



UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE

For all inquiries, please contact us at admissions@som.umaryland.edu
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Baltimore, Maryland 21201 • 410.706.7478 • medschool.umaryland.edu/admissions

The University of Maryland, Baltimore is accredited by the Middle States Association of Colleges and Schools.

The Liaison Committee on Medical Education, the accrediting body for the Association of American Medical Colleges and the American Medical Association, accredits the School of Medicine.

The University of Maryland, Baltimore is actively committed to providing equal educational and employment opportunity in all of its programs. The University strives to ensure women and minorities are equitably represented among the faculty, staff and administration of the University, so that its workforce reflects the diversity of Maryland's population.

All employment policies and activities of the University of Maryland, Baltimore shall be consistent with federal and state laws, regulations and executive orders on nondiscrimination on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, handicap, marital status and veteran status. Sexual harassment, as a form of sex discrimination, is prohibited among the workforce of the University.



School of Medicine
UNIVERSITY of MARYLAND SCHOOL of MEDICINE



UNIVERSITY OF MARYLAND
SCHOOL OF MEDICINE

THE UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE
IS DEDICATED TO PROVIDING EXCELLENCE IN BIOMEDICAL
EDUCATION, BASIC AND CLINICAL RESEARCH, QUALITY
PATIENT CARE AND SERVICE TO IMPROVE THE HEALTH OF
THE CITIZENS OF MARYLAND AND BEYOND. THE SCHOOL IS

Our Mission

COMMITTED TO THE EDUCATION AND TRAINING OF MD, MD/PHD,
MD/MPH, GRADUATE, PHYSICAL THERAPY AND REHABILITATION
SCIENCE, AND MEDICAL RESEARCH TECHNOLOGY STUDENTS.
WE WILL RECRUIT AND DEVELOP FACULTY TO SERVE
AS EXEMPLARY ROLE MODELS FOR OUR STUDENTS.



As the oldest public medical school in the United States, the University of Maryland School of Medicine has a long history of accomplishments. Indeed, we celebrated our two centuries of excellence with a year-long bicentennial celebration in 2007.

During the last decade, we have worked tirelessly to propel Maryland into the top tier of American medical schools. While much has changed in our 200-year history, one thing has remained constant – our unparalleled dedication to teaching, research, patient care and service.

At the University of Maryland School of Medicine you will find a dedicated faculty who provide students with an excellent education in the health and biomedical sciences, help to mold leaders in health policy, and discover and share new scientific knowledge relevant to health care and disease.

Thank you for your interest in the University of Maryland School of Medicine. Good luck to you!

E. ALBERT REECE, MD, PHD, MBA

Vice President for Medical Affairs,
University of Maryland &
Dean, University of Maryland School of Medicine



UNIVERSITY OF MARYLAND
SCHOOL OF MEDICINE A.D. MDCCLXXV

Tradition

TRADITION at the University of Maryland School of Medicine is rich and deep. Chartered in 1807, the School of Medicine is the fifth oldest and first public medical school in the United States. Our founding building, Davidge Hall, built in 1812, is recognized as the oldest medical facility in the country continuously used for medical education and is a National Historic Landmark. The University of Maryland School of Medicine established the nation's first medical school library in 1815 and, in 1823, became the first medical school in the country to construct its own hospital for clinical instruction. Today, all students at the School of Medicine pass through the doors of Davidge Hall, as did the 17,000 students who were educated before them.

The School of Medicine was the founding school of the University of Maryland and today is an integral part of the 11-campus University System of Maryland. Located on the University of Maryland's Baltimore campus and the largest of eight professional schools, the School of Medicine serves as the anchor for a large academic health center which aims to provide the best medical education, biomedical research, patient care and community service to Maryland and beyond.

The University of Maryland School of Medicine continues to develop cutting-edge programs, build state-of-the-art facilities and implement technological innovations in our curriculum. From our OR of the Future to our Nuclear Magnetic Resonance Imaging Center to the Medscope Website that is the primary online source

of curriculum support for medical students, the University of Maryland School of Medicine is dedicated to helping students achieve their highest ambitions.

The University of Maryland School of Medicine's teaching hospital, University of Maryland Medical Center, is right next door, which allows for easy access to the patient care arena. Students are an integral part of the clinical care team as they interact with patients who represent the full spectrum of diversity.

THE SCHOOL OF MEDICINE PARTNERS WITH:

- » University of Maryland Medical Center
- » R Adams Cowley Shock Trauma Center
- » Veterans Administration of Maryland Healthcare System
- » Mercy Medical Center
- » MedStar Health

Supported by a uniquely experienced, accessible faculty and staff, students find themselves in a collegial atmosphere that promotes life-long learning and instills the confidence to go forward. The Office of Student Affairs provides mentoring opportunities to every student to help them achieve great things.

Exciting and personalized medical education where students play a significant role in their own education. This is a University of Maryland School of Medicine education.

FACULTY PROFILE »

ALESSIO FASANO, MD

Professor, Departments of Medicine, Pediatrics & Physiology
Co-Director, University of Maryland Center for Celiac Research
Director, Center for Mucosal Biology

Medical Education: University of Salerno, Italy

Research Interest: Celiac Disease

"I love to teach! Students are always puzzled that I can conduct research, be a good clinician and enjoy teaching. But if you're really good at what you do, and if you love what you do, it's possible to do all three well. We work hard here, but we also play hard – we always have smiles on our faces. If you are passionate about what you do – if you decide to go to medical school, not as a job but as a mission – then the sky's the limit."



Opportunity

“I will be very well prepared for a research career when I graduate from Maryland. The MD/PhD program, as well as each graduate program, encourages us to publish our findings and present our work at local and national meetings. We are encouraged to apply for prestigious predoctoral fellowships and awards which also prepares us for careers as independent investigators.”

– **Maya Matheny, MD/PhD Student**

RESEARCH »

The University of Maryland School of Medicine is one of the country’s fastest growing research institutions, with total awards of \$377 million in FY08. According to the Association of American Medical Colleges in 2007, our faculty ranked 7th out of 76 public medical schools in research expenditures. And, among all 126 medical schools, we ranked 19th.

The School of Medicine conducts basic science and clinical research targeting worldwide health problems such as cancer, HIV/AIDS, neurological diseases, heart disease, kidney disease, high blood pressure, trauma, and psychiatric diseases. The School of Medicine is also on the front lines of research for vaccines for anthrax, smallpox and other bioterror threats.

In the fight against infectious diseases such as HIV/AIDS, malaria and typhoid, the School of Medicine’s Center for Vaccine Development has established treatment facilities in South America, Africa and in developing countries around the world.

The Office of Student Research provides opportunities for students to engage in supervised basic and clinical research projects. It also works to increase the number of underrepresented minorities in the health professions and academic medicine.



FACULTY PROFILE »

CAROL TACKET, MD

Professor, Department of Medicine
Director, General Clinical Research Center

Medical Education: Yale University School of Medicine

Research Interest: Vaccine Development

“One of the University of Maryland School of Medicine’s crown jewels is our Center for Vaccine Development, which provides students with opportunities in preventive medicine and vaccine development. There is a well described and high priority placed on that here.”



STUDENT PROFILE »

NICK FROST, MD/PHD STUDENT

Undergraduate Education: Florida State University

Hometown: Pinckney, Michigan

“I truly enjoy research. The School of Medicine appealed to me from the very beginning because of its research-related strengths — new facilities, cutting-edge labs and internationally-renown, approachable faculty. It’s a research powerhouse. It’s exciting to me as an MD/PhD student, because I’m learning how to have a successful academic medicine career.”



Have To Teach



A-t-a-glance

YEAR I BLOCK SCHEDULE, 37 WEEKS

- I. ORIENTATION
MEDICAL INFORMATICS AND INTRODUCTION TO CLINICAL MEDICINE
- II. STRUCTURE AND DEVELOPMENT
MORPHOLOGICAL AND DEVELOPMENTAL ORGANIZATION OF THE BODY
- III. CELL AND MOLECULAR BIOLOGY
BIOCHEMISTRY, CELL BIOLOGY, MOLECULAR BIOLOGY AND HUMAN GENETICS
- IV. FUNCTIONAL SYSTEMS
HUMAN PHYSIOLOGY
- V. NEUROSCIENCES
STRUCTURAL AND FUNCTIONAL ASPECTS OF THE NERVOUS SYSTEM

YEAR II BLOCK SCHEDULE, 34 WEEKS

- I. HOST DEFENSES AND INFECTIOUS DISEASES
- II. PATHOPHYSIOLOGY AND THERAPEUTICS I & II
NEUROSCIENCE AND PSYCHIATRY, CARDIOVASCULAR, GASTROINTESTINAL, REPRODUCTIVE, PULMONARY, RENAL, ENDOCRINE, NEOPLASIA, LOCOMOTIVE AND HEMOPOIETIC SECTIONS
- III. INTRODUCTION TO CLINICAL MEDICINE
HUMAN SEXUALITY, INTERVIEWING, PHYSICAL DIAGNOSIS, MEDICAL ETHICS AND MEDICAL ECONOMICS

YEAR III CLERKSHIPS, 48 WEEKS

- I. INTERNAL MEDICINE
- II. SURGERY/SURGICAL SUBSPECIALTY
- III. FAMILY MEDICINE
- IV. OB/GYN & REPRODUCTIVE SCIENCES
- V. PEDIATRICS
- VI. PSYCHIATRY
- VII. NEUROLOGY

YEAR IV 32 WEEKS

- I. AREA HEALTH EDUCATION CENTER
- II. SUB-INTERNSHIP
- III. ELECTIVES

“The first thing that drew me to Maryland was the flexible schedule during years one and two. The block schedule enables students to take one course at a time, which meant I would not have to balance several classes at once, and I’d have time for a personal life outside of the classroom. I also was attracted to the sequence of the curriculum, which begins with anatomy and physiology in the first year, followed by systems-based pathology and therapeutics in the second year. This arrangement not only layers information in a logical sequence, focusing on the disease processes and treatments after a foundation of structure and function has been solidified, but definitely contributes to our success.”

– Hadas Skupsky, Medical Student

CURRICULUM »

From the first slice of the scalpel in gross anatomy lab to the Hippocratic oath at graduation, University of Maryland School of Medicine students enjoy a four-year journey of academic achievement and self-discovery. Students will explore the mysteries of the human body, learn the language of medicine, and face a series of intellectual and emotional challenges.

The educational objectives of the University of Maryland, School of Medicine are to:

- » Educate students intensively and broadly in the clinical and scientific aspects of medicine.
- » Prepare students to engage in a lifetime of learning so they will successfully adapt to a changing world.
- » Achieve a high level of professional competence and social awareness.
- » Provide opportunities for students at every level of training to pursue areas of special interest for intellectual stimulation and/or career advancement.
- » Encourage the development of highly competent physicians.

Problem-based learning with fewer lectures and more small-group discussions has become one of the hallmarks of the School of Medicine. An integrated curriculum, known as the block schedule, enables students to focus more on their individual methods of studying. The early inclusion of innovative information technology as part of the training has been a natural outgrowth of the integrated approach. During the first two years of medical school the basic sciences are taught as systems, using interdisciplinary teaching with both basic and clinical science faculty. Clinical experience is the foundation of medical education at the University of Maryland School of Medicine. Students have a wealth of clinical experiences available during their tenure at Maryland, particularly with the block schedule, which allows for team learning and student research. The block schedule’s success is attributed to open communication between students and faculty which can lead to curriculum changes that advance the learning process. The Curriculum Coordinating Committee, composed of course and clerkship leaders, key faculty educators and student body representatives, monitors and reviews the rigorous and demanding curriculum to ensure that students are successful.

FIRST AND SECOND YEARS

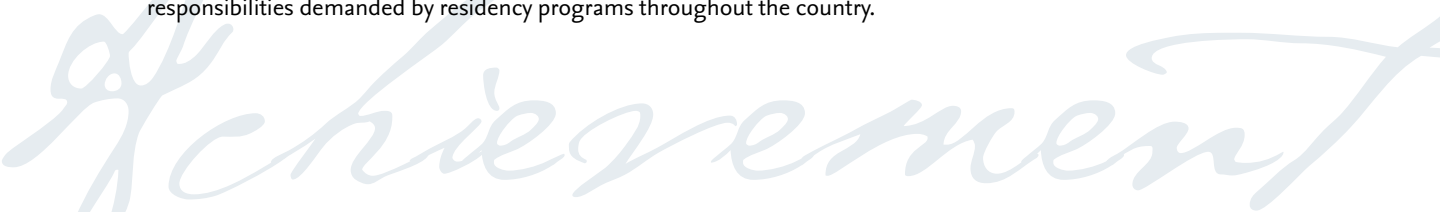
Beginning with orientation, students are exposed to patients in the second week of medical school. Introduction to Clinical Medicine (ICM) focuses on clinical practice and continues for two years. It incorporates such topics as human sexuality, interviewing, physical diagnosis, medical ethics and medical economics. The remaining four blocks in the first year, as listed on page six, give a comprehensive overview of the subject matter while incorporating the clinical issues that correlate with the material. The freshman and sophomore years are characterized by two hours of lecture per day, and two hours of small group or laboratory per day. The three blocks in the second year are organized by body systems. ICM continues with a primary focus on physical diagnosis. At this stage, the passage of Step I of the United States Medical Licensure Examination is required in order to proceed into the clinical years.

THIRD AND FOURTH YEARS

In the last two years of medical school, which are viewed as a single unit, students assume progressive responsibility for patient care. The clinical experience provides a year-long introduction to clinical science consisting of clerkships, as listed on page six, with a significant portion of the third year spent in the ambulatory care setting. Successful student evaluations are based upon clinical performance and end-of-clerkship examinations.

The 32-week fourth year includes four month-long electives. Students may take a maximum of eight weeks of electives off-campus. Students also serve a sub-internship in one of four clinical fields: medicine, surgery, pediatrics or family medicine. Students have the opportunity to have direct, primary patient care responsibility over a prolonged period of time. Rotations for these sub-internships are offered at the University of Maryland Medical Center and in approved affiliated hospitals. The final component of the fourth year is a consecutive eight-week experience in an ambulatory setting in a rural or underserved area supplemented by teaching in preventive medicine.

This curriculum provides strong grounding in clinical science with a progressive opportunity for primary patient care responsibility. The curriculum is designed to prepare the medical student for the complex responsibilities demanded by residency programs throughout the country.



FACULTY PROFILE »

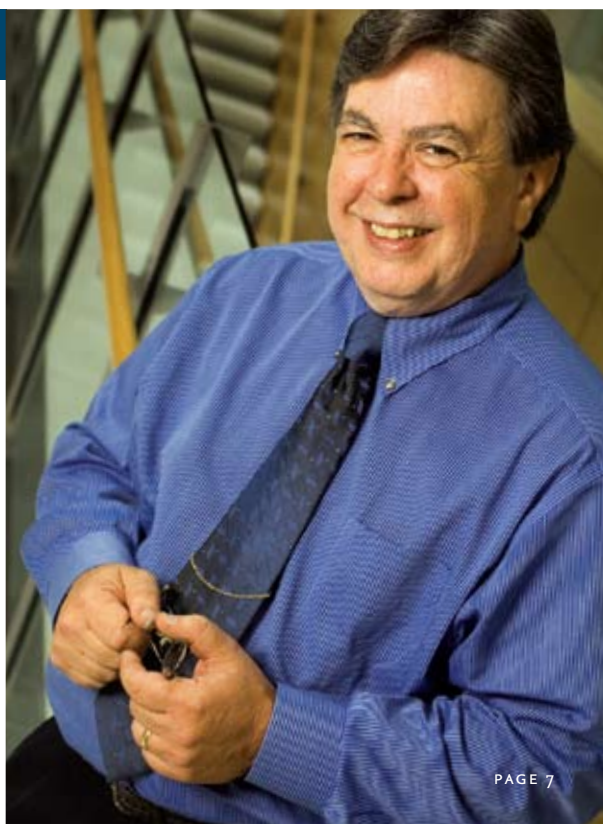
LARRY ANDERSON, PhD

Professor, Department of Anatomy & Neurobiology
Course Director, Structure and Development

Medical Education: Wayne State University
School of Medicine

Research Interest: Reproductive Sciences

"I interact with medical students from all class years, but mostly with the first-years during anatomy. Most students have the most 'fun' in the dissection lab and consider it their first tangible experience in the pursuit of becoming a physician — it's a true rite of passage. The fun is mutual for the faculty who teach with me, where the learning is informal and mostly one-on-one or in very small groups. Students incorporate most, if not all, of their sensory organs to encapsulate and enhance their learning process."





Community



STUDENT PROFILE »

JENNIFER AHN, MEDICAL STUDENT

Undergraduate Education: Harvard University

Hometown: Timonium, Maryland

“As I’ve gone through medical school, I’ve interacted with my peers and considered them as potential physicians. I’ve thought to myself, ‘Would I want this person to be my doctor, or, would I refer my family and friends to this person?’ The answer is a resounding, ‘Yes!’ Being able to say that about your classmates is a remarkable thing.”

STUDENT PROFILE »

NANCY LENTZ, MEDICAL STUDENT

Undergraduate Education: Johns Hopkins University

Hometown: Ridgeland, Wisconsin

“I’m from a very small farming community in Wisconsin. I received my undergraduate degree from Johns Hopkins, so my support system was essentially in Baltimore and I wanted to stay here. Because I’m an older student, and because my family is in Wisconsin, it was important to me to find a medical school that offered a warm sense of community and top-notch research and clinical programs. I wanted to attend a medical school where I felt challenged, but simultaneously supported. I found that at Maryland.”



STUDENT BODY »

Our students bring to the School of Medicine rich personal and academic accomplishments which add to the vibrant environment of learning and individual growth. They hail from urban, suburban and rural areas in Maryland, as well as many of the other 49 states. Our students come from a variety of undergraduate schools, including the Ivy League, small liberal arts colleges and state institutions. Backgrounds are as varied as music majors and biomedical engineers, mothers and teachers, athletes and student government leaders, farmers and advertising executives. Students may be fresh out of college or may choose to change careers after ten years. They may be the first in their family to attend college or they may be children of professionals. Our students are bright, conscientious and value the work ethic. They drive themselves and each other to succeed, value camaraderie and work together in small groups in and out of the classroom. Active and compassionate, with a commitment to service and community involvement, our students possess strength of character and keen intellect. These attributes create future leaders in patient care, research and medical education.

COMMUNITY »

The School of Medicine is a vital part of the West Baltimore neighborhood in which it resides. Its faculty, staff and students have long-standing relationships with communities all over the state of Maryland and help bring about a better quality of life for all. Over 250,000 hours of community service are logged annually with over 400 organizations. Two complex statewide networks that target at-risk populations are the centerpieces of the School of Medicine's commitment to community. These networks provide education, research, patient screening and treatment approaches. A telemedicine network facilitates consultations in real-time audio and video between medical professionals at the School of Medicine in Baltimore, and those in Western Maryland and on the Eastern Shore. Each year, School of Medicine faculty, staff, and students provide hundreds of thousands of hours of service in hospitals, clinics, homeless shelters and schools throughout the state. Program involvement includes:

S.T.O.P. AIDS STUDENT/TEACHER OUTREACH PROGRAM

Sends volunteer students into Baltimore City public schools to discuss HIV prevention. Thousands of West Baltimore elementary and middle school students have been taught about the disease's medical and social implications.

DOMESTIC VIOLENCE WORKSHOP Creates a heightened awareness of the complexity of domestic violence and teaches future physicians how to spot the sometimes-subtle signs of abuse.

HEALTH CARE AND THE HOMELESS PROJECT Allows students to spend time at shelters such as South Baltimore Station and provides health care screening and education.

School of Medicine students are encouraged to participate in one or more student organizations on campus. They include but are not limited to:

Alpha Omega Alpha
American Medical Student Association
Asian Professional Students Association
Big Sib Program
Emergency Medicine Interest Group
Humanism Honor Society
Internal Medicine Interest Group
Jewish Medical Students Organization
Military Medicine Interest Group
Muslim Students and Scholars Association
Organization of Student Representatives
Pediatrics Interest Group
Project H.O.P.E.: Helping Others Through Palliative Efforts
Sports Medicine Interest Group
Student Interest Group in Neurology
Student National Medical Association
Wilderness Medical Society

“On the first day of medical school, I was immediately struck by the diversity of the student body. I saw students from all walks of life — twenty-three year olds sitting next to thirty-nine year olds; Marylanders sitting next to Californians; BS degrees sitting next to JD/MBA degrees; a student fresh out of college sitting next to a student who had traveled the world and already made his fortunes as an investment banker. Everyone has something very interesting to bring to the table.”

Oliver Tannous, Medical Student

“The facilities at the University of Maryland are wonderful, and there seem to be many plans for expansion in the near future. I knew that Maryland was not only an institution I could grow and prosper in, but one that was growing itself.”

Lauren Minor, Medical Student



SELECTION PROCESS »

WHO COMES TO THE UNIVERSITY OF MARYLAND?

Students who are citizens or permanent residents of the United States and Canada are eligible to attend. As a state-assisted medical school, the University of Maryland must give preference in the selection process to residents of Maryland. However, a significant number of non-resident applicants are invited to interview and are accepted into the freshman class. Diversity is highly valued in the educational process and applications are encouraged from individuals from nontraditional and disadvantaged backgrounds. The University of Maryland School of Medicine adheres to federal and state non-discrimination policies.

WHAT ARE THE CRITERIA FOR SELECTION?

Developed by the Committee on Admissions and faculty of the School of Medicine, the criteria are closely allied to the school's academic mission and goals. Individuals who show documented ability to successfully complete the academically rigorous curriculum and embrace the personal characteristics that exemplify the qualities that make superb physicians stand out in the selection process. Admission is not guaranteed on the basis of excellent grades and MCAT scores alone. The Committee on Admissions also reviews an applicant's personal statement, extracurricular activities and life experiences, and letters of recommendation from premedical advisors and others who know the applicant well. Outstanding applicants are invited to interview. The interview evaluations are the last important factor considered by members of the Committee on Admissions in their deliberations regarding each applicant's candidacy for admission.

REGULAR DECISION:

All applications to the University of Maryland School of Medicine must be initiated through the American Medical College Application Service (AMCAS). Contact AMCAS on-line at <http://www.aamc.org>. The AMCAS application is the first of a two-stage process and must be on file with AMCAS by the November 1st deadline.

EARLY DECISION:

Applications must be on file with AMCAS by the August 1st deadline. All Early Decision applicants will be notified of a decision on their application by October 1st.

CLASS OF 2012 PROFILE »

Total AMCAS applications 4584

Applicants interviewed 562

New entrants 160

Acceptances offered 331

Women 195

Men 136

Resident/non-resident matriculants 75/25%

Male/female matriculants 43/57%

Underrepresented minorities 13%

Age range for matriculants 21-37

Maryland counties represented 13

Colleges/universities represented 71

Different academic majors 37

Average GPA

Sciences 3.64

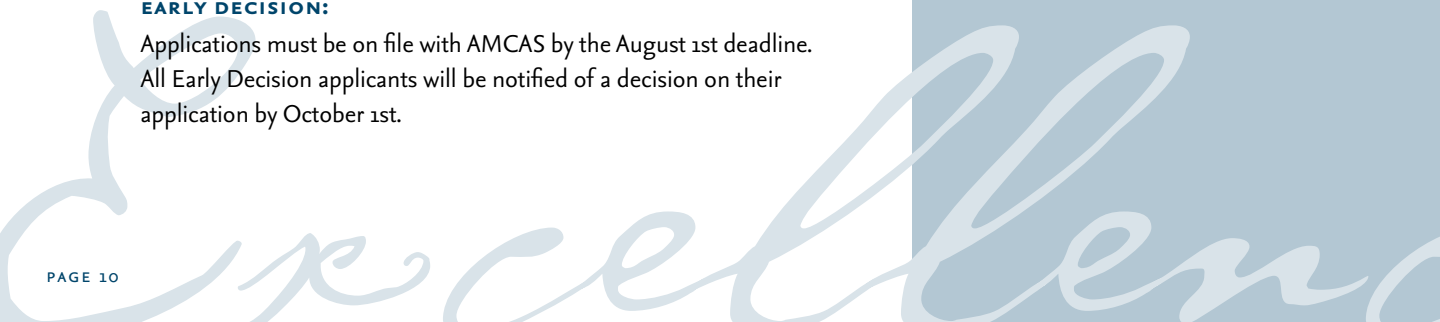
Overall 3.69

Average MCAT scores

Biological Sciences 10.79

Physical Sciences 10.36

Verbal Reasoning 10.22



FREDERICK D. SCOTT, JR., MD, '03

3rd Year Resident, Robert Wood Johnson Medical School

MINA GARRETT SCOTT, MD, '03

Family Medicine Private Practice, Howell, NJ

They met in the pre-matriculation program the summer before their freshman year of medical school. Mina had a degree in biology and had been working on the Human Genome Project at the Institute for Genome Research and Derick had a BS in microbiology and a BSE in chemical engineering. Their friendship flourished in Gross Anatomy during their first year of med school. They had their first date during Year II, three days before Christmas break. They continued to study together, both striving for the same goal. By encouraging each other to do well, they formed a tight support system. In Year III, they learned to weave dating into both study and challenging rotation schedules. By Year IV, Mina and Derick were engaged. Together, they survived four years of medical school and were married one week after graduation. (Twenty percent of their classmates were also planning weddings by graduation.)



RESIDENT PROFILE »

SANDRA QUEZADA, MD, '06

Senior Resident, Department of Medicine

“I chose the University of Maryland for medical school because it offered me the benefit of both a strong academic program and the ability to stay close to home. I also found myself relating better to the med students I met on my interview at Maryland more so than on interviews at other schools. I decided to stay at Maryland for my residency for largely the same reasons, with the additional benefit of having had the opportunity to get to know the faculty here. I just knew these were the people I wanted to work with and from whom I wanted to learn.”





Baltimore

“Baltimore is really up and coming. It’s a big town with a small town feel: the many diverse neighborhoods all have their own character.”

– **Neil Porter, MD**

Assistant Professor, Department of Neurology

Baltimore is enjoying a much-celebrated renaissance, with a focus on the nearby Inner Harbor where restaurants, shops, museums, the National Aquarium, the Maryland Science Center and waterfront activities abound. In addition, Oriole Park at Camden Yards, Ravens Stadium, Lexington Market, the nation’s longest continually running market, and the recently restored Hippodrome Theatre are all within walking distance of the School of Medicine.

Cultural attractions flourish throughout the year and include all of the amenities you’d expect from a big city: a world-class symphony orchestra, exceptional museums and libraries, professional ballet and opera companies and first-rate theatres and galleries. Unique only-in-Baltimore offerings include the Reginald F. Lewis Museum of African American History and Culture, the Jewish Museum of Maryland and the American Visionary Art Museum.

Beyond the city limits, Maryland is “America in Miniature.” The Chesapeake Bay, the nation’s largest estuary, with its unparalleled opportunities for boating and water sports is accessible within minutes, and the beaches or the mountains of Maryland can be reached within hours. Washington, D.C. is less than an hour away, Philadelphia can be reached within two hours and New York City is just over three hours away.



LEFT: Health Sciences and Human Services Library on campus

ABOVE: Baltimore’s modern, nationally acclaimed Inner Harbor

“Baltimore has a diversity of interests, people and seasons. There is something here for everyone.”

– **Shawn Robinson, MD, Class of ’88**

Assistant Professor, Department of Medicine

SITUATED IN THE HEART OF DOWNTOWN BALTIMORE and comprised of the schools of dentistry, law, medicine, nursing, pharmacy, and social work, the University of Maryland, Baltimore is among the nation’s leaders in education, research, public service, and patient care. As a student at the School of Medicine you’ll have access to a variety of top-notch services and amenities on campus where you will be living and working. Resources such as:

- » University Bookstore
 - » Student Health Center
 - » Health Sciences and Human Services Library
 - » Biotech Research Park
 - » Student Center featuring: ATM, University Bookstore, Lounge with a big screen TV and computer terminals, Coffee Bar, Counseling Center, Residence Life Office, and a Writing Center
- Additionally, bus services that transport students between campus and several nearby neighborhoods, an evening shuttle that runs between dusk and midnight and a campus police escort patrol vehicle exist to ensure ease and safety of student transportation. As for affordable housing, students can select from Pascault Row apartments to the brand new University Suites at Fayette Square. Off-campus housing in neighboring communities is also available.

For additional information on these services and more, please visit:
<http://www.umaryland.edu/prospective/>.

Discover

