

Medical Education: Introduction

Edward J. Wing, MD

WE AT THE WARREN ALPERT MEDICAL SCHOOL ARE GRATEFUL FOR the opportunity to report on the latest developments in our educational programs. Dr. Phil Gruppuso and his colleagues have done a truly outstanding job over the past seven years taking the school through curriculum redesign, expansion of the class, the introduction of a standard route of admission, and construction of the first home for the Medical School in the Jewelry District. In October we will be undergoing a review by our accrediting agency, the **Liaison Committee on Medical Education (LCME)**. I am confident that the changes that have been made and the progress of the school will result in a positive review.

In this issue we first highlight Alpert's class of 2012—their residency selections and a comparison with past classes. You can quickly get a sense of the outstanding quality of our students from the data. The following article presents the Doctoring Program. This program which places first and second year students in physicians' offices plays an essential role in teaching

physical diagnosis, history taking, and the physician-patient relationship. We greatly appreciate our clinical faculty in this endeavor. I know what it takes to teach in this setting and what a financial cost it is.

The next piece describes the innovative curriculum changes which have been made and are planned for the future. The final article describes how we assess the clinical competence of our fourth year students. The new building allows us to use a state of the art clinical skills suite to test students through OSCE exams.

We hope you find the articles informative and we welcome any comments, suggestions or interest in participating in our educational programs.

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The Warren Alpert Medical School of Brown University Class of 2012

Philip A. Gruppuso, MD, Eileen Palenchar, and Janice Viticonte

ON MAY 27, 2012, 78 MEN AND WOMEN received the Doctor of Medicine degree from the Warren Alpert Medical School of Brown University. These new physicians represent the 38th class graduated from our institution since 1975. Of the over 2,800 physician graduates of **Alpert Medical School (AMS)** to date, approximately ten percent are currently licensed to practice in Rhode Island. This represents a substantial contribution of the medical school to health care in our state. By introducing the graduates of the MD Class of 2012 to the physician community in our state, we aim to apprise Rhode Island's physician community of the medical school's ongoing contribution to health care in Rhode Island.

A PORTRAIT OF THE CLASS OF 2012

Of the 78 graduates in this year's class, 44 are women and 34 are men. Five of our most recent graduates are residents of Rhode Island. The Rhode Island stu-

dents in this year's graduating class came from five different communities in the state: North Providence, Barrington, West Warwick, Providence and Block Island. The remaining students came from across the US.

This was an experientially diverse class at the time of matriculation. The breakdown of the graduating class by admissions route is 64% **PLME (the 8-year Program in Liberal Medical Education)**, 26% standard pre-med and 6% students from post-baccalaureate programs (two from Bryn Mawr, one from Goucher, and two from Columbia). The remaining three students came to AMS via the Early Identification Program, Brown-Dartmouth and MD-PhD routes. The most common undergraduate major among the graduates was biology (47%; inclusive of sub-disciplines such as biochemistry, neuroscience, and community health). Taken together, science majors (including math, engineering, chemistry and psychology) accounted for 61% of all majors. Of the remaining students,

27% of majors were in the humanities and 12% in the social sciences.

The students in the Class of 2012 continued to pursue their diverse interests during medical school. This the third graduating class to complete AMS' Scholarly Concentrations Program, an elective program that was established six years ago. It provides students with the opportunity to undertake mentored scholarly work in a variety of cross-disciplinary areas. Twenty-one students participated in and completed the program. Their areas of focus were Advocacy and Activism (two students), Aging (two), Contemplative Studies (one), Disaster Medicine and Response (one), Global Health (six), Medical Education (three), Physician as Communicator (three), and Women's Reproductive Health (three). Of the students who completed the Scholarly Concentrations Program, 15 were from the PLME program, five were from the standard admission route and one attended a post-baccalaureate program.