

University of Arizona College of Medicine
Guiding Principles of the Curriculum
Focusing on Years I and II

General Principles

The curriculum will be designed to meet the *LCME Standards of Accreditation* by:

- Enabling students to demonstrate core competencies and meet educational learning objectives as specified in the institutional objectives (*Educational Objectives for the Program Leading to the MD Degree*).
- Being innovative and responsive to changes in the clinical and research practice environments, health care system, characteristics of the populations to be served, and evidence of best practices in medical education.
- Providing a broad professional preparation.

Integration / Structure

1. The curriculum will be organized into blocks of instruction. Other curricular structures will be:
 - A “Prologue” at the beginning of medical school will introduce the study of medicine.
 - “Transitions” will provide bridges as students progress to qualitatively different areas of the educational program leading to the MD degree.
 - “Themes/Threads” will incorporate identified topics throughout the curriculum
 - During “Intersessions” students will participate in electives/selectives or interdisciplinary learning activities
 - “Capstones” will summarize and update previously encountered materials and concepts
2. The curriculum will be integrated among disciplines and among the basic, clinical, social and behavioral sciences and the humanities. It will be integrated across years of the educational program, and clinical education and basic sciences education will be integrated throughout all years of the curriculum. In addition to other methods of integration:
 - Active participation in patient care and other clinical activities will be included in the first years of the curriculum, and include opportunities for students to participate in interprofessional teams.
 - A block will be presented in proximity to graduation in which advances in the basic sciences and their implications for clinical care will be discussed.
3. Every block will specify learning objectives, instructional activities that promote learning of those objectives, and assessment methods to ensure achievement of objectives. The learning objectives of each block also will be keyed to the *Educational Objectives for the Program Leading to the MD Degree*.
4. At least two afternoons per week will be protected for students’ independent study.
5. Opportunities to take electives/selectives will be scheduled throughout all years of the curriculum.
6. Required activities will be scheduled throughout the curriculum, including Year IV.
7. All blocks will be interdepartmentally integrated with block leadership from multiple disciplines.

Learning Methods

8. The three primary learning methods will be ArizonaMed versions of interactive lecture, team learning, and small-group problem-solving. These three methods will be specifically designed to be employed in the ArizonaMed curriculum. Faculty development services will be provided to assist faculty in implementing the ArizonaMed version of the learning method.
9. Methods of instruction and learning throughout the curriculum are designed to:
 - Be progressive, recognizing evolving skills and competencies of the students;
 - Create an intellectually stimulating environment of inquiry;

- Emphasize cooperative learning and active participation of the students;
 - Foster the development of independent learning skills; and
 - Encourage student accountability in meeting learning goals.
10. All blocks will be designed to:
 - Include aspects in which students are expected to take responsibility for independent learning and preparation for collaborative activities in classrooms, labs, small groups and seminar settings.
 - Develop students' critical thinking skills.
 - Require students to work in computer-based environments in order to develop skills in the acquisition of knowledge and using various forms of information technology.
 11. Lecture presentations should be designed to pause at appropriate intervals to check students' understanding and engage students in some form of active learning.
 12. No more than 30% of scheduled curricular time will be provided in a lecture format.

Evaluation Methods

13. Some form of student performance assessment will be designed for every block of the curriculum; these assessments will contribute to grading decisions. In addition, opportunities will be provided in every block for self-testing and receiving formative feedback on students' learning.
14. Student performance assessments:
 - Will be designed to measure students' achievement of basic competencies and learning objectives stated in the *Educational Objectives for the Program Leading to the MD Degree*.
 - Include written and performance examinations that will be integrated, requiring understanding across disciplines.
 - Will be based on feedback from a variety of sources, including small group facilitators, laboratory instructors and teaching assistants.
 - Will be incorporated into decisions regarding students' summative evaluations and the awarding of grades.

Humanism and Professionalism

15. Every block will specify learning objectives in professionalism.
 - Learning activities about professionalism and activities based in the humanities will be integrated throughout all the years of the curriculum and will be designed to meet specific educational goals.
 - Student learning in these areas will be assessed and contribute to grading decisions.

Interprofessional Education

16. Learning in interprofessional groups is encouraged through collaborative learning activities scheduled throughout the curriculum. To this end, at least one afternoon per month will be set aside to accommodate interprofessional learning activities.