

MΔ Curriculum: Ongoing Project Development and Implementation

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Consortium projects

Inclusion Survey: In collaboration with Virginia Commonwealth University and the University of California Davis, we are validating and deploying a tool to assess the learning environment and medical school inclusion.

Teaching EMR: Integrating Teaching EMR (tEMR) across the curriculum: Fifty of Regenstein's tEMR cases are used as index cases for the 50 weeks of the Case-Oriented Essentials course (CORe) in Stage 1 of our curriculum. tEMR cases are used for study of social determinants of health in VITAL. We are introducing high value care into our clinical clerkships using the tEMR with the aim of providing immediate feedback to students on their clinical decision-making.

Emerging issues: We are developing a framework in the VITAL course to integrate emerging issues into the curriculum in real time (e.g. emerging epidemics and global immigration), to teach students the skills needed to assess the validity of existing information and justify whether to change practice or to recommend/advocate for system change.

Coaching: In collaboration with Virginia Commonwealth, Vanderbilt, and OHSU, we introduced a fourth-year coaching program to students interested in surgical fields. The program will expand to all students in Academic Year 2019/2020.

Grant team members

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Additional Projects

As part of the MΔ curriculum, initiated with the class of 2020, we developed two complementary pre-clinical courses, one centered on individual patients assessed from a basic science and biopsychosocial perspective (Case Oriented Essentials, or CORe) and one centered on populations (Vertical Teams Aligned in Learning, or VITAL) in addition to our laboratory and doctoring courses. The VITAL course covers many domains of health systems science, often through the lens of emerging findings, diseases or issues that affect health care. Enhanced utilization of the Regenstein tEMR with extension of its use into the clerkship years will help continue to thread this material into the clinical stage of the curriculum.

The Clinical Home course delves into health systems science from the experiential and patient centered perspective with an emphasis on the interprofessional healthcare team and the continuum of care. The content complements VITAL with authentic experiences in a variety of settings. These include homecare, patients with disabilities, care of the elderly, occupational health along with public health and advocacy themes.

VITAL is also a key component in the delivery of a public health curriculum focused on health equity, which will enable every medical student, beginning with the class of 2020 to graduate with a Graduate School Certificate in Public Health, specifically the social determinants of health and health disparities.

In collaboration with the AMA and University of Michigan, University of North Dakota and University of California, Davis we are also working to enhance the psychosocial components of patient care with an increased emphasis on the psychosocial assessment of the patient by serving as a pilot site for the new 360 degree history and physical examination.

With the introduction of the MΔ curriculum, we began a coaching program wherein all students in the pre-clinical Stage 1 are paired with either a basic scientist or a clinician coach. Although each student is assigned to one or the other, the basic scientist and clinician form a team to coach a total of ten students — tracking grades, peer evaluations, career plans and any other student needs. As the class of 2020 completes Stage 2 (the first clerkship year) they have continued with clinical coaches who review evaluations, help students create goals for improvement, and discuss career options. During the AY 2018/2019 year, we have initiated a pilot project for fourth year coaching through collaboration with VCU, OHSU, and Vanderbilt University. This project focused on students interested in surgical fields, and will expand in AY-2019/2020.

Need/Gap Addressed

There is increasing evidence that the learning environment, specifically with respect to inclusion, security and a sense of community, plays a critical role in the ability of the learner to master the material as well as develop professionally. Assessing the health of the learning environment is a first step in addressing this issue.

Health system sciences, specifically high value care and the assessment of emerging issues, clinical guidelines and recommendations, will confront medical students throughout their practice. Utilizing the tEMR provides greater authenticity to this experience while also supplying immediate feedback to students.

Graduate questionnaires both at our institution and across the country reflect the lack of satisfaction with career advising throughout medical school. The success of our stage 1 coaching program has led us to develop coaching across the continuum.



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