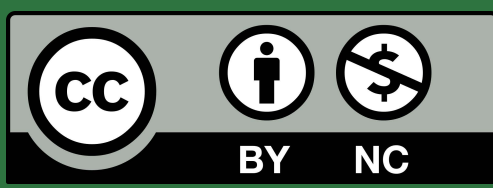




CONTENT MAPS OF HEALTH CARE PROBLEMS IN THE PRE-CLERKSHIP CURRICULUM: MONITORING THEMES, GAPS, REDUNDANCIES AND ACCREDITATION REQUIREMENTS

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INTRODUCTION

The John A. Burns School of Medicine (JABSOM) utilizes problem-based learning (PBL) as its main educational method in the pre-clerkship (Years 1 and 2) curriculum, covering over 90 health care problems (HCPs) in six theme- or organ-based curricular units. In small groups, students collaboratively work through these patients-on-paper to identify topics as their learning priorities to research and teach one another.

YEAR 1	MD1	MD2	MD3	MD4
	Health and Illness	Cardiovascular and Pulmonary	Renal and Hematology	Endocrine and Gastrointestinal
YEAR 2	MD5 (not PBL)	MD6	MD7	MD8 (not PBL)
	Summer Electives	Musculoskeletal, Neurologic and Behavioral	The Life Cycle (Reproductive, Pediatrics, Geriatrics)	Consolidation

The goal of this project was to map the learning priorities of each HCP alongside applicable accreditation standards and JABSOM's graduation objectives and sub-objectives, to serve as a resource for course directors to monitor content themes, determine gaps and redundancies in the curriculum, and address accreditation requirements.



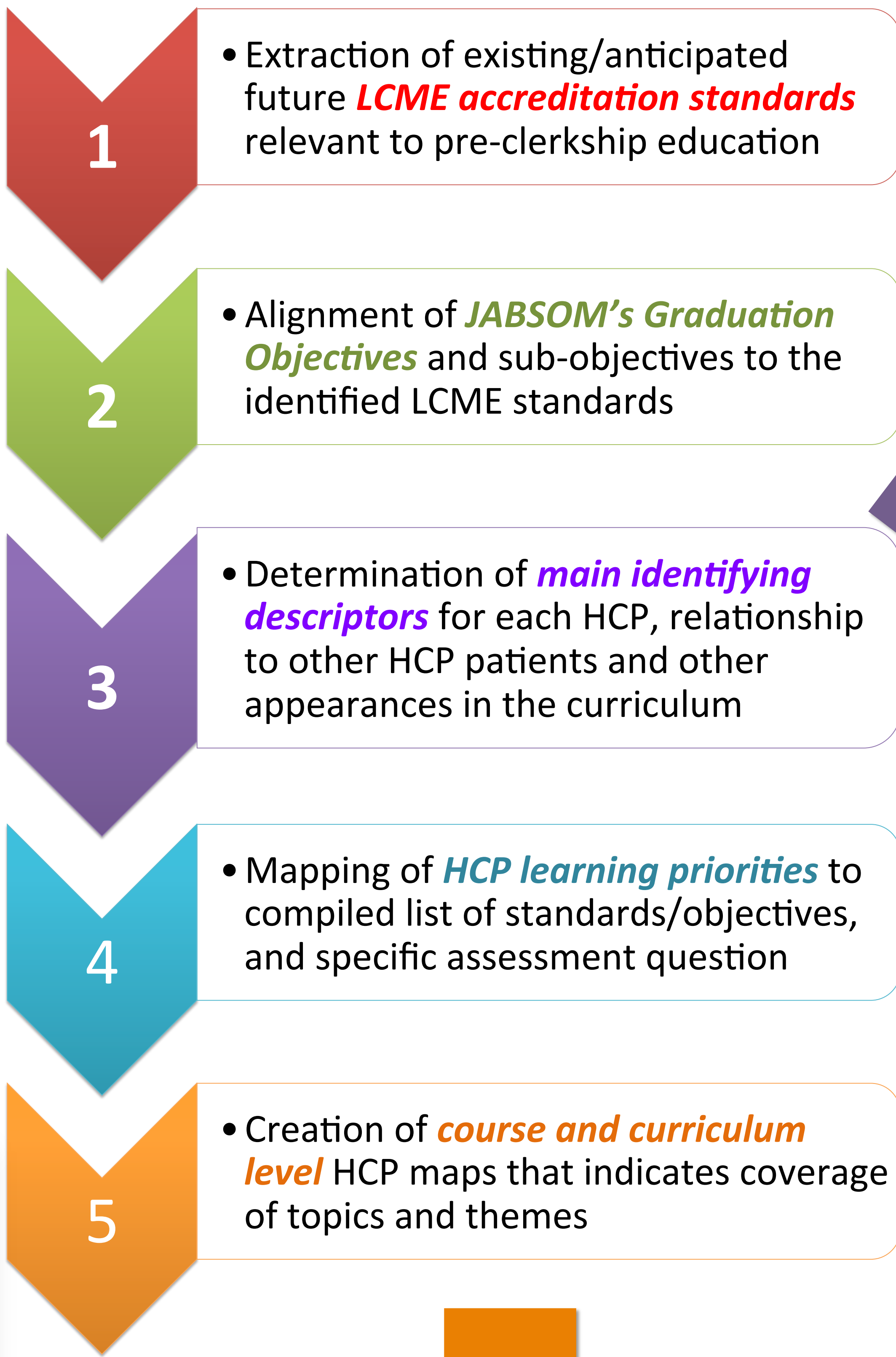
The **Liaison Committee on Medical Education (LCME)** accreditation standards relevant to pre-clerkship education are:

- 7.1 Biomedical, Behavioral, Social Sciences
- 7.2 Organ Systems/Life Cycle/Primary Care/Prevention/Wellness/Symptoms/Signs/Differential Diagnosis, Treatment Planning, Impact of Behavioral & Social Factors
- 7.3 Scientific Method/Clinical/Translational Research
- 7.4 Critical Judgement/Problem-Solving Skills
- 7.5 Societal Problems
- 7.6 Cultural Competence and Health Care Disparities (Gender and Cultural Biases)
- 7.7 Medical Ethics
- 7.8 Communication Skills
- 7.9 Interprofessional Collaborative Skills

JABSOM's Graduation Objectives are:

1 Lifelong Learning* <small>*aligned with all LCME accreditation standards</small>		
2 Biological Sciences	3 Care of Patients	4 Oral and Written Communication Skills
5 Populational and Community Health	6 Professionalism	7 Personal Health and Well-Being

PROCESS



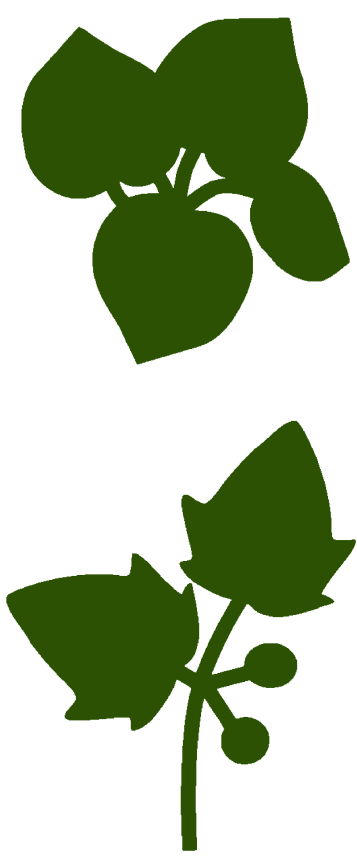
RENAL SUB-UNIT HCP MAP

LCME Standard	HCP 0	HCP 1	HCP 2	HCP 3	HCP 4	HCP 5	HCP 6
7.1 Biomedical, Behavioral, Social Sciences: 7.1-2 Basic Science Education							
Behavioral Science		x	x	x	x	x	x
Biochemistry		x			x		x
Biostatistics and Epidemiology		x	x	x	x	x	x
Embryology	x						x
Genetics						x	
Gross Anatomy (and Histology)	x	x	x	x	x		x
Immunology		x		x	x	x	x
Microbiology		x		x		x	x
Pathology (and Histopathology)		x	x	x	x	x	x
Pathophysiology		x	x	x	x	x	x
Pharmacology	x	x	x	x	x	x	x
Physiology	x	x			x		x

HEALTH CARE PROBLEM (HCP) MAP

HCP Key Points	MD7 HCP – A. E. *** info removed for publication		
Multiple Appearance or Relationship to other HCPs	Cousin of J. E. in MD4		
Identifying Information (age, gender, ethnicity, etc)	17 year old, mixed-ethnicity female, single, student, resides in Pahoa		
Chief Complaint	Headache and ***		
History (key findings)	G1P0, smoking		
Physical Exam (key findings)	Elevated blood pressure, ***		
Investigations (key findings)	Prenatal labs, 2+ proteinuria, ultrasound (***)		
Diagnosis	***		
LCME Accreditation Standards	Graduation Objectives	Learning Priorities	MCQ
7.1 Biomedical, Behavioral, Social Sciences			
The faculty of a medical school ensure that the medical curriculum includes content from the biomedical, behavioral, and socioeconomic sciences to support medical students' mastery of contemporary scientific knowledge and concepts and the methods fundamental to applying them to the health of individuals and populations.			
7.1-2 Basic Science Education			
Behavioral Science	3A	Smoking cessation	2438
Biochemistry	2B, 2D, 2F		
Biostatistics and Epidemiology	5A, 5G	Teen pregnancy – incidence, complications	2359
Embryology	2C, 2D		
Genetics	2B, 2D, 2F	Aneuploidy screening	3603
Gross Anatomy and Histology	2B, 2C, 2D	Placenta	3408
Immunology	2B, 2C, 2D, 2F	Rh factor, Tdap	3325
Microbiology	2D		
Pathology and Histopathology	2A, 2D, 2E	Placental ***	3333
Pathophysiology	2A, 2D, 2E, 3E	***	3664
Pharmacology	2A, 2D, 2F, 3I, 3J, 3K	MgSO4	3666
Physiology	2B, 2C	Placenta, Pregnancy/Maternal physiology	4978
7.5 Societal Problems	3ALN, 4DE, 5A-F, 6AEM		
The faculty of a medical school ensure that the medical curriculum includes instruction in the diagnosis, prevention, appropriate reporting, and treatment of the medical consequences of common societal problems. *AAMC Hot Topic			
Substance Use Disorders, including Opioid Crisis*	2A, 2D, 2F	Smoking, Alcohol use during pregnancy	
Lifestyle Modification (other than Smoking Cessation)	2D, 3K		
Socio/Ethno/Cultural Disparities	5B	Minority health disparities	3729
Maldistribution of/Access to Health Care Resources	5B, 5F	Rural health care, Hawaii physician shortage	Need Q
Violence at Home and Work/School			
End of Life Care/Issues	3C, 3M		
Cannabis*	2A, 3D, 2F		
Others		Teen pregnancy	2359

CHALLENGES AND PLAN



- Time commitment to complete the map is a concern – authors will populate initial map and faculty/course directors can confirm and edit. Pre-clerkship education committee will determine frequency of updates.
- Current map indicates what/where topic is covered; however, does not provide specific details or indicate degree of emphasis (introduce, reinforce, mastery) so that will need to be determined.
- Would also like to integrate additional course content (i.e., lectures, labs, clinical skills) for a comprehensive catalog of material covered within each unit.

