

Analysis on the Effects of Block Testing in the Medical Preclinical Curriculum

**Uldis N. Streips¹, Gabriel Virella³, Ruth B. Greenberg², Amy Blue⁴,
Frederick M. Marvin², Mary T. Coleman² and Mary B. Carter²**

¹Department of Microbiology and Immunology, and ²Office of Medical Education
University of Louisville, School of Medicine
Louisville, KY 40292 U.S.A.

³Department of Immunology and Microbiology and ⁴Office of the Dean
Medical University of South Carolina
Charleston, SC 29425 U.S.A.

Phone: (+)1-502-852-5365

Fax: (+)1-502-852-7531

Email: unstre01@louisville.edu

ABSTRACT

Using a whole day, comprehensive test three times a semester, rather than many individual course examinations in the same time span is the hallmark of Block Examinations. This manuscript examines the effect such a curriculum change has made at two medical schools of similar size (University of Louisville with 144 students and Medical University of South Carolina with 146). The implementation of Block testing at both medical schools has been associated with a sustainable increase in pass rates as well as absolute scores in Part 1 USMLE at both schools. This testing process is well accepted by faculty and students and appears to provide time for students acquire and retain preclinical material.
