

Integration workgroup update

August 23, 2021

Issues to be addressed

1. Determine opportunities for integration of foundational sciences into the M3/M4 year
2. Determine opportunities for integration of critical longitudinal components (pathology, radiology, genetics, palliative care, population health, value based care, leadership, QI/PS).
3. Create an implementation plan for the new clerkship dyads and for the development of a longitudinal integrated clinical experience.
4. Extend health equity education into the M3 and M4 year.
5. Does our clinical curriculum reflect anti-racist pedagogy?
6. How can we develop intentional opportunities for integration of the scientific approach into clinical education?
7. Examine and recommend best practices for UME transition courses.
8. Examine current EPOs and determine if revisions are needed.

What is integration?

- Integration is a curriculum development strategy.
- Synthesis of knowledge and skills across all four years.
- Connecting foundational science knowledge, clinical knowledge, and health systems science during clinical education.
- Planned redundancies that support repetitive and progressive learning.
- Introducing early clinical experiences into preclerkship phase of curriculum.

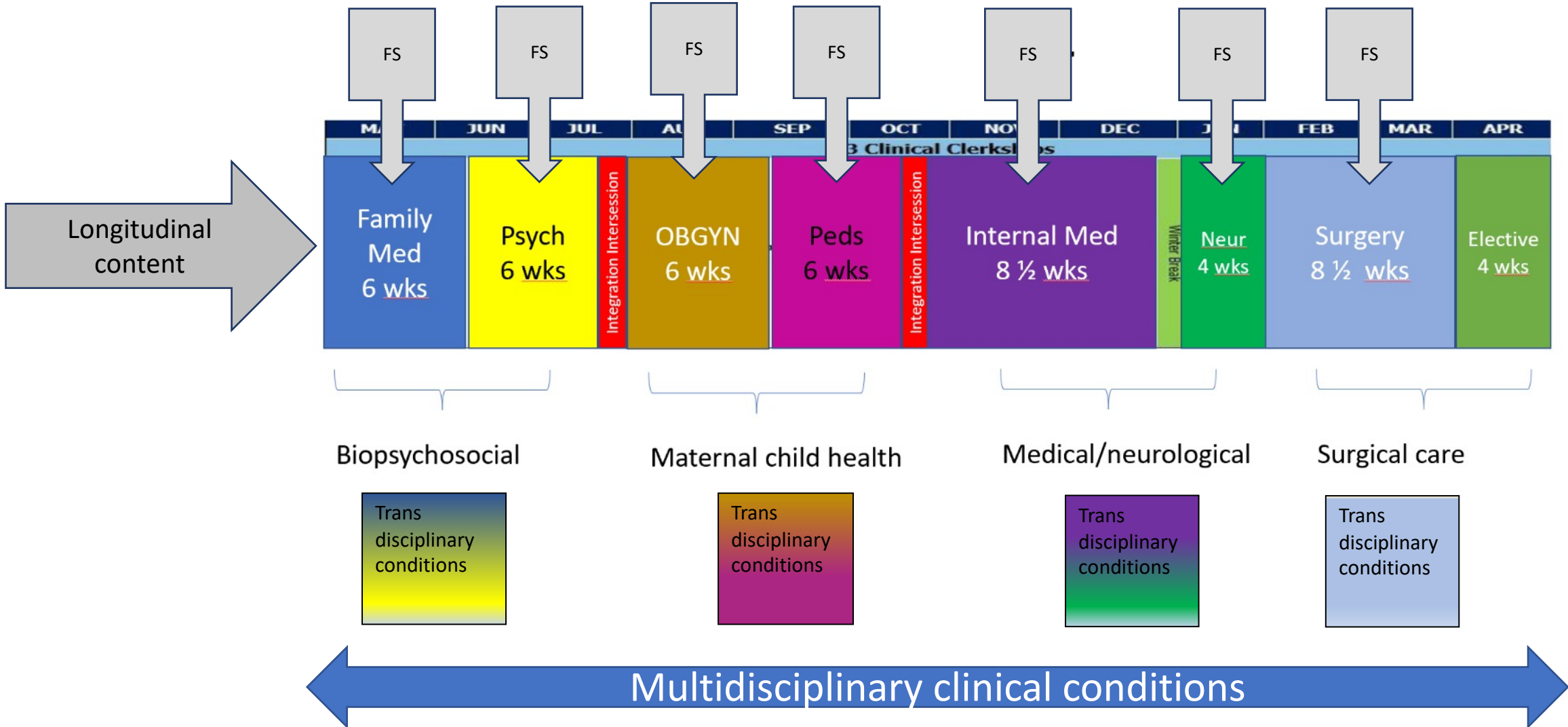
Why integration?

- Eliminate the disconnected 2+2 curricular structure.
- Promote learning *and* retention of knowledge through repetitive and progressive development of concepts and applications.
 - Fact acquisition is not enough.
 - Develop learning and retention *strategies* that will support lifelong learning skills.
- Medical school graduates need a large breadth of understanding beyond anatomy and physiology.
 - Foundational science (scientific basis of medicine)
 - Clinical practice
 - Science of healthcare delivery → health systems science
 - Professionalism and leadership
- Required for accreditation (standard xx)

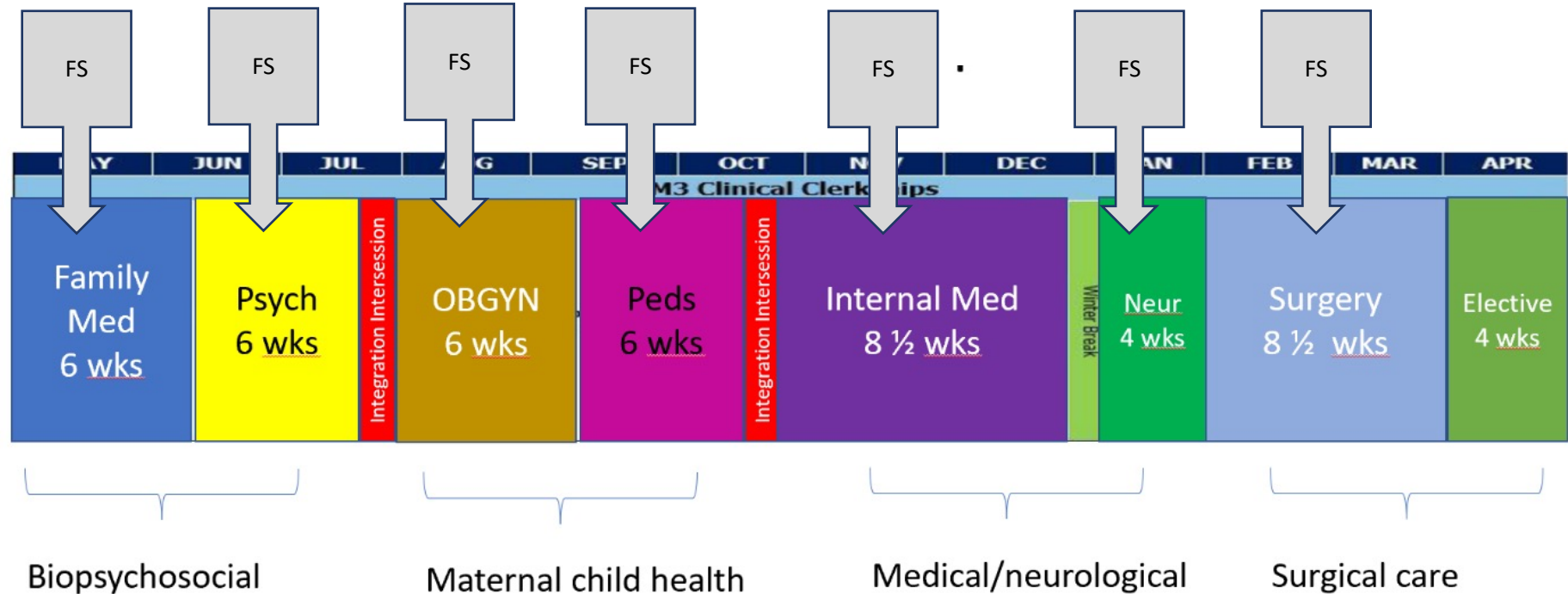
What is our ultimate goal?

- As a college of medicine, we endeavor to graduate students who will be “excellent clinicians and scientists”. Therefore, we will graduate self-regulated, collaborative, ethical lifelong learners who value equity and integrity and will provide the highest quality, evidence-based care for their patients.
- The purpose of implementing an integration based curriculum development strategy is to create a clinical curriculum that will ensure the above can result from our students’ clinical education.
 - Collaborate with peers
 - Integrate learning topics across disciplines
 - Practice systems thinking
 - Take ownership of patients
 - Recall and test knowledge over time
 - Collect feedback and make learning goals
 - Reflect on clinical experience

INTEGRATION SCHEMATIC

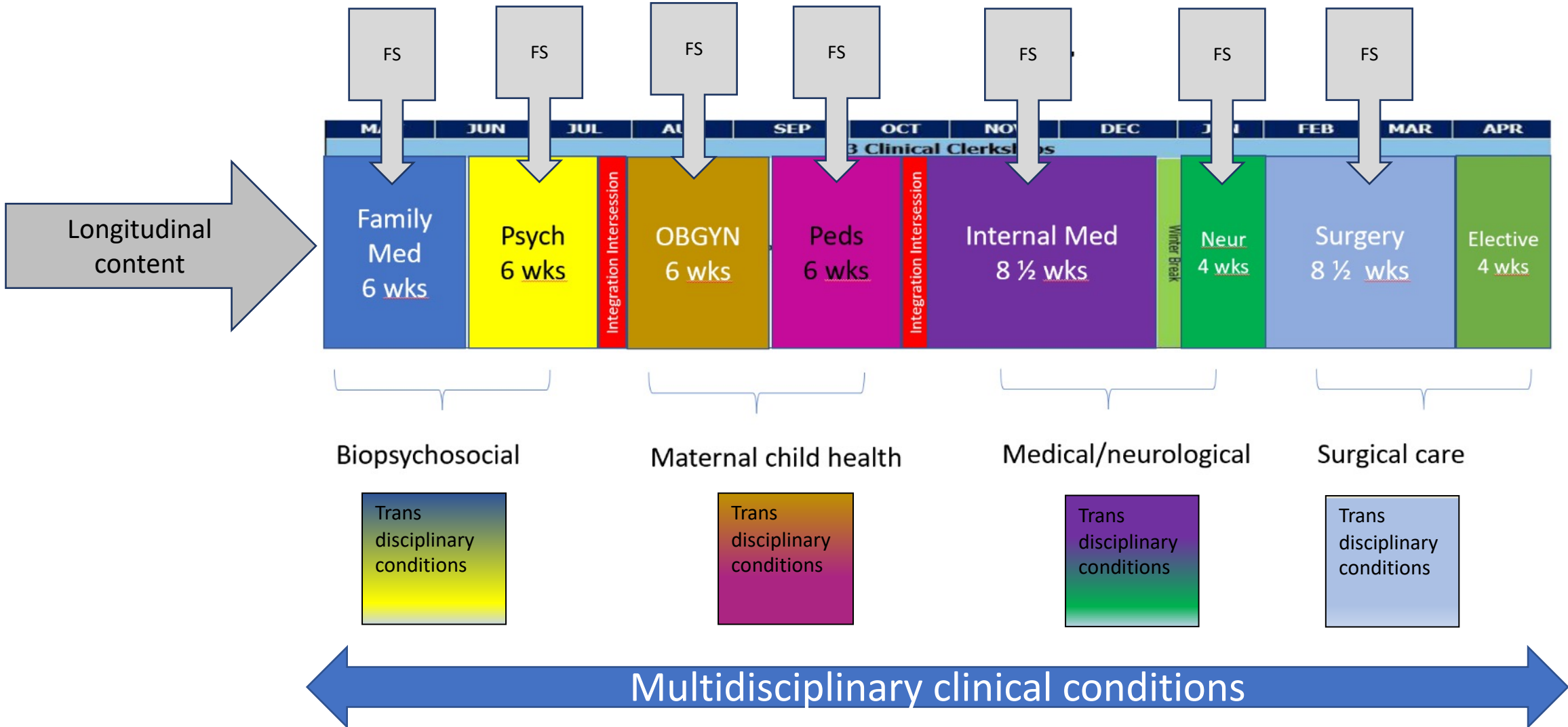


INTEGRATION IMPLEMENTATION: Foundational sciences



- Each discipline will review relevant content from the M1/M2 year with a focus on mechanisms of disease.

INTEGRATION IMPLEMENTATION: Longitudinal content



Longitudinal content

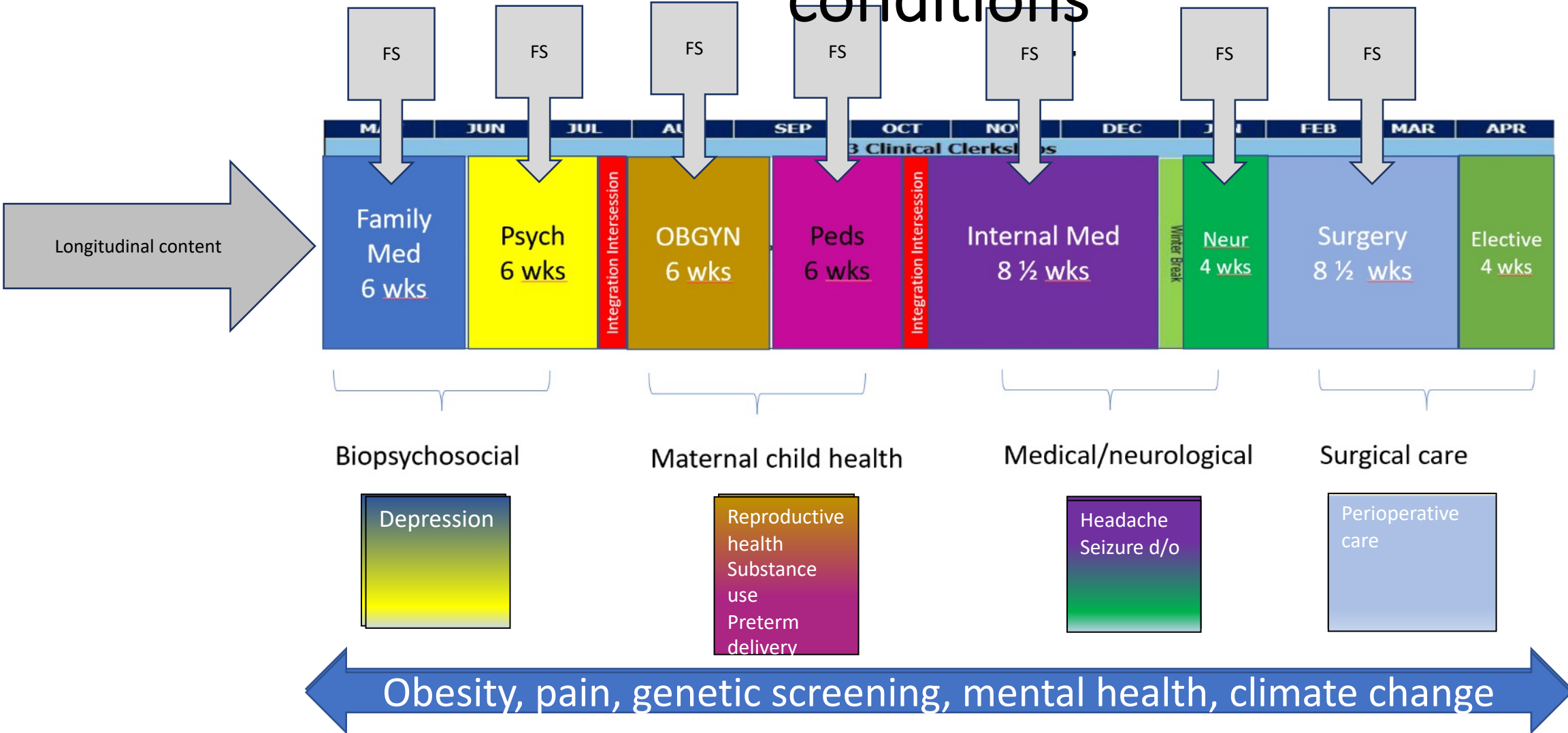
- Options include ethics, population health, health equity, radiology, pathology, genetics, informatics, value-based care, health care systems structure, health care finance, palliative care
- How to operationalize
 - Decide content
 - Which year(s)
 - Which clerkship(s)
 - Timeline

Integration intersessions

The purpose of integration intersessions (3 days) is to provide scheduled time during the M3 year with explicit learning objectives and educational activities that will facilitate students' transdisciplinary and longitudinal integration. Instructional methods include reflection, The activities will focus on

1. Assessment of transdisciplinary integration (OSCE)
2. Career exploration, professional identity development, value based care, informatics, health systems

INTEGRATION IMPLEMENTATION: Transdisciplinary and multidisciplinary conditions



Transdisciplinary/multidisciplinary

- Each clerkship dyad will develop a list of common clinical conditions and choose one to address in AY2022-23 and timeline for the rest.
- Workgroup will look at crosscutting clinical conditions that impact patients in all clinical disciplines with the goal of developing one of these conditions for AY 2022-23.

Next steps

- Determine content for each component of integration.
- Timeline
- 4th year content
- Assessment strategy
- Evaluation – metrics of success?