

# MEDICINE (MD)

NYSED: 40187 HEGIS: 1206.00 CIP: 51.1201

## Program Description

As medical students at NYU Grossman Long Island School of Medicine, you learn the basic and clinical sciences that underpin all medical education, while simultaneously gaining a fundamental understanding of health systems science—the study of how healthcare is delivered, how healthcare providers work together, and strategies to deliver safer, higher-quality patient care.

Our curriculum emphasizes establishing integrated care pathways—a patient care plan that details the essential steps in treating patients who have specific clinical conditions across many different medical disciplines—and improving communication and collaboration between community-based primary care providers and hospital-based specialists.

As a student in our program, you earn your medical degree more quickly and at a substantially reduced cost compared with students at other medical schools. Please view our academic calendars (<https://medli.nyu.edu/education/md-degree/registration-student-records/md-student-academic-calendars/>). As a graduate, you are prepared to transform how medicine is practiced.

NYU Grossman Long Island School of Medicine seeks applicants who excel academically and exhibit robust intellectual curiosity, as evidenced by the rigor, breadth, and depth of their coursework. We encourage students majoring in any field of study, including the humanities and social sciences, to apply.

Because we recognize the diverse range of educational experiences of our applicants, we do not mandate prerequisite coursework. Instead, our admission committee evaluates the academic preparation of applicants to assure they have the foundational knowledge to succeed in our rigorous accelerated three-year program. Applicants are expected to demonstrate a high level of proficiency in biology, physics, chemistry, genetics, statistics, English, psychology, and sociology. These courses are strongly recommended as part of a broad premedical curriculum.

You must also meet our technical standards (<https://medli.nyu.edu/education/md-degree/sites/default/files/policy-on-technical-standards.pdf>), which define the physical, mental, emotional, and social abilities that support success in medical school, and pass a criminal background check to ensure patient safety.

Before finalizing your matriculation to NYU Grossman Long Island School of Medicine, all students must satisfactorily complete the AAMC-facilitated Criminal Background Check (<https://students-residents.aamc.org/applying-medical-school-amcas/criminal-background-check-service/>), which is conducted at no additional cost. The AAMC recommends that all U.S. medical schools procure this background check to ascertain the ability of accepted applicants to become licensed physicians in the future, enhance the safety and wellbeing of patients, and to ensure the public’s continuing trust in the medical profession.

## Program Requirements

At NYU Grossman Long Island School of Medicine, we offer various courses, clerkships, and learning experiences to complete your medical degree, helping you become a leader in primary care medicine.

## Phase One: Foundational Basic Science Instruction and Research

During phase one, students spend 46 weeks completing interdisciplinary preclerkship courses that cover foundational basic science concepts in biology, anatomy, and physiology. You gain insight into the behavioral and social aspects of practicing medicine and develop the skills you will need during your clerkships to interact with patients and other healthcare providers.

Our Language Acquisition course introduces you to core basic science concepts with case-based clinical learning exercises. Subsequent organ systems courses take place in a dynamic mix of small and large group sessions to promote active learning.

In the afternoons, you participate in integrated longitudinal courses. These include clinical skills training, with a focus on integrating the structural content of anatomy, histology, pathology, and radiology; Health Systems Science topics; and a Continuity Ambulatory Practice Experience (CAPE). You also receive peer-to-peer and faculty-to-peer support during Learning Community: Social Sciences, Humanities, Ethics, and Professionalism (SHEP) meetings.

Throughout phase one, you participate in problem-based learning cases, small group discussions, large group lectures, seminars, clinical skills training, clinical simulations, and bedside teaching experiences.

You also have opportunities to take part in research. This may include completing literature reviews in a relevant area of study; applying basic statistical analysis and presenting data; maintaining a laboratory notebook with records of experiments and research notes; and attending lectures and laboratory meetings. If you choose to take part in research, you present your research findings and prepare an abstract for submission to an appropriate specialty meeting.

You also have time to explore individual interests or participate in tutoring sessions to improve your performance in areas of study that you find difficult.

## Phase One Sample Schedule

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46			
	Fall																						Spring																										
PHASE I Transition to Medical School	Language Acquisition																						Gastrointestinal																										
	Cardiology											Pulmonology											Endocrine-Reproductive																										
	Renal											HSS/LC/CAPE/POM Exams Regional Anatomy											Musculoskeletal, Rheumatology, and Dermatology																										
	Winter Break																						Competency-Based Elective																										
Longitudinal Courses																						Longitudinal Courses														Longitudinal Courses													
Health Systems Science and Population Health (HSS)																						Health Systems Science and Population Health (HSS)														Health Systems Science and Population Health (HSS)													
Social Science, Humanities, Ethics, and Professionalism (SHEP)																						Social Science, Humanities, Ethics, and Professionalism (SHEP)														Social Science, Humanities, Ethics, and Professionalism (SHEP)													
Continuity Ambulatory Practice Experience (CAPE)																						Continuity Ambulatory Practice Experience (CAPE)														Continuity Ambulatory Practice Experience (CAPE)													
Practice of Medicine (POM: Patient Encounter/Bedside)																						Practice of Medicine (POM: Patient Encounter/Bedside)														Practice of Medicine (POM: Patient Encounter/Bedside)													

This schedule represents phase one of NYU Grossman Long Island School of Medicine’s curriculum. All students progress through the first 46 instructional weeks of medical school on the same timeline. Students participate in longitudinal courses—including Health Systems Science and Population Health, Learning Communities, CAPE, and Practice of Medicine—at the same time as organ systems courses throughout phase one.

## Phase Two: Clinical Skills Integration

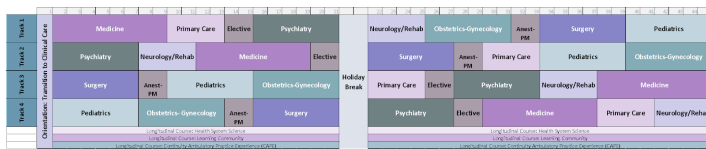
During phase two, students spend 45 weeks participating in orientation and core clerkship rotations at NYU Langone Hospital–Long Island (<https://nyulangone.org/locations/nyu-langone-hospital-long-island/>) and our clinical training sites. Over the course of phase two, students develop the clinical judgment necessary to diagnose diseases and treat patients.

Students participate in core clerkships in several areas: internal medicine, neurology/rehabilitation, obstetrics and gynecology, pediatrics, primary care, psychiatry, and surgery. Although all students have specific goals and expectations they must meet for each clerkship, much of the training depends on the needs of the patients’ treatment and management during rotations.

Once a week, you take part in one of several longitudinal courses. These include continuity clinics, problem-based learning cases, Health Systems Science, Learning Communities: SHEP, and other peer learning experiences.

During this phase, you also take the comprehensive clinical skills exam, a series of mock patient encounters that assess your skills in communication, taking patient histories, conducting physical examinations, and clinical reasoning.

### Phase Two Sample Schedule



This sample schedule represents phase two of NYU Grossman Long Island School of Medicine’s curriculum. During phase two, students complete a Transition to Clinical Care orientation and participate in one of four clerkship tracks during which they rotate through all medical school clerkship specialties over the course of 45 weeks.

Phase two clerkship rotations include eight weeks of internal medicine, four weeks of primary care, six weeks of pediatrics, six weeks of obstetrics and gynecology, six weeks of surgery, four weeks of neurology/ rehabilitation, and six weeks of psychiatry. Student clerkship schedules vary. The four different tracks in the sample schedule provided are a sample of what a clerkship schedule could look like in different scenarios.

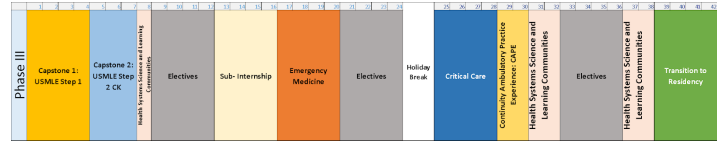
All students take part in longitudinal courses at the same time as their clerkships throughout phase two. Longitudinal courses include Health Systems Science, Learning Community: SHEP, Radiology, and CAPE.

Students also have two weeks of elective.

## Phase Three: Advanced Skill Development, Individualized Exploration, and Career Preparation

During phase three of our curriculum, students spend 42 weeks completing longitudinal educational experiences, rotations in the emergency room, a subinternship, an advanced clerkship, electives, and a Transition to Residency course. Students also participate in a four-week structured capstone to prepare for the USMLE Step 1 exam and a three-week structured capstone course to help prepare for the USMLE Step 2 Clinical Knowledge examination.

## Phase Three Sample Schedule



This sample schedule represents phase three of NYU Grossman Long Island School of Medicine’s curriculum. During phase three, students complete two structured capstones to prepare for the USMLE Step 1 and USMLE Step 2 Clinical Knowledge exam; 4-week rotations in emergency medicine (<https://medli.nyu.edu/departments-divisions/emergency-medicine/education/training-medical-students/clerkship/>), an advanced clinical experience, and a subinternship; 12 weeks of electives; and a structured 4-week Transition to Residency course. Students’ rotation schedules vary. The rotations represented above are samples of what a schedule could look like.

## Sample Plan of Study

### Phase One

Course	Title	Credits
<b>1st Semester/Term</b>		
INTER-ML 1001	Transition to Medical School	1
INTER-ML 1002	Language Acquisition	8
INTER-ML 1003	Cardiology	4
INTER-ML 1004	Pulmonary	4
INTER-ML 1005	Renal	3
INTER-ML 1006	Regional Anatomy	1
INTER-ML 1012	Practice of Medicine I	2
INTER-ML 1014	Health System Science I	2
INTER-ML 1016	"Social Science, Humanities, Ethics, and Professionalism I"	1
INTER-ML 1018	Continuity Ambulatory Practice Experience I	1
<b>Credits</b>		<b>27</b>

<b>2nd Semester/Term</b>		
INTER-ML 1007	Gastroenterology	4
INTER-ML 1008	Endocrinology-Reproduction	5
INTER-ML 1009	Musculoskeletal-Rheumatology-Dermatology	5
FDNMD-ML 1030	Toxicology	1
INTER-ML 1010	Brain-Mind-Behavior	6
INTER-ML 1011	Hematology/Oncology	2
INTER-ML 1012	Practice of Medicine I	2
INTER-ML 1014	Health System Science I	2
<b>Credits</b>		<b>27</b>
<b>Total Credits</b>		<b>54</b>

### Phase Two

Course	Title	Credits
<b>1st Semester/Term</b>		
INTER-ML 2011	Transition to Clinical Care	1
MED-ML 2001	Medicine Clerkship	8
PRCAR-ML 2005	Primary Care Clerkship	4
PEDS-ML 4007	Ambulatory Pediatrics	2
PSYCH-ML 2006	Psychiatry Clerkship	6
INTER-ML 2009	Health System Science - II	1
INTER-ML 2010	"Social Science, Humanities, Ethics, and Professionalism - II"	1
INTER-ML 2008	Continuity Ambulatory Practice Experience - II	1
<b>Credits</b>		<b>24</b>

<b>2nd Semester/Term</b>		
NEURO-ML 2002	Neurology and Rehabilitation Medicine Clerkship	4

OBGYN-ML 2003	Obstetrics & Gynecology Clerkship	6
ANES-ML 2014	Anesthesia & Pain Management Selective	2
SURG-ML 2007	Surgery Clerkship	6
PEDS-ML 2004	Pediatrics Clerkship	6
INTER-ML 2009	Health System Science - II	1
INTER-ML 2010	"Social Science, Humanities, Ethics, and Professionalism - II"	1
INTER-ML 2008	Continuity Ambulatory Practice Experience - II	1
<b>Credits</b>		<b>27</b>
<b>Total Credits</b>		<b>51</b>

## Phase Three

Course	Title	Credits
<b>1st Semester/Term</b>		
INTER-ML 3018	Capstone 1	1
INTER-ML 3003	Capstone 2	1
ERMED-ML 3012	Emergency Medicine	4
OBGYN-ML 3006	Subinternship - Obstetrics & Gynecology	4
OBGYN-ML 4090	Maternal Fetal Medicine - Inpatient Elective	4
OBGYN-ML 4054	Urogynecology & Reconstructive Pelvic Surgery	4
INTER-ML 3014	Continuity Ambulatory Practice Experience - III	2
INTER-ML 3015	Health System Science - III	1
INTER-ML 3016	"Social Science, Humanities, Ethics, and Professionalism - III"	1
<b>Credits</b>		<b>22</b>
<b>2nd Semester/Term</b>		
PEDS-ML 3010	Critical Care - Neonatology	4
INTER-ML 3017	Medical Spanish	4
INTER-ML 3014	Continuity Ambulatory Practice Experience - III	2
INTER-ML 3015	Health System Science - III	1
INTER-ML 3016	"Social Science, Humanities, Ethics, and Professionalism - III"	1
INTER-ML 3013	Transition to Residency	4
<b>Credits</b>		<b>16</b>
<b>Total Credits</b>		<b>38</b>

## Learning Outcomes

The MD in Medicine educates exemplary physicians and academic leaders in primary care and has a set of core standards to measure progress in skills specific to the practice of medicine.

Upon completion of the MD in Medicine, graduates will be able to:

1. Obtain a history and perform a physical examination both complete and adapted to the patient's clinical situation.
2. Formulate and justify a prioritized differential diagnosis.
3. Recommend and interpret common diagnostic and screening tests.
4. Formulate, communicate and implement patient centered plans.
5. Document a clinical encounter.
6. Present a clinical encounter.
7. Form clinical questions and retrieve evidence to advance patient care.
8. Give and receive the handover in transitions of care.
9. Collaborate as a member of an inter professional team.
10. Recognize a patient requiring urgent or emergent care, provide initial assessment, management and seek help.
11. Obtain informed consent for tests and or/common procedures.
12. Perform general tasks and procedures of a physician.
13. Apply health system science principles to optimize health outcomes for patients and populations.

## Policies

NYU Grossman Long Island School of Medicine's policies and procedures (<https://medli.nyu.edu/education/md-degree/md-student-resources/student-handbook/>) contain information necessary for you to participate in campus life and answers many of your questions about various aspects of medical school.

All medical students are subject to the policies and procedures and are expected to be familiar with them.

## NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

## Grossman Long Island School of Medicine Policies

Additional academic policies can be found on the Grossman Long Island School of Medicine academic policies page (<https://bulletins.nyu.edu/graduate/medicine-long-island/academic-policies/>).