

# Curriculum Renewal Newsletter

From the Curriculum Renewal Steering Committee

**Integration, Collaboration, and Relevance:  
Downstate's Curriculum — Downstate's Future**

*Number 4 ~ June 2010*

## Report From The Integrated Curriculum Retreat

For two full days on May 13<sup>th</sup> and 14<sup>th</sup>, over seventy faculty, staff, and students gathered at the Student Center for an integrated retreat dealing with curriculum renewal. Our thanks to everyone involved for your hard work, thoughtful suggestions, and detailed discussions. Despite some environmental issues (the acoustics in the Student Center gymnasium are, well, like a gymnasium!), the retreat was a resounding success with many participants being able to attend for both days.

A major goal of the retreat was a presentation, review, and discussion of the tremendous amount of work carried out by the various workgroups over the preceding months, including Medical Knowledge and Clinical Skills, Methods, Assessment, Professionalism, Reflective Practice, Interpersonal and Communication Skills, Scholarship, Health Care in the Context of Community and Society, Career, and Relevance. A list of all workgroup members and retreat participants is included on page 3 of this newsletter. On the first day of the retreat, after plenary presentations and a review of posters describing a host of potential teaching and learning methods, there were round table discussions to develop feedback on the issues presented earlier in the day. Posters from the retreat describing potential teaching/learning methods are available on the website as pdf files:

<http://www.downstate.edu/curriculum-renewal/retreat.html>

The second day was largely devoted to breakout groups working on design issues relating to key components that will be included in the new curriculum or components that are under

consideration – Core Diseases, Learning Communities, Relevance, Clinical Teaching, Tracks, 4<sup>th</sup> Year Design, and Career.

The reports from the Day-2 breakout groups have been posted on the Curriculum Renewal website, together with the final reports from the workgroups who presented on Day-1. To read those reports, go to:

<http://www.downstate.edu/curriculum-renewal/retreat.html>

### *A Message from Dean Taylor*

*Congratulations to the Steering Committee, and to the chairs and members of the workgroups whose tremendous efforts and well-considered proposals were presented at the curriculum retreat. Over the two days of the retreat, it was clear to me that our faculty and students have worked hard and creatively over these past several months to lay a solid foundation for our new curriculum.*

*As we have discussed repeatedly, the expectations of both physicians and the medical schools that educate them, as well as the public that we ultimately serve, are rapidly changing. We at Downstate must assure that our graduates are ready to meet these expectations. I believe that the direction of our new curriculum, as outlined at the retreat, is an appropriate roadmap for the future; that it builds on our reputation, history, and past successes; and that it will ensure that we continue to educate the finest physicians, as well as continuing to fulfill Downstate's unique educational mission in Brooklyn and New York City. A heartfelt 'Thank You' goes to all of you who worked so hard during this phase of developing and building our new curriculum.*

***Ian L. Taylor, M.D., Ph.D.*** Senior Vice President for Biomedical Education and Research and Dean, College of Medicine

## Curriculum Maps

In addition to presentations by the various workgroups and the round-table discussions, a new series of curriculum maps was presented at the retreat. These maps, generated by workgroups and faculty working with the Steering Committee, represent a refinement of the maps put forth in **A Proposal for Curriculum Renewal** (Document-1; August 2009), a re-thinking of some blocks such as the Systems Overview block at the beginning of the first year, and a 'high-level' mapping of Medical Knowledge, Clinical Skills, and the other competencies across four years. Some of the maps are presented at the end of this newsletter, and include the following:

- Four Year Curricular Map ([Map 1](#)).
- Blocks 1–6, Pre-Clerkship Years: Medical Knowledge ([Map 2](#)); Clinical Skills, preliminary list ([Map 3](#)); Other Competencies ([Map 4](#)).
- Clerkships ([Map 5](#)).
- Senior (4<sup>th</sup>) Year ([Map 6](#)).
- [Additional maps](#) are available on the Curriculum Renewal website, including maps with more detail of the proposed Medical Knowledge in the pre-clerkship years (an expansion of Map 2). Go to:

<http://www.downstate.edu/curriculum-renewal/retreat.html>

## Whither Next?

With the retreat now over, we move on to the next phase of curriculum planning, which will involve a great deal of work over the summer of 2010, in part to synthesize all the ideas and proposals from the Workgroups and from the break-out groups at the retreat, and to continue to build and flesh-out the curriculum maps shown at the end of this newsletter and on the website. Work over the summer will include

detailed discussions of what types of **methods and assessments** can best be used in the new curriculum to fulfill our educational objectives and to deliver an integrated, competency-based curriculum; a discussion of available resources and **resource requirements**; further development of the proposed **Clinical Skills** to be taught in the pre-clerkship years and continued integration of those skills with Medical Knowledge and other competencies, as well as integration and application of methods and assessment to Clinical Skills.

Work from the summer will culminate in **A Core Curriculum Proposal** (Proposal-2) to be submitted by the Curriculum Renewal Steering Committee to Dean Taylor and the faculty in **September, 2010**. That proposal will include plans for the distribution and content of Medical Knowledge, Clinical Skills, and other competencies through the four years of the new curriculum, together with recommendations concerning methods and assessment to be used to deliver the curriculum. After review of Proposal-2, the Steering Committee and faculty will work toward a final proposal to be submitted in **early 2011: A New Curriculum for SUNY Downstate** (Proposal-3), which will include any necessary modifications to Proposal-2, together with recommendations regarding additional elements that are necessary but cannot be designed or finalized until the core curriculum is fully developed, and optional elements that may be selected for implementation together with the core curriculum at its inception or at some future stage. These additional or optional elements include Faculty Development, Orientation and Early Immersion, Core Diseases, Career Opportunities, Learning Academies, Scholarly Project, and Tracks.

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## Some Final Words About The Retreat...

At the close of the retreat, 30 participants returned a survey (see below); the results of which again show that the retreat was a success and that Curriculum Renewal at Downstate is headed in the right direction:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1) I have a good understanding of the overall curriculum after the retreat.	0	1	22	7
2) Based on what I've seen at the retreat, I support the direction that curriculum renewal is taking.	0	1	16	11
3) I am satisfied with my level of involvement in the overall process so far.	0	2*	22	6
4) I'm glad I came to the retreat.	0	1	18	10

\* One of these two respondents noted that their involvement was "too much"!

## List of Workgroup Members, Retreat Participants and Retreat Staff

Our thanks to all the workgroup members and to all who participated in the retreat, and to the retreat staff whose tremendous hard work before, during, and after the retreat helped to ensure its success (and our apologies if we missed anyone on the list below!).

### Workgroup Members & Retreat Participants

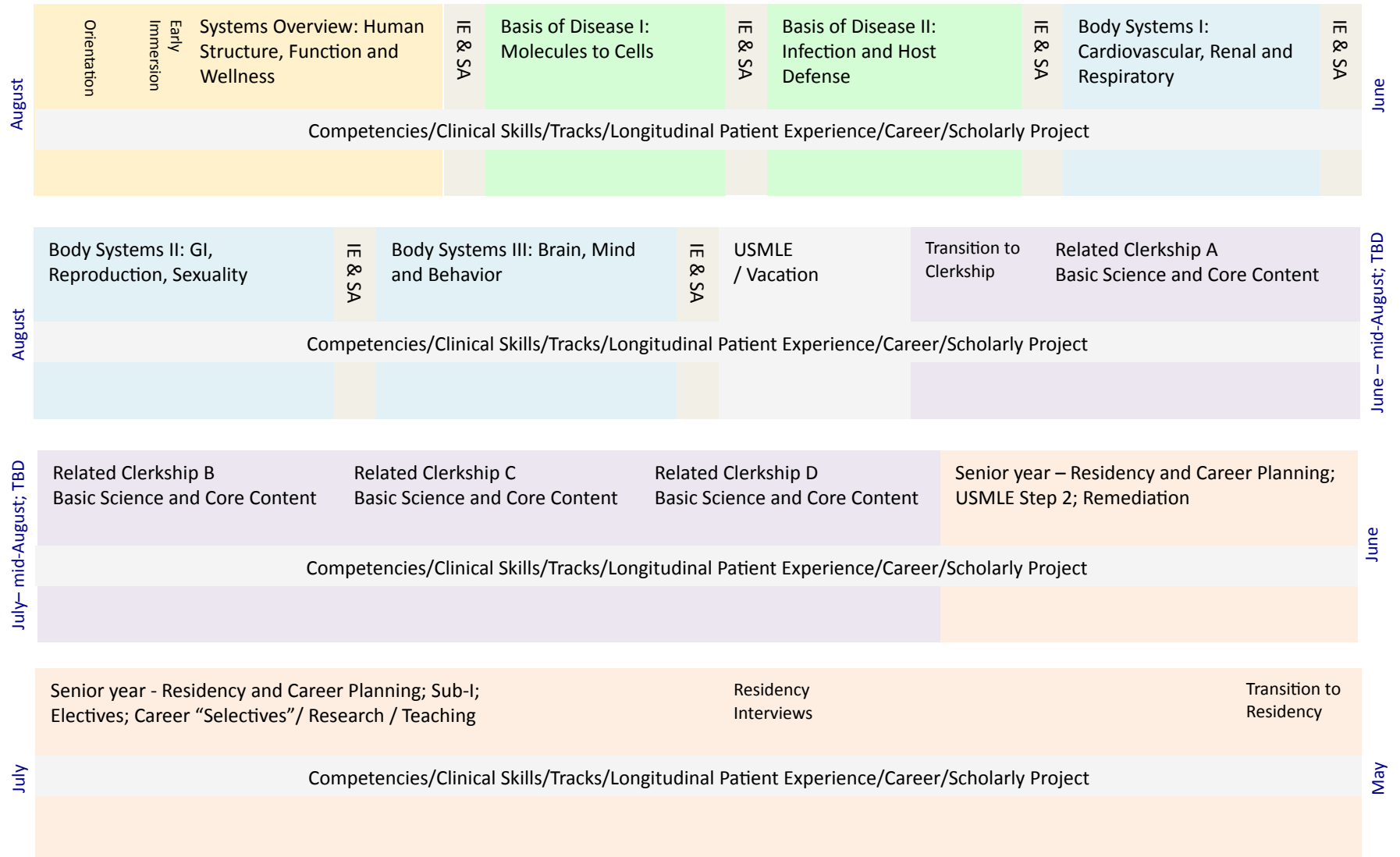
Charles Abrams	Stanley Fisher	Samy McFarlane	Simon Shamass
Anthony Accurso	Elizabeth Floyd	Thomas McIntyre	Anne Shonbrun
Andrew Adler	Steven Fox	Caitlin Mcginty	Richard Sinert
Charlene An	Stanley Friedman	Lisa Merlin	Michael Smerina
Brian Anziska	Nagaraj Gabbur	Hillary Michelson	David Stern
Mike Augenbraun	Marcia Gerber	Julia Michie	Christopher Stewart
MaryAnn Banerji	Brian Gillet	Scott Miller	Mark Stewart
Allison Baird	Michael Giuliano	Suzanne Mirra	Phyllis Supino
Katherine Barth	Stephen Goldfinger	Denise Moses	Ian Taylor
Karen Benker	Susan Gottesman	Michael Myers	Lorraine Terracina
Peter Bergold	Nitin Goyal	Sakina Nayaz	Bram Trauner
Williams Bernard	Arthur Grant	Alan Norin	William Urban
Riccardo Bianchi	Camilla Guitarte	Mohammed Nurhussein	Miriam Vincent
Andrea Bibbig	Jennifer Guttman	Chelsea Obourn	Fred Volkert
Gary Briefel	Paul Harris	Hannah Odunaiya	Sage Weiner
Thomas Brouette	Alice Herb	Man-Sek Oh	Steven Weiss
Judy Burke	Julia Herмос	Shunpei Okochi	Keith Williams
Sona Chauhan	Constance Hill	Martin Oselkin	Arkady Yaretskiy
Ernest Chisena	Daniel Horn	Franscene Oulds	
Sophie Christoforou	Harris Huberman	Robin Ovitsh	<b>Retreat Staff</b>
Rebecca Citrin	Robert Karp	Dimitri Papanagnou	Ida Askew-Stevens
Ross Clinchy	Tara Kelly	Katherine Perkins	Kara-Ann Bynoe-Griffith
Greg Conyers	Inna Kleyman	Susan Pesci	Roxanne Deshong
Laura Dattner	John Kral	Kimberly Peters	Janelle Gordon
Jack DeHovitz	John Kubie	Susan Pugliese	Cheryl Hoyle
Eugene Dinkevich	Sheldon Landesman	Shelly Regev	Schnell Lafortune
Marcello Distasio	Seth Langley	James Reilly	Juannetta LeGree
Christopher Doty	Barbara Lawrence	Anita Rohra	Roseann Lingeza
Lisa Dresner	Alex Leader-Cramer	Daniel Rosenbaum	Mary Lombard
Andrew Edelstein	Elisabeth Lessenich	Jake Rosenberg	Annie Marks
Sarah Egan	John Lewis	Richard Rubenstein	Janet McKenzie
Shirley Eisner	Jenny Libien	Julie Rushbrook	Joyce Molinari
Mert Erogul	David Linshaw	Todd Sacktor	Bill Stewart
Eve Faber	Frank Lucente	Richard Sadovsky	Maureen Thompson
Jeffrey Feola	Elvedin Lukovic	Anna Salajegheh	Taryn Turpin
Daria Ferro	Jeanne Macrae	Louis Saliccioli	Kathy White
Georgina Ferzli	Shereen Mahmood	Nicholas Santavicca	Hazel Williams
	Leslie Marino	Pamela Sass	Lorraine Wilson
	Andrea Markinson	Ramotse Saunders	
	Samuel Márquez	Robert Schulze	

### Members of the Curriculum Renewal Steering Committee

Pamela Sass, M.D., Chair	Jeanne Macrae, M.D.
Charlene An, M.D.	Samuel Márquez, Ph.D.
Michael Augenbraun, M.D.	Daniel Parry, Class of 2011
Alaina Burns, Class of 2012	Susan Pugliese, R.N., D.D.S.
Sophie Christoforou, MS.Ed.	Richard Sadovsky, M.D.
Mert Erogul, M.D.	Fred Volkert, Ph.D.
Sheldon Landesman, M.D.	Keith Williams, Ph.D.

# Four Year Curricular Map

Notes: Items not to scale; does not include all vacations; timing and duration of individual elements have not yet been determined



# Medical Knowledge Competency – The Pre-Clerkship Years

Map 2

**1. Systems Overview: Human Structure, Function and Wellness**

- Wellness, Nutrition, Lifestyle
- Cardiovascular System – Overview
- Respiratory System – Overview
- Body Fluids & Renal System – Overview
- Gastrointestinal System – Overview
- Musculoskeletal System – In Depth
- Nervous System – Overview
- Skin and Dermatology – Overview
- Blood and Hematology – Overview
- Endocrine System – Overview
- Embryology – Overview
- Gross Anatomy
- Human Development and Behavior Across the Lifespan

Integrative Exercises & Summative Assessments

**2. Basis of Disease I: Molecules to Cells**

- Cellular and Molecular Biology
- Biochemistry & Intermediary Metabolism
- Genetics
- Neoplasia
- System-Specific and Cross-System Diseases
- Musculoskeletal - Bone
- Skin and Dermatology
- Blood and Hematology
- Principles of Pharmacology
- Embryology
- Human Development and Behavior Across the Lifespan

Integrative Exercises & Summative Assessments

**3. Basis of Disease II: Infection and Host Defense**

- Immunology & Host Defense
- Inflammation
- Microbiology
- Biochemistry & Intermediary Metabolism
- Histology, Histopathology, Gross Pathology
- System-Specific and Cross-System Diseases
- Musculoskeletal - Muscle
- Skin and Dermatology
- Blood and Hematology
- Rheumatology
- Pharmacology
- Endocrine
- Embryology
- Gross Anatomy
- Human Development and Behavior Across the Lifespan

Integrative Exercises & Summative Assessments

**4. Body Systems, Disease Processes and Therapeutics I: Cardiovascular, Renal and Respiratory**

- Cardiovascular, Renal and Respiratory
- Normal structure and function
- Abnormal structure and function
- Treatment (incl. Pharmacology)
- Histology, Histopathology, Gross Pathology
- Systems-Specific and Cross-System Diseases
- Rheumatology
- Pharmacology
- Endocrine
- Embryology
- Gross Anatomy
- Human Development and Behavior Across the Lifespan

Integrative Exercises & Summative Assessments

**5. Body Systems, Disease Processes and Therapeutics II: GI, Reproduction, Sexuality**

- GI, Reproductive, Sexuality
- Normal structure and function
- Abnormal structure and function
- Treatment (incl. Pharmacology)
- Histology, Histopathology, Gross Pathology
- Systems-Specific and Cross-System Diseases
- Pharmacology
- Endocrine
- Embryology
- Gross Anatomy
- Human Development and Behavior Across the Lifespan

Integrative Exercises & Summative Assessments

**6. Body Systems, Disease Processes and Therapeutics III: Brain, Mind and Behavior**

- Neuroscience, Neurology & Psychiatry
- Normal structure and function
- Abnormal structure and function
- Treatment (incl. Pharmacology)
- Histology, Histopathology, Gross Pathology
- Systems-Specific and Cross-System Diseases
- Rheumatology
- Pharmacology
- Endocrine
- Embryology
- Gross Anatomy
- Human Development and Behavior Across the Lifespan

# Clinical Skills Competency – The Pre-Clerkship Years (preliminary list)

## 1. Systems Overview: Human Structure, Function and Wellness

Overview of all Body Systems; detailed Musculoskeletal; Wellness, Nutrition and Lifestyle

**Physical Exam:** Directly linked to Body Systems taught in this block: Musculoskeletal (Surface anatomy, examination of joints and back, muscle strength); Cardiovascular (Identify heart sounds, pulses, take blood pressure); Respiratory (Normal lung sounds, identify lung lobe position, learn percussion, exam of nose, trachea & neck anatomy); Renal (learn how to examine kidneys and for edema); Nervous system (Reflexes, pin, vibration, temp, soft touch, cranial nerves, eye and exam of fundus, ears); GI (Inspection, Auscultation, Percussion, Palpation of abdomen, mouth, throat); Skin (Learn descriptors, variations of normal with aging or skin color, nails) Blood; (Conjunctiva, spleen, lymph nodes)

**Physical Diagnosis:** Recognition of common skin lesions, orthopedic exam for specific diagnoses (e.g., rotator cuff injury)

**Medical History Taking:** Learn overview of medical history, practice establishing rapport, open-ended style, 7 Dimensions of a Symptom, Past Medical History, Medications and adherence, Family History, Personal Profile (Diet, Exercise, Occupation, Home, Social Contacts, Tobacco and Drugs, Health Beliefs, Spiritual Beliefs; Doctor/Patient Relations

**Clinical Reasoning:** Intro to screening and testing

**Other Clinical Skills:** Analyzing a Dietary History, Interpreting images linked to anatomy-Novice Level, Respectful draping during PE, Micro-orienting during exam Procedures: Pulmonary function test (in context of Pulmonary system overview); learn the principles of screening

Integrative Exercises & Summative Assessments

## 2. Basis of Disease I: Molecules to Cells

Cellular and Molecular Biology; Biochemistry & Intermediary Metabolism; Genetics; Neoplasia; System-Specific and Cross-System Diseases

**Physical Exam:** Continue to practice Physical Exam

**Physical Diagnosis:** Based on Diseases Used in Block, Vitamin Deficiencies, Genetic Disorders

**Medical History Taking:** Genogram drawing

**Clinical Reasoning:** Interpret genogram

**Other Clinical Skills:** Interpret a lipid panel and use 10 year risk calculator; know low fat, low cholesterol diet, and practice novice counseling skills (ask, tell, ask); use agenda setting chart; Speak with patients in hospital about illness experience; apply principles of screening to genetics case with ethical considerations Procedures:

Integrative Exercises & Summative Assessments

## 3. Basis of Disease II: Infection and Host Defense

Immunology & Host Defense; Inflammation; Microbiology; Biochemistry & Intermediary Metabolism; Histology, Histopathology, Gross Pathology System-Specific and Cross-System Diseases

**Physical Exam:** Continue to practice Physical Exam

**Physical Diagnosis:** learn signs and symptoms of diseases covered in block (HIV opportunistic infections, TB, pneumonia, stage decubiti, describe healing)

**Medical History Taking:** Review of Systems and Differential Diagnosis of Symptoms and Diseases covered in block

**Clinical Reasoning:** Learn generation of differential diagnosis based on different rubrics

**Other Clinical Skills:** Learn advanced PE maneuvers related to disease and symptoms taught in block Procedures: How to induce sputum, how to place a PPD, proper hand washing

Integrative Exercises & Summative Assessments

## 4. Body Systems, Disease Processes and Therapeutics I: Cardiovascular, Renal and Respiratory

Cardiovascular, Renal and Respiratory; Normal structure and function; Abnormal structure and function; Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology; Systems-Specific and Cross-System Diseases

**Physical Exam:** Related to Cardiovascular, Respiratory and Renal systems with attention to disease states or symptoms (i.e. murmurs and extra heart sounds; learn all heart exam maneuvers) Learn normal with aging

**Physical Diagnosis:** Learn specific findings and Review of Systems for the Systems and their diseases

**Medical History Taking:** Review of Systems for these systems, Effect of illness on ADLS and emotional status

**Clinical Reasoning:** Differential Diagnosis in system

**Other Clinical Skills:** Lab Interpretation, Interpret PFTs, Calculate GFRs, Interpret ABGs, imaging interpretation, Understanding Pt experience-talk with pt undergoing dialysis, medication concordance-strategies, identification of basic EKG Procedures: Depression and Anxiety Screening, EKG, proper use of inhalers

Integrative Exercises & Summative Assessments

## 5. Body Systems, Disease Processes and Therapeutics II: GI, Reproduction, Sexuality

GI, Reproductive, Sexuality; Normal structure and function; Abnormal structure and function; Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology; Systems-Specific and Cross-System Diseases

**Physical Exam:** Teaching Associates for Breast and Genital Exam, Males and Females

**Physical Diagnosis:** Learn specific findings and Review of Systems for the Systems and their diseases

**Medical History Taking:** Review of Systems, Sexual and Reproductive History

**Clinical Reasoning:** Differential Diagnosis for system

**Other Clinical Skills:** Know the risks and benefits of PSA screening and screening for breast cancer, be able to discuss in patient centered manner, Tanner Staging, Able to identify sexual dysfunction Procedures: Screening for Alcohol Abuse, Screening for Intimate Partner Violence

## 6. Body Systems, Disease Processes and Therapeutics III: Brain, Mind and Behavior

Neuroscience, Neurology & Psychiatry; Normal; Abnormal Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology Systems-Specific and Cross-System Diseases

**Physical Exam:** related to Nervous System abnormalities, (mental status exam included)

**Physical Diagnosis:** Learn specific findings and Review of Systems for the Systems and their diseases

**Medical History Taking:** Review of Systems for Nervous System and Psychiatry, Assessment of Support Systems for patients with Dementia; Screening for substance use/abuse and addiction

**Clinical Reasoning:** Differential Diagnosis for systems

**Other Clinical Skills:** Relaxation Techniques for Pain, Use narcotic equivalency tables, Procedures: Mini-mental status Exam etc,

# Other Competencies – The Pre-Clerkship Years

1. Systems Overview: Human Structure, Function and Wellness	2. Basis of Disease I: Molecules to Cells	3. Basis of Disease II: Infection and Host Defense
<p>Overview of all Body Systems; detailed Musculoskeletal; Wellness, Nutrition and Lifestyle</p>	<p>Cellular and Molecular Biology; Biochemistry &amp; Intermediary Metabolism; Genetics; Neoplasia; System-Specific and Cross-System Diseases</p>	<p>Immunology &amp; Host Defense; Inflammation; Microbiology; Histology, Histopathology, Gross Pathology; System-Specific and Cross-System Diseases</p>
<p>Professionalism: Cultural competency within Downstate community – outreach; medical practice in different cultures; Respect; Integrity; Compassion; Ethics and State Laws</p>	<p>Professionalism: Ethics and genetics; working with all healthcare professionals; In the context of cancer: Nursing homes; Proxys; Medicare; Medicaid; Advanced Directives; Professional Conduct</p>	<p>Professionalism: In the context of HIV, informed consent for pediatrics; reporting for minors.</p>
<p>Interpersonal &amp; Communication: Introduction to Doctor/Patient Relationship; General Interviewing Techniques; Skills expected of a student; Interpersonal Skills (Medical History Taking)</p>	<p>Interpersonal &amp; Communication: Doctor/Patient Relationship; General Interviewing Techniques; Specialized Communication skills: Talking to patients with cancer/ other serious illnesses/ about genetics.</p>	<p>Interpersonal &amp; Communication: Doctor/Patient Relationship; General Interviewing Techniques; Specialized Communication Skills: Confidentiality, Taking a Sexual History; Communicating with families about vaccinations</p>
<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; balance of professional/personal life of physicians; wellness; wellness impairment; Monthly student/faculty lunches</p>	<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; balance of professional/personal life of physicians; presentation of real patient to class (in context of cancer); Monthly student/faculty lunches</p>	<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; balance of professional/personal life of physicians; Monthly student/faculty lunches</p>
<p>Scholarship: Critical appraisal of source material; Scientific research and literacy; self assessment on learning. How medicine is changing</p>	<p>Scholarship: Scientific research and literacy; self assessment on learning; Frontiers in medical research; How medicine is changing</p>	<p>Scholarship: Scientific research and literacy; self assessment on learning; Frontiers in medical research; How medicine is changing</p>
<p>Healthcare in the Context of Community and Society: Intensive intro to Epidemiology and Biostatistics; Health Behavior Theory through patient education and risk reduction</p>	<p>Healthcare in the Context of Community and Society: Intro to Environmental Health</p>	<p>Healthcare in the Context of Community and Society: Intro to Evidence Based Medicine (also Scholarship); Intro to Dept of Health and Public Health Infrastructure (in context of infection)</p>
<p>Longitudinal Patient Experience</p> <p>Area of Concentration/ Tracks/Scholarly Project/Professional Development</p>		
4. Body Systems, Disease Processes and Therapeutics I: Cardiovascular, Renal and Respiratory	5. Body Systems, Disease Processes and Therapeutics II: GI, Reproduction, Sexuality	6. Body Systems, Disease Processes and Therapeutics III: Brain, Mind and Behavior
<p>Cardiovascular, Renal and Respiratory: Normal structure and function; Abnormal structure and function; Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology; Systems-Specific and Cross-System Diseases</p>	<p>GI, Reproductive, Sexuality; Normal structure and function; Abnormal structure and function; Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology; Systems-Specific and Cross-System Diseases</p>	<p>Neuroscience, Neurology and Psychiatry; Normal structure and function; Abnormal structure and function; Treatment (incl. Pharmacology); Histology, Histopathology, Gross Pathology Systems-Specific and Cross-System Diseases</p>
<p>Professionalism: Ethics of transplants; Respect; Integrity; Compassion</p>	<p>Professionalism: Ethics of transplants, Respect; Integrity; Compassion, future of medicine</p>	<p>Professionalism: Cultural Sensitivity; Respect; Integrity; Compassion; Working with other healthcare professionals;</p>
<p>Interpersonal &amp; Communication: Specialized Communication skills: Informed consent, advanced medical history taking and presentation skills; written and oral communications skills; clinical reasoning</p>	<p>Interpersonal &amp; Communication: Specialized Communication skills: talking about sexual history, reproductive issues; skills expected of a student doctor; advanced medical history taking; written and oral presentation skills</p>	<p>Interpersonal &amp; Communication: Specialized Communication skills: skills of the student doctor; advanced medical history taking; oral and verbal presentation skills</p>
<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; Monthly student/faculty lunches</p>	<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; Monthly student/faculty lunches</p>	<p>Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; ; Mindfulness; Monthly student/faculty lunches</p>
<p>Scholarship: Professor visits on scholarly work; Emerging diseases; How medicine is changing; Understanding limits of own knowledge; Scientific research and literacy; self assessment on learning; Frontiers in medical research</p>	<p>Scholarship Scientific research and literacy; self assessment on learning; Frontiers in medical research; How medicine is changing</p>	<p>Scholarship: Scientific research and literacy; self assessment on learning; Frontiers in medical research; How medicine is changing</p>
<p>Healthcare in the Context of Community and Society: In-Depth Environmental Health – Respiratory Illnesses; Epidemiology, Risk Reduction, Occupational Health</p>	<p>Healthcare in the Context of Community and Society: Risk Reduction; Health Behavior Theory; Community project as part of patient experience; EDS; Community Based Organizations (CBOs)</p>	<p>Healthcare in the Context of Community and Society: Healthcare System and Policy (better in Transition to Clerkships?) – in context of sexuality and substance abuse</p>
<p>Longitudinal Patient Experience</p> <p>Area of Concentration/ Tracks/Scholarly Project/Professional Development</p>		

# Clerkships

Transition to Clerkships will be a critical experience that ensures students have the skills necessary for their learning on the wards. Clerkships will be grouped so that common clinical skills can be delivered most effectively and in the best context. Basic science will be reintroduced where appropriate in the context of patient care. Students will continue to deepen their clinical skills and other competencies through clerkship experience with patients, colleagues and other members of the medical profession.

Transition to Clerkship	Related Clerkship A	Related Clerkship B	Related Clerkship C	Related Clerkship D
Basic Science and Core Content	Curricular Threads	Basic Science and Core Content	Curricular Threads	Basic Science and Core Content
Clinical Skills: Physical Exam; Physical Diagnosis; Medical History Taking; Clinical Reasoning; Other Clinical Skills & Procedures				
Professionalism: Cultural competency; Respect; Integrity; Compassion	Professionalism: Identify professionalism issues, examples, lapses; Ethics of OBGYN; adolescent pregnancy; ethics; nonjudgmental; end of life care in Geriatrics; Altruism; Respect; Integrity; Compassion; Medical Practice (incl. medical legal). Professionalism/Ethics: Clinical Ethics; Confidentiality/HIPPA, Ethics Resources, Review Charting, How to Address Patients; Dress Code; Cultural Competence: Community Expectations / Behaviors			
Reflective Practice and Lifelong Learning: Medical Decision Making	Reflective Practice and Lifelong Learning: Student log / journal of patient contact and doctoring experience; Monthly student/faculty lunches; Humanism rounds			
Interpersonal & Communication: Demonstrate taking a medical history; give oral and written case presentation; brief and extended case presentations and sign outs; write progress notes	Interpersonal & Communication: Teach and assess skills specific to the clerkship, such as: Older patients, death and dying, advanced directives, living will, informed consent, difficult interactions, substance use and abuse, pediatric, adolescent and family interviewing, sexual history, sexual abuse, contraception, family planning, breaking bad news.			
Healthcare in the Context of Community and Society: Health Policy; Evidence Based Medicine, Elements of Immigrant Health, Global Health				
Scholarship: Scientific research and literacy; self assessment on learning; Frontiers in medical research				
Tracks/Scholarly Project/Professional Development				

# Senior Year

Senior Year will provide opportunities for students to continue to deepen their clinical skills and will increase their independence in caring for patients. For those students who are unsure of their career goals, this year will give them opportunities to explore different options and make choices; for those students who are clear on their career goals they will have the opportunity to take electives or career “selectives” in related or unrelated fields. Sufficient time will be allocated for residency interviews. Those students interested in research and / or teaching will have the opportunity to focus on these disciplines.



Examples of Possible Required Courses

- Sub-Internship (Medicine and Pediatrics)
- Sub-Internship(s) (Other)
- Ambulatory Care (During Clerkships and/or Senior Year)
- Imaging Course
- Critical Care

Examples of Possible Required Selectives (students would take a minimum of 2)

- Dermatology
- Ophthalmology
- Orthopedics
- Otolaryngology
- Other career-track Selectives created by Downstate Departments

Examples of Possible Electives

- Biomedical Ethics
- Literature and Medicine
- Online courses
- Palliative Care
- Pain Management
- Research
- Teaching
- Other Electives created by Downstate Departments or Affiliates