

# Why Choose the University of Cincinnati College of Medicine

Pamela Baker, PhD  
Associate Dean for Medical Education

M. Stephen Baxter, MD  
Education Program Chair

Indispensable through excellence in education, research and patient care.

Located in the heart of the city, the **University of Cincinnati College of Medicine** has a distinguished reputation for training prominent health care professionals and providing leading-edge research.



## Education

Creating leaders in medical research



## Research

Top-40 medical school for research

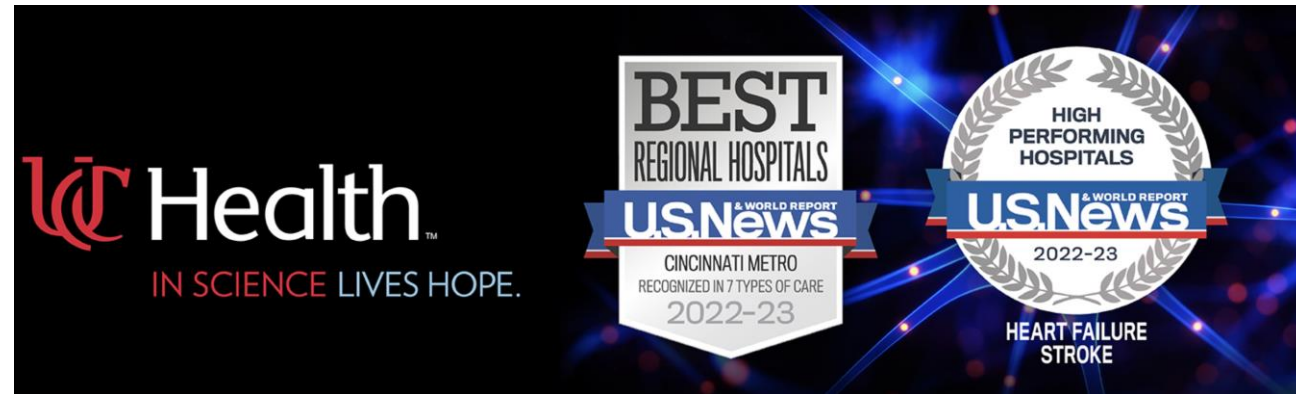


## Clinical care

Combining clinical care with education and research



# “Best Hospitals” in the US



**U.C. Health**  
IN SCIENCE LIVES HOPE.

**BEST REGIONAL HOSPITALS**  
& WORLD REPORT  
**U.S. News**  
CINCINNATI METRO  
RECOGNIZED IN 7 TYPES OF CARE  
2022-23

**HIGH PERFORMING HOSPITALS**  
& WORLD REPORT  
**U.S. News**  
2022-23  
HEART FAILURE  
STROKE



Helping all kids live their best possible lives.

**BEST CHILDREN'S HOSPITALS**  
& WORLD REPORT  
**U.S. News**  
HONOR ROLL  
2022-23

Cincinnati Children's is ranked third in the nation among all pediatric hospitals by U.S. News & World Report.



University of  
**CINCINNATI**  
COLLEGE OF MEDICINE



# UCCOM's Commitment to Diversity, Equity and Inclusion

- Senior Associate Dean for Diversity, Equity and Inclusion
- Hiring Practices for faculty, staff, and senior administrators
- Pathway programs for underrepresented students
- Anti-Racism Taskforce
- Advancing Inclusion in Medical Education (AIME)
  - Purpose:** Provide recommendations on addressing inequities based on race, ethnicity, gender, and disadvantaged status in the University of Cincinnati medical education curriculum
- **Community of Practice** in partnership with SIX medical colleges to understand/promote best practices in ensuring equity

# The BIG Picture of Medical Training

1. Acquiring Basic Sciences knowledge
2. Cultivating a Clinical Practice & Problem-Solving Skills
3. Learning the Social Determinants of Health to prepare you to take care of diverse patient populations
4. Building a foundation for your Professional Identity; including your Specialty Career Choice



# Program Competencies

- Patient Care
- Knowledge for Practice
- Practice-Based Learning & Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice
- Interprofessional Collaboration
- Personal and Professional Development





# UCCOM Curriculum

Orientation

Graduation

## Year 1 Phase One

- Foundational Clinical
  - Clinical Skills
  - Learning Communities
  - Fundamentals of Doctoring
  - Healthcare Emergency Medicine
  - Physician and Society
- Scientific Foundations and Organ-Systems
  - Blood Systems
  - Musculoskeletal-Integumentary
  - Nervous System

## Year 2 Phase One

- Foundational Clinical
  - Clinical Skills
  - Learning Communities
  - Fundamentals of Doctoring
  - Physician and Society
- Organ-Systems
  - Cardiovascular-Pulmonary
  - Renal-GI Systems
  - Endocrine-Reproductive Systems
  - Multi-Systems

## Year 3 Phase Two

- Core Clerkships
  - Family Medicine
  - Internal Medicine
  - Neuroscience
  - Ob/Gyn
  - Pediatrics
  - Psychiatry
  - Surgery
- Specialty Electives

## Year 4 Phase Three

- Acting Internships
  - Internal Medicine
  - Other Specialty Acting Internship
- Electives
  - 12 weeks of Intensive Clinical Experience
  - 12 weeks of General Electives
  - 16 weeks is considered unscheduled or flex time

### Curricular Threads

- Health Systems Science
- Lifespan Health

- Lifestyle and Integrative Medicine
- Social and Structural Determinants of Health

### Pathways to Distinction

- Dual Degree Programs – MD/MPH and MSTP
- Global Health
- Longitudinal Electives

- Medical Students Scholars Program
- Service Learning
- Student Research

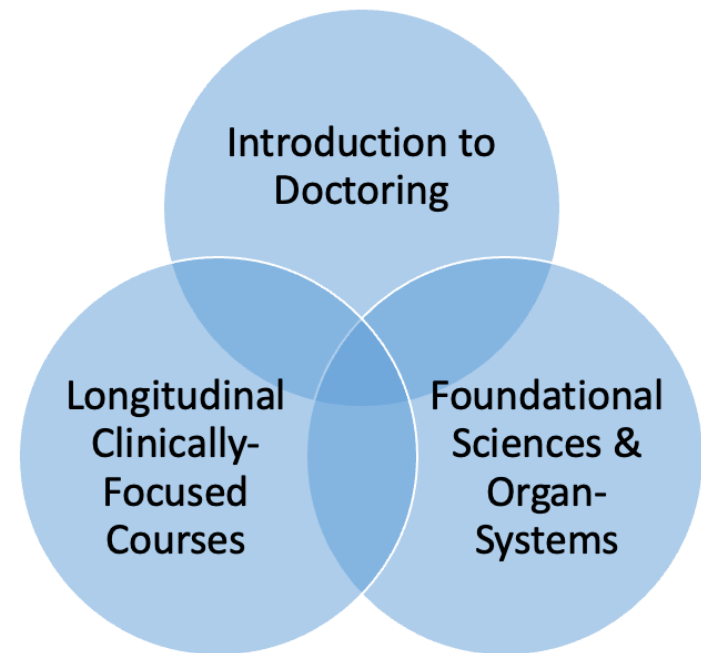
### Professional Development and Career Exploration

- Career Development
- Financial Planning

- Professionalism
- Wellness

# Goal of Phase 1 (18 months)?

- Preparation for clerkship year and advanced clinical training in the fourth year
  - Knowledge for practice
  - Physician Identity
  - Professionalism
- Preparation for passing Step 1





# Longitudinal Courses



# Introduction to Doctoring

- **Clinical Skills** with standardized patients
- Case-based sessions in **Learning Communities** and *hands-on practice* in Clinical Skills that reflect the diverse needs of our patient population
- **Social determinants of health** and **physician identity** starts with the introductory block of Physician & Society
- Small student groups work with a **community partner** to serve the underserved or marginalized populations through a **Service Learning Project**





# How Does the Curriculum Prepare Me for the Diverse Patient Populations?

- Students take **Physician and Society** the first two years of medical school
- Small student groups work with a **community partner** to serve the **underserved or marginalized populations**
- How we care for all populations
  - **Quality, Equity and Justice** in the communities we serve
  - **Racial and Gender Discrepancies** in the delivery of medicine
  - **Intellectual and Physical Disabilities**
  - **Ethics in Public Health**
- **Physician Identity**
  - Engagement with the Community
  - Listening and Communication Skills
  - Exam room to the care of the community as a whole
- **Case-based sessions** in Learning Communities and **hands-on practice** in Clinical Skills that reflect the diverse needs of our patient population

# How Will I Develop Relationships With Other Medical Students and Faculty?

- ~12 students meet weekly with MD facilitator as part of a learning community each week for the first 18 months
- Clinical case discussion integrating basic science, clinical medicine and holistic patient care (e.g., legal, ethics, end-of-life, EBM)
- Practice patient presentations and chart notes BEFORE third year
- Same groups for Anatomy and Clinical Skills





# Year 1: Sample Schedule



	Mon 3/5	Tue 3/6	Wed 3/7	Thr 3/8	Fri 3/9
7am					
8am		Levels of the neuroaxis/prim 5051 MSB (COM) B. Giffin	Introduction to psychiatry 5051 MSB (COM) P. Johnston	Patient Presentation: The d 5051 MSB (COM) J. Currell	DSM-V: Disruptive, impulse c 5051 MSB (COM) A. Guerdjikova
9am	Lecture: Introduction to the 5051 MSB (COM) B. Giffin		BMB Lab #1 Gross neuro G875 CARE B. Giffin		BMB Lab #2 Gross neuro G875 CARE B. Giffin
	Wellness Survey			Introduction to neuroimaging 5051 MSB (COM) B. Giffin	
10am	Retrieve your skulls from G- 5051 MSB (COM)	Principles of CNS developme 5051 MSB (COM) D. Lowrie			
	Skull osteology laboratory G875 CARE				
11am		Patient Presentation: The d 5051 MSB (COM) J. Broderick	Conduction of electrical signa 5051 MSB (COM) S. Kleene	Membrane potential and syna 5051 MSB (COM) J. Quinlan	The blood-brain barrier / Princ 5051 MSB (COM) B. Giffin
12pm					
1pm	Learning Community-BMB 1 - 1310A MSB (COM) C. Pleatman				
2pm					
3pm				Session 5 Lecture E351 MSB (COM) S. Pickle	
4pm					

# Year 2: Sample Schedule



	Mon 8/28	Tue 8/29	Wed 8/30	Thr 8/31	Fri 9/1
7am		History Online Modules: 1) Gross Anatomy Cardiovascu			Physiology Module: Muscle
8am	BI-WEEKLY EXAM #1 G820 CARE (Main) D. Lowrie	Exam Review G870 CARE G875 CARE G880 CARE D. Lowrie			Gross Anatomy Dissection R871 CARE (Main)
9am		TEAM A: SELF DIRECTED LEARNING TBA (Main) D. Lowrie	Team A: Gross Anatomy Learning R871 CARE (Main) B. Giffin	Transfusion Medicine E351 MSB (Main) M. Montgomery	Bone Marrow Transplant E351 MSB (Main) F. Smith
10am	TBL: Chronic Myelogenous Leukemia Keesse Auditorium R. Brackenbury			Clinical Approach to Lymphoproliferative Disorders E351 MSB (Main) M. Absalon	Adverse Effects of Transfusion E351 MSB (Main) M. Montgomery
11am				Lymphoma E351 MSB (Main) D. Leino	Cardiac and Smooth Muscle E351 MSB (Main) J. Lorenz
12pm					
1pm		Cardio/Heme Case 2 Sim Center Exam Rm 1 (UCM) D. Sall		Session #11: Prognosis Dr. Christopher Smith - St Elizabeth's	
2pm					
3pm		Learning Community-Blood Cells 1120A MSB (COM) M. Baxter			
4pm					





## How Does Phase 1 Prepare Me for Step 1?

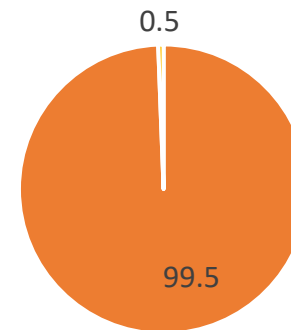
- Foundational Sciences coupled w/Gross Anatomy provides the foundation for clinical decision making and practice
- Clinical Practice and Decision Making via Learning Communities, Clinical Skills, the Foundations of Doctoring
- Physician Identity, Career Exploration and Social Determinants of Health



## Step 1 Pass Rates

2017-2022

Year	Step 1 Pass Rate
2017	99
2018	100
2019	99
2020	100
2021	99
2022	100



■ Pass





## Phase 2: Clerkship Year (3rd Year)

### **M3 Prep (1 Week)**

### **Core Clerkships**

Family Medicine

Internal Medicine

Neurology

Obstetrics/Gynecology

Pediatrics

Psychiatry

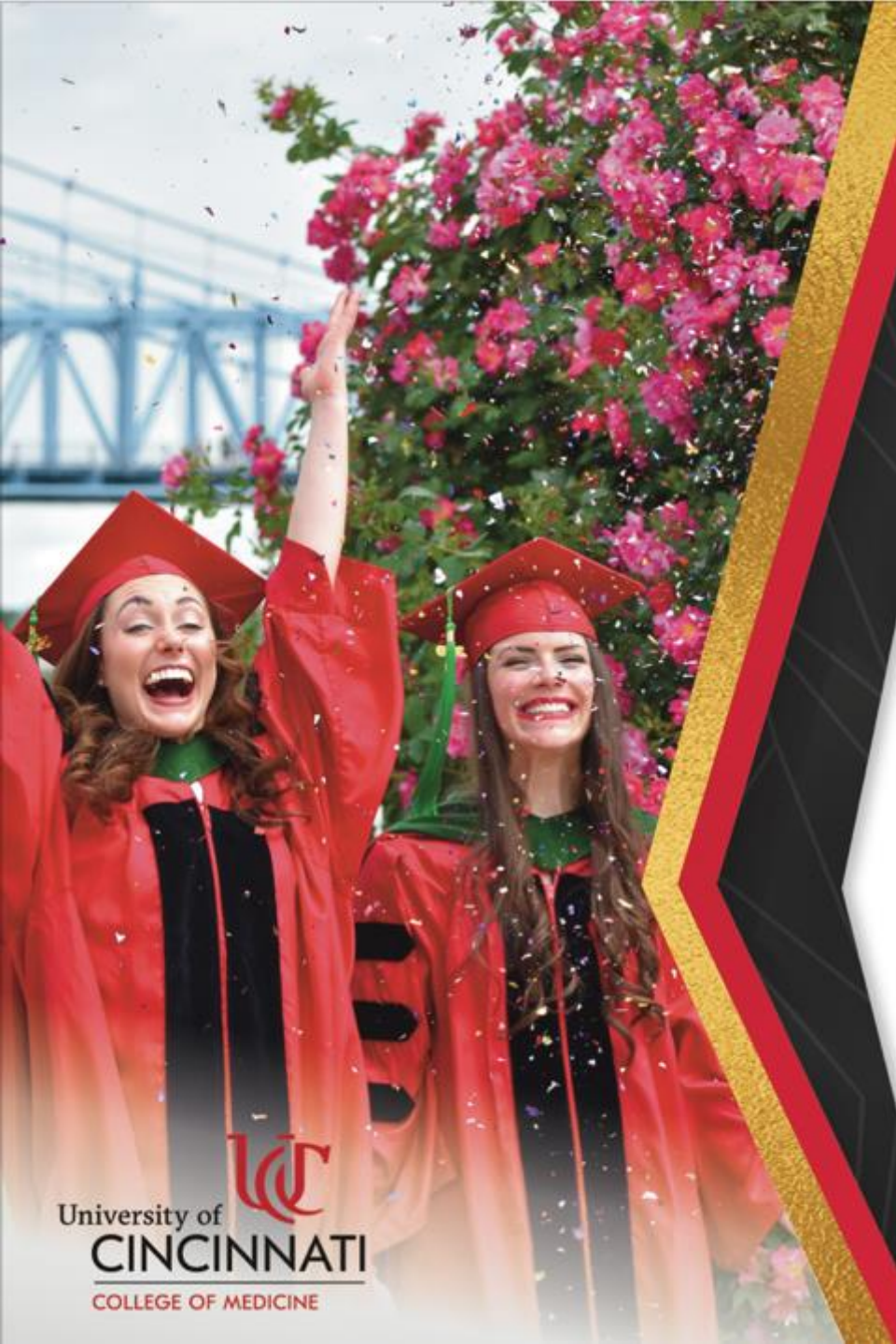
Surgery

### **Two Two-week Flexible Options**

# Year 3: Specialty Clerkship Electives

- Anesthesiology
- Cardiac Care Unit
- Clinical Oncology
- Dermatology
- Emergency Medicine
- Geriatrics
- MICU
- Ophthalmology
- Orthopedic Surgery
- Otolaryngology
- Pathology
- Radiology
- Urology





# Phase 3: Advanced Clinical Training (4<sup>th</sup> year)

## **REQUIRED**

Internal Medicine Acting Internship

Acute Care Intensive Clinical Experience

Scientific and Practical Foundations for  
Residency

## **ELECTIVES**

Away Electives

Subspecialty Electives

Acting Internships

Intensive Clinical Experiences





# Grading System

- **Phase 1** Pass/Fail, end of course score contributes to class rank
- **Years 3 & 4** Honors, High Pass, Pass, Fail



# Pathways to Distinction: What Opportunities Does Cincinnati Offer So You Can Distinguish Yourself in Medical School





## MD-MPH Program

- Five-year program
- 39 credit hours
- Longitudinal elective: History and Ethics of Public Health
- MPH year between M3 and M4
- Integrated public health practical experience and capstone project

[Whitney.Bryant@uc.edu](mailto:Whitney.Bryant@uc.edu)

WK Bryant, MD, MPH  
Program Director

## Career Paths

- ❖ Thomas Frieden, MD, MPH, former director of CDC
- ❖ Amy Acton, MD, MPH, former director, ODH
- ❖ Atul Gawande, MD, MPH, surgeon, journalist, author, researcher, USAID
- ❖ Jay Parkinson, MD, MPH, co-founder of medical innovation start-up Sherpaa
- ❖ Bill Foege, MD, MPH, former director of CDC and leader in smallpox eradication
- ❖ Sandro Galea, MD, MPH, DrPH, Dean of BU Public Health, researcher, policy advocate

# Medical Student Scholars Program (MSSP)

- Engage in mentored and preceptor-supervised educational experiences to expand fund of knowledge and skill set within a circumscribed area of interest longitudinally across M1 – M4.
  - Partake in clinical and didactic activities
  - Participate in scholarly research project
  - Present and publish scholarly work
  - Achieve designated MSSP Scholar at Honors Day (Graduation)
- Anesthesiology
  - Cardiovascular Medicine
  - Child and Adolescent Health
  - Emergency Medicine
  - Family Medicine
  - Geriatric Health
  - Integrative Health and Medicine
  - Medical Education
  - Nephrology
  - Neuroscience
  - Orthopedics
  - Psychiatry-behavioral Neuroscience
  - Pulmonary
  - Women's Health







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A photograph of medical students in a laboratory or clinical setting. They are wearing blue scrubs and blue gloves, working with various pieces of equipment. The scene is brightly lit, with overhead surgical lights visible. A large, stylized graphic element on the right side of the image consists of a black triangle with a gold and red border.

# Basic & Clinical Research Opportunities



# Global Health Opportunities



# Longitudinal Electives

- Global Health
- Healthy Children
- Hi-Pep (Interprofessional/AIDs)
- Medical Spanish
- TiME (teaching elective)







# UCCOM Student Curriculum Representatives

You Said,  
 We Listened  
 We Did

Education Program Committee "EPC"	Sarah Elhachimi (M2) Michael Frankland (M4) Firas Houssein (M3) Alison Peri (MSTP) Isabella Toledo (M3) Grace Zhang (M2) 1 M1 (TBA)
M1/2 Curriculum Committee "M1/2"	Kathya Acharya (M2) Mridula Bethi (M2) Molly Carroll (M2) David Warner (M2) Kathy Warrick (MSTP) 1 M1s (TBA)
M3/4 Curriculum Committee "M3/4"	Dami Fakunle (M3) Corinne Foley (MSTP) Rachel Holloway (M4) Matt Orischak (M3) Chase Steele (M3) Chase Stevens (M3) Austin Thompson (M3) Karoliina Yang (M3) Jackie Youngs (M3)
Clinical Core Competencies Team "CCCT"	Abraham Araya (M2) Leah Beck (M4) Chinenye Bosah (M2) Alex Gillotte (M4) Juliana Madzia (MSTP) Nicolas Noriega (M2) Mitchell Singstock (M3) 1 M1 (TBA)



[View this email in your browser](#)



### Important News and Updates

**Academic Calendars:** The academic calendars for AY 2022-23 were approved at the October EPC meeting and are now available online.

[M1 calendar](#)

[M2 calendar](#)

[M3 calendar](#)

[M4 calendar](#)

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### Faculty Spotlight

This week we are featuring Niralee Patel MD. Take a minute and read Dr. Patel's [complete Faculty Spotlight](#).





# Year 4 Match Day!



# UCCOM Match Stats 2021-2024

- 2024: 100% - Post-SOAP
- 2023: 98.8% - Post-SOAP
- 2022: 100% - Post-SOAP
- 2021: 99.4% - Post-SOAP
- Top 5 States (2023)
  1. Ohio
  2. Illinois
  3. New York
  4. North Carolina
  5. California





# Honors Day

