

# Educational Program

## The Legacy Curriculum (Class of 2020)

The curriculum at Sidney Kimmel Medical College has been developed to provide learning opportunities that enable medical students to acquire fundamental knowledge, develop professional attitudes and basic skills, and appreciate principles relevant to healthcare in the context of the community. We strive to foster in each student the lifelong desire and expertise to seek and evaluate new information both in pursuit of solutions to medical problems, and to educate our patients and colleagues. Our aim is to enable each student, as part of a larger healthcare team, to practice with clinical competence and effectively utilize healthcare resources. As we welcome our students into the profession of medicine our goal throughout the four years of education and training is to facilitate each individual's professional growth and development. We commit to embodying the highest standards of civility, honesty, and integrity in all aspects of our personal and professional lives.

The primary goals of the curriculum at Sidney Kimmel Medical College are to: (1) provide a core curriculum that contains the sine qua non for all physicians; (2) provide advanced curriculum opportunities to explore in greater depth areas of basic and clinical medical sciences; and (3) enable the future physician to develop a humanistic, collaborative and scientific approach toward prevention and the care of people with medical problems.

Additional goals are to: (1) teach students the tentative nature of scientific conclusions; (2) encourage students to assume responsibility for their own education; (3) encourage students to think critically and independently within the framework of social responsibility; and (4) encourage students to develop a logical approach to the analysis and management of clinical problems; and (5) prepare students to function effectively in our complex health care system.

The Class of 2020 will be immersed in clinical medicine, and primary and specialty care in outpatient and inpatient settings. Emphasis is placed on core medical specialties with many opportunities for electives. Students revisit the biomedical sciences in clinical rotations, during advanced basic science courses and by choosing to conduct independent research.

## College within the College ("CwiC") (Class of 2020)

The College within the College Scholarly Concentrations Program at Jefferson provides highly motivated students with academic opportunities outside of the traditional medical curriculum. This program offers four choices: Population Health, Clinical Translational Research (CTR), Humanities, and Design.

These 3.5 year co-curricular programs place emphasis on longitudinal mentored relationships, group seminars/courses/workshops and independent scholarly work. Students attend didactic sessions, seminars, and experiential programs. Students in the CTR Program complete clinical rotations and electives related to their concentration and continue their independent scholarly activity. Additionally, each student must produce a "scholarly product" prior to program completion. Scholarly products may take the form of published papers, conference presentations, curriculum modules, policy analysis, design

projects and/or other scholarly work. Students may have the opportunity to publish their work and/or present at regional and/ or national conferences.

In addition to the longitudinal mentorship and enhanced curriculum, benefits to students include annotation of the transcript, discussion of the Scholarly Concentration in students' Dean's Letters and a certificate upon completion of the program.

## JeffMD Curriculum (Classes of 2021, 2022, & 2023)

JeffMD is a three-phase curriculum that emphasizes inquiry-based learning integrating basic science, clinical science and health systems science as well as the promotion of professional development. The curriculum balances the acquisition of a "core" of scientific information with the development of demonstrable communication and interpersonal skills and medical problem solving. An exposure to medical humanities early in the curriculum acknowledges the importance of keen observation skills, cultural competence and emotional intelligence. Longitudinal scholarly inquiry is a core requirement of JeffMD. For full course descriptions, see the course catalog at [\(link\)](#).

Phase 1 (pre-clerkship phase) focuses on small group case-based learning, enhanced by other forms of active learning with less time in the lecture hall. Foundations of Medicine is an integrated course sequence encompassing basic, clinical, and health systems sciences. Core concepts are introduced in blocks organized by organ systems. Lectures, labs and clinical skills sessions support the case of the week, giving the student clinical context for basic science content. Foundations of Medicine expects from students rigorous independent study and critical thinking to prepare them for the clinical problems they will encounter.

The Humanities Selectives provide opportunities to strengthen key skills of doctoring through engagement in the arts and humanities. These skills include close observation; listening; emotional awareness and empathy; self-care; comfort with ambiguity and making mistakes; team and interpersonal communication; appreciating the perspectives of patients and colleagues; and understanding social contexts of health.

All students choose an area of concentration for Scholarly Inquiry. Students are assigned a mentor and complete independent projects appropriate for that track throughout their four years. For 2019-20, the tracks are: Population Health Research, Design, Clinical and Translational Research, Humanities, Health Policy, Medical Education, Digital Health and Healthcare Systems.

During Clinical Experience, students learn about the broader context of health, including interprofessional teamwork and community-based resources. Students are assigned to a clinical setting and work with patients to address underlying social and environmental factors that impact health as well as employ systems-thinking to optimize health.

Phase 2 (Core Clerkship Phase) shifts to core clinical rotations while incorporating basic science and health systems concepts. After a week-long Transitions to Clerkship course, students begin their core clerkship rotations. This phase has four sets of paired core clerkships, each 12 weeks long. These pairings are intentionally designed to create a deeper well of knowledge for students, illuminating similarities in processes and care of patients throughout the core clerkships. Pairings include: Internal Medicine and Neurology; Surgery, Surgery Sub-Specialty, and Emergency Medicine; Family Medicine and Psychiatry; and Ob/Gyn and Pediatrics. Dimensions in Clinical Medicine brings students together at 6 week intervals for academic advising, skills observation and reflection in small groups. Scholarly inquiry continues during this phase. A longitudinal integrated clerkship (LIC) option is also available for a subset of students. For more information on the LIC, please see page 8 of the Third Year Rotation Information and Affiliates Guide (<https://www.jefferson.edu/content/dam/university/skmc/student-resources/AffiliationGuide2019.pdf>).

Phase 3 (Specialty Interest) allows flexibility and specialization opportunities depending on the residency pathway. All students complete core rotations including Sub-internship, Outpatient Experience, Gate-

way, Critical Care and Advanced Basic Science. In addition, students complete electives of their choice and scholarly inquiry requirements. In order to graduate, they must fulfill all SKMC competencies as listed below.

Medical school is the first formal step in the lifelong process of medical education. The skills developed in meeting the challenges of adjusting to medical school will be honed as each individual progresses through residency training and into a career in medicine. There is no one formula for success. Each individual must take responsibility for his or her own mastery of the curriculum and professional development. The faculty, administration, staff, and fellow students are here to guide you through this challenging and rewarding experience.

## Sidney Kimmel Medical College Graduation Competencies\*

(revised February 2016)

### Competency #1 – Patient Care

*Physicians should provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Educational Program Objectives-Graduates will:*

PC 1. Perform essential basic procedures.

PC 2. Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.

PC 3. Organize and prioritize responsibilities to provide care that is safe, effective, and efficient including in urgent and emergent situations.

PC 4. Interpret laboratory data, imaging studies, and other tests required for the area of practice.

PC 5. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.

PC 6. Develop and carry out patient management plans including provision of palliative and end-of-life care.

PC 7. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.

PC 8. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes.

PC 9. Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.

### Competency #2 – Knowledge for Practice

*Physicians should demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care. Educational Program Objectives-Graduates will:*

KP 1. Demonstrate an investigatory and analytic approach to clinical situations.

KP 2. Apply established and emerging biomedical scientific principles fundamental to health care for patients and population.

KP 3. Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care.

KP 4. Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.

KP 5. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care.

KP 6. Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices.

### Competency #3 – Practice Based Learning and Improvement

*Physicians demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care. Educational Program Objectives-Graduates will:*

PBLI 1. Identify strengths, deficiencies, and limits in one's knowledge and expertise.

PBLI 2. Set learning and improvement goals.

PBLI 3. Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.

PBLI 4. Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement.

PBLI 5. Incorporate regular feedback into practice.

PBLI 6. Locate, appraise, assimilate and apply evidence from timely scientific studies related to patients' health problems.

PBLI 7. Participate in the education of patients, families, students, trainees, peers, and other health professionals.

PBLI 8. Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care.

### Competency #4 – Interpersonal and communication skills

*Communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Educational Program Objectives-Graduates will:*

ICS 1. The ability to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians interact in the professional setting.

ICS 2. The ability to maintain comprehensive, timely, and legible medical records

ICS 3. The ability to work within a patient care team to provide safe and effective care by striving for a common understanding of information, treatment, and care decisions.

ICS 4. The ability to use understanding of the patient-doctor relationship in a therapeutic, supportive and culturally sensitive way for patients and their families.

ICS 5. The ability to critically evaluate the medical literature and to seek opportunities to expand understanding and appreciation of scientific discoveries and their applications.

### Competency #5 – Professionalism

*Physicians should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Educational Program Objectives-Graduates will:*

P 1. Demonstrate compassion, integrity, and respect for others.

P 2. Demonstrate accountability to patients, society and the profession .

P 3. Demonstrate respect for patient privacy and autonomy.

P 4. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, abilities, and sexual orientation.

P 5. Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and conflicts of interest.

## Competency #6-System – Based Practice

*Physicians should demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Educational Program Objectives-Graduates will:*

SBP 1. Work effectively in various health care delivery settings.

SBP 2. Coordinate patient care within the health care system.

SBP 3. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population based care.

SBP 4. Advocate for access, quality patient care and safety.

SBP 5. Participate in identifying system errors and implementing potential systems solutions.

SBP 6. Demonstrate understanding of various approaches to the organization, financing and delivery of health care at the regional, national and global levels.

## Competency #7 – Interprofessional Collaboration

*Physicians should demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care. Educational Program Objectives-Graduates will:*

IPC 1. Work with other health professionals to establish and maintain a climate of mutual respect.

IPC 2. Recognize the roles and responsibilities of other health/healthcare providers and how the team works together to provide care.

IPC 3. Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one's knowledge and opinions with confidence, clarity and respect.

IPC 4. Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team members.

## Competency #8 – Personal and professional development

*Physicians should demonstrate the qualities required to sustain lifelong personal and professional growth. Educational Program Objectives-Graduates will:*

PPD 1. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.

PPD 2. Develop healthy coping strategies.

PPD 3. Manage competing needs of personal and professional responsibility, and recognize that patient needs may supersede self-interest.

PPD 4. Demonstrate trustworthiness to one's colleagues regarding the care of patients.

PPD 5. Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.

PPD 6. Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty.

# Summary of Required Courses and Credits 2019 – 2020 Academic Year

## For the class of 2023, credit summary

### Phase 1, Year 1

Foundations of Medicine I	24 credits
Foundations of Medicine II	22 credits
Scholarly Inquiry	3 credits
Clinical Experience	2 credits
Humanities Selective(s)	1 or 2 credits
	TOTAL 52 or 53 credits

## For the class of 2022, credit summary

### Phase 1, Year 2

Foundations of Medicine III	17 credits
Foundations of Medicine IV	15 credits
Scholarly Inquiry	3 credits
Clinical Experience	2 credits
Humanities Selective	0 or 1 credit (0 credits if 2 credits completed in Year 1)
	TOTAL 37 or 38 credits

### Phase 2\*

Transitions to Clerkships	1 credit
First Block Rotation	18 credits
Phase 2 Scholarly Inquiry starts	(credit acquired in 2020-2021 academic year)
Dimensions of Clinical Medicine starts	(credit acquired in 2020-2021 academic year)
	TOTAL 19 credits

## For the Class of 2021\*,credit summary

### Phase 2\*\*

Block 2	18 credits
Block 3	18 credits
Block 4	18 credits
Phase 2 Scholarly Inquiry	1 credit
Dimensions of Clinical Medicine	1 credit
	TOTAL 56 credits

### Phase 3\*\*

Gateway 1	1 credit
Block MU	6 credits
Block MV	6 credits
Gateway 2 & 3	3 credits
Phase 3 Scholarly Inquiry starts	(credit acquired in 2020-2021 academic year)

### For the Class of 2020 (fourth-year legacy curriculum), credit summary\*

Internal Medicine	6 credits
Gateway to Internship	6 credits
Inpatient Subinternship	6 credits
Outpatient Subinternship	6 credits
Emergency Medicine/Advanced Clinical Skills	6 credits
Electives: Four 4-week Blocks	24 credits
	TOTAL 54 credits

For Financial Aid purposes, the academic year is from July-June. Phases 2 and 3 begin in April of one academic year and end in the following academic year. Please see "Phase 2 Credits by Core Clerkship Requirement" and "Phase 3 Credits by Requirement" for a breakdown of credits in each of those Phases.

### Phase 2 Credits by Core Clerkship/Requirement

Transition to Clerkships	1 credit
Family Medicine	9 credits
Internal Medicine	12 credits
Neurology	6 credits
Pediatrics	9 credits
Psychiatry & Human Behavior	9 credits
Obstetrics/Gynecology	9 credits
Surgery	9 credits
Emergency Medicine	4.5 credits
Surgical Selective	4.5 credits
Phase 2 Scholarly Inquiry	1 credit
Dimensions in Clinical Medicine	1 credit
	TOTAL 75 credits

### Phase 3 Credits by Requirement

Inpatient Medicine Sub-Internship	6 credits
Outpatient Experience	6 credits
Critical Care	3 credits
Advanced Basic Science	3 credits
Gateway 1	1 credit
Gateway 2 & 3	3 credits
Gateway 4 & 5	3 credits
Electives (7 electives of 4 weeks each)	42 credits
Phase 3 Scholarly Inquiry	3 credits
	TOTAL 70 credits

\* The Class of 2021 will begin Phase 3 in April, 2020. An addendum to the Student Handbook regarding Phase 3 is due to be published in October, 2019.

## Sidney Kimmel Medical College Credit Hours

The Liaison Committee on Medical Education (LCME), the accrediting body for the MD program defines the program length by weeks of instruction. The LCME requires at least 130 instructional weeks of medical education leading to the MD degree. The SKMC program length exceeds 130 instructional weeks as outlined by the academic calendars and credit requirements specific to each medical school class year published in the SKMC Student Handbook as well as on the Office of the Registrar's website. SKMC program length is defined by the LCME requirements with calculation of equivalency to credit hours as follows:

- a. The curriculum is a full-time, four-year program consisting of a minimum of 130 weeks of instruction with a total of 90 semester credit hours (67 weeks) of Foundational Sciences Courses, 100 semester credit hours of Clinical Sciences Courses (65 weeks) and 42 semester credits of electives (28 weeks).
- b. For didactic courses, credit is awarded based on a minimum of two hours of class preparation time and independent study for each direct contact hour with faculty. For core clinical sciences courses, clinical sciences electives and research electives, students earn three credit hours for each two-weeks of clinical rotations. The student fulfills credit hour requirements through a combination of scheduled clinical time, preparation of cases, and other course requirements such as presentations or papers.



## Class Location

Courses in the curriculum are offered on the Jefferson campus and at all hospitals affiliated with Sidney Kimmel Medical College. Affiliated hospitals are listed on the following pages. Students are responsible for arranging their own transportation and covering the expenses involved when they are assigned to a course at an affiliated hospital. A complete guide to rotation information and affiliates can be found at this link: <https://www.jefferson.edu/content/dam/university/skmc/student-resources/Affiliation-Guide2019.pdf>

**ABINGTON MEMORIAL HOSPITAL** — Jefferson Health (AH) is a 660-bed, regional referral center and teaching hospital, which has been providing tertiary care services for people in Montgomery, Bucks and Philadelphia counties for more than 100 years. The hospital's medical staff consists of over 1,100 physicians, including primary care, medical and surgical specialists.

**ALFRED I. DUPONT HOSPITAL FOR CHILDREN** — This children's hospital of 150 beds became affiliated with the Medical College in 1989 and is now the primary location of Jefferson's Department of Pediatrics. Clinical courses are offered in Pediatrics and Pediatric subspecialties.

**ALBERT EINSTEIN MEDICAL CENTER** — Based in Philadelphia, this teaching hospital became a Jefferson affiliate in 1998. Clinical instruction is offered in Internal Medicine, Pediatrics, Psychiatry, Surgery, Obstetrics and Gynecology, Orthopaedics, Emergency Medicine, and Neurology/ Rehabilitation.

**JEFFERSON HEALTH NORTHEAST (ARIA)** — Aria Jefferson Health is the largest healthcare provider in Northeast Philadelphia and Lower Bucks County. With three leading-edge community teaching hospitals and a strong network of outpatient centers and primary care physicians, Aria Jefferson Health upholds a longstanding tradition of bringing advanced medicine and personal care to the many communities it serves.

**BRYN MAWR HOSPITAL** — Established in 1893, Bryn Mawr Hospital is a not-for-profit, full service, community acute care teaching hospital. It is known for a high level of personalized care by exceptional physicians, surgeons and nursing staff in both inpatient and outpatient settings

**CHRISTIANA CARE HEALTH SYSTEM** — A 906-bed, 1.3-million-square-foot, modern facility in Newark, Delaware, Christiana Hospital provides a level of care only available in large-scale teaching hospitals. Christiana Hospital includes Delaware's only Level I trauma center. In fact, it is the only Level I trauma center on the East Coast corridor between Baltimore and Philadelphia.

**CROZER-KEYSTONE HEALTH SYSTEM** — The Crozer-Keystone Family Medicine Residency Program has a national reputation for innovation, leadership, and teaching methods. It is a full-service, family medicine teaching center offering prenatal to geriatric care. Students are exposed to the dynamic specialty of family medicine, working closely with resident and faculty in various environments that include outpatient office, inpatient hospital, sports medicine, home visits, and sports physical exams. Students will attend weekly didactic sessions, and upon availability get to experience our specialty clinics such as OB/Gyn, dermatology, and sports medicine.

**EXCELA HEALTH LATROBE HOSPITAL** — Founded in 1907, Excelsa Health Latrobe Hospital offers a special blend of concern and compassion, creating a unique experience for patients and serving the eastern portion of Westmoreland County and southern Indiana County. Compassionate, expert and high quality care are the traits most profoundly embodied by our physicians, nurses, and health care professionals, inspiring trust and confidence in a lifelong relationship with our 172-licensed bed hospital

**INSPIRA MEDICAL CENTER** — Inspira Medical Center Woodbury is a 305-licensed bed, acute-care, nonprofit hospital serving Gloucester County and parts of Salem and Camden counties. Inspira Medical Center Woodbury provides a comprehensive array of diagnostic, therapeutic and rehabilitative services in the comfort, convenience and security of a community hospital setting.

**LANKENAU MEDICAL CENTER** — Lankenau Medical Center is one of the Philadelphia region's most honored and respected teaching hospitals. Conveniently located in suburban Philadelphia, the 353-bed medical center boasts world-class physicians, a wide variety of diagnostic and treatment options, the latest technology and access to cutting-edge research. Lankenau Institute for Medical Research is one of the few freestanding, hospital-associated research centers in the nation. Through Lankenau's nationally ranked residency and fellowship programs, supported through the Annenberg Center for Medical Education, their physician faculty are educating the next generation of physicians.

**METHODIST HOSPITAL** — The Methodist Division of Thomas Jefferson University Hospital since 1996, as a community hospital with 204 beds, is dedicated to excellence in patient care in a neighborhood setting. Methodist Hospital is now the sole provider of acute care services and houses the only Emergency Department in South Philadelphia. Clinical instruction is offered in Internal Medicine, Surgery and Emergency Medicine

**MORRISTOWN MEDICAL CENTER (ATLANTIC HEALTH)** — Morristown Medical Center is a non-profit 687-licensed bed hospital in Morristown. Morristown Medical Center's specialties include cardiology and cardiac surgery, adult and pediatric oncology, orthopedics, critical and emergency care and inpatient rehabilitation and neonatal intensive care services. Morristown Medical Center is also a Level II Regional Trauma Center and a Level III Regional Perinatal Center.

**OVERLOOK MEDICAL CENTER (ATLANTIC HEALTH)** — Overlook Hospital is a 504-bed non-profit teaching hospital located in Summit, NJ.

**READING HOSPITAL** — This is a 711-bed nationally recognized institution which has served the local community since 1867, and in its current location since 1926. With a tradition of clinical excellence and a commitment to low patient costs, we perform nearly 19,000 surgical procedures a year.

**VIRTUA HEALTH** — This 277-bed hospital became affiliated with Sidney Kimmel Medical College in 1991. Clinical instruction is offered in Obstetrics and Gynecology, and Family Medicine.

**WILMINGTON VETERANS AFFAIRS MEDICAL CENTER** — This 100-bed general hospital became affiliated with Sidney Kimmel Medical College in 1979. Instruction is offered in Medicine, Neurology, Surgery and Urology.

**WELLSPAN YORK HOSPITAL** — This is a 558-bed community teaching hospital that serves a population of 520,000 in south central Pennsylvania. There are clerkships in Family Medicine, Internal Medicine, Obstetrics and Gynecology and Surgery at this affiliate.

## **Main Line Health – Jefferson Core Clinical Campus**

Students who are interested in establishing a relationship with Main Line Health (MLH) may elect to participate in this program starting as early as their first year through a customized summer internship in basic science research, patient safety and quality, or educational outreach. Students who elect to participate in this program during their third year will be given priority in scheduling and must do at least three (but may do all five) of their third-year core clinical clerkships offered through Main Line Health at one of the hospitals in the system (Lankenau, Bryn Mawr or Paoli). Students in this program will be assigned a faculty and resident mentor and will have the opportunity to participate in academic enrichment sessions and talks offered by the Main Line Health System. Students in this program will also be given priority in scheduling at MLH during their fourth year.