BUSM Curriculum 2022

Priya Garg, MD
Associate Dean of Medical Education
Through curricular and scholarly innovation we will develop reflective, collaborative and socially minded physicians who demonstrate excellence and integrity in the practice of medicine to promote improvement in health care.
Curriculum Objectives

- Establish and maintain medical knowledge necessary for the care of patients
- Demonstrate clinical skills and diagnostic reasoning needed for patient care
- Effectively communicate with patients, families, colleagues and interprofessional team members
- Practice relationship centered care to build therapeutic alliances with patients and caregivers
- Exhibit skills necessary for personal and professional development needed for the practice of medicine
- Demonstrate knowledge of health care delivery and systems needed to provide optimal care to patients and populations
- Exhibit commitment to promoting and advancing health equity for all patients
The Science of Successful Learning

Embrace difficulties
The more effort required to retrieve, the more learning takes place.

Avoid illusions of knowing
Familiarity is not mastery. We are drawn to immediate, short-term gains, not slower, effortful, long-term retention.

To learn, retrieve
Periodic practice and testing strengthens retrieval routes. Test yourself rather than constantly re-reading notes.

Move beyond learning styles
We have multiple intelligences and by drawing on a wide variety, you improve retention.

STEP 01

STEP 02

STEP 03

STEP 04

Increase your abilities
Embrace a growth mindset, practice like an expert and construct memory cues.

STEP 06

STEP 07

STEP 08

Elaborate
Find different layers of meaning in new material by explaining ideas in your own words and by making connections.

Generate
Attempt to answer a question or solve a problem before being shown the solution. Wade into the unknown and puzzle through it.

Reflect
Combine elaboration and retrieval by recalling learning, connecting learning and reflecting on the success of the learning.

STEP 09

STEP 10

Calibrate
Use objective measures, such as tests or expert feedback, to clear away illusions and adjust the accuracy of your judgements of your learning.
Framework for Instructional Design

Boston University School of Medicine
Medical Education

https://www.roseman.edu/2019/12/02/team-based-learning
https://docwithpen.org/2015/08/11/study-habits-for-medical-school-new-and-old
Course In 1st Year

1. **Principles Integrating Science, Clinical Medicine and Equity (PISCEs)**
   - Integration of Prism and DRx into a systems based course
   - 12 systems taught over 16 months
   - Clinical reasoning embedded into systems
   - Also includes core content in health equity, ethics and health systems science

2. **Doctoring**
   - Communication skills, physical examination, documentation

3. **Learn, Experience, Advocate, Discover and Serve (LEADS)**
   - Focus on health equity, innovations in health care delivery, scholarship and creating change
Curriculum Schematic 2022

Pre-Clerkship Curriculum Phase 1

- AUGUST: FOUNDATIONS 1
- SEPTEMBER: FOUNDATIONS 2
- OCTOBER: FOUNDATIONS 3
- NOVEMBER: CARDIOVASCULAR
- DECEMBER: VACATION
- JANUARY: PULMONARY
- FEBRUARY: RENAL
- MARCH: LEADS
- APRIL: ENDOCRINOLOGY & REPRODUCTION
- MAY: HEMATOLOGY

- AUGUST: ORIENTATION
- SEPTEMBER: LEADS
- OCTOBER: VACATION
- NOVEMBER: INTERSECTION
- DECEMBER: LEADS
- JANUARY: VACATION
- FEBRUARY: LEADS
- MARCH: VACATION

Pre-Clerkship Curriculum Phase 1 Continued

- JULY: NEUROLOGY & PSYCHIATRY
- AUGUST: GI & NUTRITION
- SEPTEMBER: DERMATOLOGY/RHEUMATOLOGY/MUSCULOSKELETAL
- OCTOBER: INTEGRATION
- NOVEMBER: VACATION
- DECEMBER: VACATION
- JANUARY: LEADS
- FEBRUARY: STEP 1 PREPARATION AND EXAM
- MARCH: VACATION
Integration Weeks

- Apply key basic science concepts in the solving of complex multisystem clinical cases
- Generate differential diagnoses for the BUSM Core “chief concerns,” with an emphasis on the most common diagnoses as well as the “can’t miss” diagnoses
- Integrate data from the patient history, physical exam, laboratory data, and imaging in order to choose the most likely diagnoses in a given clinical case
- Develop a testing plan to confirm or refute diagnostic possibilities in a given clinical case
- Reinforce USMLE study through case-based sessions covering Step 1 exam material
- Revisit challenging foundational science concepts from the systems-based curricular courses.
Doctoring Year 1

- Doctoring Small Group (AME)
- 4th Year Student Preceptorship
- Core Physical Examination
- Longitudinal Clinical Preceptorship
- Actor Communication Sessions

2 afternoons/week all year
Doctoring Domains

- Interview Technique
- Relational Competence
- Data Gathering
- Physical Exam Skills
- Oral Presentations
- Written Documentation
- Clinical Reasoning
- Health Equity and Disparities
- Personal and Professional Development
- Self-directed Learning
Academy of Medical Educators Teams (AMEs)

Tuesday Afternoon
6 AMEs
48 Students

Wednesday Afternoon
7 AMEs
56 Students

Thursday Afternoon
6 AMEs
48 Students

Longitudinal relationship over time - 1:8 advisor, 1:8 longitudinal assessor
LEADS (Learn, Explore, Advocate, Discover, Serve)

7 pre-clerkship weeks
May be followed by
- Summer projects
- 3rd year rotation
- 4th year capstone

LEADS Areas of Focus
- Global and refugee health
- Community and Preventative Health
- Homeless Health
- Teamwork and Interprofessional teams
- LGBTQ+ health
- Wellness/Integrated Medicine
- Social Determinants of Health
- Racism and Health
- Substance Use, Addiction and Health
- Teamwork and Interprofessional teams
- Biomedical, and Translational Research

Longitudinal Methods
- QI Methods
- Research Methods
- Medical Education and Curriculum Development
- Advocacy and Community Based Interventions
- Narrative Medicine
- Interprofessional Teams
- Leadership and Change Management
<table>
<thead>
<tr>
<th>LEADS Weeks</th>
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<tr>
<td>• Mix of didactic and experiential</td>
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<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>• Intro to health equity conceptual framework and areas of concentration</td>
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<th>Week 2</th>
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<tbody>
<tr>
<td>• Continued health equity conceptual framework and areas of concentration</td>
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<td>• Patient narratives and panels</td>
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<th>Week 3</th>
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<tr>
<td>• Concentration specific evidence, clinical interventions and innovations</td>
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<tr>
<td>• Experiential immersion, research, QI, and med ed methodology.</td>
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<td>• Brainstorming summer immersion(optional)</td>
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<th>Week 4</th>
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<tr>
<td>• Continued experiential immersion debriefing, patient panels.</td>
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<tr>
<td>• Longitudinal methods continued and finalizing summer</td>
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<table>
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<tr>
<th>YEAR 2</th>
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<tbody>
<tr>
<td>Week 5- Project development and mentored meetings</td>
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<tr>
<td>Week 6 -Project development and mentored meetings</td>
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<tr>
<td>Week 7- Sharing and learning from peers. Scholarly presentations and analyses</td>
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### Instructional Design Proposal Year 1

#### Week 1

<table>
<thead>
<tr>
<th>8-9</th>
<th>Topic kick off – BSUM core case small group in system with key themes and clinical topics incorporated/Introductory and large group interactive lectures (live or virtual)</th>
<th>Open Discussion (optional)</th>
<th>Open Discussion (optional)</th>
<th>Large Group Interactive Lecture</th>
<th>Large group interactive lecture/workshop</th>
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<tbody>
<tr>
<td>9-10</td>
<td>Guided Self learning time 3 hours of content delivered</td>
<td>Guided Self learning: 3 hours of content delivered</td>
<td>TBL</td>
<td>Guided Self Learning time 1 hour of content delivered</td>
<td>Self-study or Open Discussion (optional)</td>
</tr>
<tr>
<td>10-11</td>
<td>Guided self learning time 2 hours of content delivered</td>
<td>Hands-on learning (lab, clinical skills)</td>
<td>*Graded IRAT, GRAT, Class Participation</td>
<td>Guided Self Learning time 4 hours of content delivered (all SDL with embedded quizzes)</td>
<td>Self-study Time (either T, W, Th)</td>
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<tr>
<td>11-12</td>
<td>Guided self learning time 4 hours of flipped content delivered (all SDL with embedded quizzes)</td>
<td>Doctoring small group (T, W, Th)</td>
<td>Patient Care (M, T, W Th or F afternoon or Mon, Tues, Th am)</td>
<td>Guided self learning time 4 hours of content delivered (all SDL with embedded quizzes)</td>
<td>Patient Care (T, W Th or F afternoon or Tues am)</td>
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<tr>
<td>12-1</td>
<td>Guided self learning time 4 hours of flipped content delivered (all SDL with embedded quizzes)</td>
<td>Self-study Time (either T, W, Th)</td>
<td>Patient Care (M, T, W Th or F afternoon or Mon, Tues, Th am)</td>
<td>Guided self learning time 4 hours of content delivered (all SDL with embedded quizzes)</td>
<td>Patient Care (T, W Th or F afternoon or Tues am)</td>
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#### Week 2

<table>
<thead>
<tr>
<th>8-9</th>
<th>Large Group Interactive Lecture</th>
<th>Open Discussion (optional)</th>
<th>Large Group Interactive Lecture or hands on learning: other small group</th>
<th>Self-study time</th>
<th>Self-study Time</th>
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<tr>
<td>9-10</td>
<td>Guided Self learning time 2 hours of flipped content delivered (all SDL with embedded quizzes)</td>
<td>TBL</td>
<td>Consolidation for the two weeks case revisist.</td>
<td>Open Discussion (optional)</td>
<td>Self-study Time</td>
</tr>
<tr>
<td>10-11</td>
<td>Guided self learning time 4 hours of flipped content delivered (all SDL with embedded quizzes)</td>
<td>*Graded IRAT, GRAT, Class Participation</td>
<td>Hands-on learning (lab, clinical skills) -- can run this either 8-10 or 10-12 and switch.</td>
<td>End of 2-week assessment (including concepts learned in doctoring: based on LO – 90% last 1-2 weeks, 10% integrated)</td>
<td>End of 2-week assessment (including concepts learned in doctoring: based on LO – 90% last 1-2 weeks, 10% integrated)</td>
</tr>
<tr>
<td>11-12</td>
<td>Guided self learning time 4 hours of content delivered Self-study time</td>
<td>Doctoring small group (T, W, Th or F)</td>
<td>Self-study Time (either T or W, Th)</td>
<td>Off</td>
<td>Off</td>
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<tr>
<td>1-4</td>
<td>Guided self learning time 4 hours of content delivered Self-study time</td>
<td>Self-study Time (either T or W, Th)</td>
<td>Self-study Time (either T or W, Th)</td>
<td>Off</td>
<td>Off</td>
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Blue boxes are required in class attendance.  
Yellow boxes are self directed learning and self study  
Green are optional faculty led hours (First 12 weeks of curriculum - required attendance)
2022-2023 Calendar
My goal for all of our graduates:

- Knowledge and clinical skills to care for ALL patients and provide exceptional care
- Leaders driving change in health equity
- Scholars in medicine with the skills to have successful academic careers
- Curious and love learning
- Part of a team and collaborating with peers, faculty and staff
- Participate in your education and shape learning for the future