

Promoting Learning over Teaching:

Organizing Principles for Curriculum Design at Hofstra North Shore – LIJ School of Medicine

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HOFSTRA NORTH SHORE-LIJ
SCHOOL of MEDICINE
AT HOFSTRA UNIVERSITY



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How Young Doctors Learn

Post residency

Fellowship

Residency

Internship

4th year student

3rd-year student

2nd year student

1st year student

Pre-med

Curriculum

Patient care

Medical Knowledge

PBL & Improvement

IP and Comm. Skills

Professionalism

Systems-based Pr.

ACGME / ABMS Competencies

- Medical Knowledge
- Patient Care
- Interpersonal Skills and Communication
- Problem Based Learning & Improvement
- Professionalism
- Systems Based Practice
- Research and Scholarship
- Population Health

Hofstra North Shore-LIJ SOM

Formed by a **50:50 partnership** between

Hofstra University
and
the North Shore-LIJ Health system



Mission Statement:

The School of Medicine in a culture of community, scholarship, and innovation, is dedicated to inspiring diverse and promising students to lead and transform medicine for the betterment of humanity.

Values:

- ❖ Community
- ❖ Diversity
- ❖ Scholarship
- ❖ Professionalism
- ❖ Innovation
- ❖ Patient Centered
- ❖ **Learning**
- ❖ **Reflection**
- ❖ Humanism
- ❖ Vision

Pillars of Medicine

- Scientific basis of health and disease
- Humanism
- Health of the public
- Critical thinking-**Knowledge in action**

The Curriculum (Guiding Principles)

- Case-based, integrated scientific basis of medicine (concepts and application)
- **Initial clinical experiences**
- Scholarship
- Health of the public
- **Advanced clinical experiences**
- Science at the bedside
- Integrated with GME program redesign

Curriculum Drivers

- Continuum of Care
- Decision Making under Uncertainty
- Social Responsibility / Context
- Quality and Effectiveness
- Scientific Rigor and Discovery

Department Structure

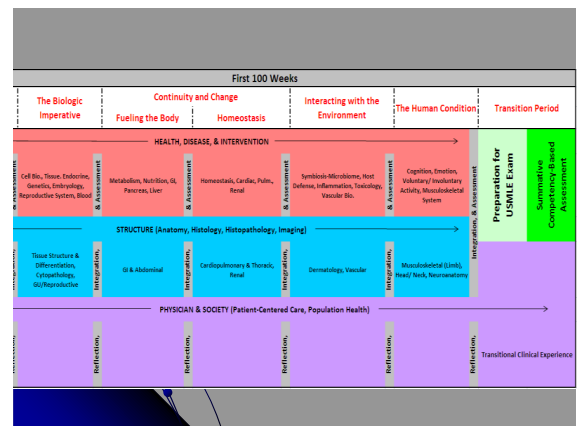
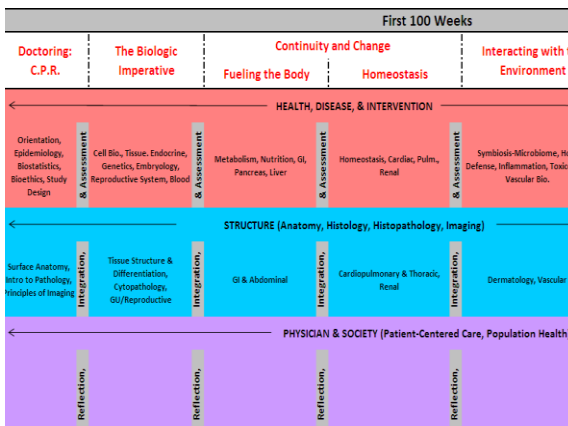
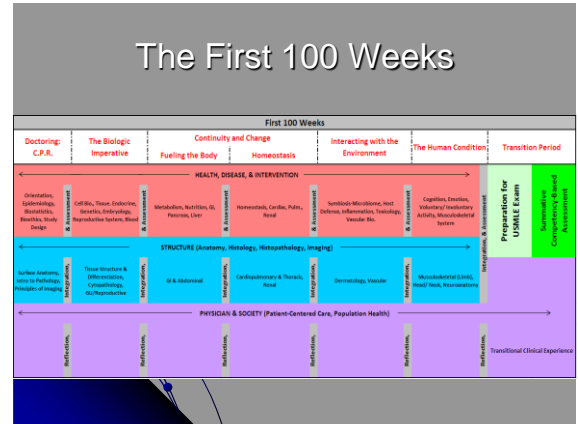
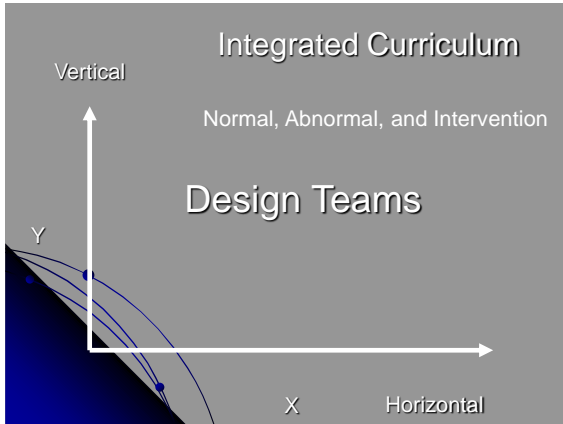
- Science Education
- Molecular Medicine
- Population Health
- Health System Based clinical depts

The First Hundred Weeks

- Early emersion: **EMT**
- Case based learning
- Integrated science that “sticks”
- Initial clinical experience: **ICE**
- Community work/population health
- Complex assessment

4 year Science and Clinical curriculum






Week 3					
	Monday Oct 10th	Tuesday	Wednesday	Thursday	Friday
8:00am	PEOPLE Case 4: Williams P - Protein-Wall Syndrome*	PEOPLE	PEOPLE Case 4: Williams P - Protein-Wall Syndrome continued	PEOPLE	PEOPLE Case 5: Tyrell S - WAGR Syndrome Wilms' Tumor cont'd
9:00am	PEOPLE Case 5: Tyrell S - WAGR Syndrome Wilms' Tumor*	PEOPLE Introduction to Pediatric Oncology * Metzger, W. Rourke, S. Gombos, E. Miller, P. Wasserman, M.	PEOPLE	PEOPLE	PEOPLE
10:00am	PEOPLE Epigenetic Mechanisms (M. Krenzy)	PEOPLE	PEOPLE	PEOPLE	PEOPLE
11:00am	PEOPLE Non-Mendelian Inheritance and Copying (M. Krenzy)	PEOPLE Longitudinal Cases*	PEOPLE Genetics and Translational Medicine (J. Lippin, B. Hershlag, E. Miller, J. Wiley, J. Steinberg, J. Wang)	PEOPLE	PEOPLE Pediatric Abdominal Exam (H. Steinberg)
12:00pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00pm	PEOPLE	PEOPLE	PEOPLE	PEOPLE	PEOPLE
2:00pm	PEOPLE Infant Clinical Experience (KE)	PEOPLE	PEOPLE	PEOPLE	PEOPLE
3:00pm	PEOPLE Note: ICE may alternatively occur on Wednesday or Thursday afternoon	PEOPLE	PEOPLE	PEOPLE	PEOPLE
4:00pm	PEOPLE	PEOPLE	PEOPLE	PEOPLE	PEOPLE

The Biologic Imperative


Translating the Code: From Genotype to Phenotype

Week 3


	Monday (12-13)	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
9:00-10:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
10:00-11:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
11:00-12:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
12:00-1:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
1:00-2:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
2:00-3:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
3:00-4:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
4:00-5:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101
5:00-6:00	Genetics 101	Genetics 101	Genetics 101	Genetics 101	Genetics 101




Small Group Rooms
School of Medicine



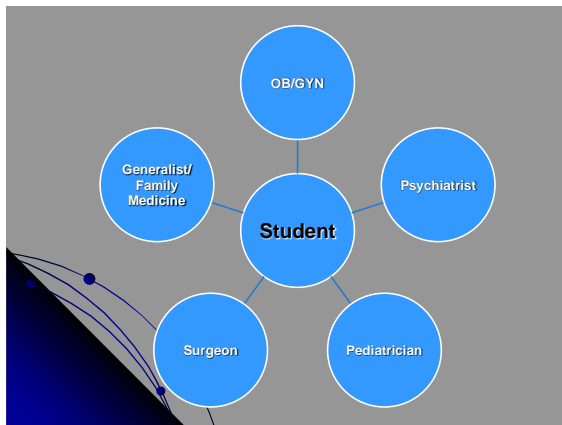
Lecture Hall
School of Medicine



Small Group Rooms
School of Medicine



Small Group Rooms
School of Medicine



The Four Year Curriculum

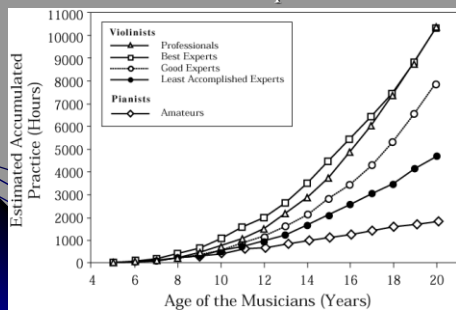
Last 100 weeks: ACE (Advanced Clinical Experience)

- Specialty organized/integrated options
- Inpatient and outpatient
- Longitudinal option
- Scheduled Assessment, Reflection and Integration
- Science in the real world of care
- Global health
- **Managed incremental autonomy**

Clerkship Experiences: 50 Weeks												
12 weeks			12 weeks			12 weeks			12 weeks			2 wk
4	4	4	4	4	4	4	4	4	4	4	4	2
Medicine	Medicine	Elective Medicine	Surgery	Surgery	Elective Surgery	Pediatrics/ Ob/Gyn	Pediatrics/ Ob/Gyn	Elective	Neurology	Psychiatry	Family Medicine	Comprehensive Assessment
Continuity												
Research												
Science												

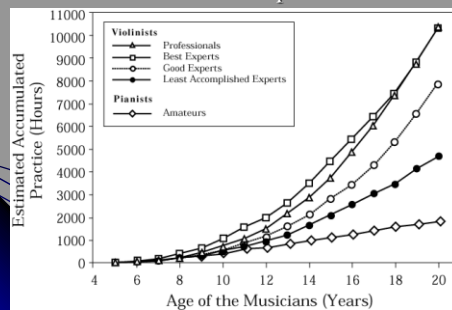
Preparation for Residency: 40 Weeks									
4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
Sub - Internship	Elective	Sub - Internship	Elective	Career Development	Emergency Medicine	Elective	Critical Care	Career Development	Elective
Continuity									
Research									
Science									

Accumulated Amount of Practice Alone During the Development of Amateurs and Expert Musicians



Anders Ericsson

Accumulated Amount of Practice Alone During the Development of Amateurs and Expert Musicians



Anders Ericsson

Deliberate Practice





Continuity as the Organizing Principle

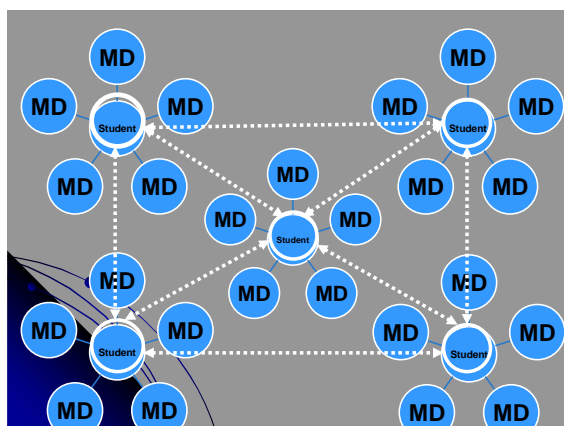
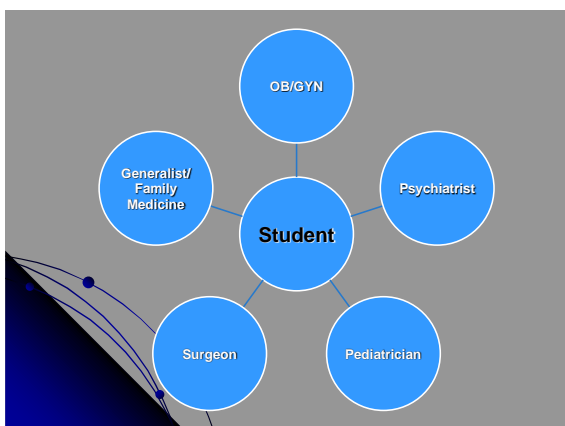
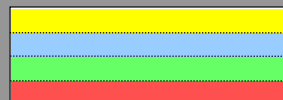
- Continuity of Curriculum
- Continuity of Care (patients)
- Continuity of Mentor / Supervisor
- Continuity of Idealism

Integrating Clinical Experiences

SEQUENTIAL
DISCIPLINE SPECIFIC

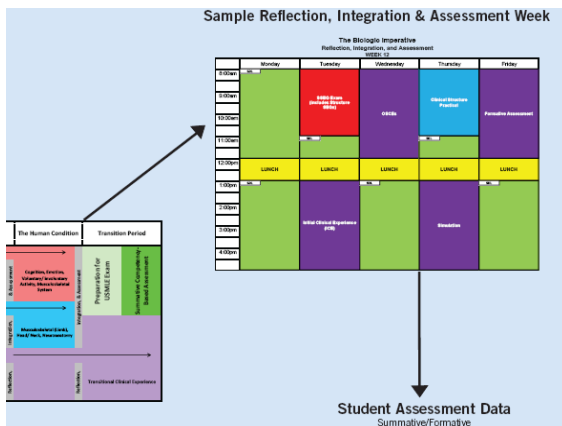
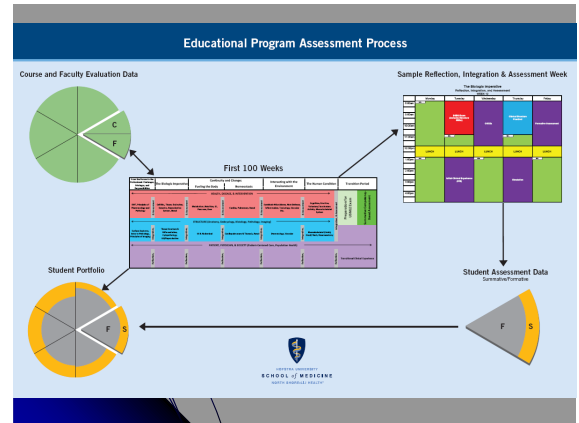
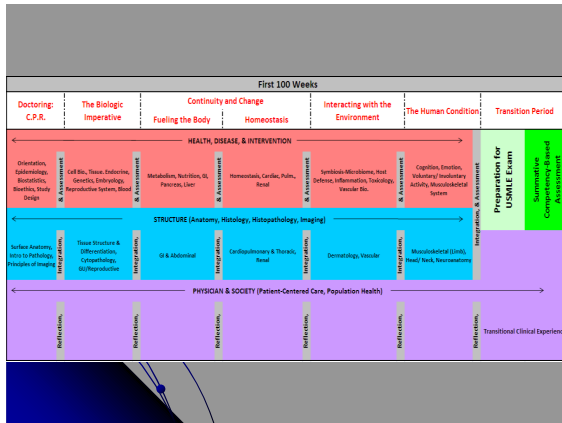
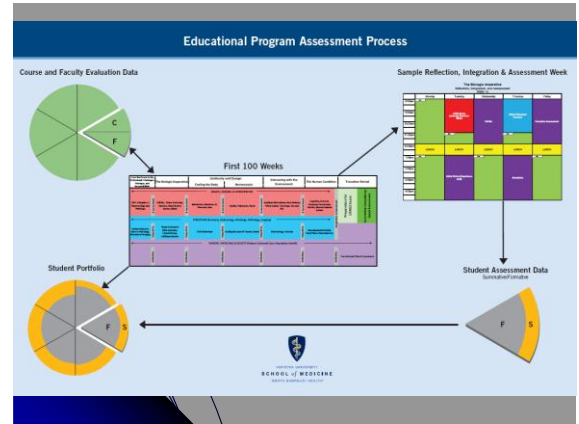


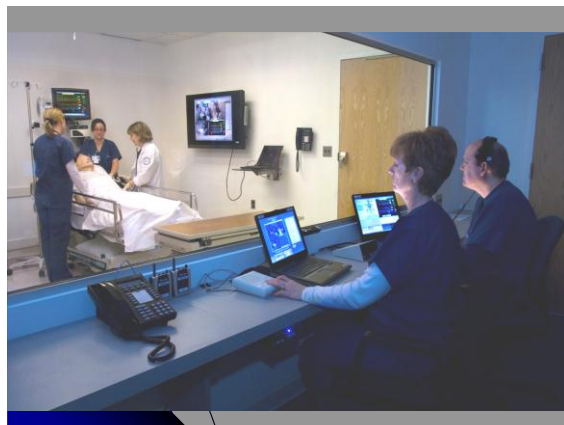
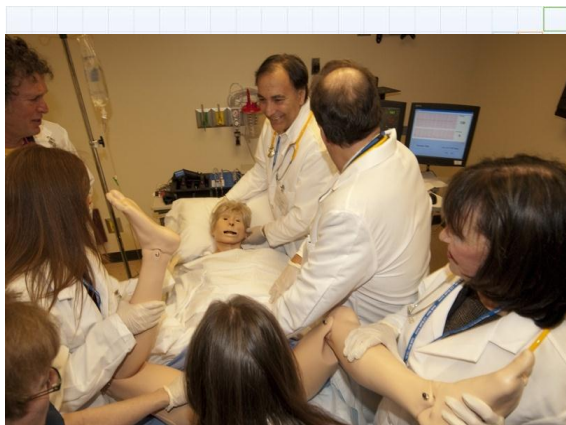
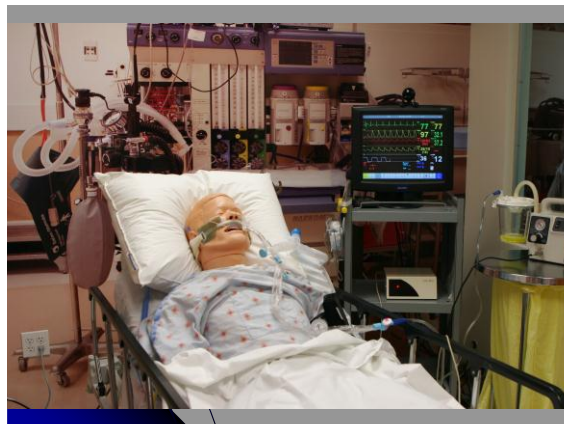
LONGITUDINAL
INTEGRATED



Assessment

- **Multi Faceted-knowledge in action oriented**
 - Exams-essay
 - Portfolios, self assessment
 - Observation-Peer and faculty
 - Oral exams
 - Simulation, OSCE's
 - Real care situations
 - Competency organized
 - Proficient performance as goal





Clinical Skills Center



14 Exam Rooms



Student Work Stations



North Shore LIJ

55

