

Learning to Learn: Begin with the Beginning

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CUNY School of Medicine



Consortium Projects

Professional Foundations Course

The Professional Foundations Course is a semester long class offered the second semester of students' first year. It is the first semester of a five-year streamer course designed to ensure students' readiness to enter their clinical clerkships as mature self-directed learners.

The focus of the class is on individual student development, including personal identity and the initial formation of professional identity. Sessions include goal-setting skills, successful learning strategies, personal wellness practices, and diversity and inclusion values and actions.

First year sessions, focused on the "batteries" of the Master Adaptive Learner (MAL), allow us to set the foundation for developing students' ability to become MALs. Students are taught about growth mindset, failure and grit, resilience, and tolerance of ambiguity. They are also offered opportunities for reflection through narrative medicine. All of these skills build the students' ability to acquire the behaviors of the MAL. We will continue to build students' abilities through the second year, and then, with the third year sessions, will teach the MAL model explicitly.

Education Objectives:

- Improve self-awareness and begin to practice reflection skills as part of your ongoing personal growth.
- Develop a nascent understanding of professionalism and begin to form your own professional identity.
- Articulate your values, interests, strengths and challenges, and formulate personal goals and plans to achieve them.
- Improve your learning strategies and appreciate the habit of life-long learning.
- Understand the importance of self-care and enhance your practice of wellness.
- Appreciate individual differences and contribute positively to a shared community based on respect, tolerance, diversity and inclusion.

Grant team members

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Context

The CUNY School of Medicine is a seven-year BS/MD program that admits its full MD class as first year college students. This gives us the unique opportunity to develop the full cohort of students to be effective learners while learning the art and science of medicine.

Other Learning-to-Learn Initiatives

Learning Resource Center

The LRC offers workshops on metacognition, study strategies, and time management, as well as formal peer tutoring sessions. This service is available for all students.

Coaching

At the end of their fourth year (first year of medical school), all students are assigned an individual coach, who works with them on study strategies both related to the curriculum and to help them prepare for their Step 1 examination. We hope to expand this initiative to assign coaches earlier in their schooling, at the end of the third year of our seven-year program.



Need/Gap Addressed

Student Needs Addressed

1. Students need to develop foundational skills for learning the art and science of medicine.
2. Students need to develop life-long learning skills, including MAL.
3. Students need to develop professional identities.
4. Students need to engage their curiosity, foster their motivation, alter their mindset and enhance their resilience.

Use in Other Schools

We hope to make available through MedED Portal a number of individual lessons that could be taught in the context of a traditional four-year medical school.

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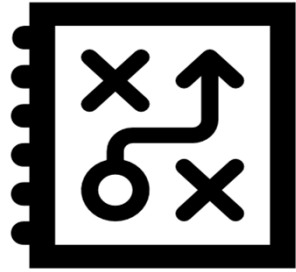
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The City College of New York
CUNY School of Medicine
Sophie Davis Undergraduate Program in Biomedical Education



Assessment



Coaching



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Diversity & Inclusion



Faculty Devel



Learning Envir



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Wellbeing



**Value-added
Roles**

