MCWfusion™ Curriculum

**The MCWfusion vision**
- Integrated approach that emphasizes clinical application
- Welcoming and nurturing campus culture
- All students get the resources they need to be successful
- Opportunities to individualize your education

**Phase 1 - Foundational Sciences**

- 18 months in MKE
- 15 months on regional campuses

**Integrated Science courses organized in organ system blocks**
- Weekly Patient-Based Discussions
- Longitudinal clinical and professional development courses
- Inter-block spiral weeks
- Scholarly Pathways

**Blue**: Integrated Science blocks; **Green**: Early Clinical courses

**The Good Doctor**: Professional development course that includes Learning Communities to facilitate coaching and support

**IPD 1**: Individual Professional Development and time for Step 1 study

**Scholarly Pathways**: Two-year required component of the curriculum offering individualized training

**PHASE 1 - YEAR 1 - Milwaukee**
- **July**: Foundations of Medicine
- **August**: Hematology - Immunology
- **September**: Musculoskeletal - Skin
- **October**: Gastrointestinal - Nutrition
- **November**: Cardiovascular
- **December**: Respiratory
- **January**: Renal
- **February**: Endocrine - Reproduction
- **March**: ACADEMIC ENRICHMENT
- **April**: Neuroscience
- **May**: Behavioral Medicine
- **June**: IPD 1

**PHASE 1 - YEAR 2**
- **July**: The Good Doctor 1 & Learning Communities
- **August**: The Good Doctor 2 & Learning Communities
- **September**: Soar A
- **October**: The Good Doctor 3 & Learning Communities
- **November**: Soar B
- **December**: Scholarly Pathways

**PHASE 1 - YEAR 1 - Regional Campuses**
- **July**: Foundations of Medicine
- **August**: Hematology - Immunology
- **September**: Musculoskeletal - Skin
- **October**: Gastrointestinal - Nutrition
- **December**: Cardiovascular
- **January**: Respiratory
- **February**: Renal
- **March**: Endocrine - Reproduction
- **April**: Neuroscience
- **May**: Behavioral Medicine
- **June**: IPD 1

**PHASE 1 - YEAR 2**
- **July**: The Good Doctor 1 & Learning Communities
- **August**: The Good Doctor 2 & Learning Communities
- **September**: Soar A
- **October**: The Good Doctor 3 & Learning Communities
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- **December**: Scholarly Pathways

**Launch**
- **Climb 1**
- **Climb 2**
- **Physician in the Community Pathway**

**Introduction to Scholarly Activities (ITSA)**

**Soar**
- **A**
- **B**

**Physician in the Community Pathway**

**MCWfusion™ launch – July 2023**
- Students should anticipate being on campus for in-person sessions approximately 60% of time during the weeks of the Integrated Science blocks.

- Wednesday morning small group sessions (Patient-Based Discussions (PBDs) and Learning Communities) will be in-person throughout Phase 1.

- The Early Clinical Launch course schedule is shown in the sample Integrated Science week above. During Climb 1, Climb 2 and Soar, two afternoons per week will consist of classroom sessions and time in clinic and may be scheduled during Monday, Tuesday, Wednesday and Friday afternoons. The early clinical sessions are required as they give students an opportunity to practice skills with standardized patients and receive feedback. At the end of each Early Clinical course, the students will complete an Objective Structured Clinical Examination (OSCE).

- It is estimated that half of student learning time during Phase 1 will take place via lectures (synchronous or asynchronous) and half through active learning in small or large groups and during individualized sessions.
During spiral weeks, students will participate in required thread sessions, have the opportunity to make up clinic days, complete missing assignments and reassess exams if needed.

Integrated science blocks will have 1-2 high stakes exams per course depending on block length. Exams consisting of USMLE (United States Medical Licensing Examination) style questions will be administered remotely and proctored virtually.

Satisfactory/Unsatisfactory will remain the grading scale for all Phase 1 courses.

As part of the spiral weeks, students will develop individualized learning plans (ILPs) to help identify goals and track outcomes relevant to their overall personal and professional goals. Learning Community navigators will review and share feedback regrading students’ ILPs.

Pathways core sessions will occur once per month, on Thursday afternoons, either during Spiral Week or during Integrated Science blocks. Thursday afternoons not scheduled for Pathways core sessions should be used for Pathways individualized learning activities.

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**Sample Spiral Week**

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8 am</td>
<td>Assessment Integrated Science Block Exam</td>
<td>Doctoring Threads Sessions</td>
<td>Remediation as needed</td>
<td>Doctoring Threads Sessions</td>
<td>Reassessment as needed</td>
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<td>10 am</td>
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<td>12 pm</td>
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<tr>
<td>1 pm</td>
<td>Independent study</td>
<td>Clinic Make-up Session</td>
<td>Independent study</td>
<td>Pathways</td>
<td>Individualized Learning Plan (ILP) documentation</td>
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<td>5 pm</td>
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**PATIENT-BASED DISCUSSIONS**

Patient-based discussions are consistent and standardized sessions. In Phase 1 of MCWfusion curriculum, these weekly sessions will occur during the 10 Integrated Science Blocks. The cases will apply foundational science concepts to authentic clinical scenarios and integrate thread objectives including health equity and systems-based practice.

**DEFINITION**
Patient-based discussions (PBDs) are active learning sessions in which small groups of students discuss a patient scenario.

**LEARNING GOALS**
- Apply foundational science concepts to discussions of patient assessment and management
- Demonstrate effective communication and interpersonal skills within a team
- Engage in inquiry-based learning during and following the discussions

**SOCIAL CONTRACT**
Helps support an engaging, inclusive, and equitable discussion.

**STUDENT ROLES**
- Moderator
- Reader
- Searcher
- Synthesize
- Section Leader
- Chat Monitor

**STUDENT TEAMS**
Consistent teams of approximately 10 learners who select their roles to review the patient case.

**FACILITATORS**
One facilitator - a foundational science or clinical faculty - guides each patient-based discussion. The facilitator role consists of the following:
- Monitor learning outcomes
- Help learners make connections between clinical perspectives and the underlying foundational science concepts
- Promote student inquiry
- Model a growth mindset
- Provide feedback to the students at the end of the block

**PROCESS**
PBDs are learner-driven discussions. Facilitators guide learners to achieve educational goals of the case.

**STRUCTURE**
- Prior to PBD
  - Pre-work distributed on Monday
  - 30-60 minutes of preparation
  - Pre-work entry quiz
- The day of PBD
  - Facilitator-guided discussion
  - Wednesday morning, 2 hours
  - Time to answer questions
- Post PBD
  - Debrief
  - Weekly summative wrap-up
  - Extended inquiry assignment

**DEVELOPED BY**
PBD Template Workgroup
Medical College of Wisconsin

This overview reflects the concept and practices of patient-based discussions in content of Phase 1 of MCWfusion curriculum.
PHASE 2 – CORE CLINICAL

12 months in MKE
10 months on regional campuses

Integrated Clerkships
Preparatory Spiral Weeks
Medical knowledge and clinical skills assessments
Integrated thread content
Scholarly Pathways

Phase 2 - Milwaukee

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<tr>
<td>Hospital Clerkship</td>
<td>Surgical Clerkship</td>
<td>Ambulatory Integrated Clerkship</td>
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Thriving During Clerkships & Learning Communities
Scholarly Pathways

Phase 2 - Central Wisconsin

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Thriving During Clerkships & Learning Communities
Physician in the Community Pathway

Phase 2 - Green Bay

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Longitudinal Primary Care Rotation
Thriving During Clerkships & Learning Communities
Physician in the Community Pathway

Blue: Integrated Clerkships include exposure to the following:
- Internal medicine
- Family medicine
- Pediatrics
- Psychiatry

Thriving During Clerkships: Professional development course that includes Learning Communities to facilitate coaching and support

Scholarly Pathways: Thursday afternoons are set aside for Scholarly Pathway activities and student wellbeing
**Phase 3 – Individualization**

17 months in MKE  
11 months in regional campuses  
Tracks as guided paths to residency  
Integrated science selectives  
Clinical and research electives  
Acting internships  
Scholarly project

**Blue**: Specialty oriented individualized options of required and elective experiences guided by the following track options:

- Primary Care and Medical Specialties
- Acute Care / Emergency Medicine
- Surgical / Procedural
- Mind, Brain & Body
- Diagnostics & Therapeutics
- Undifferentiated
- Accelerated Regional Campus (ARC)

**Acting Internship**: Clinical experience in which students serve as “physician of first contact” with supervision

**IPD 2, IPD 3**: Individual Professional Development time provides time for students to prepare for the Step 2 examination and to interview for residency

**Preparing for Residency**: Professional development course that prepares students for the transition to residency

**Scholarly Project**: All students will complete their scholarly project during Phase 3

Students who would like to complete additional scholarly work can pursue the requirements to earn Honors in Community Engagement, Honors in Global Health, or Honors in Research.

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**Phase 3 - Milwaukee - Year 1**

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Preparing for Residency 1  
Preparing for Residency 2 & Learning Communities  
Scholarly Project

**Phase 3 - Milwaukee - Year 2**

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Preparing for Residency 3  
Preparing for Residency 2 & Learning Communities  
Scholarly Project

**Regional Campuses**

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Preparing for Residency 1 & Learning Communities  
Preparing for Residency 2 & Learning Communities  
Scholarly Project
**Doctoring Threads in the MCWfusion Curriculum**

The seven doctoring threads create opportunities for students to obtain the knowledge, skills and attitudes required to be successful clinicians and are incorporated into all three phases of the curriculum. Thread content is deliberately integrated across all courses and clinical experiences allowing for spaced repetition. Students will receive timely feedback to track progress on the competencies associated with each thread.

**Character and Professional Development thread:** aims to spark medical students’ curiosity about their personal and professional development, encourages students to actively discover and foster their character strengths and provides opportunities and experiences foundational to their professional identity formation.

**Communication thread:** trains students to effectively communicate with patients and families by developing relationships with individuals across a broad range of socioeconomic and cultural backgrounds, trains students how to engage in difficult conversations and provides patient education that facilitates shared decision-making.

**Critical Thinking thread:** relies upon *critical appraisal*, where the medical literature is evaluated using principles of epidemiology and biostatistics, and *diagnostic reasoning*, where probabilistic reasoning and diagnostic schema are used to guide medical decision-making. Students learn to understand the principles of evidence-based medicine, speak the language of diagnostic reasoning and possess associated tools to utilize in deliberate practice.

**Health Equity thread:** trains students to be caring and competent physicians with a focus on both cross-cultural understanding and cultural humility. Students will learn why health inequities exist, why they matter and the roles physicians play in mitigating them. This thread will also address how to effectively eliminate health disparities and how to advance health equity through coalitions, system improvements and policy advocacy.

**Health System Science & Patient Safety thread:** teaches students how to successfully navigate the complexities of the health care system and positively impact the quality and safety of their patients’ care.

**Interprofessional Education and Practice thread:** exposes students to key competencies around communication, values/ethics, roles and responsibilities and teams/teamwork. Students will participate in interprofessional collaborative practice experiences in the health care setting with an aim toward delivering high quality care with health workers from different professional backgrounds.

**Patient Care Skills thread:** trains students in the discreet and observable acts of clinical care, which are fundamental for the basic clinical method. These skills include taking a history, performing a physical examination, interpreting diagnostic tests, performing procedures, documenting encounters and selecting and monitoring therapeutics. Students will engage in deliberate practice of these skills in the clinical learning environment to achieve proficiency.
LEARNING COMMUNITIES IN THE MCWfusion CURRICULUM

Throughout the MCWfusion curriculum, Learning Communities (LCs) will provide a longitudinal structure to facilitate coaching and support.

Program Objectives:

- Foster student well-being
- Serve as a structure for achieving curricular objectives
- Nurture master adaptive learner skills and growth mindset for student lifelong learning through faculty coaching
- Provide interface for coordination of other student support systems

Each learning community will consist of eight students and one faculty navigator. The learning communities will then be organized into houses which include an associated behavioral medicine professional and an academic advancement and remediation expert.

The learning community program will be a component of the following courses:

- Phase 1: The Good Doctor
- Phase 2: Thriving During Clerkships
- Phase 3: Preparing for Residency

The learning communities will meet weekly/biweekly in Phase 1 and during the spiral weeks in Phases 2 and 3.

Small group discussions in the Learning Communities will include content from the Character and Professional Development thread and may include other thread content. Many of these topics require psychologically safe learning environments which Learning Communities will strive to provide.

Coaching during Spiral Weeks will include Individualized Learning Plan (ILP) development and review. Learning Community coaches will work in collaboration with the students to help improve performance and unlock potential, to establish and meet goals, to understand and resolve challenges and to focus on growth. Students will meet with their coaches twice per semester for individual coaching.