Appendix E

Medical School Information Page

University of Utah School of Medicine

Specific programmatic emphases, strengths, mission/goals of the medical school:
The University of Utah has three defined missions: education, research, and clinical service. The three
missions are closely interrelated. Each supports and, in turn, benefits from the other. All are considered
to be of equal importance.

Special characteristics of the medical school’s educational program:
Beginning with the entering class of 2009, the School of Medicine implemented major changes to the
structure of the four year curriculum. The curriculum is now divided into four Phases. The focus on basic
science learning is heavily emphasized in Phases I and II; basic science teaching and learning is now
accomplished in an integrated fashion and is delivered in the context of clinical problem solving.
Clinical skills-teaching begins the first day of the curriculum and is taught throughout the course of
the four years. Students practice and develop their clinical skills in clinical settings throughout Phases I and
II in the following:

- **Longitudinal Clinical Experience (LCE):** The Longitudinal Clinical Experience (LCE) is a 14-
month experience during the first and second years of medical school where students work with a
primary care provider for one half day of clinic every other week. The goal of the experience is
to allow students to develop their basic clinical skills by interacting with patients in an outpatient
setting. Students are exposed to continuity of care with patients, develop relationships with
patients in clinic, and understand the basic structure of an outpatient clinic including the roles of
support staff within clinic.

- **Subspecialty Clinical Experience (SCE):** The Subspecialty Clinical Experience (SCE) is a 12-
month experience during the second year of medical school where students work with
subspecialty faculty for one half day of clinic every month. The goal of the experience is to allow
students to develop an understanding of the practice opportunities within the field of medicine
and to reinforce basic science concepts being learned in the classroom in the clinical setting.

Description of the evaluation system used at the medical school:

**PRE-CLERKSHIP YEARS (Phases I and II)**
- Multiple methods of assessment are employed to evaluate student performance, including: portfolios,
written reflections, multiple choice examinations, short answer/essay questions, observed clinical
skills examinations (OSCEs), and oral examinations. Self assessment skills are strongly emphasized.
Grades are Honors/Pass/Fail; approximately 5% of the class receive Honors in Phases I and II.
Students must successfully pass all elements of the pre-clerkship curriculum and the USMLE Step 1
examination to progress to Phase III of the curriculum. A passing score on an End of Year 1 OSCE
and End of Year 1 cumulative knowledge examination are required to advance to Phase II/Year 2 of
the curriculum. A passing score on a multi-station, competency based End of Phase II OSCE is
required for promotion to Phase III.

**CLERKSHIP YEAR (Phase III)**
- All clerkships require a summative knowledge examination (NBME or CLIPP) and an OSCE at the
conclusion of each clerkship; and all clerkships utilize a standardized competency based faculty
evaluation instrument. Narrative comments are provided by faculty and are edited by clerkship
directors only for grammar and length. Students must successfully pass all three components (shelf, OSCE, competency based evaluation) of each core clerkship and an 8-patient, multi-station, competency based End of Phase III OSCE to progress to Phase IV of the curriculum.

**TRACK CURRICULUM (Phase IV)**
- Required clinical and research experiences are specified for each track (Primary Care, Applied Anatomy, Acute Care, Medical Sciences). All students must complete a sub-internship, a longitudinal course addressing professional development and a transition to internship course, which addresses core skills necessary to be a successful intern. All clinical experiences utilize a standardized competency based faculty evaluation instrument.

**Average length of enrollment (initial matriculation to graduation) at the medical school:**
4 years 1 months (Median: 3 year 9 months)

**Medical School requirements for successful completion of USMLE Step 1, 2 (check all that apply):**

**USMLE Step 1**
- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

**USMLE Step 2, CK & CS**
- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

**Medical School requirements for successful completion of Objective/Observed Structured Clinical Evaluations (OSCE) at Medical School. OSCE are used for (check all that apply):**
- Completion of course
- Completion of clerkship
- Completion of third year
- Graduation

**Utilization of the course, clerkship, or elective director’s narrative comments in the composition of the MSPE. The narrative comments contained in the attached MSPE can best be described as (check one):**
- Reported exactly as written
- Edited for length or grammar
- Edited for content

**Utilization by the medical school of the AAMC “Guidelines for Medical Schools Regarding Academic Transcripts”; this school is:**
- Completely in compliance with Guidelines’ recommendations
- Partially in compliance with Guidelines’ recommendations
  - Exceptions:
- Not in compliance with Guidelines’ recommendations

**Description of the process by which the MSPE is composed at the medical school (including number of school personnel involved in composition of the MSPE):**
All MSPE’s are authored by the Associate Dean of Student Affairs and assembled by four staff members of Student Affairs.

**Students are permitted to review the MSPE for factual accuracy prior to its transmission:**
- Yes
- No