The Body and Disease Experience at Duke Med

Linton Yee
Duke University School of Medicine
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The Duke Med Curriculum

• Unique
• One of the few schools to give the student a choice in their educational process
Body and Disease

• The link or bridge from the basic sciences to the clinical years
Curriculum Modification

- Dynamic
- The need to stay in constant evolution
- Adapt to the way learners acquire and process information
Adaptations of Team LEAD

- Time constraints
- No IRA
- No GRA
• Address the needs of our students and faculty
Overall Goal

- An idea on how to approach the assessment of a patient
Objectives

- Have students communicate with each other
- Develop the ability to work as a unit
- Get the students to work together
• Create concertmasters, section leaders
Overall Goals

- More preparation for the students as they approach their clinical year
- Modification of the application exercises to mirror the approach the students would use in the evaluation and treatment of a patient
• Focus on the differential diagnosis
• What to order
• How to interpret results
Of all of the senses, which needs to evolve to the fullest during a student’s education?
• The “sixth sense”
Objective

• The development of intuitive and rational thinking
Overall Goal

- To further promote the sense of community, a link with the clinical faculty and the medical students was nurtured
Role of the Clinical Faculty

• The content expert was used as the focal point of the discussion
Role of the Clinical Faculty

- Aid in the transition to the second, third and fourth years as well as beyond
- Mentorship
- Building of relationships and community
• Able to work as part of a team, yet able to lead effectively
• Rational and intuitive thought process
• Mentorship for the future