David Geffen School of Medicine at UCLA

New MD Curriculum

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
❖ Our Why

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.”

❖ Our philosophy of teaching & guiding principles in the new curriculum

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.

❖ The new MD curriculum schematic
Defining the components

**Boot 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 boot 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)**
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 Intersession 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)**
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)**
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)**
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)**
Clinical year provides students with exposure to specialties including eight core clinical rotations.
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 4)
Clinical electives in many sub-specialties

Capstone (Year 4)
A capstone for our graduating medical students 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.