1. Proposal for an Integrated, Comprehensive Ophthalmology Curriculum – Dr. Gary Holland

Ophthalmology will become a thread across Blocks 6 – 9 during the second year of medical school. The thread will consist of 12 lectures and 4 afternoons of practical exercises or clinical experiences. This course work replaces current instruction during Blocks 6 and 8 and a 1-week ophthalmology rotation during the third-year Surgery clerkship. The afternoon workshops will be highly focused and standardized to compensate for the substantial reduction in time devoted to practical instruction in year 3; students will also be encouraged to practice examination skills during their second-year preceptorships.

The current third-year ophthalmology clerkship week, currently in the Surgery rotation, will be changed to an elective, included among the various surgical subspecialty electives that are available to students during the Surgery rotation.

Goals

1. To teach basic eye examination skills that are appropriate for non-opththalmologists to all UCLA medical students;
2. To provide a basic core of knowledge about eye disease to all medical students;
3. To provide a more in-depth clinical experience in ophthalmology to those students who wish additional training in this field, whether or not they plan careers in ophthalmology.

These changes will begin in July 2012. The class of 2014 will have some extra ophthalmology labs in Block 8 to make up for not having the 1-week required clerkship.

Motion: The MEC unanimously approved a motion to adopt the Ophthalmology curriculum.

See full proposal

2. Third Year Medical School Student Continuity Clerkship at VA Greater Los Angeles Healthcare System – Dr. Greg Brent

Overview

The VA Greater Los Angeles Healthcare System Continuity Clerkship is designed to provide students with an outstanding experience of providing clinical care within a fully integrated inpatient and outpatient system. Students, under close supervision, will be encouraged to take primary responsibility for the evaluation and care of patients. The availability of an electronic medical record and appointment system will promote the ability of students to master this
emerging area of medical care and to achieve continuity in following their patients across various settings.

The VA has integrated mental health patients into primary care medicine, which will promote following patients across the component rotations of the continuity, Medicine, Psychiatry, and Neurology. The VA values patient-centered care and students will gain exposure to the Patient-Centered Medical Home (in the VA referred to as Patient-Aligned Care Teams-PACTs). Multidisciplinary teams, including physicians, nurses, advanced practice nurses, physician assistants, pharmacists, and social workers, are utilized across care settings and learning to work within the team will be an important experience for students.

The VA is focused on transitions of care across settings and students will learn the various models utilized. There are a variety of inpatient and outpatient clinical performance measures that are part of the VA quality improvement program that the students will participate in for their patients. Use of the electronic medical record for quality improvement, transitions of care, and integrated women’s health care, will be themes developed across the continuity experience with faculty assigned to oversee their integration.

**Overall Goals**

- To provide outstanding patient-centered care within an integrated health care system.
- To understands the components of effective transitions of care across a variety of inpatient and outpatient clinical settings.
- To understand and apply the elements of patient-centered care in the inpatient and outpatient setting.
- To participate in a health care team and understand the roles and contributions of the various disciplines to care of the individual patient.
- To understand the goals and practice of clinical performance measures to improve care for the individual patient and the impact on the healthcare system.
- To utilize the electronic medical record across inpatient and outpatient settings.
- To experience the integration of medical and mental health primary care.

**Learning Objectives**

By the end of the Continuity Clerkship, students will be able to:

- Understand the issues faced by the patient when seeking care for an acute problem, or coping with a chronic disease.
- Develop a personal bond with your patient across inpatient and outpatient care settings and understand effective transitions to provide continuous care of acute and chronic medical conditions.
• Apply core competencies in evaluation and care of a patient including professionalism, history taking, diagnostic reasoning, and formulation and implementation of a management plan.

• Utilize the electronic medical record in care of patients, integration of care across the inpatient and outpatient setting, and in quality improvement.
• Apply the principles of patient-centered care through effective transitions of care and working within a multidisciplinary team.

**Motion:** The proposal was unanimously approved by the Committee.

See full proposal: [document 1](#) and [document 2](#).

3. **NBME Clinical Comprehensive Exam – Dr. LuAnn Wilkerson**
   At the end of third year, students are required to take the Clinical Performance Exam (CPX) and the NBME Clinical Comprehensive Exam on the same day, however, student feedback suggests this schedule is too taxing. Dr. Wilkerson proposed eliminating the final longitudinal preceptorship at the end of the third year to allow students to take the practice exam, resulting in a total of 14 preceptorship visits.

**Motion:** A motion to adopt this proposal was approved.

4. **Updates**

   **UC Riverside – Dr. Craig Byus**
   Dr. Byus received encouraging news from the Office of the President regarding medical school funding and their plans are moving forward.

   **LCME Subcommittee – Dr. LuAnn Wilkerson**
   Dr. Wilkerson will chair the Educational Program for the MD Degree Subcommittee as part of the institutional self-study process required for reaccreditation by the Liaison Committee on Medical Education (LCME). She extended an invitation to MEC members to serve on the subcommittee to learn more about the medical student curriculum, including the identification of any areas of strength or weakness.