

Medical School Curriculum Renewal Resource List

Behavioral and Social Science Foundations for Future Physicians. This report documents how behavioral and social science perspectives serve to prepare medical students for comprehensive, patient-centered practice, and provides the conceptual framework needed to address complex societal problems that have direct bearing on health and health care disparities. Available free-of-charge from AAMC at: <https://members.aamc.org/eweb/DynamicPage.aspx?webcode=PubHome>

Scientific Foundations for Future Physicians. In this report, the AAMC-HHMI Scientific Foundation for Future Physicians committee proposes scientific competencies for future medical school graduates and for undergraduate students who want to pursue a career in medicine. By focusing on competencies rather than on specific courses taken or disciplines studied, committee members seek to encourage innovation in the design of premedical and medical curricula. Available free-of-charge from AAMC: <https://members.aamc.org/eweb/DynamicPage.aspx?webcode=PubByTitle&Letter=S>

Fisher, LA & Levene C. ***Planning a Professional Curriculum: A Guide to Understanding Program Design.*** University of Calgary Press: Calgary AB. 1989.

Kern DE, Thomas PA, Howard DM & Bass EB. ***Curriculum Development for Medical Education: A Six-Step Approach.*** Johns Hopkins University Press; second edition edition (October 22, 2009).

The Education of Medical Students: Ten Stories of Curriculum Change. This report is designed to enhance understanding about the nature and extent of those changes. Its findings are both encouraging and unsettling. The good news is that many medical educators are implementing curricular changes that are responsive to the latest advances in biomedical science, to the social and policy sciences relevant to medical practice, to the burden of disease, to the organization and financing of health care, and to the changing demography of the American population. Available as a PDF (bound copies are no longer available) free-of-charge from: <http://www.milbank.org/reports/americanmedicalcolleges/0010medicalcolleges.html>

Skochelak, S.. ***A decade of reports calling for change in medical education: What do they say?*** Academic Medicine: September 2010; 85(9): S26-S33.

Wiener CM et al. ***Genes to Society – The logic and process of the new curriculum for the Johns Hopkins University School of Medicine.*** Academic Medicine. 2010; 85:498-506.

Berwick DM, Finkelstein JA. ***Preparing medical students for the continual improvement of health and health care: Abraham Flexner and the new “public interest.”*** Academic Medicine. 2010; 85(9):S56-S65.

Goldstein EA et al. ***Promoting fundamental clinical skills: A competency-based college approach at the University of Washington.*** Academic Medicine. 2005; 80:423-433.

Canmeds: Better Standards, Better Physicians, Better Care. In the early 1990s The Royal College developed an innovative, competency-based framework that describes the core knowledge, skills and abilities of specialist physicians. Known as the *CanMEDS Physician Competency Framework*, it was formally adopted by the Royal College in 1996. CanMEDS is an educational framework identifying and describing seven roles that lead to optimal health and health care outcomes: medical expert (central role), communicator, collaborator, manager, health advocate, scholar and professional. More information is available at the CanMeds website: <http://www.royalcollege.ca/public/resources/aboutcanmeds>