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51 March Into Residency: Learning to Become a House-Officer

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Introduction: New interns are frequently unprepared for the challenge of the transition from student to house-office due to the lack of a formal preparatory curriculum at the undergraduate medical level. Many residencies spend their initial contact month with interns utilizing individualized curricula in order to compensate for the variability in clinical and practical education. The purpose of this course is the preparation of fourth year medical students to assume their roles as house officers by providing them with a broad overview and approach to the most commonly encountered clinical scenarios as well as the ethical and legal responsibilities of house officers. The goal is to be able to provide GME programs with an initial milestone evaluation based upon course performance.

Educational Objectives: 1. Enhance the ability of the learner to generate a differential 2. Improve history and physical skills through didactics and small group sessions 3. Demonstrate basic procedural skills in small group procedure 4. Interpret diagnostic peripheral testing including but not limited to common radiographs, EKG, and basic laboratory values. 5. Understand the most common professionalism pitfalls 6. Recognize the responsibility of the physician mandatory reporting, DNR/I, and billing and coding

General Structure: The curriculum is modular following a pattern divided into chief complaint based sessions and non-clinical sessions (e.g., social media). Each chief complaint day is broken into the following components an introductory didactic session (25 minute lectures), a 1 hour journal club, and break out sessions (simulation, procedure labs, ancillary testing interpretation groups) to total five hours per session. Two days serve as specialty breakout days in which students spend an 8 hour lead by GME program directors.

Effectiveness: The course is beginning in March for its first iteration and has been accepted by the entirety of the SUNY Upstate GME community.