



## UW School of Medicine

### The Colleges - A comprehensive approach to clinical skills training and mentoring



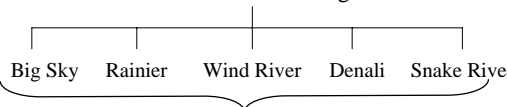
## The Colleges provide...

- A four-year, integrated approach to acquiring the fundamental clinical skills of:
  - Physical exam & diagnosis
  - Clinical reasoning & interpretation
  - Communication with patients & colleagues
  - Professionalism & ethics
  - Use of informatics to support clinical practice
- A consistent faculty mentor for each medical student throughout their medical school years



## The College Structure


Director of Colleges



Big Sky    Rainier    Wind River    Denali    Snake River


Each College is comprised of:

- College Leader
- 5 College faculty
- 144 students - 36 from each class



## The Colleges Structure

- The director and college leaders are active College faculty - providing a total faculty of 30
- A student:mentor ratio of 24:1
- A student:teacher ratio of 6:1 in ICM II



## College Faculty Roles

- **Teaching and monitoring clinical skills development, professionalism and ethics:**

Review students' work all years; ICM II didactic and bedside teaching of advanced history and physical exam, oral and written presentations, and clinical reasoning
- **Academic and career counseling and mentoring:**


Career guidance and referral, guidance about fourth year electives, research requirement monitoring, and regular check in on academic, professional and personal life and well-being
- **Resource for course chairs, clerkship coordinators and other college faculty:**

OSCE cases, curricular material development, faculty development, research projects




## Learning Community Components

- Student learning communities
  - Group of 6 students with faculty mentor beginning 1st year; intensive bedside teaching/role modeling 2nd year; continuing contact throughout clinical training
  - Regular “peer counseling” meetings
  - Social events
  - Ongoing mentoring relationship with a single faculty member
- Professional learning community of College faculty
  - Curriculum development
  - Faculty development/active faculty involvement and collaboration
  - Sharing of teaching tips and experiences
  - Larger theoretical/philosophical issues



## Challenges in “Adolescence” Student Learning Communities

- Strengthening cohesiveness/identity of individual College group across 4 years
  - Geographic dispersion of students in 1<sup>st</sup> year and in 3<sup>rd</sup>/4<sup>th</sup> years
  - Increase student interactions within Colleges during clinical training
- Full development of 4 year integrated curriculum for clinical skills and professionalism with 4 components:
  - Benchmarks
  - Curriculum
  - Observation/reflection
  - Evaluation
- Program evaluation of Colleges structure/process/outcomes



## Challenges in “Adolescence” Faculty Learning Communities

- Setting limits on activities and curriculum
  - New tools vs. new requirements
- Keeping up the energy
  - Having realistic expectations
- Faculty development/faculty review
- Recruiting new faculty (transparency)
- Institutional relationships