Feinberg Student Attributes:

The Feinberg School of Medicine is fortunate to attract students who possess grade-point averages and MCAT scores which are above the national average. The exact data for the Class of 2013 is shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th>GPA Science</th>
<th>GPA Total</th>
<th>MCAT Verbal</th>
<th>MCAT Physical</th>
<th>MCAT Biological</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>3.60</td>
<td>3.66</td>
<td>9.8</td>
<td>10.3</td>
<td>10.8</td>
</tr>
<tr>
<td>Feinberg</td>
<td>3.69</td>
<td>3.74</td>
<td>10.5</td>
<td>11.9</td>
<td>12.1</td>
</tr>
</tbody>
</table>

In addition, the average scores for Feinberg students on the United States Medical Licensing Examination for Step 1 and for Step 2 CK are well above the national average for these examinations. Performance on USMLE Step 2 CS from the most recent annual report and subsequent data indicated that approximately 100% of the students have passed the examination.

In summary, based on the data from external sources and the history of where our graduates match for postgraduate education, students who are at the 50th percentile in our academic setting would rank at a significantly higher percentile within the national cohort of students graduating in 2013.

Special characteristics of the medical school’s educational program:
Preclerkship Courses:
Structure-Function (S-F) is a lecture and laboratory course that integrates the basic science topics of biochemistry, cell biology, molecular biology, genetics, embryology, histology, physiology, and gross anatomy in an interdisciplinary approach.

Scientific Basis of Medicine (SBM) is the basic science course that occupies the mornings of the second year. It consists of lectures and a variety of small group activities that focus on organ system pathobiology.

Medical Decision Making (MDM I, II, & III) is a series of courses that address the knowledge and skills that are required in making basic and complex decisions in the practice of medicine. It is taught in three blocks (MDM I, II, and III).

Problem Based Learning (PBL) is an adjunct to the S-F and SBM courses. It takes place in small-group sessions using cases designed to integrate information across the basic sciences in the context of medicine. PBL is a student-centered, self-directed learning experience that promotes a variety of educational objectives. These include learning how to work independently and in groups; to analyze problems; to frame questions; to develop and test hypotheses; to recognize knowledge deficiencies and to pursue strategies for addressing them; to communicate with colleagues; and to develop professional skills and attitudes. There are four PBL “blocks” in the first year and three in the second year.

Patient, Physician, and Society (PPS 1 & 2) courses are designed to provide a comprehensive, integrated introduction to professional skills and perspectives. The course meets two afternoons per week throughout the first two years and then once a month in the last two years. For the first two years, one afternoon is devoted to the Patient and Physician relationship; students begin to build clinical skills through learning experiences that provide an integrated, biopsychosocial perspective of patient care. The other afternoon deals with Physician and Society matters and addresses ethics and human values, public health, and health policy.

Unique Courses taught during the Clerkship Years:
M3 Interdisciplinary Medicine (IDM)
In the third year, students have Interdisciplinary Medicine one Friday a month. The overall goal of IDM is to enhance what students learn in their clinical clerkships by applying interdisciplinary perspectives. The curriculum is designed to help students develop knowledge, skills, and professional values in an ongoing reflective manner throughout the clinical years of medical school. Topics include: Advanced Physical Diagnosis, Nutrition, Health Law, Career Development, Complementary and Alternative Medicine, Ethical, Legal, and Social Implications of Medicine, Geriatrics, Palliative Care, Medical Decision-Making/Evidence Based Medicine, Difficult Conversations, Practice-Based Learning and Quality Improvement, and Patient, Physician & Society III: Professional Perspectives.

M4 Patient, Physician, and Society IV
This course meets once a month for a total of ten times during the year. Students cover the following topics: health economics, teaching skills and professional perspectives. This is the culminating course of the students’ four years of Patient, Physician and Society courses.
Appendix E: Medical School Information Page

Medical School Information Page

Feinberg School of Medicine
Medical School Name

Chicago, Illinois
City, State

Special programmatic emphases, strengths, mission/goal(s) of the medical school:
The missions of the Feinberg School of Medicine are education, research and professional services, a major component of the
latter being the delivery of high quality patient care. The Medical School supports the overall mission of the University to
achieve excellence in its scholarly and service programs and to participate in its framework for distinction. The goal of the
medical curriculum at the Feinberg School of Medicine is to prepare broadly educated, responsible physicians capable of
pursuing postgraduate medical education in any clinical discipline and/or pursuing a career in medically related
research. The curriculum provides for a general professional education and incorporates the fundamental principles of
medicine and scientific concepts. The objectives for the educational program require each student to attain facility in the
following areas: (1) knowledge of the scientific basis and language of medicine; (2) information management; (3)
communication; (4) clinical data gathering; (5) clinical decision making; (6) professional attitudes based on an appreciation
of medical ethics and humanities; (7) commitment to health promotion and disease prevention; and (8) commitment to
lifelong learning. The educational leadership, which includes the medical school administration, faculty on the curriculum
committee and the course and clerkship directors, continuously uses these objectives as an effective guide for educational
program planning and evaluation. These objectives are central to the medical school's mission and provide the necessary
resources to achieve them has, and will continue to be the highest priority. Education is conducted in such a manner that
students are imbued with the commitment to life-long learning, professional and personal growth. Our graduates are trained
to be committed to the practice of ethical and humane medicine and contribute to enhancing the ethical status of the
profession.

Students are encouraged to consider themselves part of a community of scholars and to pursue research. To that end, the
medical school offers several opportunities for students to engage in research, including the Summer Research Program and a
number of more intense research programs. Students use a variety of methods to perform in-depth investigations in the basic
sciences, clinical sciences, social sciences, public health, medical humanities, medical informatics, history of medicine,
bioethics, health policy, patient-physician communication and medical education.