Dear Prospective Student,

We welcome your interest in the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. Established as a partnership between the Cleveland Clinic and Case Western Reserve University, the College Program is a unique new medical school program that will set new standards for the training of physician investigators through innovative approaches to the integration of basic science, research and clinical medicine. Our goal is to identify the best students from the widest variety of backgrounds who will directly impact the future of medical care. We embrace the concept of promoting a diverse class in order to bring varying perspectives to the development of thoughtful physician investigators.

We live in a time of immense expansion in scientific knowledge and technologic capability. We are seeking to identify candidates who want to further advance the frontiers of biomedical research. With less than two percent of active physicians pursuing careers involving research, graduates of the College Program will help address the worsening shortage of physician investigators in the United States.

The following pages highlight many of the unique aspects of the Cleveland Clinic Lerner College of Medicine. As a student you will find yourself immersed in an environment of scientific inquiry designed to foster critical thinking and self-directed learning so that when you graduate you will have both the passion and the training to successfully pursue a career as a physician investigator. On behalf of the faculty and staff of the Cleveland Clinic and Case Western Reserve University, we encourage you to visit our campus and our web site to discover more about the unique opportunities this exciting new program has to offer.

Sincerely,

Andrew J. Fishleder, M.D.
Kathleen Franco, M.D.
Executive Dean
Associate Dean for Admissions and Student Affairs
Cleveland Clinic Lerner College of Medicine

Ralph I. Horwitz, M.D.
Dean, Case School of Medicine
Delos M. Cosgrove, M.D.
President and CEO
Cleveland Clinic

The faculty at CCLCM includes some of the most renowned doctors and researchers in the world. Their dedication and excitement for this medical school is apparent through their heavy involvement in all aspects of our curricula. The opportunities to pursue self-directed learning and research at CCLCM are among the most unique and exciting characteristics of the program.

Benjamin Larson
Class of 2009

“The faculty here show a genuine interest in our progress. Considering their schedule it’s amazing how quickly they respond to an e-mail and how willing they are to meet.”

Mati Hlatshwayo
Class of 2010

“The distinct curriculum puts the responsibility of learning on the individual, which is the way it is when practicing medicine. The enthusiasm of the faculty is contagious, and they treat you as colleagues. They are completely dedicated to your education and the small class size allows them to give you as much individual attention as you desire. The clinical experience at CCLCM is phenomenal.”

Renee Salas
Class of 2009

“The entire school is centered around students becoming physician investigators: everything from financial aid to the small class sizes to the curriculum geared towards producing physicians with the utmost clinical and research abilities.”

David Ly
Class of 2010

“The mission of the College is to educate a limited number of highly qualified persons who seek to become physician investigators and scientists committed to the advancement of biomedical research and clinical practice.

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Executive Dean
Cleveland Clinic Lerner College of Medicine

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CLEVELAND CLINIC

The Cleveland Clinic is an independent, not-for-profit, multispecialty academic medical center including a 1,100-bed hospital (200 more to be open by 2007), centralized and regional outpatient facilities, a research institute, and an educational foundation. Since its inception in 1921, the Cleveland Clinic has been dedicated to a mission of better care of the sick, research of their problems and further education of those who serve. Ranked among the top hospitals in the country, the Cleveland Clinic is recognized for its outstanding clinical care and its commitment to academic excellence. Among the nation's best in all 16 specialties ranked, 13 are in the top 10. Cleveland Clinic is ranked best in Ohio for 14 of the 16 specialties, and 9 clinical areas improved from 2005 to 2006. The Cleveland Clinic is proud to note 11 Nobel laureates have been affiliated with the school by alumni and current or former faculty. Case is the only medical school to have graduated two former U.S. surgeons general.

CASE SCHOOL OF MEDICINE

Since its founding in 1843, the Case School of Medicine has been at the forefront of training tomorrow's doctors and discovering tomorrow's cures. Today, its excellence is evidenced in part by a historic, flawless accreditation review; a place in the top tier of U.S. medical schools for federal research funding from the National Institutes of Health (NIH), the country's largest funding source for biomedical research; and repeated high marks in U.S. News and World Report rankings of medical schools. The Case School of Medicine is proud to note 11 Nobel laureates have been affiliated with the school by alumni and current or former faculty. Case is the only medical school to have graduated two former U.S. surgeons general.

a historic academic partnership

The Cleveland Clinic Lerner College of Medicine of Case Western Reserve University (the College Program) was created as a distinct new program within the Case School of Medicine. The College Program curriculum is designed to train graduates who will have excellent clinical skills, expertise and experience in research, and a passion for scientific inquiry. Upon completion of the 5-year curriculum, students will graduate with an M.D. degree with Special Qualifications in Biomedical Research. During the 5-year curricula, students have the option of pursuing a master's degree at no additional cost to a variety of specialties including biochemistry, clinical investigation, epidemiology, pathology, and public health. Substantial extension of training will be required to complete a Ph.D. degree. All degrees will be granted under the auspices of the Case Western Reserve University.

As a student at the College, you will have access to all of the resources of the Cleveland Clinic, one of the finest health care institutions in the world. You will have opportunity to practice medicine with world-renowned physicians who excel in their respective fields and to conduct research alongside investigators working on the cutting edge of medical science. As a student in a program of the College School of Medicine, you will be enrolled in one of the top medical schools in the country and a leading independent research university. The majority of student experience will take place at the Cleveland Clinic, although opportunities for clinical and research activity will also be available at Case and its other affiliated teaching hospitals. This unique partnership builds on the clinical and academic strengths of two outstanding organizations. Graduates will be among the future leaders of academic medicine.
innovative new curriculum

A small class size of 32 students each year coupled with a faculty of more than 1,200 physicians and scientists affords the College Program the ability to support a student-centered learning experience with a curriculum that can be tailored to each student’s individual strengths and weaknesses. A high faculty:student ratio will provide you with ready access to medical and scientific expertise and close relationships with faculty. Teamwork skills that facilitate cooperative study with peers and faculty are important for individual success. Students should possess an insatiable interest in the “why” as well as the “how” of medicine, with a desire to advance the field through scientific inquiry.

Our goal is to foster a **passion for scientific inquiry** and skills for **critical thinking** coupled with broad-based **clinical expertise** to optimally position the M.D. graduate to pursue a career as a physician investigator.

This **unique program** combines a required research thesis with an integrated research curriculum. Students will graduate with an M.D. with Special Qualifications in Biomedical Research.

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**CORE PRINCIPLES OF THE CURRICULUM**

- The course of study for the M.D. degree extends over 5 years to provide adequate time for a substantive research project. The first 2 years are devoted to core basic science and clinical learning objectives. The last 3 years are flexible and will be individualized based on the student's research, clinical competency and professional goals.
- Each student has a physician adviser and a research adviser who will work in partnership with the student to guide their successful progress.
- The basic science curriculum is organ system-based and linked to relevant clinical experiences.
- Clinical experience begins in Year 1 and is integrated throughout the curriculum to ensure that graduates enter future residencies with excellent clinical skills.
- The program provides a “graduate education in medicine” with problem-based learning (PBL) sessions, interactive seminars and laboratories aimed at developing in-depth problem solving skills.

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“I think the clinical curriculum is one of the best aspects of the College Program. The immediate exposure to patients and the mentorship of the longitudinal preceptors gives you a great introduction to real patient care.”

Michael Khair
Class of 2009

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Lauren Moore
Class of 2010
curriculum overview

Year 1
- Basic and Translational Research
- Clinical and Translational Research
- USMLE Break
- Advanced Research in Medicine 1: Process of Discovery
- Foundations of Clinical Medicine 1
- Break

Year 2
- Clinical Research
- Advanced Research in Medicine 2: Friday Research Seminars
- Foundations of Clinical Medicine 2
- Break

Years 3-5
- Flexible Continuum Including:
  - Advanced Research in Medicine
  - Area of Concentration
  - Electives
  - Acting Internships
  - Residency Interviews and Vacations

Year 1 Summer
- Basic/transitional research
- Core concepts in cell biology and biochemistry

Year 1 Fall - Winter - Spring
- Basic science curriculum focused on normal structure and function of organ systems in clinical context
- Foundations of clinical medicine - seminar series, clinical skills and continuity experience with primary care preceptor
- Advanced Research in Medicine 1: Process of Discovery - seminars presented by senior researchers

Year 2
- Clinical research
- Fall/Winter/Spring:
  - Basic science curriculum focused on pathophysiology of disease of organ systems
  - Foundations of clinical medicine - seminar series, clinical skills and continuity experience with primary care preceptor
  - Subspecialty clinical experiences related to basic science curriculum
  - Advanced Research in Medicine 2: Friday Research Seminars - seminars presented by senior researchers

Years 3-5
- Flexible schedule providing opportunity for broad clinical experience and substantive research project with a master's level thesis

Basic and Translational Research Block Sample Week

Summer Year 1
- Monday: Foundations of Molecular Medicine
- Tuesday: Fundamentals of Molecular Medicine
- Wednesday: Fundamentals of Molecular Medicine
- Thursday: Fundamentals of Molecular Medicine
- Friday: Journal Club

Basic Science Courses - Sample Week

Years 1 and 2
- Monday: Anatomy Cases and Lab
- Tuesday: Foundations of Clinical Medicine
- Wednesday: Seminar
- Thursday: Independent Study
- Friday: Seminar

Years 3-5
- Monday: Independent Study
- Tuesday: Independent Study
- Wednesday: Clinical Program and Lab: Year 2
- Thursday: Independent Study
- Friday: Independent Study

Topics in basic science and cutting-edge research are integrated throughout the clinical curriculum creating an environment that nurtures each student's drive to contribute to the advancement of medical science.
Clinical Curriculum Goals

- Develop excellence in interviewing, communication and physical examination skills by providing incremental clinical experiences beginning early in Year 1.
- Provide students with an understanding of healthcare issues impacting society.
- Facilitate understanding of the basic sciences in the context of relevant clinical applications.
- Provide broad experience in core clinical disciplines through structured ambulatory and inpatient experiences.
- Provide opportunity for students to develop an area of concentration that encompasses an area of clinical medicine and related basic science.
- Ensure mastery of clinical competencies through ongoing assessment beginning in Year 1.
- Prepare students for residency by providing increasing clinical responsibility in Years 3 – 5.

Year 1

FALL - WINTER - SPRING

Foundations of Clinical Medicine I
(Foundations of Clinical Medicine Seminar, Clinical Skills, and Patient-Based Experience)

- Foundations of Clinical Medicine Seminar
  - Meet weekly to learn, examine, and discuss fundamental concepts related to a physician's societal and professional roles
- Clinical Skills
  - Meet one afternoon every other week. These include workshops to develop interviewing, communication, and physical examination skills using standardized patients
- Patient-Based Experience
  - Each student works one-on-one with a primary care longitudinal preceptor in an ambulatory setting one afternoon every other week. Students also have introductory experiences with pediatric and geriatric patients

FALL - WINTER - SPRING

Foundations of Clinical Medicine II
(Foundations of Clinical Medicine Seminar, Clinical Skills, and Patient-Based Experience, each building on the fundamental material covered in these areas in the first year)

- Foundations of Clinical Medicine Seminar
  - Meet weekly to learn, examine, and discuss fundamental concepts related to a physician's societal and professional roles
- Clinical Skills
  - Meet for several sessions throughout the year. Sessions include workshops using standardized patients to focus on advanced communication skills, building on basic skills learned in the first year. Additionally, students learn abnormal physical examination findings in workshops using volunteer patients with stable abnormal findings
- Patient-Based Experience
  - Each student continues in longitudinal clinic with their longitudinal preceptor from the first year one afternoon every week. In addition, students have experiences in pediatrics, geriatrics, and acute care medicine

Year 2
Students complete clinical rotations within the Basic Core I, Basic Core II, and satisfy requirements for the Advanced Core rotations, Acting Internships, Areas of Concentration and Other Electives.

- **Basic Core I**
  - 16 week rotation designed to integrate the disciplines of Family Medicine, Internal Medicine, and Surgery

- **Basic Core II**
  - 16 week rotation designed to integrate the disciplines of Neuroscience, Psychiatry, Pediatrics, and Obstetrics-Gynecology

- **Advanced Core (16 weeks)**
  - Students complete 4 rotations focused on providing patient care experiences in the areas of chronic disease, aging adults, peri-operative care and pain management, and the “undifferentiated” (undiagnosed) patient. These experiences build upon the skills students develop in the basic core rotations.

- **Acting Internships (8 weeks)**
  - Students are required to complete two 4 week acting internships aimed at providing increased levels of patient care responsibility in preparation for residency. One of the acting internships must be in Medicine, Surgery, or Pediatrics.

- **Area of Concentration (12 weeks)**
  - Students work with their physician advisor to design elective experiences that provide an integrated basic and clinical focus on a medical topic of interest to the student.

- **Other Electives (16 weeks)**

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Students from the College Program have the same clinical requirements in Years 3-5 as students in the University Program at Case. Students may elect core clerkships at any of Case’s affiliated medical centers – Cleveland Clinic, Louis Stokes VA Medical Center, Metro-Health Medical Center and University Hospitals of Cleveland.

During Years 3-5, all students in the College Program participate in half day seminars related to advanced topics in research and issues pertinent to clinical professionalism. Sessions occur 3 times a month during the Basic Core rotations and monthly thereafter. Students are released from clinical responsibility in order to attend, regardless of clinical training sites. These seminars will also provide opportunity for College students to share their research work and clinical reflections.
**Research Curriculum Goals**

- Develop the knowledge base, practical skills and critical thinking ability necessary to succeed in clinical or basic research.
- Understand the ethical, legal, professional and social issues required for responsible conduct of clinical and basic research.

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**Year 1 Summer**

**Basic Research Experience**

- Become a student member of a basic/translational research laboratory team.
- Develop a rigorous approach to scientific investigation including research design.
- Gain experience in basic science laboratory skills.
- Gain exposure to basic/translational research opportunities.

**Organized Curriculum Focus**

- Core concepts in basic/translational research.
- Skills for oral and written presentation of research results.
- Journal Club.

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**Year 2 Summer**

**Clinical Research Experience**

- Become a student member of a clinical research team.
- Gain practical experience with data analysis.
- Develop a clinical research protocol.
- Critically analyze clinical trial design.

**Organized Curriculum Focus**

- Clinical epidemiology and biostatistics seminars.
- Ethical, legal and socioeconomic aspects of clinical research.
- Journal Club.

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**Years 3-5**

**Clinical Rotations**

- Highlight the relationship between clinical medicine and scientific inquiry.
- Apply research skills learned during the first two years to clinical problems.
- Advanced training for physician investigators.

**Master's Level Thesis Project**

- Dedicated time to develop and complete a research project with flexible scheduling to facilitate research achievement.
- Research advisor/mentor for each student.
- Multidisciplinary thesis committee to ensure each student bridges clinical and basic sciences in his or her research.

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**Dean's Dinners**

- Evening reception and dinner with a distinguished investigator.
- Formal research presentation.
- Opportunity for informal discussion regarding his or her career as a physician investigator.

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*The enthusiasm of the faculty is unmatched! They are absolutely wonderful and their aspirations for the program are contagious! The research opportunities available are fabulous.*

Alida Gertz
Class of 2010
Our goal is for students to become reflective practitioners of medicine and science whose drive for lifelong learning is complemented by a critical approach to self-assessment and self-improvement.

"The assessment process allows me to focus on all aspects of my medical student career, not just grades. The best thing about CCLCM is that I was able to learn as much, not only in the basic sciences, but in research and in the clinic."

Amanda Tencza
Class of 2009

"A major contributing factor to my attending CCLCM was the assessment system. I like the personal sense of responsibility we have in learning the material. I cannot think of a place that will prepare you better for life as a Physician Investigator."

Richard Haigler
Class of 2010

We believe that an evaluation and assessment process that fosters cooperative learning as well as individual achievement will help provide our graduates with the skills necessary for successful careers as physician investigators. The assessment system will help assure a non-competitive learning environment. Documentation of individual competencies will demonstrate the skills and expertise of each College graduate.

CORE PRINCIPLES OF THE ASSESSMENT SYSTEM

- The curriculum can be tailored to the educational needs of the individual student based on assessment of student progress in the core basic sciences, clinical program, and research.
- Faculty and students work in partnership to ensure that each graduating student demonstrates competency in all areas of learning.
- Students create learning portfolios that provide ongoing documentation of the breadth and depth of their clinical exposure, their knowledge of basic and clinical sciences, and their systematic approach to scientific inquiry.
- Student progress in clinical disciplines, as well as basic science and research, is determined by competency assessment rather than grades. Graduates are expected to achieve established standards for competency in all areas. There is no class ranking system.

"We consider the medical school to be the most important educational experience of our lives. We have seen and experienced all the applications of our training. We are prepared for our future careers."

This page image contains several photographs and diagrams related to medical education and assessment processes. The text references the importance of lifelong learning, self-assessment, and the role of assessment in fostering cooperative learning. It highlights student testimonials and the core principles of the assessment system at CCLCM.
ongoing research opportunities

The Cleveland Clinic

- 2,400 active IRB approved human research protocols, including translational research projects and clinical trials
- 254 active protocols affiliated with Cleveland Clinic
- 154 basic science principal investigators with $83 million in funding support
- Newly funded General Clinical Research Center with 84 outstanding clinical investigation projects
- Unique, disease-oriented research programs that integrate interdisciplin ary teams of basic and clinical scientists; train medical students, graduate students and post-doctoral fellows; and coordinate international educational summits

Case School of Medicine

- The largest biomedical research center in Ohio, with $232.1 million in funding from the NIH
- More than 421 NIH-funded research projects in 16 basic science departments, 19 clinical departments, and 20 interdisciplinary centers
- More than 40 principal investigators who receive more than $1 million in research funding from the NIH annually
- A General Clinical Research Center with a total of 254 active protocols affiliated with Case, University Hospitals of Cleveland, MetroHealth Medical Center, and the Cleveland Louis Stokes Department of Veterans Affairs Medical Center

“The breadth of academic research at the Cleveland Clinic gives us the opportunity for unique and personal mentorship. The program trains us to be observant physicians, a skill that is a springboard into translational research.”

Aaron Viny
Class of 2009
Master’s Degree Options

Master’s degrees in selected areas can be coordinated with the medical school curriculum to enhance research skills and expertise. Students in good standing can choose from several graduate programs with the majority of the programs requiring 3-4 extra courses, usually integrated in the first two years. Students receive some credit towards the Master’s Degree from courses taken as part of the MD Program. Students are encouraged to develop a thesis project that satisfies the requirements of both the MD and Master’s degree programs. The remaining Master’s Degree requirements are integrated with the clinical and research program in years 3-5. Most Master’s Degree programs are designed to be completed during the 5-year CCLCM Program at no extra cost; however, not all Master’s programs can be completed within the 5 years.

“CCLCM fosters a non-competitive educational environment where we work with one another as a team, all with similar goals in mind - to become physicians dedicated both to patient care and research.”

Samuel Wedes
Class of 2010

“With only 32 medical students per class at CCLCM, a strong sense of community and collegiality exists among students and faculty. The program structure provides me motivation to learn not only from a personal development standpoint, but also from the desire to facilitate the learning of my classmates.”

Christine Baran
Class of 2009

Applicants for the Cleveland Clinic Lerner College of Medicine must apply through the American Medical Colleges Application Service (AMCAS). Prospective students should select “Case Western Reserve University School of Medicine,” and the “regular M.D. program” which includes application for the Cleveland Clinic Lerner College of Medicine. After the AMCAS application is received and processed, applicants will be directed to complete an electronic secondary application, on which they can choose to apply solely to the College Program, the 4-year University Program, or both. Please review our application procedures carefully. Take special note of the deadlines, which could jeopardize your application if not followed. We have a rolling admissions process and slots in the program often fill with earlier applicants. Any changes in your status should be reported to our office as well as to AMCAS.

If you have any questions regarding admissions to the College Program, contact Elizabeth Myers, Director for Admissions and Financial Aid at (866) 735-1912.

To learn more about the AMCAS application process, visit: www.aamc.org/stuapps/start.htm

ADMISSIONS REQUIREMENTS

Students in the College Program will need a solid foundation in the biomedical sciences. At a minimum, entering students must have taken courses in biology, chemistry (inorganic and organic), basic physics, writing skills, and a college-level biochemistry course and research experience is required of all applicants. Intellectual achievement, interpersonal skills, research interest and experience, and diversity with regards to gender, race, culture, and socioeconomic background are important considerations in selecting students for the College.

STUDENT PROFILE

Ideal candidates should be self-starters and motivated, self-directed learners. These individuals are also skilled at working cooperatively within a diverse group. Our students take pleasure in self-reflection and how to pursue personal growth. They also enjoy finding new approaches and solutions to problems when all the steps or pieces of the puzzle are not obvious. In a word...they love challenge! Students have a professional responsibility to participate in a cooperative learning environment.

FINANCIAL AID

We recognize that significant student debt hinders the potential for a medical school graduate to pursue a career as a physician investigator. The College is committed to providing substantial financial support for students through Duane Scholarships, need-based Physician Investigator Training Grants, and research stipends to minimize student debt. Should you be interested in our program, we would be pleased to discuss our financial aid package in greater detail. Our goal is to ensure that financial constraints do not preclude appropriate candidates from following their dream to become physician investigators.
“I chose to attend CCLCM because of the smaller class size and high faculty to student ratio. The classes are personal and allow for in-depth discussion of the topics.”
Sharmila Basu
Class of 2010

“Staying true to the innovative atmosphere that has made the Cleveland Clinic so successful, this program fosters original thinking by challenging students in a problem-based learning curriculum that is supported by an amazingly dedicated faculty. Research is an integral thread of this program. We are continuously exposed to the forefront of medicine with faculty discussions and on-site lab opportunities. The staff provide an exceptional training experience.”
Alan Siu
Class of 2009

“The cornerstone of CCLCM is critical, thoughtful analysis of science, medicine, the individual and the educational process. There is a real intimacy and engagement with classmates over materials that would traditionally have been transmitted passively. From day one, I have felt supported in the program. It is clear that the education here is a collaborative effort.”
Jennifer Monti
Class of 2010
NOTICE OF STUDENT NONDISCRIMINATORY POLICY

Cleveland Clinic Lerner College of Medicine (CCLCM) admits students of any race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. CCLCM does not discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin in administering its educational policies, admission policies, employment, promotions and compensation policies, scholarship and loan programs.

Cleveland Clinic Lerner College of Medicine of Case Western Reserve University

CCLCM CONTACT INFORMATION

For General Questions:
Wilma Doyle, Administrator

For College Admissions:
Elizabeth Myers, Director for Admissions and Financial Aid

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