Intersessions

Intersession Workgroup
J. Gold, C. Arvidson, L. Marks, L. McAdams, C. Obetts, A. Paganini, S. Roskos,
J. Simmons, H. Toriello, T. Tomlinson, R. Tubbs

Curriculum Objectives

- To ensure that medical students can perform appropriate histories and physicals on patients with common complaints in an ambulatory primary care setting (for intersession 1) and ambulatory primary and subspecialty and hospital settings (intersession 2).
- To ensure that medical students have the biological and social science knowledge necessary to understand and interpret the clinical data gathered in evaluation of common complaints.
- To give students the opportunity to pursue academic endeavors of medical interest.
- To provide students with a balanced view of the physician and his or her role within the health care system and the larger society.
- To provide students for national licensing examinations.
- To prepare students to perform hypothesis driven histories and physicals (for intersession 1).
- To prepare students to manage the initial presentation of common complaints (for intersession 2).
- To prepare students to act independently in a supervised medical setting.

Description of Curriculum

- Intersessions occur in one-month blocks; students take up to two intersession modules at any given time.
- The first intersession allows up to eight modules; the second intersession allows up to four.
- There are three types of intersessions:
  - Core (required for all students)
  - Equalizing (allow students who struggle in a particular competency area to achieve mastery)
  - Advanced (allow students to pursue areas of interest and/or prepare for certificates in the LCE)
  - May vary over time based on student interest/faculty expertise

Sample intersession modules

<table>
<thead>
<tr>
<th>Core topics/examples</th>
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</thead>
<tbody>
<tr>
<td>Evidence Based Medicine</td>
<td>Foundations of Biomedical Sciences</td>
<td>Problems at the Frontiers of Bioethics</td>
</tr>
<tr>
<td>Medical Humanities</td>
<td>Foundations of Clinical Skills</td>
<td>Advanced Genetics and Genomics</td>
</tr>
<tr>
<td>Clinical Anatomy</td>
<td>Principles of Education</td>
<td>Advanced Clinical Skills</td>
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<tr>
<td>Health of Special Populations</td>
<td>Principles of Education</td>
<td>Advanced Clinical Skills</td>
</tr>
<tr>
<td>USMLE Step 1 Prep</td>
<td>Current Topics in Microbiology and Infectious Diseases</td>
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</tbody>
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Week in the life of a student:

Next Steps

- Involve disciplinary experts in content development for existing and potential intersession modules.
- Identify and recruit faculty interested in leading or participating in intensive work with students in intersessions.
- Create and/or identify course materials including active learning modules, cases, formative and summative assessments.
- Involve academic support staff in course design and/or course administration.
- Create course schedule for students to be available early in fall 2015 for students to identify courses of interest.