

Example of Weekly Schedule

Stage 1 of the M Delta Curriculum lasts for 18 months, centered on a team-based learning (TBL) curriculum that is patient-centered and case-based. Stage 1 students are placed in one of three weekly schedules, each consisting of 22 contact hours per week. Boxes outlined in red are the possible placements for CLIC, each student is assigned one CLIC timeslot weekly. HSS time requirements change depending on the activity planned for the week, ranging from 2 – 4 hours each. The first two weeks of Block A will follow a different schedule. The weekly schedules below are examples, and are used for illustrative purposes only. *Schedules are subject to change*

25-26 Yr 1

Learning Community A		Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-9:00	LAB		Scholarship	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		HSS	DOCC	CLIC	
	2:00-3:00					
	3:00-4:00					
	4:00-5:00					

Learning Community B		Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-9:00		DOCC	LAB	LAB	
	9:00-10:00					
	10:00-11:00	CORE		CORE	Scholarship	CORE
	11:00-12:00					
	12:00-1:00					
	1:00-2:00		HSS	CLIC	CLIC	
	2:00-3:00					
	3:00-4:00					
	4:00-5:00					

Learning Community C		Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-9:00	Scholarship	LAB		CLIC	LAB
	9:00-10:00					
	10:00-11:00	CORE		CORE		CORE
	11:00-12:00					
	12:00-1:00					
	1:00-2:00		HSS	CLIC	DOCC	
	2:00-3:00					
	3:00-4:00	PhD Stud				
	4:00-5:00					

COE (Case Oriented Essentials)

COE is a set of 5 courses that use Team Based Learning (TBL) as the main pedagogy for curriculum delivery. COE presents 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 index cases and virtual patients integrate 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 Lab 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 learn to correlate state-of-the-art medical images with anatomy and 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. 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 is integrated with the other courses in Stage 1 and students learn and are 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. CLIC 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.

HSS (Health Systems Science)

HSS is a suite of courses that compliment the study of basic and clinical sciences, representing the third critical domain to prepare clinicians for practice in the twenty-first century. HSS introduces students to analytical tools and skills they need to understand health policy and the health care system, apply a systems-based approach to dilemmas within health care, assess the scientific literature, measure population health, and advocate for greater health equity for all their patients. HSS also gives students direct experiences 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 course prepares 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 scheduled workshops. They will prepare a Capstone proposal describing their scholarly project, and 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, students either engage in reinforcement material to support content or participate in an ILO, 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.