



Curricular Initiatives at the Zucker School of Medicine

The Donald and Barbara Zucker School of Medicine at Hofstra/Northwell offers numerous learning opportunities that work in concert with the MD curriculum and allow students the ability to pursue a second degree, explore specialties, and delve deeper into areas of interest.

Joint Degrees

Students are eligible to apply for admission to the **MD/MPH**, **MD/MSEd** or **MD/MBA** program during their third year. The goal of the joint degree program is to facilitate the attainment of both degrees within five years. Accepted students take an additional year between their third and final (fifth) year of training to complete the majority of their MPH, MSEd or MBA coursework. Most MD/MPH, MSEd, and MD/MBA students use a portion of their elective time during their final year of medical school to complete MBA, MSEd or MPH coursework.

Scholarly Concentrations

Longitudinal in nature, scholarly concentrations allow students to delve deeper into areas of interest and build on the existing MD curriculum. Scholarly activity occurs over all years of the MD program, culminating in a capstone project.

- The **Humanities in Medicine (HIM)** Scholarly Concentration allows Zucker School of Medicine (ZSOM) students to undertake rigorous independent scholarship in cross-disciplinary fields of interest by studying biomedically relevant topics through the lens of the arts and humanities.
- The **IMPACcT (Improving Patient Access, Care, and cost through Training)** program provides trainees with a mentored primary care experience that integrates education and clinical skills focused on patient-centered care, quality improvement, and population health in an interprofessional, team-based setting.
- The **Klar Leadership Development and Innovation Management** program focuses on leadership, team building, decision-making, and innovation management, and introduces these topics to medical students through a variety of methodologies, including an eight-week-long summer experience, longitudinal mentorship, case study discussions, health care policy advocacy opportunities, and seminars.

Certificate Programs

Certificate programs allow students to show mastery of skills above and beyond what is required by the MD curriculum. While most requirements are fulfilled during the MS3 and MS4 years, students may have the opportunity to participate in these programs starting in the MS1 year.

- The **Special Proficiency in Medical Ultrasound** certificate program includes experience in a full scope of applications for medical ultrasound with a focus on point-of-care applications. Most of the requirements are completed in the fourth year and include an image portfolio, written exam, clinical exam, and educational project.
- The **Medical Spanish** certificate program is available for students who wish to work toward improving health care communications with the Spanish-speaking community. Program activities include passing assessments and completing clinical requirements.

For more information on any of these programs, please contact:

- **Tiffany Jordan**, Assistant Director of Dual Degree Programs and Grants Management,
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MD/MSEd in Health Professions Education

Overview

The MD/MSEd in Health Professions Education joint degree program is a special program designed for medical students at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell who are interested in acquiring knowledge and skills in the theory and practice of medical education and leadership. The MD/MSEd is considered an applied education degree in which all coursework and assignments are project-based, have practical application to medical education, and can lead to dissemination of scholarship among peers.

The educational mission of the MD/MSEd in Health Professions Education is to prepare future physicians with an expanded role as clinician educators and to advance in leadership roles in their area of practice. Participants will acquire foundational knowledge of the theories and principles of adult learning, leadership, and research skills applicable to healthcare education environments. Prospective and retrospective analysis of health professions education and practice will support academic advancement as medical educators in any chosen discipline.

Curriculum

Medical students accepted into the MD/MSEd in Health Professions Education program are required to complete 30 credits of coursework. Most students in the program use research elective time during their fourth year of medical school to complete their final thesis project, which is an educational research manuscript ready for submission to a journal of choice.

Sample Plan of Study

SUMMER

- HPE 255: Analysis of Qualitative Data

FALL

- HPE 251: Teaching and Learning in the Health Professions
- HPE 252: Curriculum Development Using a Competency-Based Framework
- HPE 254: Faculty and Staff Development for Health Professions Educators
- HADM 209: Health Management Leadership

JANUARY

- HADM 206: Health Services Organizational Behavior & Analysis
- HPE 250: Residency Week

SPRING

- RES 258: Understanding Research Methodology
- HPE 253: Assessment and Program Evaluation in Health Professions Education

MS4 YEAR

- HPE 301: Thesis Project Preparation
- HPE 302: Thesis Project

Eligibility and Cost

Zucker School of Medicine students are eligible to apply for admission to the MD/MSEd program during their third year (MS3). The goal of the MD/MSEd program is to facilitate the attainment of both degrees within a five-year period. Accepted MD/MSEd students take a leave of absence from medical school between the third and fourth year to complete the majority of their MSEd coursework during one year's time. Tuition and fees for the MSEd portion are in addition to the cost of attendance for the Zucker School of Medicine, and are evaluated each year and subject to change.

Contact Information

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Humanities in Medicine Scholarly Concentration

Overview

The Humanities in Medicine (HIM) Scholarly Concentration allows Zucker School of Medicine (ZSOM) students to undertake rigorous independent scholarship in cross-disciplinary fields of interest by studying biomedically relevant topics through the lens of the arts and humanities. Participating students benefit from the faculty-mentor relationship and may have the opportunity to publish their work and/or design and implement a program of their design that integrates medicine and the humanities. Students who successfully fulfill the program requirements earn a certificate and a designation in the graduation program.

Goals

- Support the study of the human aspects of medicine through the traditional arts, history, philosophy, sociology, and literature, so that students will become more insightful and compassionate doctors.
- Create a forum that will foster student exploration of the connection between the practice of medicine and humanism through the lens of the humanities.
- Contribute to the development of students' professional identity formation and enhance their capacity to listen, interpret, and communicate, while fostering an appreciation for the ethical dimensions of practice.

Program Structure

MS1 Year	Summer Experience	MS2 and MS3 Years	MS4 Year
<ul style="list-style-type: none"> • Apply to and begin the HIM Scholarly Concentration no later than the start of the spring semester of the MS1 year. • Enroll in the ZSOM's Healer's Art course prior to the start of the MS1 spring semester (Healer's Art course runs January/February of spring semester). • Attend at least one HIM program during the MS1 spring semester. 	<ul style="list-style-type: none"> • Engage with HIM through at least one of the following:¹ <ol style="list-style-type: none"> (1) Participating in the Tell Me More[®] summer research project (2) Undertaking an approved scholarly project on a humanities topic (3) Engaging in a research project with a faculty-mentor through the ZSOM Office of Medical Student Research on a humanities topic (4) Take the online Next Gen U course in Humanism in Health and Healthcare² • Attend required reflection sessions. 	<ul style="list-style-type: none"> • Attend at least three (3) HIM programs during each MS2 and MS3 year. • Participate in the Meaning in Medicine program in the MS3 year. • Submit an original work to the Narrateur art and literary journal in either MS3 or MS4 year, and consider joining the editorial staff in any or all years at the ZSOM. 	<ul style="list-style-type: none"> • Complete a minimum of two (2) elective blocks as follows: <ol style="list-style-type: none"> (1) The Narrative Perspective and Reflective Writing: An Elective in Medical Humanities and (2) Tell Me More[®] (if not completed during summer); or, if Tell Me More[®] was completed during summer after MS1, complete a student-designed nonclinical Preceptorship in Medical Humanities or Medical Humanities research elective block. • Attend at least two (2) HIM programs at the ZSOM during the MS4 year.³ • Complete a CAPSTONE PROJECT, through one of the following: <ol style="list-style-type: none"> (1) Develop/design a program that will become an offering of the ZSOM's Humanities in Medicine program. (2) Complete and present an approved scholarly project

¹This engagement should be a maximum of 20 hours and would not interfere with a specialty-focused experience or research opportunity.

²Course is available at <https://nextgenu.org/course/view.php?id=245>. Only select modules are required (up to 20 hours).

³These may count as classes attended in the above MS4 electives, with advance approval from course director.

Contact Information

Scholarly Concentration, Humanities in Medicine Program Co-Directors:

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IMPACcT Experience

Overview

IMPACcT (Improving Patient Access, Care, and cost through Training) is a program that provides trainees with a longitudinal, mentored primary care experience integrating education and clinical skills focused on patient-centered care, quality improvement, and population health in an interprofessional, team-based setting.

IMPACcT brings together trainees from six clinical professions:

- **Medicine (residents and medical students)**
- **Nutrition**
- **Pharmacy**
- **Physician Assistant**
- **Psychology**
- **Social Work**

The IMPACcT training site is located at Northwell Health's Division of General Internal Medicine core practice site at 865 Northern Blvd. in Great Neck, NY. As part of the four-year program, participants work alongside trainees and faculty from multiple professions to deliver care that is high-quality, cost-conscious, and patient-centered. In addition to interprofessional education and clinical care exposure, trainees have opportunities to participate in quality improvement projects, research projects, and curricular design.

Expanded Primary Care Curriculum

Trainees receive expanded education on nationally recognized, high-priority primary care topics. Core curriculum topics such as interprofessional education and leadership skills, behavioral health, and health care disparities are delivered through five half-day workshops offered over the course of the academic year. Curriculum subtopics such as asthma, diabetes, depression, obesity, pain management, and health literacy are delivered through concentrated didactic sessions offered twice weekly during clinical huddles. Sessions are facilitated and led by IMPACcT faculty and include an opportunity for trainees to share reflections and feedback.

Team-Based Clinical Care

Trainees participate in interprofessional, team-based clinical training in a designated patient-centered medical home (PCMH). Clinical training also includes clinical huddles to review and discuss complex patient cases. Zucker School of Medicine students in the IMPACcT program are paired with faculty from the Division of General Internal Medicine for the Initial Clinical Experience (ICE). In addition, students sign up for clinical sessions at the IMPACcT training site. Students in the Second 100 Weeks are paired with Division of General Internal Medicine, Division of General Pediatrics, or Department of Family Medicine faculty for the Advanced Clinical Experience Continuity Clinic. During their fourth year, students have the opportunity to participate in IMPACcT-related electives, the community health elective, the public health elective, the obesity elective, the health policy elective, research, quality improvement, and medical education projects.

Career Mentoring and Guidance

Upon entry into IMPACcT, trainees are matched with IMPACcT and ICE faculty who remain the trainees' mentors throughout the program. Mentors and trainees hold regularly scheduled one-on-one meetings that include career mentorship. IMPACcT workshops include panel discussions on career opportunities within primary care as well as other fields, and trainees are by no means committing to a career in primary care by joining the program.

Contact information and to apply:

- **Lauren Block**, MD, MPH, Associate Professor and Medical School Track Director, IMPACcT Program, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
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Klar Leadership Development and Innovation Management Program

Overview

The Klar Leadership Development and Innovation Management (LDIM) program is a longitudinal program at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell that focuses on leadership, team-building, decision-making, and innovation management. The program introduces these topics to medical students through a variety of methodologies, which include an eight-week-long summer experience, longitudinal mentoring, lectures, workshops, healthcare policy advocacy opportunities, and seminars. The mission of the Klar LDIM program is:

To expand and accelerate the development of leadership and innovation management skills in a select cadre of medical students, preparing them as future healthcare leaders in a rapidly changing healthcare field, as well as to offer similarly based educational opportunities to the Hofstra/Northwell educational community at large.

Eligibility and Financial Support

Zucker School of Medicine students are eligible to apply for admission to the Klar LDIM program during their first year (MS1). There is no additional cost for the program. A stipend is provided for the summer experience, and financial support is offered for other programmatic activity.

Program Structure

Summer Immersion: During the break between the first and second years, Klar LDIM program participants interact and engage with leaders in healthcare administration and education through a variety of touchpoints. Working with a preceptor, Klar students take active roles on a project within Northwell Health. Students showcase their work in a poster presentation at the Zucker School of Medicine's annual Scholarship Day. Students also attend workshops and small group sessions with leaders in healthcare administration and education on multiple topics, including emotional intelligence, healthcare reform, health policy, and "Doctoring 101: How Do Doctors Get Paid?" Students are also offered opportunities to observe physician leaders and administrators through half-day experiences.

Longitudinal Mentoring: Through their summer immersion experiences, Klar LDIM students can identify longitudinal mentors who work with students throughout their time in the educational program.

Workshops, Seminars, and Lectures: Klar LDIM students are offered the opportunity to attend workshops and seminars on a variety of topics given by local leaders within the Hofstra/Northwell community, as well as leaders within health care on the state and federal level.

Fourth-Year Electives: During their fourth year, students have the opportunity to participate in Klar LDIM-related electives, research, and special projects.

Application

Interested students in good academic standing must submit an application during the fall semester of their MS1 year. Applications should be submitted to the assistant director of dual degree programs and grants management. Students may then be invited for an interview, after which a final decision will be made. Accepted participants will be notified on or before February 15.

Contact Information

For questions and more information, contact:

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ULTRASOUND Program

Overview

The **Special Proficiency in Medical Ultrasound certificate program** is designed to provide an opportunity for MD candidates at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell to achieve additional focused training in the theory and clinical application of **point-of-care ultrasound**. Students completing the program will have an enhanced understanding and application of bedside reasoning, a formally acknowledged level of advanced clinical skills, and the potential for greater opportunities as an applicant for postgraduate training programs. Completing the program also carries with it the responsibility for sharing the knowledge and skills gained through participation in the education of colleagues, and for applying those skills as advocates for the efficient and effective care of patients in diverse clinical settings. Program goals are achieved through background reading material, real-time scanning and assessment, image portfolio production, and participation in ultrasound educational activities. The requirements for this certificate can be completed during the fourth year of medical school training.

Program Requirements

- 1) Pass a **preliminary essay examination** on ultrasound physics and the technical aspects of image acquisition and archiving
- 2) Complete a **four-week elective in Medical Ultrasound** from either:
 - a. Department of Radiology
 - b. Department of Emergency Medicine or Pediatric Emergency Medicine (Students who choose these departments must also complete two weeks in the Department of Radiology.)
- 3) Complete an **Ultrasound Passport** of studies reviewed by faculty in real time
- 4) Complete an **Image Portfolio** representing appropriate images for all areas of clinical application
- 5) Pass a **final essay examination** on the applications and images of bedside ultrasound, including both normal and abnormal findings
- 6) Complete an **educational project**
- 7) Complete a **final clinical skills exam**, including:
 - a. Selection of appropriate ultrasound scan based on a clinical problem
 - b. Demonstration of scanning techniques
 - c. Demonstration of appropriate communication and professionalism skills
- 8) Participation in departmental and/or Zucker School of Medicine **ultrasound educational sessions**

Mentoring and Guidance

A designated faculty mentor will help guide students and ensure completion of all certificate requirements. The faculty mentor will also review students' portfolios periodically to provide feedback and ensure continued progress.

Application

Students can apply to the Special Proficiency in Medical Ultrasound certificate program in their MS3 year by submitting an application to the assistant director of dual degree programs and grants management by December 15. Participation is limited to 10 students annually.

Contact Information

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