Program Goals

1. To ease the transition into third-year clerkships.
2. To help reduce student anxiety by orienting them to the unfamiliar culture, expectations and procedures of the hospitals and clinics where they will be posted.

Session Objectives for Thursday, July 5

By participating in the following sessions, students will be able to:

Workplace Learning and Clerkship Policy Introduction
Elizabeth Petty, MD
Patrick McBride, MD, MPH
1. Identify policies and procedures relative to the clerkship years.
2. Describe the unique learning environment inherent in clinical medicine.
3. List resources to meet new challenges.

4th Year Student Panels
Christine Boncyk, Kelly Egan, Trevor McKown, Appesh Mohandas, Ashley Niesen, Michael Olson, David Rebedew, Erin Reddy, Jessica Tischendorf, Jasmine Zapata
1. Describe expectations on the wards and in the clinics.
1. Distinguish the roles and functions of the medical student within the patient care team.

Interpreting Chest X-Rays: A Basic Survival Guide
Don Yandow, MD
Lonnie Salkowski, MD
Kristie Guite, MD
1. Describe an organized approach to interpreting Chest X-rays.
2. Recognize life threatening conditions on Chest X-rays done after hours.

Career Planning
Chris Stillwell, MA
1. Understand the specialty choice and residency application timeline, its associated tasks and the resources available.
2. Understand how students’ clinical experiences can enhance career and residency planning.

Gowning and Gloving
Ann White, RN, BSN
1. Gown and glove in a sterile fashion.
Clinical Procedures I

Prescription Writing
Mitchell Illichmann, MD
Mark Beamsley, MD

1. Describe the basic format and accepted abbreviations/terminology for prescription writing.
2. Recognize abbreviations that are not acceptable and create higher risk for patients.
3. Demonstrate prescription writing through practice in a group session.

Pre-Rounding and Rounding on Inpatient Rotations: Success without Vertigo!
Shobhina Chheda, MD, MPH
Kevin McKown, MD
Department of Internal Medicine Faculty

1. Discuss the rationale for and process of pre-rounding and rounding on inpatient rotations.
2. Highlight the importance of remaining flexible in the approach to inpatient rounding.

Medical Alphabet Soup
Marcus Chacon, MD

1. Identify and define meanings of root words used for diagnoses.
2. Summarize and “frame” complex medical histories.

Clinical Procedures II

Knot Tying
Rebecca Sippel, MD

1. Be able to tie a 2-handed square knot.

Arterial Blood Gas (ABG)
Karin Zuegge, MD
Doug Coursin, MD
Richard Galgon, MD
Dianne Head, MD
Jeffrey Lee, MD
Mark Schroeder, MD
Scott Springman, MD

1. Identify the radial artery at the wrist.
2. Obtain an ABG sample from the radial artery.

Ob-Gyn Fundamental Skills
Kathy Stewart, MD

1. Demonstrate Leopold’s maneuvers, how to auscultate fetal heart tones, and assess fundal height.
2. Properly position and drape a patient for a pelvic exam/gynecologic surgery.
3. Prepare different culture swabs and Pap smear collection kits.
4. Explain the basics of speculum and bimanual examination.
Session Objectives for Friday, July 6

By participating in the following sessions, students will be able to:

UWHC Compliance Program
   Daniel J. Weissburg, JD
   1. Recognize how physicians are “government contractors.”
   2. Describe how to avoid traps regarding patient privacy.
   3. Identify compliance issues, and understand how to manage them.

Running with the Big Dogs: The Difference Between MS 2 and MS 3
   David Deci, MD
   1. Name at least three developmental tasks to be accomplished during the MS 3 Year.
   2. Identify at least three “tips” for insuring personal and professional success during the MS 3 Year.
   3. Identify at least three attributes of professionalism addressed in the UWSMPH Student Handbook.
   4. Describe at least three instances where "professionalism" matters in clinical care.

Healthlink Tips and Training
   Shannon Dean, MD
   Brad Sinner
   1. Establish log in access to Health Link (the UW Electronic Health Record)
   2. Understand the optimal set up of basic Health Link functions to ensure readiness for clinical clerkships
   3. Review best practices for writing progress notes in the Electronic Health Record (EHR)
   4. Recognize the importance of using the EHR as a clinical tool in a safe and professional manner

Feedback, Evaluation and Grading
   Gwen McIntosh, MD, MPH
   1. Describe how clinical faculty assess and evaluate student performance.
   2. Differentiate between feedback and evaluation.
   3. Recognize faculty observation of student clinical skills.
   4. Be aware of the unique differences between clerkships regarding how observation of clinical skills and feedback are given.