MEDICINE (MD)

NYSED: 40187 **HEGIS:** 1206.00 **CIP:** 51.1201

Program Description

NYU Grossman Long Island School of Medicine provides a transformative medical education program committed to primary care that includes a three-year accelerated curriculum, the offer of a directed pathway to residency upon admission in primary care disciplines at NYU Langone Hospital—Long Island. Full-Tuition scholarships for all students regardless of need or merit plus need-based Debt-Free scholarships to cover costs above tuition for students who financially qualify, and unparalleled student advising, coaching and mentoring within an exceptional culture of collaboration, collegiality and belonging.

Admissions

The school's mission is to develop preeminent physician leaders through scholarship and innovative medical education design anchored by the principles of primary care and health systems science. The program seeks to enroll students from a broad range of backgrounds, life experiences, and perspectives who demonstrate a commitment to future practice in primary care disciplines such as internal medicine, pediatrics, obstetrics and gynecology or general surgery. Candidates interested in family medicine are also encouraged to apply.

The school utilizes a comprehensive admissions approach that broadens the lens through which the program can learn about applicants and better assess how applicants' premedical experiences, personal attributes, and academic metrics align with the primary care mission and innovative three-year accelerated educational program that streamlines students' entry into clinical practice. The school is also interested in learning more about the life journeys of applicants, any challenges they may have faced along their path, and how they hope to contribute to the medical profession..

All eligible candidates who align with the medical school's primary care mission are welcome to apply. Applications are encouraged from people who are first-generation college students, individuals from disadvantaged backgrounds, those who may have pursued another career in health care (e.g. physician assistant, nurse practitioner, etc.), or who may have taken a non-traditional path toward medicine as well as those who have ties to the communities served by the medical school.

For information on admission to the MD program learnhow to apply.

Academic Requirements

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. #Since a wide range of educational experiences are recognized, prerequisite coursework is not mandated. Instead, the admissions committee evaluates the academic preparation of applicants to ensure they have the foundational knowledge to succeed in a 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.

Medical College Admission Test

The Medical College Admissions Test (MCAT) is required. Only scores from three years before expected matriculation are accepted.In fairness to all applicants, there are no exceptions to this requirement.

Letters of Evaluation

A composite letter of recommendation authored by the pre-health committee or pre-health advisor at the college or university fulfills the letter of evaluation requirement. Additional letters of support may also be submitted in conjunction with a committee or composite letter. If the institution does not provide a committee or composite letter, a minimum of three individual letters of evaluation are required. Two should be from science professors.

Technical Standards and Criminal Background Check

All matriculating students must meet the school'stechnical standards, 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.#Students must also satisfactorily complete theAAMC-facilitated Criminal Background Check, 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 provide courses, clerkships, and learning experiences for completion of medical degree requirements and to foster leadership in primary care medicine.

Phase One: Foundational Medical Knowledge and Core Clinical Skills Acquisition

During Phase One, students spend 46 weeks engaged with interdisciplinary pre-clerkship coursework that covers foundational basic science and clinical concepts in biology, anatomy, pathology, physiology and pathophysiology. Students acquire skills in the behavioral and social aspects of practicing medicine that confer readiness clerkships to interact with patients and other healthcare providers during clerkship training.

The year begins with our Language Acquisition, which course integrates core basic science concepts with case-based clinical learning exercises. This course and subsequent organ systems courses are delivered in a dynamic mix of small and large group sessions that promote active learning.

There is one week of elective time, during which students choose an area of interest among a variety of clinical and/or research topics.

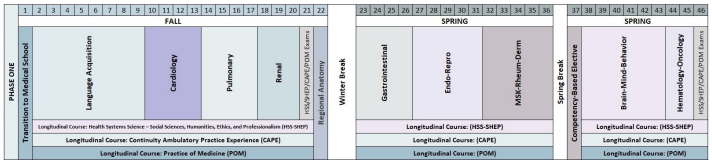
The integrated longitudinal courses include: core clinical skills training, with a focus on integrating communication skills with medical knowledge and clinical reasoning, health systems science education, exposure to ambulatory care practice, and foundational training in ethics, humanities, and professionalism.

Throughout Phase One, students participate in various learning modalities, including problem-based learning, small group seminars,

large group lectures, workshops, clinical skills training sessions, clinical simulations, and bedside teaching.

Phase One Sample Schedule

This schematic 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 concurrently with organ systems courses..



Phase Two: Medical Knowledge and Clinical Skills Integration

During Phase Two, students spend 45 weeks in core clerkship training at NYU Langone Hospital—Long Island (https://nyulangone.org/locations/nyu-langone-hospital-long-island/) and our ambulatory care training sites. Throughout, students develop core clinical skills and consolidate medical knowledge to confer readiness for advanced training in Phase Three.

Students participate in core clerkships in internal medicine, neurology, obstetrics and gynecology, pediatrics, primary care, psychiatry, and surgery, as well as a core rotation in rehabilitation medicine and pain management and 2 weeks of elective study.

The longitudinal courses meet once a week on a rotating schedule, including: ambulatory care clinic, problem-based learning, health systems science, ethics and humanities, and radiology.

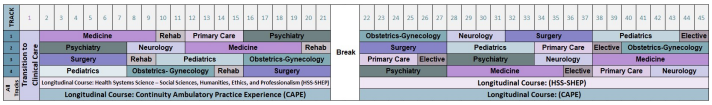
As a culmination of this phase, students take a comprehensive clinical skills exam, a series of simulated patient encounters that assess your skills in communication, taking patient histories, conducting physical examinations, and clinical reasoning.

Phase Two Sample Schedule

This schematic represents our Phase Two schedule. During Phase Two, students engage in a transition to clinical care orientation week and rotate through clerkship training in one of four schedule tracks over 45 weeks. The four different track schedules are depicted.

All students participate together in longitudinal courses in Phase Two, irrespective of track.

Two-week electives are selected according to track schedules.

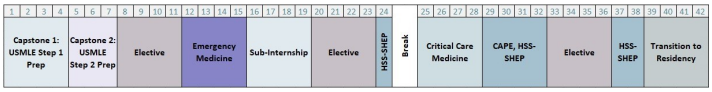


Phase Three: Advanced Skill Development, Individualized Exploration, and Readiness for Residency

Phase Three begins with a four-week structured independent learning course to prepare for the U.S. Medical Licensing Examination (USMLE) Step 1 examination and a three-week structured independent learning course to prepare for the USMLE Step 2 Clinical Knowledge examination. Then, students spend 35 weeks completing longitudinal educational experiences, including a capstone project for HSS. In addition to a clinical rotation in the emergency room and a critical care medicine (ICU) rotation, each student completes a sub-internship, or advanced clerkship, in either internal medicine, pediatrics, obstetrics and gynecology, or surgery. There are 12 weeks of elective time. Phase Three culminates in a transition to residency course.

Phase Three Sample Schedule

This schematic represents our Phase Three schedule. Students complete two structured courses to prepare for the USMLE Step 1 and Step 2 Clinical Knowledge exams, a 4-week clerkship in emergency medicine, a two-week ICU rotation, a 4-week sub-internship (advanced clerkship), 12 weeks of electives, and a 4-week transition to residency course; this schematic provides one example, as schedules vary.



Sample Plan of Study

Phase One

Course	Title	Credits
1st Semester/Term		
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 1018	Continuity Ambulatory Practice Experience I	1
INTER-ML 1038	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism I	3
	Credits	**27**
2nd Semester/Term		
INTER-ML 1007	Gastroenterology	4
INTER-ML 1008	Endocrinology-Reproduction	5
INTER-ML 1009	Musculoskeletal-Rheumatology-Dermatology	5
FDNMD-ML 1030	Toxicology: Classical and Environmental (Elective)	1
INTER-ML 1010	Brain-Mind-Behavior	6
INTER-ML 1011	Hematology/Oncology	2
INTER-ML 1012	Practice of Medicine I	2
INTER-ML 1018	Continuity Ambulatory Practice Experience I	1
INTER-ML 1038	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism I	3
	Credits	**29**
	Total Credits	**56**

Phase Two

Course	Title	Credits
1st Semester/Term		
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 (Elective)	2
PSYCH-ML 2006	Psychiatry Clerkship	6
INTER-ML 2008	Continuity Ambulatory Practice Experience - II	1

INTER-ML 2028	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism II	2
	Credits	**24**
2nd Semester/Term		
NEURO-ML 2029	Neurology Clerkship	4
OBGYN-ML 2003	Obstetrics & Gynecology Clerkship	6
SURG-ML 2007	Surgery Clerkship	6
PEDS-ML 2004	Pediatrics Clerkship	6
REHAB-ML 2030	Rehabilitation Medicine and Pain Management Selective	2
INTER-ML 2008	Continuity Ambulatory Practice Experience - II	1
INTER-ML 2028	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism II	2
INTER-ML 2027	Comprehensive Clinical Skills Examination	0
	Credits	**27**
	Total Credits	**51**

Phase Three

Course	Title	Credits
1st Semester/Term		
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 4054	Urogynecology & Reconstructive Pelvic Surgery (Elective)	4
OBGYN-ML 4170	Gynecologic Oncology (Elective)	2
INTER-ML 3019	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism III	2
	Credits	**18**
2nd Semester/Term		
PEDS-ML 3010	Critical Care - Neonatology	4
INTER-ML 3017	Medical Spanish (Elective)	4
SURG-ML 4100	Breast Surgery (Elective)	2
INTER-ML 3014	Continuity Ambulatory Practice Experience - III	2
INTER-ML 3013	Transition to Residency	4
INTER-ML 3019	Health Systems Science - Social Sciences, Humanities, Ethics, and Professionalism III	2
	Credits	**18**
	Total Credits	**36**

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.

Our learning objectives and assessments of learning outcomes are linked to our overall Educational Program Objectives (EPOs)

Educational Program Objectives

Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- ICS1. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- ICS2. Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- ICS3. Work effectively with others as a member or leader of a healthcare team or other professional group
- ICS5. Maintain comprehensive, timely, and legible medical records
- ICS6. Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)
- ICS7. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

- IPC1. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- IPC2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served
- IPC3. Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations

Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- KP1. Demonstrate an investigatory and analytic approach to clinical situations
- KP2. Apply established and emerging biophysical scientific principles fundamental to healthcare for patients and populations
- KP3. Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based healthcare
- KP4. Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention and health promotion efforts for patients and populations

Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- P1. Demonstrate insight into professional behavior, takes responsibility for professionalism lapses and analyzing situations using ethical principles
- P2. Performs task and responsibilities in a timely manner with appropriate attention to detail and recognizes situations that may impact their ability to complete these tasks
- P3. Optimizes personal and professional well-being, recognizes the limits, and improves the knowledge and skills of oneself or team

Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously

improve patient care based on constant self-evaluation and life-long learning

- PBL1. Locate, appraise and assimilate evidence from scientific studies related to patient's health problems
- PBLI2. Identifies knowledge gaps including interactions between health and populations, identifies guidelines and other current standards and utilizes them to improve patient care
- PBLI3. Incorporate feedback into daily practice
- PBLI4. Seek opportunities to improve; sets learning and improvement goals; identifies learning activities that address gaps

Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- PC1. Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- PC2. Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- PC3. Organize and prioritize responsibilities to provide care that is safe, effective and efficient
- PC4. Interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC5. Make informed decision about diagnostic and therapeutic interventional based on patient information and preferences, up-to-date scientific evidence, and clinical judgement
- PC6. Develop and carry out patient management plans
- PC7. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- PC8. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- PC9. Provide healthcare services to patients, families, and communities aimed at preventing health problems or maintaining health

Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- PPD7. Demonstrate self-confidence that puts patients, families, and members of the healthcare team at ease
- PPD8. Recognize that ambiguity is part of clinical healthcare and respond by using appropriate resources in dealing with uncertainty

Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- SBP1. Participate in identifying safety events and implementing process improvement
- SBP2. Coordinate care across different healthcare settings that is equitable and patient- centered
- SBP3. Advocate for high value and optimal patient care system

AAMC Entrustable Professional Activities

Our learning objectives and assessments are also linked to the AAMC Entrustable Professional Activities. 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.1
13. Apply health system science principles to optimize health outcomes for patients and populations.

Policies

Program 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 participation in campus life and answers many 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/).

NYU Grossman Long Island School of Medicine Policies

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