

New to LInC

(Learner-centered Integrated Curriculum)



Physician as Professional



Physician as Scientist



Physician as Communicator



Physician as Clinical Problem Solver



Physician as Advocate



Physician as Person

❖ Diverse approaches to learning

- Multiple environments for learning including increased small group sessions with scenario-based integrated cases and technology-enhanced interactive large groups
- Embedded student preparation time to support individual and classroom learning
- Use of technology to support training (for example: simulation, online integrative learning management system, audience response, virtual microscopy, computer-based examinations)

❖ Flexibility of methods to engage teachers and learners

- Rich face-to face and electronic curricular offerings
- Early clinical experiences and community immersion opportunities
- Opportunities for inter-professional educational experiences

❖ Formative and summative student assessment with feedback to enhance and support learning.

❖ Pass-fail in Foundations of Medicine Year 1 to build academic student community and support diverse students to achieve success and excellence.

❖ Robust course evaluation to respond to student feedback and support continued curricular innovation.

❖ Shared resources to allow student and faculty open access to course materials and individuals work throughout their training.

❖ Five Learning Communities, each comprised of students from all four years of training and facilitated by dedicated faculty mentors will foster a higher level of student engagement and intellectual interaction with peers, faculty, curriculum and each students' own intellectual development.

❖ Enhanced incorporation of frontiers of science and medicine including clinical and translational research, epidemiologic and biologic determinants of health, patient safety and quality in health care, health disparities, health care policy, law and medicine and more!