New Faculty Orientation
October 2015

Robert K. Crone, MD
roc2027@qatar-med.cornell.edu
Weill Cornell Medical College in Qatar

- Founded in 2001 as a branch campus of WCMC in New York
- Teaching by Cornell University faculty
- Unique Six-Year Medical Program initiated in 2015, it is the unification of the Pre-medical and Medical curriculums (2 + 4 years)
- First American University to offer M.D. degree abroad
- Tripartite Mission: Excellence in Education, Research, and Clinical Care
- Clinical affiliation with Hamad Medical Corporation, Primary Health Care Corporation, Aspetar Sports Medicine Hospital, Sidra Medical and Research Center and Feto Maternal Centre
- 68 full time faculty at the College
- 428 teaching faculty at our Affiliates
- 291 students
- 223 graduates since 2008
Qatar Foundation for Education, Science and Community Development

**MISSION:** “…to make Qatar a leader in innovative education and research….”

- Education City is flagship education initiative
- Area of 14 km² and growing
- Houses educational facilities from school age to research level
- Home to branch campuses of:
  - Weill Cornell Medical College
  - Virginia Commonwealth University
  - Carnegie Mellon University
  - Texas A&M University
  - Georgetown University
  - Northwestern University
  - Qatar Faculty of Islamic Studies
  - HEC Paris
  - University College London
  - Qatar Biomedical Research Institute
  - Qatar Computing Research Institute
  - Qatar Environment and Energy Research Institute

*Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation for Education, Science and Community Development*
Qatar National Vision 2030

- Qatar National Vision 2030 provides a framework within which national strategies and implementation plans can be developed through four key pillars:

  - Human Development
  - Social Development
  - Economic Development
  - Environmental Development

- Qatar has attracted multiple world-class institutions to become a hub for education and research and now has a critical mass of scientists, industry leaders and policy makers

- Qatar National Vision stipulates that it will transform Qatar into a knowledge-based society by 2030.
Qatar National Vision 2030

**Human Development**

Develop physician leaders, scientists, innovators, and a broad-based skilled biomedical workforce to address pressing health needs, contributing to an **educated** and **healthy population** and a **capable workforce in Qatar**.

**Social Development**

Contribute to Qatar’s National Vision of a **just and moral society** and a **healthy population** through education and community involvement and by collaborating with DIFI on various initiatives.

**Economic Development**

In partnership with Sidra, HMC, QBRI, QSTP, HBKU, and others, establish a world-class hub in biomedical research to **generate new knowledge** and leverage innovations to **boost economic development**.

**Environmental Development**

Contribute to a **clean and safe environment** through education and research in collaboration with MOE, MOI, and SCH on relevant projects.
WCVMC in New York

- Founded in 1898
- Affiliation with NewYork-Presbyterian Hospital since 1927
- 24 Basic Science and Patient Care departments
- 406 students enrolled in the Medical Program
- 106 Students entered the 1st Year of the Medical Program in 2015
- 5,787 full- and part-time faculty on staff
- 3,436 voluntary faculty at the affiliated institutions
Program structure

- 90-98% of entrants into med program come from pre-med
- Pre-med courses drawn from Cornell Univ. catalog
Six-year integrated medical program

• In 2015, launch of a more cohesive six-year education experience beyond the Foundation Program

• New single admission process
  – Remove much of the uncertainty associated with separate premedical and medical admission processes

• Internal advancement and remediation processes to safeguard quality
  – Include focus on academic performance, professionalism, and commitment to the profession of medicine
Enhance WCMC-Q’s mission:
Training continuum

Virtuous cycle: locally trained physicians participating in teaching & mentorship of next generation of students

High school outreach programs • Promote student recruitment and preparation
Optional 1-yr Foundation Program • Optimize transition from high school to pre-medical program
2-yr premed + 4-yr med program • Integrated 6-year program toward MD degree
Post-graduate training • Facilitate creation of ACGME-I accredited residency programs at affiliates
Quality workforce development • Facilitate development of assessment systems, board certification, continuing education, and professional development
WCMC-Q research infrastructure: a growing enterprise

- 36 Active Research Labs
- Representing 71% of our Medical Faculty
### Foundation and Pre-medical Curriculums

#### ONE YEAR FOUNDATION CURRICULUM

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- Foundation Mathematics
- Foundation Chemistry I
- Foundation Biology I
- Foundation English I
- Biology Seminar: Global and Public Health

### TWO YEAR PRE-MEDICAL CURRICULUM

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<td><strong>FALL</strong> – Total credit hours = 15</td>
<td><strong>SPRING</strong> – Total credit hours = 16</td>
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- Introductory Biology I
- General Chemistry I
- Calculus I
- Biology Seminar
- Writing Seminar

- Introductory Biology II
- General Chemistry II
- Calculus II
- Biology Seminar
- Writing Seminar

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<th>Year</th>
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<td><strong>Pre-medical 2</strong></td>
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- Physics
- Organic Chemistry I
- Psychology
- Medical Ethics
- Neuroscience

- Biochemistry
- Organic Chemistry II
- Human Genetics
- Immunology
- Writing Seminar

### Summer Research Program

- MCAT Preparation

### Medical Program Application Process
Medical Curriculum

Note: Clinical clerkships & electives completed in Qatar and US
WCMC-Q’s student body for this academic year includes the **Inaugural Class entering the Six-Year Medical Program: Class 2021.**
WCMC-Q: Partnering in Qatar’s Academic Health System

Qatar’s Academic Health System (AHS) is a collaborative relationship between the country’s premier healthcare, education and research organizations.

Healthcare providers and research organizations:
- Hamad Medical Corporation
- Sidra Medical and Research Center
- Primary Health Care Corporation
- Qatar Biomedical Research Institute

Educational and research institutions:
- WCMC-Q (medical education)
- Qatar University (pharmacy and biomedical sciences education, college of medicine)
- University of Calgary – Qatar (nurse education)
- College of the North Atlantic – Qatar (allied health professions education)

We are all equal partners in the AHS
Qatar’s Future Healthcare Workforce
Weill Cornell Medical College in Qatar

ROC2027@Qatar-Med.Cornell.edu
Knowing Your Faculty Pathway: Promotion, Reappointment, and Other Faculty Matters

Alicia Tártalo, Ph.D.
Director, Faculty Affairs

New Faculty Orientation – October 2015
Goals

To provide an overview of:

- The role of WCMC-Q Office of Clinical and Faculty Affairs
- The size of our faculty
- The appointment and promotion process
- The different academic pathways
- How to document evidence to meet the promotion criteria
- Teaching activity requirements
WCMC-Q Faculty Affairs Provides

- Information regarding appointment and promotion procedures & criteria
- Guidance for preparing CVs, Portfolios, etc.
- Clarification about academic policies and benefits
- Orientation for new faculty and academic staff
- Assistance connecting affiliated faculty with WCMC-Q Course Directors
- Faculty development seminars
- Support for Search Committees
- Guidance for the Annual Review Process for faculty and academic staff
- Data for planning and decision making
### WCMC-Q’s Academic Staff AY 2015/2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>WCMC-Q Resident Faculty</td>
<td>68</td>
</tr>
<tr>
<td>Visiting Faculty from WCMC &amp; Cornell University</td>
<td>38</td>
</tr>
<tr>
<td>Faculty at Affiliated Institutions</td>
<td>428</td>
</tr>
<tr>
<td>Other Academic Staff</td>
<td>51</td>
</tr>
</tbody>
</table>
Appointment & Promotion Processes

• Appointments made in WCMC academic departments
• Follow WCMC policies for faculty appointment, reappointment, promotion, and dismissal
• Must meet WCMC criteria for appointment and promotion [www.med.cornell.edu/handbook](http://www.med.cornell.edu/handbook)
WCMC-Q proposes candidates to WCMC Department in NY

Recommendation for appointment or promotion of faculty in Qatar originates in the WCMC Department in NY

Instructors & Assistant Professors
Chair submits application to WCMC Dean in NY for approval

Associate Professors & Professors
Chair submits application to WCMC Committee of Review (COR) in NY for review
COR refers to Faculty Councils in NY for review
Faculty Councils submit to WCMC Dean in NY for approval
Streamlining Faculty Appointments*

Instructor & Assistant Professor ranks
- Previous AY(s): 377
- 2014-2015: 145

Associate Professor & Professor ranks
- Previous AY(s): 573
- 2014-2015: 253

* In days
Criteria for Appointment and Promotion

Guidebook: Criteria for Faculty Appointment and Promotion

Weill Cornell Medical College
## From Tracks to Pathways

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<thead>
<tr>
<th>Track</th>
<th>Area of Excellence</th>
<th>Pathway</th>
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<tbody>
<tr>
<td>Clinical Track</td>
<td>Clinical Expertise &amp; Innovation</td>
<td>Clinical Excellence</td>
</tr>
<tr>
<td>Academic-Clinical Track</td>
<td></td>
<td>Academic Achievement and Scholarship</td>
</tr>
<tr>
<td>Research Track</td>
<td>Investigation</td>
<td>Excellence in Investigation</td>
</tr>
<tr>
<td>Academic-Research Track</td>
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<td>Academic Achievement and Scholarship</td>
</tr>
<tr>
<td>Academic-Educator Track</td>
<td>Educational Leadership</td>
<td>Academic Achievement and Scholarship</td>
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<tr>
<td>Tenure</td>
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<td>Excellence in Teaching</td>
</tr>
</tbody>
</table>
Academic Pathways

Modified Titles:

• Pathway Recognizing Clinical Excellence
  – e.g., Instructor of Family Medicine in **Clinical** Medicine
  – e.g., Assistant Professor of **Clinical** Surgery

• Pathway Recognizing Excellence in Investigation
  – e.g., Assistant Professor of **Research** Physics in Radiology
  – e.g., Associate Professor of **Research** in Pharmacology

• Pathway Recognizing Excellence in Teaching
  – e.g., Associate Professor of **Teaching** in Biochemistry
  – e.g., Professor of **Teaching** in Neurology
Unmodified Titles:
Pathway Recognizing Academic Achievement and Scholarship: Three Areas of Excellence

• Clinical Expertise and Innovation
  – e.g., Assistant Professor of Medicine

• Investigation
  – e.g., Associate Professor of Radiology

• Educational Leadership
  – e.g., Professor of Neurology
Clinical Area of Excellence

If patient care and other clinical related activities constitute the unified theme for your academic activities and achievements

<table>
<thead>
<tr>
<th>Pathway Recognizing</th>
<th>Requires</th>
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</thead>
<tbody>
<tr>
<td>Academic Achievement and Scholarship - Clinical Expertise and Innovation (unmodified title)</td>
<td>Substantial activity in Written Scholarship and Teaching</td>
</tr>
<tr>
<td>Clinical Excellence (modified title)</td>
<td>Does not require the same level of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged</td>
</tr>
</tbody>
</table>
If you spend the majority of your time performing research

<table>
<thead>
<tr>
<th>Pathway Recognizing</th>
<th>Requires</th>
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<tbody>
<tr>
<td>Academic Achievement and Scholarship – Investigation (unmodified title)</td>
<td>Substantial activity in Written Scholarship and Teaching</td>
</tr>
<tr>
<td>Excellence in Investigation (modified title)</td>
<td>Does not require the same level of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged</td>
</tr>
</tbody>
</table>

(Investigation is broadly defined to include basic, translational, and clinical research as well as research in social sciences, ethics, bioinformatics, and health economics, among others)
Education Area of Excellence

If you spend a high proportion of your time on educational activities and view education as the primary academic focus

<table>
<thead>
<tr>
<th>Pathway Recognizing</th>
<th>Requires</th>
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<tbody>
<tr>
<td>Academic Achievement and Scholarship - Educational Leadership (unmodified title)</td>
<td>A scholarly approach to the learning mission, developing curriculum, creating assessment tools, and managing the learning systems.</td>
</tr>
<tr>
<td>Excellence in Teaching (modified title)</td>
<td>Spend most of the time teaching others, managing the learning of individual.</td>
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</tbody>
</table>
How to document that you meet the criteria:

- WCMC CV
- Supplemental Documents (good way to present extensive activities and accomplishments):
  - Statement of key contributions summarizing major accomplishments and goals
  - Clinical Portfolio
  - Educator’s Portfolio (Educational Leadership Pathway)
  - Report on Teaching Activities (all other Pathways)
Evaluation of Teaching Activities

Given the importance of the educational mission of WCMC, it is expected that, with rare exception, all faculty will engage in teaching. All faculty members will be evaluated for contributions to teaching and education activities at WCMC, WCMC-Q, and WCMC affiliates.

Teaching categories are broadly defined to include:

1. Didactic teaching of students, trainees, and peers
2. Research training and mentorship
3. Clinical teaching* and mentorship
4. Administrative teaching roles

* Laboratory teaching for basic or translational sciences
Evaluation of Teaching Activities for Promotion

Faculty must demonstrate meeting the *minimum standards* based on their Area of Excellence & recommended Professorial Rank:

<table>
<thead>
<tr>
<th>Area of Excellence</th>
<th>Assistant Professor</th>
<th>Associate Professor &amp; Professor</th>
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</thead>
<tbody>
<tr>
<td>Clinical Expertise and Innovation</td>
<td>Excellence in 1 of the 4* teaching category on a continuous basis</td>
<td>Excellence that spans at least in 2 of the 4* teaching categories on a continuous basis with evidence of high quality in these activities</td>
</tr>
<tr>
<td>Investigation</td>
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</table>

*1) Didactic teaching 2) research training & mentorship 3) clinical teaching & mentorship 4) administrative roles*
# Evaluation of Teaching Activities for Promotion

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<tr>
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<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tr>
<td><strong>Educational Leadership</strong></td>
<td>Strong local reputation as an active and highly effective teacher in at least 2 of the 4 teaching categories</td>
<td>Strong regional, and often national, reputation as a leader in at least all 3 of the 4 teaching categories</td>
<td>Sustained national, and in some cases international, reputation as an educational leader and in at least 3 of the 4 teaching categories</td>
</tr>
<tr>
<td><strong>Teaching Excellence</strong></td>
<td>Service as an active &amp; highly effective teacher in at least 1 of the first 3* teaching categories</td>
<td>Service as an active &amp; highly effective teacher in at least 2 of the first 3* teaching categories</td>
<td>Service as an active &amp; highly effective teacher in at least 3 of the 4* teaching categories</td>
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</tbody>
</table>

* 1) Didactic teaching 2) research training & mentorship 3) clinical teaching & mentorship 4) administrative roles
Academic Reappointment

- Renewable annually and effective 1 July through 30 June
- Contingent on:
  - continued employment at one of the affiliated institutions
  - continued fulfillment of the qualifications for appointment
  - programmatic needs of the WCMC-Q
- Requires annual report of activities (February)
Tips for New Faculty

• Familiarize yourself with your academic pathway
• Familiarize yourself with the documentation required for promotion
• Become engaged in teaching activities
• Submit your annual activities report
• Contact WCMC-Q Faculty Affairs when you have questions
• Check our website for updates
Clinical and Faculty Affairs

The Team:

Dr. Robert K. Crone, Associate Dean
Dr. Alicia Tártalo, Director
Fatimah Isa, Manager
Hend Elziki, Administration Officer
Sheryl Alivarvar, Coordinator

Contact us at:

facultyaffairs@qatar-med.cornell.edu
Thank you
The Cornell Curriculum & Teaching Opportunities

Marcellina Mian, MDCM
Professor of Pediatrics
Associate Dean for Medical Education
Outline

• Our educational goals
• Our curriculum
  – Current & new
  – Outcomes to date
• Teaching Opportunities
WCMC-Q Educational Goals

• Provide the WCMC curriculum
  – Take advantage of our location & diversity
• Graduate outstanding medical students
  – Competent, compassionate, caring, curious
  – Flexible, critical thinkers & life-long learners
• Ensure outstanding residency program placement
• Inspire students to return to region to improve health care system
• Recruit & support a thriving faculty & staff
Current Curriculum

WCMC-Q MEDICAL PROGRAM
FOUR YEAR MEDICAL CURRICULUM

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<tbody>
<tr>
<td>Medical</td>
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<td>Molecules Genes &amp; Cells</td>
<td>Human Structure &amp; Function</td>
<td>Host Defenses</td>
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<td>Medicine, Patients &amp; Society I</td>
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<td>Medical</td>
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<td>Brain &amp; Mind</td>
<td>Basis of Disease</td>
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<td>Clinical Clerkships &amp; Electives</td>
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<td>Advanced Biomed Science</td>
<td>Clinical Clerkships &amp; Electives</td>
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<td>MD Awarded</td>
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USMLE Step I Study
Introductory Clerkship
Introduction to Anesthesia
WCMC-Q Curriculum
Comparable to WCMC-NY

- Same learning objectives, same assessment
- Same structure
  - Hybrid: Problem Based Learning/lecture format
- All taught in English

- Contextual adjustments
  - Content
  - Schedule
- All taught in Doha except:
  - required sub-I at NYPH affiliates &
  - optional 2 months of electives
Basic Science Curriculum Delivery

• **Lectures**
  – Live, mostly by local, some by visiting faculty
  – Live video-streamed by NY faculty
  – Videos from NY with on-site faculty moderating
  – Some by affiliate faculty

• **Problem Based Learning Small Groups**
  – Small groups: ~ 10 students with one facilitator

• **Labs:** anatomy, histology, pathology
Clinical Curriculum Delivery

Longitudinal “Doctoring” Course
Medicine Patients & Society I, II & III

- Clinical underpinnings & skills taught in “doctoring” course longitudinally:
  - Ethics, epidemiology, social determinants of health EBM, history, physical exam, etc.

- Small skills groups for:
  - communication & clinical skills
  - epidemiology & biostats
    - ~ 10 students with one facilitator

- Engagement in clinical encounters with patients from Week 6 of year 1

Weill Cornell Medical College in Qatar

Clerkships, Sub I & Electives

- Clerkships:
  - Internal Medicine
  - Neurology
  - Pediatrics
  - Primary Care (Family Medicine)
  - Psychiatry
  - Public Health
  - Surgery

- Sub I’s (Emergency, Medicine, Neurology, Peds & Surgery)

- Electives
WCMC-Q Curriculum Assessment

**Basic science**
- Home-grown MCQ exams (NYC & Doha)
- Triple Jump Exams
- Small group assessment
- NBME shelf exams

**Clinical**
- Global performance evaluations
- Tutor evaluations
- NBME shelf exams
- Oral Exams
- OSCEs
- Other

Weill Cornell Medical College in Qatar
New Curriculum Centered on Three Themes

- **Science**: the foundation of modern medicine
- **Patient Care**: the center of everything we do
- **Physicianship**: the essence of professionalism and clinical skills
### Overview of the Four Years

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#### YEAR 1

<table>
<thead>
<tr>
<th>Essential Principles of Medicine</th>
<th>Break</th>
<th>Health, Illness, and Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Disease Processes</td>
<td>Heart Lung</td>
<td>GI</td>
</tr>
</tbody>
</table>

#### YEAR 2

<table>
<thead>
<tr>
<th>Summer recess</th>
<th>Health, Illness, and Disease</th>
<th>Break</th>
<th>Clerkships and USMLE Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroscience</td>
<td>Med</td>
<td>Surg</td>
<td>Ped</td>
</tr>
<tr>
<td>Musculoskeletal</td>
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</tbody>
</table>

#### YEAR 3

<table>
<thead>
<tr>
<th>Clerkships and USMLE Step 1</th>
<th>Break</th>
<th>Scholarly Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuro</td>
<td>Primary Care</td>
<td>Public Health</td>
</tr>
<tr>
<td>Scholarly Concentration</td>
<td>Electives and USMLE Step 2</td>
<td></td>
</tr>
</tbody>
</table>

#### YEAR 4

<table>
<thead>
<tr>
<th>Scholarly Concentration</th>
<th>Break</th>
<th>Scholarly Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives, Residency Interviews, and USMLE Step 2</td>
<td>Electives and USMLE Step 2</td>
<td></td>
</tr>
</tbody>
</table>
New Curriculum

• Normal & abnormal biology taught together in learning units
• Clinical experiences coordinated with science learning
• Application of foundational sciences included in clinical clerkships
• Longitudinal patient experiences
• Areas of concentration: ~ 6 mos for scholarly pursuit (basic science or clinical)

• WCMC-NY began in 2014
• WCMC-Q will implement new curriculum in 2016
6 year curriculum

2 yr Pre med + 4 yr Med Program
• Last entering class in 2014
• Last graduating class 2020
• PreMed:
  – Fulfilled entry requirements for Med School
  – Required separate admission process for Med School
• 4 yr Cornell curriculum

6 yr Program
• Began with matriculating class this year
• Will not require separate admission process to Med School as long as student is in good standing
Clinical Skills Center

Set-up
• 6 rooms equipped as a doctor’s office
  – One-way mirror to central corridor for observation
  – 2 cameras in each room focus on student & standardized patient
• Slated for expansion & enhancement

Use
• Standardized patients trained to address desired goals
• Simulation models for CVS, ears, joints, LP
• Used for teaching & assessment
Clinical Masters Program

Teaching physical examination skills in a systematic manner
First Responder Course
Resources

Library
• Extensive e-library with access to major texts (>21,000) & journals (>8,000 subscriptions)
• Considerable support from library staff:
  – EBM teaching
  – Literature searches
  – Educational resources, e.g., iPad apps

Information Technology
• All students receive Mac laptop on entry
• All clinical students receive mini iPads in M3
• All teaching rooms resourced
• All lectures videotaped & available to students
• Canvas learning management system

Weill Cornell Medical College in Qatar
USMLE Scores

Weill Cornell Medical College in Qatar Year

First time takers

U.S. USMLE Mean range Step 1 and 2

Mean Step 1
Mean Step 2
Postgraduate Appointments
Class of 2015: 42 graduates

• **Internal Medicine** - (17) FL: U Central Florida; IL: U Illinois COM; MA: Lahey Clinic, St. Elizabeth’s Med Ctr; MI: Henry Ford; NY: Albany Med Ctr, Brooklyn Hosp, NYPH*-Weill Cornell; OH: Case Western Univ Hosp; Cleveland Clinic; **Qatar: HMC**; TX: Methodist Hosp, Houston

• **Neurology** (2) - NY: NYPH - Weill Cornell; PA: Temple U. Hosp

• **Obstetrics & Gynecology** (3) – NY: Flushing Hosp, Maimonides Med Ctr; TX: Methodist Hosp, Houston


• **Pathology** - DC: Georgetown U Hosp

• **Pediatrics** - (3) NY: U Buffalo; **Qatar: HMC**

• **Psychiatry** (2) – MI: Henry Ford; **Qatar: HMC**

• **Surgery** - (7) AZ: Maricopa; NY: North Shore LIJ Health System, NY Hosp Med Ctr Queens; OH: U Toledo, Cleveland Clinic; TX: Methodist Hosp, Houston

• **Radiology** (3) - GA: Emory (Transitional & advanced placement); **Qatar: HMC**

4 students pursuing other paths
2015 WCMC-Q Postgraduate Appointments
Teaching Opportunities: What are they?

• Lecturer in an area of expertise
• Small group facilitator (this year in 2 courses)
• Anatomy lab clinical or radiology contributor
• Mentor: general or specialty specific
• Research supervisor (e.g., UREP)
• Shadowing opportunity
Teaching Opportunities: What to do?

• Make sure your area of expertise is known within your institution & at WCMC-Q
• Contact WCMC-Q Clinical and Faculty Affairs if you wish to volunteer or ask for more information
• Respond to calls for volunteers coming from WCMC-Q
Questions?
Accreditation and Professional Development Opportunities

Deema Al-Sheikhly, MRes
Director
Continuing Professional Development

October 10, 2015
1. Overview of CPD

2. Accreditation

3. Educational Activities
To promote educational endeavors which extend beyond the undergraduate program and align with the mission of Weill Cornell Medical College in Qatar.
Mission

To this end, the mission of the division is to:

- Provide high quality professional development opportunities for health professionals based on identified needs and the latest scientific and medical developments that will lead to the improved health care of patients;

- Offer health professionals the opportunity to attain credits toward medical licensing requirements locally and internationally;

- Develop and disseminate best evidence-based practice and health education research; and

- Create opportunities for health professionals to develop a community of practice to interact with one another personally and professionally.
ACCREDITATION
Accrediting Bodies

- Qatar Council for Healthcare Practitioners (QCHP)
- Accreditation Council for Continuing Medical Education (ACCME®)
In November 2014, WCMC-Q was accredited as a provider of Continuing Medical Education (CME) and Continuing Professional Development (CPD) by the Qatar Council for Healthcare Practitioners (QCHP) of the Supreme Council of Health.

This accreditation helped WCMC-Q expand the reach, impact and recognition in the community.
The CPD division has established a process for applying for CME credits via its continued collaboration with the Office of Continuing Medical Education at Weill Cornell Medical College, NY.

*AMA PRA Category I credits™* have been obtained for several activities.
CME/CPD Activities (2014-2015)

<table>
<thead>
<tr>
<th>Division</th>
<th>Activities Accredited 2014-2015</th>
<th>CME NY</th>
<th>QCHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD</td>
<td>Educators Across the Health Care Spectrum Series (EAHCS) - Curriculum Development for Healthcare Professionals</td>
<td>5.5</td>
<td>n/a</td>
</tr>
<tr>
<td>CPD</td>
<td>Certificate Program in the Development of an Objective Structured Clinical Examination (OSCE) with Standardized Patients (SPs)</td>
<td>n/a</td>
<td>12</td>
</tr>
<tr>
<td>CPD</td>
<td>WCMC-Q Grand Rounds</td>
<td>9</td>
<td>n/a</td>
</tr>
<tr>
<td>CPD/Dean's Office</td>
<td>Innovations in Global Medical and Health Education (IGMHE) Forum</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>CPD/Faculty Clin Affairs/QU Law</td>
<td>Crossroads of Law and Medicine – A Qatar Perspective</td>
<td>n/a</td>
<td>2.5</td>
</tr>
<tr>
<td>GPH</td>
<td>Integrative Medicine: A Refreshing Approach to Optimum Health Symposium</td>
<td>n/a</td>
<td>4.25</td>
</tr>
<tr>
<td>Library</td>
<td>Citation Metrics mini lecture and workshop</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
EDUCATIONAL ACTIVITIES
In 2014-2015 CPD hosted several accredited activities and welcomed over 1000 participants, including practitioners from hospitals, educational institutions, private clinics, government, and industry.

Leading the way in providing a diversity of learning opportunities, and providing practitioners with opportunities to network and promote collaboration in multidisciplinary teams.
1. Clinical Sciences

- WCMC-Q Multidisciplinary Grand Rounds
- Live Broadcasts of WCMC Grand Rounds from New York
- Review Courses
- Workshops: QI, Patient Safety
2. Medical Education

- Educators Across the Healthcare Spectrum Series (EAHCS)
- Innovations in Global Medical and Health Education Forum
- Law and Medicine seminars
- Certificate Program in the Development of an OSCE with Standardized Patients
- A monthly on-line article “Topic of the Month”
- Alliance of Academic Internal Medicine – New Horizons in Medical Education
3. Research Education for the Clinician

- Searching the literature
- Appraising research articles
Opportunities
The WCMC-Q Grand Rounds series aims at engaging the healthcare professionals in the community, in Qatar and the region, to enhance their skills and knowledge on the latest in medical developments, technology, and good practices.

The series, which was launched in October 2014, was approved for 1 AMA PRA Category I credits™ per lecture and is scheduled for the second Sunday of every month (3:30 to 4:30 pm).
Broadcasting of Surgery Grand Rounds (GR) live from New York for WCMC-Q faculty and students as well as local healthcare practitioners.

The series aims to inform professionals of new content relevant to their practice and ultimately improve clinical care.

The series, is approved for 1 AMA PRA Category I credits™ per lecture and is scheduled for Mondays (3:00 to 4:00 pm).

Upcoming plans for broadcasting of Medicine Grand Rounds live from NY.
Law and Medicine Seminar Series

- WCMC-Q and Qatar University School of Law
- Interactive seminar series entitled ‘Crossroads of Law and Medicine’
- Provide physicians with greater awareness of law and legal issues which impact medical practitioners in the State of Qatar.

- To date two activities were organized:
  - Crossroads of Law and Medicine: A Qatar Perspective
  - Protecting Human Subjects in Research

- Approved to be an accredited Category-1 CME/CPD as defined by the Qatar Council for Healthcare Practitioners Accreditation Department.
Critical reviews of pieces of literature that have been recently published in the area of Graduate and Continuing Medical Education are prepared by faculty inside or outside WCMC-Q and published on the CPD website.

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hala Ibrahim, MD</td>
<td>Fostering Research and Scholarship in International Training Programs</td>
</tr>
<tr>
<td>Founding DIO, Tawam Hospital, UAE</td>
<td></td>
</tr>
<tr>
<td>Kim Hansen, MA ED and ILT</td>
<td>Designing a Content Management System to Support the Development of a Multi-Modality Curriculum in an All-Digital Facility</td>
</tr>
<tr>
<td>Instructional Design Manager</td>
<td></td>
</tr>
<tr>
<td>Joanne Davies, MSc, Rm, CHSE</td>
<td></td>
</tr>
<tr>
<td>Director Simulation Center and Service, Sidra Medical &amp; Research Center</td>
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</tr>
<tr>
<td>Basim Uthman, MD</td>
<td>The neurologic examination in clinical practice: Why, who and what should health care providers care to practice?</td>
</tr>
<tr>
<td>Professor and Vice Chair, Clinical Neurology, WCMC-Q</td>
<td></td>
</tr>
<tr>
<td>Asher Tulsky, MD</td>
<td>Assessment in Medical Education</td>
</tr>
<tr>
<td>Associate Professor of Medicine, University of Pittsburgh, USA</td>
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</tbody>
</table>
Certificate Program in the Development of an OSCE with SPs

- Certificate program to provide healthcare educators with the skills to design a program of simulated clinical examinations with standardized patients.

- Participants learn key skills to develop OSCE programs.

- Approved to be an accredited Category-3 CME/CPD as defined by the Qatar Council for Healthcare Practitioners Accreditation Department.
How Can You Benefit?

- Ensure you are on our distribution list for updates
- Register and attend our accredited activities
- Contribute towards our “Topic of the Month”
- Contribute towards our “WCMC-Q Grand Rounds”
- Develop educational activities in collaboration with our faculty in the areas of:
  - Clinical Sciences
  - Medical Education
  - Research Education for the Clinician
Website (http://qatar-weill.cornell.edu/cpd/index.html)
Thank you

Contact us:
CPD@qatar-med.cornell.edu
4492 8388
Library Resources and Services for Faculty

from the WCMC-Q Distributed eLibrary

presented by Paul Mussleman (jpm2009@qatar-med.cornell.edu)
DeLib Website

http://qatar-weill.cornell.edu/elibrary/
Searching the Catalog for Books, DVDs, and more
Accessing Databases and Full Text Articles
Interlibrary Loan (ILLiad)

Interlibrary Loan Webpage:
https://ill.qatar-weill.cornell.edu/
Librarian Assistance

Distributed eLibrary Website:
http://qatar-weill.cornell.edu/elibrary/

Ask-a-Librarian Webpage:
http://delib-answers.qatar-weill.cornell.edu/

Distributed eLibrary Phone Number: 4492-8100
WCMC-Q Policies & Procedures
An Overview

Sunanda K. Holmes, JD, MBA
U.S. Laws Applicable to WCMC-Q

- U.S. Civil Rights Act – Title IV, VI and IX
- Drug Free Workplace Act of 1988
- Health Insurance Portability and Accountability Act of 1996
- Family Educational Rights and Privacy Act of 1974
- Foreign Corrupt Practices Act of 1977
- Export Control Regulations
- Office of Foreign Assets Control
Title IX of Education Amendment of 1972

a. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

b. Sexual harassment and sexual violence are forms of sex discrimination and are violations under Title IX.

c. Types of Prohibited Harassment under Title IX
   - Quid Pro Quo - basis for decisions affecting the student’s education or participation
   - Hostile Environment – unwelcome conduct creating severe or pervasive environment which alters the conditions of a student’s education
   - Retaliatory Harassment – discrimination based on a protected activity
Applicable Cornell and WCMC-Q Policies

- Equal Education and Employment Opportunity Statement & Policy
- Academic Misconduct
- Prohibited Discrimination and Harassment
- HIPAA and Protected Health Information
- Policy on Drug and Alcohol Abuse
- Conflicts of Interest or Commitment
- Inventions and Related Property Rights
- Human Subjects in Research
- Animals in Research

www.qatar-med.cornell.edu
Members of the Cornell University community are expected to perform their scholarly and scientific activities with honesty, to meet the highest ethical standards, and to respect the facts, the appropriate standards of evidence, and the contributions and scholarship of others.

The university will vigorously investigate allegations of academic misconduct, taking all reasonable steps to protect the rights and interests of individuals whose work or performance is questioned.
As a condition placed on being granted a Cornell University appointment or being granted access to university resources, Cornell requires inventors to assign to the university or its designee all rights, titles, and interests in their inventions and related property rights that result from activity conducted in the course of an appointment with the university and/or the use of university resources, including those provided through an externally funded grant, contract, or other type of award or gift to the university.
1.7 - Financial Conflict of Interest

Cornell University is committed to overseeing the conduct of research in a manner that ensures the integrity of the research process and maintains the public trust and that of sponsors in the integrity and credibility of its faculty, its staff, and its research programs.

This commitment requires the university to ensure that there is no reasonable expectation that research results are biased by the external commitments and financial interests of persons who are responsible for the design, conduct, reporting, or direct administration of university research.
206 - Prohibited Discrimination and Harassment

a. WCMC-Q does not discriminate against or permit harassment of its students, employees or applicants for employment on the basis of their protected status.

b. WCMC-Q will not accept, tolerate or condone actions of discrimination and/or harassment by any employee, student, patient, vendor, or visitor.

c. In compliance with applicable U.S. federal, New York state laws, and college policy, WCMC-Q maintains processes for individuals or groups to seek redress and remediation if they believe they have been the victims of these acts.
WCMC-Q Shared Values

- Mission Driven
- Service
- Teamwork
- Integrity
- Vision
- Excellence
- Accountability
Mission Driven

a. We are guided by our goals of excellence in medical and scientific education, healthcare delivery and biomedical research.

b. We have professional commitment and loyalty to our organization
Vision

a. We are forward thinking and are flexible and adaptive to the changes in our environment.

b. We embrace change and use it to our advantage.
a. We seek continuous improvement and always strive for superior performance.

b. We strive to advance the reputation of WCMC/WCMC-Q as the leader in the field, and are committed to upholding standards of excellence that support our reputation.
a. We are committed to serving the needs and preferences of our students, faculty, staff, and patients.

b. We strive to exceed the expectations of our customers with every interaction.
We measure our individual success by the success of our overall work group.

b. We are committed to demonstrating courtesy, kindness and respect to our coworkers.
a. We are committed to doing what is right, even if it is not easy.

b. We are ethical in all our business dealings.
a. We take ownership of our work and maintain the highest personal standards.

b. We are results-oriented and evidence-based in our approach.