



**UNIVERSITY OF FLORIDA COLLEGE OF
MEDICINE**

MEDICAL EDUCATION PROGRAM

CURRICULUM OVERVIEW

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Vision Statement

The University of Florida College of Medicine medical education program will be a model for the development of physicians, scientists, and scholars of the highest quality to improve the health of the people of Florida, the nation and the world.

Mission Statement

Our goal is to educate future physicians, scientists, and scholars to provide the highest quality patient care and service to society. We will develop innovative and compassionate leaders in clinical care, research, education, and healthcare policy who reflect the diversity of the state of Florida. Our educational programs will promote health equity in our society. We will support an inclusive environment where patients and members of the community are treated with respect and dignity. Our graduates will champion the highest professional standards, continue to learn in a reflective and self-directed manner, and serve the needs of their patients within the local and wider community.

Educational Program Values

UFCOM embraces the values established by UF Health in its strategic plan: **Excellence, Trust, Accountability, Innovation, Teamwork, Integrity and Diversity**. We also affirm the critical importance of these additional values: **Compassion, Humanism and Empathy**.

Principles of the UFCOM Medical Education Program

What do UF-COM graduates look like?

UFCOM graduates are prepared to become leaders and scholars who are committed to clinical excellence and humanistic patient-centered care and who adhere to the highest professional standards.

Principle 1: General professional education is the foundation of the curriculum.

- The core curriculum focuses on development of the knowledge, skills, attitudes and behaviors essential to the practice of medicine and prepares graduates to pursue careers in any of the medical disciplines.

Principle 2: The curriculum fosters development of leadership skills, the highest standards of professionalism and a humanistic approach to patient care.

Principle 3: The curriculum is focused on the care and wellness of the patient.

- The curriculum emphasizes a patient-centered approach to care.

Principle 4: Effective healthcare delivery is provided in the context of the family, community and healthcare systems.

- The influence of culture, social context and economic status on an individual's health is integrated throughout the curriculum.
- The curriculum fosters appreciation of diversity among patients and communities and promotes diversity and inclusion among students, faculty and staff.

Principle 5: The educational program and assessments are based on defined learning outcomes within core competency domains.

- Students will be accountable for their learning.
- Outcomes-based assessments ensure achievement of educational goals and learning outcomes.
- Formative and summative assessments including self-reflection combined with self-assessment are essential components of the curriculum.
- Competency domains:
 - Professionalism, Clinical Ethics, and Law
 - Interpersonal and Communication Skills
 - Patient care
 - Medical knowledge
 - Practice-based Learning and Improvement
 - Systems-based Practice

Principle 6: The curriculum is based on adult learning principles and development of lifelong learning habits.

Principle 7: The curriculum utilizes an integrative approach to learning of the sciences essential for providing high quality healthcare.

- Biomedical, clinical and psychosocial sciences will be integrated with clinical skills, clinical experiences and professionalism throughout the curriculum.
- Core material is taught within a clinical and public health context.

Principle 8: The curriculum is responsive to emerging and dynamic needs of society including local and global health disparities, and inequity.

Principle 9: The curriculum emphasizes acquisition of new knowledge, discovery and scholarship.

Principle 10: The curriculum emphasizes evidence-based practice.

- In curriculum development
- In patient care

Principle 11: The curriculum emphasizes a collaborative and inter-professional team approach to healthcare delivery with a commitment to quality and patient safety.

Principle 12: The curriculum incorporates flexibility.

- To accommodate differences in students' learning styles.
- To promote development of professional and scholarly interests.

Principle 13: Faculty, pedagogical methods and learning environments are selected to maximize learning.

- Faculty development is an essential component of effective teaching.
- Effective mentorship is essential for students' personal and professional development.

Principle 14: Learning and professional development are most effective in a humane environment - one that fosters respect, personal integrity, service orientation and personal well-being among all members of the community.

MEDICAL STUDENT CODE OF ETHICS

As we learn and subsequently practice the art and science of medicine, we pledge to:

- Do no harm to our patients.
- Put the welfare of our patients above our own self-interest and any consideration of financial gain.
- Be respectful of the wishes of our patients consistent with our obligation to do good.
- Maintain the highest standard of honesty and integrity.
- Treat all people with respect, dignity, impartiality, empathy and compassion, regardless of age, disability, ethnicity, gender, race, religion, sexual orientation or other characteristics.
- Foster a just and inclusive community by speaking out against social injustice, racism, prejudice, and inequity.
- Strive to eliminate social barriers to health, health disparities and inequality within our profession.
- Acknowledge and minimize our implicit and explicit biases as we relate to others.
- Be just and impartial in allocation of scarce health care resources but always advocate first for the rights of our patients.
- Be consistently attentive to the need to protect the privacy of our patients and to maintain their personal health information in the strictest confidence.
- Share our knowledge freely with patients and colleagues.
- Maintain balance between our personal and professional lives and nurture our spiritual, emotional, and physical well-being to better care for our patients and loved ones.
- Maintain a commitment to life-long learning.
- Be fiscally aware and responsible.
- Conduct ourselves with grace and humility.
- Act always in a way that brings honor to ourselves and our profession.

Competency-based Curriculum

The University of Florida College of Medicine's curriculum is competency-based. Prior to graduation, a student must demonstrate competence in six areas of training to satisfy all education requirements. Student receive formative assessments and summative evaluations in courses and clerkships by level of mastery in the assigned competencies. Competency is the currency of the education program. The College of Medicine's primary goal is to graduate practicing physicians who can be responsible for the health and well-being of their patients. This responsibility carries with it special requirements regarding the character, abilities, and knowledge of our graduates.

Graduation Learning Outcomes: Institutional Learning Objectives

Professionalism

Graduates must adhere to ethical standards, maintain professional relationships, and strive for excellence in all endeavors (personal and professional) which focus on professional identity formation, i.e., the development of professional values, actions, and aspirations

Graduates will be able to:

- Discuss and apply ethical standards of practice
- Demonstrate humanistic and patient-centered care including respect, cultural sensitivity, empathy, and compassion in their role as the patient's advocate
- Demonstrate strength of character and integrity including honesty, altruism, accountability, humility, and moral courage
- Employ measures to balance clinical responsibilities with personal societal responsibilities
- Strive for excellence in all professional endeavors
- Consistently demonstrate the attitudes, values, and behaviors expected of one who thinks, acts, and will be a physician

Interpersonal and Communication Skills

Graduates must be able to communicate effectively, respectfully, in a culturally sensitive manner with patients, their families, and with other members of the healthcare team

Graduates will be able to:

- Demonstrate an understanding of how cultural issues impact response to illness and interactions with the healthcare system
- Apply doctor-patient communication strategies appropriate for clinical situations
- Recognize how personal beliefs and biases impact communication
- Present patient information clearly and effectively to all members of an inter-professional healthcare team
- Use communication technology effectively
- Disclose a medical error
- Deliver bad news compassionately

Patient Care

Graduates must have essential skills needed for patient care

Graduates will be able to:

- Demonstrate the ability to perform an appropriate focused and comprehensive medical history and physical exam
- Critically evaluate clinical findings and initial diagnostic test results to develop appropriate management plans with consideration of patient preferences, ethical principles, and cost effectiveness
- Synthesize new information to refine and reprioritize differential diagnoses, adhering to clinical reasoning best practices
- Critically examine previous management plans when patients were dissatisfied or the desired outcome was not achieved
- Perform common procedures safely

Medical Knowledge

Graduates must be able to acquire and apply medical knowledge, using scientific reasoning in patient care

Graduates will be able to:

- Demonstrate an understanding of the scientific basis for health and disease including foundational and emerging sciences
- Apply and integrate established and evolving biomedical knowledge and concepts with principles of clinical science to provide optimal clinical care

Practice-based Learning and Improvement

Graduates must be able to assimilate evidence from resources available while endeavoring to reflect on self-improvement

Graduates will be able to:

- Identify clinical questions, search evidence-based databases, critically appraise scientific literature, and apply to patient care keeping with the patients' values and preferences
- Apply principles of deliberate practice to self-improvement and professional practice
- Apply clinical informatics tools and techniques to patient care

Systems-based Practice

Graduates will understand the larger context of the healthcare structure, resources, and system improvement measures

Graduates will be able to:

- Identify and describe components of healthcare systems
- Describe how social determinants of health influence patient health and health disparities
- Examine bias in healthcare delivery
- Demonstrate a patient-centered approach to diagnosis and treatment that promotes the delivery of safe, high value, and high quality patient care
- Develop strategies for building health literacy capacity in patients and health systems
- Participate in and, where appropriate, lead teams including other healthcare professionals to deliver comprehensive healthcare that includes facilitating continuity and coordination of ongoing care needs
- Apply patient safety and quality improvement initiatives within healthcare systems
- Compare and contrast healthcare policies, financing, and delivery systems, both as they affect populations as well as to assist patients in navigating these systems
- Describe physicians' roles in promoting population health

Curriculum Organization

The curriculum is separated into three phases with longitudinal Collaborative Learning Groups (CLGs) that span across all three phases (4 years). CLG leaders meet weekly for faculty development, curriculum integration, and coaching/mentoring of students. CLG leaders do not assign grades.

Phase 1: Foundations of Medical Practice

August through April: 68 weeks over 2 years

- 2 week winter break and 1 week spring break (total 6 weeks)
- 10 week break (MSRP/vacation)
- 6 weeks USMLE Step 1/vacation

The Phase 1 curriculum is designed to allow students the flexibility to participate in optional research opportunities through the Discovery Pathways Program and the MSRP. Additional information regarding the programs and tracks can be found <https://discovery.education.med.ufl.edu/>.

Phase 2: Principles of Medical Practice

May through April: 48 weeks

Core Clerkships: Family Medicine and Geriatrics, Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery

- 2 week winter break
- 2 week elective or vacation

Phase 3: Advanced Medical Practice

May through April: 36 weeks

Required Courses: Anesthesiology-Operative and Perioperative/Critical Care, Emergency Medicine, Neurology, Sub-Internship, Internship 101

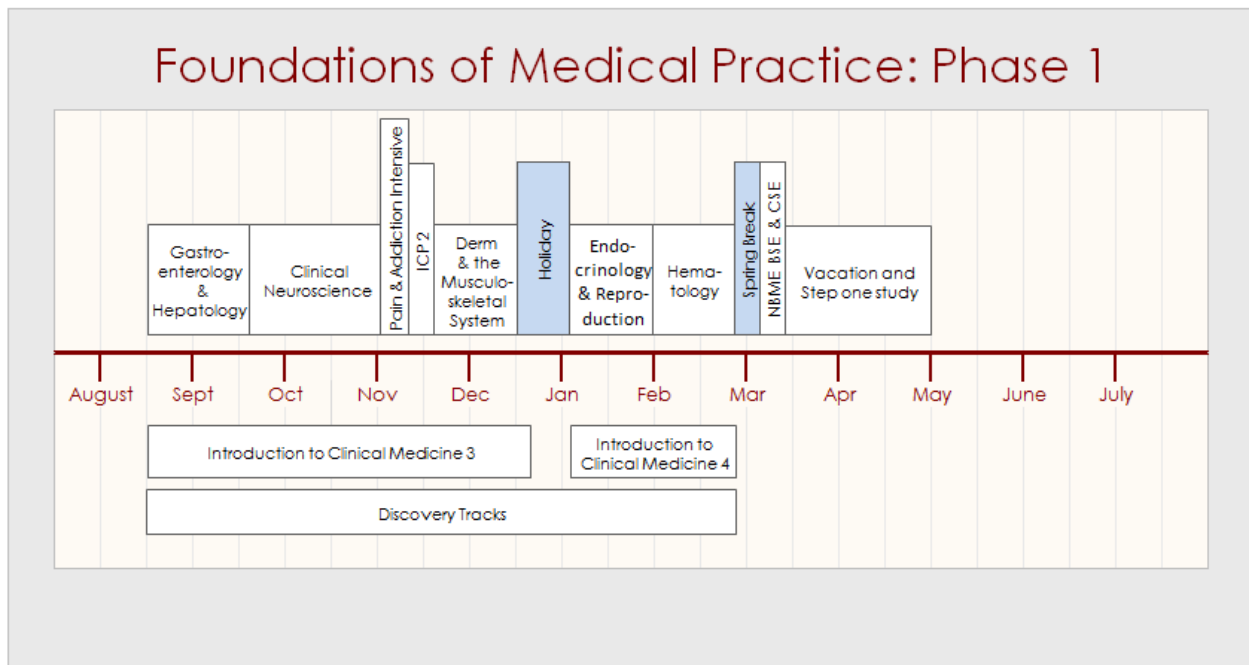
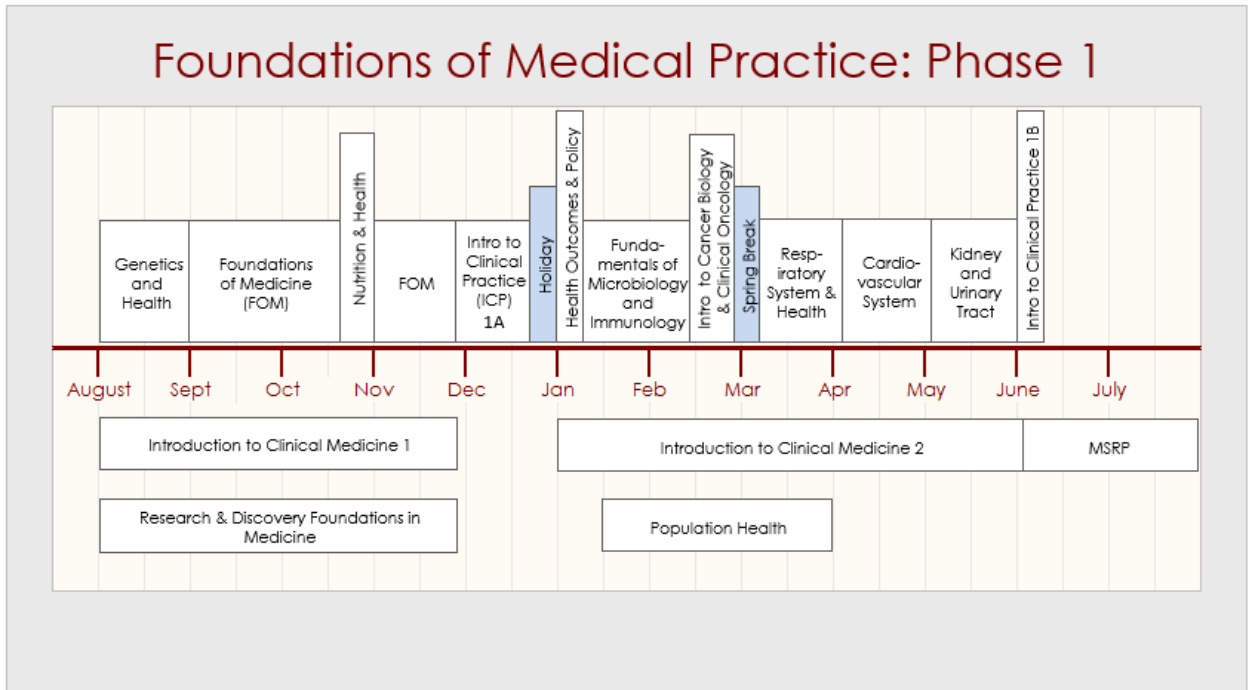
Electives or Advanced Clerkships/Experiences

- 8 weeks USMLE Step 2/vacation
- Graduation in May

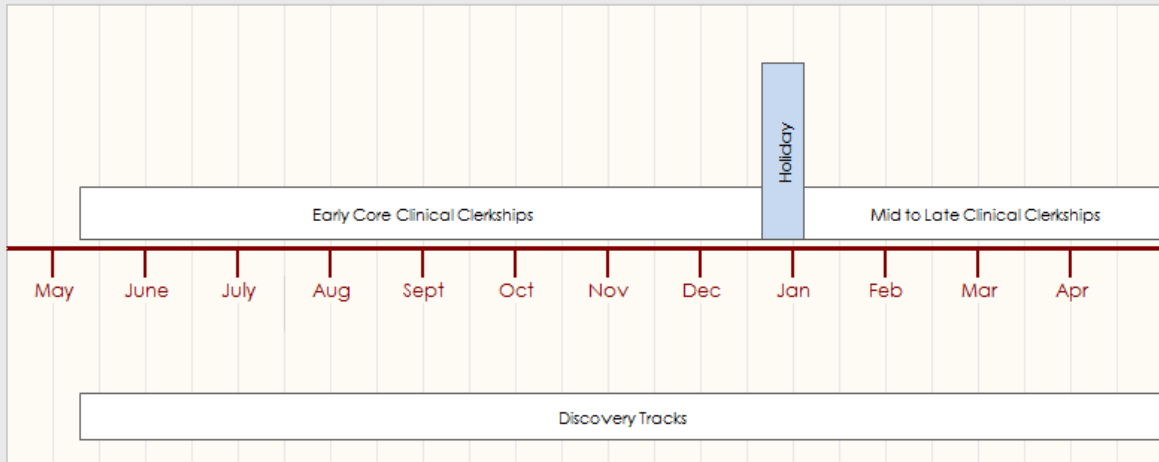
Important topics (aka, threads) have been woven throughout all three phases of the curriculum. The threads include the following topics.

- Ethics
- Palliative Care
- Patient Safety and Quality Improvement (PSQI)
- Practice-based Learning and Improvement (PBLI)/EBM

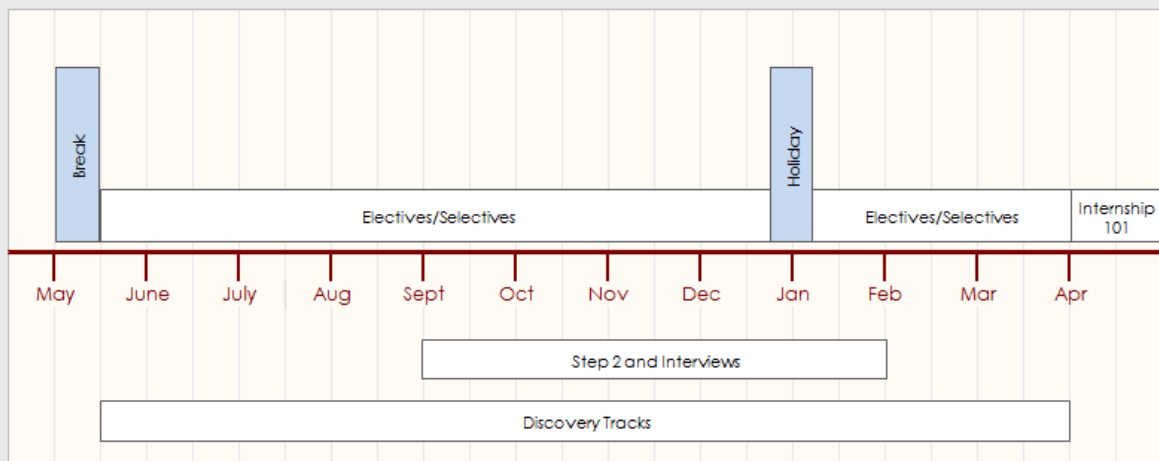
Timeline Schematic



Principles of Medical Practice: Phase 2



Advanced Medical Practice: Phase 3



Required Courses and Clerkships

Foundations of Medical Practice: Phase 1 (Integrated organ-system module courses)

Year 1

- Introduction to Clinical Medicine 1
- Genetics and Health
- Research and Discovery
- Foundations of Medicine
- Nutrition Intensive
- Introduction to Clinical Practice 1A

- Health Outcomes and Policy
- Introduction to Clinical Medicine 2
- Fundamentals of Microbiology and Immunology
- Population Health
- Introduction to Cancer Biology and Clinical Oncology
- Respiratory Systems
- Cardiovascular Systems
- Introduction to Clinical Practice 1B
- The Kidney and Urinary Tract

Year 2

- Introduction to Clinical Medicine 3
- Gastroenterology and Hepatology
- Clinical Neuroscience
- Pain and Addiction Intensive
- Introduction to Clinical Practice 2
- Dermatology and Musculoskeletal System

- Introduction to Clinical Medicine 4
- Endocrinology and Reproduction
- Hematology
- USMLE Step 1

Principles of Medical Practice: Phase 2 (Clerkships)

- Family Medicine and Geriatrics: 12 weeks
 - Longitudinal clinic: half day per week for 12 weeks
- Medicine: 8 weeks
- Obstetrics and Gynecology: 6 weeks
- Pediatrics: 8 weeks
- Psychiatry: 6 weeks
- Surgery: 8 weeks

Advanced Medical Practice: Phase 3 (Clerkships and Course)

- Anesthesiology-Operative and Perioperative/Critical Care: 4 weeks
- Emergency Medicine: 4 weeks
- Neurology: 4 weeks
- Sub-Internship: 4 weeks (select one)
 - Community Health and Family Medicine
 - Medicine
 - Neurosurgery
 - Otolaryngology
 - Pediatrics
 - Plastic & Reconstructive Surgery
 - Surgery
- Internship 101: 4 weeks
 - Residency preparation
- Elective credits: 16 weeks
 - USMLE Step 2 CK