

September 2019 Curriculum Reform Update

September, 2019

Clinical Presentations in Trek

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------|---|---|---|--------------------------------------|---|
| A M | PreWork / Quiz (60 - 90 mins) | Medical Sciences | Medical Sciences | Preceptorship or Independent Time | 8-9am: Assessment |
| | 8-9 am: Intro, CC & Expectations for the Week | | | | 9-11 am: Unstructured Time |
| | 9-noon: Medical Sciences | | | | 11-noon: Facilitated Recap & Review |
| P M | 1-4 pm: Medical Sciences | Clinical Skills (for 1/2 class) --- Preceptorship or Independent Time (for 1/2 class) | Clinical Skills (for 1/2 class) --- Preceptorship or Independent Time (for 1/2 class) | Health & Society (Case-based Format) | Preceptorship or Independent Time / Structured Office Hours |
| | 4-5 pm: Independent Learning | | | | |

Curriculum

New Approach to Basic Science Curricular Structure

The Trek Curriculum establishes a unique blend of learning that builds upon the guiding principles of Curriculum Reform and recommendations from each of the School of Medicine Implementation teams. The weekly schedule pictured above organizes blocks of time specifically designed to integrate the fundamental Medical Sciences, Clinical Skills, Preceptorship time, Health and Society, Assessment and Independent Learning. This dynamic schedule provides structured learning opportunities for students in their first year of the Trek curriculum (Plains) as well as the flexibility for students to focus on their individual learning needs and preceptor schedules.

Each week of the Plains phase begins with a chief concern that might be present in a clinical setting. The students will then have to explore the cause in relation to the specific unit they are studying. This will allow students to gain exposure to the different ways they might see a variety of clinical conditions in their future medical careers. Framing each week with clinical conditions provides a scaffolding for the sciences, clinical skills and health and society concepts students will be learning during the week. This method of organizing the foundational science learning is designed to enhance clinical reasoning and recall of foundational sciences during the next phases of the curriculum.

Like many schools across the country, we are incorporating a third pillar of health system sciences into the Trek Curriculum. This addition of the Health and Society pillar requires students to integrate concepts of health systems science, social determinants of health and evidence based medicine into their approach to learning foundational science and clinical skills. Previously, some of these elements were incorporated as threads in the curriculum, however, the School of Medicine identified the Health Systems Science as important concepts for physicians only throughout the state of Colorado, but across the country and the world, as well. The new leaders and doctors emerging through the medical program at the University of Colorado must be positioned to recognize and advocate against the limitations of health systems and challenges faced by populations in order to become leaders who transform the health of diverse communities and advocates for health equity.

Recent Website Questions:

Q:

Is each of the incoming medical students in 2021 going to be assigned a preceptor during their first year? Yes, all students will continue to have preceptors as part of the Foundations of Doctoring curriculum.

How will students be able to participate in immersive experiences? CUSOM students will be expected to participate in community engagement and service learning experiences. Mentored scholarly work will continue to be a requirement for all students.

How will MD PhD students currently in legacy curriculum transfer back into Trek curriculum? Current MSTP students will be reintegrated into the legacy component of the curriculum as they currently do. Future students will be more easily reintegrated into the Trek Clinical Curriculum. During the overlap years, additional clinical curriculum will be created to maximize the efficiency of the MSTP students completing the program. Each MSTP student will require individualized planning until the Trek Curriculum is fully implemented.