

# Clinical Capstone: Get Ready for Residency

Department of Emergency Medicine & Medical Education College of Medicine,  
University of Cincinnati

## COURSE SYLLABUS

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Directors: Whitney Bryant, MD, MPH                      Term: Jan and March 2021

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Class Days: M/T/W/Th/F

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Class Location: mostly virtual

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Website:

<http://med.uc.edu/emergencymedicine/get-ready-for-residency/welcome!>

Office Hours: By Appointment

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### 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 obtained procedural consent, 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. Define common terms related to evidence-based medicine.
4. 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
5. Practice common procedures encountered by residents, including:
  - a. Obtaining Venous Access
  - b. Lumbar Puncture
  - c. Basic Airway Management
  - d. Basic Ultrasound

6. Evaluate a scholarly article with regard to its value in answering a defined clinical question.
7. Recognize the importance of teamwork and closed loop communication in clinical scenarios.
8. Value wellness and healthy living habits as a resident.
9. 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 (that is not interview related), 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.

**Change to attendance policy for virtual 2021:** We will allow a total of 2 interviews to be completed during the course without any change to your grade, due to the strange circumstances of Covid and virtual interviews. Any student who feels they need to schedule more than 2 interviews during the time of this two week course will have to meet with the course directors for a discussion to determine if appropriate. We want you to succeed and match in residency, but UCCOM does also only allow 2 excused absences for 2 week clinical time anyway, and this course should be no exception. ALL missed class time will result in “make up work” which will be determined on an individual basis based on which day you missed and what time of class work was missed.

**Asynchronous Preparation:** For specific components of the course, learners will be responsible for viewing online content and completing a brief quiz. The goal of this preparation is to be able to maximize hands-on learning and discussion time during the course. Learners will receive specific emails for each of these activities with links to the content and quiz.

**Morning Report:** Each 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 wards. 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 resident or 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. All learners presenting a journal club article will be expected to have a short 3-5 minute discussion about a specific EBM point of interest for the group (i.e. what is power? What is a cross over study? What is positive predictive value? etc)

**SLACK daily interaction:** We are using a new method of interactive learning this year called “Slack”. Some of you may have used this already in medical school. It is similar to “group me” - it is just a way to have a group text conversation. Everyday, we expect each person to contribute meaningfully to the discussion with at least two comments / questions. This is part of your daily participation grade.

**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

All can be found at

<http://med.uc.edu/emergencymedicine/get-ready-for-residency/grr-course-documents>

## VI. Schedule

Please see

<http://med.uc.edu/emergencymedicine/get-ready-for-residency/grr-calendar>

. Please note that the schedule is subject to revision. Expect most days to be from 8-5 with a few days that end earlier, and with Wednesdays being our “half day” from 1-5 except when we are doing ACLS certification.

## 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 [ucom.grr@gmail.com](mailto:ucom.grr@gmail.com). We will make every effort to respond within 24 hours of receipt of your e-mail.

**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. Cell phones should be off during class time.

**Changes to electronic devices in class policy for virtual 2021:** Ok we know you are all going to be on your ipads for this. Rules: Screens on, stay muted unless we are doing discussions. You can obviously leave to use the bathroom / grab a snack / eat while we are discussing stuff, just try not to be too distracting.