The Early Clinical Experience

ECE Workgroup


Rationale

- ECE Goal is to transition students from pre-medical mindset into adult students of medicine who can reflect on their own learning, utilize the medical information ecosystem, and effectively collaborate with peers and faculty.
- Weekly recurring clinical experiences in outpatient settings with real patients provide motivation to learn, apply, and debrief necessary biomedical sciences, the humanities, and the social context of clinical decision making.
- Begin process of thinking backwards from chief complaints in an culturally/ethnically/socioeconomically diverse patient population.
- Foster intensive collaboration among non-clinical and clinical faculty.
- Provide an opportunity for optional content review and study skills for USMLE Step 1 begins.

Description of Curriculum

10 Chief Complaints & Concerns (C3) Topics for ECE:
- chosen to be foundational for clinical skills, knowledge and attitudes
- planned outpatient simulations and virtual outpatients to ensure students get experience and to frame and contextualize the weekly workload

C3 order rationale in ECE
- Immunizations early due to vaccine season; Joint pain early to apply PEx skills and apply gross anatomy; Blood Pressure Dysregulation early b/c of incidence/prevalence, application of clinical skills, and integrative necessary science; Epi/EBM half-way through to develop literature skills

Weekly Formative Assessments
- Content preparation/debriefing for TBL, ICC, Post Clinic Groups, Necessary Science Labs, Simulation, Guided Independent Learning supported by daily & weekly checkoff lists of Learning Objectives -> Extramural/Intramural On-line Content -> Exam Soft Assessment

Progress Skills Exam
- a summative, intramural, norm-based, assessment for curricular progress and retention. Clinical Skills evaluated by rubric guided patient simulations; Clinical Knowledge & Attitudes evaluated by combination of USLME-syle and necessary science/humanities/SCCD multiple choice questions using computer based testing

Current Model of Typical Week in Life of an ECE Student

<table>
<thead>
<tr>
<th>Weeks</th>
<th>PrepECE</th>
<th>ECE</th>
<th>PreP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical Skills &amp; Essential Clinically Gross Anatomy</td>
<td>Immunizations</td>
<td>Medical History/Epi/EBM</td>
</tr>
<tr>
<td>2</td>
<td>Clinical Skills &amp; Essential Host-Pathogen Interactions</td>
<td>Joint Pain (Back, Knee)</td>
<td>Mood Disorders</td>
</tr>
<tr>
<td>3</td>
<td>Blood Pressure Dysregulation</td>
<td>Health Maintenance/Epi/EBM</td>
<td>Dyspnea</td>
</tr>
<tr>
<td>4</td>
<td>Health Maintenance/Epi/EBM</td>
<td>Breast Cancer</td>
<td>Acute Abdomen</td>
</tr>
<tr>
<td>5</td>
<td>Health Maintenance/Epi/EBM</td>
<td>Dysuria</td>
<td>Dizziness</td>
</tr>
<tr>
<td>6</td>
<td>Health Maintenance/Epi/EBM</td>
<td>Hyperglycemia</td>
<td>Dizziness</td>
</tr>
</tbody>
</table>

TOTAL 24

Prep for ECE

Weeks 1-8

ECE

Weeks 9-24

Content Resources for PreECE/ECE- PROPOSAL
- no formal course packets as in legacy curriculum
- all on-line available at MSU Library
- Bates: Guide to Physical Exam & History Taking
- Robbins & Cotran: Pathological Basis of Disease
- Katzung: Basic & Clinical Pharmacology
- First Aid for Basic Sciences, General Principles
- First Aid for Basic Sciences, Organ Systems
- Lo: Resolving Ethical Dilemmas
- Levinson: Understanding Medical Professionalism
- Bodenheimer: Understanding Health Policy
- Intramural Sources: selected excerpts from current MediaSite or electronic course packets
- Extramural Sources: Khan Academy, CDC.gov, etc.

Faculty Development
- Writing tight learning objectives tied to Exam Soft assessment
- TBL training
- Guiding individual student inquiry ("student-directed interviewing")
- Managing small student groups
- D2L training for weekly student 'to-do' lists

To Do

1) Input legacy assessments into Exam Soft, catalog and amend
2) Establish reasonable weekly Clinical Skills Learning Objectives based on C3s
3) Establish reasonable weekly Necessary Science Learning Objectives based on Clinical Skills Objectives
4) Identify on-line, intramural, and extramural content for Learning Objectives
5) Develop D2L Infrastructure to administer daily and weekly Learning Objectives, Content, and Formative Assessment
6) Develop Clinical Skills checklists and documentation procedures
7) Develop Post-Clinic Group Experiences, TBLs, ICCs, Progress Skills Exam
8) Continue to enfranchise Academic Support and current students