

GOAL AND SUMMARY:

The goal of the Internal Medicine Bootcamp Elective is to increase BUSM IV students' confidence to start an Internal Medicine internship through advanced experiences in core intern skills, including managing acute medical conditions, performing common procedures, communicating with patients and teams, and balancing responsibilities and wellness as interns.

OBJECTIVES:

By the end of the two week Internal Medicine Bootcamp elective, BUSM IV students will be able to:

1. Identify, evaluate, and manage acute medical situations including hypoxia, altered mental status, hypertensive emergency, shock, and chest pain as observed by faculty in simulated medical scenarios (U,S).
2. Interpret common diagnostic tests, such as EKGs and chest X-rays, during simulated medical scenarios (U,S).
3. Describe and demonstrate the steps for performing common medical procedures, including central line placement, intravenous line placement, and arterial puncture as observed by faculty in simulated procedures (U,S).
4. Discuss how to effectively and respectfully communicate with patients from different cultural backgrounds about end of life issues, decision making capacity, and bad news during small group discussions (B,C,A).
5. Demonstrate techniques to communicate effectively and respectfully with a medical team from different cultural backgrounds when presenting a new patient, responding to pages, calling consults, handing off or discharging patients as observed during small group discussions and during simulated pages (B,C,A,S).
6. Discuss strategies to balance responsibilities and wellness as interns through effective learning, time management, and organization during small group discussions (U,C,A,E).

By the end of the four week Internal Medicine Bootcamp elective, BUSM IV students will be able to complete the learning objectives outlined in the two week elective and additionally will be able to:

1. Identify, evaluate, and manage acute medical situations including arrhythmias, severe non cardiac chest pain, severe electrolyte disturbance, hyperglycemia, and acid base disturbance as observed by faculty in simulated medical scenarios (U,S).
2. Demonstrate advanced life support and emergency code skills to complete certification in Advanced Cardiac Life Support (ACLS) (U,S).
3. Describe and demonstrate the steps for performing common medical procedures, including thoracentesis, paracentesis, and lumbar puncture as observed by faculty in simulated procedures (U,S).

4. Discuss how to effectively and respectfully communicate with patients from different cultural backgrounds about goals of care and medical errors during small group discussions (B,C,A).
5. Demonstrate techniques to effectively and efficiently teach trainees as observed during small group discussions (C,E).
6. Apply evidence from medical literature during clinical presentations (E,R).

CURRICULUM:

The curriculum will consist of a combination of didactic, small group problem-based learning, and simulation experiences to address learning objectives as stated above. The curriculum has been informed by a needs assessment survey offered to all MSIVs pursuing a residency in Internal Medicine and all interns in the Boston Medical Center Internal Medicine Residency Program in the 2015-16 Academic Year. This survey was voluntary and anonymous and was found exempt by the Boston University Institutional Review Board.

The following content will be taught in small-group, classroom settings:

- Acute medical conditions: hyperglycemia, electrolyte and acid-base disturbances, pain management, non-cardiac chest pain, end of life care
- Core intern skills: presenting a new patient, responding to pages, calling consults, handing off or discharging patients, wellness
- Advanced communication skills: bad news, goals of care, medical errors, decision making capacity
- Student to faculty ratio for these activities is anticipated to be approximately 10:1

The following content will be taught in the simulation center:

- Acute medical conditions: hypoxia, altered mental status, hypertensive emergency, shock, arrhythmias, and chest pain
- Procedures: central and intravenous line placement, thoracentesis, paracentesis, arterial puncture, and lumbar puncture
- Student to faculty ratio for these activities is anticipated to be approximately 5:1

Expected assignments include minimal pre-session reading or video review to ensure adequate preparation for the following day's session(s) in a flipped classroom format. Students will be expected to carry a pager and field mock pages (expected 3-4 total) on common Internal Medicine clinical scenarios outside of the classroom.

EVALUATION:

Students will be evaluated based on their ability to meet the learning objectives outlined. Learning objectives will be evaluated by Drs. Chippendale, Schembri, and Casas who will observe the BUSM-IV students in the following situations:

- 1) Direct observation of active participation in problem-based learning and skills practice sessions
- 2) Direct observation of successful participation in clinical and procedural skills in simulated sessions using the 3 D debrief model (diffusing, discovering, deepening)
- 3) Mock paging assessment profile provided by Southern Illinois University Centralized Mock Paging Program for the mock page exercise (please see attached example)

The overall curriculum will be evaluated using pre-post surveys of students' confidence level in performing the skills addressed in the learning objectives.

Grading will be pass/fail.