

Medical School Information Page

Duke University School of Medicine

Medical School Name

Durham, North Carolina

City, State

Special programmatic emphases, strengths, mission/goal(s) of the medical school:

The mission of the educational program for MD students at the Duke University School of Medicine is to prepare a diverse student body to pursue a spectrum of medical career options in order to become physician leaders who can advance biomedical research and improve local, national, and global health.

The Doctor of Medicine (MD) program focuses on the Patient FIRST curriculum that provides a transformative learning experience for students. The Patient FIRST curriculum teaches biomedical sciences in the context of patient symptoms integrating differential diagnoses, clinical reasoning, and the social context of medicine into a holistic view of the patient's care. Barriers between the biomedical and clinical clerkship years are removed, with intentional vertical integration across the first two years.

The curriculum is unique, as students learn the core basic sciences in the first year and complete core clinical clerkships in the second year. Students devote 10 to 12 months to scholarly investigation and fulfill elective rotations in the third and fourth years, respectively. By condensing the traditionally structured training from four years into three, Duke's MD program provides students ample opportunity to pursue their own independent interests.

Special characteristics of the medical school's educational program:

The Patient FIRST curriculum focuses on developing inquiry and life-long learning necessary for clinical practice. A dedicated research project during the third year—along with a longitudinal curriculum on leadership—equips students to continually advance change in patient care, biomedical science, medical education, health system transformation, and health-oriented public policy. MD graduates will become compassionate, highly competent physician leaders who put patients FIRST.

Features of the Doctor of Medicine Curriculum

- Four years dedicated to the exploration of medicine from a Patient FIRST perspective that embodies our core values of humanism, professionalism, diversity and inclusion, and lifelong learning.
- A compact one-year basic science curriculum that integrates core biomedical content in the context of clinical patient care.

- A blended learning model that utilizes technology to deliver core content while maximizing in-person time for integration and synthesis and team development.
- An entire year dedicated to an in-depth exploration of an area of scholarly interest across a range of scientific disciplines to become change agents in the future of healthcare.
- Clinical experiences across numerous general and specialized fields by some of the top health care providers in their fields.
- Mentorship of students by faculty and student leaders in all facets of the learning process.
- Implementation of a standardized and valid assessment of progress, carefully and thoughtfully evaluating the acquisition of knowledge, skills, and attitudes appropriate to the goals of each student as a future physician.

The curriculum makes heavy demands upon the students while offering a high degree of flexibility in their medical education experience. It should be recognized that medical students at the Duke University School of Medicine are expected to maintain a consistent level of performance and to demonstrate qualities of initiative and dedication in their academic pursuits. A key objective is to promote scholarly curiosity, which can be cultivated throughout one’s career. This attitude of curiosity and inquiry accompany students into their future lives as health professionals.

Students are expected to always maintain a professional attitude toward patients and colleagues, demonstrating respect, confidentiality, and the recognition that each learner is the privileged recipient of information that is to be discussed only in the context of clinical care and scholarship. This attitude involves consideration not only of speech and personal appearance but also of character, morality, honor, and integrity.

Average length of enrollment (initial matriculation to graduation) at the medical school:

| | |
|-------|--------|
| 4 | 11 |
| Years | Months |

Description of the evaluation system used at the medical school:

The evaluation system used to assess student performance and mastery utilizes objective tools, e.g. tests, written and oral, and subjective reviews of performance, especially in the clinical setting.

During the first year compressed basic science curriculum, most assessments are via objective tests, although performance in the introduction to clinical care includes subjective evaluations. Grading for the year is Pass/Fail in all courses.

During the second and fourth years, which includes clinical clerkships and/or electives, most assessments are via narrative evaluations, though individual clerkships incorporate onsite or standardized examinations. During the 2019-2020 academic year, due to the COVID-19 pandemic, grading for the second-year clerkships was changed from Honors/High Pass/Pass/Fail to Satisfactory/Unsatisfactory. The current grading system for the second-year clerkships remains Satisfactory/Unsatisfactory. All students must pass the end of second year OSCE to be promoted to third year.

The third-year curriculum allows for the pursuit of individual research questions designed by the student and mentor. The third year is graded Pass/Fail and evaluations are generally composed of the comments of the individual mentors, or the measures of performance incorporated into the secondary degree requirements.

During the fourth-year, students are required to complete a sub-internship, which is graded Honors/High Pass/Pass/Fail. Students are also required to complete various elective credits and successfully complete Capstone and the Acute Care Elective, which ensures competency in care of emergent/urgent conditions.

Medical school requirements for successful completion of USMLE Step 1, 2 (check all that apply):

| USMLE Step 1: | USMLE Step 2: |
|---|---|
| <input type="checkbox"/> | <input type="checkbox"/> |
| Required for promotion | Required for promotion |
| <input type="checkbox"/> | <input type="checkbox"/> |
| Required for graduation | Required for graduation |
| <input type="checkbox"/> | <input type="checkbox"/> |
| Required, but not for promotion/graduation | Required, but not for promotion/graduation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Not required, but all students graduating in 2025 are required to take this prior to graduation. | Not required, but all students graduating in 2025 are required to take this prior to graduation. |

Medical School requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) at medical school. OSCEs are used for (check all that apply):

- Completion of course
- Completion of clerkship (not all clerkships)

Completion of third year

Graduation

Other: Held at completion of clinical clerkship year (second year)

Utilization of the course, clerkship, or elective director's narrative comments in composition of the MSPE. The narrative comments contained in the attached MSPE can best be described as (check one):

Reported exactly as written

Edited for length or grammar, but not for content

Edited for content or included selectively

Utilization by the medical school of the AAMC "Guidelines for Medical Schools Regarding Academic Transcripts." This medical school is:

Completely in compliance with Guideline's recommendations

Partially in compliance with Guideline's recommendations

Not in compliance with Guideline's recommendations

Description of the process by which the MSPE is composed at the medical school (including number of school personnel involved in composition of the MSPE).

The MSPE for individual students is the result of the assimilation of all objective and subjective evaluations accumulated during the period of matriculation. The student's Advisory Dean composes the letter with the assistance of the staff in the Office of Student Affairs. The letter is also reviewed by the Vice Dean of Education.

Students are permitted to review the MSPE prior to its transmission:

Yes

No