

Northwestern University Feinberg School of Medicine

Curriculum Renewal



The mission of Northwestern University Feinberg School of Medicine is to mentor and educate students to become exceptional, compassionate and innovative physicians, educators, and researchers. We expect our students to be inquiry-driven team leaders who will serve patients, society and the profession.

To this end, the Feinberg School embarked on a broad renewal of its Doctor of Medicine curriculum in fall 2009. Two hundred faculty members and 50 students have been involved in the development of the learner-focused program, which is designed to leverage students' experiences and expertise, provide flexibility for their own professional development, and maximize their potential. The first of the three-phase program will launch in the 2012-13 academic year.

Here we share the basic structure, elements, and organizing principles of the new curriculum, which has been dubbed "**FSM 3.0.**" The vision is clear, but some specifics are still in development as we prepare for the first-phase launch in August 2012. For the latest updates, please access the Curriculum Renewal site at <http://www.feinberg.northwestern.edu/AWOME/curriculum-renewal/index.html>.

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The fully integrated curriculum will utilize four major elements (in bold) as well as four essential “threads” (in blue). Each phase will incorporate content from these important building blocks in different concentrations.

Clinical Medicine will focus on the development of clinical skills, including communication and physical examination, as well as the collection and evaluation of patient information. Topics include:

- Prevention, Diagnosis, Treatment, Rehabilitation, Palliation
 - Prevention includes nutrition, behavioral change, wellness
 - Diagnosis includes Hx & PE, laboratory medicine, imaging
 - Treatment includes therapeutics and technical skills
 - Rehab includes transitions of care
 - Palliation includes end-of-life care
- **Medical Decision-Making & Clinical Reasoning**
 - MDM includes information acquisition and management, evidence-based medicine, cost-effective care
- Communication (oral, written, counseling, teaching)
- **Patient Safety and Quality Improvement**

Also included are innovations such as the *Focused Clinical Experiences* and the Education-Centered Medical Home, which will bring together students at different levels of training to learn patient care in an outpatient practice.

Science in Medicine will foster learning in the sciences basic to medicine. Topics covered:

- Foundational sciences (cellular processes, genetics, metabolism, inflammation and infection)
- Normal structure and function
- Disease mechanisms, diagnosis, therapeutic interventions, prevention

- Organ-based, lifecycle/developmental framework

Health and Society will explore ways in which wellness is promoted in a population, including health disparities and outcomes and the global integration of medicine with societal elements.

- **Lifestyle Medicine**
- Biopsychosocial determinants of health/disease (Healthy People 2020)
- Health disparities, equity and advocacy
- Health economics and systems
- Global, community, and public health perspectives

H&S also will include innovations such as *Textbook Chicago*, which will introduce students to six Chicago communities to assess the determinants of health, perform a health risk appraisal, and develop a behavior change plan.

Professional Development will include topics for personal and professional development and allow students to choose and develop an *Area of Scholarly Concentration*. Other development topics include:

- “Pathways”, professional goals
- Personal awareness and self-care
- Professional behavior, moral reasoning, ethics
- **Teamwork & Leadership**

Instruction will be broken into three learning phases, the first of which will begin with an introduction called the Prologue. A description of each is provided below.

Prologue: a three-month introductory segment that provides the appropriate background and framework to approach the required curriculum. All curricular elements will be part of the prologue. Moreover, it will set the tone for learning in FSM 3.0. Specific topics will be based on systems, including biochemis-

try, clinical skills, genetics, microscopic and gross anatomy, molecular biology, pathology, public health, professionalism, etc.

Phase 1 will be approached with organ-by-organ instruction, covering both normal and abnormal issues. Students will participate in *Focused Clinical Experiences* (FCE), which bring them into the clinical environment to work with health care practitioners on real-world examples, ensuring that they can apply their new knowledge across a wide array of subjects. Each FCE will be clearly defined with concrete learning objectives to narrow the focus and provide meaningful experiences that increase confidence and build skills.

Phase 2 will include intense clinical experiences through a complete set of core clerkships that will be department-based and span multiple disciplines. In addition, there will be elective time which will allow students to pursue studies in another interest area (i.e., anesthesiology, radiology, ophthalmology, dermatology).

Throughout all phases, there will be opportunities for Synthesis and Application to review key concepts, relate them to new ones, and assess learning.

Phase 3 will focus on advanced clinical rotations as well as professional development in a niche focus in medicine, called an *Area of Scholarly Concentration*. Learners will immerse themselves in specific themes in research, education, or community service of their own choosing and develop a mentoring relationship with a faculty member.