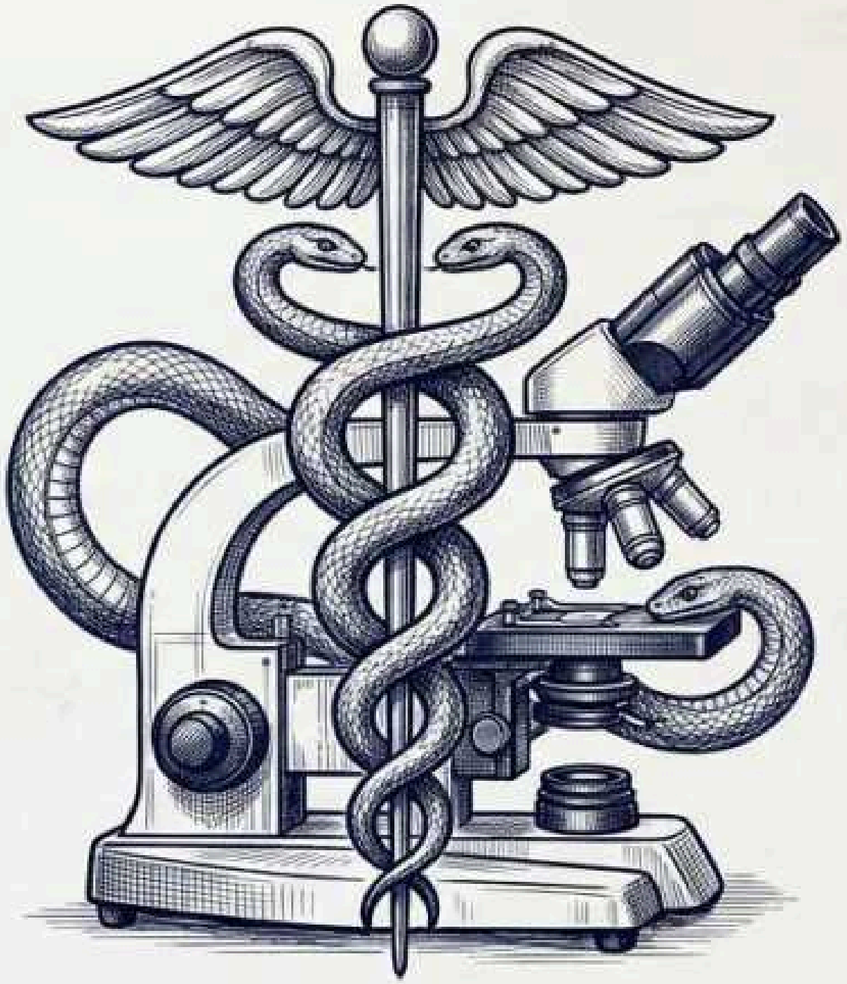


A Tour of the Medical School Library

MED 500 B · Lecture 4 · Anderson Academy

Questions or feedback: garyanderson@mail.grokbot.com · X: @garyanderson

Locating the medical collection within the Academy architecture

¶ 4.1



[Undergraduate Library] → [Postgraduate Groups: Philosophy, Literature, Languages] → [**Medical School**]

Organised in the order a medical student meets them.

The mathematical logic of of course numbering

¶ 4.2

$$\text{Undergraduate Courses} = \{x \in \mathbb{Z} \mid 100 \leq x \leq 499\}$$

$$\text{Medical Courses} = \{x \in \mathbb{Z} \mid x \geq 500\}$$

MED 500 B

MED = Medical

500 = Course Zero
(The starting point;
all others begin at 501)

B = Brief

Decrypting the timeline from the second digit

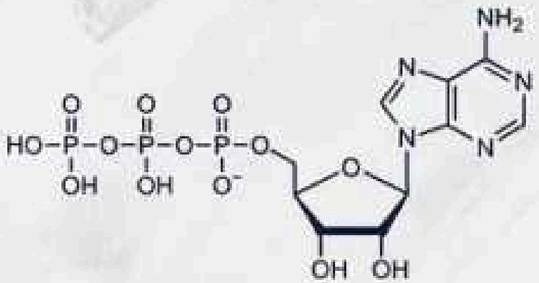
¶ 4.3

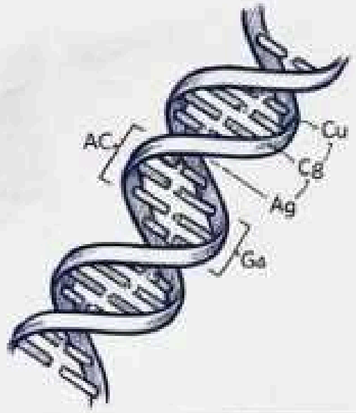
- **5 [0 or 1] [X]**
  - = Year 1 (Harvard & MIT Curriculum)
    - Autumn Split: 501–505
    - Spring Split: 511–515
- **5 [2 or 3] [X]**
  - = Year 2
- **5 [4] [X]** = Year 3 (Knowledge of clinical clerkships)

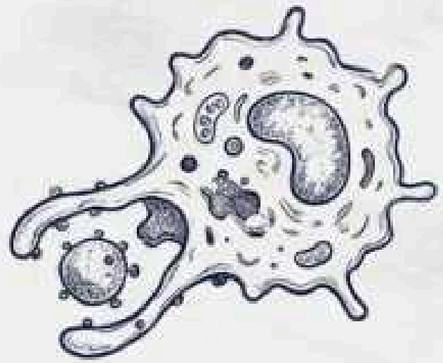
Year 1 Autumn builds the foundations

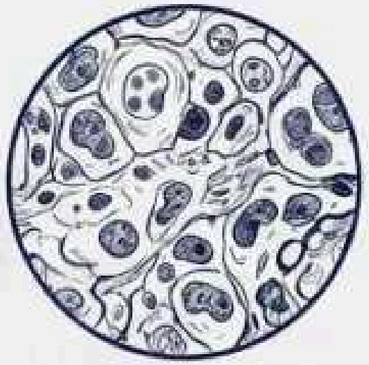
¶ 4.4











501 B: Human Functional Anatomy

502 B: Biochemistry and Metabolism

503 B: Genetics in Modern Medicine

504 B: Cellular and Molecular Immunology

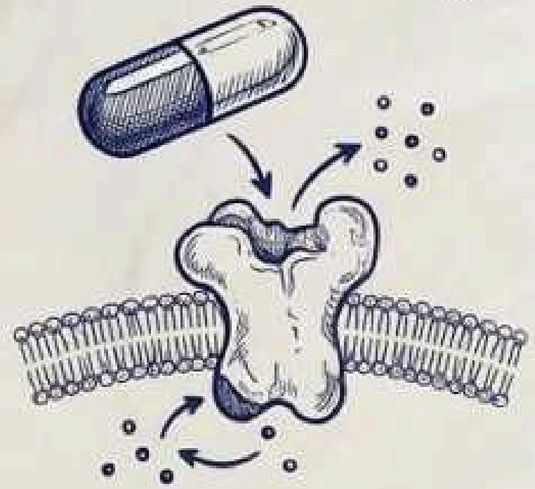
505 B: Human Pathology

Year 1 Spring widens the base

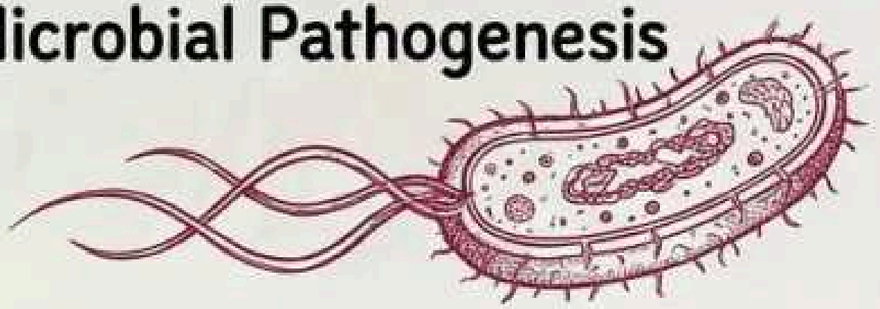
¶ 4.5

Spring

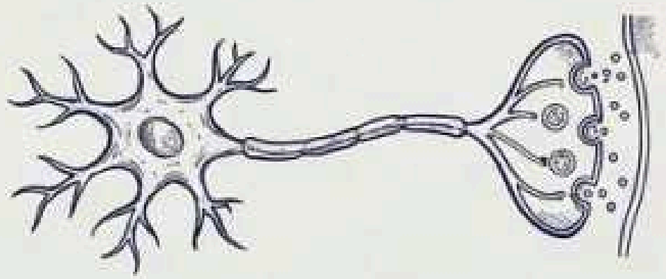
511 B: Principles of Pharmacology



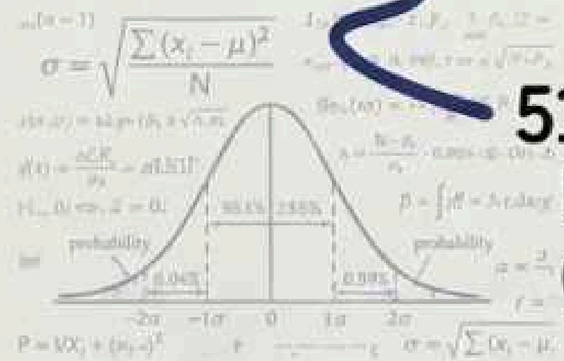
512 B: Mechanisms of Microbial Pathogenesis



513 B: Neuroscience



514 B: Introduction to Biostatistics & 515 B: Clinical Epidemiology



516 B: Human Functional Anatomy



Year 2 maps function and disease across the organ systems

¶ 4.6

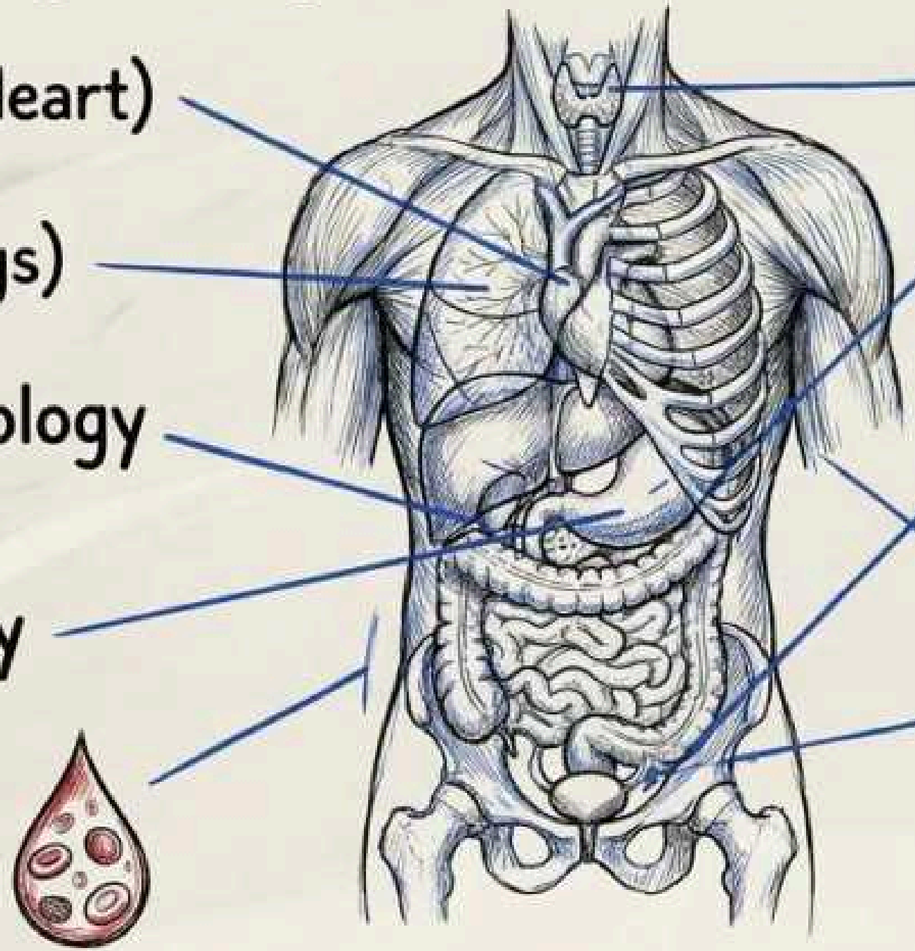
Cardiovascular (Heart)

Respiratory (Lungs)

Renal Pathophysiology (Kidneys)

Gastroenterology (Stomach)

Hematology (Study of blood)



Endocrinology (Glands)

Human Reproductive Biology (Pelvis)

Musculoskeletal Pathophysiology (Bones)

Principles of Biomedical Imaging Introduction to Clinical Medicine

Year 3 covers the core clerkships (with a crucial distinction)

¶ 4.7



Classroom Knowledge

Teaches what a student learns about the field.

Covers: Internal Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, Psychiatry, Neurology.



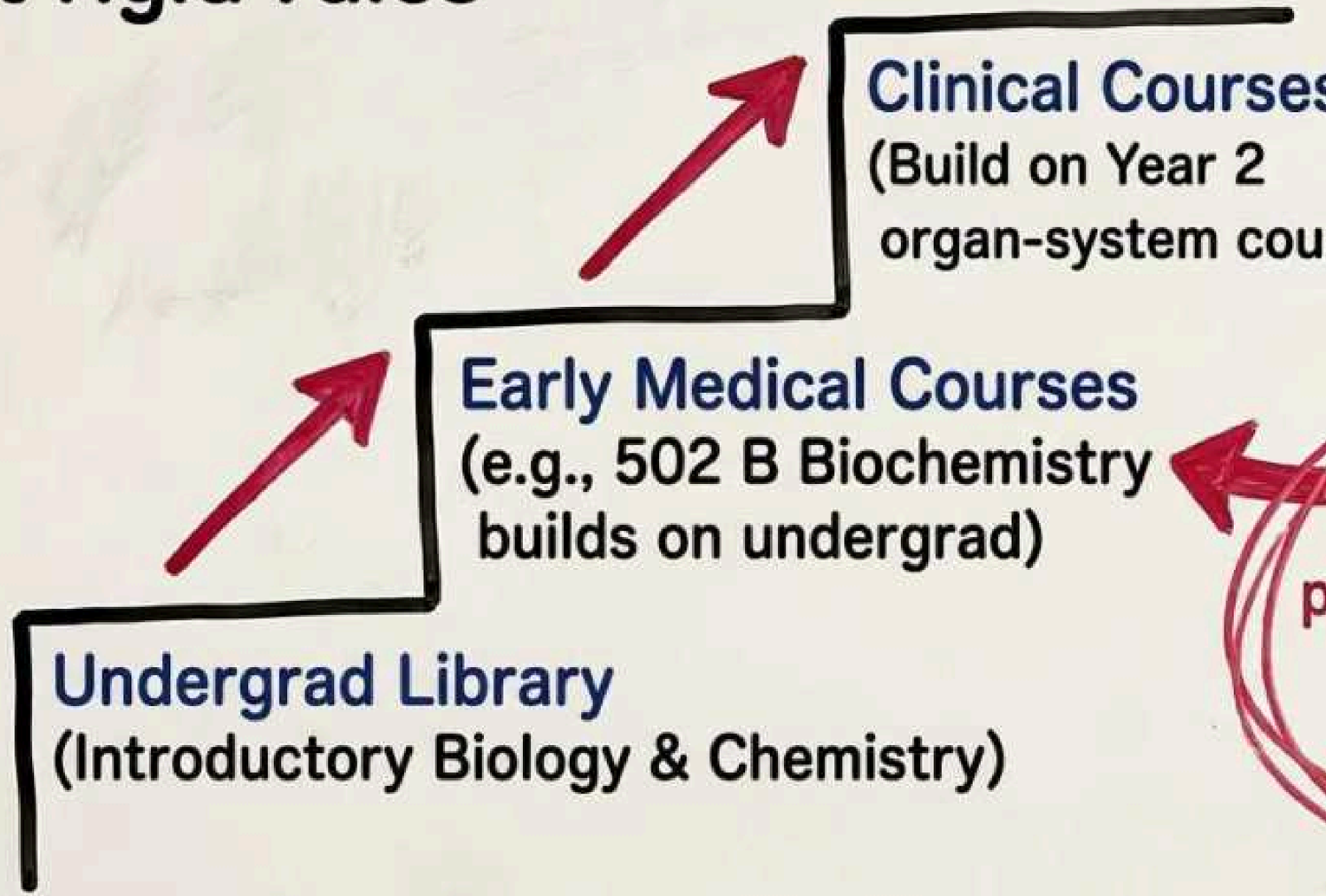
Hands-on Experience

Not the experience of working in the ward.

[The plan may grow, combine, or change over time.]

Prerequisites are advice, not rigid rules

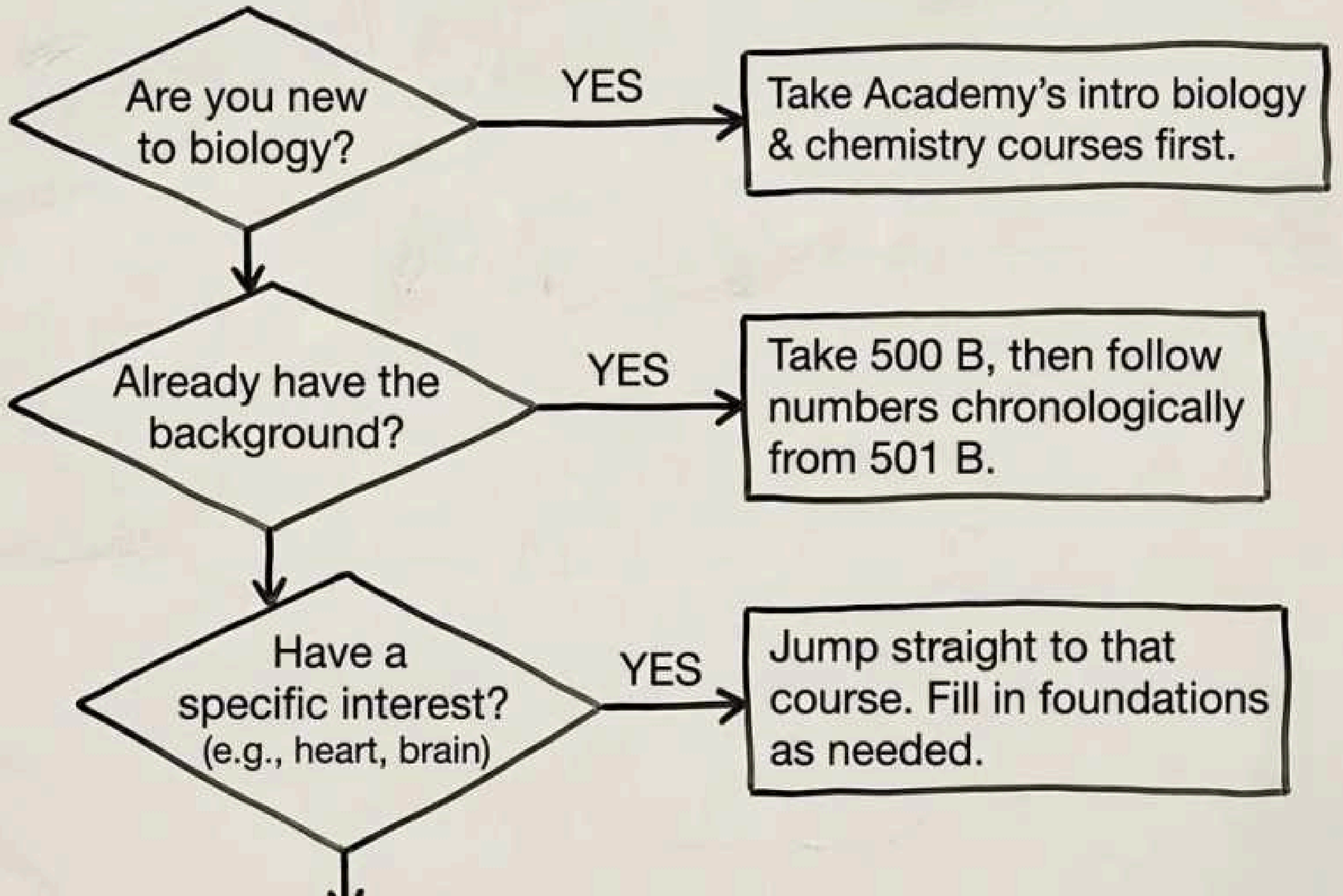
¶ 4.8



If a course feels hard going, its prerequisites show you where to step down and strengthen your footing.

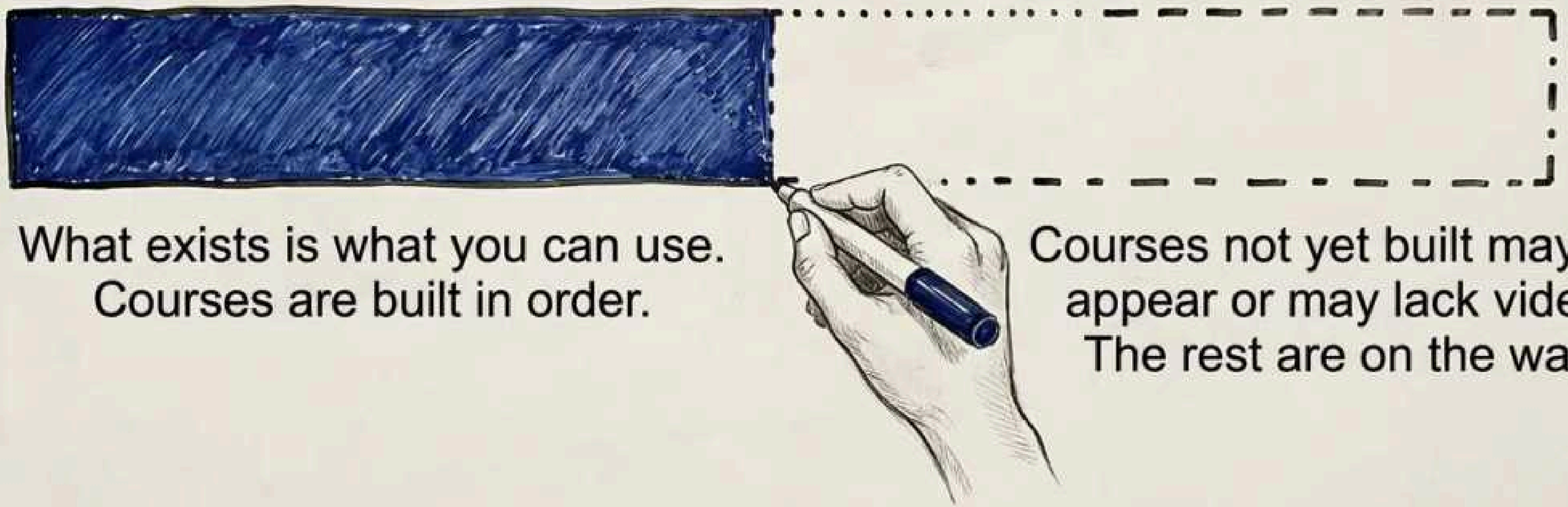
¶ 4.9

An algorithm for choosing your starting point



¶ 4.10

The library is a work in progress

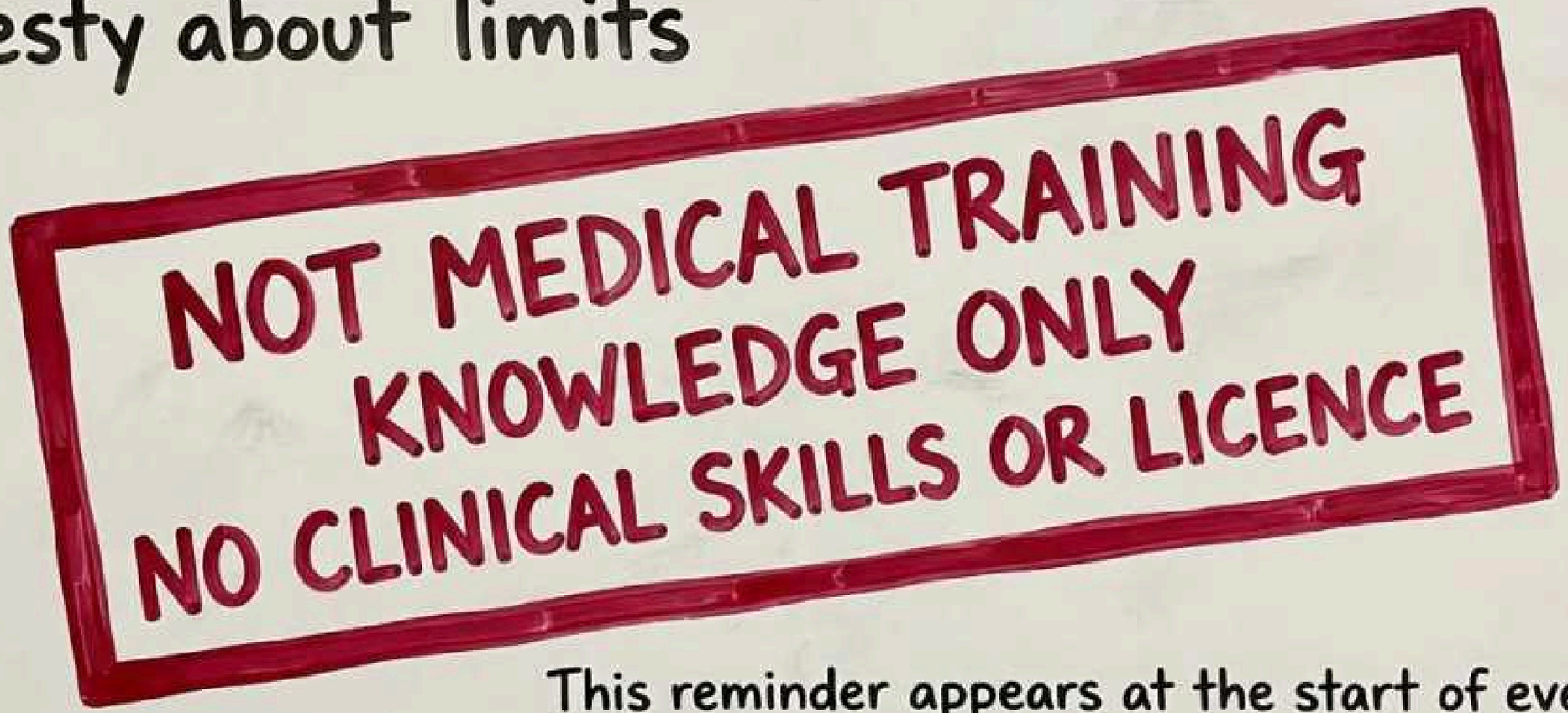


What exists is what you can use.
Courses are built in order.

Courses not yet built may not
appear or may lack video.
The rest are on the way.

¶ 4.11

A trustworthy library requires honesty about limits



This reminder appears at the start of every course. It is not excessive caution; it establishes the boundaries of the library.

¶4.12

The assignment for this lecture

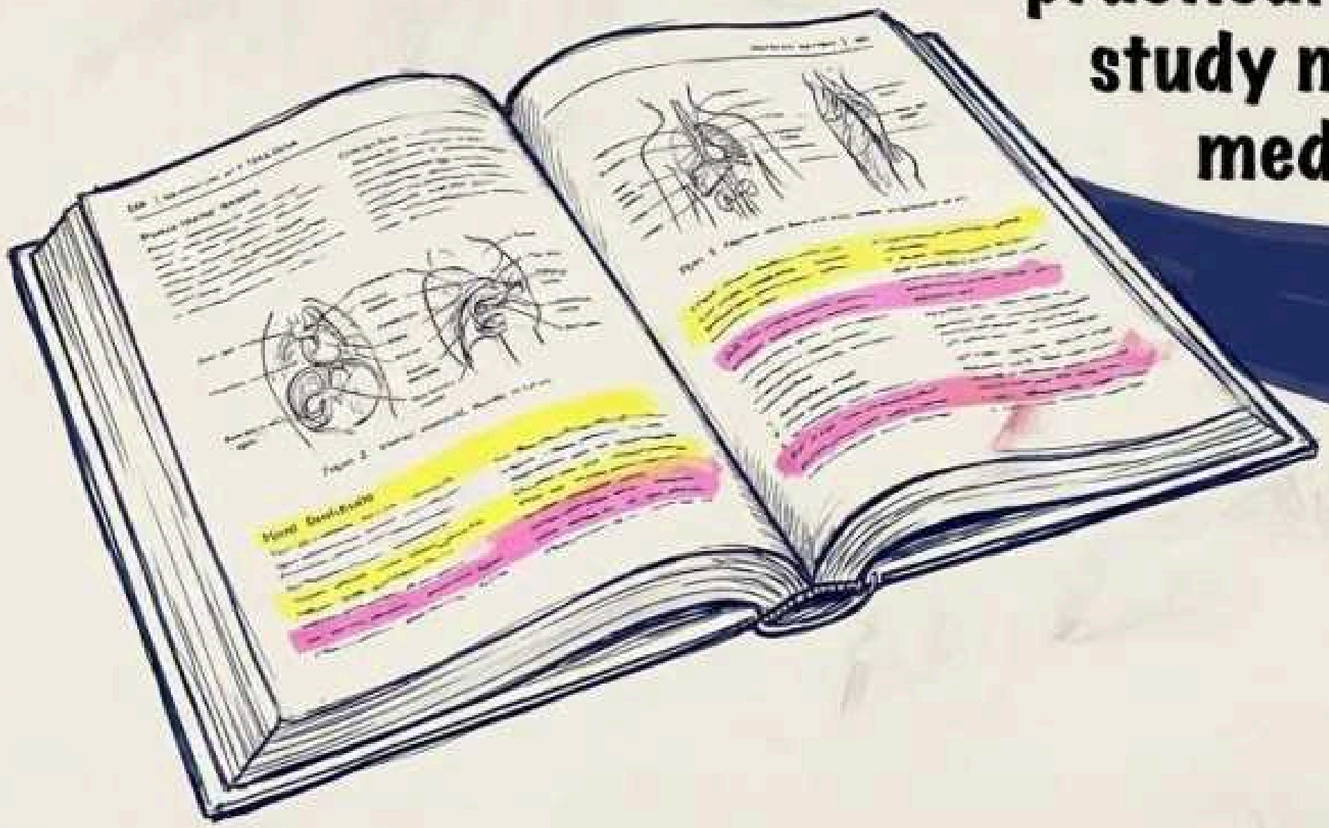
First course to take = [ ]

Hardest expected course = [ ]

Write both down based on the tour. Check back in a few months to see if you were right.

Looking ahead

¶ 4.13



In Lecture 5, we turn to the practical question of how to study medicine the way medical students do.