Maryjean Schenk, MD, MPH, MS
Vice Dean,
Medical Education

November 15, 2011
Key Goals to the School of Medicine Strategic Plan for Education

- Enhance education programs for the UME and GME students through the continuum of medical education
- State-of-the science Education Commons is a regional hub for high tech teaching of medical students and residents
- Implementation of a clinical campus model for clinical training
Preclinical Curriculum

• Traditional 4 year curriculum with integration across years
• MS1 and MS2 courses managed by faculty Course Directors
• ~60/40 split of didactics and active learning
• Educational technology: Streaming video, BlackBoard, E*Value and Ipad/Laptop support
MS1 Basic Science Coursework

- Anatomy, Histology, Embryology
- Neuroanatomy
- Physiology
- Biochemistry
- Clinical Nutrition
- Genetics
- Clinical Medicine 1
MS2 Basic Science Coursework

- Immunology, Microbiology, Infectious Diseases
- Pharmacology
- Psychiatry
- Pathobiology
- Pathophysiology
- Clinical Medicine 2
MS1 and MS2 faculty engagement

• Clinicians:
  – Clinical Medicine 1-2 small groups
  – Year 2 Physical Diagnosis
  – Year 2 Pathophysiology

• Basic Sciences:
  – Year 1-2 UME courses within your department
  – Graduate Programs
MS3 Required Clinical Clerkships

Primary Care Block

- Internal Medicine (Eight Weeks)
- Pediatrics (Eight Weeks)
- Family Medicine (Four Weeks)
- Elective or Time Off (Four Weeks)
- Continuity Clinic Clerkship (1/2 day per week for 24 weeks concurrent with the Primary Care Clerkships)
MS3 Required Clinical Clerkships

Non-Primary Care Block

- Surgery (Eight Weeks)
- OB/GYN (Eight Weeks)
- Psychiatry (Four Weeks)
- Neurology (Four Weeks)
Three Required Clerkships

- Emergency Medicine (One Month)
- Subinternship in Internal Medicine, Pediatrics, Surgery or Family Medicine (One Month)
- Ambulatory Medicine (One Month)

Six Elective Months (Five if an elective was completed in Year 3)
Co-curricular Program

- Fabric of Society
- Humanistic Medicine
- Medical Education Evaluation
- MD Political Action
Teaching Opportunities

- **Clinical Faculty:**
  - Clinical Medicine 1-2 small groups
  - Year 2 Physical Diagnosis
  - Year 2 Pathophysiology
  - Precepting and mentoring

- **Basic Science Faculty:**
  - Year 1-2 UME courses within your department
  - Graduate Programs
Committee/faculty leadership Opportunities

- Admissions
- Curriculum
- Professionalism
- Promotions (medical student)
- Faculty Advisor for a specialty interest group, student organization
Professionalism in UME

• LCME Accreditation Requirement

• What is Professionalism?: The development of ideal professional values, attitudes, skills, and behaviors during the passage from medical student to practicing physician, which involves a number of processes that begin on the first day of medical school and continue throughout a physician’s career.
Professional Values and Attributes

• Competence and self-Improvement
• Respect for others and professional relationships
• Honesty
• Professional Responsibility
• Personal responsibility
• Social responsibility
Professionalism Committee

- Chairperson appointed by the Vice Dean for Medical Education
- Eight full time faculty members appointed by Executive Committee of the Faculty Senate
- Four students, one from each the four classes appointed by the Student Senate
- Review and hold hearings for cases of unprofessional behavior
Student Affairs and Career Development
http://www.med.wayne.edu/student_affairs/

Lisa McLean, M.D.
Graduate Medical Education

Tsveti Markova, MD, FAAFP
Associate Dean for Graduate Medical Education
Designated Institutional Official
Medical Education Continuum

- UNDERGRADUATE MEDICAL EDUCATION
- GRADUATE MEDICAL EDUCATION
- CONTINUING MEDICAL EDUCATION
Overview

• WSU GME Goal
• Institutional Changes and GME Programs
• GME projects
  – Competency-based Education
  – Alignment with clinical quality improvement and safety initiatives
• Strategic planning and opportunities
Goal

• To oversee the educational, human resource, financial, and ACGME accreditation processes of residency and fellowship training programs sponsored by Wayne State University.

• To lead a competency-based, clinically integrated curriculum for GME
Changes

WSU Sole Sponsored Programs

- Major Participating Sites:
  - Crittenton Hospital Medical Center
  - Grand Rapids Medical Education Partners
  - Karmanos Cancer Hospital
  - Oakwood Heritage Hospital
  - Oakwood Hospital
  - St John Hospital and Medical Center
  - University of Michigan Hospital and Health Centers
  - Veterans Administration Medical Center

DMC and CHM Sole Sponsored / WSU Affiliated Programs

- WSU Faculty providing teaching in 61 programs
WSU Sole Sponsored Programs

1. Dermatology
2. Family Medicine
3. Internal Medicine (start date July 1, 2011 with 13 PGY1 residents)
4. Ophthalic Plastic & Reconstructive Surgery
5. Orthopaedic Surgery
6. Otolaryngology
7. Physical Medicine & Rehabilitation (increase by 4 PGY1 residents)
8. Transitional Year (compliment increase to 16)
9. Urology

Total Number of Residents and Fellows: 124

Pending Applications: Dermatopathology
                     Hospice and Palliative Medicine Fellowship
GMEC Institutional Oversight

Leadership/Faculty Coaching
  Develop Interventions
  Ensure Proper Resources
  Implement Policies
  Evaluate and Revise

ACGME Survey Results
GME Data Collection/Evaluation
GME Resident/Faculty Surveys
GME Resident Focus Groups
Resident Council Feedback

Annual Program Review Facilitation
  IR Performance Gaps
  IR Proposed Solutions
  SWOT Analysis

Evaluation
Competency Based Education

Learning

Teaching

Educational Outcomes

Competency-based Residency Education
Ultimate Goal of the Outcome Project

- Practice-based Learning & Improvement
- Systems-based Practice
- Medical Knowledge
- Interpersonal & Communication Skills
- Professionalism
- Patient Care

Improving Patient Care

Derstine, 2006
Integrating Educational and Clinical Competencies

**ACGME**
- Medical knowledge
- Patient Care
- Interpersonal and communication skills
- Professionalism
- Practice-based learning and improvement
- Systems-based practice

**IOM**
- Safe
- Effective
- Patient and family-centered
- Timely
- Efficient
- Equitable
- Accessible
- High Value
Faculty Development

- Stanford Clinical Program
- Program Director Workshops
- SEMCME faculty development sessions
- Medical Education Research Scholarship Program
- WSU “Accelerate” program
Strategic planning for GME

1. Continuation of improving the quality of all residency programs and tracking through benchmarking tools
2. Implementing Competency-based Education curriculum
3. Cultivate the environment that encourages residents to pursue academic careers and practice
4. Develop and implement educational curriculum for integrating quality improvement and safety into GME
5. Develop educational programs that run the continuum of medical education experience within UME, GME and CME.
Wayne State University School of Medicine
MD/PhD Program

http://www.mdphdprogram.med.wayne.edu/
Mission

• To design and develop a nationally recognized combined MD/PhD program that prepares students for careers combining basic/clinical/translational/behavioral research with the practice and teaching of clinical medicine in an academic setting

• 4 students matriculate per year

• 7-8 year combined and integrated degree program (national average is 7.8 years)

• Dissertation research in any graduate program
# MD/PhD Curriculum

## MD Pre-Clinical Education

- **M1 (Year 1)**
- **M2 (Year 2)**

## MD Clinical Education

- **Grad 1 (Year 3)**
- **Grad 2 (Year 4)**
- **Grad 3 (Year 5)**
- **Grad 4 (Year 6)**

## Integrated Research (IR) during Clinical yrs

- **IC #1** (Grad 3)
- **IC #2** (Grad 4)
- **IC #3** (Grad 4)* (if reqd)
- **IC #4** (Grad 4)

## Graduate Research Training

- **Graduate Research Rotations**
- **M3 (Year 6)**
- **M4 (Year 7)**

## USMLE

- **Step 1**
- **Step 2 CK**
- **Step 2 CS**

## Integrated Clinical (IC) during Graduate yrs

- **IC #1**
- **IC #2**
- **IC #3**
- **IC #4**

## MD PhD Activities

- **MD PhD Year 1 (M1)**
- **MD PhD Year 2 (M2)**
- **MD PhD Year 3 (Grad 1)**
- **MD PhD Year 4 (Grad 2)**
- **MD PhD Year 5 (Grad 3)**
- **MD PhD Year 6 (Grad 4)**
- **MD PhD Year 6/7 (M3)**
- **MD PhD Year 7/8 (M4)**

## Notes

- Passage of USMLE Step 1 required for entry into Graduate Training (**USMLE 1 to substitute for written qualifiers**)
- All ICs must be satisfactorily completed before dissertation defense (**IC #3 graded**)
- Entry into Clinical Training at 3 time points (July 1, Sept 1, Jan 1)
- All IRs must be satisfactorily completed; USMLE Step 2 passed
- MD and PhD degrees will be simultaneously conferred upon successful completion of all requirements
Graduate Certificate in CTS courses
(15 credits)

(i) **PSL 7710** Disease States and Reproductive Processes, **1 credit**
    *Summer prior to start of M1*

(ii) **MDR 7110** Bench to Bedside for MD/PhD Dual Degree Students, **2 credits**
    *Year round once a month for 10 months, 3 times*

(iii) **MDR 7090** Fellowship Writing for MD/PhD Dual Degree Students, **2 credits**
    *Fall Year 3*

(iv) **FPH 6010** Biostatistics I, **4 credits**
    *Winter year 3/4*

(v) **FPH 7240** Epidemiology, **3 credits**
    *Fall Year 3/4*

(vi) **MDR 7100** Clinical Research Design for MD/PhD Dual Degree Stud,
    **2 cr**
    *Year round once a month, in Years 4/5*

(vii) **BMS 6010** Responsible Conduct in Research, **1 credit**

*Bridge to Masters degree*
MD/PhD-specific courses

- **MDR 7090**  Fellowship Writing, *2 credits*
  *Fall Year 3*

- **MDR 7110**  Bench to Bedside, *2 credits*
  *Year round: once a month for 10 months*
  *3 times, every other year*

- **MDR 7100**  Clinical Research Design, *2 credits*
  *Winter Year 4/5, every other year*
16 students enrolled and submitted fellowships

- Eight NIH
- Three AHA
- Two Department of Defense
- One Epilepsy Foundation

Substitute for written prospectus
Faculty Interactions

- Participate in MD/PhD-specific courses
  - Bench to Bedside
  - Fellowship Writing
- Physician-scientist role models
- Clinical mentoring
- Dissertation mentors for PhD