



Exploration - Stage 1

Course	Description
CORe (Case Oriented Essentials)	The Case Oriented Essentials (CORe) Program is a set of 5 courses that use Team Based Learning (TBL) as the main pedagogy for curriculum delivery. The program's primary goal is to present the breadth of health and biopsychosocial science topics using a patient-centered approach incorporating the impact of health and disease on both the individual patient, family, and community. The sequence of index cases and virtual patients integrates aspects of foundational health sciences, organ system physiology and pathophysiology, pharmacology, biostatistics and epidemiology, law and ethics, and clinical medicine during each TBL unit. Each course builds on prior content, allowing the student to apply basic science concepts to understand symptom presentation, mechanisms and patterns of health and disease, and the principles behind therapeutic strategies.
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)	In small groups, students will learn the necessary history, exam and communication skills to interact with patients and colleagues in this doctoring course (DoCC). They are provided individual feedback for ultimate growth as a professional by the triad for each group: physician, allied health professional and senior student. 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.
CLIC (Clinical Longitudinal Immersion in the Community)	Students are paired with a physician in an outpatient practice for ½ day each week, 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 6 months of the third year, students may elect to spend time in a subspecialty site.

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Course	Description
HSS (Health Systems Science)	The health systems science program is a suite of courses that compliment the study of the basic and clinical sciences and represent the third critical domain to prepare clinicians for practice in the twenty-first century. Health systems science introduces students to the analytical tools and skills they need to understand health policy and the health care system, apply a systems-based approach to dilemmas within the health care system, assess the scientific literature, measure population health, and advocate for greater health equity for all their patients. The courses also give students direct experiences meeting and working with patients living with challenging and/or chronic illnesses, exploring local communities and work environments that shape the social determinants of health, identifying community resources and organizations, and observing a wide variety of other health professionals in their practice settings.
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, all students will become familiar with critical aspects of scholarly work in 7 (including Launch) scheduled workshops. They will prepare a Capstone proposal describing their scholarly project (the Capstone Project). Students will conduct the Capstone Project in Stage 2 and/or 3 with the exception of Dual Degree Students.
Clinical Reasoning	The course is designed to provide a bridge between the basic sciences and clinical rotations by encouraging the learner to analyze clinical cases involving multiple organ systems with a problem-based learning pedagogy. The learner will gain experience in oral presentations similar to presenting cases on clinical rounds. The learner will gain experience with formation of sound assessments and plans for commonly encountered clinical problems.
ILO's (Individual Learning Opportunities)	During LEAP (Learning Enhancement and Assessment Period), students either engage in reinforcement material to support content or participate in an ILO, or Individual Learning Opportunity, thus individualizing their experience. For students who have demonstrated a gap in knowledge, LEAP provides time and faculty support, and in some cases a re-assessment focused on their particular gap. If the student is cleared for an ILO, this five-day period allows total immersion in specialized topics designed by faculty to promote a deeper dive into a curricular area, support skill building, and/or career exploration. It also allows students the opportunity to have a valuable experience and learn outside of the curriculum, including options in the humanities.

Clinical Immersion - Stage 2

Course	Description
Ambulatory Medicine	The overarching goals for the ambulatory medicine clerkship are for the students to develop skills and competencies in areas of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. Students must be able to collaborate effectively to provide patient care that is compassionate, appropriate, and effective both for the treatment of health problems and the promotion of health. They should have the knowledge, skills and attitudes necessary to allow effective interaction with patients and all members of the healthcare team, provide high quality patient care for their patients within the context of the larger healthcare system and promote the best interest of patients, society and medical profession. They should be able to apply their knowledge to better assess the etiology, epidemiology, clinical manifestations, pathogenesis, prognosis, treatment, and natural history of common illnesses and evaluate their method of practice and implement strategies for improvement of patient care. The highlight of this clerkship is to help students develop competencies in providing high-quality comprehensive care to patients in an outpatient ambulatory office/clinic.
Ambulatory Pediatrics	Overarching goals include the acquisition of basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence; acquisition and implementation of the knowledge necessary for the diagnosis and initial management of common pediatric acute and chronic illnesses; acquisition of an understanding of the influence of family, community and society on the child in health and disease; development of communication skills that facilitate the clinical interaction with children, adolescents and their families; development of competence in the physical examination of infants, children and adolescents; development of clinical problem-solving skills and development of strategies for health promotion as well as disease and injury prevention. Students have a one to one-to-one experience (one patient, one student, one preceptor), which allows for significant assessment of individual student status re: knowledge and skill.
Family Medicine	The goal of this rotation is to provide students with myriad experiences in the primary care field of Family Medicine. Students will learn about the role of family medicine doctors in the community. Students will be able to identify the pillars of this specialty: continuity of care, care coordination, comprehensive care, and community service. Students will explore the different scopes of practice and populations' family doctors serve. Students will develop and practice their patient care skills, develop differential diagnosis, preventive care plans for the most common diagnosis seen and managed by family medicine doctors in the community. Students will identify the role of culture in influencing health outcomes and illness and demonstrate the ability to provide appropriate resources to patients for prevention and acute care. Students will demonstrate the ability to practice evidence-based medicine by formulating clear clinical questions, find best sources of evidence, evaluate and appraise the evidence for validity and usefulness with respect to particular patients or populations, and determine when and how to integrate new findings into practice. Students will be able to collaborate effectively to provide family-centered, evidence-based patient care that is compassionate, culturally sensitive, and age appropriate and effective, both for health promotion and treatment of medical problems.

Clinical Immersion - Stage 2

Course	Description
Inpatient Medicine	Inpatient medicine is an educational experience where students will be part of a team taking care of complex inpatients. Students will experience the challenges of patient care including obtaining history and performing physical exam on patients; appreciate the impact of an illness on the patient and their family; demonstrate effective oral presentations; and assess each problem appropriately by formulating and prioritizing a differential diagnosis using current scientific evidence.
Inpatient Pediatrics	Overarching goals include: Diagnose and provide basic management strategies for common pediatric acute and chronic illnesses; develop communication skills that facilitate clinical interactions with children and their families and ensure that complete and accurate data is obtained; develop competency in the physical examination of infants, children and adolescents; develop clinical problem-solving skills; understand the unique role that different members of the multidisciplinary team have in caring for a hospitalized child. One week of the inpatient clerkship will be in the Emergency Department with experience in the newborn nursery or NICU. All students on inpatient pediatrics will be involved in the multidisciplinary approach to caring for the hospitalized child (rounds include pharmacy, social work, nursing, nutrition team, resp therapy etc.). All students will complete the Aquifer Pediatrics cases by the end of their two pediatric clerkship components.
Neurology	Overarching goals include developing excellent history-taking skills related to disorders of the nervous system; developing the skills necessary for performing a proper neurological examination; application of neuroanatomical principles for lesion localization in the nervous system; understand the pathophysiology of common neurological diseases and emergencies, their evaluation, and their treatment. The students are exposed to the acute evaluation and management of patients with stroke during the Neurology rotation. They will also be exposed to the care and management of patients admitted to the epilepsy monitoring unit at UCONN/JDH (and Hartford Hospital).
Obstetrics & Gynecology	Overarching goals include: develop a thorough understanding and comprehensive approach to women's health subjects in the office setting including prenatal care, age-appropriate women's health screening and follow up gynecologic problem visits; display an understanding of the basic assessment and management principals of inpatient antepartum high risk pregnancies and women progressing through the process of labor and delivery; discuss the fundamental principles of safely bringing women into the operating room for minor and major gynecologic surgical procedures, including the management of complications and routine postoperative follow-up. Curriculum shared with the Surgery clerkship includes a shared emphasis on surgical skills and joint case-based radiology conferences.

Clinical Immersion - Stage 2

Course	Description
Psychiatry	<p>The Psychiatry clerkship will expose students to a wide range of psychopathology in order to facilitate recognition and management of psychiatric disorders encountered in the practice of medicine. Diagnostic evaluations and therapeutic considerations for both hospitalized and non-hospitalized psychiatric patients will be emphasized as well. Students are an integral part of inpatient psychiatry teams. They perform different tasks ranging from obtaining clinical collateral information from family members/ caregivers to aiding in diagnostic assessments by performing rating scales and screening questionnaires with patients. Students are exposed to an ample variety of clinical settings and patient populations i.e., inpatient units in general hospitals and long-term state hospitals, day programs, outpatient clinics, general and specialized psychiatry mobile crisis teams, etc.</p>
Radiology- Longitudinal	<p>The Diagnostic Radiology Clerkship is a longitudinal clerkship running in parallel, and supplementing, the third-year clinical clerkships. Five one- hour Diagnostic Radiology sessions are scheduled during Kickoff week of Stage 2. These sessions will provide the students with a greater baseline understanding of key radiology findings and the imaging evaluation of patients as they begin Stage 2. Students are required to take one simulated radiology call over the course of the year. This new clerkship format aims to provide greater clinical context of key radiologic findings as they are presented in concert with patient encounters experienced during the clinical clerkships. Further, it is hoped the students will gain a greater depth of understanding of the proper imaging evaluation of classic clinical patient presentations through this longitudinal format.</p>
Surgery	<p>The Department of Surgery requires its medical students to develop competency in the areas of patient care, medical knowledge and practice-based learning as it applies to the care of the surgical patient. The experience will expose students to pre- and post-operative care of surgical patients and ensure that they gain competency in diagnosing and managing patients with common surgical problems. The expected level of competency will also include interpersonal and communication skills, professionalism, and systems-based practice. Students will be trained to work within a surgical team collaboratively with residents, attending and surgical staff while gaining a broad exposure to various aspects of surgical care.</p>

Clinical Immersion - Stage 2

Course	Description
Geriatrics – longitudinal	<p>Students learn geriatric medicine during a longitudinal experience that is integrated with the family medicine and psychiatry 12-week block. The overarching goal is to prepare students to provide safe, patient-centered, and evidence-based care of older adults in their residual medical school experiences and future specialties. Orientation to the geriatric medicine clerkship occurs on the first day of the family medicine or psychiatry segment, whichever comes first. Geriatric medicine clinical assignments are included in the family medicine and psychiatry individual student schedules. Clerkship components include: Weekly half-day sessions working with a geriatrician preceptor seeing older adults; Geriatric Medicine conference; Home visit to an older person; Hazards of hospitalization for older persons simulation; Powerful Aging exercise class; and a final examination.</p>
Scholarship & Discovery Stage 3	<p>Students will be registered for a total of 8 credits in Scholarship and Discovery Stage 3 over the course of Stages 2/3. 4 credits will be scheduled longitudinally in Stage 2. A grade will be conferred after meeting with a member of the S&D leadership team and demonstrating Capstone progress. The remaining 4-credits will be scheduled longitudinally in Stage 3. Students enrolled in any UConn dual degree program are exempt from registration for the 8 course credits in Stage 2/3.</p>

Transformation- Stage 3

Course	Description
<p>Critical Care</p>	<p>The mandatory critical care sub-internship is a four-week rotation. The critical care sub-internship may be served in an adult MICU, SICU, CCU/ICU combination or PICU. CCU and cardiology electives do not fulfill this requirement. Critical care units across the affiliated programs serve as teaching sites. The goal of the clerkship is to approach the ICU as an applied physiology laboratory, emphasizing normal human physiology, the pathophysiology of disease, and the scientific underpinnings of diagnostic and therapeutic intervention. The curriculum consists of the following elements: Evaluation and management of critically ill patients with direct patient care responsibility under the supervision of a unit resident and attending physician; Presentation of cases and participation in unit teaching rounds; Attendance at house staff teaching conferences; centralized case-based conferences.</p>
<p>Emergency Medicine</p>	<p>During the first days of the course, students are provided didactic sessions that help facilitate the student's approach to common chief complaints they may encounter when seeing emergency room patients. Students are required to spend 14 clinical shifts in the ED. Overarching objectives include that students will treat a wide variety of acute outpatient problems, rapidly diagnose and initiate treatment in patients with time-sensitive conditions, recognize and stabilize critically ill patients (resuscitation), maintain care for more than one patient at a time (up to a student's own ability) and to become acquainted with certain common ED procedures (suturing, splinting and IV placement)</p>
<p>Advanced Inpatient Experience (AIE)</p>	<p>In the fourth year, students choose a required four-week advanced inpatient experience (Sub-internship) in either Family Medicine, Surgery, Medicine, or Pediatrics. Students act in the intern role with appropriate supervision. Each of the experiences provides information to the students about the required clinical encounters; call schedule; duty hours; criteria for honors; procedure for mid-point feedback; and goals and objectives.</p>
<p>Transition to Residency</p>	<p>Multimodality educational course required for medical students in the spring of their fourth year. This program will assist students with their transition to internship. The overlying goal is to help with knowledge application and problem solving and give the students a framework to address the clinical challenges they will face. Many of these topics have been discussed/taught during their medical school career previously. This elective will aid in the transfer and application of knowledge as they transition to the resident physician role.</p>

Transformation- Stage 3

Course	Description
Clinical Electives	Students beginning with the Class of 2022 are required to complete 20 total weeks of electives over the course of the third and fourth years. Clinical electives are wide ranging and include rotations in all specialties and subspecialties. Students may take their electives within the UConn system or at any other LCME-accredited medical school via the VSLO program. Global health experiences may be taken as electives under the auspices of the faculty overseeing the global health curriculum.
Scholarship & Discovery Stage 3	Students will be registered for a total of 8 credits in Scholarship and Discovery Stage 3 over the course of Stages 2/3. 4 longitudinal credits are scheduled in Stage 2. The remaining 4-credits will be scheduled longitudinally in Stage 3, culminating in a pass once Capstone deliverables are submitted on, or before, the due date. Students enrolled in any UConn dual degree program are exempt from registration for the 8 course credits in Stage 2/3.
Scholarship & Discovery Capstone	The fundamental goal of the Capstone Scholarly Project (CSP) is to enhance students' abilities to think independently, critically, creatively, synthesize new information, and to be contributing members to their profession - ultimately, to better prepare students to practice medicine in the 21st century. The CSP also will enhance residency preparation, substantially, by providing advanced skills for research, a requirement in nearly all residency programs. The CSP is a mentored, longitudinal project, spanning from 1st to the 4th year, based on individual students' interests and aspirations. A CSP can include a broad range of scholarly opportunities: bench or clinical research, advocacy, the humanities, and medical education, and should encompass at least one of the Scholarship domains as defined by Boyer. These domains include Discovery (advancing knowledge); Integration (synthesizing knowledge); Application/Service/Engagement (advancing/applying knowledge); Teaching & Learning (advancing/applying knowledge about how to teach, promote, or assess learning). The CSP, is an essential component of undergraduate medical education at the UConn School of Medicine. The objective of the CSP requirement is to expose medical students to scholarly investigation; teach them to develop a hypothesis and collect, analyze, and interpret data to support or refute the hypothesis; and to encourage students to continue to pursue research. The Capstone Project will be performed during 8 mandatory credits in Stage 2/3 under the guidance of a mentor. Students can extend their scholarly work with 4 additional elective credits. The grade for the course will be conferred upon successful and timely completion and submission of the Capstone deliverables (Abstract, Mentor Assurance, Critical Reflection, Plan for, or Proof of, Dissemination).

