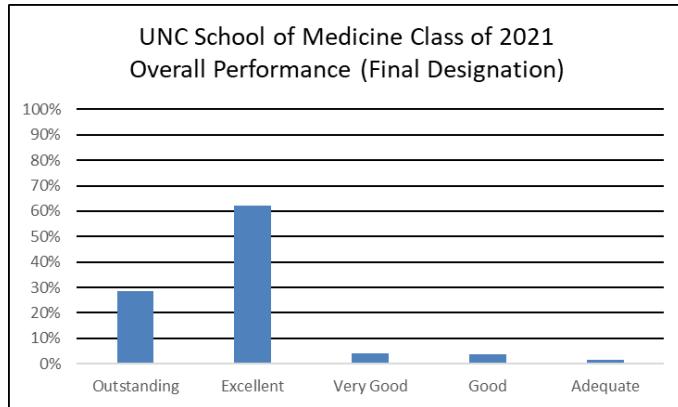


Medical School Information

Appendix D: Class of 2021

University of North Carolina School of Medicine



*Assignment of rating category for each student based on overall performance.
See detailed rubric in Section 8.*

1. Special programmatic emphases, strengths, mission and goals of the medical school:

The mission of the University of North Carolina School of Medicine is to improve the health of North Carolinians and others whom we serve, accomplished by achieving excellence and providing leadership in *patient care, education and research*. The UNC Health Care System is a tertiary care referral center, receiving regional, national, and international referrals. According to *U.S. News and World Report* 2021 rankings, the UNC School of Medicine ranks **first** in commitment to training primary care physicians and **twenty-third** in excellence in research.

2. UNC/SOM Campuses

Students may complete Application Phase in one of four campus programs: Charlotte, Asheville, Wilmington, and Central (Chapel Hill and surrounding areas). All campuses have the same course objectives, content, and assessments, but each site is characterized by a unique curricular structure incorporating varying amounts of integration, self-directed learning, and longitudinal emphasis. Regardless of campus assignment, all students will be prepared for Individualization Phase and their future career endeavors through completion of three courses:

- Community Based Longitudinal Care (CBLC): outpatient pediatrics, internal medicine, family medicine, hospice, emergency room care
- Care of Specific Populations (CSP): obstetrics/gynecology, pediatrics, psychiatry; Asheville campus also includes neurology
- Hospital, Interventional, and Surgical Care (HISC): inpatient medicine, surgery
- **Central Campus/Chapel Hill:** Students on the Central Campus are assigned to a variety of clinical settings with UNC Hospitals in Chapel Hill as their home base. Greensboro and Raleigh are also major training sites. The courses are scheduled in a trimester (16 weeks) format and specialties are integrated

within the trimester. Students work in urban and rural settings, and experience patient care in community-based and academic settings.

- **Asheville Campus:** Students on the Asheville Campus participate in a longitudinal program utilizing continuity outpatient offices and preceptors, along with inpatient training at Mission Hospital and area partners, to learn the core curriculum. Students follow their own panel of patients in the outpatient setting for eight months. Students' interactions with attending physicians are substantial, allowing for continuous, in-depth evaluation and feedback, active learning, and growth to full potential.
- **Charlotte Campus:** Students on the Charlotte Campus participate in a half-year, longitudinal, community-based program along with a half-year, traditional, inpatient experience in partnership with Atrium Health and its flagship teaching hospital, Carolinas Medical Center. These experiences are enriched with weekly multidisciplinary case-based learning, ultrasound, and simulation sessions. Students work in urban, rural, community-based, and academic settings.
- **Wilmington Campus:** Students on the Wilmington Campus are assigned to a variety of clinical settings with New Hanover Regional Medical Center as their home base. The courses are scheduled in a trimester (16 weeks) format and specialties are integrated within the trimester. Students work in urban and rural settings and experience patient care in community-based and academic settings.

Class of 2021 Branch Campus Distribution

- 23 students in Class of 2021 were selected to complete Application Phase at Carolinas Medical Center (CMC), now Atrium Health, in Charlotte, NC, one of the largest not-for-profit healthcare systems in the nation. Students in the Charlotte Program complete a curriculum that consists of six months of integrated longitudinal experiences and six months of inpatient experiences.
- 31 students in Class of 2021 were selected to complete Application Phase in Asheville, NC, in an alternative curriculum of Longitudinal Integrated Clerkships at Mission Hospital and the Mountain Area Health Education Center (MAHEC).
- 8 students in Class of 2021 were selected to complete Application Phase in Wilmington, NC, at New Hanover Regional Medical Center and Southeast Area Health Education Center (SEAHEC). Wilmington students follow the same curriculum as Central Campus students.

3. Special characteristics of the UNC SOM's educational program:

In 2014, the UNC School of Medicine implemented **Translational Education at Carolina (TEC)**, a tripartite, translational medical education curriculum, comprising Foundational Phase (18 months); Application Phase (12 months); and Individualization Phase (14 months.) TEC seeks to transform the way medical students learn the art and science of medicine by integrating basic sciences and clinical skills, providing longitudinal patient care experiences and offering earlier clinical opportunities in specialty fields to better inform students' career choices. This curriculum reflects the ever-changing practice of medicine, and allows early career differentiation and exploration. Students work through four broad areas over time: medical sciences, patient-centered care, population health, and professional development (the last focusing on communication, standards of practice, team collaboration, personal responsibility, etc.).

- **Foundation Phase (18 months):** the first phase comprises three semesters of organ-based blocks, clinical skills education, and social and health systems and science through courses in Medical Sciences, Patient Centered Care, and Social and Health Systems. Foundation Phase combines normal and abnormal human conditions, teaches through the presentation of clinical cases and experiences, and employs active learning techniques, such as small group discussion and simulation. Coils represent basic sciences, such as biochemistry and microbiology, and specialty areas, such as radiology and behavioral science, which are integrated throughout the curriculum.

- **Application Phase (12 months):**
During Application Phase, students begin by completing a Transition Course, then spend 12 months completing core clinical clerkship blocks through three courses, and attend monthly sessions of longitudinal courses.
- **Transition Course (one week):** As part of the TEC curriculum, students complete a one week course to help facilitate the transition from the structured instruction of the classroom to the less structured settings of clinical medicine. This course is completed during the week preceding the start of Application Phase. During Application Phase, students begin by completing a Transition Course. Students then spend 12 months completing core clinical clerkship blocks through three courses, and attend monthly sessions of longitudinal courses.
- **Community Based Longitudinal Care (CLBC)** is an ambulatory course that comprises pediatrics, internal medicine, family medicine, hospice, emergency room care, and care management opportunities. All students have the opportunity to develop longitudinal relationships with preceptors, patients, and practices, and contribute to practice quality improvement efforts.
- **Care of Specific Populations (CSP)** is an integrated course comprising pediatrics, psychiatry, and obstetrics & gynecology, and consists of inpatient, outpatient, and subspecialty experiences.
- **Hospital, Interventional and Surgical Care (HISC)** is an inpatient course that teaches an evidence-based approach to evaluation and management of adult patients who need inpatient medical or surgical care. The course comprises inpatient internal medicine and surgery, with both general and subspecialty rotations, and includes integrated didactics.

Social and Health Systems (SHS4: meets monthly during Application Phase): Students complete the SHS course in which they develop skills to apply clinically-relevant basic sciences, humanities, social and behavioral science, and population health to the care of patients, and demonstrate effective strategies for caring for patients with contextual challenges (poverty, under-insurance, low literacy, low English proficiency, limited social support, etc.) Students refine advanced communication skills such as delivering bad news, motivational interviewing, end-of-life care planning, and handing off care of patients. They continue to develop and improve skills to work effectively in teams across disciplines and professions. The course highlights translation of basic science principles to clinical medicine, examines strategies for improving systems of care, and gives students an opportunity to critically reflect with a faculty mentor on patient care encounters experienced throughout the Application Phase, exploring moral quandaries encountered in clinical decision making, stigma and the effects of social determinants of health on individual patients.

- **Individualization Phase (14 months):** In this third and final phase of the medical school curriculum students develop individual core clinical interests and skills with focus on future career plans, and have many options to individualize their learning experience based on their career goal interests and their unique needs for clinical skills development.

4. Special Program:

F.I.R.S.T. Program: In 2014, UNC SOM introduced the F.I.R.S.T. (Fully Integrated Readiness for Service Training) Program, an accelerated three-year medical school curriculum designed to fast-track students into a North Carolina Family Medicine Residency, followed by three years of service to patients in North Carolina with ongoing support in practice. The curriculum starts in March of Foundation Phase. The Class of 2021 includes three students who will complete the F.I.R.S.T. program.

5. 2021 COVID-19 MODIFICATIONS

In the wake of the COVID-19 pandemic, and in accordance with standards of care and prevailing guidelines for safety during this time and for the foreseeable future, the UNC SOM made a number of modifications to our Class of 2021 curriculum and operational structure, as follows:

- **Application Phase Clinical Clerkships:** Due to circumstances of the COVID-19 pandemic, some students in the Class of 2021 completed virtual third-year clinical rotations, which were shortened and graded on a Pass/Fail basis; students were still required to reach all clinical competencies in each block.
- **Individualization Phase:** While students had ample opportunities to complete required coursework prior to graduation, the COVID-19 pandemic resulted in reduced flexibility regarding students' Individualization Phase schedules during the fall 2020 semester. In compliance with the recommendations developed by the Coalition for Physician Accountability, the Class of 2021 students were unable to complete away rotations.

6. Extended Study Program

For the Class of 2021, 21% of students opted for an extended period to prepare for Step 1.

7. Additional Degrees/Research Years

Approximately 32% of students in this class took a leave of absence, usually following Application Phase, to conduct research, complete an M.P.H., M.S.P.H. (usually at the UNC Gillings School of Global Public Health), an M.B.A. (usually at the UNC Kenan-Flagler Business School) or other graduate degree. M.D./Ph.D. students usually go on a leave of absence after the Foundation Phase (second year).

Average length of enrollment (initial matriculation to graduation, in calendar years) at UNC/SOM:

All graduates:	4.59 years
M.D. only:	4.22 years
M.D./M.P.H. or	5.14 years
M.S.P.H.:	
M.D./M.B.A.:	5.00 years
M.D./Other	6.00 years
M.D./Ph.D.:	8.00 years

8. GRADING

All campuses adhere to the same assessment structure and grading standards.

- **Foundation Phase:** all Medical Science, Patient Centered Care and Social and Health Systems courses are graded on a Pass/Fail basis. Students who successfully pass all blocks within a course receive a Pass (P) for the semester-long course on their official transcripts.
- **Application Phase:** all courses, with the exception of SHS4/Intensive Integration, use the following grading standards that rely on a 100 point scale. Passing is defined as scoring greater than 2.5 SD below the mean on final score calculation. Students who fail are required to retake the full course. Honors/High Pass/Pass is awarded using the following guidelines.

Honors: top 30-35%

High Pass: middle 40-50%

Pass: lower 20-25%

Fail

- **Individualization Phase:** all Individualization Phase courses are graded on a scale of *Honors, High Pass, Pass, Fail.*

Description of the evaluation system used at UNC SOM:

- Foundation Phase:
P: Pass, Entirely Satisfactory
F: Fail, Failed
W: Withdrew from Course
- Application and Individualization Phase:
H: Honors, Clear Excellence
HP: High Pass, Above Average
P: Pass, Entirely Satisfactory
F: Fail, Failed
- *Temporary Grades:*
IN: Incomplete other than final examination or need to make up missed time

9. FINAL ADJECTIVES

OUTSTANDING	EXCELLENT	VERY GOOD	GOOD	ADEQUATE
<ul style="list-style-type: none">• <i>Considered</i> for induction into AOA (*If inducted, includes additional language below)• No professionalism concerns	<ul style="list-style-type: none">• Most students• No professionalism concerns• 1 Foundation Phase block failure• OR• 1 Application Phase shelf exam failure	<ul style="list-style-type: none">• Decelerated during Foundation Phase but passed all Application and Individualization Phase courses• OR<ul style="list-style-type: none">◦ Failed 1 Step Exam OR◦ Failed 2 Shelf Exams OR◦ Professionalism concerns• OR• Was sanctioned by Honor Court	<ul style="list-style-type: none">• Failed one Application or Individualization Phase course• OR Failed multiple Step exams• OR• Failed more than 2 shelf exams	<ul style="list-style-type: none">• Was reviewed by Student Progress Committee for possible dismissal

Additional final paragraph language for AOA inductees:

“She/He/They maintained a stellar academic record throughout medical school, culminating in induction into Alpha Omega Alpha Honor Medical Society in third/fourth year, a recognition of her commitment to scholarship, leadership, professionalism and service.”

10. USMLE COMPLIANCE INFORMATION

Medical school requirements for successful completion of USMLE Step 1 and 2: (check all that apply):

USMLE Step 1:
✓ Required for promotion

*USMLE Step 2 Clinical Knowledge:

*USMLE Step 2 Clinical Skills:

<input type="checkbox"/> Required for graduation <input type="checkbox"/> Required, but not for promotion/graduation <input type="checkbox"/> Not required	<input type="checkbox"/> Required for promotion <input type="checkbox"/> Required for graduation <input type="checkbox"/> Required, but not for promotion/graduation <input type="checkbox"/> Not required <input type="checkbox"/> Required for NRMP	<input type="checkbox"/> Required for promotion <input type="checkbox"/> Required for graduation <input type="checkbox"/> Required, but not for promotion/graduation <input type="checkbox"/> Not required <input type="checkbox"/> Required for NRMP
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***Note: Due to COVID-19, the UNC SOM suspended its requirements related to Step 2.**

Medical school requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) at medical school. OSCEs 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 composition of the MSPE. Narrative comments contained in student MSPEs can best be described as (check one):

- Reported exactly as written
- Edited for grammar, but not for content
- Edited for content or included selectively

Utilization by the medical school of the AAMC "Guidelines for Medical Schools Regarding Academic Transcripts." This medical school is (check one):

- Completely in compliance with Guidelines' recommendations
- Partially in compliance with Guidelines' recommendations
- 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):

Each MSPE is drafted by a staff writer, reviewed by the student, and by a Dean or a member of the Student Affairs staff. Students read the final version (and may have it reviewed by their academic advisor) before submission.

Students are permitted to review the MSPE prior to its transmission (check one): Yes No