

CELL BIOLOGY, GENETICS & MOLECULAR MEDICINE

Sample Plan of Study

First Year

Fall

IBMS 5000	Fundamentals Of Biomedical Sciences	8.0
IBMS 5008	Lab Rotations	3.0
TSCI 5070	Responsible Conduct of Research	2.0

Credit Hours

Total Credit Hours:

Credit Hours

IBMS 6090	Seminar (Class Section 4CGM)	1.5
IBMS 6097	Research (Class Section 4CGM)	9.5
IBMS 7010	Student Journal Club & Research Presentation (Class Section 4CGM) [‡]	1.0

1.5

9.5

1.0

12.0

First Year

Spring

CGM
Advanced
Core Courses
*

Credit Hours

4.0

Total Credit Hours:

12.0

Fourth Year

Fall

IBMS 6090	Seminar (Class Section 4CGM)	1.5
IBMS 6097	Research (Class Section 4CGM)	6.5
IBMS 7010	Student Journal Club & Research Presentation (Class Section 4CGM) [‡]	1.0
IBMS 7099	Dissertation (Class Section 4CGM) [¶]	3.0

1.5

6.5

1.0

3.0

Total Credit Hours:

12.0

Second Year

Fall

CGM
Advanced
Elective
Courses ***

Credit Hours

4.0

Fourth Year

Spring

IBMS 6090	Seminar (Class Section 4CGM)	1.5
IBMS 6097	Research (Class Section 4CGM)	6.5
IBMS 7010	Student Journal Club & Research Presentation (Class Section 4CGM) [‡]	1.0
IBMS 7099	Dissertation (Class Section 4CGM) [¶]	3.0

1.5

6.5

1.0

3.0

Total Credit Hours:

12.0

Total Credit Hours:

12.0

Second Year

Spring

CGM
Advanced
Electives ***

Credit Hours

2.0

Fifth Year

Fall

IBMS 6090	Seminar (Class Section 4CGM)	1.5
IBMS 6097	Research (Class Section 4CGM)	6.5
IBMS 7010	Student Journal Club & Research Presentation (Class Section 4CGM) [‡]	1.0
IBMS 7099	Dissertation (Class Section 4CGM) [¶]	3.0

1.5

6.5

1.0

3.0

Total Credit Hours:

12.0

Total Credit Hours:

12.0

Second Year

Spring

CGM
Advanced
Electives ***

Fifth Year

Spring

IBMS 6090	Seminar (Class Section 4CGM)	1.5
IBMS 6097	Research (Class Section 4CGM)	6.5

1.5

6.5

Total Credit Hours:

12.0

IBMS 7010	Student Journal Club & Research Presentation (Class Section 4CGM) [‡]	1.0
IBMS 7099	Dissertation (Class Section 4CGM) [¶]	3.0
	Total Credit Hours:	12.0

*** CGM Advanced Core Courses (4 SCH required)**

Students will choose from among these required core courses to total 4 credit hours.

Please note: Students may mix and match any of the individual modules from either course to total a final of 4 SCH.

1. Genes and Development (Spring semester only except RNA Biology and Genomics I)

Comprised of 5 modules:

- CSAT 5025 Genetics (1 SCH) (Kraig, Walter)
- CSAT 5024 RNA Biology and Genomics II (1 SCH) (Penalva)
- CSAT 5023 Development (1 SCH) (Wang)
- CSAT 6059 Stem Cells & Regenerative Medicine (1 SCH) (Kokovay)
- MMED 6001 RNA Biology and Genomics I(1 SCH) (Morita-Fall semester only)

2. Advanced Cell and Molecular Biology Modules (Spring semester only)

Comprised of 2 modules:

- INTD 6009 Advanced Molecular Biology (2 SCH) (Yew)
- INTD 6007 Advanced Cell Biology (2 SCH) (Sun)

******Register for IBMS 5008 Lab Rotations (1 SCH) for additional rotation if needed and adjust Research credit hours.

****CGM Advanced Elective Courses (4 SCH required)**

Students may choose from among the following elective courses to total 4 credit hours. Although students may choose from among any graduate level course offered at the UT Health SA, the following list of courses might be of special interest to CGM students.

& Supervised Teaching is not a requirement, but can be taken as an elective for 1-2 semester credit hours, typically during Years 2 or 3 but can also be taken in other years. Research credit hours can be adjusted as needed to maintain a total of 12 semester credit hours.

Additional CGM core courses in any combination

CSAT 5025	Genetics (Spring semester only)	1.0
CSAT 5024	RNA Biology and Genomics II (Spring semester only)	1.0
CSAT 5023	Development (Spring semester only)	1.0
CSAT 6059	Stem Cells & Regenerative Medicine (Spring semester only)	1.0
INTD 6009	Advanced Molecular Biology (Spring semester only)	2.0
INTD 6007	Advanced Cell Biology (Spring semester only)	2.0
MMED 6001	RNA Biology and Genomics I	1

BIOC 6036	Macromolecular Structure & Mechanism	2.0
BIOC 6037	Integration Of Metabolic Pathways	2.0
CSAT 5007	Methods In Cell Biology	1.0
CSAT 5083	Practical Optical Microscopy	1.0
CSAT 6049	Cellular and Molecular Mechanisms of Aging (Spring semester only)	2.0
CSAT 6050	Aging and Longevity Mechanisms (Spring semester only)	2.0
CSAT 6068	Cancer Biology Core 1: An Introductory Course (Fall semester only)	1.5
CSAT 6069	Cancer Biology Core 2; Advanced Cancer Biology (Fall semester only)	2.5
CSAT 6074	Molecular Aspects Of Epigenetics	2.0
CSAT 6095	Analysis and Visualization of Genomic Data (Spring semester only)	2.0
INTD 6008	Mitochondria & Apoptosis (Fall semester only)	1.0
INTD 5040	Fundamentals Of Neuroscience1: Molecular, Cellular, & Developmental Neuroscience	2.0
INTD 6062	Next-Generation Sequencing Data Analysis	2
MICR 5025	Eukaryotic Pathogens (Spring semester only)	1.0
MICR 5026	Bacterial Pathogenesis (Spring semester only)	1.0
MICR 5028	Virology (Spring semester only)	1.0
MICR 6052	Advanced Immunobiology (Spring semester only)	3.0
MMED 6001	RNA Biology and Genomics I	1
MMED 5001	Advances in Personalized Medicine	2
MMED 6016	Advanced Molecular, Cellular, and Synthetic Biology (Fall semester only)	4.0
MMED 5015	Modern Methods in Molecular Analysis (Fall semester only)	2.0
MMED 6071	Supervised Teaching	1-9
PHAR 5013	Principles Of Pharmacology & Physiology 1	3.0
PHYL 5041	Excitable Membranes	1.0

‡ IBMS 7010-4CGM is a continuous requirement beginning in the Fall semester of the second year until the preceding semester of the dissertation defense.

¶ A minimum of 2 semesters of IBMS 7099-4CGM (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-4CGM once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approved by the GSBS Dean.

¶ Final Hours for 3.0 SCH may be applicable for the final semester. Note that Final Hours can only be taken one time.

Other discipline and departmental courses in any combination

**To expedite movement through the IBMS curriculum, MD PhD students are exempted in their GS1 year from the IBMS 5000 (Biomedical Sciences) and IBMS 5008 (Rotation) courses of the first Fall semester.

Courses

CSAT 4000. Special Topic. 4 Credit Hours.

This is a self-designed course created by both the student and the department to cover a specific topic. A Course Approval Form must be completed along with documentation of the designed course description.

CSAT 4001. Anatomy of the Newborn. 4 Credit Hours.

Detailed gross dissection and study of newborn specimen with special emphasis on developmental origins as well as features and relationships differing from the adult; combined with library study of developmental malformations. Course fees: Lab fee \$30.

CSAT 4002. Regional Anatomy. 4 Credit Hours.

Anatomy associated with one of the usual medical or surgical specialties, such as gastroenterology, neurology, orthopedics, obstetrics and gynecology, etc. Activities include detailed dissection, presentation of dissected material, assigned readings, and individual project. Course fees: Lab fee \$ 30.

CSAT 4005. Advanced Anatomy. 4 Credit Hours.

Selected students are required to participate in lectures, detailed dissections, presentations of prospected material, and teaching in the first year medical gross anatomy laboratory. Special projects, activities, and assigned readings in the surgical anatomy and history of anatomy literature. Course fees: Lab fee \$30.

CSAT 4017. Advanced Neuroanatomy. 4 Credit Hours.

Selected students will be assigned a special project and readings in the neuro anatomical literature.

CSAT 4024. History of Anatomy In Situ: Reawakening & Development of Anatomy in the 14th - 18th Century Italy. 4 Credit Hours.

An in-depth study of the awakening and development of anatomy in 14th - 18th century Italy, visiting the sites where this occurred in Padua, Bologna, and Florence. The course consists of one week of didactic lectures and discussion prior to two weeks in Italy visiting anatomical museums and two of the oldest universities in the world, and ending with a week of student presentations based on a paper focusing on a historical, social, or scientific issue arising during this period in the Italian medical schools and currently relevant to the students' chosen field of medicine.

CSAT 4025. Anatomy Mentored Teaching. 4 Credit Hours.

The Mentored Teaching Elective allows 3rd and 4th year medical students to serve as teaching assistants for the spring CSAT 5022 Inter-professional Human Gross Anatomy course. CSAT 5022 serves students in the occupational therapy, physical therapy, physician assistant and biomedical engineering programs, and students in the Masters of Anatomy graduate program. Teaching assistants will serve as instructors for laboratory dissections which cover the central and peripheral nervous systems, vertebral column and back, the upper and lower limbs, head and neck, body wall, thorax, abdomen, pelvis, and perineum. Other teaching assistant duties include preparation of prospection specimens for teaching and demonstration, lab practical exam setup and grading, and preparation and presentation of a brief topical review relevant to anatomy. Applicants should have attained a minimum grade of B in Language of Medicine and in Musculoskeletal/Dermatology and exhibit the highest standards of professionalism. Enrollment is by permission of the Undergraduate Medical Education Office and by the course directors.

CSAT 5007. Methods In Cell Biology. 1 Credit Hour.

Through a combination of lectures and demonstrations, the instructors will introduce students to techniques which are currently being used in cellular biology laboratories. The emphasis will be on the applications themselves, their uses, limitations, and the necessary controls.

The following topic areas will be covered: imaging and microscopy, immunological techniques, bioinformatics (DNA and protein), rodent anatomy and histology, cytogenetics, and in vitro cell growth and transfection. Course fees: \$100.

CSAT 5012. Physician Assistant Gross Anatomy. 5 Credit Hours.

This course will cover the basic principles of human anatomy. Lectures are correlated with laboratory sessions in which students will learn human gross anatomy of the adult through the study of cadaver prosections, bones, models, atlas drawings and radiographs. Emphasis will be placed on basic systems anatomy as they apply to the physician's assistant. Course Fees: Gross Anatomy fee \$30.00.

CSAT 5015. History Of Anatomy. 2.5 Credit Hours.

The history of anatomy course is designed to acquaint medical, dental, and graduate students with the history of medicine and especially with the physicians and scientists who made essential discoveries in human anatomy. Using a biographical approach, the course is presented as a seminar with lectures, assigned readings and student presentations.

CSAT 5022. Clinically-Oriented Human Anatomy. 5.5 Credit Hours.

This course is designed to provide students with an in-depth understanding of whole-body human anatomy as it applies to clinical practice. This course teaches foundational anatomical relationships and common variations following a regional approach, with select topics receiving regional systemic emphasis. This includes correlating anatomy with clinical pathologies, procedures, and imaging through didactic lectures, gross anatomy prospection laboratory, and active learning sessions. Clinical cases will be incorporated in lecture and in laboratory to foster critical thinking skills necessary for students to use their anatomical knowledge to solve clinical problems. Humanism and professionalism, including compassion and empathy, are integrated into the course to help students form a healthy professional identity in the medical field. Course fees: Cadaver Fee \$843, Lab Fee \$30, Technology Fee \$50.

CSAT 5023. Development. 1 Credit Hour.

The course provides a survey of concepts in developmental biology (induction, cell-cell interactions, morphogen gradients, morphogenetic movements, transcription regulation, organogenesis) using experimental examples from both invertebrate and vertebrate embryos. The first set of lectures will focus on gametogenesis, fertilization, and early developmental events, such as cleavage, midblastula transition, gastrulation, and axis formation. The second set of lectures will explore the fates of germ layers in the contexts of cell type-specific differentiation and cell-cell interactions during organogenesis.

CSAT 5024. RNA Biology and Genomics II. 1 Credit Hour.

The challenges of controlling RNA viruses, the promise of RNA vaccines and the recent findings on the roles of ncRNAs and RNA binding proteins in human disease highlight the importance of studying RNA biology. This course, coupled with MMED 6001, covers all aspects of RNA expression and metabolism, such as RNA processing, decay, transport, alternative splicing and translation and, the function of RNA binding proteins and non-coding RNAs. We will also discuss recent discoveries, such as RNA vaccines, RNA granules, RNA modification, the impact of RNA mediated processes in metabolic syndrome, neurodegenerative diseases and cancer and, RNA therapeutics. Another important goal of these courses is to teach students to employ omics methods such as RNA-seq, RIP-Seq, BRIC, CLIP, Ribo-seq, and CRISPR to study these processes and their regulators. This includes hands-on training on biological databases and classes covering examples of the use of genomics. We expect students to acquire skills that will help them visualize how RNA genomics can be used in their own research projects. Open for Cross Enrollment on Space Available Basis.

CSAT 5025. Genetics. 1 Credit Hour.

This course is designed to provide an overview of genetic research. Topics to be covered include: cytogenetics, mitochondrial genetics, cancer genetics, linkage analysis, complex traits, population genetics, animal models, sex determination, and epigenetics.

CSAT 5026. Stem Cell Biology. 1 Credit Hour.

This course is an up-to-date overview on current topics in stem cell biology. It is intended for the (future) basic scientist who is interested in studying the regulatory mechanisms of stem cells as well as for the (future) clinician who is interested in how stem cell biology will continue to impact patient care. Topics that will be discussed are: (1) basic biology and stem cells, including embryonic stem cells, adult stem cells, stem cells in different tissues and model systems; (2) microenvironment-mediated; (3) epigenetic regulators of stem cells; (4) stem cells in medicine, including regenerative medicine, cancer and aging; and (5) ethics.

CSAT 5029. Organ System Dynamics. 2 Credit Hours.

Physiology Fundamentals is a course designed to provide students with a basic understanding of human physiology. Students will be exposed to overarching concepts regarding the normal physiology of the organs and systems of organs of the human body. Lectures will focus on fundamental functions of the nervous, cardiovascular, renal, respiratory, gastrointestinal and endocrine systems. This course aims to blend targeted student learning outcomes with critical thinking skills to enhance student understanding of integrative systems as an aid to success in the field of medicine. Upon successful completion of this course, students will have knowledge of physiological principles of individual organs and systems and a basic appreciation for how interactions between these systems integrate to subserve healthy function.

CSAT 5033. Brain Health Journal Club. 1 Credit Hour.

A journal club with an emphasis on brain health. The scope of the journal club is broad, with topics ranging from molecular mechanisms to the impact of injuries on behavior. Brain injuries ranging from stroke, spinal cord injury and traumatic brain injury (TBI) to age-associated neurodegeneration will be emphasized. Scientific articles on relevant or state-of-the-art techniques will also be encouraged. On a rotating basis, participants will be expected to present to the group either a paper of interest and relevance to their work or an update on their ongoing research or some combination of the two. PowerPoint slides are discouraged in favor of a chalk talk when presenting to the group.

CSAT 5041. Neuroanatomy. 2.5 Credit Hours.

This neuroanatomy course builds the foundation required for students to learn neuroanatomy through didactic lectures, small group learning activities, and laboratory sessions. The course will look at the components of the nervous system and their integration into a functional system. Application of neuroanatomy concepts will be gained through hands-on laboratory sessions, drawing activities, and clinical cases. Open for Cross Enrollment on Space Available Basis.

CSAT 5045. Pre-Medical Biochemistry. 2.5 Credit Hours.

This course will introduce students to fundamental concepts in biochemistry and, importantly, discuss the application of biochemical principles in the clinical context. Open for Cross Enrollment on Space Available Basis.

CSAT 5046. Clinical Seminars. 1 Credit Hour.

The clinical seminars course will feature presentations from physicians practicing in several specialties at UT Health San Antonio, including faculty from General Surgery, Emergency Medicine, Psychiatry and Behavioral Sciences, Family and Community Medicine, Pediatrics, Urology, Pathology and Laboratory Medicine, OB-Gyn, Endocrinology, Cardiology, Dermatology, Rheumatology, Anesthesiology and others. The presentation would inform students about their interests that lead them to select their specialty, their schedule, what they like about your position as well as time commitments and challenges that entail that position, and any other information they would like to share with the students. The experience should give the students an understanding of future expectations, rationales for pursuing a medical degree, strategies used to matriculate into medical schools, and the different paths followed to specialize in different specialties.

CSAT 5060. Human Histology. 2.5 Credit Hours.

This course will examine the microscopic architecture of the human body, beginning with tissues, and then organs and their higher-level organization into systems performing specific functions. Topics covered will include basic tissues, the integumentary, cardiovascular, lymphatic, respiratory, gastrointestinal, endocrine, urinary, and male and female reproductive systems. The goal of this course is to enable students to acquire knowledge of the normal histological structure of organs and organ systems using light and electron microscopy, thereby providing a strong basis for a sound understanding of cell and tissue morphology in health and disease. The course will include lecture, laboratory, and self-directed as well as independent student learning. This course is restricted to students in the Cell Systems & Anatomy Pre-Professional and MS programs.

CSAT 5070. Introduction to Mechanisms of Disease. 2 Credit Hours.

This course will introduce learners to the general mechanisms of disease with an emphasis on differentiation between healthy and disease tissues and the underlying mechanisms which lead to various pathologies. The course will emphasize case-based studies and application exercises to reinforce the didactic material.

CSAT 5074. Introduction to Research. 0.5 Credit Hours.

This course is required of all MS students in the Anatomy Track in Cellular & Structural Biology and is available to the Biotechnology Track students. Students will have the opportunity to learn about the research interests of faculty in the program. This course will introduce students to the research strategies and help them identify a mentor and committee members.

CSAT 5077. Scientific Writing. 2 Credit Hours.

This course will provide students with the opportunity to develop skills in scientific writing and the presentation of research results. It will emphasize learning-by-doing-and-re-doing. Students will be required to write something every week. The capstone project for students will be to write a grant proposal and defend it in front of the class. One hour per week will be devoted to lecture and critique of published work; the other hour will consist of critique and revision of student writing by other students, as well as by the course director. Topics to be covered include: (1) fundamentals of writing clearly, (2) principles of revision, (3) effective presentation of data, (4) fundamentals of oral presentation, (5) writing/presenting to the appropriate audience, (6) how to write background/introductory sections, (7) how to write materials and methods, (8) how to write the discussion section, and (9) how to constructively critique one's own and others writing.

CSAT 5083. Practical Optical Microscopy. 1 Credit Hour.

This course will be a one-hour elective for graduate students consisting of eight (8) one-hour lectures plus eight (8) one-hour laboratories. The course focuses on the practical aspects of using optical microscopes. The objectives are to teach students the fundamental principles of optical microscopy and to provide them with hands-on experience using the optical instrumentation in the Institutional Imaging Core.

CSAT 5089. Graduate Colloquium. 2 Credit Hours.

This course is designed to provide graduate students with training in evaluating the scientific literature and in presentation of research in a seminar or journal club format. The course will focus on critical thinking, including evaluation of existing literature, interpretation of experimental results, and comparison of alternative models and interpretations. These tools are essential both for oral presentations and for writing grant proposals and manuscripts. Emphasis will be placed on evaluation of the science, organization of the manuscript, and on oral presentation skills.

CSAT 5091. Special Topics. 1-9 Credit Hours.

No description available.

CSAT 5095. Experimental Design And Data Analysis. 3 Credit Hours.

The purpose of the course is to provide an introduction to experimental design and statistical analysis. The emphasis of the course will be on the selection and application of proper tests of statistical significance. Practical experience will be provided in the use of both parametric and nonparametric methods of statistical evaluation. Among the topics to be covered are: data reduction, types of distributions, hypothesis testing, scales of measurement, chi square analysis, the special case of the comparison of two groups; analysis of variance; a posteriori multiple comparisons tests, tests of the assumptions of parametric analyses, advanced forms of the analysis of variance, linear regression, and correlation analysis. This course involves the use of statistical software; therefore, access to a laptop or a computer with web access for classes and examinations is required.

CSAT 6005. Rigor & Reproducibility. 1 Credit Hour.

This course will focus on two of the cornerstones of science advancement, which are rigor in designing and performing scientific research and the ability to reproduce biomedical research findings. The course will also emphasize the application of rigor that ensures robust and unbiased experimental design, methodology, analysis, interpretation, and reporting of results. The notion that when a result can be reproduced by multiple scientists, it validates the original results and readiness to progress to the next phase of research will be covered in this course. This is especially important for preclinical studies that provide the basis for rigorous clinical trials in humans. In recent years, there has been a growing awareness of the need for rigorously designed published preclinical studies, to ensure that such studies can be reproduced. The aim of this course is to help attendees acquire the skills necessary to meet the need to enhance rigor and reproducibility in preclinical scientific research. Successful completion of CSAT 5095, or an equivalent approved by the Rigor & Reproducibility course director, is a prerequisite for this course.

CSAT 6015. Selective Topics In Oncology: Gynecological Cancers. 2 Credit Hours.

This advanced elective course for the Cancer Biology Track provides a unique learning experience intended to prepare students in the emerging research areas of gynecological cancers for designing research experiments using pre-clinical and clinical research materials. The entire course comprises a small-group format in which students interact closely with a group of faculty who has active research or clinical programs focusing on molecular, clinical, and therapeutic areas of gynecological cancers.

CSAT 6021. Animal Models. 3 Credit Hours.

The relevant biology, applicability, and practical use of a number of animal models to biomedical research is covered. Invertebrate (e.g., *C. elegans*) and vertebrate (e.g., fish and rodents) model systems are included in the course. Strengths and weaknesses of each organism that render them particularly valuable as animal models are emphasized. Experimental approaches and tools that are utilized in conjunction with each animal model are rigorously examined. The course is taught from primary scientific literature using classic historical publications and recent publications.

CSAT 6040. Gross Anatomy Mentored Teach. 1 Credit Hour.

The Gross Anatomy Mentored Teaching Elective allow students in the Integrated Biomedical Sciences Program, School of Health Professions, and other qualified students to serve as preceptors for the spring CSAT 5022 Interprofessional Human Gross Anatomy course. CSAT 5022 serves students in the occupational therapy, physical therapy, physician assistant and biomedical engineering programs, and students in the Masters of Anatomy graduate program. Preceptors will serve as instructors for laboratory dissections which cover the central and peripheral nervous systems, vertebral column and back, the upper and lower limbs, head and neck, body wall, thorax, abdomen, pelvis, and perineum. Other preceptor duties include preparation of prosection specimens for teaching and demonstration, lab practical exam setup and grading, and preparation and presentation of a brief topical review relevant to anatomy. Students enrolling in this elective must have taken an approved human gross anatomy course (as determined and agreed upon by the course directors) with a minimum final grade of B within the previous five years.

CSAT 6048. Biology of Aging. 4 Credit Hours.

Biology of Aging is the core course of the Biology of Aging Track. The course consists of two modules: Aging and Longevity Mechanisms and Molecular and Cellular Mechanisms of Aging. The purpose of this course is to provide students with the most up-to-date information on the current understanding of the aging process. This advanced interdisciplinary graduate course provides experimental understanding of the interrelated areas of aging and age-related diseases. Faculty from several departments will be involved in teaching this course, which will cover the molecular and cell biology of aging, model systems used for aging studies, age-related changes in organs and tissues, and age-related diseases.

CSAT 6049. Cellular and Molecular Mechanisms of Aging. 2 Credit Hours.

This course provides up-to-date information on the current understanding of cellular and molecular mechanisms that contribute to aging. The focus is on investigation of specific mechanisms of aging including oxidative stress, nutrient sensing signaling pathways, stem cells and senescence, and genome stability. Experimental design and analysis, including pros and cons of approaches used to gain knowledge and how to appropriately interpret data, will be discussed throughout the course. The relationship between age-related changes in function and potential contributions age associated diseases will be examined via recently published research.

CSAT 6050. Aging and Longevity Mechanisms. 2 Credit Hours.

This module will focus on and evaluate several approaches used to modulate longevity and how these are used to discover the genetic, physiological and intracellular foundation of aging processes. The course will consist of interactive lectures complemented by guided reading of currently research papers. Students will be taught to hone critical reading skills and develop testable hypotheses to carry research forward. Topics will include: Genetics of Aging, Exceptional Longevity, Pharmacological Interventions, Calorie Restriction, Healthspan and Pathology of Aging.

CSAT 6058. Neurobiology Of Aging. 2 Credit Hours.

The nervous systems of many species, including humans, show obvious declines in function as a result of increasing age. In addition to the gradual decline observed in neural function, it is clear that increasing age also results in increased susceptibility of the nervous system to degenerative diseases such as Alzheimer's Disease, Parkinson's Disease, and Amyotrophic Lateral Sclerosis. This course will focus on recent findings and topics related to the underlying pathology of aging in the nervous system and the relationship of aging to neurodegenerative disease.

CSAT 6059. Stem Cells & Regenerative Medicine. 1 Credit Hour.

The fields of stem cells and regenerative medicine are rapidly evolving and have great potential to change the way medicine is practiced. This course will encompass topics from basics of tissue specific stem cell biology to pre-clinical animal models, strategies and progress in regenerative medicine. We will discuss some of the most current research being done in regenerative medicine from stem cell transplantation to biomaterials. Prerequisite: IBMS 5000.

CSAT 6060. Anatomical Sciences Thesis. 1-8 Credit Hours.

Designed as an alternative to a "bench research"- based thesis, this longitudinal course for the Anatomical Sciences track in the Masters Program will culminate in the production of a thesis ideally suitable for adaption as a scholarly publication in a peer-reviewed journal. The thesis should focus on assessment of an unanswered and important question on a relevant and approved subject, involve in-depth research and demonstrate critical thinking on the part of the student. A student in the Anatomical Sciences Track will meet with the Course Director during the spring semester of his/her first year in the program to begin to identify a research area and specific topic(s) for his/her thesis proposal. Areas of focus include (but are not limited to) the following: 1) Clinical Anatomy - anatomy related to medical procedures and/or training of health professionals; 2) Anatomical Variations - comparative research utilizing human cadavers in the gross anatomy laboratories or comparative research in animal models; 3) Anatomical Sciences Education - education research on anatomy teaching methods and approaches to teaching anatomy to health professions students; 4) History of Anatomy - research on the development of human anatomical studies, comparative anatomy concepts, anatomy education, or involving other applications of the humanities to anatomical sciences (e.g. medical illustration, literature, music); 5) Human and rodent micro-anatomy /histology; or 6) Anatomical aspects of a biomedical research endeavor.

CSAT 6064. Genes & Development. 4 Credit Hours.

Genes and Development is the core course of the Genetics, Genomics, and Development Track. The course consists of four modules: genetics, genomics, developmental biology, and stem cell biology. Basic concepts in genetics such as cytogenetics, mitochondrial genetics, cancer genetics, linkage analysis, complex traits, population genetics, animal models, sex determination, and epigenetics will be presented. The genomics section will include historical aspects of the genome project and high throughput analysis. The students are introduced to new techniques in global analysis as well as have hands-on experience. The developmental biology section provides a survey of concepts in developmental biology (induction, cell-cell interactions, morphogen gradients, morphogenetic movements, transcriptional regulation, organogenesis) using experimental examples from both invertebrate and vertebrate embryos. The stem cell biology section includes the following topics: basic biology of stem cells, including embryonic stem cells, adult stem cells, stem cells in different tissues and model systems; microenvironment-mediated and epigenetic regulators of stem cells; stem cells in medicine, including regenerative medicine, cancer, and aging; and ethics. Required for the Genetics, Genomics & Development Track.

CSAT 6068. Cancer Biology Core 1: An Introductory Course. 1.5 Credit Hour.

This team-taught course will provide an introduction to molecular oncology with a focus on defining cancer and key molecular/cellular changes often associated with the development of cancer. The goal of the course is to provide the student with a solid background in general cancer biology. This course requires a strong background in basic cellular processes, such as those covered in IBMS 5007. These processes will be discussed with regard to how they are altered in cancer and whether such differences from normal biology offer a therapeutic opportunity to target cancer. Tumorigenesis is a multi-step process driven by genetic, epigenetic and metabolic/environmental changes that occur over time. Although cancer is a heterogeneous disease, many human tumors exhibit similar acquired physiological features. This course will cover the underlying molecular and cell biology mechanisms involved in carcinogenesis, tumor growth, and metastasis at a basic level. The implications of these biological findings on cancer prevention, diagnosis, and treatment will also be introduced. Upon completion of the class, students should have a general understanding of the mechanisms by which tumors gain and maintain a growth advantage as well as an initial handle on potential therapeutic targets. This course is meant to be the basic introduction/foundation for CSAT 6069, Cancer Biology Core 2; Advanced Cancer Biology. Open for Cross Enrollment on Space Available Basis.

CSAT 6069. Cancer Biology Core 2; Advanced Cancer Biology. 2.5 Credit Hours.

This course is designed to provide a detailed representation of cancer biology, from progression, standard of care and molecular alterations that drive recent diagnoses and therapeutic strategies. In addition, this course will offer an overview on special populations affected by cancers and models used in the investigation of cancer. Included are basic experimental methods, mouse models, ex vivo systems, molecular profiling and clinical trials. The conceptual notions on clinical trials of cancer drugs and the process of development of novel therapeutic drugs in cancer will be discussed. Required for Cancer Biology Discipline.

Prerequisites: INTD 5007 (or INTD 6007 and INTD 6009) and CSAT 6068.

CSAT 6071. Supervised Teaching. 1-12 Credit Hours.

This course consists of participation in the teaching program of the first-year medical, dental, or health professions curriculum. Semester hours vary depending on the time spent in teaching.

CSAT 6072. Presentation Skills. 1 Credit Hour.

This course is designed to provide graduate students in the Cell Systems and Anatomy Master of Science degree program the opportunity to develop their skills in oral presentation. The course will focus on critical thinking, clear and concise presentation of research endeavors, and communicating science to the public, to students, and to other scientists. In the first (Fall) semester, each student will present a journal club presentation on a paper from the scientific literature and a practice for each student's COGS Thesis Proposal presentation. In the second (Spring) semester, each student will present a research update and a scientific poster presentation. After each talk, all students and instructors will provide constructive suggestions aimed at improving the students presentation skills.

CSAT 6073. Selective Topics In Oncology: Gynecological Cancers. 2 Credit Hours.

This is an advanced elective course for the Cancer Biology Track. The course is a unique learning experience in preparing students in the emerging research areas of gynecological cancers for designing research experiments using preclinical and clinical research materials. The entire course is a small-group format in which student interact closely with a group of faculty who have active research or clinical programs focusing on molecular, clinical, and therapeutic areas of gynecological cancers.

CSAT 6074. Molecular Aspects Of Epigenetics. 2 Credit Hours.

The purpose of this course is to develop an understanding of the molecular aspects of epigenetics. This advanced course will be a unique learning experience that prepares the student to evaluate and design new research in the areas of epigenetic processes including imprinting, gene slicing, X chromosome inactivation, position effect, reprogramming, and the process of tumorigenesis. This module concerns epigenetic mechanisms. Topics include: DNA methylation, histone modifications, epigenetics and stem cells, cancer epigenetics, RNA interference and epigenetics, bioinformatics and epigenetics, and translational epigenetics. This course will include a didactic program and student discussion. For the student discussion module, faculty and students will jointly discuss key publications that serve to bridge the gap between the student's prior understanding of the field and the state of the art in that area.

CSAT 6076. Eucaryotic Molecular Biology. 2 Credit Hours.

This 8-week didactic course will not only introduce the student to the fundamentals of molecular biology but will familiarize the student with the modern molecular biology techniques used in research laboratories.

CSAT 6077. Eucaryotic Cell Biology. 2 Credit Hours.

This 8-week didactic course will introduce the student to the fundamentals of cell biology, familiarize the student with current techniques used to manipulate cells, describe the higher order integration of cells to tissues and thereby the development of multicellular organisms.

CSAT 6080. Scientific Writing for CSA MSc Students. 1 Credit Hour.

This course is designed to provide 2nd year graduate students in the CSA master's program the opportunity to develop their skills in scientific writing. The course will focus on critical thinking, clear and concise presentation of research endeavors, and communicating science in written form (proposals, papers, etc.). The skills learned in this course should facilitate writing of the thesis proposal (due 1st semester) and the thesis (typically completed during the 2nd semester).

CSAT 6090. Seminar. 1-9 Credit Hours.

Attendance and participation in the regularly scheduled department seminar series is required each semester the course is offered. The activities included in the seminar course are attendance at invited seminars, journal club, and the student presentations including student annual progress and final dissertation and thesis presentations.

CSAT 6094. Advanced Neuroanatomy. 0.5 Credit Hours.

This course in neuroanatomy is offered to graduate students seeking to advance their knowledge beyond the fundamental level. The course consists of reading from more advanced texts and current anatomical literature as well as dissection of deep white matter tracts within the cortex. The student must also complete a 20-page paper on a neuroanatomical topic.

CSAT 6095. Analysis and Visualization of Genomic Data. 2 Credit Hours.

This course covers the basics of genomic data analysis and visualization. The focus is on general computational methods, their basis in biomedicine, and how to evaluate and visualize analysis results. Students are expected to be able to qualitatively describe the algorithms presented. Prerequisites: CSAT 5095 or Equivalent.

CSAT 6096. Research Rotations. 2 Credit Hours.

Laboratory rotations will acquaint students with the research pursued by faculty members in the CSA MS Program, and help identify research projects to fulfill their thesis requirements. In addition, laboratory rotations will allow students the opportunity to explore and assess their compatibility in the laboratory environments created by potential faculty mentors and their laboratory personnel. Conversely, faculty members serving as rotation advisors will have an opportunity to evaluate students wishing to complete their MS thesis research in their laboratories. The experience should give the students an understanding of future expectations, and exposure to new experimental strategies and methodologies that may prove useful in the students' eventual thesis research.

CSAT 6097. Research. 1-12 Credit Hours.

This course consists of independent, original research under the direction of a faculty advisor.

CSAT 6098. Thesis. 1-12 Credit Hours.

This course consists of instruction in the preparation of the thesis. Registration for at least one term is required of M.S. candidates. Admission to candidacy for Master of Science degree is required.

CSAT 6100. Anatomy Practicum. 2 Credit Hours.

This course is designed to provide students in the Cell Systems & Anatomy Masters Degree Program, Anatomical Sciences Track with a full-body dissection experience. This course teaches foundational hands-on application of anatomical concepts and three-dimensional relationships while allowing students to develop their necessary dissection skills through whole-body dissection. Students will gain teaching experience through presentations of anatomical structures and explanations of the procedural aspects of the dissections they complete. This course will enhance competency in anatomy and prepare students for serving as teaching assistants in other medical, dental, and health professions courses. Attributes of humanism and professionalism, including compassion and empathy, are integrated into the course along with those of knowledge and skill. Students must be concurrently enrolled in CSAT 5022 Interprofessional Human Gross Anatomy and must be officially enrolled in the Master's Degree Program, Anatomical Sciences Track, Department of Cell Systems & Anatomy. Course fees: Cadaver fee = \$1069.64, Lab fee = \$30.00, Tech Fee = \$50.00.

CSAT 6165. Medical Genetics. 3 Credit Hours.

This course provides an introduction to the basic concepts of medical genetics and current areas of medical genetic research. The course reviews basic genetic concepts including the principles of Mendelian and nontraditional inheritance, cytogenetics, molecular genetics, quantitative and population genetics, and discuss important medical aspects of genetic counseling and pedigree analysis, dysmorphology, cancer genetics and counseling for inherited cancers, developmental genetics, prenatal diagnosis, newborn screening, and pharmacogenetics. Diagnosis and current research toward treatment and cure of common genetic disorders affecting metabolism, reproduction, the endocrine system, the functioning of the eye and the nervous system are discussed. An important aspect of the course will be a discussion of ethical issues in medical genetics. A basic background in genetics, cell biology, and biochemistry is assumed. Prerequisites: A basic background in genetics, cell biology, and biochemistry.

CSAT 7014. Gross Anatomy & Embryology I. 4.5 Credit Hours.

This course explores the anatomy of the human body following a regional approach. It begins with anatomical humanities – the history, ethics, and art of human bodies to set the stage for the rest of the course. When studying regional anatomy, the adult anatomy is explained through learning its development. Common anatomical variants are incorporated to aid in structure identification. Content is integrated between regions with systemic principles throughout the course. Students can expect to develop skills in identifying anatomical structures using known relationships and applying those relationships to real-world case studies. Regions include: back, head and neck, thorax, abdomen, and pelvis. Cadaver fee=\$843, Lab fee=\$30.

CSAT 8010. Gross Anatomy & Embryology II. 1.5 Credit Hour.

This course explores the anatomy of the human body following a regional approach. When studying regional anatomy, the adult anatomy is explained through learning its development. Common anatomical variants are incorporated to aid in structure identification. Content is integrated between regions with systemic principles throughout the course. Students can expect to develop skills in identifying anatomical structures using known relationships and applying those relationships to case studies. The course builds on Gross Anatomy and Embryology I, and some topics will be reviewed as relevant to this course. Regions include the upper and lower limbs. Course fees: Lab fee \$30.

Courses**IBMS 5000. Fundamentals Of Biomedical Sciences. 8 Credit Hours.**

This core course covers the fundamentals of biochemistry, molecular biology, cell biology, organismal and systems biology, and microbiology and immunology. The course is designed for first-year graduate students matriculating into the Integrated Biomedical Sciences Program (IBMS).

IBMS 5008. Lab Rotations. 1-3 Credit Hours.

This course provides an opportunity for students to participate in research activities in the laboratories of faculty members in different disciplines to learn laboratory skills and to gain an introduction to the research fields of faculty members.

IBMS 6090. Seminar. 1.5 Credit Hour.

This course is required of all students in the IBMS program, except of those who have signed up for Final Hours. Students are required to attend a minimum of 16 seminars per semester and to complete a requirement to demonstrate their attendance and participation. To fulfill the minimum number of seminars, students may include seminars offered by disciplines other than their own in which they are enrolled. However, to enroll, students should obtain permission from the course Section Director affiliated with the appropriate discipline. The course numbers of the individual course sections are INTD 6090-1GEN, 6090-2BA, 6090-3CB, 6090-4CGM, 6090-5MIM, 6090-6MBB, 6090-7NS and 6090-8PP for the IBMS Disciplines: Biology of Aging (BA), Cancer Biology (CB), Cell Biology, Genetics & Molecular Medicine (CGM), Molecular Biophysics & Biochemistry (MBB), Molecular Immunology & Microbiology (MIM), Neuroscience (NS), and Physiology & Pharmacology (PP). Some students who have not declared a discipline, and have obtained the approval of their academic advisor and the Senior Associate Dean of the GSBS, may sign up for INTD 6090-1GEN. Grading will be Satisfactory or Unsatisfactory. A list of seminars from all disciplines will be posted on the Graduate School Web site. Each Section Director will determine, for the relevant IBMS-6090 section, the policy for tracking student's attendance and participation in seminars.

IBMS 6097. Research. 0.5-12 Credit Hours.

This course involves independent, original research under the direction of a faculty advisor.

IBMS 6098. Thesis. 1-9 Credit Hours.

Registration for at least one term is required for M.S. candidates. Prerequisite: Admission to candidacy for the Master of Science degree is required.

IBMS 7001. Qualifying Exam. 1 Credit Hour.

The objective of the Qualifying Examination (QE) is to determine if a student has met programmatic expectations with regard to: i) Acquiring a level of scientific reasoning and a knowledge base in his/her field of study appropriate for a graduate student at the current stage of training; ii) Demonstrating skills of problem-solving and development of experimental strategies designed to test hypotheses associated with a specific scientific problem; and iii) Demonstrating the ability to defend experimental strategies proposed for solving scientific problems. Successful completion of the QE is required for Advancement to Candidacy and continuation in the IBMS Ph.D. program. During the Spring semester of Year 2 (4th semester overall) of the student's program, the QE will be administered by a faculty committee approved by a student's Discipline leadership. Each IBMS discipline will administer the QE process for its students so as to achieve the goals of the discipline while satisfying the expectations of the IBMS graduate program. In general, the QE requires the solving of a relevant unsolved problem in the biomedical sciences by writing a research proposal based on an idea conceived and developed by the student, followed by an oral defense-of-proposal to explore the student's problem-solving process, and the soundness of the student's experimental design. Following the QE, a report will be submitted by the chair of the examination committee to the student's discipline leadership indicating the outcome of the exam and any recommendations that may be required to foster further academic progress by the student. IBMS 7001 is divided into 7 modules overseen by the 7 IBMS Disciplines, each that is responsible for providing its students with a detailed description of the examination process, and for ensuring that the programmatic expectations and goals of the QE are met.

IBMS 7010. Student Journal Club & Research Presentation. 1-2 Credit Hours.

This course is designed to provide graduate students with experience in critical reading of the primary literature, seminar preparation and presentation, data analysis and interpretation, and group-based learning as they relate to the graduate program in Integrated Biomedical Sciences. This course is required of all students in the IBMS program starting in their second year except of those who have signed up for Final Hours. Students are required to attend a minimum of 16 total presentations per semester (journal club or research presentations) and to complete a requirement to demonstrate their attendance and participation. Students are also required to present one journal club presentation per semester until they are Advanced to Candidacy. Once Advanced to Candidacy, the student will present one journal club presentation per academic year and one research presentation per academic year such that the student is giving at least one presentation in each semester. To enroll, students should obtain permission from the course Section Director affiliated with the appropriate discipline. The course numbers of the individual course sections are INTD 7010-1GEN, 7010-2BA, 7010-3CB, 7010-4CGM, 7010-5MIM, 7010-6MBB, 7010-7NS and 7010-8PP for the IBMS Disciplines: Biology of Aging (BA), Cancer Biology (CB), Cell Biology, Genetics & Molecular Medicine (CGM), Molecular Biophysics & Biochemistry (MBB), Molecular Immunology & Microbiology (MIM), Neuroscience (NS), and Physiology & Pharmacology (PP). Some students who have not declared a discipline, and have obtained the approval of their academic advisor and the Senior Associate Dean of the GSBS, may sign up for INTD 7010-1GEN. Grading will be by letter grade (A, B, C, etc). A list of journal clubs from all disciplines will be posted on the Graduate School Web site. Each Section Director will determine, for the relevant IBMS 7010 section, the policy for tracking student's attendance and participation and will be responsible for assigning a final grade.

IBMS 7099. Dissertation. 1-12 Credit Hours.

This course involves independent, original research under the direction of a faculty advisor and is designed to allow graduate students time to write their doctoral dissertations and to receive guidance from their Dissertation Supervising Committees. Enrollment in IBMS 7099 with discipline designations typically requires course permissions which is granted by the discipline coordinator or director.

Courses**INTD 1091. Independent Study. 4 Credit Hours.**

Students will work directly with a faculty advisor or assistant dean to develop an independent plan of study.

INTD 3001. International Elective. 0 Credit Hours.

Students will work with the course director and Assistant Director of Global Health to identify an appropriate international elective site, using established sites/programs or one that the student discovers on their own. All rotations must be vetted and approved by the course director and will adhere to a community service-learning model that is a structured educational experience combining community service with preparation and reflection. Students are expected to help shape the learning experience around community-identified needs and advance insight related to the context in which service is provided, the connection between service and academic coursework, and students' roles as citizens and professionals. Students will spend 4 weeks living and working at an international service site. Sites may allow for a range of experiences, such as participating in patient care, conducting clinical or public health research, and/or participating in a language immersion program. There may also be opportunities for patient education and emphasis on efforts of local empowerment, aiming to build up the communities in a sustainable way. Regardless of the focus, all sites must be supervised by qualified health care providers. Students are encouraged to integrate themselves into the health care delivery system, to explore community needs that they could address, and when possible, to strive to make an impact through community education, home visits, and research. Reflection essays serve as a way to process experiences, including clinical cases, new perspectives gained, and analysis of health care disparities, and strategies for the overcoming poverty-related health problems. Students are encouraged to share their experiences upon return through a formal presentation.

INTD 3002. School of Medicine Research Elective. 0 Credit Hours.

Students will participate in basic or clinical research projects under the supervision of university faculty. The goal of this elective is to immerse students in a rich research environment and provide an opportunity to work with research mentors to fully engage in the research process from writing the proposal to collecting the data to disseminating research results. This elective is open to students who already have an established working relationship with a faculty member and who wish time to continue their work, students who wish to establish a new project, and for students who are in the MD-MPH degree program and MD with Distinction in Research Program. Interested students must contact the course director prior to the enrollment date to express interest in the elective and receive further instructions on the application process for the research and identification/ confirmation of the faculty mentor.

INTD 3030. Clinical Foundations. 3 Credit Hours.

The purposes of this completely online course are to: 1. Prepare early clinical students to increase knowledge in clinical settings including: a. Exposure to healthcare team members, b. Exposure to roles on clerkship (H&Ps, orders, SOAP notes, prescriptions, etc.), c. Interpretation of EKGs and radiographs, d. Interpretation of normal/abnormal lab values, e. Recognition of fatigue/strategies to combat fatigue in clinical settings, f. Basic understanding of ventilator management/ICU care, g. Patient insurance issues/patient health care financial resources, h. Avoidance of medical legal problems, i. Better success on exams, j. Performance of evidence-based searches in medical literature, k. Understanding fundamentals of translational research; 2. Assist students in developing new skills expected of early clinical students including: a. Intravenous catheter placement, nasogastric catheter placement, urinary catheter placement, and O2 management, b. Sterile gloving and sterile technique, c. Basic suturing/staple placement and removal; and 3. Prepare early clinical students for their roles in clinical settings including: a. Patient care under supervision, b. Patient privacy-HIPAA, c. Professionalism and responsibility to team and patients, d. Patient safety, e. Proper use of social media in patient care, f. Strategies to be best student on the first clerkship, g. OSHA and hand hygiene, h. Proper professional attire, i. Completion of evaluations on residents and faculty. The students will complete credentials for major clinical sites.

INTD 3031. Exploring Clinical Medicine- Module 1. 1 Credit Hour.

Exploring Clinical Medicine (ECM) is a longitudinal course across the clerkship year in which third-year medical students will learn about fundamental topics that are transcendent across specialties and are essential to the practice of clinical medicine. Learning activities are divided into three modules of thematically related content over the clerkship year. Modules will include a combination of required synchronous and asynchronous content. Each module will incorporate an OSCE. In ECM Module 1, the focus is on "Professional Communication." Topics include Communication in the Clinical Learning Environment and Difficult Patient Encounters. Completion of pre-clinical curriculum is required.

INTD 3032. Exploring Clinical Medicine- Module 2. 1 Credit Hour.

Exploring Clinical Medicine (ECM) is a longitudinal course across the clerkship year in which third-year medical students will learn about fundamental topics that are transcendent across specialties and are essential to the practice of clinical medicine. Learning activities are divided into three modules of thematically related content over the clerkship year. Modules will include a combination of required synchronous and asynchronous content. Each module will incorporate an OSCE. In ECM Module 2, the focus is on "Quality, Safety, Value." Topics include Patient-Centered & Cost-effective Care, Quality Improvement and Patient Safety, and Transitions of Care. Completion of pre-clinical curriculum is required.

INTD 3033. Exploring Clinical Medicine- Module 3. 1 Credit Hour.

Exploring Clinical Medicine (ECM) is a longitudinal course across the clerkship year in which third-year medical students will learn about fundamental topics that are transcendent across specialties and are essential to the practice of clinical medicine. Learning activities are divided into three modules of thematically related content over the clerkship year. Modules will include a combination of required synchronous and asynchronous content. Each module will incorporate an OSCE. In ECM Module 3, the focus is on "Social Concerns in Medicine." Topics include Human Trafficking, Climate Change, and Systemic Barriers to Health Care/Racial Disparities in Health Care. Completion of pre-clinical curriculum is required.

INTD 3058. Hospice and Palliative Medicine. 0 Credit Hours.

This rotation offers clinical experience in Hospice and Palliative Medicine (HPM). Palliative care provides treatment for seriously ill hospitalized and ambulatory patients and focuses on symptom management, enhancement of function, physical comfort, quality of life, psychosocial support, and communication about the goals of medical care for the patients as well as their families.

INTD 3091. Independent Study. 9 Credit Hours.

Students will work directly with a faculty advisor or assistant dean to develop an independent plan of study.

INTD 4007. Interprofessional Community Service Learning. 2 Credit Hours.

This is an innovative interdisciplinary service learning (CSL) course offered in partnership with the UT School of Pharmacy, PHR 270S, to allow medical students to integrate meaningful community service with instruction, preparation, and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course will provide the opportunity for students to examine social justice and social determinant of health issues and apply these principles in a structured service learning practicum. The student-led service learning project will address the social and health needs of a community partner and will be conducted with the partner agency in a culturally competent manner. Through online learning modules, readings, and discussion; monthly class sessions; a group service learning project; and a structured service learning practicum, this course combines community service with preparation and reflection to foster civic responsibility in the health professions. Open for Cross Enrollment on Space Available Basis.

INTD 4008. Interprofessional Care in HIV. 0.5 Credit Hours.

Students will have the opportunity to learn how to function as a member of an interprofessional team in HIV case management. The objective is for students to become familiar with issues of patient safety, health literacy, medication reconciliation, and interprofessional teamwork in HIV care. This is an elective didactic course.

INTD 4009. Interprofessional Care in HIV. 2 Credit Hours.

Students will have the opportunity to learn how to function as a member of an interprofessional team in HIV case management, and become familiar with issues of: patient safety, health literacy, medication reconciliation, treatment guidelines, and interprofessional teamwork in HIV care.

INTD 4011. Capstone I: Machine Learning and Artificial Intelligence for Health and Medicine. 4 Credit Hours.

This course is intended as a stand-alone demonstration of AI principles for completion of the MS in AI dual degree program. Project topics include applied machine learning, neural networks, or natural language processing in health and medicine. The course aims to give students the minimal requisite skills to carry out an independent research project in ML and AI, train students to write up their findings and ideas accurately, and clearly and coherently present their own findings. Each student must have a mentor with a primary appointment in UTHSCSA, and an additional mentor with a primary appointment in UTSA (and adjoint appointment in Medical Education at UTHSCSA). Project topics and data may be given by assigned mentors which include but not limited to Patient Risk Identification, Imaging Classification (either digital pathology, or radiology), Clinical Trials Research, Basic research in the health sciences with parametric and non-parametric data. Prerequisites include: completion of the one-year didactic coursework through UTSA is required for the MS in AI program, students must have at least an introductory level of data science understanding with preparation for a standard data science workflow, knowledge of basic R/Python/MATLAB programming, and select mentors from UTHSCSA and UTSA.

INTD 4012. Capstone II: Machine Learning and Artificial Intelligence for Health and Medicine. 4 Credit Hours.

The primary learning objective of this elective is to prepare students for the advanced use of machine learning (ML) and artificial intelligence (AI) techniques in the professional health field. Successful completion of this course will provide students with knowledge of applications of ML and AI to health and medicine with quarter long project approved by the instructor and mentor. This course is a requirement for students enrolling in the MD/MS in AI dual degree program but is available to all medical students in good standing at the LSOM. If time allows, topics on more advanced theories of machine learning and artificial intelligence will be introduced. This course is a continuation of Capstone I. The course is intended to take the experience students gained in Capstone I and apply to an original/novel research idea in the data science domain. The course aims to give students the skills to conduct original research with a mentor, write up their findings in preparation for publication to a journal, and ultimately submit them for publication. Completion of Capstone II qualifies the student for an MS in AI with a thesis. Original/Novel research ideas may be given to students by their mentors, or they may choose a topic of their which will then be approved by both the mentors. The students must first complete Capstone I, and must have the same mentors as Capstone I and II unless a request is made and approved. Prerequisites for this course include completion of the one-year didactic coursework through UTSA is required for the MS in AI program. Students must also have at least an introductory level of data science understanding with preparation for a standard data science workflow, knowledge of basic R/Python/MATLAB programming, and select mentors from UTHSCSA and UTSA. Completion of INTD 4011: Capstone I; Machine Learning and Artificial Intelligence for Health and Medicine.

INTD 4015. Humanism in Medicine Fellowship. 2 Credit Hours.

This is a longitudinal 4th-year elective to support and nourish the inherent altruism of our students. This elective will bring together like-minded students and faculty who have a passion for caring for the medically underserved in their communities. The students will take a leadership role in managing and directing the student-run clinics at the Alpha Home, SAMM Transitional Living and Learning Center, Haven for Hope, Travis Park Dermatology (under faculty supervision). Clinical experiences will be at these clinics. This elective will include a few evening seminars throughout the year in which students and faculty meet to discuss social justice, how to start a free clinic, homelessness and topics chosen by the students. Every student will complete a project of their choice over the year.

INTD 4018. Independent Elective in Ethics. 2 Credit Hours.

In this longitudinal course, students will be required to undertake an independent study into a specific issue in medical ethics or medical humanities. Students will be required to read on research methods in medical ethics as well as literature in their issue of interest, and then to propose and conduct an original study project, a literature review, a position paper, or an ethical analysis of a particular topic or case. Students will be expected to write an academically rigorous final research report of 10 to 15 pages. Students will be encouraged to produce a final paper that can be submitted for publication in a peer-reviewed bioethics or medical humanities journal. Students will be required to meet with the instructor and/or chosen faculty advisor over the course for assistance, guidance, and discussion. (Center for Medical Humanities and Ethics).

INTD 4019. Clinical Ethics. 2 Credit Hours.

Students in this two-week course will have the opportunity to focus on work in clinical ethics consultation. The student will be required to participate in rounds as an ethicist, do in-depth reading on clinical ethics consultation, observe clinical ethics consults, attend ethics committee meetings, and provide an educational seminar to hospital staff on an issue of ethical significance.

INTD 4025. Healthcare Practice and Policy Elective. 0.5 Credit Hours.

The Healthcare Practice Elective is an introductory-level, discussion-based, eight-hour course targeted to fourth-year medical students. The course focuses generally on practice and policy issues of payment methodologies, cost-effectiveness, and access to care.

INTD 4030. Serving Marginalized Communities: From local to global. 2 Credit Hours.

This is a 2-week, in person course for 4th-year medical students who are planning future work in marginalized communities either locally or globally. This preparatory course uses a multidisciplinary, asset-based approach to provide a foundation of practical knowledge in community engagement to optimize the students' experiences, facilitate their adaptation to working in diverse settings, and maximize their impact in the communities where they serve. Topics include community partnerships and responsiveness to community needs, chronic and infectious illnesses of high burden in marginalized communities, prioritizing community resources, advocacy, health equity, ethical dilemmas, cultural humility, and professionalism. Course material is presented through a variety of approaches, including lectures, small-group case discussions, laboratory sessions, and online learning modules.

INTD 4035. COVID-19 The Pathogenesis of a Pandemic. 2 Credit Hours.

Students will be introduced to the novel coronavirus SARS-CoV-2 and the disease it causes, COVID-19. They will review emerging information pertaining to the virus and disease including virology, epidemiology and pathophysiology. They will also be engaged with material covering leadership principles, communication and social determinants of health. They will participate in online activities and discussions to further facilitate learning. This elective is completely online. Prerequisites: Completed MS1 and MS2 curriculum.

INTD 4045. Patient Notes- Enrichment Elective. 0 Credit Hours.

It is an interactive, inter-professional course that engages students in music listening sessions to teach students active listening skills. Through various forms of music, students will learn how to actively listen for specific details to gain insight on meaning, become comfortable with ambiguity and interpretation, and develop pattern recognition skills to quickly recognize deviation. Students will also develop stronger methodology for writing patients notes through conceptual practice of SOAP format notes for music pieces. Taught jointly by UTHSCSA faculty and professional musicians, this strategy of applying practical skills to an abstract concept such as music will refine these skills for students in clinical settings. Specifically, this course aims to improve interpersonal communication skills, and organizational note writing. This is also an opportunity for students to practice problems solving with other healthcare professionals.

INTD 4048. Art Rounds. 2 Credit Hours.

This is an interactive, interprofessional course that takes students to the McNay Art Museum to learn physical observation skills. Studies demonstrate that increased observational skills translate to improved physical examination skills. Using artwork as patients, students will have the opportunity to learn how to observe details and how to interpret images based on available evidence. Taught jointly by Health Science Center faculty and McNay museum educators, students will have the opportunity to develop and hone their observation, problem solving, and assessment skills. They will also observe, interpret, and give case reports on the original works of art to teach them the skill of verbalizing descriptions of what is seen, and not to accept assumptions made with a first impression. Open for Cross Enrollment on Space Available Basis.

INTD 4058. Hospice and Palliative Medicine Elective. 4 Credit Hours.

This rotation offers clinical experience in Hospice and Palliative Medicine (HPM). Palliative care provides treatment for seriously ill hospitalized and ambulatory patients and focuses on symptom management, enhancement of function, physical comfort, quality of life, psychosocial support, and communication about the goals of medical care for the patients as well as their families.

INTD 4103. Communication Skills. 0.5 Credit Hours.

To introduce fourth year medical students to the principles of conducting public interviews, presentations and effectively disseminating information to the communities they will serve.

INTD 4104. Improving Patient Outcomes. 0.5 Credit Hours.

This course is designed to increase a student's knowledge of and skills in identifying systemic problems with health care delivery and patient safety, collecting and analyzing data, generating solutions, presenting results and evaluating peers. The course objectives include facilitating systems thinking, exposing students to the ACGME general competencies (with emphasis on practice-based learning and improvement and systems-based practice), increasing understanding of health care economics and working in teams.

INTD 4105. Medical Jurisprudence. 0.5 Credit Hours.

The course will center on the Texas Medical Practice Act and applicable federal laws.

INTD 4106. Practical Ethics For Healers. 0.5 Credit Hours.

The course is the capstone of the four-year longitudinal curriculum in humanities and ethics. The goals are to reflect upon 1) physician's values, attitudes, and their intersection with cultural values and attitudes; 2) the historical and moral traditions of medicine in the context of society, politics, spirituality, and the health care system; and 3) the personal identity of a doctor. Open for Cross Enrollment on Space Available Basis.

INTD 4107. The Skin Around Us: A View of Skin Disease from a Humanities Perspective. 4 Credit Hours.

This elective is for fourth year medical students with a special interest in learning about skin diseases through a humanities perspective. Throughout the four week course, students will attend daily clinics, create a project and write an essay on activities encountered during the elective. The students will also complete brief writing assignments each week after watching videos, movies, and/or reading books.

INTD 4108. Bridging the Gap: Transition from UME to GME. 4 Credit Hours.

Medical education is changing with the introduction of a United States Licensure Medical Examination (USMLE) Step 1 scored on a pass/fail basis, increasing focus on the Undergraduate Medical Education to Graduate Medical Education transition, and changes to the residency application process. No longer can medical students wait until their senior academic year to prepare for USMLE Step 2 and discern their chosen specialty. In this course, which is to be delivered during the spring immediately prior to their senior year, medical students will be given instruction on specialty discernment and trained in test preparation techniques. Specialty discernment requires various forms of advising and mentoring. In this course, students will receive general instruction on the process of specialty discernment and will use online resources to prepare for residency applications in the context of academic metrics, specific program requirements, and specialty-based resources. The transition from undergraduate to graduate medical education is one of intense focus. While the transition seems as if it has a marked delineation, it exists on a continuum. In order to support the active process of creating goals, students need to reflect on their experiences as a clerkship student and create expectations of themselves in the context of their chosen specialty and career. Goal orientation in the context of mastery orientation defines success in terms of how well the knowledge, skills, and abilities have been demonstrated. (Cutrer, et al.) This type of goal orientation requires reframing and additional advising depending on the phase of the learner. Test preparation does not have to be separate and dedicated from the medical curriculum. In fact, directing learners to recognize opportunities to use exam preparation to build and apply more clinically-minded strategies, even when the content of the exam may not focus on clinical reasoning or diagnosis, might better prepare them to learn from their patients and to apply similar strategies later on. (Swan Sein, et al., 2021). By creating learning structures that facilitate this environment, medical students can use test preparation and test taking skills beyond the testing center. Prerequisites: at least 1 clerkship.

INTD 4109. Non-Fiction Writing for Advocacy: A workshop and practicum. 2 Credit Hours.

The non-fiction writing practicum is a longitudinal writing workshop designed to equip motivated students with the basic skills necessary to serve as effective advocates-in-writing for patients, the profession of medicine, and population health. Open for Cross Enrollment on Space Available Basis.

INTD 4110. Getting Ready to Teach During Your Residency Program. 0.5 Credit Hours.

The goal of this 8-hour course is to help senior medical students, who will be residents in a few months, develop teaching skills that will enhance the quality of their interactions with students. The course will be conducted in an interactive workshop format to allow participants to practice important teaching skills for residents. These include 1) orienting and priming students to their responsibilities and roles and accepting the personal role of teacher and role model, 2) giving feedback to improve student performance, 3) helping students to improve their patient presentations-the use of questioning, and 4) coaching procedural and technical skills. The participants will practice these skills and receive feedback from their course peers and instructors based on the guidelines for clinical teachers in action with students and provide critiques. Large and small group discussions and role plays will be used to reinforce teaching principles.

INTD 4111. Fast Healthcare Interoperability Resources (FHIR) for Medical Students. 4 Credit Hours.

FHIR for Medical Students delves into Fast Healthcare Interoperability resources (FHIR). This course is tailored for medical student with experience in C#, Java, and/or JavaScript, this will also be a prerequisite for the course, and those aiming to develop their skills with SMART on FHIR and CDS Hooks. The curriculum is hands-on with exercises, enabling participants to learn by both developing and reviewing practical software applications. Prerequisites: Some fluency in Java, C# or JavaScript/Node.js.

INTD 4205. Veritas Mentors in Medicine Longitudinal Elective. 2 Credit Hours.

This is longitudinal elective and the course work requirements will be for 2 week credit and must be complete by March 1st. Evaluation of MiM performance will include feedback from faculty mentors and students.

INTD 4210. School of Medicine Research Elective Level 1. 4 Credit Hours.

Medical research is multidisciplinary and broad in scope. Students will participate in basic, clinical research, quality improvement, or patient safety research projects under the supervision of faculty in the Health Science Center. The goal of this elective is to immerse students in a rich scholarly environment and provide an opportunity to work with research/faculty mentors to fully engage in a scholarly research process from writing the proposal to collecting the data to disseminating results. This elective is open to students who already have an established working relationship with a faculty member and who wish time to continue their work, students who wish to establish a new project, and for students who are in the MD-MPH degree program and MD with Distinction in Research Program. Interested students must submit a research elective application which includes the faculty mentor the student will work, to the office of UME, no later than 12 weeks before the research elective is to begin. Applications will be reviewed and confirmed or declined no later than 8 weeks prior to the proposed start date of the elective. Students will be able to 1) Formulate a research question and identify a research methodology to answer that question; 2) understand research ethics and apply an ethical approach to research design, implementation, and dissemination 3) design a research study and gather quality data; 4) apply and interpret basic biostatistics relevant to the individual research project; 5) write scientific reports. The supervising faculty member will evaluate the performance of the student using a standard, research specific, medical student evaluation form. Students will receive a Pass or Fail summative grade at the conclusion of the 4 week elective. Faculty will be expected to give the student formative feedback after two weeks to assist the student in meeting all expectations to pass the elective.

INTD 4211. School of Medicine Research Elective Level 2. 4 Credit Hours.

Medical research is multidisciplinary and broad in scope. Students will participate in basic, clinical research, quality improvement, or patient safety research projects under the supervision of faculty in the Health Science Center. The goal of this elective is to immerse students in a rich scholarly environment and provide an opportunity to work with research/faculty mentors to fully engage in a scholarly research process from writing the proposal to collecting the data to disseminating results. This elective is open to students who already have an established working relationship with a faculty member and reflects their increasing experience with the research process. INTD 4210 Level 1 elective or evidence of past experience knowledge and/or skills is a prerequisite. The expectation is that enrolled students will continue with research experiences begun in INTD 4210 Level 1 including students pursuing the MD-MPH degree and MD with Distinction in Research. Interested students must submit a research elective application which includes the faculty mentor the student will work, to the office of UME, no later than 12 weeks before the research elective is to begin. Applications will be reviewed and confirmed or declined no later than 8 weeks prior to the proposed start date of the elective.

INTD 4212. School of Medicine Research Elective Level 3. 4 Credit Hours.

Medical research is multidisciplinary and broad in scope. Students will participate in basic, clinical research, quality improvement, or patient safety research projects under the supervision of faculty in the Health Science Center. The goal of this elective is to immerse students in a rich scholarly environment and provide an opportunity to work with research/faculty mentors to fully engage in a scholarly research process from writing the proposal to collecting the data to disseminating results. Students enrolled in this course will have prior experience with research and ongoing research activities. As such, this elective is open to students who already have an established working relationship with a faculty member and reflects their increasing experience with the research process. INTD 4211 Level 2 electives is a prerequisite. As with INTD 4211 Level 2, the expectation is that enrolled students will continue with research experiences begun in INTD 4210 Level 1 and INTD 4211 Level 2 including students pursuing the MD-MPH degree and MD with Distinction in Research or produce evidence of past experience knowledge and/or skills which are deemed equivalent to these prerequisites. Interested students must submit a research elective application which includes the faculty mentor the student will work, to the office of UME, no later than 12 weeks before the research elective is to begin. Applications will be reviewed and confirmed or declined no later than 8 weeks prior to the proposed start date of the elective. Students will be able to formulate a research question and identify a research methodology to answer that question; understand research ethics and apply an ethical approach to research design, implementation, and dissemination; design a research study and gather quality data; apply and interpret basic biostatistics relevant to the individual research project; write scientific reports. The supervising faculty member will evaluate the performance of the student using a standard, research specific, medical student evaluation form. Students will receive a Pass or Fail summative grade at the conclusion of the 4 week elective. Faculty will be expected to give the student formative feedback after two weeks to assist the student in meeting all expectations to pass the elective.

INTD 4300. Advanced Generative AI. 4 Credit Hours.

This 4-week elective provides a comprehensive introduction to Generative AI technologies with a specific focus on applications in medicine. Through structured morning lectures, interactive demonstrations, hands-on exercises, and assignments, students will explore fundamental concepts and practical applications of Large Language Models (LLMs). Topics include data structures, vectorization, tokens, encoding/decoding, sentence transformers, fine-tuning techniques (PEFT/LORA), retrieval augmented generation, multimodal applications (visual/audio), and critical considerations regarding bias and legal implications in medicine. This course is exclusively for MS in AI students in good standing who have completed Capstone I. Students will complete daily homework assignments and a final project. The course is pass/fail, with grading based on attendance, participation, assignment completion, and the final project. Must be a MD/MSAI dual degree student. Prerequisites: INTD 4011.

INTD 5005. Core Course 1: Biochemistry. 2 Credit Hours.

Topics to be covered include: protein structure; properties of enzymes; structure, biosynthesis, and function of lipids; pathways and regulation of carbohydrate metabolism and biosynthesis and regulation of amino acids, nucleotides, and related compounds. Prerequisites: consent of instructor.

INTD 5007. Advanced Cellular And Molecular Biology. 4 Credit Hours.

This course provides an in-depth learning experience that instructs students on the fundamentals of molecular biology and cell biology as well as prepares the student to evaluate and design new research in the cutting-edge areas of modern molecular biology and cell biology. The course combines a didactic program of lectures along with a small group discussion format in which students interact closely with a group of faculty who have active research programs. The course focuses on active areas of research in molecular biology: Chromatin structure, DNA Transcription, DNA Replication and Repair, Recombination, RNA processing and regulation, Protein processing, targeting and degradation and in cell biology: Cell Signaling and Communication, Cell Growth, and Cell Death. Each week, the faculty provide students with didactic lectures on a current research area. Students and faculty will then jointly discuss key publications that serve to bridge the gap between the fundamental underpinnings of the field and the state of the art in that area.

INTD 5013. Perio/Pros/Endo/Orth Interdisciplinary Course 1. 1 Credit Hour.

A seminar that brings together the residents and graduate staff from the periodontic, prosthodontic, endodontic and orthodontic postdoctoral programs to share clinically relevant multidisciplinary information. Patient diagnostic evaluations and treatment plans are evaluated in an interactive environment. Selected topics involving new advancements are presented and discussed.

INTD 5021. Dental Biomed Core 2. 1 Credit Hour.

This course is a continuation of MSDS 5020 Dental Biomedical Core Course 1.

INTD 5023. Research Ethics. 1 Credit Hour.

The goal of this course is to provide the Master's student an opportunity to gain the essential standards necessary for training and education approved by the National Institute of Health. This course links to the web-based NIH Clinical Research Training On-Line Course for Principal Investigators that is required for all individuals conducting research. This course is open to current Health Science Center students. Open for Cross Enrollment on Space Available Basis.

INTD 5031. Common Interprofessional Education Experience - LINC. 0 Credit Hours.

This course is intended to introduce students to IPE at UT Health San Antonio using the shared IPE framework as defined in the QEP, facilitate interprofessional socialization, and prepare students for IPE activities they will experience as part of program-specific IPE plans.

INTD 5032. TeamSTEPPS - Interprofessional Education Course. 0 Credit Hours.

TeamSTEPPS is an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals.

INTD 5035. UTeach. 2 Credit Hours.

The course is designed for post-doctoral fellows, senior graduate students, faculty members, research staff and residents who are interested in a career in teaching and desire to acquire knowledge about learning processes and to develop educational planning, teaching and assessment skills to enhance their "teaching toolkit." UTeach (formerly University Teaching Excellence Course; UTEC) participants practice key skills needed for success in college-level teaching, working individually and in teams to accomplish course objectives. Classes will be supplemented by readings, worksheets and self-assessment inventories. Although the course will provide instruction in contemporary pedagogic techniques, it primarily emphasizes teaching science courses for undergraduates on campuses at predominantly undergraduate institutions (PUIs), rather than teaching graduate students and medical / dental students at the health science center (HSC) or other academic HSCs. Course instructors include faculty from the Schools of Medicine, Dentistry and Nursing at UTHSCSA as well as visiting faculty from local PUIs, St. Mary's University and Our Lady of the Lake University. UTeach has been offered for three consecutive fall semesters now (2015, 2016, 2017). It is sponsored by the San Antonio Biomedical Education and Research (SABER) Program that is supported by an Institutional Research and Academic Career Development Award (IRACDA) from the National Institute of General Medical Sciences of the NIH (PHS grant, K12 GM11726).

INTD 5036. Simulation Interprofessional Education Experience -- LINC. 0 Credit Hours.

The LINC Simulation IPE Experience builds on the fall common IPE experience and occurs in the spring semester. Conceived and supported by the LINC Academic Affairs Council and housed within the LINC Faculty Councils Didactic IPE Initiative, the purpose of this university-wide IPE activity is threefold: (1) introduce students to simulation at UT Health San Antonio; (2) facilitate interprofessional socialization; and, (3) prepare students for IPE activities they will experience as part of program-specific IPE plans. Students complete the LINC Simulation IPE Experience in interprofessional groups of 3-4. Interactivity is emphasized as student groups work through 5 hours of instruction, including interprofessional socialization activities, mini-lectures, illustrated case studies, video case studies, and interprofessional discussions rooted in problem-based learning. Prerequisites: INTD 5031.

INTD 5037. Clinical Interprofessional Education Experience -- LINC. 0 Credit Hours.

The LINC Clinical IPE Experience builds on the fall and spring first year common IPE experience and occurs in the spring semester of the second/third year. Conceived and supported by the LINC Academic Affairs Council and housed within the LINC Faculty Councils Didactic IPE Initiative, the purpose of this university-wide IPE activity is threefold: (1) introduce students to simulation at UT Health San Antonio; (2) facilitate interprofessional socialization; and, (3) prepare students for IPE activities they will experience as part of program-specific IPE plans. Students complete the LINC Clinical IPE Experience in interprofessional groups of 3-4. Interactivity is emphasized as student groups work through 5 hours of instruction, including interprofessional socialization activities, mini-lectures, illustrated case studies, video case studies, and interprofessional discussions rooted in problem-based learning.

INTD 5040. Fundamentals Of Neuroscience1: Molecular, Cellular, & Developmental Neuroscience. 2 Credit Hours.

This course is intended to introduce students to a broad survey of the basics of molecular, cellular and developmental neuroscience. The course is organized into a series of three modules: biochemical and cellular properties of nervous system cells, development of neuronal systems, and neurotransmission and neuromodulation, which covers the fundamentals of these three areas. Current topics and concepts are discussed in discussion sessions that include student participation. Two components; Neuroscience students register for both PHYL 5041 and INTD 5040.

INTD 5043. Fundamentals Of Neuroscience 2: Systems Neuroscience. 3 Credit Hours.

This course, the second component of our broad survey of the basics of neuroscience, begins at the level of the neural circuit, and guides the students through an understanding of increasingly complex levels of organization and function in the brain. Topics include neurotransmitter systems, sensory and motor function, motivated behavior, regulation and integration of autonomic, behavioral, and emotional responses in the limbic system, higher order cognitive processes, and the neurobiological basis underlying some important psychiatric disorders and their treatment.

INTD 5046. Metanalysis In Cognitive Neuroimaging. 2.5 Credit Hours.

The objective of this course is to familiarize students with human functional brain imaging methods, experimental designs, statistical analyses, inferential strategies, and content. Students are guided through a literature-based research project that culminates in a quantitative metanalysis of a set of studies using similar tasks.

INTD 5047. Neuroanatomy. 2 Credit Hours.

The purpose of this course is to provide students with a practical working knowledge of the structure of both the peripheral and central nervous system. The emphasis will be on the organization of the human brain, although the brains of other species may also be included if appropriate for a specific brain region. The course will look at each of the individual components of the central nervous system in some depth but will also emphasize the complex integration of these various components into a functional brain. The topics covered in the course are specifically designed to mesh in time with those covered in Fundamentals of Neuroscience 2 describing the function of these areas. For this reason, it would be best if these two courses were taken concomitantly. The course will be didactic with digital images, models, and wet specimens included in the course.

INTD 5051. Research Methodology and Evidence-Based Practice. 2 Credit Hours.

This course is designed to introduce dental residents and faculty to critical thinking, research methodology, and evidence-based practice skills.

INTD 5064. Applied Statistics for Health Care Practitioners. 3 Credit Hours.

This online course focuses on the application of descriptive and inferential statistics in research studies. Students are expected to gain knowledge and skills that will enable them to understand, interpret, and evaluate statistical results; work with a consultant statistician; and use software to enter, analyze, and summarize data. Course requirements include homework assignments, online discussions and/or chats, and periodic projects.

INTD 5066. Laughter is the Best Medicine: An Interdisciplinary Elective about Humor, Healing, and Healthcare. 1 Credit Hour.

This class is a serious look at humor! The physiological and psychological benefits of humor, as well as its therapeutic use with patient interactions, will be explored. Students will learn how to develop and improve their personal use of humor to combat burn out, through techniques to enhance coping skills and stress reduction. Student participation and interaction is integral to the content delivery.

INTD 5067. Introduction to Programming for Biologists. 3 Credit Hours.

This course covers fundamentals of computer programming. It is designed and tailored for biologists in three ways: 1) students can pass it with minimal mathematical background, 2) when possible, examples and exercises are based on biological data analyses, and 3) it prepares students for other courses that are focused on bioinformatics techniques and tools. The topics are similar to the first introductory course that a student would take in a computer science program including: An introduction to Unix operating systems (i.e., Linux and macOS), basic command line and terminal usage; The Emacs text editor; Using simple data structures including vectors, matrices, lists, and classes; Conditional statements; Loops; Functions; Debugging; Organizing computational biology experiments and Code repositories and version control systems including Git. While this course is based on R, students are expected to be able to self-teach other high-level programming languages including Python, Matlab, etc. after learning fundamentals of programming in this course. Students will learn skills that are essential for visualization, statistical analysis, machine learning, analyzing next generation sequencing data, and other bioinformatics analyses. Open for Cross Enrollment on Space Available Basis.

INTD 5074. Topics In Translational Medical Product Development. 1 Credit Hour.

It is crucial to understand the intricate process of translating basic research into market driven products, navigate the complex pathways of intellectual property management and the regulatory affairs of agencies such as the FDA. This course will offer students in biomedical sciences the opportunity to integrate industry-relevant training and experience with their basic science education. The course will explore the marketing and regulatory process by which a biomedical product is developed and brought to commercialization.

INTD 5075. Complementary Healthcare for the Clinician. 0 Credit Hours.

The goal of this elective is to introduce future doctors to practices outside of the classical medical school curriculum that promote an evidence-based approach to wellness. This is so that the medical students of the UTHSC School of Medicine are informed about the reality, evidence and rumor surrounding a variety of commonly used alternative and supplementary healthcare practices. The goal of this class is not to make the student an expert in areas such as acupuncture or yoga, but to be well informed of the role of such practices as it relates to patient treatment and wellness. To this end, all the classes will have a practical component which will allow the students to experience the alternative modalities in a structured setting.

INTD 5081. Topics In Cardiovascular Research. 1 Credit Hour.

This course is designed to familiarize students with the current literature related to cardiovascular disease. Each week a different research topic selected from the recent literature is presented and discussed. Students are expected to attend and participate in the discussions. In addition, students are required to prepare and present once during the semester. A list of previous and current course presentations will be available online.

INTD 5082. Responsible Conduct of Research. 1.5 Credit Hour.

This foundational course introduces students to core ethical content necessary for responsible research conduct. Through interactive seminars, students will learn about (1) scientists as responsible members of society (contemporary ethical issues in biomedical research and environmental/social impacts of research), (2) policies for research with human subjects and vertebrate animals, (3) collaborative research, (4) conflicts of interest (personal, professional, financial), (5) data acquisition and laboratory tools (management, sharing, ownership), (6) responsible authorship and publication, (7) mentor/trainee responsibilities and relationships, (8) peer review, and (9) research misconduct (forms of misconduct and management policies).

INTD 5091. Special Topics. 1-4 Credit Hours.

This is a placeholder course, for which graduate students may register, if they are unable to select a specific track core course at the time of registration. Tracks are: Biology of Aging, Cancer Biology; Cell and Molecular Biology; Genetics, Genomics, & Development; Membrane Biology & Cell Signaling; Metabolism & Metabolic Disorders; Microbiology & Immunology; Molecular Biophysics & Biochemistry; Molecular, Cellular, & Integrative Physiology; Neuroscience; and Pharmacology. The course may be repeated for credit.

INTD 5094. Independent Study. 1-4 Credit Hours.

This elective allows for detailed in-depth study in a specific area of study. The area and mode of study are to be agreed upon by the student and instructor. The course may be repeated for credit when the area of study varies. Clock hours are to be arranged. Prerequisites: Graduate standing and consent of instructor.

INTD 5101. Health, Equity and the Environment. 1 Credit Hour.

This course will introduce IPE to UT Health San Antonio (UTHSA) students through an elective course called, Health, Equity and the Environment that will focus on knowledge of environmental health disparities and skills that empower students to actively work to reduce disparities and promote wellbeing in their patients and communities. The purpose of this course is to determine the impact of the IPE course on developing IPE teams/teamwork and communication competencies relative to environmental health knowledge and its intersection with health equity. UTHSA students will complete IPE competencies pre-post surveys, a course evaluation and conduct a community service learning (CSL) activity to evaluate their understanding of IPE and environmental health and inequities. Open for Cross Enrollment on Space Available Basis.

INTD 6002. Ethics In Research. 0.5 Credit Hours.

This course covers topics relevant to ethics in scientific research. The course is taught on a case-study basis, dealing with real and hypothetical situations relevant to the conduct of scientific research. Topics discussed will include, but will not be limited to: data management, peer review, recognizing scientific misconduct, authorship, and The University of Texas regulations relevant to human and animal research. This course is required of all doctoral graduate students.

INTD 6007. Advanced Cell Biology. 2 Credit Hours.

This course provides an in-depth learning experience that instructs students on the fundamentals of cell biology as well as prepares the student to evaluate and design new research in the cutting-edge areas of modern cell biology. The course combines a didactic program of lectures along with a small-group discussion format in which students interact closely with a group of faculty who have active research programs. The course focuses on active areas of research in cell biology: Cell Signaling and Communication, Cell Growth, and Cell Death. Each week, the faculty jointly discuss key publications that serve to bridge the gap between the fundamental underpinnings of the field and the state of the art in that area. Students and faculty will then jointly discuss key publications that serve to bridge the gap between the fundamental underpinnings of the field and the state of the art in that area.

INTD 6008. Mitochondria & Apoptosis. 1 Credit Hour.

This course will focus in depth on Mitochondria and Apoptosis. Topics will include: Mitochondria and Respiration; Mitochondria and Reactive Oxygen Species; Mitochondria and Apoptosis. It will provide an opportunity for a unique learning experience where the student can prepare to evaluate and design new research in the cutting-edge areas of modern cell biology and molecular biology. Instead of a didactic program of lectures, the entire course comprises a small-group format in which students interact closely with a group of faculty who have active research programs. Each week, faculty will provide students with a brief overview of the research area. Students and faculty will then jointly discuss key publications that serve to bridge the gap between the student's prior understanding of the field and the state of the art in that area.

INTD 6009. Advanced Molecular Biology. 2 Credit Hours.

This course will provide an in-depth learning experience on the fundamentals of molecular biology as well as prepare the student to evaluate and design new research in the cutting-edge areas of modern molecular biology. The course combines a didactic program of lectures along with a small- group discussion format in which students interact closely with a group of faculty who have active research programs. The course focuses on active areas of research in molecular biology: Chromatin structure, Transcription, DNA Replication and Repair, Recombination, RNA processing and regulation, Protein processing, targeting and degradation. Each week, the faculty provide students with didactic lectures on a current research area. Students and faculty then jointly discuss Key publications that serve to bridge the gap between the fundamental underpinnings of the field and the state of the art in that area.

INTD 6011. Introduction To Science Of Teaching. 1 Credit Hour.

This course will provide insight into the basic skills of learning and teaching. Faculty from the Academic Center for Excellence in Teaching and the Graduate School will provide the opportunity to learn the skills, strategies, and experiences for a future in academia and teaching. Topics include lecture presentations on why scientists choose to teach, planning a student learning experience in addition to developing a lecture syllabus, curriculum and teaching portfolio and philosophy. The course is recommended for Supervised Teaching Course INTD 6071.

INTD 6014. Perio/Pros/Endo/Orth Interdisciplinary Course 2. 1 Credit Hour.

This seminar brings together the residents and graduate staff from the periodontic, prosthodontic, endodontic and orthodontic postdoctoral programs to share clinically relevant multidisciplinary information. Patient diagnostic evaluations and treatment plans are evaluated in an interactive environment. Selected topics involving new advancements are presented and discussed.

INTD 6019. Pharmacotherapeutics. 1 Credit Hour.

This course is designed to review general principles of pharmacology; current and accepted pharmacotherapy for the medical management of pain, infection, and selected systemic diseases; and associated adverse drug events. It is based on the top 200 drugs dispensed by U.S. community pharmacies for the prevention, diagnosis, and/or treatment of disease with special reference to dentistry.

INTD 6035. Introduction to R and Unix/Linux. 0.5 Credit Hours.

Computational biology is a rapidly emerging subfield of biomedical science. Acquiring basic computational skills will enable biologists to better understand and analyze "big data" and use novel approaches to answer biological questions. In addition, it will improve communication with computational scientists and bioinformaticians, thereby enhancing collaborations. The course consists of two modules. The first 5-week module is designed to gain familiarity with R coding. The second 3-week module covers working in the Unix/Linux environment and the use of shell scripts. This course will be taught in the form of interactive hands-on computer classes in combination with homework assignments. No prior knowledge of programming or coding is required. This course is designed to prepare students for more advanced computational biology course work, such as INTD 6062 and CSAT 6095. Open for Cross Enrollment on Space Available Basis.

INTD 6037. Analytical Methods in Biomedical Research. 1 Credit Hour.

This three-week interactive course introduces students to fundamental methodologies used to analyze cells and biomolecules including nucleic acids and proteins. Principles, procedures, advantages and limitations of routinely used methods will be discussed. By the end of this course, the student should be able to: Define the principles and procedures underlying cell culture, isolation of cell organelles, cell proliferation, tissue embedding, sectioning and staining, define the principles and procedures underlying methods to quantify and manipulate nucleic acids, define the principles and procedures underlying methods to quantify proteins and determine protein-protein interactions, list the common methodologies used to generate mouse models for biomedical research.

INTD 6038. Biomedical Fundamentals. 3 Credit Hours.

This course will cover diverse topics in molecular and cell biology, physiology, immunology and neuroscience including innate and adaptive immunity, cell signaling, protein trafficking, cell adaptation and cell death, stem cells, and membrane physiology. Interactive lectures based on a flipped classroom approach will be followed by small group presentations and discussions focusing on critically evaluating scientific publications relevant to the lecture. The course will also include student presentations of their ongoing research. By the end of this course, a student should be able to: explain in-depth the topics covered during the course, describe and discuss research publications in a wide variety of disciplines within the life sciences, critically analyze, interpret and evaluate scientific publications or presented research updates, identify and present emerging topics in their field of interest (as defined by the research of their mentor). The course is for PREP-UT Health Link students.

INTD 6040. Resident Lecture Series in Psychiatric Disorders and Psychopharmacology. 1 Credit Hour.

This is an interdisciplinary advanced elective in which students attend 17 lectures from the Psychiatry Year One Residents' lecture series. These lectures focus on the psychopathology, epidemiology, and pharmacological treatments for illnesses such as schizophrenia, anxiety disorders, trauma related disorders, eating disorders, and sleep disorders.

INTD 6041. Basic Science Resident Lecture Series In Neurology. 1.5 Credit Hour.

This is an interdisciplinary advanced elective in which students attend 20 lectures, selected from the full offering of daily one-hour lectures comprising the Neurology Residents' Basic Sciences lecture series. These lectures cover a range of topics, such as Epilepsy, Movement Disorders, the Thalamus, Parkinson's Disease, Alzheimer's Disease, Stroke, Sleep, etc., all given from a clinical perspective. In addition, graduate students will have the opportunity to observe or participate in at least two enrichment activities related topically to the lectures they attend, which may include such settings as case presentations, diagnostic training sessions, or clinical observations, again selected from the list of offerings included in the "Neurology Residents" series.

INTD 6045. Clinical Practicum In Neuroscience. 1 Credit Hour.

This course will provide students with a brief, but intense and very focused exposure to clinical practice in a relevant area of their choosing, designed and coordinated to best match their interests in close individual collaboration with a clinical mentor in one of the participating components: Neurosurgery, Neurology, Psychiatry, or Endodontics.

Representative activities could include participation in case presentation and treatment planning, attending rounds with physicians and residents, direct observation of clinical procedures, patient interviews, follow-up care and outcome review. Potential venues may include inpatient psychiatric ward, sleep clinic, epilepsy clinic, stroke clinic, neurosurgical theater and surgical ICU. In consultation with the course director, students will first select one of the following sub-sections, then design their individually tailored clinical practicum experience with the coordinator for that section.

INTD 6046. Resident Lecture Series in Psychiatric Disorders and Psychopharmacology II. 1 Credit Hour.

This is an interdisciplinary advanced elective in which students attend lectures, selected from the full offering of weekly two-hour lectures comprising the Psychiatry Year One Residents' lecture series. These lectures cover a range of topics, such as Substance Abuse, Depression, Bipolar Disorder, etc., all given from a clinical perspective.

INTD 6062. Next-Generation Sequencing Data Analysis. 2 Credit Hours.

Next-generation sequencing (NGS) is becoming increasingly commonplace in biomedical research. For many labs, the main bottleneck to implementing NGS applications is data analysis. This course is designed to introduce students to bioinformatics analysis of NGS data. The course consists of two modules: the first module covers working in the Unix/Linux environment, mapping NGS data to a genome of interest, and performing downstream analysis of RNA-seq, ChIP-seq, and ATAC-seq data. The second module will be an introduction to the programming language Perl, which will enable students to perform custom bioinformatics analysis. This course will be taught in the form of interactive hands-on computer classes. No prior knowledge of programming or coding is required.

INTD 6070. Teaching Excellence And Academic Skills (Texas). 1 Credit Hour.

This course, designed to assist graduate students and faculty in acquiring teaching skills, is composed of four modules, each covering a range of topics from lecture and clinical teaching to instructional development to assessing student achievement.

INTD 6075. Practical Machine Learning. 2 Credit Hours.

This practical approach to machine learning in the biomedical sciences will be mostly problem set- and discussion-based. Background information will be delivered in short lectures on datasets and machine learning concepts. Our plan is to discuss encoding data, training models, and evaluating model performance, including dimensionality reduction, regularization to reduce overfitting, and optimization of method hyperparameters through grid and random searches, with models drawn from linear and logistic regression, random forest classifiers, multi-layer perceptrons, neural networks (feed-forward, recurrent, graph, convolutional, and adversarial), and variational auto-encoders. Each problem set will cover a different area, including chemical structures and properties, metabolite profiles and cancer diagnosis, DNA sequence and transcription factor binding sites, and intratumoral gene expression and patient survival. One problem set and one 2-hour discussion (30 minutes lecture, 30 minutes concept discussion, 1hr problem set progress discussion) every week. The final problem set will be a capstone project where the students implement methods of their own choosing and compete to achieve the best model performance. Open for Cross Enrollment on Space Available Basis.

INTD 6076. Translational Biomedical Product Development. 1 Credit Hour.

Translational Biomedical Product Development is a course that will provide students with an understanding of the overall process of translating basic research into innovative, market-driven biomedical products (therapeutics, biologics, diagnostics, and devices). It covers the complex pathways of intellectual property management and the regulatory processes by which a bioscience product is developed and brought to commercialization. Focused lectures will include pre-clinical development, patenting, FDA and regulatory requirements, clinical trials, marketing, funding, licensing, and commercialization strategies. Case studies of both successful and unsuccessful biomedical products will be presented to explore various business development opportunities. Upon successful completion of this course, students will have a comprehensive knowledge of the complex regulatory ecosystem of biomedical product development and management. Prerequisites include appropriate undergraduate courses in Biochemistry, Molecular Biology or Pharmacology, as assessed by the course director. Prerequisites: BIOC 6035 Open for Cross Enrollment on Space Available Basis.

INTD 6085. Advanced Machine Learning. 2 Credit Hours.

This advanced approach to machine learning in the biomedical sciences will be mostly problem set- and discussion-based. Background information will be delivered in short lectures on datasets and machine learning concepts. Our plan is to discuss advanced regularization techniques, convolutional and recurrent neural networks, generative adversarial networks, reinforcement learning and attention, transformer and NLP models, explainable AI, and ethical considerations. Each problem set will cover a different area of biomedical research. One problem set and one 2-hour discussion (30 minutes lecture, 30 minutes concept discussion, 1hr problem set progress discussion) every week. The final problem set will be a kaggle competition where the students implement methods of their own choosing and compete to achieve the best model performance. Prerequisites: INTD 6075 Open for Cross Enrollment on Space Available Basis.

INTD 6097. Research. 0.5-12 Credit Hours.

This course is intended for first-year IMGP students only. Students will be required to attend a minimum of 10 departmental (any) seminars during the semester and submit a 100-150 word synopsis of each seminar within two weeks of the seminar.

INTD 6115. Perio/Pros/Endo/Ortho Interdisciplinary Course 3. 1 Credit Hour.

This is a seminar that brings together the residents and graduate staff from the periodontic, prosthodontic, endodontic and orthodontics postdoctoral programs to share clinically relevant multidisciplinary information. Patient diagnostic evaluations and treatment plans are evaluated in an interactive environment. Selected topics involving new advancements are presented and discussed.

INTD 7001. Flow Cytometry: Principles and Applications. 2 Credit Hours.

This course will cover the principles of flow cytometry, the components of cell analyzers and cell sorters, the applications of different assays in flow cytometry and the interpretation of flow cytometry data. Flow cytometry plays an essential role in helping to elucidate cell phenotype characterization and function in both clinical and research settings. The purpose of this course is to bring students up-to-date on the technology of flow cytometry and to help them gain knowledge in how to apply this tool for patient diagnosis as well as basic and translational research.

INTD 7002. Neurobiology Of Learning And Memory. 1 Credit Hour.

This course will focus on recent findings and topics related to the underlying aspects of the neural basis of learning and memory. Students will have the opportunity to learn about: molecular basis of memory formation, consolidation and retrieval, memory and emotion, associative learning, memory and amnesia, and recognition memory and the medial temporal lobe. The lectures will be interactive and driven by discussions of key journal articles. Each week the first hour will be reserved for lecturing and the second hour will be reserved for a discussion of a journal article.

INTD 7003. Elective in International Medicine. 4 Credit Hours.

This elective serves as a vehicle for students to participate in international medicine rotations. Students will work with a faculty sponsor to identify a program, either a pre-established site or a site discovered by the student which requires faculty approval. This elective includes: 1) The Center for Medical Humanities and Ethics International Scholars Program in India, a competitive program requiring a separate application through the department of Medicine, 2) Shoulder to Shoulder program in Latin America, which requires a separate application process and some cost (airfare and small project fee), and is available October, January, and April, 3) Programs in Nicaragua, Mexico, Panama, and Guatemala, and 4) Other sites available through online directory: <http://www.globalhealth-cc.org/GHEC/Resources/GHonline.htm>. All rotations share a commitment to service learning - medical education and self-reflection that arises out of service to needy populations. Students spend up to 4 weeks (or possibly longer) living in an international site and participating in the care of patients, under the supervision of local and visiting health care providers. The clinical settings and caseload will vary based on the location. There may be opportunities for patient education and emphasis on efforts of local empowerment, aiming to build up the communities in a sustainable way. Students will be expected to integrate themselves into the health care delivery system, and when possible, to strive to make an impact through community education and home visits. For certain Latin American sites, fluency in Spanish is a prerequisite. Students are encouraged to seek similar service learning experiences with underprivileged populations in San Antonio and Border communities prior to or after the rotation. End of rotation "reflection essays" are required and will serve to process student experiences.

INTD 7005. Indian Health Care Preceptorship. 4 Credit Hours.

This elective offers the opportunity for an experience in the health care of Native Americans, coordinated through the Indian Health Service. Most experiences involve both inpatient and outpatient care under direct supervision of board certified family physicians or internists. Educational activities such as conferences, teaching rounds, etc., may vary from site to site. All clinical sites are located outside the state of Texas, including sites in New Mexico, Arizona and Alaska. Early application is recommended. Students completing appropriate application forms may be reimbursed for transportation costs and provided room and board by the Indian Health Service.

INTD 7006. Biomarkers in Health Care Research and Delivery. 1 Credit Hour.

This course provides a broad overview of the rapidly evolving use of biomarkers in health care research and health care delivery. Biomarkers are non-subjective (i.e., not symptom scores, disability scales, or diagnoses) physical or functional measurements that serve as quantitative indices of physiological processes, pathological processes, and responses to exposures or interventions (including therapeutic interventions) that are intended to enhance the rigor and reproducibility of health care research and care delivery. Federal agencies, including the Food and Drug Administration (FDA), the National Institutes of Health (NIH) and the Institute of Medicine (IOM) are deeply engaged in promoting the use of biomarkers, introducing multiple funding opportunities for biomarker development toward FDA qualification and/or regulatory approval for clinical use. Additionally, opportunities for commercial partnership during biomarker development will be discussed. Examples will be provided of fluid (serum, CSF, urine, etc.), tissue, imaging, and biometric biomarkers (including wearable devices). Course format will emphasize assigned readings/viewings from various sources (IOM white papers, FDA & NIH video and powerpoint presentations, recent biomarker validation publications, current biomarker qualification submissions, relevant regulatory guidance, funded-grant synopses, et cetera) followed by in-class review and discussion. Special topic lectures will be delivered by invited speakers ranging from established biomarker researchers to regulatory experts. Open for Cross Enrollment on Space Available Basis.

INTD 7007. Medicine through Literature. 2 Credit Hours.

In this course you are required to read short stories, poems, and a book of nonfiction. While many of the stories or poems directly address medical or ethical issues, the primary purpose is not to enhance your store of knowledge in these areas, but to promote your appreciation of these works through discussions with other students (online via Canvas discussions and in class) and with authors and lecturers. Your own contributions to the course - not just the insights you've gained as medical students but the wisdom you bring to the class as human beings - will be critical to its success. We hope that the readings will help you prepare for and process your clinical experiences, furthering your development as a person as well as physician. There will be no "right" or "wrong" answers in this course; rather, our goal is to encourage thoughtful and serious responses to the readings and a lively and fulfilling conversation about them and the issues they raise. MSIV students will receive two credits for completion of this longitudinal elective. All students are expected to participate in class discussions. Grades are earned by reading assignments, attendance at class meetings, and posting primary and secondary responses to posted discussion questions. Open for Cross Enrollment on Space Available Basis.

INTD 7009. HIV Out Loud: Building the History of an Epidemic. 2 Credit Hours.

This course acquaints students with oral history methods and specifically with the history and lived experience of HIV. Students will learn how to record oral history and will work closely with people living with HIV, advocates and family members to record a life history for the permanent "HIV Out Loud" archive in the Briscoe Library. Students will participate in 1 in-person orientation meeting and 3 required in-person sessions in which students will receive training on best practices and learn to record oral history. Subsequently, to receive credit for the course students will be required to attend 2 community events (such as tabling at World AIDS Day, attending HIV advocacy day, presenting on the project, etc), attend 3 virtual listening sessions, and either record an oral history for the archive or produce a paper or educational/analytical tool that uses the materials already archived. This course is a great fit for trainees interested in history, in HIV itself, and in advocacy.

INTD 7020. Clinical Patient Management. 4 Credit Hours.

This course is designed to help students develop skills in clinical behavioral dentistry through small group discussions, lectures, and routine patient treatment by application of the principles of coordinating patient care; communicating effectively with colleagues, staff, and faculty; and managing time, records, and environment. The students are required to manage their comprehensive care patients in the Junior Clinic following the principles presented in this course.

INTD 7030. Tumor Immunology Working Group and Journal Club. 1 Credit Hour.

The Tumor Immunology Working Group and Journal Club is an advanced, interactive course designed for graduate students, postdoctoral fellows, and faculty with a keen interest in the field of tumor immunology. This course aims to foster a deep understanding of the intricate interactions between the immune system and cancer, exploring both the fundamental concepts and the latest advancements in cancer immunotherapy through research updates and cancer immunology-related papers. Additionally, it seeks to promote collaboration among participants and establish a student peer group with research interests in tumor immunology. Open for Cross Enrollment on Space Available Basis.

INTD 7040. Advancing Social Communication and Play. 1 Credit Hour.

Advancing Social-Communication and Play (ASAP) is a classroom-based intervention program designed to help teachers, therapists and paraprofessionals foster the development of important communication and play skills in children with autism spectrum disorders (ASD). This course equips the Project ASPIRE Scholars with essential knowledge and skills necessary for effectively applying the ASAP intervention approach within a classroom environment. Prerequisites: OCCT 7029 and OCCT 7115.

INTD 7050. Gross Anatomy. 6 Credit Hours.

This course provides a complete and detailed study of the structure and function of the human body including the study of human cadavers through guided prosections and dissection. The course is designed for the Doctor of Occupational Therapy (DOT) and Doctorate of Physical Therapy (DPT) programs and will focus on material most pertinent to the practice of OT and PT. Students will apply their theoretical understanding of clinically relevant structures and common disorders to their therapeutic practice. Course fees: \$831.

INTD 7074. Topics In Translational Medical Product Development. 1 Credit Hour.

It is crucial to understand the intricate process of translating basic research into market driven products, navigate the complex pathways of intellectual property management and the regulatory affairs of agencies such as the FDA. This course will offer students in biomedical sciences the opportunity to integrate industry-relevant training and experience with their basic science education. The course will explore the marketing and regulatory process by which a biomedical product is developed and brought to commercialization.

INTD 7091. Independent Studies. 1-9 Credit Hours.

Students will have the opportunity to use this course to study for the National Board, Part II examination, according to their own need. This course also will serve as a framework for a student returning from a leave of absence or from other protracted time away from classes or clinic. At the conclusion of the course, the enrolled student must demonstrate knowledge and/or skills and/or values consistent with the expectations for entering the level of course study from which the student left. An individualized course of study will be developed once the student is enrolled.