



Welcome to the C.O.A.S.T. Curriculum
where caring, original, advocates share and thrive

We know you care.

Compassion and Systems Science

- Receive formal compassion training, linked to clinical care and service.
- Focus on understanding how to design and work within systems that benefit marginalized populations.



Be an Original.

Customizable Concentrations

- Acquire knowledge and skills in areas that you value.
- Practice in a safe space.
- Apply what you learn in a way that benefits patients and advances your career



Advocate for what matters.

A Culture of Equity

- Learn the lessons of the past and make a better future today.
- Stand alongside diverse faculty and classmates and show the world all the things a doctor can be.



Stand Up
Speak Out

Share what you learn.

Communicate and Teach

- Develop the communication skills that let you learn what your patients share.
- Prepare yourself to share your knowledge and skills with the world around you.
- Let our Master Clinicians coach you to be your best.



Thrive.

Programmatic Assessment and Wellness

- Quit cramming for tests. Start preparing for multidisciplinary assessments that apply what you've learned to realistic patient care settings.
- Learn to care for yourself and your colleagues.
- Find your Why...



A wide-angle photograph of the San Diego skyline at dusk. The city's lights are on, and the buildings are reflected in the water in the foreground. The sky is a mix of blue and purple hues.

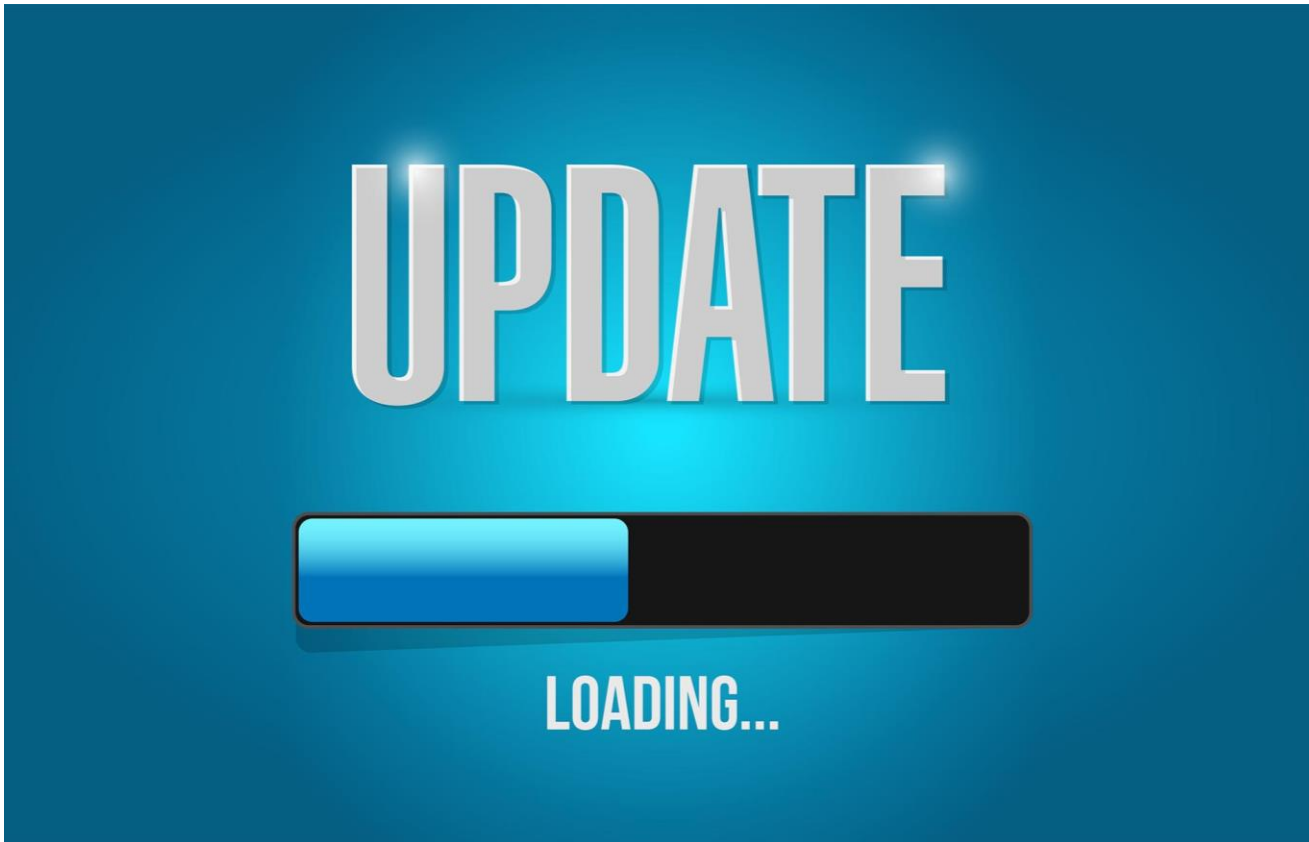
Sound good? Let us show you more...

Our Core Educational Competencies



- Medical Knowledge and Scholarship
- Compassionate Patient Care
- Communication and Interpersonal Skills
- Practice-Based Learning and Improvement
- Health Equity
- Health Systems Science Informed Practice
- Professionalism
- Wellness

Updates



- New Format
 - Responsive to student preferences, wellness concerns, modern content delivery
- New Content
 - Responsive to Competencies and perception of future needs
- New Paradigm
 - Responsive to equity, transparency, and educational needs

How's it Organized?

| Year/Quarter | Fall | Winter | Spring | Summer |
|--------------|---|---|---|--|
| MS1 | Block Courses Foundations of Medicine, Cardiovascular 1, Pulmonary 1, Gastrointestinal 1 | Block Courses Renal 1, Epidemiology, Biostatistics and Medical Informatics, Mind Brain and Behavior 1 | Block Courses Endocrinology, Reproduction, and Metabolism 1, Immunology, Hematology, Microbiology | |
| | Longitudinal Courses Humanistic Anatomy, Practice of Medicine (POM), Equity in Systems Science (ESS), Compassionate Action and Real Engagement (CARE), Diagnostics | | | |
| MS2 | Block Courses Principles of Clinical Oncology, Arthritis Rheumatology, and Dermatologic Disorders, Gastrointestinal 2, Endocrine, Reproduction and Metabolism 2, Cardiovascular 2 | Block Courses Mind Brain and Behavior 2, Pulmonary 2, Renal 2 | Block Courses Multiple Organ System Disorders, Dedicated Step 1 Preparation | Core Clerkships and MS3 Electives |
| | Longitudinal Courses Humanistic Anatomy, Practice of Medicine (POM), Equity in Systems Science (ESS), Compassionate Action and Real Engagement (CARE), Diagnostics | | | |
| MS3 | Core Clerkships and MS3 Electives Internal Medicine, Surgery, Pediatrics, Neurology, Obstetrics and Gynecology, Psychiatry, Family Medicine + three elective experiences | | | Fourth Year Coursework |
| MS4 | Fourth Year Coursework Six clinical courses, two Capstone/Research/Electives, Principles to Practice, and Residency Transition Course | | | |

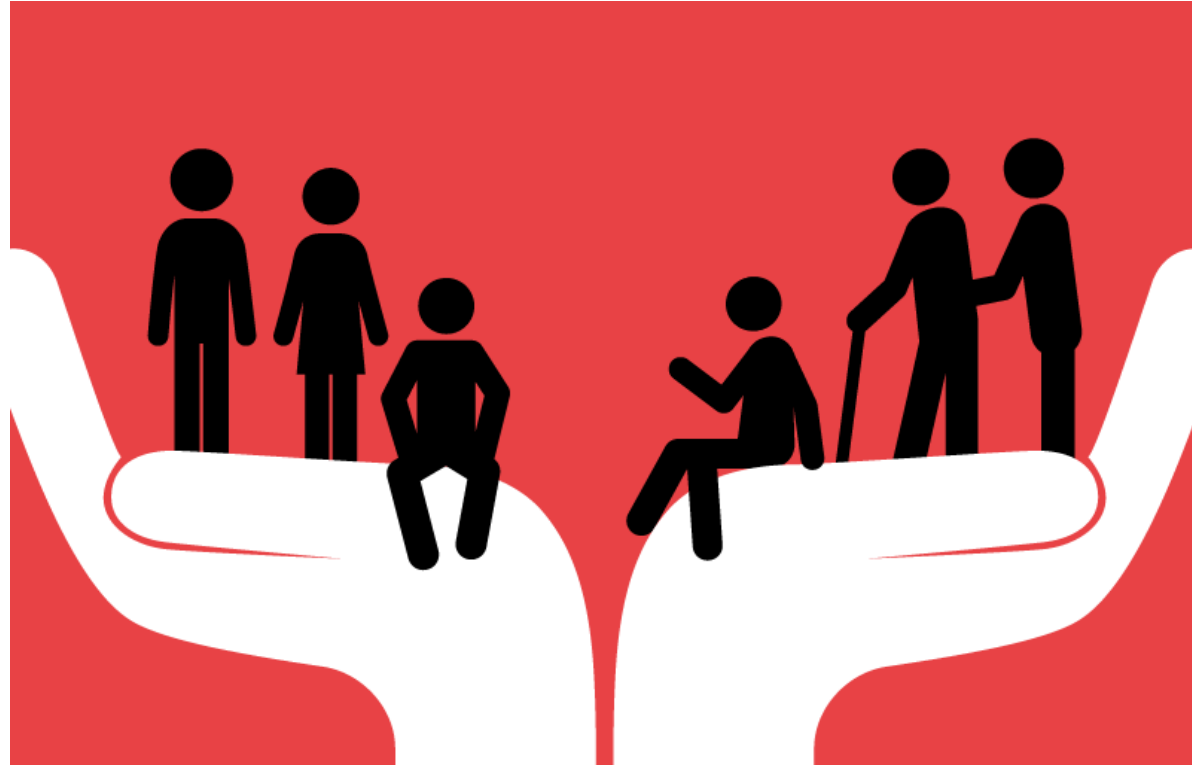
C.O.A.S.T. MS1 Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
|----------|---|---------------------------------------|--|-----------------------------|---------------------------------------|-------------------------------|
| 8-8:50 | Organ Block Synchronous, In-Person First day of block Asynchronous non-1 st day | Organ Block Synchronous, In-Person | | Organ Block Asynchronous | Organ Block Synchronous, In-Person | |
| 9-9:50 | | | Anatomy Synchronous, In-Person | | | |
| 10-10:50 | | ESS Synchronous, In-Person | | | | ESS Synchronous, In-Person |
| 11-11:50 | | | | | | |
| 12-12:50 | Lunch | Lunch | Lunch | Lunch | Lunch | |
| 1-1:50 | | CARE Synchronous, In-Person | POM QOWeek Synchronous, In-Person Diagnostics QOWeek | | | |
| 2-2:50 | | | | | | |
| 3-3:50 | | | | | | |
| 4-4:50 | | | | | | |

C.O.A.S.T. MS2 Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
|----------|---------------------------------------|---|--|---------------------------------------|-----------------------------|--|
| 8-8:50 | Organ Block Synchronous, In-Person | Organ Block Synchronous, In-Person First week of block | Clin. Decision Making Synchronous, In-Person | Organ Block Synchronous, In-Person | Organ Block Asynchronous | |
| 9-9:50 | | | | | | |
| 10-10:50 | ESS Synchronous, In-Person | Asynchronous non-1 st week | Lunch | ESS Synchronous, In-Person | | |
| 11-11:50 | | | | | | |
| 12-12:50 | Lunch | Lunch | Lunch | Lunch | | |
| 1-1:50 | | | Practice of Medicine QOWeek Synchronous, In-Person | CARE Synchronous, In-Person | | |
| 2-2:50 | | | | | | |
| 3-3:50 | | | | | | |
| 4-4:50 | | | | | Diagnostics QOWeek | |

C.O.A.S.T. Pre-Clerkship Core Courses



- Compassionate Action and Real Engagement (C.A.R.E.)
 - Total of five quarters of training
 - 3-4 hours/week of commitment
- Evenly distributed between:
 - Study of **C**ompassion (including self-compassion, wellness, processing and micro-aggression management)
 - Meaningful inter-**A**ctions with participants in the healthcare system
 - **R**eal community **E**ngagement / service in a variety of settings

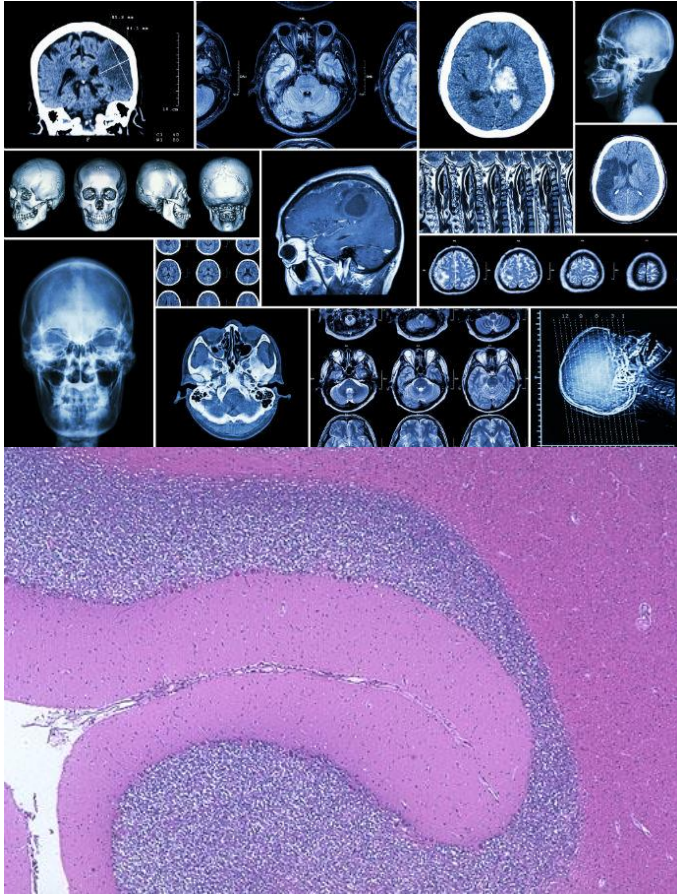
C.O.A.S.T. Pre-Clerkship Core Courses



Equity in Systems Science (ESS)

- Principles of systems science, explored through the lens of equitable outcomes for patients and providers.
- 15-month structured curriculum.
- Four hours per week.
- Collaboratively sourced from students, faculty, staff, and national guidelines.
- Facilitated small group learning.
- Shared responsibility for work product output.

C.O.A.S.T. Pre-Clerkship Core Courses



- Diagnostics
 - Two-year cycle through MS1 and MS2, every other week course.
 - Collaborative effort between Radiology, Histology and Pathology
 - Coordinated with Organ Blocks
 - Mix of small group facilitated, large group lectures.
 - Strong focus on clinical correlation.

C.O.A.S.T. Pre-Clerkship Core Courses



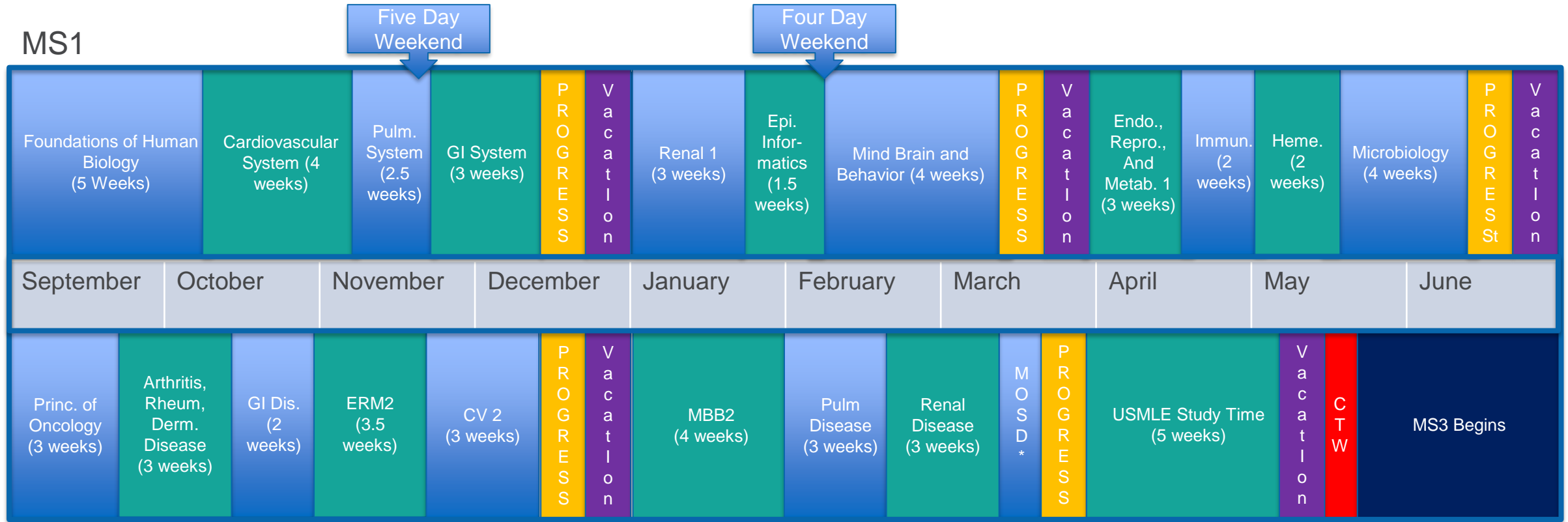
- Practice of Medicine (POM)
 - MS1-2 Every other week course
 - Focus on developing clinical skills in interview, examination, and patient counseling and education
 - Physician identity formation
 - Interprofessional education

C.O.A.S.T. Pre-Clerkship Core Courses



- Clinical Decision Making
 - MS2 Weekly Course
 - Focus on Clinical Decision Making, understanding thought process, disease scripts and value-based care.
 - Students experience as simulation of wards/clinic cases with practiced/role-modeled presentations.
 - Developed by clinicians with experience in early clinical learning, informed by evidence based clinical decision-making data.

C.O.A.S.T. Organ Block Pre-Clerkship Curriculum



MS2

C.O.A.S.T. Pre-Clerkship Elective Concentrations



Elective Concentrations include:

- Introductory sessions in MS1 Fall quarter for all students.
- Choice of related elective course in each quarter in MS1 and MS2 years
- Structured opportunities for practical experiences in MS2 year and in the C.A.R.E. course
- Capstone experiences in the MS4 year
- Presentation during Concentrations week in MS4

C.O.A.S.T. Pre-Clerkship Elective Concentrations Topics

- Equity and Advocacy
 - Justice, Change
 - Students who see themselves speaking for justice, creating public and private policy
- Building Systems
 - Theory, Practice, Internships
 - Students who see themselves as system developers and administrators
- Compassion in Care
 - Patient Care, Compassion
 - Students who see themselves as frontline care providers.
- Exploration and Innovation
 - Science, Innovation
 - Students who see themselves as scientists, inventors, problem solvers
- Teaching and Learning
 - Pedagogy, Practical Application
 - Students who see themselves as educators

Clerkships



- Deep dive immersion into:
 - Pediatrics
 - Neurology
 - Internal Medicine
 - Surgery
 - Primary Care
 - Psychiatry
 - Obstetrics and Gynecology
 - Opportunities for Electives

Clerkships



- Diverse Patients and Care Environments
 - UCSD Jacobs Medical Center
 - UCSD Hillcrest Medical Center
 - San Diego VA Medical Center
 - Rady Children's Hospital
 - Naval Medical Center
 - Over 100 ambulatory sites
 - UCSD Student Run Free Clinic
 - SD Department of Health
 - Donovan State Prison
 - Lincoln High School

Clerkship Master Clinician Program



- One-on-one coaching
- Formative only
- Compassion training
- Personal wellness development

It's C.L.E.A.R., here at the C.O.A.S.T



C.L.E.A.R. Team

Comprehensive Longitudinal Equitable Assessment and Reporting



- Comprehensive
 - Includes data from every assessment in every course
 - Includes professional engagement data regarding attendance, evaluation completion, etc.
 - Includes data from MCQs, small group facilitators, peer evaluations, clinical skills simulations, narrative reflections, etc.

C.L.E.A.R. Team

Comprehensive Longitudinal Equitable Assessment and Reporting



- Longitudinal
 - Review each student's performance quarterly throughout all four years.
 - Provide benchmarked data regarding performance trends, consistent areas of strength, opportunities for growth.

C.L.E.A.R. Team

Comprehensive Longitudinal Equitable Assessment and Reporting



- Equitable

- Comprised of basic science and clinical faculty with student advisors.
- Diversified by personal identity, practice areas, etc.
- Transparent standards.

C.L.E.A.R. Team

Comprehensive Longitudinal Equitable Assessment and Reporting



- Assessment
 - Determine if student is on pace for graduation and practice or requires support and remediation in a particular area.
 - Help develop individualized remediation plans for students who need assistance.
 - Award commendations for students who have excelled in specific competencies.

C.L.E.A.R. Team

Comprehensive Longitudinal Equitable Assessment and Reporting



- Reporting
 - Report to student, coaches, and administration.
 - Accessible dashboards throughout the student's time with us.
 - Allow representation of pre-clerkship core curriculum, elective concentrations, and clerkship clinical rotations in Medical Student Performance Evaluation (MSPE).



Are you ready to come to the C.O.A.S.T.?

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UC San Diego
SCHOOL OF MEDICINE