Pathways Curriculum Map
HARVARD MEDICAL SCHOOL

Beginning August 2015

Year I
- ITP
- Foundations
- Practice of Medicine (POM)
- IDD
- SPS
- Homeostasis 1
- Homeostasis 2

Year II
- MBBD
- Transition to the PCE
- Principal Clinical Experience: Core Clerkships (PCE)
- PCE
- PCE

Professional Development Weeks
MEDICAL STUDENT CONCENTRATION DURING LECTURES
Stuart & Rutherford Lancet 1978
Much less of this...

Much more of this!
Video of CBCL session
Respiratory Physiology
Drs. Rich Schwartzstein and Jeremy Richards

https://www.youtube.com/playlist?list=PLFYav0Kl1orHqfHGcJCbrNcaI9h2DYp9
CBCL Classroom Set-up
Anatomy of a Case-Based Comparative Learning Session

Homework
Readings
Syllabus material
Video
RAT

In Class
Presentation of questions from the homework

In Class
Student discussion in groups of 4

In Class
Faculty Facilitated Group Discussion

Repeat above-
Question from Homework, or New Question

Take time to summarize during or at the end:

Anatomy of a Case-Based Comparative Learning Session
Get Started

Brainstorm

Review previous materials

Goals and objectives
Flow through Tubes

Summary

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
Be able to define the following terms:

From earlier sessions
Term 1
Term 2
Term 3

For this session
Term 1
Term 2
Term 3

Preparatory Questions
Question 1?
Question 2?
Question 3?
Session Title--MINICASES

Summary
Content summary

Preparatory Instructions
1) Read the session notes and answer the included thought questions.
2) Read the supplementary material.
3) Watch the concept video(s) on...
4) Assess your understanding of the preparatory material by completing THE READINESS ASSESSMENT on Learning Catalytics.
5) Work through the preparatory assignment at the end of this document.

Session Resources
1) Session notes
   a. This session
   b. Previous sessions in this course
   c. Previous sessions in previous courses
2) Concept videos on...
3) Supplementary readings

Be able to define the following terms:

From earlier sessions
Term 1
Term 2
Term 3

For this session
Term 1
Term 2
Term 3
General tips:

- Consider engaging students from the Student Interest Group
- Present a draft session to faculty with some time left to edit
  - Serves as faculty development for the session
  - Improves the material overall
  - Creates buy in from Core Faculty—this may be the most important function!
- Delete, delete, delete. Less prep is more valuable than too much.
- Make sure your content is congruent with other content in your course.
- Think about how technology will be used, and include this in Faculty Guide.
- Paired-teachers need to meet ahead of time to decide how to run session and review the material
- Students appreciate and strongly prefer prep work specifically prepared for a course/session
- Time keeping is critical.
  - Too little time is better than too much
  - Include a generally recommended timeline for your session.
- Time for review of major points
  - This can be done periodically during the session
  - Save 10 mins at the end of the session
- Faculty guides should include a list of summary points.
- Seek feedback from Faculty and Students after the session. Keep notes so you can revise the materials as needed.