UW school of Medicine Curriculum 2013

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Associate Dean for Curriculum

Required Basic Science Courses in the First Two Years
First Year Courses

- Microscopic Anatomy
- Nervous System
- Introduction to Clinical Medicine
- Anatomy and Embryology
- Medical Information for Decision Making (MIDM)
- Microbiology and Infectious Disease
- Mechanisms in Cell Physiology
- Musculoskeletal System
- Introduction to Immunology
- Biochemistry
- Systems of Human Behavior

Additional Coursework

- Preceptorships
  8 week (4 hours/week) mentoring experience in a clinical site
  required in year 1, elective in year 2.
Summer between years 1,2

June - September  Independent Investigative Inquiry (III)

Independent Investigative Inquiry (III)

Selective 1: Data Gathering/Hypothesis-driven Inquiry
- a basic laboratory study, a survey, secondary analysis of an existing dataset, a chart review, a qualitative study or a prospective clinical trial.

Selective 2: Critical Review of the Literature
- A critical review of the literature - a hypothesis then published material to derive an answer.

Selective 3: Experience-driven inquiry
- An experience-driven investigation of an issue while participating in either the R/UOP, IHOP, programs.

Selective 4: Special Simulation Selective
- work with the Institute for Surgical & Interventional Simulation (ISIS).
Second Year Courses

- Pathology
- Introduction to Clinical Medicine
- Cardiovascular System
- Urinary System
- Respiratory System
- Cases in Clinical Ethics
- Principles of Pharmacology
- Clinical Epidemiology
- Hematology
- Molecular and Cellular Basis of Disease
- Genetics
- Medicine Health & Society
- Hormones and Nutrients
- Brain and Behavior
- Reproduction
- Gastrointestinal System
- Skin System

White Coat Ceremony
Transition to Clerkships
Clinical Curricular Requirements

Clinical Curriculum
- Family Medicine (6 weeks)
- Internal Medicine (12 weeks)
- Obstetrics/Gynecology (6 weeks)
- Pediatrics (6 weeks)
- Psychiatry (6 weeks)
- Surgery (6 weeks)

Required clinical clerkships (third or fourth year):
- Emergency Medicine (4 weeks)
- Rehabilitation Medicine/Chronic Care (4 weeks)
- Neurology (4 weeks)
- Surgery Selectives (4 weeks)
- Other electives (16 weeks)

UWSOM: three options
- Traditional program
- Track
- WRITE

Note: Alaska not to scale
The W.R.I.T.E. Program

five-month program with a primary care preceptor in a rural area
Longitudinal experience
First set of rotation done at other sites
Sample weekly WRITE schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sunday</th>
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<td>Internal</td>
<td>Surgery</td>
<td>Internal</td>
<td>Fam med</td>
<td>Ob-gyn</td>
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<td>Fam med</td>
<td>Off</td>
<td>Pediatrics</td>
<td>Pediatrics</td>
<td>Ed call</td>
<td>ED call</td>
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Match Day
Recent efforts

- Increased focus on USMLE step 1
- Integration of courses
  - address any potential gaps
  - reduce unnecessary redundancies
- Increase active learning
- Spokane 2nd year pilot
- Curriculum Renewal

USMLE Step 1 Efforts

- Funding for all 2nd year students have access to Q Bank
- Funding a full time learning specialist
- Board prep course
  - Majority taught by students how have taken the test
- Review all final exams with the course chairs for quality.
  - Goal: test items in board format
- Integration of courses
  - path, pharm incorporated into other course
- Schedule earlier finish to increase time for board prep
UW SOM USMLE Step 1 results: 98.8% pass rate

Spokane Pilot: Guiding Principles

1. Learning objectives inspired by USMLE list of topics
2. Emphasis on professionalism and pre-class preparation
3. Enlightened use of high-quality textbooks
4. Optimize classroom time with active learning in small-groups
5. Few lectures, if any
6. Group of 10 students escorted throughout the year by 2 alternating clinicians (Guides)
7. Integration of Pathology and Pharmacology into systems courses
8. Daily use of clinical cases
9. Daily use of USMLE-style questions
10. Emphasis on meaningful clinical experience
Spokane: Course layout

<table>
<thead>
<tr>
<th>Week</th>
<th>Introductory Blood and Vasculature</th>
<th>Urinary and Pulmonary</th>
<th>Thanksgiving</th>
<th>GI and Nutrition</th>
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<tbody>
<tr>
<td>1</td>
<td>Ethics</td>
<td>First</td>
<td>Week</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Clinical Lab</td>
<td>Neuronal History</td>
<td>CV</td>
<td>PV</td>
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<td>3</td>
<td>Pharmacology</td>
<td>Heme</td>
<td>Library</td>
<td>Pathology</td>
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<tr>
<td>4</td>
<td>Biochemistry</td>
<td>CV</td>
<td>Pulmonary</td>
<td>IT and Nutrition</td>
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| 5    | Block Introductory Blood and Vasculature Urinary and Pulmonary Thanksgiving GI and Nutrition

Second Semester

<table>
<thead>
<tr>
<th>Week</th>
<th>Spring Break</th>
<th>Neuro and Psychology</th>
<th>Genetics</th>
<th>MHS</th>
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<tr>
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<td>Endocrinology</td>
<td>Derm</td>
<td>Brain &amp; Behavior</td>
<td>BPH</td>
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<tr>
<td>2</td>
<td>Endocrinology</td>
<td>Derm</td>
<td>Brain &amp; Behavior</td>
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<td>Reproduction</td>
<td>Rheum</td>
<td>Genomics</td>
<td>MHS</td>
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<td>15</td>
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<td>Rheum</td>
<td>Genomics</td>
<td>MHS</td>
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</tbody>
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Reasons for curriculum renewal

- Last curriculum review 1998; implemented 2002
- Changes in medical school admissions exam (MCAT) and medical licensing exam (USMLE)
- Changes in residency admission requirements
- Continuous changes in biomedical knowledge, medical information technology, and patient care
Curriculum Renewal

- **What we teach**
  - Explosion of medical and scientific information
  - Explosion of information technology
  - Enhanced patient knowledge and understanding
  - Changes in the roles of physicians in rapidly evolving healthcare system

- **How we teach**
  - **Increase active learning**
  - Increase curricular flexibility
  - Integrate the curriculum vertically and horizontally
  - Allow students to individualize their training
  - Integrate critical thinking, information management, techniques for lifelong learning throughout the curriculum

Some Recommended Changes

- Starting with an immersion experience
- Shortened Foundations phase
- Block courses incorporating multiple disciplines and themes
- A meaningful longitudinal clinical experience during Foundations
- Potential changes as to where Foundations is taught
- A defined boards review block
- Earlier entry into clerkships
- Competency-based rather than purely specialty-based clerkships
- Increased participation in longitudinal integrated clerkships
- Intersessions in Foundations and Patient Care
- Re-examination of scholarly project requirement
- Expansion of specialty specific components
### Current UWSOM curriculum

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
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<tbody>
<tr>
<td>11 Basic Science Courses</td>
<td>At UW: 17 organ-system science courses</td>
<td>Required clerkships: 6 clerkships over 42 weeks</td>
<td>Required clerkships: 4 clerkships over 16 weeks</td>
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<tr>
<td>Introduction to clinical medicine (ICM I)</td>
<td>ICM II</td>
<td>Preceptorships</td>
<td>Preceptorships</td>
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<tr>
<td>Preceptorships</td>
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### New UWSOM curriculum

<table>
<thead>
<tr>
<th>Scientific Foundations Phase</th>
<th>Clinical Foundations Phase</th>
<th>Career Preparation &amp; Scholarship Phase</th>
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<tbody>
<tr>
<td>Medical sciences w/ clinical integration 15 months</td>
<td>Required clerkships Integrated basic science Specific rotations in Seattle</td>
<td>Career exploration Specialty-specific preparation Research &amp; scholarship</td>
</tr>
<tr>
<td>Meaningful clinical experience</td>
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<tr>
<td>Our UW Culture</td>
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</tbody>
</table>

*Our UW Culture*
Thank you