



# David Geffen School of Medicine at UCLA

## **MD Curriculum Redesign**

### Academic Year 2021-22

Our “Why” – Why are we building a new curriculum

Our philosophy of teaching & guiding principles in the new curriculum

The new MD curriculum schematic

Defining components of the new curriculum schematic

Information provided in this document may be modified in the coming months pending review and approval from the UCLA DGSOM Faculty Executive Committee (FEC) and the LCME. For most up to date information on the curriculum redesign process, visit: [medschool.ucla.edu/md-curriculum-redesign](https://medschool.ucla.edu/md-curriculum-redesign)



## OUR WHY

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We launched the redesign to incorporate new content, new teaching approaches, and enhanced flexibility for our students' experience. The curriculum redesign effort started with the very fundamental question, "why?" What does DGSOM seek to uniquely do in training future physicians:

**“To empower students to become physicians committed to excellence and leaders in innovation, research, health, education, advocacy and humanistic care.”**



## WHAT WE ASPIRE OUR GRADUATES TO BE

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A **COURAGEOUS** physician welcomes uncertainty as a space for discovery, questions and challenges the world around them, and is unafraid to do what is difficult. They consistently seek out areas for growth, and are advocates for their patients, profession, science, and society.

A **CURIOS** physician always has the desire to ask “Why”. They are internally motivated to challenge assumptions, ask questions, seek creative answers, and to continuously improve knowledge, skills, and attitudes.

A **DEDICATED** physician has the passion to persevere towards long-term goals, is motivated by a strong sense of purpose and ownership and embraces life-long learning.

An **ETHICAL** physician is honest, altruistic, and patient-centered. They are motivated by duty, integrity, social justice, and a concern for the common good.

A **HUMBLE** physician recognizes the honor of practicing medicine, helping others, and contributing to scientific knowledge. They accept the limits of their own knowledge and abilities, are willing to grow and change their own perspective, and are open to learning from others.

A **HUMANISTIC** physician values and strives to treat everyone with kindness, genuine compassion, empathy, and respect for their diverse background and values.

A **REFLECTIVE** physician is mindful, conscientious and adaptable. They are continuously examining themselves and their environment to improve medicine and health.

A **RESILIENT** physician purposefully works to strengthen their ability to cope with stress and challenging situations in healthy and productive ways, knows when to seek additional help, and has the resolve to grow in the face of adversity.

## OUR PHILOSOPHY OF TEACHING

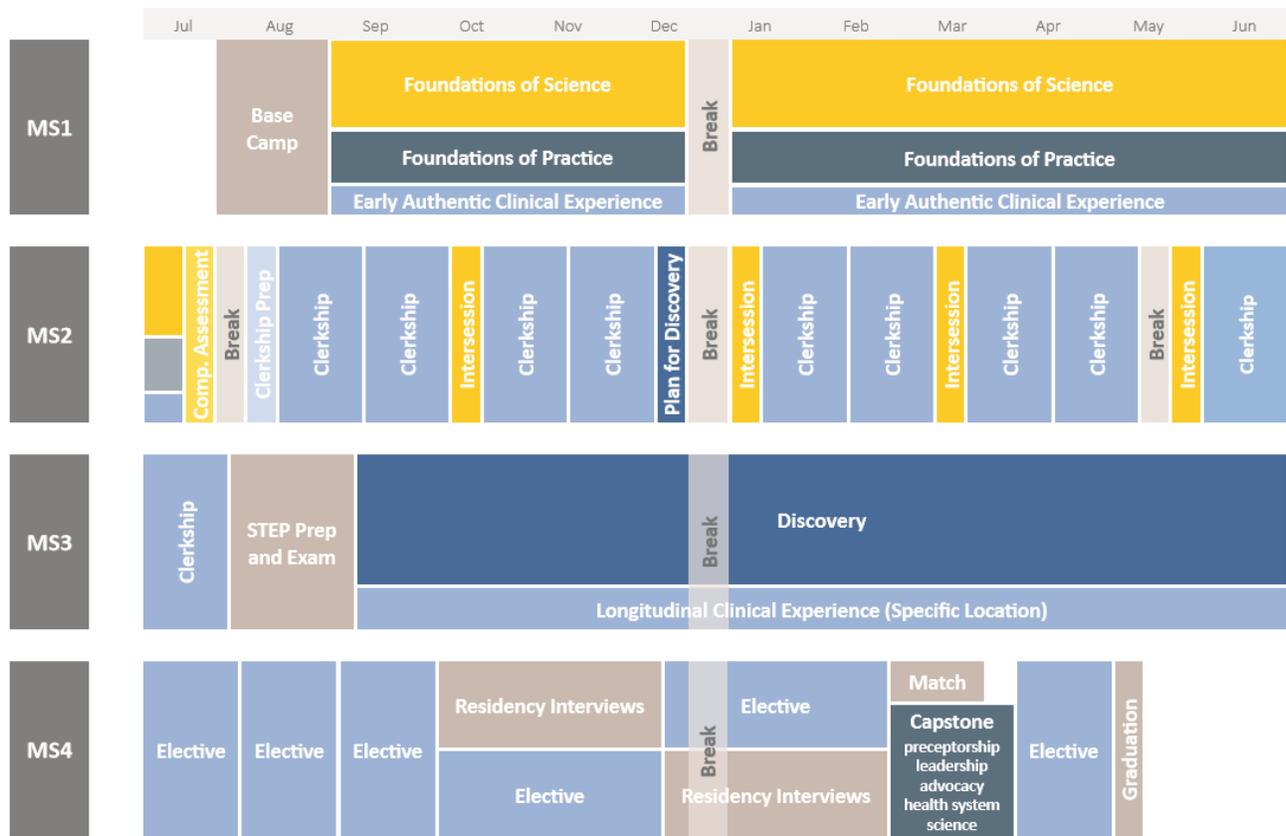
The development of our new curriculum will be guided by our philosophy of teaching. These principles were developed in collaboration with faculty, staff & students.

- I. DGSOM reflects UCLA “[True Bruin](#)” values and embodies the [Cultural North Star](#).
- II. DGSOM cultivates a spirit of inquiry and encourages critical thinking.
- III. DGSOM promotes excellence over competence in learning.
- IV. DGSOM fosters meaningful partnership and engagement between teacher and learner.
- V. DGSOM embraces pedagogy that empowers the learner and fosters active learning.

## NEW MD CURRICULUM SCHEMATIC

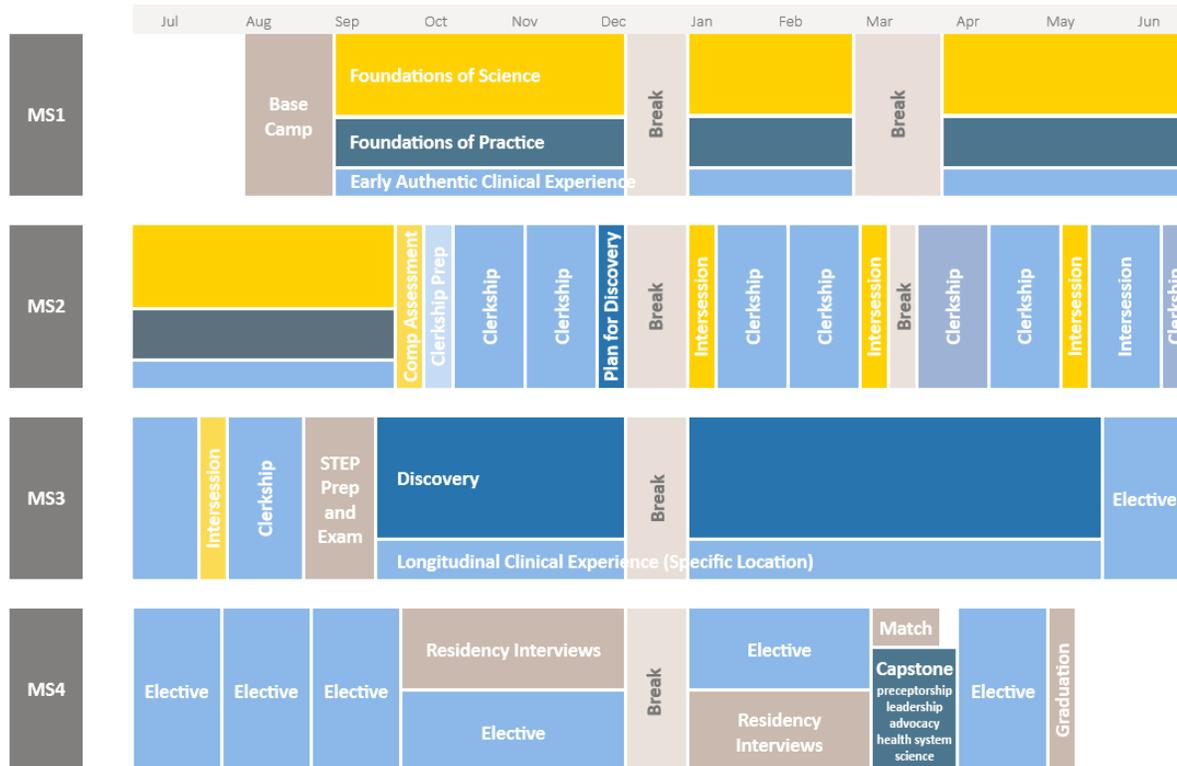


**David Geffen**  
School of Medicine



## New MD Curriculum Schematic for Academic Year 2021-22

Our redesigned curriculum will launch in AY 2021-22. The curriculum introduces several revamped components each of which are described below. This modified schematic for AY 2021-22 runs parallel to medical students in our current curriculum and as such is modified to ensure the clerkship year has a shortened overlap with third-year medical students in the existing curriculum.



### COMPONENTS OF THE NEW CURRICULUM

#### Base Camp (Year 1)

Pre-matriculation activity to prepare first year medical students for the pre-clerkship curricular components (i.e. Early Authentic Clinical Experience / Foundations of Science / Foundations of Practice).

Components of base camp include but are not limited to: Social Determinants of Health, Ethics/Professionalism, Basic/Introductory Clinical skills, and Essential Basic Science concepts.

#### Foundations of Science (Year 1/2)

Understand the physiologic and pathophysiologic basis of disease through in-depth and active learning of the medical sciences with emphasis on the clinical application of concepts, processes, and discoveries. Foundation of Science is taught in Year 1 as well as during Interession in Year 2.

Components of the foundation of science include: Anatomy, Physiology, Biochemistry, Pharmacology, Genetics, Microbiology, Immunology, Molecular & Cellular Biology, and many more new and emerging areas such as mental health, prevention & nutrition, and more.

### **Foundations of Practice (Year 1/2)**

Acquire the requisite knowledge, skills and attitudes (KSA) to provide exemplary clinical care to diverse patient populations.

Components of the foundation of practice include: Interpersonal communication skills, medical interviews, clinical examination skills, clinical reasoning and many more new and emerging areas such as: social & structural determinants, population health, quantitative medicine, inter-professional teamwork, bioethics & decision making.

### **Early Authentic Clinical Experience (Year 1/2)**

Expose first year medical students to immersive, real-life clinical experiences that will provide context and application opportunities to the KSA acquired in Foundations of Practice, and begin to form their professional identity.

Students will have an opportunity to play roles such as: health coach, patient navigator, intake (“MA-like”), etc...in a variety of different health settings such as in: student-run free clinics, “Hot spotting (In-Home visiting program)” and in community-based clinics/FQHC’s.

### **Intersession (Year 2/3)**

Mandatory curricular time that cover longitudinal elements of the curriculum, designed so that students do not miss any clerkship duties. The week-long intensive activities is designed for integration of KSA acquired in clerkships, reflection on how clinical experiences inform future practice, and identify areas of interest for future research and/or advocacy.

### **Clerkships (Year 2/3)**

Clinical year provides students with exposure to specialties including seven core clinical rotations: Surgery, Medicine, Pediatrics, Obstetrics and Gynecology, Neurology, Psychiatry, & Family Medicine.

### **Discovery (Year 3)**

Students pursue a year of discovery selecting a path/focus alongside a faculty mentor. Paths could include: research, innovation, advocacy, dual degree at a UCLA school, or electives.

### **Longitudinal Clinical Experience (Year 3)**

Longitudinal clinical relationship complements the core clerkship period to support the continued development and entrustability of our students to become outstanding clinicians in alignment with their specialty choices.

### **Electives (Year 3/4)**

Clinical electives in many sub-specialties.

### **Capstone (Year 4)**

The capstone course for our graduating medical students is aimed at ensuring their preparedness for clinical practice as interns, providing closing educational statements on important topics that will be ubiquitous during early clinical practice, and permitting the development of deeper conversations about topics of interest.