

the New Standard

summer 2011

9/11/01 – 9/11/11
WE REMEMBER

The Employee Publication of North Shore-LIJ Health System

Hofstra North Shore-LIJ School of Medicine Welcomes First Students

HEMPSTEAD — Lawrence Smith, MD, the dean of the new Hofstra North Shore-LIJ School of Medicine, can often be heard saying of the more traditional medical school training: "You are two years into medical school and \$100,000 in debt, and you're about as useful as a Boy Scout at a family picnic." His words speak to the heart of why Dr. Smith and a large team of health professionals have developed a new and improved way of teaching medical students.

They started learning how to put out fires on their first day of class.

On opening day, August 1, the medical school's first 40 students will begin their education with training as emergency medical technicians. They are riding North Shore-LIJ ambulances and responding to emergency calls that will take them into homes, offices or streets to tend to people in life-threatening situations. They are getting their first taste of medicine, which is filled with on-the-spot decision-making in the face of uncertainty.

"Medicine is not about knowing things but rather about being able to put knowledge into action in real-life situations. Often action is demanded long before the physician has perfect data," said Dr. Smith, who led development of the new medical school. In building a modern curriculum, the development team asked critical questions about what it means to be a good doctor and how the school should train students to become "masterful clinicians" with a strong ethical and moral ground on which to practice medicine. The curriculum integrates the interdisciplinary field of narrative medicine, detailed on page 15.

About 4,700 people applied for a spot in the inaugural class. The staff in charge of admissions knew early on that they would have their pick of the brightest people in the country. Those who did apply understood the mission and philosophy of the medical school



The 40 students who comprise the Hofstra North Shore-LIJ School of Medicine's inaugural class join North Shore-LIJ President and CEO Michael Dowling, Dean Lawrence Smith, MD, and Hofstra President Stuart Rabinowitz.

and seemed committed to a new way of learning — not by the book but through hands-on experience from the start.



See more School of Medicine news on pages 14 and 15, and photos on back page.

Almost 770 came in for a formal interview. The admissions team narrowed it down to 60 people and sent out letters knowing that a third of the students would choose other schools. By June, they had 33 students who had accepted. Hundreds of other students were on a waiting list, just in case. On July 25, the first day of orientation, the class of 40 students arrived.

"The idea behind our philosophy is that we are engaging people in a very real way with patients from day one," said Dr. Smith. Students will be mentored by physicians from the health system's hospitals. They will be introduced to patients from these communities whom they will follow throughout the first year. "Students will understand

continued on page 15

INSIDE:

-  Culinary Hopefuls page 5
-  Cultural Diversity page 8
-  A "Bouquet of Lotuses" page 30
-  Glad She Has PALS page 46

2011 President's Awards section inside

Hofstra North Shore-LIJ School of Medicine Welcomes First Students

from page one

that this is their patient," explained Dr. Smith. "We are going to have them learn in a way that makes them active rather than passive learners." And that means moving away from the traditional lecture. "Physicians need to be life-long, active learners."

The emphasis is on critical thinking. "We will not assess students on the facts that they learn but how they think," added Dr. Smith. "When physicians are faced with a problem we need to know that they can teach themselves how to handle it. All medical decisions are made with uncertainty."

Dr. Smith said that the situation was right to build a medical school of the times. The health system partnered with Hofstra University to create a teaching environment that is in keeping with the changes in the practice of medicine. The challenge was to figure out how to create a doctor not for yesterday's best practices but for tomorrow's.

Veronica M. Catanese, MD, MBA, senior associate dean for academic affairs, agrees. "In building a medical school from scratch we have been able to use the best educational methodologies and incorporate them into a new model of learning," she said, adding that the curriculum is designed so that what the students learn is integrated with case studies that address real clinical problems. There are six courses over the first 100 weeks of the curriculum. The first course is called From the Person to the Professional: Challenges, Privileges and Responsibilities (CPR) and begins with the EMT training. At the end of the course, students will sit for the New York State EMT certification exam.

"We have taken the EMT curriculum and built a lot of science and clinical skills around it," said Samara Ginzburg, MD, assistant dean for medical education. "Learning the science out of context early on is a missed opportunity. We are integrating science with clinical experiences so that students can contextualize it and apply it directly to patient care," said Dr. Ginzburg.

The curriculum was a North Shore-LIJ and Hofstra-wide team effort that included physicians, nurses, art historians, ethicists, writers and researchers. David Battinelli, MD, senior associate dean for education, chaired the subcommittee in charge of developing the medical school curriculum.

Students will also spend a lot of time at North Shore-LIJ's Patient Safety Institute, one of the nation's largest medical simulation centers. Students will conduct physical exams and interviews with computerized mannequins that can mimic numerous medical emergencies, including dropping blood pressure, changes in heart rate and oxygen saturation and any number of clinical events health professionals encounter every day.

— Jamie Talan

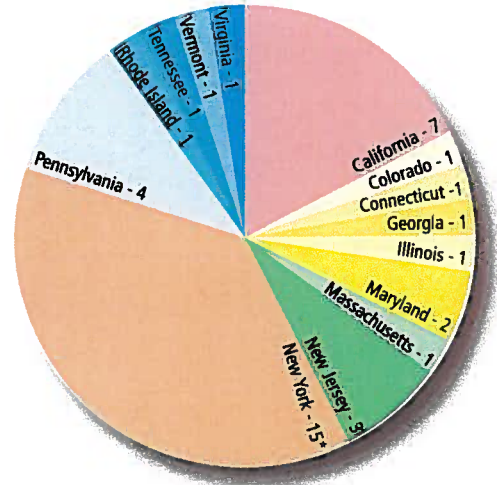
The values of the Hofstra Medical School includes commitment to:

- Community
- Scholarship
- Innovation
- Humanism
- Diversity
- Professionalism
- Patient-Centeredness
- Reflection
- Vision

Student Geography

The 20 women and 20 men enrolled at the new school of medicine come from all over the country.

* New York State students come from Brockport, Brooklyn, Croton on the Hudson, Hastings on the Hudson, Howard Beach, Levittown, Manhattan, New Hyde Park, Port Washington, Rockville Centre, Shirley, Westbury and Williston Park.



New Med School Curriculum Incorporates "Narrative Medicine"

Narrative medicine is an emerging interdisciplinary field at the crossroads of medicine, the arts and the sciences. The tools that guide self-reflection and expression include writing, art and other creative practices. Narrative medicine, also referred to as narrative reflection, is built into the curriculum of the Hofstra North Shore-LIJ School of Medicine to enable students to process information about self, patients and colleagues with an eye toward personal growth and more intelligent and compassionate medical practice.

Narrative tools are also becoming available throughout the North Shore-LIJ Health System. The first training session to introduce health professionals to the concepts of narrative reflection was held in July, with other training sessions and programs planned throughout the year. Narrative rounds are also being held every few months. The third program, *Narrative Rounds: Promoting Humanism in Healthcare*, will be delivered at the medical school in September and feature guest speaker Augustus White, MD, a well-known orthopedic surgeon. Dr. White, the Ellen and Melvin Gordon Distinguished Professor of Medical Education at Harvard Medical School, is author of *Seeing Patients: Unconscious Bias in Health Care*.

There will also be a literary journal published by North Shore-LIJ that will accept submissions from employees as well as medical students and faculty at the School of Medicine.

Communication Is the Cornerstone

The idea behind the use of art and writing is simple: to help members of the healthcare team think, write and communi-

cate concisely, accurately and effectively about newfound knowledge and skills, personal experiences, relationships and discoveries in all aspects of medicine.

In the medical school curriculum, narrative will be used in specific teaching areas with a few minutes of reflective writing, followed by the sharing of one's work with peers. It is an effective technique to help process the feelings provoked on the journey from lay person to professional. It will be integrated into the four-year curriculum.

According to Alice Fornari, RD, EdD, director of faculty development for the health system and associate professor and assistant dean of medical education at the School of Medicine, the process of writing and reflecting safely builds more accurate self-awareness (and encourages humility) about students' strengths, weaknesses, prejudices and commitments so they can minimize obstacles to relationships with patients, patients' families and members of the healthcare team.

"It's an exciting time in healthcare," said Dr. Fornari. "We are creating a generation of healthcare practitioners who can listen to patients, hear their stories and be compassionate in the care they deliver."

The use of narrative is in keeping with the mission of the medical school to create students who know how to listen carefully to their patients and who can build meaningful relationships with self, patients, families and members of the healthcare team with a goal to optimize patient care.

— Jamie Talan