

Principles of the Educational Program Leading the M.D. Degree

Twelve principles were developed with the expectation that they would: (1) serve as criteria for which to base standards of quality for curriculum development, instruction, and evaluation in order to achieve equivalency of approach within the institution and at off-campus sites; (2) serve as a guide to course and clerkship directors in planning and implementing instructional units; (3) be promulgated among students, faculty, and alumni, and serve as criteria for assessing compliance by courses and clerkships, and the curriculum as a whole, and (4) be reviewed periodically for affirmation or revision of the basic tenets of our educational program. The principles with associated goals and objectives are described below.

Principle 1: The general professional education is the goal of the curriculum.

Goal: Provide a program that defines a core curriculum designed to provide the foundations of medical science and practice and prepares students for any residency of their choosing.

Objectives:

- Develop and maintain an online patient tracking system that will provide clerkship directors and the Curriculum Committee with information about the types and numbers of patients that are being seen by medical students.
- Develop a structured advisement system that utilizes the tracking system by monitoring the actual clinical experience of students throughout their first three years of medical school. This information can be used to develop an individually tailored fourth year curriculum to enhance each student's preparation for residency.

Principle 2: The educational program and evaluations are competency based.

Goal: Maintain and support our competency based curriculum and evaluation system, which is aligned with the Accreditation Council for Graduate Medical Education.

- Professionalism
 - Professional behavior
- Patient care
 - Diagnostic
 - History
 - Physical Examination
 - Information management
 - Procedural
- Medical knowledge

- Core discipline
- Problem solving
- Practice-based learning
 - Physician scholar
- Interpersonal and communication skills
 - Human relationships and communications
- Systems-based practice
 - Health care management
 - Health service delivery
 - Health care team

Objectives:

- Ensure that course learning objectives are based on competency categories in newly developed curricular efforts.
- The student evaluation process must assess student progress towards attainment of these competencies.
- Assess recommendations of the Evaluation Subcommittee of the Curriculum Committee, which is charged with course and clerkship evaluations.
- Review annually the performance of our graduates during their residencies, based on the medical school and ACGME's competencies.

Principle 3: A conceptual framework for defining knowledge promotes learning and effective utilization of that knowledge and serves as a basis for curriculum integration.

Goal: Core material will be taught in the context of clinical relevance.

Objectives:

- Monitor the degree to which pre-clinical material is taught in the context of clinical utility.
- Provide clinical support in the development of basic science course objectives.
- Continue evaluating pre-clinical knowledge and understanding during clinical experiences.

Principle 4: The ability to learn independently is essential for the physician to provide quality health care and promotes the development of life long learning habits.

Goal: Develop structure and learning methodologies that foster independent learning.

Objectives:

- Maintain a structure in the first two years that allows no more than 4 hours a day of lecture contact for basic science courses.
- Assure that scheduled faculty contact with students during the pre-clinical years does not exceed 25 hours per week.
- Maintain and support the development of independent study modalities, such as computer assisted learning modules.
- Students will learn to retrieve information, critically evaluate the literature, solve problems, apply the scientific method, and make appropriate clinical decisions.

Principle 5: Incorporation of the characteristics of outstanding physicians in the educational program is essential for complete professional development of students.

Goal: Develop curriculum and programs to encourage the highest standards of professionalism.

Objectives:

- Adhere to the following faculty statement of exemplary professionalism:

It is the responsibility of the College's faculty to define for the students the characteristics of exemplary behavior in the medical profession. This will ensure greater consistency of faculty role modeling for students in a variety of settings. It also serves as a basis for identifying specific measurable behaviors reflecting those characteristics for which the students will be held accountable. The faculty of the University of Florida College of Medicine believes the following elements define the highest standards of professionalism in medicine.

A commitment:

- to excellence in the practice of medicine
- to the generation and dissemination of new knowledge
- to serving the interests and welfare of patients
- to being responsive to the health needs of society
- to life long learning
- to upholding high professional standards

Elements of professionalism are further defined as:

Altruism. Service to patients without self interest.

Accountability. Accountable to patients to fulfill the implied physician/patient relationship. Accountable to society for addressing the health needs of the public. Accountable to the profession for adhering to medicine's time honored ethical precepts.

Excellence. Conscientious effort to exceed ordinary expectations.

Duty. A commitment to service.

Honor and integrity. Being honest and uncompromising in one's pursuit of high quality patient care.

Respect for others. Patients, their families, physicians and professional colleagues.

Adapted from Project Professionalism by the American Board of Internal Medicine, Philadelphia 1995, p.5.

- Monitor closely student performance on the professionalism competencies.
- Monitor the performance of faculty with regard to professionalism, utilizing student feedback.

Principle 6: Effective health care delivery requires the consideration of family and community context.

Goal: Develop learning experiences to focus on the family and community context.

Objectives:

- Provide an emphasis on the health needs of our community and society in general; this should begin early in medical school and persist throughout the clinical years.
- Continue to support the Interdisciplinary Family Health course and other community-based programs, including support for volunteer community service.
- Provide students with knowledge about community resources that complement the role of the physician in caring for patients, with specific emphasis on socioeconomic determinants related to health.

Principle 7: Appropriate faculty and appropriate clinical settings are essential for students acquiring the mastery of competencies.

Goal: Utilize diverse clinical settings and our best teaching faculty in those settings.

Objectives:

- Maintain an appropriate balance of ambulatory versus inpatient training.
- Monitor the distribution of patients seen by students during their third and fourth year.
- Expand clinical facilities that offer opportunities to gain experiences in a multitude of health care settings, care for a wide spectrum of patient problems, and participate with other members of the health care team.
- Continue to partner with the North Florida AHEC to enhance student exposure to the practice of medicine in rural and other underserved settings, through programs

like the Community Health Scholars Program and the Primary Care Preceptorship.

Principle 8: Informatics is essential for effective acquisition and utilization of information by students.

Goal: Develop curriculum and services to enhance student skills in informatics.

Objectives:

- Maintain and support the informatics curriculum plan adopted by the Curriculum Committee.
- Encourage the use of information technology to monitor areas of rapid advancement in the care and treatment of patients.
- Have the Office of Information Technology continue helping faculty and students develop innovative learning methods and programs.
- Assist students to learn the practical utilization of information technology in the everyday care of their patients.
- Continue to improve the Internet-based system to provide students and faculty access to secure information about their performance.

Principle 9: The educational program must be responsive to emerging needs of society.

Goal: Develop an educational program that is informed by and responsive to multiple constituencies involved in health care delivery.

Objectives:

- Students must be familiar with the multicultural aspects of health care delivery.
- Students must be fully familiar with the unique care needed by geriatric patients, substance abuse patients, and develop skills in chronic disease management.
- The competency list should be reviewed biennially so that our curriculum remains up to date and responsive to society's needs, including health manpower needs.
- Continue to work with the North Florida AHEC to provide community based training opportunities that demonstrate the civic responsibility of the institution.
- Continue developing learning experiences in health care economics.

Principle 10: Discovery of new knowledge and solutions are part of the medical profession.

Goal: Develop a curriculum which emphasizes new knowledge and discovery.

Objectives:

- Continue to develop and support the Research Track for medical students.
- Develop more stringent requirements for Graduation With Honors for Research, and award a Certificate in Clinical Research for those students who qualify.
- Encourage research activities by continuing to offer mini grants for educational research.
- Encourage and support medical student involvement in all research efforts.

Principle 11: Health care delivery requires individual and team efforts.

Goal: Develop a curriculum fostering an interprofessional and multi-professional approach to health care delivery.

Objectives:

- Provide ongoing support for the Interdisciplinary Family Health program and additional interprofessional community-based service-learning projects.
- Continue to identify and utilize learning sites with multi-professional services and foster team building in those sites, especially subspecialty inpatient units, rehabilitation centers, and geriatric units.
- Develop interprofessional learning experiences within the current curriculum, utilizing standardized patients and simulators when possible.

Principle 12: Learning and professional development requires a humane environment, which fosters respect, personal integrity, service orientation and a sense of personal well being.

Goal: Develop an educational environment that fosters student well being and personal growth.

Objectives:

- Promote an ethic of service by continuing to support the early service elective for students during their pre-clinical years.
- Continue supporting the Chapman Humanism Society, and its activities.
- Continue supporting the Thomas H. Maren Medical Student Reading Room, and its activities, including the Kaleidoscope Club.
- Continue supporting the Equal Access Clinic, St. Francis House, and other outreach projects.
- Continue supporting medical student mission trips.
- Continue to support student on site counseling services.
- Continue to develop student career counseling.
- Monitor the implementation of student work hours policies.