Girl Scout (Merit Badge) Model 1 & 2

Curriculum Design Group

Rationale

- Entirely modular curriculum with complete integration of basic science and clinical science components
- Key features and principles
  - Modular
  - Integrates Basic and Clinical Science
  - Student Directed
  - Student goes at own pace
  - Competency based

Curriculum Objectives

- Students choose the order of the curriculum although there may be prerequisites for some modules (similar to undergraduate)
- Some components of the curriculum are required while others are elective
- Students may test out of certain modules (either basic or clinical science) based on their previous experience or expertise
- The length of the curriculum would vary depending on the skills and preferences of the student
- Overall assessments could include a portfolio which the student would complete through choice of modules (like girl scout merit badges)
- The USMLE may not be required for promotion as occurs now, but could still be required for graduation. Board prep, the Comprehensive Basic Science Exam might be required before taking the USMLE.

Description of Curriculum

SAMPLE CURRICULUM:

<table>
<thead>
<tr>
<th>Module</th>
<th>Basic Skill (required)</th>
<th>Intro Concern (required)</th>
<th>Advanced Skill (required)</th>
<th>Advanced Concern (required)</th>
<th>Special topics (selective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology</td>
<td>Biochem</td>
<td>Basic Interview</td>
<td>Basic Physical Exam</td>
<td>Advanced Physical</td>
<td>Anatomy</td>
</tr>
<tr>
<td>Junior Surgery</td>
<td>MER PBL</td>
<td>OB-Gyn Clerkship</td>
<td>Pediatric Clerkship</td>
<td>Cardio PBL</td>
<td>Pulmonary PBL</td>
</tr>
<tr>
<td>Renal PBL</td>
<td>Internal Med Clerkship</td>
<td>TEB PBL</td>
<td>Psychiatry Clerkship</td>
<td>Board Prep Course</td>
<td>Clinical Elective</td>
</tr>
<tr>
<td>Clinical Elective</td>
<td>Advanced Anatomy</td>
<td>Surgery Subintern</td>
<td>Research Elective</td>
<td>Research Elective</td>
<td>Clinical Elective</td>
</tr>
</tbody>
</table>

SAMPLE CURRICULUM (Catagories on top and examples below)

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skill (required)</td>
<td>Intro Concern (required)</td>
</tr>
<tr>
<td>Vitals</td>
<td>Characterize Pain (includes basic science)</td>
</tr>
<tr>
<td>Injections (includes anatomy)</td>
<td>Chest pain (includes path-phys-pharm)</td>
</tr>
<tr>
<td>Screening exam (includes Epi)</td>
<td>Grief (including basic science and mx)</td>
</tr>
<tr>
<td>Advanced Skill (required)</td>
<td>Advanced Concern (required)</td>
</tr>
<tr>
<td>Manage emotional patient</td>
<td>Uterine bleeding in pregnancy</td>
</tr>
<tr>
<td>EKG</td>
<td>Failure to thrive</td>
</tr>
<tr>
<td>Diagnosis with physical exam.</td>
<td>Delirium</td>
</tr>
<tr>
<td>Antipsychotics for children</td>
<td></td>
</tr>
</tbody>
</table>

Discussion

- Faculty availability for courses/modules offered frequently.
- Creation and maintenance of many modules.
- Faculty expertise for breadth of student interest.
- Adequacy of technology resources
- Adequacy of simulation resources
- Concerns about class cohesion and student-faculty relationships

Variation on Model:
- Every student must demonstrate mastery of fifty(?) diagnoses prior to graduation
- Mastery would include:
  - A minimum number of encounters with patients with the diagnosis
  - Demonstration of understanding of the pathophysiology underlying the diagnosis
  - Ability to make an accurate diagnosis and differential diagnosis in real or simulated clinical settings
  - Ability to address population health aspects of the diagnosis (e.g., applying information systems to assess poorly controlled diabetics in a practice and develop an education plan)
  - Demonstrate safety principles for care of patients with the diagnosis (e.g., medication reconciliation for a patient with CHF returning to a nursing home)
- Students would have to determine what they needed to know to reach these goals; the curriculum would vary depending on the previous background of the student
- The college would provide resources including:
  - Basic science tutorials (British system style with self-directed curricula and one-on-one meetings with faculty)
  - On-line lectures and seminars
  - Clinical rotations
  - Learning Assessment Center