A New Course Proposal

A presentation to the Medical Education Committee

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on behalf of The New Course Steering Committee

Including Amanda Albright, Pamela Bagley, Alex Grossman, Jon Huntington, Carolyn Murray, Cathy Pipas, Judy Rees, Jen Schiffman, Brenda Sirovich, and Craig Westling
Remember medical school?

OK, we’re not that old . . .

. . . but we’ve got to admit it’s different today

Medicine is more complicated collaborative complex
The New Course: Outline for Today *

- Why?
- What’s it about?
- How does it fit in?
  - Content
  - Time
- The big picture

Questions, suggestions, compliments, ...

* Building on January presentation
The New Course: Why?

- Bright, motivated, well-prepared student
- Caring, thoughtful, inquisitive, conscientious physician
The New Course: Why?

To help prepare students for the practice of medicine through

- an understanding of health, healthcare and the relationship between them
- critical thinking skills to evaluate and improve health and healthcare, collaboratively
The New Course: Why?

→ Students need these skills to succeed in medicine – and in medical school
→ Residency program directors seek students with these skills
→ LCME requires them
→ Geisel requires them
→ Students seek them
→ It makes sense
The New Course: What’s it about?
The New Course: What’s it about?
(Year One)

Biostats, Epi, and Applications
The New Course: What’s it about?
(Year One)

Find, interpret, and use information
The New Course: What’s it about?
(Year One)

- Work within and improve systems, interprofessionally
- Communicate clearly and effectively
- Find, interpret, and use information
- Recognize forces influencing health and medicine
- Practice professionally and collaboratively by knowing oneself

Aug  Sept  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May
The New Course: What’s it about?
(Year One)

Work within and improve systems, interprofessionally

Communicate clearly and effectively

Find, interpret, and use information

Recognize forces influencing health and medicine

Practice professionally and collaboratively by knowing oneself
Session examples:

- Population health and epidemiology – measuring and comparing disease incidence, morbidity, and mortality
- Quality measurement, error, and systems thinking
- Team assessment roles and skills, analysis and performance
- Social determinants of health (and health care)
- Communication, listening skills, negotiation skills and styles
We seek to prepare students

- to succeed and flourish in medicine – and in medical school;
- to become positive forces in improving health and medicine;
- by cultivating capabilities complementary to – and synergistic with – those developed in their biomedical and clinical curricula
The New Course: How does it fit in?

Content

→ Builds upon existing courses in Year 1
→ Integrates with VIG thematic areas, e.g.
  o Health equity
  o Cultural intelligence / awareness / competence
  o Resilience
  o Ethics and humanities
The New Course: How does it fit in?

Content

→ Builds upon existing courses in Year 1
→ Integrates with VIG thematic areas
→ Integrates with concurrent biomedical coursework, e.g.
  o Teamwork, group work (Anatomy)
  o Outbreaks (Micro)
  o Diagnostic testing and screening (Pathology)
  o Interpreting the literature (All)
The New Course: How does it fit in?

Content

→ Builds upon existing courses in Year 1
→ Integrates with VIG thematic areas
→ Integrates with concurrent biomedical coursework
→ Provides preparation for clerkships, e.g.

  o Interpreting the literature
  o Balancing and communicating about risk; managing uncertainty
  o Medical error awareness, investigation, prevention
  o Understanding insurance, systems of care
  o Working collaboratively on inter-professional & other teams
  o Taking responsibility for well being, professional behavior, getting help
The New Course: How does it fit in?

Content

→ Builds upon existing courses in Year 1
→ Integrates with VIG thematic areas
→ Integrates with concurrent biomedical coursework
→ Provides preparation for clerkships
→ Inter-professional education
→ Library science
→ Synergies with electives
The New Course: How does it fit in?

Time

→ Net increase of 19h in Year 1 → 60h contact
   (+ 3h assessment)

→ Scheduled to take advantage of synergies, benefitting concurrent and downstream courses

→ Close attention to workload (non-contact hours)
The New Course: The Big Picture

We’ve met with a number of you – and hope to continue

The course won’t be perfect the first year

(or ever)

Content is not currently absent

... but will be strengthened, organized, aligned, and allowed to both fit in and stand on its own

We anticipate the course will strengthen Geisel students’ engagement across the curriculum, their futures, and the value of a Geisel education
The New Course: The Name

Placeholder name: ‘Health Care Delivery Science’

Name we think best fits the course we’ve developed:

HEALTHCARE, POPULATION HEALTH, AND THE PRACTICING PHYSICIAN
The New Course

Questions, Suggestions, Compliments?
Thank you