Overview of Year 1 Recent History

David Nierenberg, MD
Chair, Medical Education Committee
Curriculum Organization

• Pre-1970
  – Two years only
  – 20-40 students per class, most from DC

• 1970-1984
  – Decision to go to 3-year curriculum
  – Year 1 organized by departments/courses
  – Year 2 organized by organ-systems (new SBM)
  – Year 3 organized by departments/clerkships

• 1984-2009
  – Change to 4-year model with many revisions
New Directions 1991-5

• Reduce total classroom hours from ~32/week down to 24-26 per week (had been 40)
• Introduce LCE (now On Doctoring) into Year 1, meeting one afternoon per week
• Greater focus on conferences, small groups, labs, active learning, and personal study outside of classes
• Year 1 coordinator
• Change in grading system from 5 levels (H-HP-P-LP-F) to 3 levels (H-P-F)
More About Year 1

• Coordinator appointed in ~1995
  – Harmonize schedule
  – Coordinate quiz sessions
  – Minimize interference between courses (had been chaos with quizzes and final exams)

• New architecture around 2005
  – Three trimesters
  – Planned reading periods and exam periods
  – Detailed feedback about frequency of quizzes
  – Detailed feedback about relative weighting of final exams
Issues Related to Year 1
Discussed in MEC in Past

• Quizzes
  – How often, how much should they count
• Coordination between courses
  – OD Hx, PE and anatomy
• Common policies
  – Reading periods, exams, criteria for honors, failure
• Grading
  – Mixed results on past student surveys about pros/cons of pass-fail
  – Mixed comments from faculty
• Length of year
  – Feels long, but what to reduce?
• Annual meetings of course directors
  – Is done in Year 2 (June), and Year 3 (monthly)
• Authority of Coordinator
  – Harder when courses organized by department
Performance on USMLE Step 1
Year 1 Subjects

- Pass rates 98.6% (2005), 100% (2006), 94.6% (2007), 95.2% (2008)
- Individual areas by Year 1 discipline (3 year mean score)
  - Biostat/epi 0.51 SD above natl mean
  - Physiology 0.36
  - Histology/cell biology 0.28
  - Pathology 0.23
  - Biochem 0.23
  - GAE 0.20
  - Microbiology/immunology 0.20
  - Pharmacology 0.19
  - Genetics 0.14
3. Preclinical Education

1 to 5 scale, 1 = Strongly Agree  5 = Strongly Disagree

- Basic science content provided relevant preparation for clerkships.
- Basic science content had sufficient illustrations of clinical relevance.
3. Preclinical Education (continued)

1 to 5 scale, 1 = Strongly Agree  5 = Strongly Disagree

• Basic science content objectives were made clear to students.
• Basic science content was sufficiently integrated.
• Basic science content objectives and examination content matched closely.
3. Preclinical Education (continued)

How well instruction in the basic science courses prepared you for clerkships?

1 to 4 scale: 1 = Excellent to 4 = Poor

- Biochemistry: Dartmouth 07 = 2.1, Dartmouth 08 = 2.3, All Schools 08 = 2.5
- Genetics: Dartmouth 07 = 2, Dartmouth 08 = 2.1, All Schools 08 = 2.3
- Gross Anatomy: Dartmouth 07 = 1.5, Dartmouth 08 = 1.6, All Schools 08 = 1.7
- Microanatomy: Dartmouth 07 = 2, Dartmouth 08 = 2.2, All Schools 08 = 2.3
3. Preclinical Education (continued)

How well instruction in the basic science courses prepared you for clerkships?

1 to 4 scale: 1 = Excellent to 4 = Poor

- Physiology: Dartmouth 07 = 1.5, Dartmouth 08 = 2.2, All Schools 08 = 1.8
- Immunology: Dartmouth 07 = 1.7, Dartmouth 08 = 2.2, All Schools 08 = 2.5
- Neuroscience: Dartmouth 07 = 1.8, Dartmouth 08 = 2.1, All Schools 08 = 2.2
- ICM/Intro to the patient: Dartmouth 07 = 1.8, Dartmouth 08 = 1.5, All Schools 08 = 1.8
3. Preclinical Education (continued)

How well instruction in the basic science courses prepared you for clerkships?

1 to 4 scale: 1 = Excellent to 4 = Poor

<table>
<thead>
<tr>
<th>Course</th>
<th>Dartmouth 07</th>
<th>Dartmouth 08</th>
<th>All Schools 08</th>
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<td>Microbiology</td>
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</tbody>
</table>
3. Preclinical Education (continued)

How well instruction in the basic science courses prepared you for clerkships?

1 to 4 scale: 1 = Excellent to 4 = Poor
11. Preparation for Residency

1 to 5 scale, 1 = Strongly Agree  5 = Strongly Disagree

- I am confident that I have acquired the clinical skills required to begin a residency program.
- I have the fundamental understanding of basic disease mechanisms, clinical presentation, and principles of diagnosis and management for the common conditions encountered in the major clinical disciplines.
- I have the communication skills necessary to interact with patients and health professionals.
12. Summary - Overall Satisfaction

Overall, I am satisfied with the quality of my medical education.

1 to 5 scale, 1 = Strongly Agree  5 = Strongly Disagree

Overall Satisfaction

- Dartmouth 07: 1.6
- Dartmouth 08: 1.4
- All Schools 08: 1.7