

ICC7002

Integrated Clinicians Course 7002

Course Goals

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1. Describe the Phase IV scheduling, mentoring, and advising processes.
2. Develop the knowledge, skills, and attitudes necessary to communicate deliver serious news & conduct family meetings in the clinical setting.
3. Develop an understanding of the ethical implications and responsibilities of physicians surrounding end-of-life decision making and patient's goals of care.
4. Discuss personal experiences in the clinical setting and reflect on the impact these experiences have on personal and professional growth
5. Discuss the best practices for utilizing a medical interpreter as well as your medicolegal responsibilities.
6. Recognize bias & the impact bias has on healthcare delivery.
7. Obtain key information regarding the USMLE Step 2 CK & CS.
8. Recognize the prevalence and risk factors for burnout & develop resilience strategies to mitigate burnout.
9. Recognize the resources available for financial planning.

Spring 2019

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Session Learning Objectives

4th Year Planning

1. Describe the requirements for 4th year.
2. Describe the resources available to help in 4th year and career planning.
3. Review the timeline for 4th year.

Anesthesiology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Anesthesiology.

Borrowing Wisely with the MedLoans Organizer and Calculator

1. Utilize the online calculator to understand the various repayment options available and the associated costs.

CAPE First Standardized Patient Appointment: Delivering Serious News

1. Practice skills in serious news.
2. Practice skills in responding to emotion
3. Reflect on the challenges associated with delivering serious news.

CAPE Prep Session

1. List the goals & objectives of both CAPE sessions
2. Review the CAPE scenarios
3. Identify preparatory materials
4. Describe the format & logistics of both CAPE sessions.

CAPE Second Standardized Patient Appointment: The Family Meeting

1. Address conflicting family wishes.
2. Explore a family's emotional and spiritual needs.
3. Reflect on the challenges associated with family conflict
4. Elicit the goals of care for the patient

Courage to Care Small Groups

1. Create and construct a graphic story of courage and advocacy in healthcare on behalf of the patient and the patient's family.
2. Appraise their own experiences and ability to advocate on behalf of their patients.
3. Develop three individualized goals to build and/or maintain their courage and/or ability to advocate on behalf of their patients.

CSB Ultrasound Curriculum (for CSB students only)

1. Understand the role of limited echocardiography for the evaluation of patients who present with cardiac or respiratory complaints.
2. Become proficient in obtaining at least two echocardiographic views
3. Identify the technique of performing ultrasound-guided para- and thoracentesis
4. Become proficient in performing ultrasound-guided paracentesis on a phantom

Delivering Serious News (Didactic)

1. Discuss emotional and cognitive processing of information.
2. Reflect on the patient perspective of the delivery of serious news.

Delivering Serious News Small Groups

1. Discuss why communication of serious news is important.
2. Name the SPIKES roadmap for delivering serious news.
3. Apply the SPIKES roadmap to delivering serious news scenarios.

Dermatology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Dermatology.

Discussion on Professionalism & Mistreatment

1. Discuss professionalism and mistreatment in clinical rotations.

Emergency Medicine Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Emergency Medicine

End of Life Ethics Small Groups

1. Describe the balancing of patient autonomy and professional integrity in current cases in medical ethics.
2. Describe the ethical implications and responsibilities of physician when disagreements occur between stakeholders in end-of-life decision making.
3. Describe the concept and ethical implications of futility, medical aid in dying (formerly: physician-assisted death), euthanasia, and conscientious objection to brain death.

Family Medicine Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Family Medicine.

General Surgery Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for General Surgery.

Hidden Curriculum

1. Explore strategies for coping with challenges.
2. Share ways of maintaining meaning in medicine and for being resilient.
3. Discuss balancing professionalism and empathy in caring for patients.

Internal Medicine Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Internal Medicine.

Internal Medicine-Pediatric Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Pediatric Internal Medicine.

Making the Most of Mentoring

1. Define mentorship.
2. Describe why mentoring is important.
3. Negotiate a mentor-mentee relationship.
4. Describe the responsibilities of the mentor and the mentee in developing and sustaining a relationship.
5. Discuss why mentor-mentee relationships succeed or fail.
6. Discuss strategies to identify, prevent and manage common pitfalls.

Neurology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Neurology.

OB/Gyn Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for OB/Gyn.

Office of Civil Rights

1. Identify the appropriate use of interpreters in clinical encounters.
2. Describe the potential impact of culture on patient care and clinical decision-making.
3. Develop a process by which you can elicit and incorporate a person's beliefs and preferences into individualized care plans.
4. Understand the legal obligations under Title VI for providing language access services to persons with Limited English Proficiency.

Ophthalmology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Ophthalmology.

Orthopaedics Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Orthopedics.

Otolaryngology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Otolaryngology.

Pathology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Pathology.

Pediatric Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Pediatrics.

PM&R Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Physical Medicine and Rehabilitation.

Psychiatry Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Psychiatry.

Radiology/Interventional Radiology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Radiology.

Reflective Writing Small Groups

1. Critically examine an experience with a patient and to achieve deeper meaning and understanding of that experience through reflective writing.
2. Integrate affective with cognitive experience in the process of writing.
3. Explore complexity and ambiguity in a particular situation.
4. Foster empathy.
5. Feel less isolated and more in control.

Step 2 CK: What You Need to Know

1. Present class data from the Phase III Formative Assessment
2. Explain the purpose of the Phase III Clinical Practice Exam
3. Discuss the content of the CPE compared to Step 2 CS
4. Describe the timeline of events - scheduling to data reporting to Step 2 CS readiness

Step 2 CS: What You Need to Know

1. Develop individual strategies for using your feedback to grow your PE and clinical reasoning skills over the remainder of Phase 3 and 4.
2. Explain the purpose and timing of the Clinical Practice Exam (CPE) relative to Step 2 CS.
3. Outline the timeline & requirements to register for the CPE and Step 2 CS.
4. Describe key information & resources you need to perform well on the CPE & Step 2 CS.

The Caregiver Experience Discussion Panel - Guest panelist, please be considerate - do not be late.

1. Explore the caregiver experience from different perspectives.
2. Identify personal meaning from the caregiver experience.
3. Describe caregiver unmet needs.

The Family Meeting (Didactic)

1. Describe the 10 steps for conducting a family meeting.
2. Discuss the matching of therapies to value-based goals.
3. Demonstrate the value of exploring the goals of care prior to formulating a patient plan of care.

The Family Meeting Small Groups

1. Explore goals of care based on values and priorities.

Undecided Student Specialty Advising (Optional)

1. Identify advising resources and ask questions about career selection if still undecided about a specialty.

Understanding and Practicing Resilience in a Career in Medicine

1. Define resilience as it relates to a career in medicine.
2. Describe the prevalence of burnout among physicians.
3. List the key drivers of burnout for trainees in health care, and name 4 approaches to mitigating burnout.
4. Describe an individual resilience tool that they will commit to practicing regularly.

Urology Specialty Advising (optional)

1. Discuss issues of specialty choice, 4th year planning, and residency application for Physical Medicine and Rehabilitation.

Using an Interpreter

1. Have the ability to effectively communicate with patients utilizing a medical interpreter including use of short phrases, frequent pauses, and have a familiarity with what to expect from the consult.
2. Know important steps they take to avoid problems with phone interpretation including encouraging the patient to speak loudly and avoiding excessive noise near the phone receiver.
3. Understand the importance of the medical interpreter in the medical team.
4. Realize that it is necessary to use trained and qualified medical interpreters in order to avoid communication problems which could ultimately injure the patient.