So welcome everyone. It’s a wonderful place and I love seeing all these new faces and some familiar faces. I’m Janet Haffler. As Linda said, I’m talking about the educational mission today. Deena Lucy was not available. I want to go through sort of three areas that Deena, Lucy overseas.
she really oversees,

as you just saw with the Dean’s mission,

educating and nurturing the creative leaders

in medicine and science and promoting

the curiosity and critical inquiry.

You’ll have so many opportunities

to really meet with our students,

our residents and our fellows.

And in her role, what she does,

which is pretty impressive,

we have a physician associate program

and that’s a Facetoface program and

a physician assistant online program

that they both report to Dena Lucy.

We have 247 students and there are

many ways that you’ll be able to engage
00:01:12.250 --> 00:01:14.644 and teach in both of those programs.

00:01:14.650 --> 00:01:18.248 She also oversees our MD and our MDPHD program. We have 415 students.

00:01:21.690 --> 00:01:24.670 We just proudly are admitting 106 students this year.

00:01:24.670 --> 00:01:26.338 Typically we have 104.

00:01:32.470 --> 00:01:35.630 And as was pointed out, there’s so many opportunities that they just love to come and talk

00:01:33.655 --> 00:01:35.630 It’s very relational.

00:01:35.630 --> 00:01:37.300 And as was pointed out, there’s so many opportunities that

00:01:37.300 --> 00:01:39.660 they just love to come and talk

00:01:39.660 --> 00:01:41.550 with you and see what’s available.

00:01:41.550 --> 00:01:43.278 And we’ll talk a little bit

00:01:43.278 --> 00:01:44.142 about the curriculum.
But then we also have a very close relationship with the hospital and Steve Hewitt heads our graduate Medical education. We have 1020 residents and we have 418 fellows. And again, these are part of our teaching faculty, All of these opportunities and many of you are doing clinical and research. You’ll be engaged with our fellows, our residents, our students. And again, we’ll talk about some of the teaching opportunities, and they’re extensive and they’re just wonderful. So then the Dean mentioned a
little bit about the Yale system.

And I don’t know how many of you have heard about the Yale System.

I’m just going to step out for a moment.

Raise your hand.

If you’ve ever heard about the Yale system,

OK.

Some of you have.

So the Yale system has been around for many years, and it really is to think about our learners as adults.

And again,

it’s trusting them.

It’s providing a psychological
safety space for them to learn,

And I'm going to talk a little bit more later about the Center for Medical Education that I oversee.

But it's really whether you're in the lab, the clinic, any space where you have a learner, how do you create that space that they can really perform to their best ability in an independent way and be curious to really be asking questions and learn.

Because as you know as you go on, we do our own continuing learning as
00:03:20.703 --> 00:03:23.100 the Dean had showed in the New Haven health system as one of the pillars.

00:03:23.100 --> 00:03:25.329 But it really is so important that we start nurturing that early.

00:03:25.330 --> 00:03:27.290 So we really that’s part of the system that has been around for many years and our educational curriculum for our medical students is really built on that.

00:03:28.770 --> 00:03:30.786 So we really that’s part of the system that has been around for many years and our educational curriculum for our medical students is really built on that.

00:03:30.786 --> 00:03:32.840 And again, as the Dean pointed out, we try not to have a siloed curriculum.

00:03:32.840 --> 00:03:34.710 and our educational curriculum for our medical students is really built on that.

00:03:34.710 --> 00:03:38.286 is really built on that.

00:03:42.170 --> 00:03:44.410 Any questions about the system?

00:03:55.970 --> 00:03:59.768 so I wanted to point out our MD curriculum.

00:03:59.770 --> 00:04:01.820 It consists of four years of integrated courses.

00:04:01.820 --> 00:04:03.050 of integrated courses.

00:04:03.050 --> 00:04:04.968 And again, as the Dean pointed out, we try not to have a siloed curriculum.
There are many, many opportunities for you to be teaching in the curriculum, and we’ll talk about that.

But in year one, they’re integrated basic science and clinical courses.

We then move in January of year 2 to our clerkship experience.

And again, all through this we have an integrated longitudinal experience.

Again, if you’re very interested in teaching, we have so many ways to engage you.

You can come in and do small pieces of teaching or you can teach in a longitudinal course in a smaller session.

We also have physical exams that there are opportunities for you to participate in that.
What’s quite exciting is that the end of years 3, they’re really doing their sub eyes, they’re doing electives and they’re also doing research. 

What’s very creative about the curriculum? In year four, they really can focus on their research, whether it’s in education, whether it’s in a clinical department or a bench. They really have the opportunities even in April of year one to submit a proposal so they can do summer research.
00:05:19.533 --> 00:05:21.724 this is where and the Dean talked
NOTE Confidence: 0.9155759
00:05:21.724 --> 00:05:23.140 about mentoring our students.
NOTE Confidence: 0.9155759
00:05:23.140 --> 00:05:25.940 They love coming to you and just exploring.
NOTE Confidence: 0.9155759
00:05:25.940 --> 00:05:27.900 And I'm often encouraging them to say,
NOTE Confidence: 0.9155759
00:05:27.900 --> 00:05:28.410 oh, well,
NOTE Confidence: 0.9155759
00:05:28.410 --> 00:05:29.940 if you're really interested in psychiatry,
NOTE Confidence: 0.9155759
00:05:29.940 --> 00:05:31.136 just go and talk.
NOTE Confidence: 0.9155759
00:05:31.136 --> 00:05:32.930 Our faculty doors are open or
NOTE Confidence: 0.9155759
00:05:33.002 --> 00:05:35.408 if you really are interested in
NOTE Confidence: 0.9155759
00:05:35.408 --> 00:05:37.012 internal medicine and vascular.
NOTE Confidence: 0.9155759
00:05:37.020 --> 00:05:37.905 Again, our faculty,
NOTE Confidence: 0.9155759
00:05:37.905 --> 00:05:40.735 I have to say and I've looked at many
NOTE Confidence: 0.9155759
00:05:40.735 --> 00:05:42.495 medical schools over the country,
NOTE Confidence: 0.9155759
00:05:42.500 --> 00:05:44.996 our faculty doors are really open
NOTE Confidence: 0.9155759
00:05:44.996 --> 00:05:47.116 and I encourage you to really
NOTE Confidence: 0.9155759
00:05:47.116 --> 00:05:48.256 get to know our students.
Most of the departments even have special interest groups where they have a get together, so you can engage in that, but that’s an important part.

We also have a fifth year that about half of our students take a fifth year to pursue an indepth thesis and research commitment and they’re always looking for wonderful mentors for that.

Our physician associate program is a very strong program where it consists of 12 months of a didactic phase.
Again, we have many of our medical school faculty teaching in our PA program. Then they move right into the clinical phase and of course, some research is integrated with it. It’s been a program that’s been around for many years. And Doctor Garino, who has a PhD in education, heads this program. She also heads and this is a newer program and it is the physician assistant. It’s an online program where we have physician assistants trained throughout the country. And again,
they come and they have a didactic phase.

What's interesting here, they come here one time to really do some work and some educational experiences. They have clinicals all over the country and very close supervision with faculty here and part of the program. And then they have a capstone course, the immersions as you can sort of see the little why up here, that's when they come here and they get to know our community, you can participate in the immersions and the program is a very strong.
clinically oriented program. So I wanted to speak for a few minutes about how you can possibly engage with the students. Of course you can teach in the curriculum and you’re welcome to contact myself, Deena, Lucy and Dean Schwartz. You could also be in the medical school curriculum, the MD program or the PA program. We also have opportunities for you to be on the admissions committee and many of you have certainly gone through numerous admissions experiences to get here as medical school and residents and fellows.
We have a very strong admissions committee and of course we have the dice, which is the diversity, inclusion, community engagement and equity group. These are all opportunities. And as you think about sitting with, as the Dean pointed out, your fact the faculty identified, you know, what are your goals? What do you hope to do? How do you want to engage with our community here? There’s so many opportunities and sometimes when you first start, it’s like can be a little
overwhelming to say.

And that’s why you need a mentor.

You need someone to help guide you to say what it is that you really want to be doing, whether it’s your clinical, your research and scholarship.

But then what about the service part and how can you be part of our community?

So again, we have Doctor Rohrbach, who’s head of our Global Health program, which is phenomenal.

We send students all over the world and there’s numerous opportunities in Global Health to engage with our students and they’re so strong.
And you’ve got research opportunities. And of course we have the office of student Research where your profile could be there to say, Gee, I have an opportunity, I’d love to have a medical student work with me. And then of course we have two clinics, the Haven Free Clinic and the Neighborhood Health Project, where these are studentrun clinics. And again, you can go in and supervise students and work with them. And these are a small selection of opportunities.
But as you start thinking about being part of our community here, there are opportunities for you to say, Gee, what it is that you want to do to contribute to the health and wellbeing of all of us. So thinking about how do you engage and enhance your own knowledge and skills? We have this new Center for medical education, which I'm very excited about, where we have a group of teaching and learning professionals and we've moved CME under this Center for Medical Education. And in this group we have a large number of opportunities to enhance
your learning as researchers,

as faculty, as teachers,

as curriculum developers.

And I'll talk a little bit more about

the centre and how you can engage

with our centre at after the break.

Our biomedical ethics program

is extremely strong and they

bring biomedical ethics together

and you can attend sessions and

hear how we integrate that.

And of course, we have humanities,

and we have a new It’s fairly new.

The title’s new the Yale Center

for Healthcare Simulation.
Lee, Doctor Lee Evans heads that.

It used to be a bit smaller, and it was just in the emergency department offering it.

But many of you are engaging in teaching and research around the use of simulation, and it’s a wonderful large center.

And if you ever have a free moment to go over and see it, it’s just close to Howard Street.

And of course the library is a very special place here.

The students are actually assigned a personal librarian when they get here.

And as faculty in our various departments,
So if you need some help with some research or scholarship, you can go to your personal librarian and say it’s a wonderful use. We also have faculty of staff in the library who will help with instructional videos to create some instructional videos for you to be teaching our students. So the library is extremely rich resource. We also have a librarian who’s just assigned to education, Judy Spec. She just works with us. She knows every journal and has
So again, as you think about the opportunities, these are a few.

So I wanted to point out, and this is an extremely important piece, many of you have already completed your CV, part one and two.

If you haven’t completed Part 2, it’s where you really document your Yale activities in leadership, teaching roles, curricula, development. Again, start doing this tonight. Don’t delay.

Some of you have already been here. I can’t stress enough, right, Linda?
It’s really important and you can really Sometimes when you look back, it’s hard to say, oh, I can’t remember what I did, so start documenting it. You also need your teaching evaluations, and I really encourage you. If you’re not receiving teaching evaluations, come to us. We’ll figure out how to get them, whether it’s you’re teaching residents, you’re teaching fellows, you’re teaching medical students, or continuing medical education. You need to be collecting your teaching.
evaluations and going through them.

If you do find that you’re trying a new strategy and it’s not working well, we’re here in the Center for Medical Education to help you out and it’s confidential. You can just bring them and we can talk about it, but start making sure you are receiving teaching evaluations because they are needed when your packets for appointment and promotion are being put together. We also have a very special teaching awards at commencement where this is schoolwide faculty are nominated.
and they’re giving it commencement. Of course all your departments often have other awards. But again this is a couple of ways that we’re really recognizing the importance of teaching contributions here. And the last is and I, the Dean has really established this, that if there are highlights that you’re doing, let your department know so they can be put into news and recognition. If you’ve done something significant, maybe they might not identify that you’ve done that.
So please,

it’s a way that we the Dean has

this as news and recognition to

call the Yale community.

So as a last slide,

we really have an open door policy.

Doctor Lucy is always available.

Doctor Lucy is always available.

Michael Schwartz is our head

of our curriculum.

He’s also available and as the head

of the Center for Medical Education,

I’m always available.

I’d love to meet with all of you

and talk about opportunities,

ways that you can mentor our students,
ways that you could engage with our community here. So thank you.