# Vermont Integrated Curriculum

## Year 1
### Level 1: Foundations

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</thead>
<tbody>
<tr>
<td>Clinical Decision Making</td>
<td>Cell &amp; Molecular Biology</td>
<td>Human Structure &amp; Function</td>
<td>Vaccination</td>
<td>Attacks &amp; Defenses</td>
<td>Nutrition, Metabolism &amp; the Gastrointestinal System</td>
<td>Vaccination</td>
<td>Neural Science</td>
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- Professionalism, Communication & Reflection
- Doctoring in Vermont

## Year 2
### Level 1: Foundations

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<tbody>
<tr>
<td>Cardiovascular, Respiratory &amp; Renal Systems</td>
<td>Generations</td>
<td>Vaccination</td>
<td>Convergence</td>
<td>USMLE Step 1 Exam Preparation &amp; Completion</td>
<td>Surgery</td>
<td>Inpatient Internal Medicine</td>
<td>Vaccination</td>
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- Public Health Projects
- Doctoring in Vermont

## Year 3
### Level 2: Clerkship

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<tbody>
<tr>
<td>Neurology/Outpatient Internal Medicine</td>
<td>Psychiatry</td>
<td>Family Medicine</td>
<td>Pediatrics</td>
<td>Vaccination</td>
<td>Obstetrics &amp; Gynecology</td>
<td>Vaccination</td>
<td>Selective Internship in Internal Medicine</td>
<td>Selective Surgery Subspecialties</td>
<td>Emergency Medicine</td>
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## Year 4
### Level 3: Advanced Integration

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<tbody>
<tr>
<td>USMLE Step 2 Exams Preparation &amp; Completion</td>
<td>Selective</td>
<td>Vacation</td>
<td>Teaching Practicum or Scholarly Project</td>
<td>Acting Internship</td>
<td>Interviews/Vacation</td>
<td>Selective</td>
<td>Selective</td>
<td>Selective</td>
<td>Selective</td>
<td>Transitions &amp; Presentations</td>
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- BRIDGE
- VACATION
University of Vermont College of Medicine

Attacks & Defenses (A&D) Attacks and Defenses is the bridge course between Fundamentals and Systems Integration courses. It is designed to integrate studies in the principles of hematology, immunology, microbiology, toxicology, pathology, pharmacology, and neoplasm. Its goal is to ensure that students understand the vocabulary, principles and pathophysiology of disciplines that are not necessarily organ based. Students will be introduced to advanced history taking skills and clinical problem solving skills. Instructional methods include lectures, weekly laboratories and small group exercises, evidence-based medicine assignments, and standardized patient exercises. (6 weeks)

Nutrition, Metabolism & the Gastrointestinal System (NMG) This course utilizes both an organ- and disease-based focus to organize studies in nutrition and metabolism, the gastrointestinal and endocrine systems, and liver and biliary tree function. It is designed to integrate cell metabolism, normal and pathologic anatomy, pharmacology, physiology, pathophysiology and the physical examination and related interviewing, diagnostic testing and imaging. Understanding the metabolic and pathophysiologic consequences of public health problems including alcoholism, obesity and diabetes reinforces concepts learned. Learning is facilitated through faculty lectures, computer-based tutorials, assigned readings, small group case discussions and workshops for problem solving and skills development. Clinical correlations reinforce the lessons of the community preceptorships. (8 weeks)

Neural Science (NS) This course covers the nervous system through an integrative study of behavior, cellular and systems neuroscience, neuroanatomy, neurophysiology, neuropathology and psychopathology. Students also learn the neurologic and mental status examinations, related interviewing, diagnostic testing and imaging. Several instructional methods support learning in this course, including lecture, online independent study modules, readings from a variety of sources, laboratory sessions, physical examination and interviewing skills sessions, simulation, and case discussions prepared by students. (6 weeks)

Medical Student Leadership Groups II (MSLG-II; also known as Public Health Projects or PHP) During the second year of the Foundations Level, Medical Student Leadership Groups I groups formed during the first year apply their group leadership, professional, and team skills to a public health project. Public health projects are designed to teach students about public health and the health issues that face our communities as they work side by side with the groups, organizations, and individuals in these settings. These projects begin to develop the background in population-based medicine and prevention a physician needs to fully address a range of health issues. Public health projects are carried out in Vermont communities and enable students to apply the principles and science of public health to health needs in the community. (19.5 weeks)

Connections (Conn) Students in Connections study skin, connective tissue, and the musculoskeletal system using appropriate aspects of cell metabolism, endocrinology, normal and pathologic anatomy, pharmacology, physiology, pathophysiology and the physical examination and related interviewing, diagnostic testing and imaging. It introduces students to the fields of the orthopedics, rheumatology and dermatology during the basic sciences. (2 weeks)

Cardiovascular, Respiratory & Renal Systems (CRR) The Cardiovascular, Respiratory, and Renal Systems (CRR) course emphasizes the pathophysiology of diseases that affect these 3 organ systems. In addition to learning fundamental pathophysiology, students learn to recognize life and organ threatening disease processes and begin to learn pharmacological and interventional management of diseases affecting the cardiovascular, respiratory and renal systems. Throughout the course, basic biology and genetics are integrated with clinical data including diagnostic testing and clinical imaging. A series of "Bench-to-Bedside" lectures emphasize the scientific and genetic contributions to the clinical management of sudden cardiac death, cystic fibrosis, asthma, autosomal dominant polycystic kidney disease, and hypertension. The final week of CRR emphasizes organ integration in diseases such as hypertension, congestive heart failure, pulmonary hypertension, shock, and the heart failure syndrome. Multiple learning formats are utilized throughout the course. Clinical skills pertaining to the cardiovascular and respiratory systems are also taught. (9 weeks)

Generations (Gen) Generations is a seven week course that reviews the chronology of human development to teach students the process of considering life cycle factors into their differential diagnosis and their approach to therapeutic care. The male and female human reproductive systems are studied in tandem with the stages of development to illustrate the changes that take place during the process of maturation and aging. Lectures, pathology labs and colloquia are supported by small group meetings, panel presentations, CPAs, and field trips. (7 weeks)

Convergence (Conv) The Convergence course uses problem-based learning to reinforce topics covered in previous courses and teaches clinical problem solving skills in preparation for the students' transition into their clerkships. The course format includes the presentation of cases that are discussed and formulated within the context of small group settings. (4 weeks)

Doctoring in Vermont (DIV) Doctoring in Vermont is a course that spans the first and second year of Foundations. Students spend 8 sessions in the office of a primary care physician within a one-hour drive of Burlington. Students travel to their preceptor's office, observe direct patient care, and practice examination and interviewing skills under direct supervision. In the fall students accomplish two complete history and physical examinations.
The text of the Medical Student Performance Evaluation includes a comparative statement in bold face type for those students earning multiple honors grades in Foundations. For example, "Only 19 students in a class of 114 students entering Foundations earned honors grades in four or more courses."

Appendix B:
The percentages of honors, passing, and failing grades in each of the Clerkship Year rotations for the Class of 2013 are as shown:

9 This longitudinal curriculum is designed to support professional growth and extend the learning of Foundations competencies into clinical applications and decision-making. With a focus on genetics, ethics, epidemiology, nutrition, and professionalism, each of the nine themes of VHC weaves throughout the Bridges. The Bridge Clerkship is dispersed throughout the Clinical Clerkship year in a series of four Core Bridge intersessions. Performance is graded on a Pass/Fail basis.

The text of the Medical Student Performance Evaluation includes a comparative statement in bold face type for those students earning three or more honors grades in the Clerkship Year. For example, "Only 26 students in a class of 110 students entering the Clerkship Year earned honors grades in four or more rotations."

Appendix C:
Please refer to the "Summary" section at the end of the Medical Student Performance Evaluation. Professional qualities noted in that section are derived from a systematic tabulation of the appearances of such descriptors in all available narrative evaluations of clinical performance.

Appendix D:
Since the University of Vermont College of Medicine does not calculate class rank or numerical standing, we cannot present an accurate graphic representation of overall comparative performance in medical school.

Appendix E:
Medical School Information

Medical School Name: University of Vermont College of Medicine
Medical School Location: Burlington, Vermont

Special programmatic emphases, strengths, mission/goals of the medical school:
The College of Medicine is dedicated to excellence in patient and family-centered care, teaching, and research. We prepare students for entry into both academic and clinical practices, and for both specialty care and primary care. Through our Area Health Education Program we are committed to addressing the primary health care needs of all residents of Vermont.