

The Renaissance Curriculum

Actualizing the Renaissance Physician:

Lifelong learners who are clinically excellent and possess humanism, professionalism, scholarship, leadership, critical thinking skills and attention to social justice and diversity.

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What are the goals?

Continue to produce EXCELLENT clinicians

- Lifelong learners and critical thinkers
- Humanistic and compassionate
- Prepared for real world practice

Improved wellness in our students

Attention to healthcare inequities

What are the key elements?

Completely integrated curriculum

- Teach normal and abnormal together
- Reduce redundancy
- Decrease time in pre-clerkship phase*

Earlier entry into clerkship phase

- More time to choose specialty
- More time to become competitive
 - Away rotations at “reach” programs
 - Specialty specific research

More rigor on the back-end

- Transition to residency

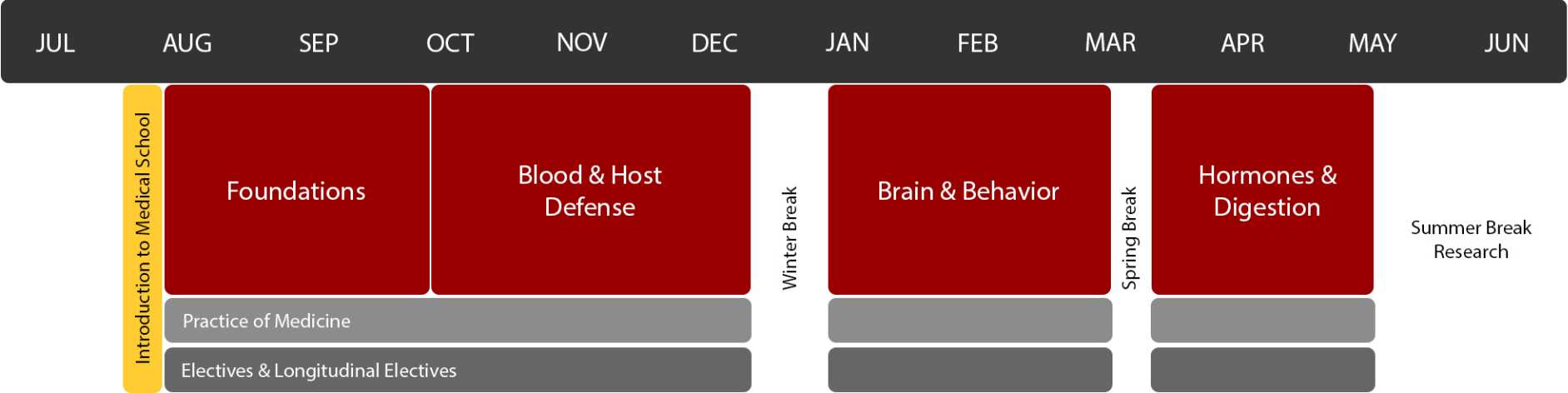
Other things

- New clinical requirement
 - Emergency Medicine clerkship
- Added rigor to final year
 - Transition to residency course

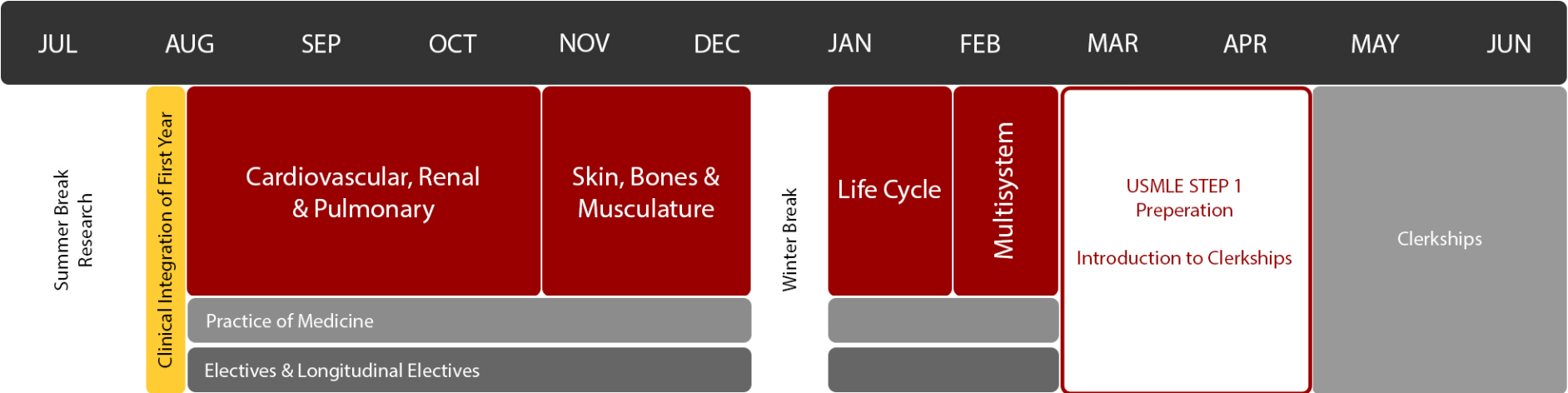


Renaissance Curriculum Preclerkship Phase

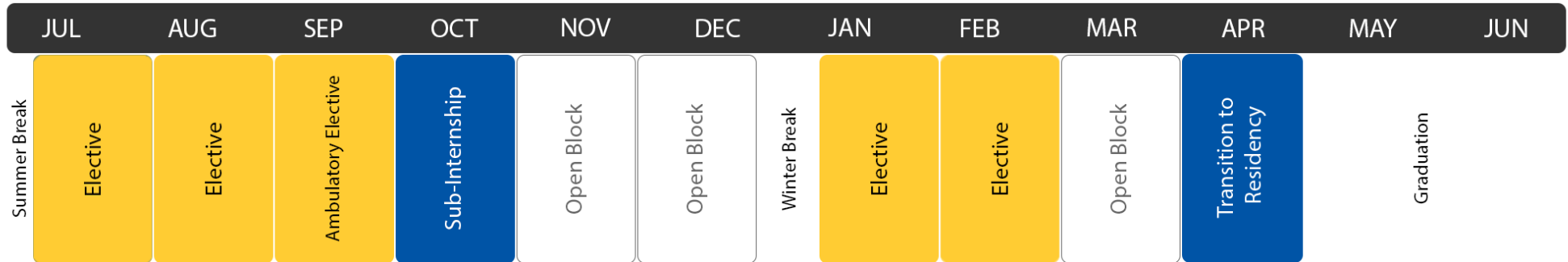
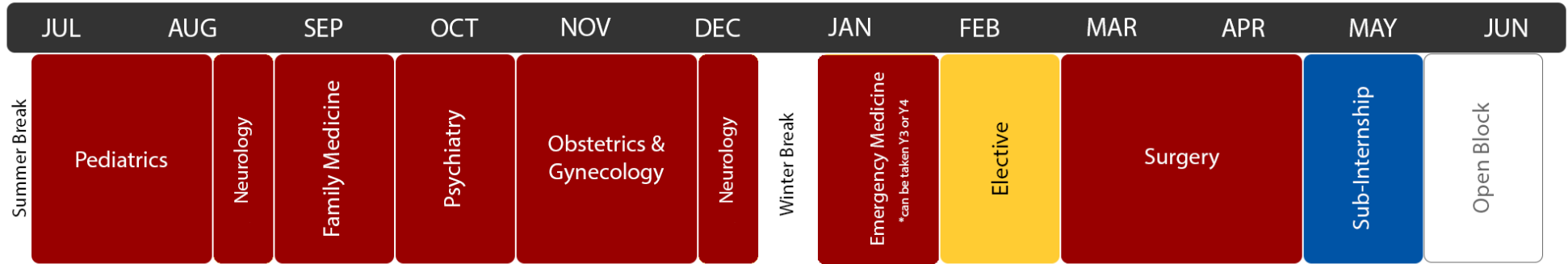
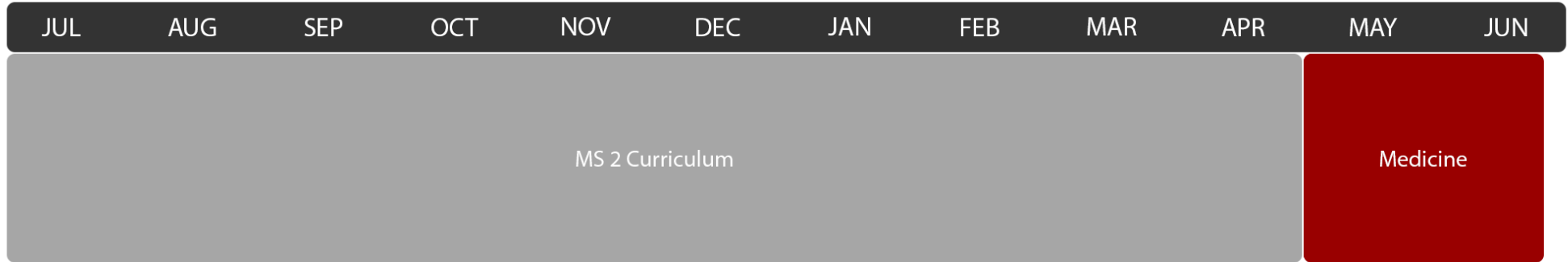
MS 1 Schedule



MS 2 Schedule



Clerkship and Advanced Clinical Phases



THREADS AND LONGITUDINAL PROGRAMS

LONGITUDINAL PROGRAMS:

Discrete, optional, longitudinal programs allowing students to focus on an area of interest

- Examples: MedEd, Primary Care, Social Justice, Medical Spanish, Humanism Symposium, POCUS.

THREADS: Longitudinal content for all students in non-Basic-Science knowledge necessary to become an outstanding physician

- Social determinants of health, nutrition, humanism, climate health, interprofessional education, etc.

Evaluations

Comment	Overall	Materials	Instructor
I really enjoyed this lecture. The lecturers were clear and concise and were even able to finish early. It did not feel overwhelming and the content was interesting and easy to listen to.	Excellent	Excellent	Excellent
I think Dr. █████ did a great job at explaining the different B cell lymphomas and repeating the flow cytometry markers over again to explain how specific the lymphomas are. I also really appreciated the clicker questions to give insight on what the next topic may be around.	Excellent	Excellent	Excellent
I think Dr. █████ did a great job at explaining the therapies and risks for B cell lymphomas. I think a chart at the end comprising the therapies would be helpful!	Excellent	Excellent	Excellent
It was really well-paced, and we ended early as well!	Excellent	Excellent	Excellent
I thought that the lecture was very well organized and easy to follow, especially with the repetition of the flow chart of mature B cell lymphomas and the recurring diagram of where different lymphomas originate from in the lymph node. I appreciated that the names of the different lymphomas were written out instead of abbreviated, because it allowed me to follow along better. The turning point questions enhanced the lecture material to emphasize key concepts.	Excellent	Excellent	Excellent
Material is dense and difficult, but Dr. █████ and Dr. █████ do a great job of really trying to present such a complex topic as simply as they can. Slides are great and highlight key information.	Excellent	Excellent	Excellent
As always, Dr. █████ did an amazing job at clearly explaining what we need to know as well as giving us important pointers on how to remember certain information. I really appreciate the outline of this lecture as it felt more clear and concise which I really appreciate.	Excellent	Excellent	Excellent
Good lecture, just a little bit long! But clear presentation of material	Excellent	Excellent	Excellent
great lecture! I felt like this lecture was much easier to follow than Friday because it was slower. I also appreciate all the turning point questions included in the lecture. Can the answers to the turning point questions be covered up so we don't see the answers before thinking about the question?	Excellent	Excellent	Excellent
This lecture was very thorough, but I felt like we rushed through the material and could have gone through the slides more slowly. Additionally, the figure that was included on Slide 8 (and several other times throughout the lecture for reference) was very busy. In future lectures, it might be helpful to use a different figure or white out any portion of the figure that is not relevant to the information being discussed. That being said, however, I did appreciate that we went back to a figure to get our bearings before moving on to the next topic.	Excellent	Above Average	Excellent



New collaborative learning space |

What
does a
day look
like?



Grading

Pass/fail start and finish to pre-clerkship curriculum

Tiered pass/fail in between (H, HP, P, F)

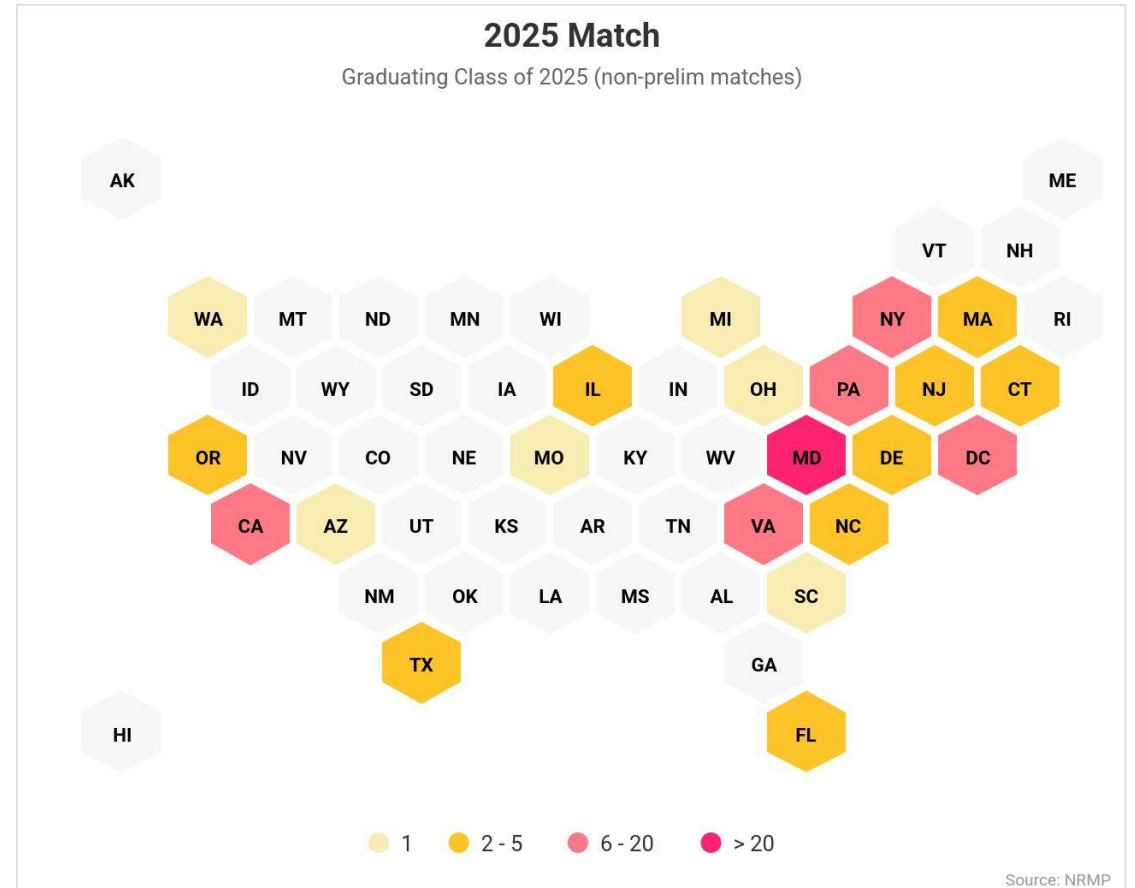
Will not change for class starting in 2025

What Can
Maryland
Do For You?

Graduates consistently rated as clinically excellent by program directors

OSA has won regional and national mentoring awards

MSPE is praised by residency program directors - helps students match at great programs





Questions?