

Transitions to CCE – FOM 2 XX-234

The Transition to Core Clinical Experiences (CCE) curriculum is delivered over 2 weeks and is designed to provide hands on training and exposure to essential information and introductory skills to promote students' successful transition to their clinical rotations. The Transition to Core Clinical Experiences contains small group sessions to review core clinical skills and apply clinical reasoning while practicing the skills like pre-rounding, use of the Electronic Health Record to prepare for patient encounters, presenting patients on rounds and for consultations, writing notes, and interpreting labs. Basics of X-ray and EKG interpretation are discussed, then applied to cases as well as portions of the physical exam, like the abdominal exam and how it helps solve clinical problems. Foundational skills and procedures like basic life-support re-certification and phlebotomy are practiced. Also featured are presentations on important health care systems topics, such as infection control, quality improvement and patient privacy. There are multiple case-based problem-solving exercises similar to what will be seen on the clerkships. Finally, the experience provides all students with the opportunity to encounter dynamic simulation cases in teams, to practice focused history and physical exam skills with standardized patients and apply knowledge from their foundational years to clinical practice. Two days of the experience are devoted to specialized knowledge and skills focused on Domestic Violence and the Safe prescription of opioids. Several sessions are devoted to the ongoing work of third year-student Capstone projects, career discernment-, important policies like the Appropriate Treatment of Learners, and fundamental skills of mindfulness and resilience.

By the end of The Transition to CCE course, the student will be able to:

- Perform the skills of everyday clinical work by completing pre-requisites, pre-rounding, oral presentations, writing patient notes, using the Electronic Health Record, applying diagnostic reasoning, interpreting labs, and using devices in routine patient care
- Discuss the role of interprofessional team members in care delivery
- Discuss quality and patient safety and systems in hospitals and clinics to deliver safe patient care
- Demonstrate fundamental skills needed for student's work during their CCE year and skills applied in special contexts including Phlebotomy, Basic Life Support (BLS), Infection Control, appropriate patient assessment for opioid use and misuse including next steps in management, and assessment for patients experiencing domestic violence in it many forms
- Develop an approach to the understanding and interpretation of common diagnostic tests including EKG's, and ordering imaging studies
- Demonstrate the ability to solve patient problems by applying a problem-solving model, gathering complete information pertinent to the problem (history, PE, labs, diagnostic studies etc.), and discriminating between pertinent and non-pertinent information
- Analyze patient cases to form and test hypotheses, develop a problem list, prioritize a differential diagnosis for selected problems, assess and generate a treatment plan
- Participate in simulation of clinical scenarios to develop a systematic approach to patients as well as to recognize and respond to changes in scenarios
- Use the Core Clinical Experience for discernment regarding career choice
- Define further and work on student's Capstone project
- Demonstrate the ability to reflect on student's progress and develop self-directed goals to achieve over the course of third year

- Reflect on the impact of this transition through the Transition Ceremony, discussion with student's mentors and through consideration of policies like the appropriate treatment of a student as a learner, and plan for how to deal with challenges related to this
- Discuss strategies to maintain humanism and foster resilience during the CCE year
- Developing mentor, peer mentor and longitudinal support networks to optimize function during the CCE year

The course is assessed via student feedback for the sessions. To facilitate timely feedback, sessions are evaluated at the end of the first week and then at the end of the course

Course Co-Directors

David Hatem, MD

Christine Donahue MD
