4TH YEAR COURSE

MDCOR 626 INTERNSHIP 101
Equipping Tomorrow’s Physician

An Individualized Approach to Becoming the Best Intern You Can Be

SPRING 2018
OVERVIEW

Internship 101 is designed to better prepare you for your new role as an intern. **there will be a mandatory orientation on Monday, April 23 at 9:00 am.** Your schedule for the rest of the block is up to you! You will register for sessions to complete a total of 50 hours. In addition, students will select elective sessions which are of interest to them. There are over 80 elective sessions from which to choose. The catalog, schedule, and registration information are on the [Internship 101 website](#).

Each session leader has provided an overview and learning objectives to aid in your selection process. This information is found in the catalog.

ACLS/PALS

ACLS and PALS are not required. We will be able to support (and pay for) ACLS OR PALS courses for students who have not already completed this training. Students may only take one of the courses - either ACLS or PALS. These sessions will be held from Saturday, May 5 – Saturday, May 12.

REQUIREMENTS FOR INTERNSHIP 101

You must complete 50 hours of classroom instruction. You will register for electives to **complete a total of 50 hours**. You may sign up for more than 50 hours. **You must attend all courses you register for.** Please note that some classes, particularly simulations, may have required prerequisites (i.e., readings or pre-tests). Please complete these as they will greatly enhance your experience.

The course will begin on Monday, April 23, 2018 at 9:00 am with a Welcome and Overview session.

ATTENDANCE POLICY

You are expected to attend ALL sessions for which you are registered, even if your registration exceeds 50 hours. Failure to do so will result in a physicianship form and possible failure of the course.

TRACKS

“Tracks” or suggestions for electives based on internship are included at the end of this course catalog.

REGISTRATION

Registration for Internship 101 will be conducted online through MyQuest and will open to students on **Monday, March 19 at 12:00 Noon.** Registration (add/drop) will remain open for all students until Friday, April 13 at 11:55 pm. **Changes will not be accepted after April 13 at 11:55 pm.** Make sure you have registered for **50 hours of sessions and that your sessions do not overlap.**

If you do not register by April 13 at 11:55 pm, sessions will be chosen for you and you will be required to attend.

Please note that all sessions are on a “first come, first served” basis. We encourage you to register as soon as registration opens.

Sessions may be cancelled due to an inadequate number of registered students. Students will be informed if this occurs and given the opportunity to register for a replacement course.
**How to Register for Internship 101 Sessions**

**Now:**

1. Go online to the [Internship 101 website](http://www.internship101.com) to view the catalog, calendar, and registration information and tips.

2. Review the course catalog and determine which sessions you’d like to attend.

3. Use the color calendar to ensure your desired sessions do not overlap.

**When Registration Goes Live (March 19 at noon):**

1. Please note that registration is easiest using a desktop computer.

2. Log into MyQuest ([http://myquest.musc.edu](http://myquest.musc.edu)) using your Net ID and password.

3. Click on the “Enroll” tab and select “Browse a Catalog.”

4. Select the “COM Internship 101” catalog.

5. To register for a session, click on the title to open the class information window.

6. Click “Enroll.” (If more than one session is listed, then please make sure you click “Enroll” beneath the appropriate session.)

7. Keep track of your credit hours as you enroll in sessions to ensure that you reach 50 hours.

8. After registering for all of your sessions, you may verify that you have registered for 50 hours by viewing a print preview of your transcript. Your Internship 101 hours will be listed at the bottom.

9. Add/drop will be allowed until **April 13 at 11:55 pm.** Changes after this time will not be permitted.

10. Walk-in students are not permitted. If you attend a session, you MUST be registered.

11. **If you register for a session, then your attendance is required,** even if you are above your 50 hours.

**Resources**

Once you have signed up for Internship 101, you should have access to our Moodle room "**18/SP Internship 101 (MDCOR-626-03)**". Please look here for many of the prerequisites and supplemental material from instructors.

**Questions or problems?**

Contact Megan Grinnell at [grinnell@musc.edu](mailto:grinnell@musc.edu) or at 792-7406.
Internship 101 Session

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Advanced Cardiac Life Support

Session Leader: MUSC Community Training Center  
# Sessions: 3  
Class Size: 28  
Hours of Credit: 10

**Session 1:** May 5 – 6 (Sat/Sun) at 8:00 am  
**Session 2:** May 7 – 8 (Mon/Tues) at 8:00 am  
**Session 3:** May 9 – 10 (Wed/Thurs) at 8:00 am

**Prerequisite:**

None

**DO NOT CONTACT THE COMMUNITY TRAINING CENTER – SCHEDULE THROUGH MYQUEST.**

**Overview:**

The ACLS Provider Course is designed to teach providers the knowledge and skills needed to evaluate and manage the first 10 minutes of an adult VF/VT arrest. Students are expected to learn to manage 10 core ACLS cases: respiratory emergency, 4 types of cardiac arrest (simple VF/VT, complex VF/VT, PEA, and asystole), 4 types of prearrest emergencies (bradycardia, stable tachycardia, unstable tachycardia, and acute coronary syndromes), and stroke.

**Recommendations:**

Students who have not yet taken ACLS are welcome. Strongly recommended for all future interns requiring ACLS.

Plan to be in each session from 8:00 am – 5:00 pm. Do not sign up for other sessions on the same day. This session is being included in Internship 101 to facilitate students’ ability to schedule and to assist with the financial burden of taking ACLS as required by their future institutions. Therefore, it is worth 10 hours of credit.

**MUSC Community Training Center is located at:**  
1 South Park Circle  
Suite 300  
Charleston, SC 29407
**Pediatric Advanced Life Support**

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**Prerequisite:**

None

**DO NOT CONTACT THE COMMUNITY TRAINING CENTER – SCHEDULE THROUGH MYQUEST.**

**Overview:**

The goal of the PALS Provider Course is to teach students how to recognize infants and children at risk for cardiopulmonary arrest, to provide students with strategies for preventing cardiopulmonary arrest in infants and children, and to teach students how to perform the cognitive and psychomotor skills for resuscitation and stabilizing infants and children in respiratory failure, shock, or cardiopulmonary arrest. Skills in bag-mask ventilation, management of airway, defibrillation and cardioversion, use of AEDs for children older than 1 year, and rhythm management are emphasized. A modular approach is provided.

**Recommendations:**

Students who have not yet taken ACLS or PALS are welcome. Strongly recommended for all future interns requiring PALS.

**Plan to be in each session from 8:00 am – 5:00 pm. Do not sign up for other sessions on the same day.**

This session is being included in Internship 101 to facilitate students’ ability to schedule and to assist with the financial burden of taking PALS as required by their future institutions. Therefore, it is worth 10 hours of credit.

**MUSC Community Training Center is located at:**

1 South Park Circle
Suite 300
Charleston, SC 29407
Adult Lumbar Puncture Simulation

Session Leader: Pauline Meekins, MD
# Sessions: 3 Length: 120 min
Class Size: 8 Type: Elective
Hours of Credit: 2

Monday, April 30, 2018 at 9:00 am
Tuesday, May 1, 2018 at 9:00 am
Wednesday, May 2, 2018 at 9:00 am

Prerequisite:
None

Overview:
This course will familiarize the student with the procedure of lumbar puncture on an adult patient. The student will have an opportunity to go through a standard adult lumbar puncture kit in detail with the instructor. Next, lumbar puncture will be performed on Simulation Center training manikins with varying degrees of difficulty. Finally, the learner will perform the procedure in a scenario setting with a graded checklist to ensure competence.

Learning Objectives:

- The learner will identify indications for performing a lumbar puncture.
- The learner will recognize all equipment in a standard lumbar puncture kit.
- The learner will practice the steps of a lumbar puncture using a training manikin.
- The learner will successfully perform all steps of a lumbar puncture on an adult patient using scenarios and a graded checklist.

Recommendations:
All students are welcome.

Strongy recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties and internships with rotations in these areas.

**If you are signed up for Dr. Meekins’ Emergency Medicine Procedural Boot Camp course in April, do not sign up for this course as the information will be redundant**
Adult Procedures Simulation

Session Leader: Pauline Meekins, MD and Thomas Pollehn, MD

Tuesday, May 1, 2018 at 1:00 pm

Thursday, May 3, 2018 at 12:00 pm

Friday, May 4, 2018 at 12:00 pm

# Sessions: 3  Length: 180 min

Class Size: 16  Type: Elective

Hours of Credit: 4

Prerequisite:

Videos posted to Moodle.

Overview:

One of the most challenging situations faced in internship can be the process of getting vascular access on a sick patient. This workshop will give the learner practice in performing these important procedures on part-task trainers in the Simulation Center. The learner will learn and perform peripheral IVs, ultrasound-guided IVs, central lines, and arterial lines.

Learning Objectives:

- The learner will identify indications for performing these invasive procedures.
- The learner will become familiar with the equipment in the standard kits available for these procedures.
- The learner will perform above vascular access procedures successfully under direct supervision on part-task trainers.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Family Medicine, Emergency Medicine, Surgical Specialties and internships with rotations in these areas.

**If you are signed up for Dr. Meekins’ Emergency Medicine Procedural Boot Camp course in April, do not sign up for this course as the information will be redundant**
**Approach to the Unstable Patient**

**Session Leader:** Norman Harvey, MD  
**# Sessions:** 10  
**Length:** 240 min  
**Class Size:** 14  
**Type:** Elective  
**Hours of Credit:** 5  
**Monday, April 23, 2018 at 8:00 am and 1:00 pm**  
**Tuesday, April 24, 2018 at 8:00 am and 1:00 pm**  
**Wednesday, April 25, 2018 at 8:00 am and 1:00 pm**  
**Thursday, April 26, 2018 at 8:00 am and 1:00 pm**  
**Wednesday May 2, 2018 at 8:00 am and 1:00 pm**

**Prerequisite:**

Prior to participating in this session, the student must complete the online module and assessment test which review the following:

- BLS CPR skills using the 2005 AHA Guidelines for CPR and ECC
- Essential ACLS drugs and indications
- EKGs interpretation: Normal Sinus Rhythm, Sinus Bradycardia, Sinus Tachycardia, Supra Ventricular Tachycardia (SVT), Ventricular Tachycardia, Asystole, Ventricular Fibrillation, Atrio-Ventricular Blocks (1st, 2nd, and 3rd Degree)
- Arterial Blood Gas interpretation

**Overview:**

The student will learn to define, diagnose and treat common life-threatening cardiac, pulmonary and neurologic states in adult patients in an in-hospital/emergency room setting through use of a high-fidelity simulator, SimMan. The student will also gain an appreciation for how the affective, cognitive, and psychomotor domains merge in providing the most accurate diagnosis and treatment for the unstable adult patient.

**Learning Objectives:**

- Assess the hemodynamic, respiratory, and neurologic status of the unstable patient in pre-arrest conditions (primary and secondary surveys).
- Form a differential and specific diagnosis based upon common clinical presentations for the following conditions: atrial and ventricular dysrhythmias, ACS, respiratory distress, stroke, DKA, etc.
- Define the treatment for the following conditions: atrial fibrillation, atrial flutter, ventricular tachycardia, acute coronary syndrome, and acute respiratory distress (acute COPD exacerbation).
- Define the treatment for common unstable conditions.
- Read and diagnose respiratory or metabolic perturbations from an ABG
- Read and diagnose arrhythmia or ACS from a 12-lead EKG. Describe how to stabilize a patient for transfer to ICU. Demonstrate effective communication as a member or leader of an emergency response team.

**Recommendations:**

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Psychiatry, Neurology, Emergency Medicine, Ophthalmology, Pathology, Surgical Specialties, Physical Medicine and Rehabilitation, Radiology, and internships with rotations in these areas.
Basic Emergency Airway Management

Session Leader: John Schaefer, MD
# Sessions: 4  Length: 90 minutes  Thursday, April 26, 2018 at 11:00 am and 1:00 pm
Class Size: 8  Type: Elective
Hours of Credit: 3  Tuesday, May 1, 2018 at 11:00 am and 1:00 pm

Prerequisite:
Participants will be required to review an online educational module and a simulation workshop. Participants will be required to successfully complete the online session and pass an online examination prior to attending the Simulation Workshop.

Overview:
The purpose of the "BEAM" course is to provide individual, measurable, simulation based competency in basic skills in emergency airway management. This ranges from supplement oxygenation through assisted and controlled ventilation. This course is appropriate for all fields of medical practice as basic airway management for emergencies can occur in any practice or internship. Specific skills practiced on simulators include: normal bag mask ventilation, difficult bag mask ventilation, two-person mask ventilation and placement of a Laryngeal Mask Airway. Participants will review principals of ventilation, monitoring and airway assessment, but most of the training time will be hands on practice of skills with simulators. This course will include a capstone simulation based grade of learned skills against course objectives.

Learning Objectives:
- Assess an airway for potential difficulty in mask ventilation.
- Understand value of pulse oximetry, capnography and physical assessment as it applies to oxygenation and ventilation.
- Correctly use nasal cannula, simple facemask and non-rebreather mask to supply supplemental oxygen. Confidently and correctly perform normal, difficult bag mask ventilation, laryngeal mask ventilation.
- Understand and be able to judge when ventilation needs to be supplemented assisted or controlled in an emergency.

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties, Obstetrics/Gynecology and internships with rotations in these areas.
**Informed Consent Simulation**

**Session Leader:** Jeanne Hill, MD and Susan Ackerman, MD  
**# Sessions:** 3  
**Length:** 60 minutes  
**Friday, May 4, 2018 at 2:00 pm, 3:00 pm and 4:00 pm**  
**Class Size:** 6  
**Type:** Elective  
**Hours of Credit:** 1

**Prerequisite:**
None

**Overview:**
In this session, the student will have the opportunity to practice the art/skill of getting informed consent. The student will obtain informed consent for a common clinical procedure from a standardized patient. The student will receive immediate feedback about their performance including review of all the necessary components as well as of their interpersonal interaction from a preceptor as well as the standardized patient.

**Learning Objectives:**
- Complete a standard consent form.
- Communicate effectively the risks and benefits of a common clinical procedure with a patient.
- Establish rapport with the patient in a relatively short time frame.

**Recommendations:**
Strongly recommended for all future interns.
Obstetrics & Gynecology Simulation

Session Leader: Chris Goodier, MD
# Sessions: 3  Length: 180 min  Session 1: April 27 at 8:00 am and May 2 at 8:00 am (Fri/Wed)
Class Size: 5  Type: Elective  Session 2: April 27 at 10:00 am and May 2 at 9:00 am (Fri/Wed)
Hours of Credit: 5  Session 3: April 27 at 12:00 pm and May 2 at 10:00 am (Fri/Wed)

Prerequisite:
None

Overview:
This 3-day course is intended to provide the participant with a condensed overview of normal vaginal delivery as well as complications that occur most commonly in the Obstetric patient. Online, didactic information will be made available for participant study prior to each session in the simulation lab, to enhance learning as these concepts are put into practice in the simulation setting. Once in the simulation lab, individual skill stations are provided to aid in practice of the individual skills that are needed prior to participating in the full scale scenarios. Each participant will have the opportunity to deliver the baby, and manage each of the obstetric emergencies, including shoulder dystocia, eclampsia, postpartum hemorrhage, and umbilical cord prolapse. This course is intended to familiarize the participant with procedures in both normal delivery and obstetric emergencies, but is not expected to provide proficiency with the procedures.

Learning Objectives:

• The participant will learn the basic maneuvers in assisting normal vaginal delivery of an infant, how to manage a nuchal chord, and how to assign Apgar scores.
• The participant will practice the most common maneuvers employed in resolving shoulder dystocia during delivery.
• The participant will learn basic supportive measures in the eclamptic patient, as well as medical management of seizures, and recognition and treatment of magnesium toxicity that may occur in the patient on magnesium therapy.
• The participant will learn the steps in evaluation of postpartum hemorrhage, treatment with appropriate medications, and will learn and practice surgical techniques used in PPH that is refractory to medical treatment.
• The participant will learn how to recognize clinical situations consistent with umbilical cord prolapse, and practice initial management steps when prolapse is diagnosed.

Recommendations:
Strongly recommended for future Obstetrics and Gynecology interns.
Pediatric Lumbar Puncture Simulation

Session Leader: David Mills, MD
# Sessions: 3   Length: 90 minutes   Monday, April 23, 2018 at 12:00 pm
Class Size: 8   Type: Elective   Monday, April 23, 2018 at 1:45 pm
Hours of Credit: 2   Monday, April 23, 2018 at 3:30 pm

Prerequisite:
None

Overview:
Performing a lumbar puncture is a critical procedural task in pediatrics (and it’s also an ACGME residency requirement). This course will offer learners the opportunity to practice and gain proficiency in performing a lumbar puncture on a simulated infant, a task that frequently presents itself clinically in febrile neonates.

Learning Objectives:

• Understand the components of an infant lumbar puncture tray, and prepare it for use with sterile technique.
• Skillfully explain the procedure to and obtain informed consent from the caregiver of a child prior to performing a lumbar puncture.
• Independently perform a lumbar puncture on a simulated infant.
• Gain comfort with the clinical management (workup and treatment) of febrile neonates through various simulated scenarios.

Recommendations:
All students are welcome.

Strongly recommended for future Child Neurology, Emergency Medicine, Pediatric, and Medicine-Pediatrics interns and specialties with rotations on Pediatric Services.
Pediatric Simulation (Respiratory)

Session Leader: Patricia McBurney, MD and Sherron Jackson, MD
# Sessions: 5 Length: 60 minutes Monday, April 23, 2018 at 1:00 pm
Class Size: 3 Type: Elective Wednesday, April 25, 2018 at 1:00 pm and 2:00 pm
Hours of Credit: 1 Monday, April 30, 2018 at 1:00 pm and 2:00 pm

Prerequisite:
None

Overview:
This is a course is designed to be a continuation of the 3rd year Unstable Patient Curriculum. Students will work as a team (2-3 medical students) to resuscitate a critically ill pediatric patient in a simulated environment. The respiratory system will be the focus of the scenario(s). Students will be expected to assess the patient, diagnose the patient, write orders and demonstrate the ability to administer medications.

Learning Objectives:

• To demonstrate the ability to assess and diagnose a critically ill pediatric patient.
• To demonstrate the ability to make a diagnosis and treatment plan.
• To demonstrate the ability to write orders and administer medications.
• To demonstrate the ability to collaborate with peers in a medical emergency.

Recommendations:
Strongly recommended for future Child Neurology, Pediatric, and Medicine-Pediatrics interns and specialties with rotations on Pediatric Services.
Ultrasound Guided Peripheral IVs Simulation

Session Leader: Bradley Presley, MD
# Sessions: 4  Length: 120 minutes  Monday, April 30, 2018 at 9:00 am and 11:00 am
Class Size: 8  Type: Elective  Thursday, May 3, 2018 at 10:00 am and 2:00 pm
Hours of Credit: 2

Prerequisite:
None

Overview:
In this course, students will be exposed to the basics of point of care ultrasound and ultrasound guided IVs. A brief lecture will describe the basic operation of the machine operation, upper extremity vein anatomy, vein choice for performing an ultrasound guided IV as well as the risks associated with the procedure. Students will then practice ultrasound guided IVs on training gel models.

Learning Objectives:
• Learn the basic operations of a point of care ultrasound machine
• Explain the indications for performing an ultrasound guided IV
• Know the risks / benefits of ultrasound guided IVs
• Perform ultrasound guided IVs on training gel models

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Emergency Medicine, Family Medicine, Surgical Specialties, Internal Medicine, Medicine-Pediatrics, Neurology, Obstetrics and Gynecology, Pediatrics, Physical Medicine and Rehabilitation, Radiology, and internships with rotations in these areas.
A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience

Session Leader: Joel Cochran, MD
# Sessions: 1  Length: 60 minutes  Wednesday, April 25, 2018 at 12:00 pm
Class Size: 78  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This course is for students going into any medical field. It will focus on the physiologic principles needed to assess and manage a critically ill Pediatric patient. However, the principles discussed are applicable to any age patient.

Learning Objectives:

- Learning how to recognize the ill child
- Learning the importance of adequate fluid resuscitation
- Learning the basics of cardiac output
- Learning the risks/benefits of blood transfusions
- Learning the basics of ventilator management

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Emergency Medicine, Surgical Specialties, and internships with rotations in these areas.
A Practical Approach to Acid-Base Disorders

Session Leader: Nick Fox, MD
# Sessions: 1
Length: 60 minutes
Class Size: 140
Type: Elective
Hours of Credit: 1

Wednesday, April 25, 2018 at 4:00 pm

Prerequisite:

Please see material on Moodle and complete the problems in advance of the session.

Overview:

Because of its reputation for complexity, acid-base analyses intimidate many physicians. However, acid-base disturbances obey well-defined biochemical and physiologic rules and with practice and effort, they can be easily recognized and interpreted. In this review we will discuss a practical, stepwise approach to interpreting acid-base disturbances in blood gas and electrolyte results. The methods we will cover are simple and do not require a nomogram or complicated mathematical formulas, yet they effectively identify clinically important acid-base disorders. We will start with simple problems and proceed to more complex abnormalities with an emphasis on clinically relevant scenarios you will encounter as an intern.

Learning Objectives:

- Define terms used in ABG analyses.
- Interpret simple and complex acid-base disorders.
- Describe gap and non-gap acidosis.
- Identify specific clinical responses to acid-base disorders.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties, Obstetrics/Gynecology and internships with rotations in these areas.
A Survival Guide to Adult Med/Surg Internships

Session Leader: Carley Mills, MD
# Sessions: 1 Length: 120 minutes
Class Size: 140 Type: Elective
Hours of Credit: 2

Monday, April 23, 2018 at 10:00 am

Prerequisite:
None

Overview:
This course will be a lecture review of the most common cross-cover issues interns face on call in the adult med/surg population. A pocket guide for the student to take with them for their first nights of call is provided.

Learning Objectives:

- Understand how to manage common cross cover (illnesses that must be managed) issues that interns are paged about.
- Understand the limitations of an intern’s knowledge and know when to call for help vs. manage a situation on their own.
- Show consideration for patient comfort.

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Neurology, Medicine-Psychiatry, Family Medicine, Medicine-Pediatrics, Emergency Medicine, Physical Medicine and Rehabilitation, Surgical Specialties, Obstetrics/Gynecology and internships with rotations in these areas.
An Intern’s Survival to Pediatric Cardiology

**Session Leader:** Anthony Hlavacek, MD and Arni Nutting, MD  
**# Sessions:** 1  
**Length:** 60 minutes  
**Class Size:** 78  
**Type:** Elective  
**Hours of Credit:** 1  
**Tuesday, May 1, 2018 at 9:00 am**

**Prerequisite:**
None

**Overview:**
This course will be an interactive review of the most common issues interns face in regard to children with known or suspected cardiac issues.

**Learning Objectives:**
- Understand how to assess children with known or suspected cardiac issues.
- Understand common presentations of cardiac disease in children.
- Determine normal vs. abnormal findings on a pediatric ECG, rhythm strip and chest x-ray.
- Understand when assistance of a cardiology fellow or cardiology consult is warranted in managing patience with known or suspected cardiac disease.

**Recommendations:**
All students are welcome.

Strongly recommended for Anesthesia, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Emergency Medicine and internships with rotations in these areas.
An Introduction to Assessing Decision Making Capacity in Clinical Settings

Session Leader: Temeia Martin, MD

# Sessions: 1  Length: 60 minutes  Thursday, May 3, 2018 at 11:00 am
Class Size: 140  Type: Elective

Prerequisite:

None

Overview:

This lecture will highlight and overview the role of assessing decision making capacity in patient care settings.

Learning Objectives:

- Define capacity and competency.
- Review clinical applications of capacity assessment.
- Overview tools for assessment of capacity in the medical client.
- Acknowledge common pitfalls in clinical practice.

Recommendations:

Strongly recommended for all future interns.
Antibiotic Use

Session Leader: Wendy Bullington, PharmD
# Sessions: 1          Length: 60 minutes                      Wednesday, April 25, 2018 at 2:00 pm
Class Size: 140        Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
In this one-hour session, we will review those drug, patient and infection factors that should be considered by the prescribing physician when ordering empiric or definitive antimicrobial therapy. One or more cases may be utilized to illustrate these principles.

Learning Objectives:
- List 3 or more patient or disease factors that should be considered in selecting anti-infective therapy
- List 3 or more drug factors that should be considered in selecting anti-infective therapy.
- Integrate knowledge of patient status, disease/infection type, and anti-infective pharmacologic properties to select drug appropriate therapy in a given clinical situation.

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Medicine-Psychiatry, Physical Medicine and Rehabilitation, Surgical Specialties, Obstetrics/Gynecology, Dermatology and internships with rotations in these areas.
Becoming an MD Entrepreneur: Lifelong Money Management Tips

Session Leader: John Ramey, MD
# Sessions: 1  Length: 60 minutes  Friday, April 27, 2018 at 10:00 am
Class Size: 78  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Do you want pay off debt during residency? Do you want to understand tax saving tips? Do you want to learn investment strategies? Come to this session to learn money saving tips and how to set up a budget to live within your means during residency.

Learning Objectives:

- Understand the importance of budgeting.
- Discuss how to use credit cards wisely.
- Discuss tax saving tips.
- Discuss money saving tips.
- Discuss investment strategies

Recommendations:
All students are welcome.
Recommended for all future interns.
Bedside Cardiology Pearls

Session Leader: Peter Gazes, MD
# Sessions: 1   Length: 90 minutes
Class Size: 140   Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
Cardiac pearls will include only inspection and palpation. A good history and physical examination is essential to cut down other cost of medicine. Too often tests are ordered which are not necessary. It is very important to know when to order tests.

Learning Objectives:

- Understand the importance of inspection and palpation.
- Be able to evaluate neck veins and carotid pulsations.
- Describe right and left ventricular lifts.
- Evaluate abdominal pulsations.
- Know the causes of peripheral edema.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Ob/Gyn, Medicine-Psychiatry, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties and internships with rotations in these areas.
**Big Words Aren’t for Little Patients: Healthcare Communication in Pediatrics**

**Session Leader:** Shannon Leung, MD  
**# Sessions:** 1  
**Length:** 60 minutes  
**Class Size:** 30  
**Type:** Elective  
**Length:** 60 minutes  
**Tuesday, May 1, 2018 at 11:00 am**  
**Hours of Credit:** 1

**Prerequisite:**

None

**Overview:**

Want to build your skills and confidence when talking with pediatric patients? This pediatric communication curriculum breaks it down by addressing the fundamentals: the semantics and phrasing as well as the developmental stages of the pediatric patient. Through a combination of didactic format and real-time practice, students can expand their communication knowledge in addition to developing their skills with immediate feedback.

**Learning Objectives:**

- Medical students will feel more confident in translating medical terms to lay language when conversing with pediatric patients.
- Medical students will gain a better understanding as to how to ask certain questions and form particular statements to pediatric patients.
- Medical students will develop a basic understanding of children’s language and cognitive skills at certain ages to help guide communication in the triad format, i.e. between child, parent/guardian, and health care professional, by the end of the workshop.

**Recommendations:**

All students are welcome.

Strongly recommended for Child Neurology, Emergency Medicine, Family Medicine, Pediatrics, Medicine-Pediatrics, and internships with rotations in these areas.
Billing and Coding 101

Session Leader: John Ramey, MD

# Sessions: 1  Length: 60 minutes  Friday, April 27, 2018 at 9:00 am
Class Size: 78  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Do you know what CPT, HCPCS, ICD-9 mean? Do you want to avoid penalties? Do you know the difference between level 1 versus level 5 documentation? How do I get paid for what I code? If you don't know the answers to these questions, come to this lecture. We will give an overview of appropriate billing and coding practices. We will also explain how to avoid Medicare abuse and fraud. Learn how to document an appropriate history and physical for billing purposes.

Learning Objectives:

- Appreciate the penalties for Medicare fraud and abuse
- Define a whistle blower
- Define actions that will increase your risk for a Medicare audit
- Understand the different medical coding systems Define ICD-9, CPT, HCPCS
- Define E&M
- Understand appropriate coding per Medicare guidelines (Evaluation and Management 1995 guidelines)
- Understand 3 parts of appropriate documentation: History, Physical Exam, and Decision Making
- Understand how to code by time instead of documentation
- Understand what needs to be documented to bill for a consult versus a new patient
- Understand the components of the physical exam
- Understand the components of Medical decision making: Management options, amount of data, and risk

Recommendations:
All students are welcome.

Strongly recommended for all future interns.
Clinical Cases in Pain Management

Session Leader: Keri Holmes-Maybank, MD
# Sessions: 1  Length: 120 minutes  Thursday, May 3, 2018 at 3:00 pm
Class Size: 78  Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:

Pain management is a challenging part of patient care. As an intern you will diagnose and manage many pain diagnoses including osteoarthritis, sickle cell disease, headache, low back pain, diabetic neuropathy, and fibromyalgia. We will go over potential pain management of these diagnoses.

Learning Objectives:

• Determine appropriate pain management for: osteoarthritis, sickle cell disease, headache, low back pain, diabetic neuropathy, and fibromyalgia.
• Identify non-pharmacologic pain management modalities.
• Identify non-opioid pharmacologic pain management modalities.

Recommendations:

All students are welcome.

Strongly recommended for all future interns.
Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6)

Session Leader: Lee Lewis, MD

# Sessions: 1  Length: 60 minutes  Monday, April 23, 2018 at 3:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Residents are expected to teach students as soon as they walk through the door...BUT I WAS JUST A STUDENT MYSELF!!!! Don’t worry; learn the easy way to begin your career as an educator by learning the 6 easy steps to clinical teaching.

Learning Objectives:

- Discuss adult learning theory
- List three basic tenets of effective clinical teaching
- Explain the importance of giving fruitful feedback to students and trainees
- Offer strategies on how to give useful feedback

Recommendations:

All students welcome.

Strongly recommended for all future interns.
Common Pediatric Emergencies

Session Leader: Amanda Price, MD
# Sessions: 1  Length: 60 minute  Tuesday, May 1, 2018 at 1:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
A case based review of the presentation and management of common pediatric illnesses that present to the pediatric emergency department.

Learning Objectives:

• Recognize and manage common illnesses and injuries that present emergently.
• Evaluate and manage a pediatric patient with respiratory distress.
• Explain the approach to the evaluation of serious bacterial infection in febrile infants.
• Recognize and manage a critically ill child in septic shock; utilize clinical algorithms for the management of shock.
• Describe the appropriate indications for head imaging after head injury in children.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Child Neurology, Emergency Medicine, Family Medicine, Surgical Specialties, Pediatrics, Medicine-Pediatrics, and internships with rotations in these areas.
**Consultation**

**Session Leader:** Thomas Rogers Kyle, MD  
**# Sessions:** 1  
**Length:** 60 minutes  
**Class Size:** 140  
**Type:** Elective  
**Hours of Credit:** 1  
**Date:** Wednesday, April 25, 2018 at 12:00 pm

**Prerequisite:**  
None

**Overview:**  
Medical consultation offers a unique opportunity for collaboration between physicians in different specialties. It is also an occasion for the consultant to utilize skills gained from their education and experience to the patient’s benefit. However, performing an effective consultation requires that the consultant follow unique principles to avoid a suboptimal outcome.

**Learning Objectives:**

- Understand the role of the physician as medical consultant.  
- Describe the elements of an effective consultant.  
- Recognize the importance of communication in the consultative process.  
- Utilize the consultative process as an educational opportunity.

**Recommendations:**  
Strongly recommended for all future interns.
Prerequisite:

None

Overview:

This course will provide helpful hints about common urologic conditions. We will discuss common urologic consultations and when to call urgently versus when things can wait. In addition, we will discuss work-ups that can be performed prior to involving Urology.

Learning Objectives:

• Understand common urologic consultations.
• Know what constitutes an urologic emergency.
• Know what not to do in certain situations, and learn what to try before calling Urology.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Medicine-Psychiatry, Child Neurology, Neurology, Emergency Medicine, Physical Medicine and Rehabilitation, Surgical Specialties, Obstetrics/Gynecology and internships with rotations in these areas.
Controlling BP- Is it important? How do you do it?

Session Leader: W. Adam Brzezinski, MD
# Sessions: 1 Length: 60 minutes Tuesday, April 26, 2018 at 12:00 pm
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
While 70 million Americans have hypertension, only 30% of them controlled to goal. Most of these patients see their physician regularly, have health insurance, and yet fail to get their blood pressure below the minimum recommended goal of 140/90 mm Hg.

Learning Objectives:
- Discuss the importance of controlling BP to goal.
- Apply skills toward improving the poor rate of hypertension control.
- Apply knowledge of the best use of currently available evidence in the management of hypertension.

Recommendations:
All students welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Neurology, Emergency Medicine, Medicine-Psychiatry, Physical Medicine and Rehabilitation, Surgical Specialties, Obstetrics/Gynecology, and internships with rotations in these areas.
Debt Management for the Emerging Medical Professional

Session Leader: Commonwealth Financial Group

# Sessions: 1  Length: 60 minutes  Thursday, April 26, 2018 at 2:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
The instructor will identify the most common hurdles faced for the emerging medical professional from a debt perspective. We will then present the most effective techniques/strategy for managing one's personal debt portfolio. Specifically, we will discuss student loan debt, credit card debt and financing major purchases such as the home, cars and a buy-in to a practice.

Learning Objectives:
- Comprehend the various methods for paying back student loan debt
- Distinguish sensible debt from debt that may have very adverse financial consequences
- Understand the short and long term implications of debt acquisition

Recommendations:
Strongly recommended for all future interns.
Deconstructing the Discharge Summary

Session Leader: Jessica English, MD and Ryan Miller, MD
# Sessions: 1  Length: 60 minutes  Wednesday, April 25, 2018 at 3:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
On July 1st or shortly thereafter, you will be asked to perform a vital task for which you have probably had no formal training – write a discharge summary! How will you include all the important information to assure a smooth transition for the patient and do it efficiently and effectively? Attend this overview of the discharge summary and learn how to write one that will actually be useful for patient care. Learn about the consequences of poorly written summaries and how to avoid common pitfalls. Presented from an Internal Medicine point-of-view, this session will include tips which reach across specialties.

Learning Objectives:

- Discuss the role of the discharge summary in the prevention of adverse events.
- Iterate local and national policies with respect to the timing of discharge summary completion.
- Describe the elements which constitute a comprehensive discharge summary.
- Apply a format and style to the discharge summary to make it concise and readable. Construct a discharge summary which reflects standardized quality criteria.

Recommendations:

Strongly recommended for all future interns.
Dermatology for the Intern

Session Leader: Dirk Elston, MD
# Sessions: 1   Length: 60 minutes       Wednesday, April 25, 2018 at 10:00 am
Class Size: 140   Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
The lecture will consist of clinical images of common and more serious dermatoses that physicians in a variety of specialties may encounter.

Learning Objectives:
- Become able to describe rashes and skin lesions using proper terminology.
- Become comfortable in diagnosing and treating a variety of common dermatoses.
- Become aware of internal medicine ramifications or complications of some of the more serious skin disease.

Recommendations:
All students are welcome.

Strongly recommended for Dermatology, Medicine-Psychiatry, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Physical Medicine and Rehabilitation, Emergency Medicine and internships with rotations in these areas.
Financial Planning for the Emerging Medical Professional

Session Leader: Commonwealth Financial Group
# Sessions: 1 Length: 60 minutes Thursday, April 26, 2018 at 1:00 pm
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
The instructor will cover the basic structure for working a financial plan both during and post residency. We will cover the most common financial mistakes made by the emerging physician and how best to avoid them. We will present the various types of retirement plans offered to incoming residents and how to choose which plan is most suitable.

Learning Objectives:

- Have a heightened awareness of the most common mistakes made by emerging physicians
  Understand how to work from a basic financial plan during residency
- Determine the best use of their cash flow both during and post residency
- Know the questions to consider when choosing from the various retirement plans most commonly offered in residency programs

Recommendations:
Strongly recommended for all future interns.
Gold Humanism Honor Society: The Last Lecture

Session Leader: Blake Butterworth, MD

# Sessions: 1  Length: 60 minutes  Wednesday, May 2, 2018 at 12:00 pm
Class Size: 170  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
With all the pressures of residency, how do you keep your sanity? More importantly, how do you maintain your compassion and humanism for your patients, family, and friends? Your residency experience will be invariably stressful, but can be incredibly rewarding if you allow it to be.

Learning Objectives:

• Tips to maintain your own wellness and sanity
• Tips to providing humanistic, compassionate medical care
• Discuss how to grow as a person during the challenges of residency

Recommendations:
Strongly recommended for all future interns.

LUNCH WILL BE PROVIDED TO THOSE WHO REGISTER FOR THIS SESSION.
Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony

Session Leader: Nick Batalis, MD
# Sessions: 1  Length: 60 minutes  Monday, April 30, 2018 at 1:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Learn the basics of the subpoena, depositions, courtroom testimony, affidavits, “opinions”, and other pertinent issues surrounding medicolegal issues from the viewpoint of a physician. Topics include going over basic terms and definitions, reviewing the general legal process and providing pearls for good testimony.

Learning Objectives:

- Describe the role of the physician in the legal system.
- Demonstrate skills for successful courtroom testimony.
- Define basic terminology regarding courtroom testimony.
- Identify "do's and don'ts" when it comes to courtroom testimony.
- Identify pitfalls during courtroom testimony and the ad hominem attack.

Recommendations:

Strongly recommended for all future interns.
How Not to Suck as an Intern

Session Leader: Marc Heincelman, MD and Skip Schumann, MD
# Sessions: 1  Length: 60 minutes  Thursday, April 24, 2018 at 1:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
An informal fun, yet informative session reviewing common pitfalls of intern year. We will identify several characteristics that lead to problems during intern year. Further, we will identify common skills found among successful interns.

Learning Objectives:

- To identify common pitfalls of interns
- To develop an approach to becoming a successful intern, while not “sucking”

Recommendations:

Strongly recommended for all future interns.
How to Buy and Sell Real Estate in a Challenging Market

**Session Leader:** Mikki Ramey, MEd

**# Sessions:** 1  **Length:** 60 minutes  
**Class Size:** 140  **Type:** Elective  
**Hours of Credit:** 1  
**Monday, April 23, 2018 at 11:00 am**

**Prerequisite:**

None

**Overview:**

This course will discuss the basic pros and cons of buying vs. renting. The course will also go through a detailed look at buying and selling homes, as well how to read various real estate contracts.

**Learning Objectives:**

- The student will have a better understanding of renting vs. buying real estate.
- The student will have a better understanding of the process and funds required in the home buying process.

**Recommendations:**

All students are welcome.

Recommended for all future interns.
How to Design an Effective Research Poster

Session Leader: Suzanne Thomas, PhD
# Sessions: 1  Length: 60 minutes  Tuesday, May 1, 2018 at 10:00 am
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This is a one-hour session taught by a senior research scientist with experience in teaching new investigators how to present their work at scientific conferences. Learners will gain practical insights about how to create their own effective research poster, and learners will be provided useful examples they may modify for their own use.

Learning Objectives:

- How to construct a research poster that provides all elements needed to convey research findings
- How to construct a research poster that is visually appealing and inviting
- How to discern the difference between an effective and ineffective research poster

Recommendations:
Strongly recommended for all future interns.
How to Review Medical Articles

Session Leader: Andrew Schreiner, MD
# Sessions: 1  Length: 60 minutes  Tuesday, April 24, 2018 at 11:00 am
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
A brief session designed to develop the knowledge and skills required to practice evidence-based medicine. We will discuss an approach to identifying published articles and quickly assessing their validity and applicability to practice.

Learning Objectives:
- To practice the skills involved in evidence based clinical practice including clinical question formation and acquisition of medical evidence from the literature.
- To review and develop critical appraisal skills and application of available evidence to patient care and medical education.
- Develop a strategy for staying “up to date” during the busy years of residency.

Recommendations:
Strongly recommended for all future interns.
Prerequisite:
This session will include audience response questions. Students must bring their clickers to fully participate in this interactive educational experience.

Overview:
This course will review through lecture and lecture/audience participation essentials of imaging for the non-radiologist, emphasizing the optimization of the imaging consult, imaging safety, and imaging appropriateness.

Learning Objectives:
- Convey accurate, compliant, and relevant clinical information to the radiologist via an imaging requisition, so that the correct study is performed, the right protocol is utilized, and an effective/informative report is created, and the procedure is billed appropriately.
- Utilize the ACR Appropriateness Criteria to order the most appropriate imaging test common clinical scenarios such as chest pain, abdominal/pelvic pain, jaundice, back pain, and headache.
- Discuss and minimize risks associated with the utilization of radiation, contrast, and MRI.
- Recognize approximately 20 common and/or potentially life-threatening abnormalities on plain film.

Recommendations:
Strongly recommended for all future interns.
Informed Consent

Session Leader: Carley Mills, MD
# Sessions: 1  Length: 60 minutes  Wednesday, April 25, 2018 at 11:00 am
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This course will be a lecture/demonstration providing an overview of the development, essential components, medico-legal issues, and demonstrations of examples, both positive and negative, of informed consent.

Learning Objectives:
- Understand the historical context of informed consent in medicine.
- Describe the essential components of informed consent
- Complete a consent form
- Differentiate inadequate from adequate informed consent.

Recommendations:
Strongly recommended for all future interns.
Interprofessional Collaboration in the Hospital Setting

Session Leader: Keri Holmes-Maybank, MD

# Sessions: 1   Length: 60 minutes   Tuesday, May 1, 2018 at 2:00 pm
Class Size: 140   Type: Elective
Hours of Credit: 1

Prerequisite:

None

Overview:

This course will review the most common disciplines working in the inpatient hospital setting. The course will demonstrate the importance of interprofessional collaboration between the various disciplines to maximize patient outcomes. We will review patient scenarios and determine which disciplines should be consulted and how the collaboration improves the patient outcomes.

Learning Objectives:

- Review multiple health care disciplines including occupational therapy, physical therapy, speech therapy, nurse case managers, social workers, wound, ostomy, and continence nurses, and clinical dietitians.
- Explore examples of how these disciplines maximize patient outcomes.
- Appreciate the importance of interprofessional collaboration for optimal patient outcomes.

Recommendations:

Strongly recommended for all future interns.
Introduction to Clinical Microbiology

**Session Leaders:** Lisa Steed, MD and Rick Nolte, MD  
**#Sessions:** 1 (over 3 days)  
**Length:** 360 minutes (2 hr/day)  
**Class Size:** 10  
**Type:** Elective  
**Hours of Credit:** 6

**Prerequisite:**

None

**Overview:**

This elective will enhance your knowledge of appropriate infectious diseases testing and interpretation of results. The focus will be on diagnosis of infections of the blood, central nervous system, respiratory tract, GI tract, and urinary tract as well as sexually transmitted diseases. For various patient scenarios, you will choose appropriate tests to be performed, determine what specimens are appropriate, how those specimens will be collected, and results should be interpreted.

Reference: A Guide to Utilization of the Microbiology Laboratory for Diagnosis of Infectious Diseases: 2013 Recommendations by the Infectious Diseases Society of America (IDSA) and the American Society for Microbiology (ASM), Clin Infect Dis 2013; 57 (4):e22-121.

**Learning Objectives:**

- Recognize best practice choices for effective infectious diseases testing and to avoid of testing that adds little or no value for diagnostic decisions.
- Understand best practices for specimen collection and transport.
- Demonstrate the ability to interpret results of infectious diseases testing and know when addition testing is warranted.

**Recommendations:**

All students are welcome.

Strongly recommended for Internal Medicine, Pediatrics, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, and Dermatology. (Any student with an interest in infectious diseases)
Introduction to Ophthalmology & Eye Emergencies for the Intern

Session Leader: Anne Krasfig, MD
# Sessions: 1  Length: 60 minutes  Tuesday, April 24, 2018 at 12:00 pm
Class Size: 78  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Introduction to Ophthalmology with emphasis on exam techniques for the non-ophthalmologist and presentation of common eye emergencies.

Learning Objectives:
- Review 5 vital signs of the eye
- Review top ophthalmic emergencies that will be seen in the emergency room or primary care setting

Recommendations:
All students are welcome.

Strongly recommended for Emergency Medicine, Family Medicine, Surgical Specialties, Internal Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Ophthalmology, Pediatrics, Physical Medicine and Rehabilitation, and internships with rotations in these areas.
Introduction to Surgical Pathology

Session Leader: Evelyn Bruner, MD and Laura Spruill, MD
#Sessions: 1  Length: 90 minutes  Friday, May 4, 2018 at 2:00 pm
Class Size: 8  Type: Elective
Hours: 2

Prerequisite:
None

Overview:
Introduction to surgical pathology will explore the process of intraoperative frozen sections including the appropriate time to request this service, the tissue handling techniques once pathology receives the specimen and potential challenges of frozen sections. The student will also be introduced to fine needle aspirations including the consent process, the indications for FNA and the techniques of performing a fine needle aspiration. Additionally, students will have hands on experience making microscopic slides by cutting their own frozen section and performing a fine needle aspiration.

Learning Objectives:
- To learn the tissue handling techniques when performing a frozen section (intraoperative consultation) and fine needle aspiration.
- Review the consent process when performing a fine needle aspiration.
- Hands on practice of these techniques in the pathology frozen section room to produce microscopic slides.

Recommendations:
All students are welcome.

Strongly recommended for Pathology, Anesthesia, Internal Medicine, Family Medicine, Medicine-Psychiatry, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties, Obstetrics/Gynecology, and internships with rotations in these areas.
Introduction to Wound Care

Session Leaders: Julie Ross, BSN, RN, CWOCN, Rebeca Rothenmich, BSN, RN, CFCN, CWON, and Glenda Brunette, BSN, RN, CWOCN

#Sessions: 2 Length: 120 minutes Thursday, April 25, 2018 at 9:00 am
Class Size: 30 Type: Elective
Hours: 2

Wednesday, May 2, 2018 at 9:00 am

Prerequisite:

None

Overview:

Introduction to Wound Care Course will be a two-hour instruction, provided by the MUSC Wound, Ostomy, and Continence Nursing (WOCN) team providing participants with a better understanding of current evidence based wound care practices. Focus will be on wound differentiation and etiology, pressure ulcer review, and basic understanding of Negative Pressure Wound Therapy (NPWT).

The following content will be included: description of wound types and use of appropriate terminology, review of NPUAP staging system and implications of appropriate documentation, review of clinical indication and contraindications for use of NPWT, and hands on application of NPWT – VAC.

Learning Objectives:

• Participants will be able to identify different wound types.
• Participants will be knowledgeable of pressure ulcer etiology and NPUAP staging system.
• Participants will be knowledgeable of evidence based practices related to Pressure Ulcer prevention and care.
• Participants will be able to list appropriate wound management strategies based on wound type.
• Participants will be able to identify indications and contraindications to negative pressure wound therapy.
• Participants will be able to appropriately apply a basic negative therapy wound dressing.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Dermatology, Emergency Medicine, Family Medicine, Surgical Specialties, Internal Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Obstetrics/Gynecology, Pediatrics, Physical Medicine and Rehabilitation, and internships with rotations in these areas.
Learning to Teach: How to Give Corrective Feedback

Session Leader: Elizabeth Higgins, MD
# Sessions: 1  Length: 120 minutes  Tuesday, April 24, 2018 at 10:00 am
Class Size: 140  Type: Elective
Hours of Credit: 2

Prerequisite:

Overview:
Corrective feedback is one of the most important tools to help learners change their behavior and grow. All too often however, it is done poorly and the educational intent is lost. In this session, learners will be provided with tools for giving corrective feedback well.

Learning Objectives:
- Understand the definition of feedback and its role in the educational process
- Learn 10 tips for giving corrective feedback well
- Practice the skill of giving corrective feedback

Recommendations:
Strongly recommended for all future interns.
Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker

Session Leader: Sarah Mennito, MD
# Sessions: 1  Length: 90 minutes  Thursday, April 26, 2018 at 2:00 pm and 3:30 pm
Class Size: 25  Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
As physicians we encounter people during some of the most stressful times of their lives. When emotions run high it is easy to lose patience and perspective yet facing these challenging situations is inevitable in all fields of medicine. This 90-minute seminar will review some basic concepts of effective communication, explore techniques for dealing with conflict in patient care settings and offer students the opportunity to work through scenarios involving challenging situations with patients, families and coworkers.

Learning Objectives:

• Understand concepts of effective communication
• Utilize successful techniques to manage challenging interactions with patients, families and coworkers

Recommendations:
Strongly recommended for all future interns.
Mastering Blood Transfusion

Session Leader: Jerry Squires, MD, PhD
# Sessions: 1  Length: 60 minutes  Tuesday, May 1, 2018 at 12:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This course will be a general overview of the critical issues that arise in ordering and managing patient transfusions. Over 45,000,000 blood products are transfused each year in the United States. The ordering of each of these blood components requires knowledge of both the patient and the blood component. While blood components, properly prescribed, can enhance and even save the life of a patient, transfusion can also result in poorer patient outcomes and adverse transfusion reactions.

Learning Objectives:

- Be familiar with the various blood components available for transfusion and their appropriate use.
- Select the appropriate blood components for specific patients.
- Know the various blood component modifications (irradiation, leukoreduction, washing, etc.) and when each should be ordered.
- Recognize the symptoms of the various types of transfusion reactions.
- Initiate appropriate therapy for patients exhibiting signs and symptoms of the various transfusion reaction types.

Recommendations:

Strongly recommended for all future interns.
MD means: My Decision! Why Documentation Matters

Session Leader: Karen Bridgeman, MSN, RN, CCDS
# Sessions: 1  Length: 90 minutes  Friday, May 4, 2018 at 11:00 am
Class Size: 140  Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
Find out why “MD means: My Decision!” Attend this informative session to learn why documentation matters to physicians. Complete and accurate clinical documentation is important to demonstrate the quality of care that you provide to your patients. Learn how to write a good progress note that will make your attending happy! Using real documentation examples, students will learn general documentation tips, terminology, mistakes or omissions, cut and paste hazards, along with the query process. Students will be given a brief review of the IPPS and DRG systems and learn the impact of clinical documentation on quality metrics, RAC audits, and denials. Discussions will include how the changing healthcare reform impacts clinical documentation, including medical necessity, value based purchasing, and bundled payments.

Learning Objectives:

- Discuss the IPPS system.
- Describe the differences between the MS-DRG and APR-DRG systems.
- Discuss the impact of clinical documentation on quality metrics.
- Discuss the future of clinical documentation as it relates to healthcare reform.
- Discuss general documentation tips, terminology, and queries used to improve clinical documentation.

Recommendations:
All students are welcome.

Strongly recommended for all future interns
**Medical Cases for the Psychiatry Intern**

**Session Leader:** Pauline Meekins, MD  
**# Sessions:** 1  
**Length:** 90 min  
**Class Size:** 30  
**Type:** Elective  
**Wednesday, May 2, 2018 at 1:00 pm**  
**Hours of Credit:** 2

**Prerequisite:**  
None

**Overview:**  
The psychiatry intern must be prepared for his/her rotations in medical specialties during the first year, and, in addition, must be able to respond to and manage common medical emergencies as they occur in the psychiatric unit. In this 90 minute small-group session, we will go through several commonly-occurring clinical cases and discuss how to recognize and manage these situations successfully.

**Learning Objectives:**

- Recognize common medical conditions that are unique to the psychiatric patient population  
- Initiate the workup, stabilization, and treatment of these patients  
- Know when, who, and how to call for help as needed

**Recommendations:**  
Strongly recommended for all future Psychiatry interns.
Medicine in the News

Session Leader: Marc Heincelman, MD, Andrew Schreiner, MD, and Skip Schumann, MD
# Sessions: 1 Length: 60 minutes Tuesday, April 24, 2018 at 12:00 pm
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
A fun, interactive way to discuss current medical “hot” topics in the media. These are the cases and information your patients and family will be asking you about!! This lecture will demonstrate how to interpret the studies cited in the news programs as well as how to field the questions you will definitely be asked at work, family reunions, and cocktail parties.

Learning Objectives:

• Use medical news stories as prompts to develop evidence-based medicine skills.
• Identify the flaws in medical news reporting with regards to misunderstanding the importance of level of evidence.
• Anticipate and better respond to patient questions regarding medical news stories.

Recommendations:
Strongly recommended for all future interns.
More than Words: An Introduction to Narrative Medicine and the Family Faculty Program

Session Leader: Lisa Kerr, PhD and Caroline DeLongchamps
# Sessions: 1  
Length: 90 minutes  
Thursday, April 26, 2018 at 10 am
Class Size: 48  
Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
This session provides an introduction to the medical humanities, narrative medicine, and family faculty programs and their expanding role in health care education and practice. After learning about these programs, students will listen to patients and family members from MUSC’s family faculty program tell their stories and engage in meaningful dialogue with them about the value of patient- and family-centered care.

Learning Objectives:
After completing this session, students will be able to
• Define the terms medical humanities, narrative medicine, and family faculty and describe their ever-expanding role in health care education and practice
• Describe the value of narratives in health care practice and education.
• Locate the Patient Story Library at MUSC.
• Describe the value of including patients and family members as partners in care.
• Locate resources related to medical humanities, narrative medicine, and family faculty.

Recommendations:
Strongly recommended for all future interns.
Navigating Transitions of Care: Tips for Meaningful “Hand-offs”

Session Leader: Carley Mills, MD and Mithu Maheswaranathan, MD  
# Sessions: 1  
Length: 120 minutes  
Class Size: 170  
Type: Elective  
Tuesday, April 24, 2018 at 2:00 pm  
Hours of Credit: 2

Prerequisite:
None

Overview:
With the institution of duty hours several years ago, hospitalized patients are subject to a large number of provider transitions during an inpatient stay. As interns, you will be tasked with caring for not only the patients you admit, but also many others who will be “handed off” by several other physicians. How do you make sure you know these patients well enough to care for them during your shift? How can you generate a checkout document that is concise, but meaningful? How can you avoid the many pitfalls inherent in the hand-off process so each patient receives the best possible care? In this session, you will experience a didactic overview of best practices in care transitions, then break into teams to practice the hand-off process yourself.

Learning Objectives:

- List the elements of an effective “checkout” document
- Describe the concept of “patient ownership” and relate its importance to transitions of care
- Describe the risk factors for conducting a poorly executed “hand-off”
- Iterate three potential consequences of poorly executed “hand-offs”

Recommendations:

Strongly recommended for all future interns.
Neurology Essentials

Session Leader: Leo Bonilha, MD
# Sessions: 1  Length: 60 minutes  Thursday, May 3, 2018 at 1:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Students will review the management of acute neurological urgencies and emergencies and review/practice techniques used to perform a lumbar puncture in adults.

Learning Objectives:

- Review identification, evaluations and management options for patients with status epilepticus
- Review the identification and management of acute cerebrovascular disease (CVA, cerebral hemorrhage)
- The differential diagnosis and management of acute meningitis

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Medicine-Psychiatry, Physical Medicine and Rehabilitation, Surgical Specialties, Obstetrics/Gynecology, and internships with rotations in these areas.
Nutrition Support Using Enteral and Parenteral Nutrition

Session Leader: Emily Chapman, RD, LD, CNSD
# Sessions: 1  Length: 60 minutes
Class Size: 78  Type: Elective
Hours of Credit: 1  Wednesday, April 25, 2018 at 3:00 pm

Prerequisite:
None

Overview:
Nutrition support is imperative for patients who are not able to meet their energy needs by consuming food by mouth. Enteral nutrition is an important therapy for patients with a functional GI tract who cannot eat or whose intake is inadequate to meet nutritional needs and prevent malnutrition. Enteral nutrition also has beneficial effects on gut mucosa and intestinal immunological barrier function. Conversely, parenteral nutrition is an essential feeding alternative for patients who cannot meet their nutrition requirements via oral intake or enteral tube feedings. However, it is an invasive, costly therapy that is associated with potentially serious complications and should be reserved for patients with significant gastrointestinal dysfunction. This course will discuss the benefits of enteral nutrition, indications and contraindications of enteral and parenteral nutrition, and various accesses and complications associated with each form of nutrition.

Learning Objectives:
• Understand the indications and contraindications of enteral nutrition and the benefits of enteral feeding.
• Identify the types of enteral access and possible complications.
• Determine how to assess tolerance of enteral nutrition.
• Identify the appropriate indications for parenteral nutrition support.

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Medicine-Psychiatry, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Physical Medicine and Rehabilitation, Neurology, Surgical Specialties, and internships with rotations in these areas.
Obstetrics and Gynecology Pearls

Session Leader: Chris Goodier, MD
Sessions: 1  Length: 60 minutes  Monday, April 30, 2018 at 9:00 am
Class Size: 50  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
The following course is intended for medical students planning residency in obstetrics and gynecology, emergency medicine, or family medicine.

Learning Objectives:

1. Develop a differential diagnosis for
   a. First trimester bleeding
   b. Third trimester bleeding
   c. Acute menorrhagia (heavy uterine bleeding)
   d. Fever in Pregnancy

2. Outline an evaluation and management plan for
   a. First trimester bleeding
   b. Third trimester bleeding
   c. Acute menorrhagia (heavy uterine bleeding)
   d. Fever in Pregnancy

Recommendations:
Due to the format, this session is only open to future Family Medicine, Emergency Medicine, and Obstetrics/Gynecology interns.
Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters

Session Leader: Eric Gordon, MD
# Sessions: 1   Length: 60 minutes   Thursday, April 26, 2018 at 9:00 am
Class Size: 140   Type: Elective
Hours of Credit: 1

Prerequisite:
None

Learning Objectives:

- Understand concepts of musculoskeletal infections, fractures, dislocations, and compartment syndrome
- Recognize and do initial workup of orthopaedic emergencies
- Critical musculoskeletal imaging concepts (take the right X-rays and don’t get unnecessary MRIs)
- Perform initial management of musculoskeletal problems - urgent vs non urgent
- Know how to call an Ortho consult

Recommendations:

All students welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Emergency Medicine, Medicine-Psychiatry, Physical Medicine and Rehabilitation, Surgical Specialties, and internships with rotations in these areas.
Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters

Session Leader: Kathleyn Brandstetter, MD
# Sessions: 1  Length: 60 minutes  Monday, April 23, 2018 at 4:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Overview of common ear/nose/throat/airway problems that are often managed by non-otolaryngologists, including - hearing loss, facial paralysis, ear infections, epistaxis, chronic sinusitis, cervical lymphadenopathy, hoarseness, sore throat, recurrent croup, and others. This session will include a Powerpoint overview, case-based discussions, and interactive question and answer.

Learning Objectives:
• Highlight evidence-based treatment guidelines
• Review physical exam techniques and findings that you don’t want to miss
• Discuss indications for imaging, and learn how various imaging modalities are used to diagnose common ENT diseases
• Increase comfort with initial management of ENT emergencies

Recommendations:
All students are welcome.

Strongly recommended for future Surgical, Anesthesia, Internal Medicine, Medicine-Pediatrics, Family Medicine, Pediatric, Neurology, and Emergency Medicine interns.
Overdose and Toxicity

Session Leader: Nick Connors, MD
# Sessions: 1  Length: 60 minutes  Tuesday, April 24, 2018 at 9:00 am
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:

None

Overview:

This session will focus on the most common and life-threatening overdoses interns are likely to see as these conditions may require rapid recognition and intervention. While many overdoses and toxicities are due to patient administration, many are medication errors in the hospital setting causing significant morbidity and mortality. The utility of toxidromes as a way to group exposures to various substances and guide treatment will be discussed. Additionally, the indications for the use of antidotes and treatments will be reviewed.

Learning Objectives:

• Understanding toxidromes and being able to apply them to clinical situations
• Name the highest risk medications given to inpatients
• Understand indication and pharmacology of antidotes

Recommendations:

All students welcome.

Strongly recommended for all future interns.
Overview of Palliative Care

**Session Leader:** Mary Adler, RN
**# Sessions:** 1  **Length:** 60 minutes  **Thursday, May 3, 2018 at 10:00 am**
**Class Size:** 30  **Type:** Elective
**Hours of Credit:** 1

**Prerequisite:**

None

**Overview:**

Palliative care is an essential part of patient care with a goal to improve quality of life for the patient and family. It is a team approach that specializes in care for people with serious illnesses and focuses on providing relief from symptoms including pain, shortness of breath, fatigue, constipation, nausea, loss of appetite, insomnia, and depression. It is appropriate at any age and at any stage in a serious illness and can be provided along with curative treatment.

**Learning Objectives:**

- Define Primary Palliative Care.
- When to consider palliative care consult. What are the services offered?
- Some of the resources available for palliative care information. A pocket guide for hospice eligibility will be provided.

**Recommendations:**

All students are welcome.

Strongly recommended for Anesthesia, Medicine-Psychiatry, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Radiation Oncology, Surgical Specialties, Physical Medicine and Rehabilitation, Obstetrics/Gynecology and internships with rotations in these areas.
Oxygen Delivery Methods and Asthma Gadgets

Session Leader: Patricia McBurney, MD, Sherron Jackson, MD, and Anita Shuler, RT  
# Sessions: 1  
Length: 90 minutes  
Class Size: 16  
Type: Elective  
Thursday, April 26, 2018 at 8:00 am  
Hours of Credit: 2

Prerequisite:

None

Overview:

This course offers an introduction, demonstration and hands on application to oxygen delivery systems. An introduction to acute and chronic asthma management will follow along with a demonstration and hands on application of asthma therapy devices.

Learning Objectives:

- Recognize, assemble and demonstrate the various equipment used for oxygen delivery.
- Recall the advantages and disadvantages of various oxygen delivery systems.
- Recall the flow rates and theoretical F102 supplied by different oxygen delivery systems.
- Recognize, assemble and demonstrate the various equipment used for asthma (acute and chronic management).

Recommendations:

All students are welcome.

Strongly recommended for Internal Medicine, Medicine-Psychiatry, Family Medicine, Medicine-Pediatrics, Pediatrics, Emergency Medicine, and internships with rotations in these areas.
Pain Management

Session Leader: Leigh Vaughn, MD
# Sessions: 1 Length: 60 minutes Tuesday, May 1, 2018 at 9:00 am
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This session focuses on the basic strategies for effective pain management, including the practical application of medication selection and conversion. The premise is to ensure that the student will be able to understand and apply basic strategies to manage 'total pain' and how to function in/with an interdisciplinary team. Emphasis will be placed on understanding and integrating the physiological mechanisms of pain with types of pain, psychosocial and spiritual impact of pain and suffering. Included is learning appropriate strategies to assess and manage the multifactoral dimensions of pain, with a practical focus on case-study exercises in medication selection and conversion. Pain interventions will be explored using an evidence-based, interdisciplinary approach. (Focus and examples based on adult population.)

Learning Objectives:

- Identify and apply multimodal analgesia concept and strategies.
- Identify and discuss the difference between addiction, chemical dependence, and tolerance and depression.
- Apply evidence-based approaches in the management of pain and suffering in individuals with acute or chronic pain in a variety of patient populations.
- Formulate approaches to management of pain including traditional and integrative approaches. Utilize opioid conversion guides to convert and titrate pain medications.

Recommendations:
Strongly recommended for all future interns.
Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?

Session Leader: Nick Batalis, MD
# Sessions: 1    Length: 60 minutes    Monday, April 30, 2018 at 2:00 pm
Class Size: 140    Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
The death of a patient is difficult for every healthcare worker. Furthermore, the postmortem responsibilities of the physician can be grueling and extremely intimidating, especially when most of medical school has dealt with what to do to keep the patient alive. This session will review postmortem issues such as ordering autopsies, organ and tissue donation, and how to properly fill out a death certificate.

Learning Objectives:
- Define cause, manner, and mechanism of death.
- Discuss the importance of proper death certification.
- Discuss brain death, organ donation, and tissue donation.
- Describe the role of the autopsy and how it fits in with donation and funeral procedures.
- Discuss the proper and professional approach to a family regarding autopsy and donation

Recommendations:
Strongly recommended for all future interns.
Patient Safety Primer

Session Leader: David Bundy, MD

# Sessions: 1  Length: 60 minutes  Wednesday, April 25, 2018 at 1:00 pm
Class Size: 170  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This lecture will present the student with the basic tenets of patient safety, which will provide them the backbone knowledge for keeping patients safe throughout their medical career

Learning Objectives:

• Understand basic definitions in patient safety (errors, adverse events, negligence)
• Understand the fundamentals of a “safety culture” and a “system approach” to safety
• Understand the most common types of health care errors, and approaches to mitigate each type
• Understand how to evaluate a process for safety
• Understand the role of disclosure in patient safety

Recommendations:
Strongly recommended for all future interns.
Perioperative Medical Care of the Surgical Patient

Session Leader: Ashley Duckett, MD
# Sessions: 1 Length: 60 minutes Monday, April 30, 2018 at 11:00 am
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This course will review common issues that arise with adult patients facing surgery.

Learning Objectives:

- Manage prescription medications pre-operatively.
- Follow the ACC guidelines for pre-operative testing.
- Recognize what you can do to reduce your patient’s risk of post-operative complications.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Surgical Specialties and internships with rotations in these areas.
Pharmacy for the Intern

Session Leader: Wendy Bullington, PharmD
# Sessions: 1  Length: 60 minutes
Class Size: 140  Type: Elective

Wednesday, May 2, 2018 at 3:00 pm

Prerequisite:
None

Overview:
Want to decrease the number of pages you receive as an intern? Interested in learning about important medication resources? Need to feel more confident choosing, dosing, and ordering medications… Look no further!

Learning Objectives:
- Describe medication resources available for drug selection and dosing
- Determine how to recognize patient-specific factors that may affect medication choice and dose
- Discuss common medication pitfalls for the first year physician

Recommendations:
All students welcome.
Strongly recommended for all future interns.
Principles of ECGs

Session Leader: Peter Gazes, MD
# Sessions: 1  Length: 90 minutes  Friday, April 27, 2018 at 12:30 pm
Class Size: 140  Type: Elective
Hours of Credit: 2

Prerequisite:

None

Overview:

The ECG continues to be one of the most commonly employed technologies in cardiology, but many residents are asked to interpret findings without any such formal training. In this fast paced session conducted by MUSC’s most renowned Cardiologist, the student will be exposed to a wide variety of abnormal ECG’s and learn some tips and tricks of interpretation.

Learning Objectives:

- Outline an approach to ECG analysis.
- Discuss the importance of ST segment changes.
- Accurately recognize major dysrhythmias.
- Recognize ECG findings that indicate life-threatening events.

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Medicine-Psychiatry, Emergency Medicine, Surgical Specialties, Physical Medicine and Rehabilitation, Obstetrics/Gynecology and internships with rotations in these areas.
Psychiatric Pearls

Session Leader: Chris Pelic, MD
# Sessions: 1 Length: 90 minutes Monday, April 23, 2018 at 1:00 pm
Class Size: 140 Type: Elective
Hours of Credit: 2

Prerequisite:
None

Learning Objectives:

- Learn how to manage substance withdrawal or intoxication (particularly alcohol, barbiturate, or benzodiazepine withdrawal).
- Recognize and manage catatonia and delirium.
- Be able to recognize and treat basic side effects from psychiatric medications (including NMS)
- Describe key concepts when evaluating suicidal patients to ensure their safety.
- Learn general strategies for treating patients that have a psychiatric diagnosis.
- Understand when and how to properly initiate a psychiatric consultation.

Recommendations:

All students are welcome.

Strongly recommended for Internal Medicine, Family Medicine, Medicine-Psychiatry, Medicine-Pediatrics, Pediatrics, Child Neurology, Neurology, Emergency Medicine, Surgical Specialties, Psychiatry and internships with rotations in these areas.
Radiology for the Soon-to-be Intern

Session Leader: Pal Suranyi, MD, PhD
# Sessions: 1  Length: 60 minutes  Wednesday, May 2, 2018 at 10:00 am
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Learning Objectives:
- Recognize COMMON and/or LIFE THREATENING adult medical/surgical conditions on radiographs.
- Recognize limitations of radiographs in excluding or making specific diagnoses.
- Recognize common normal variations and photographic artifacts that can simulate disease.
- Recognize and cheerfully accept your own limitations as diagnostic radiologist.

Recommendations:
All students are welcome.

Strongly recommended for all future interns, particularly Radiology.
Reducing Medication Errors in Pediatrics: Building Safer Systems

Session Leader: David Bundy, MD
# Sessions: 1  Length: 60 minutes  Tuesday, May 1, 2018 at 3:00 pm
Class Size: 30  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
In this session, we will discuss the enormous burden of healthcare-associated harm, with particular focus on medication errors in children. We will compare various strategies for preventing pediatric medication errors, with an emphasis on systems-based approaches. An overarching goal will be to help future residents to envision ways in which they can work with and improve systems to reduce errors and make care safer.

Learning Objectives:

- Estimate the burden and describe the epidemiology of pediatric medication errors.
- Compare individual-focused to system-focused strategies for medication error reduction.
- Propose at least one system change you could implement as student/resident to reduce pediatric medication errors.

Recommendations:
All students are welcome.

Strongly recommended for all future interns, particularly Family Medicine, Medicine-Pediatrics, Pediatrics, and internships with rotations in these areas.
Residency Contract Benefits

Session Leader: Commonwealth Financial Group
# Sessions: 1       Length: 60 minutes       Thursday, April 26, 2018 at 3:00 pm
Class Size: 140     Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
We will systematically go through each of the main categories of benefits offered in residency programs and the questions one must ask when selecting these benefits – specifically discussing health insurance, life insurance, disability coverage, health savings accounts, flexible spending accounts and retirement plans.

Learning Objectives:

- Understand the main categories of benefits and the questions one must be able to answer when making their selections
- Envision how one's benefits through their employer affect their overall financial plan
- Understand the changes we expect to see with tax law and how this relates to selecting one's benefits

Recommendations:
Strongly recommended for all future interns.
Safe and Responsible Prescribing of Opioids

Session Leader: Keri Holmes-Maybank, MD

# Sessions: 1  Length: 60 minutes  Thursday, May 3, 2018 at 2:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
Opioids are indicated for pain care in many patients. Unfortunately, opioids have many side effects and adverse events including respiratory depression and death. Opioid prescribing has led to opioid misuse and opioid use disorder including heroin use. We will discuss safe and responsible prescribing of opioids to avoid adverse events, opioid misuse, and opioid use disorder.

Learning Objectives:

• Counsel patients on the benefits and risks of opioid pain medications.
• List non-pharmacologic and non-opioid pharmacologic therapies for chronic pain.
• Assess a patient for risk of opioid-related harms.
• Identify patients with opioid use disorder and refer for evidence-based management.
• Select the appropriate opioid formulation, dosage, and duration for pain management.
• Develop a plan to monitor treatment goals for pain and function and to discontinue opioid therapy if benefits do not outweigh the risks.
• Be familiar with utilization of PDMP and other risk mitigation strategies.

Recommendations:
Strongly recommended for all future interns.
Spirituality and End-of-Life Care

Session Leader: Rev. Herman “Frank” Harris, MDiv
# Sessions: 1  Length: 60 minutes
Class Size: 78  Type: Elective
Hours of Credit: 1  Tuesday, May 1, 2018 at 11:00 am

Prerequisite:
None

Overview:
Spirituality is fundamental to the care of patients with serious illness. It is therefore important for medical providers to learn to assess and discuss spirituality in a manner that enables trust and rapport between patient and provider. In this session, students will acquire knowledge about spirituality and existential issues related to patient care, especially around spiritual assessment, compassionate presence, meaning and mindfulness. Application of similar techniques to self-care and self-awareness are also encouraged. Students will also learn to navigate the distinctions between the domains of spirituality and religiosity.

Learning Objectives:

• Describe elements of various spiritual assessment tools.
• Develop awareness of empathic communication techniques to effectively address spiritual, emotional, and existential distress.
• Understand the need for self-awareness before, during, and after patient encounters.
• Articulate the difference between spirituality and religion.

Recommendations:
Strongly recommended for all future interns.
The Future of American Medicine Under Health Care Reform

Session Leader: William Moran, MD  
# Sessions: 1  Length: 90 minutes  
Class Size: 140  Type: Elective  
Hours of Credit: 2  
Monday, April 30, 2018 at 3:00 pm

Prerequisite:
None

Overview:
The advent of health care reform under the Obama administration offers American Medicine significant opportunities to meet the healthcare needs of the American population and especially a large and aging population. However, the reform legislation is crafted to use policy change as a lever to remodel the delivery system and refocus health care provider training. The course will use historical data and international comparisons to suggest potential future directions that American Medicine will take in the near term. We will discuss historical trends in American Medicine workforce and financing and examine proposed strategies for change. Finally, we will examine the impact of Trump Administration policies on the path of reform efforts.

Learning Objectives:

- Identify key events in the history of American Medicine which led to the current mixture of government and employer based healthcare system.
- Be able to compare the US healthcare system with several other prototype industrial countries.
- Identify key policy initiative in the Obama and Trump administrations and how they will impact the American healthcare delivery system.

Recommendations:
Strongly recommended for all future interns.
Tips for Efficiency and Effectiveness during Internship

Session Leader: Elisha Brownfield, MD
# Sessions: 2  Length: 90 minutes  Thursday, April 26, 2018 at 8:00 am and 9:30 am
Class Size: 30  Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
Internship is an exciting professional phase of life that comes with new opportunities and challenges. Faced with the complex care of very sick patients, the demands of a new profession, and maturation of personal goals and relationships, the intern will struggle to “do it all” both at work and at home. In this session, students will be presented with pertinent highlights of Stephen Covey’s The Seven Habits of Highly Effective People as applied to the physician, and will be guided through goal setting exercises. Breaking into small groups and working with residents, the students will simulate inpatient rounding exercises and be guided through daily tasks. Tips for prioritizing tasks and working efficiently will be shared with all attendees.

Learning Objectives:

- Prioritize tasks for rounds
- Describe the differences between efficiency and effectiveness
- List personal and professional goals for the coming year

Recommendations:
All students are welcome.

Strongly recommended for all future interns.
Treatment of the Diabetic Patient: Introduction to Insulin Therapy

Session Leader: Zainab Mian, MD

# Sessions: 1  Length: 60 minutes  Tuesday, May 1, 2018 at 3:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 1

Prerequisite:

None

Overview:

This program will explain role of insulin in diabetes therapy with brief review of pathophysiology and pharmacology. Describe methods of introducing insulin therapy. Discuss intensive insulin therapy with overview of basal-bolus insulin therapy and introduction to insulin pump therapy and inpatient diabetes management. Case studies will be highly utilized to guide discussion.

Learning Objectives:

- Discuss the pharmacology of available insulins.
- Describe insulin initiation protocols including basal insulin therapy and pre-mixed/split mixed insulin.
- Describe the protocol for initiating intensive insulin therapy: Basal, carbohydrate bolus and correction dose insulin.
- Discuss the basics of assessing glycemic control and adjusting insulin therapy.
- Be familiar with basal-bolus-correction insulin therapy in context of insulin pumps and the hospitalized patient

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Medicine-Psychiatry, Internal Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Emergency Medicine, Surgical Specialties, Physical Medicine and Rehabilitation, Obstetrics/Gynecology and internships with rotations in these areas.
Ultrasound Guided Procedures

Session Leader: Bradley Presley, MD
# Sessions: 1 Length: 60 minutes Tuesday, May 1, 2018 at 12:00 pm
Class Size: 140 Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This course will be a lecture (only) overview of the most commonly performed ultrasound guided procedures including ultrasound guided IVs, central line placement, paracentesis, and thoracentesis.

Learning Objectives:
- Understand the basic functions of a bedside ultrasound machine.
- Know the proper way to prepare the machine for sterile procedures.
- Develop a basic understanding of how the ultrasound machine can help facilitate procedures and its limitations.

Recommendations:
All students are welcome.

Strongly recommended for Emergency Medicine, Anesthesia, Internal Medicine, Family Medicine, Medicine-Pediatrics, Medicine-Psychiatry, Pediatrics, Surgical Specialties and internships with rotations in these areas.
Ventilator Basics & Pulmonary Pearls

Session Leader: Edward Kilb, MD

# Sessions: 1  Length: 90 minutes  Thursday, May 3, 2018 at 2:00 pm
Class Size: 140  Type: Elective
Hours of Credit: 2

Prerequisite:
None

Overview:
This discussion will briefly review the different basic modes of ventilation you may encounter as an intern. The modes discussed will be the basic modes used on a standard ventilator and not special ventilators such as high frequency oscillators. Additionally, we will discuss what parameters can be changed when a nurse or respiratory therapist calls you with blood gas values in the middle of the night.

Learning Objectives:

- Not to be afraid of the ventilator.
- Understand the different modes of the ventilator and the different parameters.
- Understand what parameters on the ventilator can be changed to effect the blood gas values.
- Knowing where to go for information.
- Know when to ask for help.
- An algorithm of evaluating a patient for extubation/recognizing patients who are ready to extubate

Recommendations:

All students are welcome.

Strongly recommended for Anesthesia, Internal Medicine, Medicine-Psychiatry, Emergency Medicine, Family Medicine, Medicine-Pediatrics, Pediatrics, Surgical Specialties and internships with rotations in these areas.
Vitamins & Supplements: Fact or Fiction?

Session Leader: Stephanie Kirk, PharmD, BCACP, CDE
# Sessions: 1  Length: 60 minutes  Type: Elective
Class Size: 78  Hours of Credit: 1  Tuesday, May 1, 2018 at 1:00 pm

Prerequisite:
None

Overview:
Vitamins, supplements and micronutrients are commonly used by patients for a more “natural” approach to medicine; however, because these agents are not as closely regulated by the FDA when compared to prescription medications, clinicians need to be knowledgeable regarding their appropriate indications, efficacy and safety. This session will review some commonly used supplements and potential toxicities, drug interactions, and safety concerns with their use.

Learning Objectives:
- Review indications for commonly used vitamins, supplements and micronutrients used in the US.
- Recognize signs and symptoms of supplement toxicity.
- Identify major drug interactions between supplements and commonly used prescription drugs.
- Given a patient case, determine if the over-the-counter product is acceptable and safe for use.

Recommendations:
All students are welcome.

Strongly recommended for Anesthesia, Child Neurology, Dermatology, Internal Medicine, Neurology, Medicine-Psychiatry, Family Medicine, Medicine-Pediatrics, Emergency Medicine, Surgical Specialties, Ophthalmology, Obstetrics/Gynecology, Pathology, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry and internships with rotations in these areas.
Emergency Medicine Resident Panel

**Session Leader:** Russell Allinder, MD and Alexandra Monroe, MD  
**# Sessions:** 1  
**Length:** 60 minutes  
**Class Size:** 30  
**Type:** Elective  
**Thursday, April 26, 2018 at 1:00 pm**

**Hours of Credit:** 1

**Prerequisite:**

None

**Overview:**

This will be a discussion addressing the common emergency medicine questions encountered as an intern and transitioning into the role of an emergency medicine intern.

**Learning Objectives:**

- Learn how to mentally prepare to be an intern.
- Recognizing emergency medicine emergencies
- Understand common emergency medicine concerns from nursing, patients, and families.

**Recommendations:**

All students are welcome.

Strongly recommended for future Emergency Medicine interns.
Family Medicine Resident Panel

Session Leader: Sean Haley, MD, MPH and Leah Stem, MD

# Sessions: 1  Length: 60 minutes  Thursday, May 3, 2018 at 10:00 am
Class Size: 18  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This will be a discussion addressing the common concerns and questions about transitioning into the role of a family medicine intern as well as how to be a “good intern”.

Learning Objectives:
- Appreciate the importance of communication with patients and families.
- Learn how to mentally prepare to be an intern.
- Understand common family medicine cross cover concerns from nursing, patients, and families.

Recommendations:
All students welcome.

Strongly recommended for all future Family Medicine interns.
Internal Medicine Resident Panel

Session Leader: Kevin Baker, MD, Ryan Miller, MD, Carley Mills, MD, and Andy Nielsen, MD
# Sessions: 1  Length: 60 minutes  Friday, May 4, 2018 at 10:00 am
Class Size: 40  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This will be a discussion addressing the common concerns and questions about transitioning into the role of an internal medicine intern.

Learning Objectives:
- Explore how to be an effective intern on a team.
- Learn how to mentally prepare to be an intern.
- Understand common cross cover concerns from nursing, patients, and families

Recommendations:
All students welcome.

Strongly recommended for all future Internal Medicine, Medicine-Pediatrics, and Medicine-Psychiatry interns.
Neurology Resident Panel

Session Leader: Danuel Snelgrove, MD and Zeke Walton, MD
# Sessions: 1  Length: 60 minutes  Wednesday, May 2, 2018 at 8:00 am
Class Size: 18  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This will be a discussion addressing the common neurological questions encountered as an intern and transitioning into the role of a neurology intern.

Learning Objectives:
- Learn how to mentally prepare to be an intern.
- Recognizing neurological emergencies
- Understand common neurologic cross cover concerns from nursing, patients, and families.

Recommendations:
All students are welcome.

Strongly recommended for future Neurology interns.
Obstetrics and Gynecology Resident Panel

Session Leader: Mel Blohm, MD, Blake Butterworht, MD, Lindsey Harward, MD, Shauna Hemingway, MD, Sarah Shea, MD, and Genevieve Wolpert, MD

# Sessions: 1  Length: 60 minutes  Wednesday, April 25, 2018 at 4:00 pm
Class Size: 18  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This session will be primarily geared towards fourth year medical students entering residency in Obstetrics and Gynecology. It will provide resources useful during intern year, as well as insight into the expectations of a first-year ObGyn resident, guiding the transition from student to physician. The format will be discussion-based and will allow ample time for questions.

Learning Objectives:

- Gain an appreciation for the most challenging aspects of the overnight transition to physician.
- Understand the most useful resources for ObGyn interns.
- Surviving the first month: Fielding pages and phone calls, handling the most common ObGyn emergencies, and incorporating and utilizing medical students.

Recommendations:
All students welcome.

Strongly recommended for all future Obstetrics and Gynecology interns.
Pathology Resident Panel

Session Leader: David LeBel, MD

# Sessions: 1  Length: 60 minutes  Friday, April 27, 2018 at 3:00 pm
Class Size: 24  Type: Elective
Hours of Credit: 1

Prerequisite:
None

Overview:
This will be a discussion addressing the common concerns and questions about transitioning into the role of a Pathology intern. A panel of current pathology residents, ranging from 1st-4th years, will be available to address a diverse array of topics. These topics include residency expectations, adjusting to multiple new roles (resident, teacher, colleague), and suggested pre-residency preparations. This will be an informal event designed to allow students to address questions and concerns related to their upcoming residency.

Learning Objectives:

- Learn how to mentally prepare to be an intern.
- Ease anxiety by hearing similar worries/concerns from fellow colleagues and residents
- Review advice and tips for success from a variety of pathology residents at different levels of training
- Lean how the pathologist will function as a teacher and consultant starting on day one

Recommendations:

All students welcome.

Strongly recommended for all future Pathology interns.
Pediatric Resident Panel

Session Leader: Jordan Newman, MD and Sarah Yale, MD
# Sessions: 1  Length: 60 minutes  Tuesday, May 1, 2018 at 10:00 am
Class Size: 18  Type: Elective
Hours of Credit: 1

Prerequisite: None

Overview:
This will be a discussion addressing the common concerns and questions about transitioning into the role of a pediatric intern.

Learning Objectives:
- Understand the importance of having open communication with families.
- Understand how to mentally prepare to be an intern.
- Understand common pediatric cross cover concerns from nursing/parents.

Recommendations:
All students are welcome.

Strongly recommended for Medicine-Pediatrics, Pediatrics, Child Neurology, and internships with rotations in these areas.
Psychiatry Resident Panel

Session Leader: Lynneice Bowen, MD, Alyssa Braxton, MD, Joe Cheng, MD, Leon Cushenberry, MD, and Blake Werner, MD

# Sessions: 1  Length: 60 minutes  Wednesday, May 2, 2018 at 9:00 am
Class Size: 18  Type: Elective
Hours of Credit: 1

Prerequisite:

None

Overview:

This will be a discussion addressing the common concerns and questions about transitioning into the role of a psychiatry intern.

Learning Objectives:

- Appreciate the importance of communication with patients and families.
- Learn how to mentally prepare to be an intern.
- Understand common psychiatry cross cover concerns from nursing, patients, and families

Recommendations:

All students welcome.

Strongly recommended for all future Psychiatry and Medicine-Psychiatry interns.
Surgery Resident Panel

Session Leader: Bennett Calder, MD, Ashley Hink, MD, Rohan Kambeyanda, MD, Lauren McClain, MD, and Yana Mikhaylov, MD

# Sessions: 1  Length: 60 minutes  Type: Elective
Class Size: 24  Hours of Credit: 1  Friday, May 4, 2018 at 4:00 pm

Prerequisite:
None

Overview:
This will be a discussion addressing the common concerns and questions about transitioning into the role of a surgical intern.

Learning Objectives:
- Understand to roll of the general surgery intern within the standard surgical team
- A brief overview of ACGME guidelines for surgical residents
- Understand common surgical cross cover concerns from nursing, patients, and families

Recommendations:
All students are welcome.

Strongly recommended for all future Surgical Specialty interns.
INTERNSHIP TRACKS

The following tracks list elective suggestions for your area of practice. You are welcome and encouraged to take other electives.

Anesthesia:

ACLS or PALS based on what your future program requires.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Bedside Cardiology Pearls; Principles of ECGs; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design a Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

Child Neurology:

PALS if your future program requires it.

Informed Consent Simulation; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Psychiatric Pearls; Oxygen Delivery Methods and Asthma Gadgets; Radiology for the
Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; An Intern’s Survival to Pediatric Cardiology; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Reducing Medication Errors in Pediatrics: Building Safer Systems; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Common Pediatric Emergencies; How to Review Medical Articles; Pediatric Resident Panel; How Not to Suck as an Intern; Neurology Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Big Words Aren’t for Little Patients: Healthcare Communication in Pediatrics; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Pediatric Simulation

**Dermatology:**

ACLS if your future program requires it.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

If you are doing a preliminary year, we suggest a Family Medicine, Internal Medicine, or Surgery Resident Panel as well as reviewing the suggestions for that internship.
Emergency Medicine:

ACLS or PALS based on what your future program requires.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Obstetrics and Gynecology Pearls; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; An Intern’s Survival to Pediatric Cardiology; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs Simulation; Common Pediatric Emergencies; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Emergency Medicine Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Big Words Aren’t for Little Patients: Healthcare Communication in Pediatrics; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

Family Medicine:

ACLS or PALS based on what your future program requires.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Obstetrics and Gynecology Pearls; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Oxygen Delivery Methods and Asthma Gadgets; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; An Intern’s Survival to Pediatric Cardiology; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?;
Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; 
Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6) ; Overdose and Toxicity; Neurology Essentials; MD 
means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of 
Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and 
Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing 
and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy 
and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the 
News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative 
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Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & 
Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs Simulation; Common Pediatric 
Emergencies; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; 
Family Medicine Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing 
the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor 
Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital 
Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety 
Primer; Residency Contract Benefits; Mastering Blood Transfusion; Big Words Aren’t for Little Patients: 
Healthcare Communication in Pediatrics; Learning to Teach: How to Give Corrective Feedback; Clinical Cases 
in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

**Internal Medicine:**

*ACLS if your program requires it.*

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Basic Emergency Airway 
Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom 
Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A 
Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & 
Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; Bedside Cardiology 
Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to 
Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; 
Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology 
for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; 
Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it 
important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How 
To Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6) ; Overdose and Toxicity; 
Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial 
Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency 
and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing 
and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy 
and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the 
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Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs Simulation; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Internal Medicine Resident Panel; Debt Management for the Emerging Medical 
Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical 
Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; 
Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood 
Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe 
and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation
**Internal Medicine and Pediatrics:**

Please see Internal Medicine track and Pediatrics track.

**Internal Medicine and Psychiatry:**

Please see Internal Medicine track and Psychiatry track.

**Neurology:**

**ACLS if your future program requires it.**

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6) ; Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News: The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Ultrasound Guided Peripheral IVs Simulation; How to Review Medical Articles; How Not to Suck as an Intern; Neurology Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

**Obstetrics and Gynecology:**

**ACLS if your future program requires it.**

Adult Procedures Simulation; Informed Consent Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Obstetrics and Gynecology Pearls; Bedside Cardiology Pearls; Principles of ECGs; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important?
How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Ultrasound Guided Peripheral IVs Simulation; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Obstetrics and Gynecology Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Obstetrics and Gynecology Simulation

**Ophthalmology:**

*ACLS or PALS based on what your future internship program requires.*

Informed Consent Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & Eye Emergencies for the Intern; How to Review Medical Articles; How Not to Suck as an Intern; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

If you are doing a preliminary year, we suggest a Family Medicine, Internal Medicine, or Surgery Resident Panel as well as reviewing what is suggested for that internship.

**Pathology:**

*ACLS or PALS based on what your future program requires.*

Informed Consent Simulation; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Dermatology for the Intern; Introduction to Surgical Pathology; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Pharmacy for the Intern; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; MD means: My Decision! Why
Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; How to Review Medical Articles; How Not to Suck as an Intern; Pathology Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

**Pediatrics:**

*PALS if your future program requires it.*

Informed Consent Simulation; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Psychiatric Pearls; Oxygen Delivery Methods and Asthma Gadgets; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; An Intern’s Survival to Pediatric Cardiology; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Reducing Medication Errors in Pediatrics: Building Safer Systems; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs Simulation; Common Pediatric Emergencies; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Pediatric Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Big Words Aren’t for Little Patients: Healthcare Communication in Pediatrics; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Pediatric Simulation.
Physical Medicine and Rehabilitation:

ACLS if your future program requires it.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6) ; Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; How to Review Medical Articles; How Not to Suck as an Intern; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

If you are doing a preliminary year, we suggest a Family Medicine, Internal Medicine, or Surgery Resident Panel as well as reviewing what is suggested for that internship.

Psychiatry:

ACLS if your future program requires it.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; Bedside Cardiology Pearls; Principles of ECGs; Dermatology for the Intern; Treatment of the Diabetic Patient: Introduction to Insulin Therapy; Nutrition Support Using Enteral and Parenteral Nutrition; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Overview of Palliative Care; Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6) ; Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips ; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News: The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; How to Review Medical
Articles; How Not to Suck as an Intern; Psychiatry Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Medical Cases for the Psychiatry Intern; Approach to the Unstable Patient Simulation

**Radiation Oncology:**

ACLS if your future program requires it.

Informed Consent Simulation; Basic Emergency Airway Management; Consultation; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; Ultrasound Guided Procedures; Bedside Cardiology Pearls; Principles of ECGs; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Overview of Palliative Care; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; How to Review Medical Articles; How Not to Suck as an Intern; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

If you are doing a preliminary year, we suggest a Family Medicine, Internal Medicine, or Surgery Resident Panel as well as reviewing the suggestions for that internship.

**Radiology:**

ACLS if your future program requires it.

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Pediatric Lumbar Puncture Simulation; Basic Emergency Airway Management; Consultation; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; Ultrasound Guided Procedures; Introduction to Surgical Pathology; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Overview of Palliative Care; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Spirituality and End-of-Life Care; Introduction to Ophthalmology & Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs
Simulation; How to Review Medical Articles; How Not to Suck as an Intern; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation

*If you are doing a preliminary year, we suggest a Family Medicine, Internal Medicine, or Surgery Resident Panel as well as reviewing the suggestions for that internship.*

**Surgical Specialties:** Cardiothoracic Surgery; General Surgery; Neurosurgery; Orthopaedics; Otolaryngology; Plastic Surgery; Urology

*ACLS or PALS based on what your future program requires.*

Adult Procedures Simulation; Informed Consent Simulation; Adult Lumbar Puncture; Basic Emergency Airway Management; Consultation; Antibiotic Use; Help! I’ve been subpoenaed! Communication Skills and Courtroom Testimony; Paperwork, Autopsy, Organ and Tissue Donations. Issues Surrounding Death: What is my role?; A Survival Guide to Adult Med/Surg Internships; A Practical Approach to Acid-Base Disorders; Consults & Nonsults: What everyone should know about Urology; Ultrasound Guided Procedures; A Physiological Journey through the Pediatric Intensive Care Unit: A Case Based Learning Experience; Bedside Cardiology Pearls; Principles of ECGs; Introduction to Surgical Pathology; Nutrition Support Using Enteral and Parenteral Nutrition; Ventilator Basics & Pulmonary Pearls; Perioperative Care of the Surgical Patient; Psychiatric Pearls; Radiology for the Soon-to-be Intern; An Introduction to Assessing Decision Making Capacity in Clinical Settings; Introduction to Clinical Microbiology; Overview of Palliative Care: Pharmacy for the Intern; Controlling BP- Is it important? How do you do it?; Orthopaedic Pearls: Initial Management of Musculoskeletal Problems, and How to Avoid a Miss that Matters; Clinician as Educators: As Easy as 1, 2, 3 (and 4, 5, 6); Overdose and Toxicity; Neurology Essentials; MD means: My Decision! Why Documentation Matters; Otolaryngology Pearls: Initial Management of Ear/Nose/Throat/Airway Problems, and How to Avoid a Miss That Matters; Tips for Efficiency and Effectiveness during Internship; Becoming an MD Entrepreneur: Lifelong Money Management Tips; Billing and Coding 101; Managing Conflict: Dealing with the “Challenging” Patient, Family, or Coworker; How to Buy and Sell Real Estate in a Challenging Market; How to Design an Effective Research Poster; Medicine in the News; The Future of American Medicine Under Health Care Reform; More than Words: An Introduction to Narrative Medicine and the Family Faculty Program; Reducing Medication Errors in Pediatrics: Building Safer Systems; Spirituality and End-of-Life Care; Vitamins & Supplements: Fact or Fiction?; Introduction to Ophthalmology & Eye Emergencies for the Intern; Ultrasound Guided Peripheral IVs Simulation; Common Pediatric Emergencies; Introduction to Wound Care; How to Review Medical Articles; How Not to Suck as an Intern; Surgery Resident Panel; Debt Management for the Emerging Medical Professional; Deconstructing the Discharge Summary; Financial Planning for the Emerging Medical Professional; Gold Humanism Honor Society: The Last Lecture; Imaging 101; Informed Consent; Interprofessional Collaboration in the Hospital Setting; Navigating Transitions of Care: Tips for Meaningful “Handoffs”; Pain Management; Patient Safety Primer; Residency Contract Benefits; Mastering Blood Transfusion; Learning to Teach: How to Give Corrective Feedback; Clinical Cases in Pain Management; Safe and Responsible Prescribing of Opioids; Approach to the Unstable Patient Simulation