I. Welcome!

Welcome to Get Ready for Residency (GRR)! This course was built for you to aid in one of the biggest transitions in your professional career, from learning medical student to practicing resident. The transition can be stressful but we hope that this course, by reviewing and building on practical concepts touched on throughout medical school, will reduce that stress. We look forward to working with you and hope you enjoy the course!

II. University Course Catalog Description

What’s the difference between you on the last day of medical school and the first day of residency? Not a whole lot. Overwhelming does not even begin to
describe the transition from medical student to resident, yet you are expected to do it seamlessly. This course is meant to assist in this vital transition, emphasizing practical skills you might not have learned while a student but of absolute necessity as a resident. Have you filled out a death certificate, run (or even been in) a code, or discussed end-of-life with a family? These are things you will be face with in the first months (or even days) of residency. Each course session is designed to review common scenarios that you will experience when you have those two little letters behind your name that suddenly put you into the driver’s seat of patient’s health and well-being. Through simulation, small group sessions, interactive didactics, student presentations, and journal club we will explore some of the toughest and most common experiences you will have as a resident. Attendance at all sessions to which students are assigned is mandatory.

III. Course Objectives

By the end of this course, learners should be able to:

1. Summarize an approach to the evaluation of the most common patient complaints, including (but not limited to):
   a. Chest Pain
   b. Abdominal Pain
   c. Fever
   d. Altered Mental Status
2. Explain / demonstrate a systematic approach to common clinical tests including:
   a. EKG
   b. Chest X-ray
   c. Blood Gas
3. Articulate common stressors experienced by residents and describe tactics to effectively reduce them.
4. Define common terms related to evidence-based medicine.
5. Demonstrate a systematic approach to the diagnosis and treatment of undifferentiated life threatening disease processes, including:
   a. Tachycardia
   b. Bradycardia
   c. Hypotension
   d. Hypoxia
   e. Cardiac Arrest
6. Practice common procedures encountered by residents, including:
   a. Obtaining Venous Access
   b. Lumbar Puncture
   c. Basic Airway Management
7. Evaluate a scholarly article with regard to its value in answering a defined clinical question.
8. Recognize the importance of teamwork and closed loop communication in hectic clinical scenarios.
9. Value wellness and healthy living habits as a resident.
10. Appreciate the role that life-long learning plays as a physician.

IV. Grading

This course utilizes the Honors/High Pass/Pass/Low Pass/Fail grading scheme used by UC College of Medicine. Learners must complete 1 presentation and attend all sessions (see attendance policy below) to achieve Honors.

Grading will be based on:

**Attendance:** Attendance for ALL course sessions is mandatory. Excused absences will be granted at the discretion of the course directors as outlined in the Student Handbook. For any absence, a Medical Student Status form is required to be completed. For each absence (excused or not), your grade will go from honors, to high pass, to pass, to fail. Learners that have unexcused absences will have a professionalism report filed with the Dean of the COM.

**Morning Report:** The learner will have the chance to run a “Morning Report” by leading the class through a case based on an interesting patient that they cared for during their time on the ward. Students should come prepared on their selected day with a short oral presentation (~5 minutes) of the case as though they were presenting on the wards. The case should be either a good diagnostic dilemma (an uncommon presentation of a common disease or a common presentation of an uncommon disease) OR present a classic case of a common illness with prepared discussion points for management. The faculty will help guide the class through formulation of a differential diagnosis. You should have 1-2 key high yield teaching points about the diagnosis or management of the diagnosis at the end of the case to share.

**Journal Club Presentation:** The learner will select a journal article of their choosing from a list provided by the course directors and help to facilitate discussion around the article. The article should be presented in a journal club format with a faculty facilitator to help provide context and highlight key learning points. All learners will be expected to summarize the article and its salient learning points, but also provide a critique of the methods of the study, review limitations, and suggest
ways to overcome such limitations in future studies.

**Attitude/Professionalism:** While the course is meant to be low stress and has less patient contact than most electives, professionalism is still held to the highest standard expected of physicians. Casual dress IS allowed. As senior level medical students, we expect you to embody professionalism every day by attending sessions prepared, motivated, and engaged. Breaches of professionalism will not be tolerated.

V. Required Texts and Materials


VI. Schedule

Please see [http://med.uc.edu/emergencymedicine/get-ready-for-residency/grr-calendar](http://med.uc.edu/emergencymedicine/get-ready-for-residency/grr-calendar). Please note that the schedule is subject to revision.

VII. Technology

**Email:** This is likely the easiest way to reach the course directors, as we keep somewhat odd hours as physicians working clinically in the ED. Don’t hesitate to e-mail us at uccom.grr@gmail.com. We will make every effort to respond within 24 hours of receipt of your e-mail.

**Website:** We are experimenting with our website. We hope to post materials that will expand on the material presented during the course. The website has a live calendar which is where you can find the most updated information regarding the course, especially regarding session locations.

**Twitter:** We want YOU to decide the valuable learning points of the day. So students will tweet out learning points throughout the day and tag them with #getreadyuc18. We will keep a running feed of the things you learned every day to produce a daily summary. The expectation will be that each student tweets at least one learning point per day. Your daily summaries will be created by faculty from the contents of the twitter feed, so try to tweet new facts, new approaches to work-ups or whatever you took away from the session.

**Electronic Devices in Class:** We understand the value of having an iPad or other tablet at your disposal during the course and are happy for you to use one during didactics to keep notes. However, please be sure to be professional and respectful of presenters and only use it as a note-taking device or to tweet learning points out. Cell phones should be off during class time.