INTERDEPARTMENTAL NEUROSCIENCE PROGRAM

Sterling Hall of Medicine L-200, 203.785.5932
http://medicine.yale.edu/inp
M.S., M.Phil., Ph.D.

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Associate Professors Nii Addy (Psychiatry; Cellular & Molecular Physiology), Meenakshi Alreja (Psychiatry; Neuroscience), Sviatoslav Bagriantsiev (Psychiatry & Cellular Molecular Physiology), Charles Bruce (Neuroscience), William Cafferty (Neurology), Jessica Cardin (Neuroscience), Sreeganga Chandra (Neurology; Neuroscience), Steve Chang (Psychology; Neuroscience), Damon Clark (Molecular, Cellular, & Developmental Biology; Physics), Daniel Colon-Ramos (Cell Biology; Neuroscience), Kelly Cosgrove (Psychiatry; Radiology & Biomedical Imaging; Neuroscience), Jonathan Demb (Ophthalmology & Visual Science; Cellular & Molecular Physiology), Tore Eid (Laboratory Medicine; Neurosurgery), Sourav Ghosh (Neurology), Elena Gracheva (Cellular & Molecular Physiology; Neuroscience), Marc Hammarlund (Genetics; Neuroscience), Michael Higley (Neuroscience), Avram Holmes (Psychology), Erdem Karatekin (Cellular & Molecular Physiology; Molecular Biophysics & Biochemistry), In-Jung Kim (Ophthalmology & Visual Science; Neuroscience), Hedy Kober (Psychiatry), Ifat Levy (Comparative Medicine; Neuroscience), Chiang-shan Ray Li (Psychiatry; Neuroscience), Janghoon Lim (Genetics; Neuroscience), Ange liki Louvi (Neurosurgery; Neuroscience), Dhasakumar Navaratnam (Neurology; Neuroscience), Timothy Newhouse (Chemistry), Kevin O’Connor (Neurology), Maria Piñango (Neurology; Neuroscience; Pediatrics), Christopher Pittenger (Child Study Center; Psychology), Michael Schwartz (Neuroscience), Justus Verhagen (Neuroscience), Weimin Zhong (Molecular, Cellular, & Developmental Biology), Jiangbing Zhou (Neurosurgery; Biomedical Engineering)

Assistant Professors Alan Anticevic (Psychiatry; Psychology), Rui Chang (Cellular & Molecular Physiology; Neuroscience), Philip Corlett (Psychiatry), Marcelo de Oliveira Dietrich (Comparative Medicine; Neuroscience), George Dragoi (Psychiatry; Neuroscience), Dylan Gee (Psychology), Jason Gerrard (Neurosurgery; Neuroscience), Junjie Guo (Neuroscience), Ellen Hoffman (Child Study Center), Monika Jadi (Psychiatry), James Jeanne (Neuroscience), Christopher Kahl (Neurosurgery; Pediatrics; Cellular & Molecular Physiology), Alex Kwan (Psychiatry; Neuroscience), John Murray (Psychiatry), Anirvan Nandy (Neuroscience), Hyojung Seo (Psychiatry), Shaul Yoge (Neuroscience)
FIELDS OF STUDY
The Interdepartmental Neuroscience Program (INP) offers flexible but structured interdisciplinary training for independent research and teaching in neuroscience. The goal of the program is to ensure that degree candidates obtain a solid understanding of cellular and molecular neurobiology, physiology and biophysics, neural development, systems and behavior, and neural computation. In addition to course work, graduate students participate in an annual research-in-progress talk and a regular journal club, organize the Interdepartmental Neuroscience Program Seminar Series, and attend other seminar programs, named lectureships, symposia, and an annual research retreat.

To enter the Interdepartmental Neuroscience Ph.D. program, students apply to the Neuroscience track within the interdepartmental graduate program in Biological and Biomedical Sciences (BBS), https://medicine.yale.edu/bbs.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE
Each entering student is assigned a faculty advisory committee to provide guidance. This committee is responsible for establishing the student’s course of study and for monitoring the student’s progress. This committee will be subsequently modified to include faculty with expertise in the student’s emerging area of interest. Although each student’s precise course requirements are set individually to take account of background and educational goals, the course of study is based on a model curriculum beginning with five core required courses: Bioethics in Neuroscience (INP 580), Principles of Neuroscience (INP 701), Foundations of Cellular and Molecular Neurobiology (INP 702), Foundations of Systems Neuroscience (INP 703), and Comparative Neuroanatomy (INP 704), all completed in the first year of enrollment. During the second year of enrollment, students are required to take an advanced course on quantitative techniques. Collectively, these courses are designed to ensure broad competence in modern neuroscience. Students are also required to complete at least three additional elective courses from a broad set of neuroscience-related courses. The Graduate School uses grades of Honors, High Pass, Pass, and Fail and requires two term grades of Honors during the first two years of study. Students are expected to maintain at least a High Pass average. Additional degree requirements are successful completion of both terms of Lab Rotation for First-Year Students (INP 511, INP 512); both terms of Second-Year Thesis Research (INP 513, INP 514); and RCR Refresher for Senior BBS Students (B&BS 503), completed during the fourth year of enrollment. This will ensure that degree candidates obtain a solid background in systems, cellular, and molecular approaches to neuroscience. Admission to candidacy requires passing a qualifying examination normally given during the second year, and submission of a dissertation prospectus (NIH NRSA grant format) before the end of the third year. In accordance with the expectations of the BBS program, Ph.D. students are expected to participate in two terms (or the equivalent) of teaching. Thesis committee meetings are required at six-month intervals. Also required is the completion and satisfactory defense of the thesis.

Requirements for M.D./Ph.D. students are the same as for Ph.D. students with the following differences: three courses are required (INP 701; Structural and Functional Organization of the Human Nervous System [INP 510]; and one elective graduate-level course). M.D./Ph.D. students are required to serve for one term as teaching assistants; however, two terms of teaching are preferred.

MASTER’S DEGREES
M.Phil. See Degree Requirements under Policies and Regulations.

M.S. Awarded only to students who are not continuing for the Ph.D. degree and have successfully completed the equivalent of 30 credit hours in the doctoral program. This includes a passing grade in the five required courses plus two elective courses, a minimum of two Honors grades, and successful completion of both terms of Lab Rotation for First-Year Students (INP 511, INP 512) and both terms of Second-Year Thesis Research (INP 513, INP 514). Students are not admitted for this degree. Students who are eligible for or who have already received the M.Phil. will not be awarded the M.S.

Program information is available at http://medicine.yale.edu/inp.

COURSES
INP 510a, Structural and Functional Organization of the Human Nervous System  Michael Schwartz
An integrative overview of the structure and function of the human brain as it pertains to major neurological and psychiatric disorders. Neuroanatomy, neurophysiology, and clinical correlations are interrelated to provide essential background in the neurosciences. Lectures in neurocytology and neuroanatomy survey neuronal organization in the human brain, with emphasis on long fiber tracts related to clinical neurology. Lectures in neurophysiology cover various aspects of neural function at the cellular and systems levels, with a strong emphasis on the mammalian nervous system. Clinical correlations consist of sessions applying basic science principles to understanding pathophysiology in the context of patients. Seven two-hour laboratory sessions are coordinated with lectures throughout the course to provide an understanding of the structural basis of function and disease. Case-based conference sections provide an opportunity to integrate and apply the information learned about the structure and function of the nervous system in the rest of the course to solving a focused clinical problem in a journal club format. Variable class schedule; contact course instructors. This course is offered to graduate and M.D./Ph.D. students only and cannot be audited.

INP 511a and INP 512b, Lab Rotation for First-Year Students  Charles Greer
Required of all first-year Neuroscience track graduate students. Rotation period is one term. Grading is Satisfactory/Unsatisfactory.
INP 513a and INP 514b, Second-Year Thesis Research  
Charles Greer  
Required of all second-year INP graduate students. Grading is Satisfactory/Unsatisfactory.

INP 519a or b, Tutorial  
Charles Greer  
By arrangement with faculty and approval of DGS.

INP 520a / PSYC 530a, Foundations of Neuroscience: Biological Bases of Human Behavior  
Dylan Gee  
The purpose of this course is to provide students with an understanding of the biological factors underlying human cognition and behavior. Particular emphasis is placed on the mechanisms associated with individual differences in healthy functions (including emotion regulation, stress sensitivity, higher cognition, reward sensitivity, impulsivity, and social functions) and their relations with psychiatric and neurological disorders. Biological factors to be covered include genetic, neuroanatomical, neurophysiological, neurochemical, hormonal, and neuropsychological influences. Several of the initial sessions are devoted to basic topics (e.g., neurons, neuronal signaling, brain systems), before we begin our discussion of the neural basis of behavior and cognition. We also cover seminal work on animal models for mechanistic insights into the neurobiology of human behavior. Graduate students with any neuroscience research interest are encouraged to take this course. Required of Psychology Ph.D. students in the neuroscience area.

INP 558b / PSYC 558b, Computational Methods in Human Neuroscience  
Nick Turk-Browne  
This course provides training on how to use computational science for the advanced analysis of brain imaging data, primarily from functional magnetic resonance imaging (fMRI). Topics include scientific programming, high-performance computing, machine learning, network/graph analysis, real-time neurofeedback, nonparametric statistics, and functional alignment. Prerequisite: some prior experience with programming, data preprocessing, and basic fMRI analysis.

INP 562b / AMTH 765b / CB&B 562b / ENAS 561b / MB&B 562b / MCDB 562b / PHYS 562b, Modeling Biological Systems II  
Joe Howard, Thierry Emonet, and Jing Yan  
This course covers advanced topics in computational biology. How do cells compute, how do they count and tell time, how do they oscillate and generate spatial patterns? Topics include time-dependent dynamics in regulatory, signal-transduction, and neuronal networks; fluctuations, growth, and form; mechanics of cell shape and motion; spatially heterogeneous processes; diffusion. This year, the course spends roughly half its time on mechanical systems at the cellular and tissue level, and half on models of neurons and neural systems in computational neuroscience. Prerequisite: a 200-level biology course or permission of the instructor.

INP 580b, Bioethics in Neuroscience  
Charles Greer  
This course is an introduction to ethics and ethical decision-making in the neurosciences. Format for the course is an informal discussion. Each week we are joined by members of the Yale faculty and community who share their experiences and expertise as it relates to the topic of the week. Required of first-year INP students. Grading is Satisfactory/Unsatisfactory and is based on attendance/participation, weekly reaction papers, and a final term paper. Enrollment limited to Neuroscience track students.

INP 598a, Computing and Informatics for Biomedical Research  
Alan Anticevic  
How does a biomedical scientist navigate the dynamic and rapidly evolving landscape of computing and information technologies for data operations that are of growing importance for cutting-edge research? This course lies at the intersection of modern computing architectures, data orchestration, and software development. It is intended for students across fields of neurosciences, biomedical engineering, bioinformatics, psychology, and related disciplines who aim to develop practical skills and learn tools for computing and informatics applicable to cutting-edge biomedical research. This course does not focus on analytics and/or statistics per se and does not require prior programming experience. Instead, scientific examples drawn from neuroimaging, genomics, computational neuroscience, and behavioral/psychological experiments help the student develop a transferable knowledge base and technical know-how around accessing, using, and deploying computing technologies and informatics tools in the service of biomedical research. Topics include the LINUX shell, BASH scripting, leading programming languages for applied scientific computing, IDEs, data transfer and information technology basics, cloud computing, high-performance computing, modern database principles, git version control, containerization, software design and development principles, software documentation, licensing best practices, and research software distribution considerations. Collectively, the course aims to confer literacy and useful real-world skills around state-of-the-art computing/informatics technologies that are practically relevant for biomedical research.

INP 599b, Statistics and Data Analysis in Neuroscience  
John Murray and Hyojung Seo  
This course focuses on practical applications of various statistical models and tests commonly used in neuroscience research. It covers basic probability theory, hypothesis testing, and maximum likelihood estimation, as well as model comparison. The specific models and tests covered include ANOVA, regression, time series analyses, and dimension reduction techniques (e.g., PCA). Examples and homework are given in MATLAB, which is introduced at the beginning of the course. Previous experience in programming and basic statistics is desirable but not required.

INP 638a / PSYC 638a, Computational Models of Human Behavior  
Why do we do the things we do? How do we adapt to changes in the environment? And how does our happiness depend on our choices and what happens to us? How can computational models help us to gain new insights into psychological processes? The goal of this course is to use computational models to understand human behavior and its relationship to our emotions. Data is collected in a variety of tasks, including new experiments designed by students, and is analyzed using computational models.
INP 701a, Principles of Neuroscience  William Cafferty, Angeliki Louvi, and Alex Kwan
General neuroscience seminar: lectures, readings, and discussion of selected topics in neuroscience. Emphasis is on how approaches at the molecular, cellular, physiological, and organismal levels can lead to understanding of neuronal and brain function.

INP 702a, Foundations of Cellular and Molecular Neurobiology  Michael Higley and Janghoo Lim
A comprehensive overview of cellular and molecular concepts in neuroscience. Each exam (of three) covers one-third of the course (Cell Biology, Electrophysiology, and Synaptic Function) and is take-home, with short answer/essay questions.

INP 703b, Foundations of Systems Neuroscience  Amy Arnsten
An examination of the neural circuits that subserve sensory, motor, cognitive, and affective function, and their relationships to human disorders. A comparative species approach is used to highlight the evolution of neural circuits and their functions. Required of first-year Neuroscience track students.

INP 704b, Comparative Neuroanatomy  Charles Greer and Caroline Zeiss
This laboratory-based course examines the fundamental structural organization of the brain in a comparative context. For example, principles of the organization of systems and circuits are compared across human and nonhuman primates and rodents. Labs also explore the organization of the nervous system in zebrafish, drosophila, and c. elegans. The course is open only to graduate students enrolled in the Interdepartmental Neuroscience Program and complements the lecture course INP 703. Graded Satisfactory/Unsatisfactory. ½ Course cr

INP 720a / MCDB 720a, Neurobiology  Haig Keshishian and Paul Forscher
Examination of the excitability of the nerve cell membrane as a starting point for the study of molecular, cellular, and intracellular mechanisms underlying the generation and control of behavior.