

Overview of *Your M.D.*, the new OHSU M.D. curriculum

The new OHSU M.D. curriculum will be competency-based and learner-centered, and will feature integration of basic and clinical sciences across all years and a required scholarly project. It will utilize active learning methodologies to foster in-depth understanding and application of materials learned, and will facilitate development of self-assessment, critical thinking, inquiry and life-long learning. View the draft curriculum template on page 3 while reading this overview (also available at www.ohsu.edu/newcurriculum).

The Philosophy and Guiding Principles of the UME Curriculum and the draft curriculum template were developed with input from many sources. Curricula of all U.S. and Canadian medical schools were reviewed, and calls and visits were made to several schools. A school-wide retreat was attended by over 200 people in October, 2012. Focus groups were conducted with students from all four years, residents, alumni, patients and community stakeholders. A faculty survey was conducted. Seven work groups, composed of faculty, students and staff evaluated a set of defined issues related to M.D. education and submitted detailed recommendations and reports. Drop-in sessions were held for faculty, students and staff.

The new curriculum begins with a **prematriculation self-assessment block** (shown in orange). Incoming students will have the opportunity to determine their learning styles, and to complete modules assessing their level of preparation in a variety of topics including, for example, biochemistry, genetics and biostatistics. These modules will also provide links to resources students may use to enhance their knowledge base in the areas tested. This module will set the tone for recurring cycles of self-assessment.

The first block of the academic year is **Fundamentals** (shown in gray). Here, students will have learning experiences that cover information that will underlie the blocks that follow. This will include, for example, basic principles of biochemistry, cell biology, pharmacology, epidemiology and communication skills. All material in this block will be built on and referred to in subsequent blocks, using a spiral curriculum format.

Six **Foundations** blocks (shown in pink) follow Fundamentals. Each block will include learning experiences in both basic and clinical sciences, organized around clinical cases in an organ system framework. In the heart, lung and kidney block, students will learn, for example, about the embryology and anatomy of the heart, ion channels and the conduction system, how to read EKGs and use a stethoscope, lipid transport mechanisms and the pharmacology of lipid lowering medications, and the health disparities that exist in management of coronary artery disease.

During the Fundamentals and Foundations blocks students will have clinical experiences in their Preceptorships. Themes (shown in light gray) such as ethics, physical diagnosis, epidemiology, and evidence-based practice will be woven throughout these blocks.

Students will take and pass **USMLE Step 1** (shown in yellow) prior to moving on to the **core clinical experiences** (shown in green). These have not yet been completely delineated, but will include both inpatient and ambulatory care experiences, and at least one rural rotation for all students. **Intersessions** (shown in light blue) will be held between clinical blocks, and will allow a return to basic science concepts now that the students have a clinical framework in which to better understand their significance. Intersessions will also contain some material relating to, for example, health policy, communication skills, evidence-based practice, and patient safety, again presented in the clinical framework they have just experienced.

The new curriculum will allow early completion of the core clinical experiences, with enhanced opportunities for **electives and selectives** (shown in blue) in areas not included in the required rotations. Students will have more time to explore a variety of career paths, and also to take “deep dives” into areas of interest. **USMLE Step 2** (shown in yellow) will be completed during this period.

All students will complete a **scholarly project** (shown in light green). This may involve, for example, hypothesis-testing basic, clinical or translational research, development of patient safety or quality improvement modules, or global health experiences. The new knowledge developed through these projects will be shared with the OHSU community in a **Capstone event** (shown in light blue). Students will graduate residency-ready.

