UCONN | SCHOOL OF MEDICINE

Example of Weekly Schedule

Stage 1 of the M Delta Curriculum will last for about 18 months, centered on a team-based learning (TBL) curriculum that is patient-centered and case-based. The TBL experiences will be supported by ReALM (remote active learning materials). Stage 1 students will be placed one of three weekly schedules, each consisting of 22 contact hours per week. Boxes outlined in red are the possible placements for CLIC. The weekly schedules below are examples, and are used for illustrative purposes only. *Schedules are subject to change*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	LAB		VITAL Holiday	CLIC	
9:00-10:00					
10:00-11:00	CORE	LAB	CORE		CORE
11:00-12:00					
12:00-1:00					
1:00-2:00		PACTS (B/C) 1:30-4:30; S&D; CS (A)	DOCC	CLIC w/Schol A1, A2, A3	PACTS/FLEX
2:00-3:00					
3:00-4:00	VITAL				LAB Review
4:00-5:00					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00		LAB	VITAL Holiday	LAB	
9:00-10:00					
10:00-11:00	CORE		CORE		CORE
11:00-12:00					
12:00-1:00				VITAL Holiday	
1:00-2:00	VITAL B1	DOCC	CLIC w/Schol A1, A2, A3		PACTS/FLEX
2:00-3:00				PACTS (B/C) 1:30-4:30; S&D; CS (A)	
3:00-4:00	VITAL B2				LAB Review
4:00-5:00					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00		DOCC	LAB	CLIC	LAB
9:00-10:00					
10:00-11:00	CORE		CORE		CORE
11:00-12:00					
12:00-1:00				VITAL Holiday	
1:00-2:00	VITAL	CLIC w/Schol A1, A2, A3	PACTS (B/C) 1:30-4:30; S&D; CS (A)		PACTS/FLEX
2:00-3:00				CLIC	
3:00-4:00					LAB Review
4:00-5:00					

COrE (Case Oriented Essentials)	Team Based Learning is the key pedagogy in this offering, which is broken down into five separate courses over time, each progressing the student toward greater independence and enhanced clinical reasoning skills. The sequence of cases help the student to develop foundational knowledge in the basic medical and biopsychosocial sciences through the presentation of virtual patients and families.
Fabric of Anatomy & Biology Lab	The laboratory experience includes Gross Anatomy, Virtual Anatomy, Histology and early exposure to Radiology and Ultrasound in both the Human Anatomy Lab (HAL) and Virtual Anatomy Lab (VAL). The goal of the Laboratory program is to provide students with fundamental knowledge of the anatomy and microanatomy of all clinically relevant regions and structures within the human body. This knowledge will inform physical examination and clinical reasoning skills. Students will learn to correlate state-of-the-art medical images with anatomy and to recognize pathological changes associated with anatomy. Laboratory experiences will also include physiology experiments.
DoCC (Delivery of Clinical Care)	Students will learn the necessary skills to interact with and examine patients and will be provided feedback for ultimate growth as a professional. The course will be integrated with the other courses in Stage 1 and students will learn and be assessed in the Clinical Skills Center in exercises with patient instructors.
PACTS (Patient Advocacy in Communities)	Within the broad framework of Health Systems Science, PACTS uses an experiential and narrative medicine format to allow students to explore both systems thinking and the patient experience within the health care system, with a goal toward eliminating barriers to health. Threads include social determinants of health, population health, health equity, quality and patient safety, cost-conscious care, the economic impact of health care, communication, team-based collaborative care and the patient experience of coping with chronic illness. Students will be introduced to the spectrum of care and care partnerships available in the community, including public health, mental health, addiction and disabilities services, and meet interprofessional care partners in the workplace, in the home, in facilities, dialysis centers and hospitals. Throughout the course, professional identity development, team skills, alliance building, and the role of the physician as advocate are emphasized.
CLIC (Clinical Longitudinal Immersion in Community)	Students are paired with a physician in an outpatient practice, allowing the student to interact with actual patients with a focus on primary care. Within a month of starting medical school, students begin practicing the skills that they learn in DoCC in the authentic office environment. This experience lasts for at least the first three years (may be continued during fourth year on an elective basis), allowing for significant personal and professional growth. In the final six months of the third year, students may opt to spend time in an alternate setting or subspecialty.
VITAL (Vertically Integrated Teams Aligned in Learning)	The Vertically Integrated Teams Aligned in Learning (VITAL) Program prepares students with the skills they need to adapt to emerging issues in medicine/dentistry, public health, and policy that they will encounter in their clinical practice through courses that cover all three stages of the curriculum. The long term goal of VITAL is to make students better practitioners through the use of health system science and other threads that compliment and encompass the practice of medicine and dentistry. These include: law and ethics; evidence-based decision-making; interprofessional education; the social determinants of health and health disparities; the health care system and high value care; public and population health. In VITAL Stage 1, students meet once a week and work in teams or small groups to address real-world problems using the skill sets they are developing. In Stage 2 VITAL course objectives are threaded through many of the clinical clerkships as well as the Homeweek sessions that occur twice a year. In Stage 3 small teams of students complete a final project based on their analysis of an emerging issue relevant to clinical care. Combined, these courses support students' growth as independent life-long learners and teachers.
Scholarship and Discovery	The overall goal of the course is to prepare students to embrace the breadth of modern scholarship principles and practices integral to their role as future clinicians. Students will build their skills to formulate relevant research questions, design and implement rigorous approaches, collect and appraise evidence, and develop proficiency in scholarly communication. Students will learn and apply the principles of ethical conduct in research. During Stage 1, students prepare a Capstone proposal describing the scholarly project they will conduct in Stage 2 and/or 3.