

CURRICULUM

GOALS AND OBJECTIVES

GOALS

The goals of the curriculum are to:

- Develop self-directed learners who will continuously develop as caring physicians during graduate training and practice.
- Enable students to acquire a strong foundation in the basic and clinical sciences and in those aspects of the humanities, social, and behavioral sciences that are relevant to medicine.
- Foster the development of the skills necessary for the competent practice of medicine throughout their professional career.
- Help the student in developing an appreciation and understanding of the diverse values that are brought by health care professionals, patients, family, and society to the practice of medicine.
- Utilize methods in the curriculum that will be flexible in meeting the needs of the individual student. This curriculum will include a variety of learning strategies and formats.

OBJECTIVES

To attain the Doctor of Medicine degree, the Creighton graduate must:

- Demonstrate knowledge of the principles of basic biologic processes pertaining to the understanding of disease.
- Demonstrate knowledge of pathophysiology of common and important health problems.
- Demonstrate the ability to use scientific principles in the diagnosis and management of disease.
- Demonstrate knowledge of therapeutic principles for common health problems including drug therapy, rehabilitation, and community support services.
- Demonstrate the knowledge and skills needed to identify persons at risk for common and important health problems.
- Demonstrate the ability to:
 - conduct a medical interview and obtain a medical history
 - carry out an appropriate physical examination
 - develop a differential diagnosis
 - utilize appropriate diagnostic and laboratory procedures to confirm the diagnosis
 - develop a treatment plan
 - record the information in a concise and organized manner
- Be able to recognize and initially manage the life-threatening conditions for which immediate intervention is necessary for the well-being of the patient.
- Demonstrate the importance of preventive medicine in improving the health status of society and reducing health care costs. Encourage a healthy lifestyle by word and example.
- Identify and propose solutions to moral, ethical, and legal problems of medical practice.

- Demonstrate an ability to communicate with patients and family members in a clear and sensitive manner recognizing the consequences of illness as a process that unfolds within a societal and cultural context.
- Function as a competent member of the health care team, demonstrating cooperation, initiative, and appropriate leadership skills.
- Demonstrate skills of lifelong learning and practice self-education by selecting appropriate learning resources to enhance one's personal progress and performance.
- Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems.
- Demonstrate effective use and management of information to include the ability to use computers for data analysis and information retrieval.
- Demonstrate the effective use of educational principles to educate patients, families, and fellow health professionals about health care problems.

The School of Medicine requires successful completion of four years of study before the *Doctor of Medicine* is awarded. All components of each of these four years must be completed before the student can be awarded the degree of *Doctor of Medicine*. The curriculum of these four years does change from time to time, based on student and faculty input, however, the basic concept of developing outstanding practitioners of medicine remains stable.

The educational program is divided into four components:

Component I – The First Year

The goal of the first year is to provide a strong foundation in basic biomedical science in order to prepare the students for the detailed basic science content that occurs within the clinically oriented system courses in the second year. Students also will be introduced to ethical and behavioral science principles and will learn the fundamentals of physical assessment and interviewing techniques.

Component II – The Second Year

The goal of the second year is to provide the opportunity to learn basic science in depth and to learn introductory aspects of clinical medicine. The second year is organized around a series of organ system-based courses, each presented by a multidisciplinary team of faculty members. Within each course, normal physiology and histology of the system are presented in conjunction with the pathology of common diseases and medical and pharmacologic approaches to diagnosis and treatment. Each course uses a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer-aided instruction, and independent study. In addition, other courses develop clinical skills and address the psychosocial aspects of medicine. In IDC 289, students are assigned to a clinic one-half day every other week to reinforce History and Physical Examination skills learned in the first year. In the Psychological and Social Dimensions of Medical Practice I and II courses, students are exposed to psychiatry, health policy, public health, cultural competency, and behavioral science issues.

Component III – The Third Year

Component III is comprised of the core clinical clerkships, all of which set a solid foundation for electives, residency, and the future practice of medicine. These consists of:

- Ambulatory Primary Care clerkship (8 weeks), an integrated approach to ambulatory primary care drawn from the departments of Family Medicine and Internal Medicine.
- Inpatient Medicine (8 weeks)
- Psychiatry (8 weeks)
- Surgery (8 weeks)
- Pediatrics (8 weeks)
- Obstetrics and Gynecology (8 Weeks)
- An inter-clerkship experience (DCM 301, Dimensions of Clinical Medicine) covering various clinically important topics (i.e., evidence-based medicine, sexuality, cultural competence, professionalism, alternative medicine, bioterrorism, and medical ethics) follows each clerkship. This course covers six sessions at 8 hours each.
- During Component III, students will become certified in Advanced Cardiac Life Support.
- Comprehensive clinical competency examination given in the spring of Component III.

Component IV – The Fourth Year

Having been exposed to the breadth of medicine in the third year, the fourth year prepares students for the residency experience and provides a chance for exploring their own interests in various areas through elective courses. The guidelines for the fourth year are:

- One (1) 4-week critical care medicine clerkship (with in-house call).
- One (1) 4-week required surgery.
- One (1) 4-week Primary Care sub-internship rotation in Family Medicine, Internal Medicine, or Pediatrics (may substitute a second critical care medicine rotation for this requirement).
- One (1) two-week Neurology clerkship.
- The senior colloquium (discussion of medical, legal and ethical issues in the context of actual current cases).

Students may pursue other areas of interest during the remaining four-week electives of Component IV. Three of these may be in extramural programs (i.e., electives taken at other School of Medicine approved/affiliated hospitals with sound teaching programs) and one is available for residency interviews.

Each student will be assigned a clinical faculty member who will aid the student in designing his or her coursework. These must be approved by the student's advisor and Associate Dean for Student Affairs.