



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 FAB Lab 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 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, focusing on primary care. Within a month of starting school, students begin practicing the skills that they learn in DoCC in an authentic office environment. CLIC lasts for at least the first three years (or four 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.

HSS (Health Systems Science) HSS 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.