The Problem

In the current CHM Block II curriculum, there is a great deal of incongruity in the way information is organized in the coursepack and lectures.

For example - In a given Domain, pathology, clinical presentation, and pharmacology are all topics discussed within their own separate lectures, thus separating the information for a given disease across multiple lectures and therefore multiple disconnected pages within the coursepack.

This method thus presents the information for any given disease as isolated facts, rather than as a collection of related details that form a single clinical picture – which is easier to understand, retain, and apply.

For this reason, many students attempt to reorganize the information on their own, which creates an inefficient way of learning the material; this is difficult for students to accomplish in Block II since it is their first time trying to assimilate all of the basic sciences together for every given disease.

Furthermore, presenting the information for a given disease in such an unconnected fashion has limited potential to help medical students prepare for their clinical rotations, where disease is approached in logical sequence from risk factors to symptoms to diagnosis to treatment.

The Solution

A Supplemental Index of Diseases presented in a consistent, logical, and clinically-oriented method would significantly improve learning in the Block II Curriculum for several reasons.

First, it will help students assimilate the basic sciences for every given disease in a manner that is easy and logical to remember.

Second, it will provide a framework for understanding disease that will better prepare medical students for clinical rotations.

Third, it will improve students’ efficiency in learning the material, since students can reference this Supplemental Index of Diseases while reviewing the lectures, which often focus on one basic science.

The Organization

For each Domain in the Block II Curriculum, a Supplemental Index of Diseases would be provided along with the coursepack.

The Index would organized based on the entity of disease; for example, the diseases would be grouped according to Inherited Disorders, Autoimmune Disorders, Congenital Disorders, Neoplasia, etc.

Each disease would have a dedicated 1-2 pages, with information presented in the order as depicted in the image to the Left.

The Expectations

Medical students will develop a better understanding of the framework of disease, as well as retain the information longer.

Medical students will learn the Block II material in a way that better fosters clinical applications.

Medical students will be more efficient in their mastery of the information.

Medical students will perform higher on the USMLE 1 and 2 examinations.

Medical students will be better prepared for their clinical rotations.