



New Curriculum Update Bulletin

July 27, 2005

OFFICE OF CURRICULAR AFFAIRS ◊ CASE SCHOOL OF MEDICINE

WELCOME TO THE CASE SYSTEM:

Hold the Date

New Curriculum Update Retreat

October 18, 2005

Time: 5:30-8:30 PM, Location: School of Medicine, E401

The new [CASE System of Medical Education](#) begins in one year – July 2006. In the CASE System students enter into a graduate school style of learning with high expectations for self-directed learning, dedicated time for in depth scholarship, and ample curriculum flexibility. The CASE System focuses on four pillars: civic professionalism, leadership, research and scholarship, and clinical mastery.

The new curriculum for the [CASE System of Medical Education](#) develops the pillars through four major components.

- 1) ***Foundations of Medicine and Health, a two-part sequence:***
Part I: Social, Behavioral and Environmental Context of Health and Disease
Part II: Scientific and Clinical Foundations
- 2) ***Research and Scholarship***
- 3) ***Core Clinical Rotations***
- 4) ***Advanced Clinical and Scientific Studies***

CASE System of Medical Education

Year I	Year II	Year III	Year IV
Foundations of Medicine and Health <ul style="list-style-type: none"> • Social, Behavioral, Environmental Context of Health and Disease • Scientific and Clinical Foundations 	Board Study	Core Clinical Rotations (48 weeks, flexible scheduling)	
		Research and Scholarship (4-month block plus electives, flexible scheduling)	
		Advanced Clinical and Scientific Studies (10 months, flexible scheduling)	

The work of developing our new curriculum is proceeding within numerous design teams. Each team has a leader or co-leaders appointed by Dr. Robert Daroff, Vice Dean for Education and Academic Affairs. Every team is composed of basic science faculty, clinical faculty, and students. **Please email design leaders with your ideas at any time. Each design team has and will continue to hold open forums to provide opportunities for broad-based feedback from**

faculty and students throughout the design process. An update on each of the four components of the curriculum for the [CASE System of Medical Education](#) follows.

FOUNDATIONS OF MEDICINE AND HEALTH:

July 2006

March 2008

	Block 1 Social/ Behavior/Environ Context of Health and Disease	Block 2 Building a Human Being (Endo, Repro, Development, Genetics, Mol Biol, Cancer Biology)	Block 3 Food to Energy (GI, Nutrition, Energy, Metabolism, Biochemistry)	Block 4 Homeostasis (CV, Pulm, Renal, Cell Regulation, Pharmacology)	Block 5 Host Defense and Host Response (Host Defense, Microbiology, Blood, Integument, Auto-immune)	Block 6 Cognition, Sensation, and Movement (Neuro, Mind Musculoskeletal)	BOARD REVIEW BLOCK
Longitudinal Blocks & Themes	Integration and Assessment	Integration and Assessment	Integration and Assessment	Integration and Assessment	Integration and Assessment	Integration and Assessment	
Block 7: Structure (Anat., Histo-Path, Block 8: Clinical Mastery		Radiology)					
LONGITUDINAL THEMES							
•Civic Professionalism							
•Leadership							
•Population Medicine							
•Bioethics							
•Inquiry & Discovery							

Part I: Social, Behavioral and Environmental Context of Health and Disease

Part I is the first block of the [Foundations of Medicine and Health](#) and introduces students to health and disease within the broader context of society to provide them with both a perspective and framework for their subsequent learning of biomedical and population sciences.

Instead of beginning at the most basic molecular level, this block embeds the principles of health and population medicine within the curriculum from the moment students begin at Case. This block design team will be meeting in the coming weeks to begin an intensive period of design. Expect some exciting details in future New Curriculum Update Bulletins.

BLOCK 1:

Social, Behavioral and Environmental Context of Health and Disease.

Design Leader: Dr. David Aron (David.Aron@med.va.gov)

Part II: Scientific and Clinical Foundations

Part II includes **Blocks 2-8** of the [Foundations of Medicine and Health](#).

Five longitudinal themes of inquiry and discovery, bioethics, population medicine, leadership, and civic professionalism are integrated across the blocks. The focus shifts from the macroscopic, societal view of health and disease to the microscopic level of basic science training and individual patient interactions. This component entails the study of the interplay of biomedical sciences, population medicine, clinical medicine, and scientific inquiry. The design blocks are hard at work identifying core concepts for their blocks and opportunities for integrated teaching across body systems. Over the next several weeks each block will formulate learning objectives that will provide a scaffold for students as they engage in learning both inside and outside the classroom. The blocks and design leaders are:

BLOCK 2:***Building a Human Being.****Design Leader:***Dr. Georgia Wiesner**

(glw2@case.edu)

BLOCK 3:***Food to Energy.****Design Co-Leaders:***Dr. Colleen Croniger**

(cmc6@case.edu)

Dr. Stephen Previs

(sxp29@case.edu)

Dr. Martin Snider

(mds5@case.edu)

BLOCK 4:***Homeostasis.****Design Leader:***Dr. Jim Finley**

(jfinley@metrohealth.org)

BLOCK 5:***Host Defense and Host Response.****Design Leader:***Dr. Tim O'Brien**

(tobrien@metrohealth.org)

BLOCK 6:***Cognition, Sensation and Movement.****Design Co-Leaders:***Dr. Kathy Clegg**

(kac9@case.edu)

Dr. Shana Miskovsky

(shana.miskovsky@uhhs.com)

BLOCK 7:***Structure: Anatomy, Histopathology and Radiology.****Design Leader:***Dr. Barbara Freeman**

(bkf@case.edu)

BLOCK 8:***Clinical Mastery.****Design Co-Leaders:***Dr. Mireille Boutry**

(mireille.boutry@case.edu)

Dr. Susan Padrino

(susan.padrino@uhhs.com)

LONGITUDINAL THEMES:***Inquiry and Discovery.****Theme Leader:***Dr. Claire Doerschuk** (claire.doerschuk@case.edu)

Research and Scholarship is a major component of the CASE System. It includes the longitudinal theme of Inquiry and Discovery, a dedicated four-month period of mentored biomedical research and opportunities for research in the later years of medical school. In addition, students may choose to participate in research projects during the ten-week summer break between years one and two.

Bioethics.*Theme Leader:***Dr. Stephen Post** (sgp2@case.edu)

The Bioethics longitudinal theme design group has been hard at work. The team is identifying bioethics concepts and integrating them across the eight design blocks.

Civic Professionalism, Leadership, Population Medicine.

In planning stages.

RESEARCH AND SCHOLARSHIP.

The focus on Research and Scholarship is continued after the completion of the Scientific and Clinical Foundations of Medicine and Health and provides medical students with opportunities to pursue individualized areas of interest in great depth.

Working with faculty advisors, students identify research questions or hypotheses that they would like to pursue and develop an approach, described in research proposals. The students pursue these projects and arrive at an interpretation of the observations. Each student will have a minimum of four months protected time to complete this work. The research project culminates in a thesis, which is written in the format of a manuscript of the leading journal in the particular area of interest. Although the goal is to have this work form all or part of a published manuscript, publication is not required for approval of the thesis.

Research and Scholarship:

[Dr. Claire Doerschuk](mailto:claire.doerschuk@case.edu) (claire.doerschuk@case.edu)

Associate Dean for Medical Student Research

CORE CLINICAL ROTATIONS

The Core Clinical Rotations encompass three **16-week blocks** of clinical experiences with basic science integration: two 16-week blocks of required basic core rotations (Basic Core I and Basic Core II) and 16 weeks of advanced core rotations that may be taken non-sequentially and at multiple sites (Advanced Core). Students experience both breadth and depth in clinical care, along with basic science integration, through clinical experiences that are developmental and provide opportunities to reinforce, build upon, and transfer knowledge and skills.

BASIC CORE I: Family Medicine, Internal Medicine, Surgery (16 weeks at one of 3 teaching sites)	BASIC CORE II: Neurology, Pediatrics, Psychiatry, Women's Health (OB/GYN) (16 weeks at one of 3 teaching sites)	ADVANCED CORE: In planning stages (Non-sequential rotations, multiple sites)
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The new core clinical rotations will begin in July 2006 for current 2nd year students and will be shared by students in both the University and College programs. In the following year they will begin as early as March of the second year for students in the University program. Each 16-week block will be offered at our three affiliated teaching sites (UH/VA, MetroHealth, CCF). For Basic Core I and Basic Core II, students are based at one site for the 16-week block. The Advanced Core can be taken in modules and shared among teaching sites.

Design teams worked hard at identifying the core clinical competencies that all students at Case School of Medicine must master. These teams are currently designing their 16-week blocks, incorporating core competencies and identifying opportunities to integrate across disciplines.

BASIC CORE I - UH/VA.

Design Co-Leaders:

Dr. Jason Chao

(jxc19@case.edu)

Dr. Robert Stern

(Robert.stern@med.va.gov)

BASIC CORE I -

MetroHealth.

Design Co-Leaders:

Dr. Jeff Becker

(jbecker@metrohealth.org)

Dr. Mark Malangoni

(mmalangoni@metrohealth.org)

BASIC CORE I - CCF.

Design Leader:

Dr. Dan Neides

(neidesd@ccf.org)

BASIC CORE II -

UH/VA.

Design Leader:

Dr. Kathleen Clegg

(kac9@case.edu)

BASIC CORE II -

MetroHealth.

Design Leader:

Dr. Peggy Stager

(mstager@metrohealth.org)

BASIC CORE II - CCF.

Design Leader:

Dr. Camille Sabella

(sabellc@ccf.org)

ADVANCED CORE -

UH/VA.

Design Leader:

Dr. Illeana Pina

(ilppina@aol.com)

ADVANCED CORE -

MetroHealth.

Design Leader:

Dr. Lou Binder

(louis.binder@case.edu)

ADVANCED CORE -

CCF.

Design Leader:

Dr. Amir Jaffer

(jaffera@ccf.org)

ADVANCED CLINICAL AND SCIENTIFIC STUDIES

The advanced clinical and scientific studies allow students to focus in depth on areas that are important to their development as physicians and scholars. The advanced studies which are still in the early stages of planning may include three components:

- 1) clinical preparation for internship through the selection of sub-internships;
- 2) in depth scholarship through student selection of areas of concentration that integrate clinical and basic science within a defined area of study; and
- 3) opportunities for further clinical and research electives.

YOUR IDEAS ARE WELCOME.

Email design leaders.

SCHOLARS COLLABORATION IN TEACHING AND LEARNING

A Faculty Development Program at CASE School of Medicine

The Scholars Collaboration in Teaching and Learning is a competitive program for faculty and students at Case Western Reserve University School of Medicine who wish to develop as Medical Educators. Faculty and student scholars will be selected on criteria that measure their commitment to medical education. Selection of faculty scholars will also be based on the quality of the proposed

educational projects submitted with their applications. Scholars will work in triads and with educational experts to implement educational projects, learn educational theory, explore new teaching methods, and develop skills in curriculum innovation.

The Scholars Collaboration brings together individuals with a committed interest in medical education, experts to facilitate their development, and incentives to allow time for innovation. It is a program for medical educators, which seeks to develop individuals as well as create a supportive environment for teachers of medicine.

This project joins faculty, second and fourth year medical students into curricular teams. Through didactic sessions, workshops, and small group activities, participants will build their skills in curricular design, teaching, and program evaluation. Groups will design curriculum that may be integrated into current and future Case School of Medicine programs.

To apply or for more information, please contact Carol Chalkley at 368-3783 or cab26@case.edu.

OPTIMIZING ELECTRONIC/WEB RESOURCES IN THE NEW CURRICULUM

Thomas M. Nosek, Ph.D., Associate Dean, The Office of Academic Computing

There is a great deal of excitement around creating the education blocks that will constitute the new medical curriculum. Faculty might start thinking of new and creative ways electronic resources can facilitate student achievement of Learning Objectives through a new eCurriculum. How can we optimize the use of electronic/web-based resources?

In the past, we have worked together to successfully utilize illustration-enhanced original text, streaming video of procedures and lectures, simulations of physiologic processes, animations, links to the current literature, virtual microscopy, digitized slide collections and case studies, an audience response system, a computer-based assessment system (exercises, quizzes, interim exams, the comprehensive exam), etc. Do you have any new ideas that Academic Computing can start working to implement?

One possible new resource is to provide students with a wide array of medical textbooks and databases all pre-loaded onto their notebook computers. Each faculty/student interaction represented in the eCurriculum could hotlink to a specific location in these resources to help the students achieve the Learning Objectives for that interaction. Take a look at one vendor of such a resource: www.vitalsource.com

All your ideas are welcome: Thomas.Nosek@case.edu

QUOTE OF THE MONTH

"I hear and I forget. I see and I remember. I do and I understand."

-Confucius