

Curriculum Overview: The First 100 Weeks



DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL

First 100 Weeks: Years 1 and 2

Curricular Components	From the Person to the Professional: Challenges, Privileges, and Responsibilities (CPR)	The Biologic Imperative (BI)	Continuity and Change: Fueling the Body (FTB)	Continuity and Change: Homeostasis (HOM)		Interacting with the Environment (IE)	Host Microbe Interactions (HMI)	The Human Condition (HC)	USMLE Step 1 Independent Study Period	TRANSITIONS
Mechanisms of Health, Disease, and Intervention (MHDI) Physiology, Pathophysiology, Pharmacology, Therapeutics Structure Anatomy, Pathology, Embryology, Histology, Imaging, Bedside Ultrasound Patient, Physician, and Society (PPS) Curricular Themes and Drivers*	Form and Function in Health and Disease, Introduction to Organ Systems, Principles of Pharmacology, Core Clinical Skills Reflection, Integration, and Assessment (RIA)	Cell, Molecular, and Developmental Biology, Genetics, Reproductive and Endocrine Systems, Cells of Hematologic System Reflection, Integration, and Assessment (RIA)	Metabolism, Gastrointestinal System Reflection, Integration, and Assessment (RIA)	Cardiac, Pulmonary, Renal Systems Reflection, Integration, and Assessment (RIA)	Summer Vacation Experiences	Immunology, Rheumatology, Dermatology, Musculoskeletal System Reflection, Integration, and Assessment (RIA)	Microbiology, Microbiome, Infectious Disease Reflection, Integration, and Assessment (RIA)	Nervous System, Brain and Behavior Reflection, Integration, and Assessment (RIA)		
Required Clinical Experiences	EMT Training and Certification	Outpatient Presentation Rounds - I Medicine, Obstetrics and Gynecology, Surgery				Outpatient Presentation Rounds - II Pediatrics, Psychiatry				

***Themes:** Communication Skills, Physical Diagnosis, Professionalism

Drivers: Continuum of Care, Decision-Making under Conditions of Uncertainty, Quality and Effectiveness, Scientific Discovery, Social Context/Responsibility

The FIRST 100 WEEKS is an integrated curriculum built upon experiential and active small group case-based sessions and early meaningful patient interactions. The First 100 Weeks is composed of seven core courses, inclusive of biomedical, clinical, and social sciences, EMT training and certification, two longitudinal clerkships, a six-week independent study period to prepare for USMLE Step 1, and a transition course to help prepare students for the Second 100 Weeks. The seven core courses each include three curricular components: (1) Mechanisms of Health, Disease, and Intervention (MHDI), (2) Structure, and (3) Patient, Physician, and Society (PPS). The MHDI component includes normal and abnormal molecular, cellular, and organ physiology, scientific discovery, as well as pharmacology and therapeutics. The Structure component of each course integrates normal and abnormal anatomy, pathology, embryology, histology, imaging, and bedside ultrasound. The PPS component of each course is comprised of the social sciences, inclusive of the five curricular drivers, and core clinical skills, inclusive of the three curricular themes. In addition to required coursework, there is sufficient time during the First 100 Weeks for in-depth pursuit of individual interests, such as research, community service, certificate programs, and international health.

Curriculum Overview: The Second 100 Weeks



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Second 100 Weeks: Year 3												Second 100 Weeks: Year 4											
Advanced Clinical Experience (ACE)												Preparation for Residency											
6 Weeks	6 Weeks	2	1	1	6 Weeks	2	6 Weeks	1	1	8 Weeks	6 Weeks	2	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks
NEUROLOGY Clerkship	PSYCHIATRY Clerkship	SELECTIVE	Reflection, Integration and Assessment		OB/GYN Clerkship	SELECTIVE	PEDIATRICS Clerkship	Reflection, Integration and Assessment		MEDICINE Clerkship (includes a 2-week Medicine subspecialty selective)	SURGERY Clerkship (includes a 1-week Surgery subspecialty selective)	Reflection, Integration and Assessment	Elective	Family Medicine/Pediatrics/Medicine/Surgery Acting Internship	Elective	Emergency Medicine Acting Internship	Professional Development	Elective	Critical Care Acting Internship	Professional Development	Elective	Professional Development	Elective
Continuity Clinic Round 1	Continuity Clinic Round 1				Continuity Clinic Round 1		Continuity Clinic Round 2			Continuity Clinic Round 2	Continuity Clinic Round 2												

THE SECOND 100 WEEKS is an integrated curriculum inclusive of both clinical and science content. It is structured around a series of advanced clinical experiences in both inpatient and ambulatory settings. These are followed by three required acting internships in (1) family medicine, pediatrics, medicine or surgery, (2) emergency medicine, and (3) critical care. The advanced clinical experiences of the Second 100 Weeks remain true to the pedagogy established in the First 100 Weeks, incorporating structured exercises that ensure a continuous intertwining of science and clinical medicine, so that students learn to apply science successfully in the context of patient care. In addition, core learning provides an opportunity to return to the classroom, to explore a topic through the lens of our curricular drivers and from the perspective of each specialty. Topics explored currently include the opioid crisis and health equity/social determinants of health. Students are oriented to their upcoming clerkships during this time as well.

Sample Weekly Schedule for MS1

	Monday	Tuesday	Wednesday	Thursday	Friday			
8:00am	PEARLS Case 1	Patient, Physician, and Society	PEARLS Case 1 (continued)	Structure/ Physical Diagnosis	PEARLS Case 2 (continued)			
9:00am	PEARLS Case 2		PEARLS Case 1 (continued)		PEARLS Case 2 (continued)			
10:00am	Mechanisms of Health, Disease, Intervention	Reinforcement	Mechanisms of Health, Disease, Intervention		Structure/ Physical Diagnosis	Alternate Time for Class (variable)		
11:00am	Mechanisms of Health, Disease, Intervention		Mechanisms of Health, Disease, Intervention			Alternate Time for Class (variable)		
12:00pm		Self-Directed Learning		Structure/ Physical Diagnosis		Class Meeting (variable)		
1:00pm	Outpatient Presentation Rounds (occurs one afternoon per week)		Self-Directed Learning			Self-Directed Learning	Self-Directed Learning	Self-Directed Learning
2:00pm			Self-Directed Learning		Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	
3:00pm			Self-Directed Learning		Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	
4:00pm			Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning		

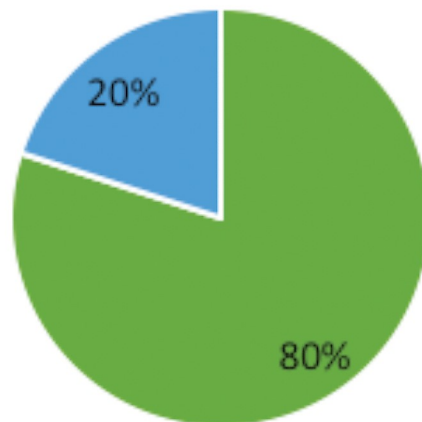


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Traditional Teacher-Centered Environment

1. Majority of time spent in class
2. Passive role for students
3. Educators deliver information
4. Educators may or may not ask questions
5. Little to no pre-work done by learners

■ Time spent in class ■ Time spent in self-directed learning



Zucker School of Medicine Learning-Centered Environment

1. Majority of time spent in self-directed learning
2. Active role for students
3. Educators are facilitators of learning
4. Educators create application questions and activities for use during sessions
5. Learners review information in advance (pre-work)

■ Time spent in class ■ Time spent in self-directed learning

