

Enlightened Innovation: Using an Educational Scan to Identify Trends in Phase 2,3 Medical Education

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Background:

As part of the educational strategic planning process, VTCSOM faculty interviewed a purposive sample of US medical schools to better understand the current landscape of the design, scheduling, sequencing of concepts, and assessments of clerkship (Phase 2) and post-clerkship (Phase 3) curricula. The objective was to guide the formulation of essential imperatives and strategies as we revise the current post-Phase 1 curricula over the upcoming years.

Methods:

Using a series of focused questions, we interviewed leadership at six US medical schools between March and April 2023. Programs interviewed included:



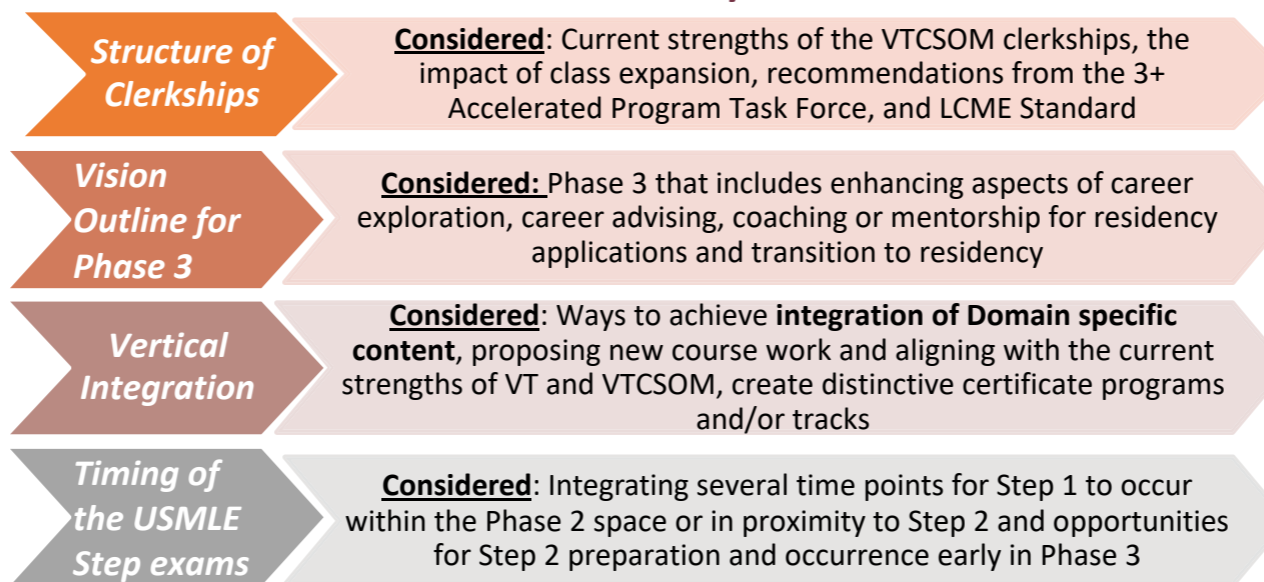
Questions were structured to gather information on our four priority areas: structure of clerkships, vision for Phase 3, vertical integration of content, and timing of Step exams.

Special thanks:

Special thanks to all the programs who participated in this survey and to the Phase 2,3 Task force and Core Strategy Team for their input and guidance throughout the process.

Membership: Drs. Criss, DeMott, Gates, Gerrish, Keele, Knight, Nguyen, Pagan, Price, Prusakowski, Strauss, Sweet, Worthington, and Janie Wood.

Task Force Priority Areas



Phase 2,3 Opportunities for Change

Clerkship re-organization	Inclusion of: Increased vacation time, integration of Phase 1 materials , intersession weeks and new assessments (proposed by Assessment Task Force).
Intersession weeks	Design intersessions weeks and transition to clerkship between core clerkship bundles. - Content for these weeks will be driven by: Integration of Phase 1 content and clerkship specific needs.
Phase 3 Design	Elements of Phase 3: <ul style="list-style-type: none"> Potential 'selectives' (e.g. specialty specific electives) to accommodate for an increase in training time in identified areas to ensure appropriate experience and match Restrict number of non-clinical and/or online electives Coaching and mentoring consistent with the Harmonized Milestones
Transition to Residency	Review content for Transition to Residency (TTR) rotations <ul style="list-style-type: none"> Consider adding, shortening, or modifying content.
Capstone	Define "Capstone": Establish concrete Goals & Objectives - is it HSSIP related or track-specific? Identify timing and modality of this activity based on these outcomes.
Development of 'Tracks' and certificates	Define and narrow new tracks with VTCSOM that both align with coursework and newly proposed graduate programs.

Results (QR code to full results):

Programs had similar elements of **Phase 2** clerkship organization and structure.

- Clerkships were often **bundled** with cohesive orientations across several clinical departments.
- Time was consistently allocated for **vacation and wellness** to address student and faculty well-being.
- Elements of Phase 1 material integrated across the clinical experiences.
- Pathways, tracks and certificates**, were evident as ways for learners to distinguish themselves in a variety of areas specific to the attributes of a program.
- All programs reported **aspirational changes** toward clerkship assessment in response to the need for more holistic evaluations.

Phase 3 elements across programs included **acting internships**.

- Mentoring and coaching programs**
- Outlined '**selectives**' to assist learner development in their career paths.
- Varying approaches to "transition to residency" courses or "boot camps".

Finally, although there was some **variety in timing of the Step exams**, most programs were moving towards a model where exams were approached concurrently or after clerkships exposure.

Discussion:

In summary, this approach provided specific insight into a variety of medical school programs to help guide the development of a new model for both Phase 2 and Phase 3 curricula here at VTCSOM, while taking specific consideration of the unique assets within our community.