

1. Cell Biology Learning Modules. In order to ensure that everyone is on equal footing as the academic year begins, we would like you to complete 4 on-line learning modules (Protein Structure and Function, Lipids and Membrane Structure, Carbohydrates, and Enzymes). This material is essential for understanding content related to Science in Medicine (SM) during the first Foundations Module. For some of you with background in this area, the modules will be an easy review. For others, the modules will be essential in helping you to “hit the ground running.” It will take about 4 hours to complete all four. These on-line modules must be completed prior to **Monday, August 14th**. They can be accessed by signing into the [Canvas Course Management System](#) and clicking on Pre-Matriculation Modules – Class of 2021. You will need an active NU NetID and password to access the modules. If you have any difficulty, please contact the Phase 1a SM coordinator, [Rebecca Becker](#). Please don't hesitate to contact us with any questions or concerns.

Each activity consists of a screencast presentation, a Learning Guide containing an outline of the screencast, as well as optional resources for you to read. There is a quiz at the end of each learning activity that must be passed at 70% correct. You can repeat the quiz as many times as necessary to achieve mastery. Depending upon your background knowledge, it will take at least 1 hour to complete each individual learning activity. Your mastery of this fundamental material will help you as you progress through the Foundations module. Most lecturers will assume that you have this basic fund of knowledge, although there will be some planned redundancy of information when necessary. Several questions testing your knowledge of this material will appear on the first Foundations exam in the Fall.

2. Clinical Placement Preference questionnaire. Early clinical exposure and clinical skill development is a hallmark of your education at Feinberg. Each student is placed into a longitudinal clinical practice environment for Phase 1 (the first two years) in order to practice clinical skills under the supervision of a faculty member while caring for patients. Students placed in the Individual Preceptorship (IP) will work alongside a faculty member one-on-one and see patients in that faculty member's practice, which may be located on- or off-campus. Students placed in an Education-Centered Medical Home (ECMH) will work with peers from all four classes to care for a panel of patients under the supervision of a faculty member. ECMH practice settings include on-campus practices as well as community-based health clinics. Students in the ECMH program continue through Phase 2 and 3. Students initially placed in the IP may have an opportunity to participate in an ECMH during Phase 2 and 3 (years 3 and 4) if space allows. Please follow [this link](#) to indicate whether you have a preference for IP or ECMH placement. If demand for either is exceeded, we will run a lottery to ensure everyone has an equal chance for participation. If you have questions about clinical placement, don't hesitate to reach out to our faculty leaders in Clinical Medicine, Drs. [Heather Heiman](#), [Jen Bierman](#), or [Dan Evans](#) or consult the Feinberg [website](#).

3. Digital Content. AWOME is going paperless! Like many other medical schools, in order to be environmentally responsible and to align our curriculum with the demands of paperless clinical practice, Feinberg has redesigned our curriculum management systems to ensure easy access to all curricular materials in a digital format (including documents, slides and videos). Students should explore software to help them annotate, organize and archive their notes and curricular materials. All Northwestern students can download Microsoft [OneNote](#) for free and obtain a free [Microsoft365 account](#) for cloud storage from Northwestern University Information Technology (NUIT) by following the embedded links. *Evernote* is another popular program for note-taking, and for annotating/storing/organizing curricular

content. Both programs work on Mac and Windows platforms. Here is a link to an [article](#) which [compares](#) the two programs and YouTube has many med-school specific videos on how to use both [Evernote](#) and [Onenote](#). There will be an orientation to digital content during Arrival Week as well as workshops and drop-in hours to assist students. Please also see the computer requirements on the admitted students' [website](#).

4. **Better, by Atul Gawande.** One of the themes of the first week of medical school ("Introduction to the Profession") is how we in medicine need to always be working to improve our care of individual patients and the systems in which we work. The book *Better* by Atul Gawande describes this improvement framework and will be part of the Introduction to the Profession week.

A message from the students regarding this reading assignment:

Hello incoming M1s,

First of all, let us introduce ourselves. We are students at Feinberg starting our second year, and we want to officially welcome and congratulate you on beginning your medical careers. It really has been an awesome experience for us so far, and we are excited for you to join the Feinberg community. It feels like yesterday that we were in your shoes, excited to start first year and also unsure about what would come next. We just wanted to write a quick letter to all of you to share our perspective on *Better: A Surgeon's Notes on Performance* by Atul Gawande.

The first real learning objective (you'll get the joke later) of medical school is to read *Better* by Atul Gawande. During the Introduction to the Profession week, there are sessions in which you will discuss *Better* and examine themes from the book in more detail. *Better* isn't homework in the traditional sense; you won't be graded on your reading comprehension or tested on your understanding.

While it will certainly be helpful to read *Better* to get the most out of Introduction to the Profession week, the value to us from reading *Better* has extended far beyond the first week of school. Atul Gawande provides valuable perspectives and reflections that we have used in our clinical experiences throughout our entire M1 year.

Reading *Better* is purely to your benefit as you start your own self-guided medical education. While we have only just completed our first year of medical school, we have already found incredible value in reading *Better*.

A quote that has really resonated with me throughout my M1 year as I began my clinical experiences was 'The third requirement for success is ingenuity- thinking anew.' I saw the importance of ingenuity in medical care throughout my first year, in ECMH, the classroom, and shadowing opportunities that I had. Each patient is different and the medical field is constantly evolving- this quote from Atul Gawande was incredibly relevant as I witnessed medical care this past year. - Melissa (M2)

*I am a large fan of Dr. Gawande's work, and his ability to communicate the realities of medicine continues to inspire me. One of my favorite pieces of advice from *Better* is "Ask an unscripted question." I chose medicine because I love to work and listen to people's stories. By asking non-medical questions I have met some of the most amazing people: TV-show writers, major*

executives, veterans from several wars, mothers, fathers, and so many more. Everyone has a unique story, and I have found that my most meaningful connections stem from these unscripted questions. - Maggie (M2)

My favorite aspect of Better is how Atul Gawande illustrates the large scope of how much of life is encompassed within medicine, from vaccinations to war surgery to lethal injections. I was constantly surprised by how realistic the viewpoint was while remaining optimistic and encouraging. I think that is best encompassed when Dr. Gawande says "arriving at meaningful solutions is an inevitably slow and difficult process. Nonetheless... better is possible". - Jacob (M2)