

## Appendix F: Literature references

- Agarwal, A., Wong, S., Sarfaty, S., Devaiah, A., & Hirsch, A. E. (2015). Elective courses for medical students during the preclinical curriculum: a systematic review and evaluation. *Med Educ Online*, 20, 26615. <https://doi.org/10.3402/meo.v20.26615>
- Aiyer, M. K., Vu, T. R., Ledford, C., Fischer, M., & Durning, S. J. (2008). The Subinternship Curriculum in Internal Medicine: A National Survey of Clerkship Directors. *Teach Learn Med*, 20(2), 151-156. <https://doi.org/10.1080/10401330801991683>
- Boston C. The concept of formative assessment. <http://files.eric.ed.gov/fulltext/ED470206.pdf>. ERIC Digest ED470206. Published October 2002.
- Brauer, D. G., & Ferguson, K. J. (2015). The integrated curriculum in medical education: AMEE Guide No. 96. *Med Teach*, 37(4), 312-322. <https://doi.org/10.3109/0142159X.2014.970998>
- Clinical clerkship. (1983). Retrieved from <https://www.ncbi.nlm.nih.gov/mesh/?term=clerkship>
- Cooles, P. E., Harrigan-Vital, M., & Laville, A. (2014). Student performance and grading changes in a systems-based curriculum. *Medical education online*, 19, 23165. <https://doi.org/10.3402/meo.v19.23165>
- Data Collection Instrument for Full Accreditation Surveys*. 2020-21 ed. Washington, DC: Liaison Committee on Medical Education; 2019:112-114.
- Dubin B. (2016). Innovative Curriculum Prepares Medical Students for a Lifetime of Learning and Patient Care. *Missouri medicine*, 113(3), 170–173. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6140046>
- Gelb, D. J., Gunderson, C. H., Henry, K. A., Kirshner, H. S., & Jozefowicz, R. F. (2002). The neurology clerkship core curriculum. *Neurology*, 58(6), 849-852. <https://doi.org/10.1212/wnl.58.6.849>
- Golden, B. P., Henschen, B. L., Gard, L. A., Ryan, E. R., Evans, D. B., Bierman, J., & Cameron, K. A. (2018). Learning to be a doctor: Medical students' perception of their roles in longitudinal outpatient clerkships. *Patient Educ Couns*, 101(11), 2018-2024. <https://doi.org/10.1016/j.pec.2018.08.003>
- Issa, N., Ladd, A. P., Lidor, A. O., Sippel, R. S., & Goldin, S. B. (2015). Surgical subinternships: bridging the chiasm between medical school and residency: A position paper prepared by the Subcommittee for Surgery Subinternship and the Curriculum Committee of the Association for Surgical Education. *The American Journal of Surgery*, 209(1), 8-14. <https://doi.org/10.1016/j.amjsurg.2014.10.006>
- Konopasek L, Norcini J, Krupat E. Focusing on the formative: building an assessment system aimed at student growth and development. *Acad Med*. 2016;91(11):1492-1497. <https://doi.org/10.1097/acm.0000000000001171>
- Latessa, R. A., Swendiman, R. A., Parlier, A. B., Galvin, S. L., & Hirsh, D. A. (2017). Graduates' perceptions of learning affordances in longitudinal integrated clerkships: a dual-institution,

mixed-methods study. *Academic Medicine*, 92(9), 1313-1319.

<https://www.ingentaconnect.com/content/wk/acm/2017/00000092/00000009/art00033>

Mandin, H., Harasym, P., Eagle, C., & Watanabe, M. (1995). Developing a "clinical presentation" curriculum at the University of Calgary. *Acad Med*, 70(3), 186-193.

Papa, F. J., & Harasym, P. H. (1999). Medical curriculum reform in North America, 1765 to the present: a cognitive science perspective. *Academic Medicine*, 74(2), 154-164.

<https://journals.lww.com/academicmedicine/pages/articleviewer.aspx?year=1999&issue=02000&article=00015&type=abstract#pdf-link>

Preceptorship. (2019). Retrieved from <https://www.ncbi.nlm.nih.gov/mesh/?term=preceptorship>

Quintero, G. A., Vergel, J., Arredondo, M., Ariza, M. C., Gómez, P., & Pinzon-Barrios, A. M. (2016). Integrated Medical Curriculum: Advantages and Disadvantages. *Journal of medical education and curricular development*, 3, JMECD.S18920. <https://doi.org/10.4137/JMECD.S18920>

Rabow, M. W., Lapedis, M., Feingold, A., Thomas, M., & Remen, R. N. (2016). Insisting on the Healer's Art: The Implications of Required Participation in a Medical School Course on Values and Humanism. *Teach Learn Med*, 28(1), 61-71. doi:10.1080/10401334.2015.1107485  
<https://doi.org/10.1080/10401334.2015.1107485>

Required. 2019. Retrieved from: <https://www.merriam-webster.com/dictionary/required>

Sachdeva, A. K. (1996). Preceptorship, mentorship, and the adult learner in medical and health sciences education. *J Cancer Educ*, 11(3), 131-136. <https://doi.org/10.1080/08858199609528415>

Sadler DR. Formative assessment and the design of instructional systems. *Instr Sci*. 1989;18(2):119-144.

Shepard LA. Classroom assessment. In: Brennan RL, ed. *Educational Measurement*. 4th ed. Westport, CT: Praeger; 2006:624-646.

Shoemaker, B. J. E. (1989). Integrative Education: A Curriculum for the Twenty-First Century. *OSSC Bulletin*, 33(2), n2.

Smalley, H. K., & Keskinocak, P. (2016). Automated medical resident rotation and shift scheduling to ensure quality resident education and patient care. *Health care management science*, 19(1), 66-88. <https://doi.org/10.1007/s10729-014-9289-8>

Vu, T. R., Angus, S. V., Aronowitz, P. B., Harrell, H. E., Levine, M. A., Carbo, A., . . . Group, C.-A. C. o. T. t. I. (2015). The Internal Medicine Subinternship—Now More Important than Ever. *J Gen Intern Med*, 30(9), 1369-1375. <https://doi.org/10.1007/s11606-015-3261-2>

Vu, T. R., Ferris, A. H., Sweet, M. L., Angus, S. V., Ismail, N. J., Stewart, E., . . . Kwan, B. (2019). The New Internal Medicine Subinternship Curriculum Guide: a Report from the Alliance for Academic Internal Medicine. *J Gen Intern Med*. <https://doi.org/10.1007/s11606-019-04957-0>

Werner, E., Richmond, Y., & Alguire, P. (1994). Implementing and measuring the outcome of a sequential discipline-based and problem-based preclinical curriculum. *Acad Med*, 69(5), 414-415.  
[https://journals.lww.com/academicmedicine/abstract/1994/05000/implementing\\_and\\_measuring\\_the\\_outcome\\_of\\_a.29.aspx](https://journals.lww.com/academicmedicine/abstract/1994/05000/implementing_and_measuring_the_outcome_of_a.29.aspx)

Woloschuk, W., Mandin, H., Harasym, P., Lorscheider, F., & Brant, R. (2004). Retention of basic science knowledge: a comparison between body system-based and clinical presentation curricula. *Teaching and learning in medicine*, 16(2), 116–122.  
[https://doi.org/10.1207/s15328015t1m1602\\_1](https://doi.org/10.1207/s15328015t1m1602_1)

### References regarding “phase”:

Heiman, Heather L. MD; O’Brien, Celia L. PhD; Curry, Raymond H. MD; Green, Marianne M. MD; Baker, James F. PhD; Kushner, Robert F. MD; Thomas, John X. PhD; Corbridge, Thomas C. MD; Corcoran, Julia F. MD; Hauser, Joshua M. MD; Garcia, Patricia M. MD, MPH Description and Early Outcomes of a Comprehensive Curriculum Redesign at the Northwestern University Feinberg School of Medicine, *Academic Medicine*: April 2018 - Volume 93 - Issue 4 - p 593-599 .  
<https://doi.org/10.1097/ACM.0000000000001933>

Mejicano, George C. MD, MS; Bumsted, Tracy N. MD, MPH Describing the Journey and Lessons Learned Implementing a Competency-Based, Time-Variable Undergraduate Medical Education Curriculum, *Academic Medicine*: March 2018 - Volume 93 - Issue 3S - p S42-S48.  
<https://doi.org/10.1097/ACM.0000000000002068>

Pfeifer, C. M. (2018). A progressive three-phase innovation to medical education in the United States. *Medical education online*, 23(1), 1427988-1427988.  
<https://doi.org/10.1080/10872981.2018.1427988>