Dear Students,

On behalf of the Office of Curricular Affairs, I enthusiastically welcome you to Duke University School of Medicine and your first year of medical school! With the current challenges the world is facing, the importance of training highly skilled and compassionate physicians is at the forefront. This includes fully supporting the values espoused in the Duke Health Stands Against Racism pledge. We are committed to providing you an exceptional learning experience and know that we are here to support you along your journey. We aim to model continuous quality improvement at Duke Med, which is a skill all physicians must do well. With the ever-changing world around us, we will continue to listen, plan, act, and reassess. We are committed to open timely communication and collaboration with our students. We will continue to send school-wide updates (approximately biweekly) to highlight the key changes and time-sensitive plans to enhance communication. Please check your Duke email regularly for the latest updates. We welcome your feedback – let us know how we can help you become the transformative physicians our communities need.

For the academic year 2021-22, Duke Med has committed to primarily in-person on-campus sessions. We identified the successes from the past year with select asynchronous or virtual sessions and integrated those into this coming year. Your safety, well-being, and learning needs are carefully balanced in developing this combined plan. All MS1 courses will be housed on Canvas – you will receive training in Canvas during Orientation. Canvas will include your specific schedules, assignments, and clarity on which sessions are virtual and which are in-person. Your course directors will communicate with you directly through your Duke email as well.

Through our Curriculum Innovation Initiative, we are pleased to offer you all a transformative learning experience through our Patient FIRST curriculum. We teach through the lens of patients’ experiences and according to our three core principles of Integration, Iteration, and Inclusion. You will start with the patient view from the first course of medical school through the Clinical Immersion Course. We are grateful to the many course directors, staff and faculty members who have developed a robust, fully integrated first year course – Foundations of Patient Care 1 and 2. All the components – biomedical, Clinical Skills Foundation (CSF), Cultural Determinants of Health/Health Care Disparities (CDHD, Leadership Education and Development (LEAD) – are intentionally integrated to deliver a comprehensive learning experience. We are developing methods to reduce the artificial barrier between the biomedical and clinical clerkship years with intentional vertical integration of these two phases across the first two years. Our curriculum focuses on developing life-long learning and a habit of inquiry. During your third year, you will conduct a dedicated research project to continually push the boundaries as change agents of science, patient care, medical education, health systems and public policy. Our graduates are compassionate, highly competent physicians who put patients FIRST.

Please see below for key information for your first semester at Duke Med!

- **Orientation** – Please see separate section on webpage for Orientation with more details forthcoming. Your Advisory Deans are incredibly excited to welcome you to Duke Med and Durham!
• **Canvas** – All MS1 curricular materials are posted on Canvas. You will receive training modules on Canvas during orientation and our educational technologists are available and committed to supporting you. **Please view Canvas each day for all course updates, announcements, schedules, assignments, etc.** Canvas will be the primary source of MS1 course communication – thank you for checking this daily.

• **Clinical Skills Training Immersion Course** - Clinical Skills Training Immersion Course (CSTI) is a two-week introductory course which occurs as the first course of the first year of medical school immediately after Orientation. This full-time course introduces students to basic clinical skills, including history-taking, physical exam, evidence-based medicine, professional identity formation, and point-of-care ultrasound. Instruction consists of small group sessions, large group sessions, and independent study activities. The skills introduced in this course will be further developed and refined throughout the remaining four years of medical school as part of a longitudinal clinical skills curricular thread.

After the Clinical Skills Training Immersion, you will begin the **Foundations of Patient Care 1 course** which has the following components:

• **Biomedical Sciences** – The biomedical sciences portion of the course will begin with CT scanning of your cadaver in mid-August. In the first week of class in late August, you will start the dissection of your cadaver, begin learning cell biology, and examine specimens in histology lab. If you would like to get started learning material, we have made the notes from the 1st 6 weeks of our course available on Box: [https://duke.box.com/s/0q1jezlier9frtrdfevw7x6dlriusy6w](https://duke.box.com/s/0q1jezlier9frtrdfevw7x6dlriusy6w)

Students who used these notes in the summer last year found them helpful. In particular, they may be helpful to you if you majored in an area other than biological sciences. If you have any issues accessing the files, please let Dr. Carbrey know (Jennifer.carbrey@duke.edu).

• **LEAD** - The Leadership Education and Development (LEAD) component is a longitudinal curriculum that is woven throughout multiple years of your training. During your first two months at Duke, you will have several opportunities to engage with the LEAD faculty including an introduction to LEAD, a session where your TBL and gross anatomy teams will create a team charter, and the Everything DiSC Workplace workshop.

As part of the LEAD curriculum, we are asking for you to complete this brief Leadership Needs Assessment. We will share your data as a class on the first day of Foundations of Patient Care 1. Please click the link below and complete this brief set of questions on or before August 2.

[https://duke.qualtrics.com/jfe/form/SV_8H6DqkBdRixzu0m](https://duke.qualtrics.com/jfe/form/SV_8H6DqkBdRixzu0m)

LEAD also hosts student or faculty led book clubs of important works to aid in your patient-centered leadership development. For our first book club this year, we selected the book Mindset: The New Psychology of Success by Carol Dweck. We hope to have...
our first meeting by Zoom in August. More details to come once you arrive. Watch for a signup genius link by email after arrival here to campus.

- **CDHD** - The Cultural Determinants of Health and Health Disparities (CDHD) component aims to demonstrate the importance of health determinants other than those that are biological, as well as to help you understand the pernicious causes of health disparities and what we can do about them. This is also a longitudinal course that will meet in small groups multiple times throughout the year and will explore cultural humility, health disparities, and the sociocultural influences on health and wellness. CDHD is an interprofessional course. We are extremely excited about the amazing opportunity you will have to take this course with your MD classmates as well as first year DPT students and faculty.

- **Clinical Skills Foundation Course** - Starting in late August, immediately following and building off of CTSI, you will begin your Clinical Skills Foundation component. This is a three-year longitudinal thread that meets every Tuesday afternoon throughout the first year and emphasizes the doctor-patient relationship. CSF-year 1 focuses on skills necessary to become competent physicians: obtaining an accurate patient-centered history, performing the clinically-indicated and technically-appropriate physical examination, professional verbal and written communication, differential diagnosis generation and refinement, and integrating biomedical knowledge into patient management plans. Under the guidance of skilled, clinically active medical educators and a senior medical student, you will work with 8-9 peer first-year medical students in a small group team to practice and develop these skills together.

In preparation for our second session on August 31 st, please look on Canvas for the “Meaning of Illness” assignment. Before this session, you will interview a friend or family member about their experience with illness, write a reflection essay about this discussion, then share these conversations with your small group members. During your presentation in the small group on August 31 st, you will be expected to share the illness and your friend’s/family member’s experience with that illness, as well as how this knowledge will help you as a physician in the future. Please consider this as you choose who you interview – this information will be shared (in a confidential manner) with the members of your small group team.

We are thrilled to welcome you to the Duke Med community. Please continue to check our webpage for updates as more information becomes available. Thank you, again, for allowing Duke Med to be part of your journey. We look forward to supporting you in an amazing educational experience!

Best,

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Professor of Pediatrics