are supported by a student population that is responsible and concerned for the welfare of others.
ABOUT THE AREA

New Haven, a hub of culture and entertainment, is a short ride from the University. The city offers an assortment of restaurants, museums and art galleries, vibrant nightlife, an annual professional tennis tournament and the popular International Festival of Arts and Ideas. Visitors can enjoy a slice of renowned New Haven pizza in the Wooster Square district or see a performance at the Shubert or Long Wharf theaters.

Wine aficionados will enjoy the Connecticut Wine Trail; two vineyards are in neighboring Wallingford. Families can explore Mystic Seaport and the nearby aquarium, the historic Amistad Freedom Schooner and the Essex Steam Train and Riverboat, as well as two major amusement parks. The state offers a number of outdoor activities: sailing on Long Island Sound, biking trails, picnicking at Hammonasset Beach State Park or hiking Sleeping Giant Mountain—the majestic backdrop to Quinnipiac’s Mount Carmel Campus.

Accreditations and Professional Memberships
Quinnipiac University is accredited by the New England Association of Schools and Colleges and the Board of Higher Education of the state of Connecticut. All programs in health sciences have been approved by appropriate state and national agencies or are in the process of accreditation.

The undergraduate and the master of science in nursing program are accredited by the National League for Nursing Accrediting Commission (NLNAC). Both the undergraduate and doctoral nursing programs are seeking accreditation with the Commission on Collegiate Nursing Education (CCNE).

The physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
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New Haven, CT | 8 miles | 12 min.
Hartford, CT | 30 miles | 35 min.
Boston, MA | 130 miles | 2 hrs. 15 min.
New York City, NY | 90 miles | 1 hr. 45 min.
Hempstead LI, NY | 95 miles | 1 hr. 45 min.
Albany, NY | 140 miles | 2 hrs. 30 min.
Newark, NJ | 102 miles | 2 hrs. 15 min.
Providence, RI | 112 miles | 1 hr. 45 min.
Philadelphia, PA | 180 miles | 3 hrs. 40 min.
Baltimore, MD | 280 miles | 5 hrs.