



Cleveland Clinic Internal Medicine Residency Program Unique Educational Experiences

FRAME Conference Series

Foundations of **R**esident **A**ssessment, **M**entorship, and **E**motional intelligence (FRAME) is an innovative conference series of small group interactive educational sessions within the Internal Medicine Residency Program. Our key goals are to:

- Foster strong longitudinal relationships among residents and program faculty
- Create smaller learning communities and social environments in which residents identify and belong
- Cultivate a comfortable setting in which residents examine and explore new competencies and curricular elements congruent with the program's mission and the future of healthcare

Residents participate in interactive, small group, discussion-based experiences that are guided by faculty and chief medical residents. Curricular elements discussed include emotional intelligence, communication and empathy, professionalism, teamwork, leadership, ethics and humanism. Residents have the opportunity to share experiences with each other and reflect on these topics by reviewing related articles, essays, or other media.

Clinical Reasoning Conference

Clinical reasoning is an essential skill for the expert clinician. Clinical reasoning examines how we think and synthesize vast amounts of data including patient preference. When facing an unusual clinical scenario, clinicians have the ability to switch to an intuitive and fast mode, or the more thoughtful, deductive, and time consuming mode. Clinical reasoning also includes the ability to identify when each system is required and efficiently switch between them.

Utilizing game-based instruction, interactive small group discussions, and large group exercises, this conference helps the residents reflect on clinical cases that highlight cognitive biases. In an engaging and fun learning environment, the residents develop a heightened awareness of their thought processes and the myriad cognitive biases that challenge our clinical reasoning. Through this reflection, the residents equip themselves with metacognition as a strategy to prevent cognitive and diagnostic errors and improve their clinical reasoning and patient safety.

High Value Care Conference

Value-based healthcare is about ensuring patients get the right care, at the right time, in the right setting. It also involves helping patients avoid unnecessary care. Opportunities

exist to manage spending related to health care, while maintaining or enhancing the quality of care and improving overall health outcomes.

The goal of our High Value Care Conference is to increase resident awareness of value, quality, and cost of care. The conferences are case-based and cover common medical topics such as syncope, upper GI bleed, and low back pain. During the conference, there is a review of evidence-based diagnostic and treatment strategies for the condition being discussed. Charges for the workup and management are reviewed, and residents work in small groups to identify high and low value diagnostic and management strategies.

Modified Problem Based Learning Curriculum

We are proud to be one of the first programs in the country to have a formal longitudinal problem based learning (PBL) curriculum in graduate medical education. While similar to traditional PBL, Modified Problem Based Learning (mPBL) differs in some finer aspects. The focus lies on self-directed learning and discussing learning objectives (LOs) derived from a clinical case in the presence of a multidisciplinary team of experts.

During the shorter, first session, each small group determines its LOs with the input of core faculty. The second session focuses on group discussion of the LOs. During this session, specialists of various fields serve as expert facilitators/moderators to ensure real-time patient based learning. This resident-led learning is supplemented with faculty facilitation which provides a more concrete understanding of medical concepts as well as correct interpretation of the latest information and literature. This approach aligns with adult learning theories as it allows learner control over the content and process of their learning. mPBL is incorporated in our rotational structure and occurs during protected education time in two half days of longitudinal clinic week.

To augment the experience, we combine our mPBL curriculum with our video library innovations.

Coaching Program

The Resident Coaching Program's (RCP) goal is to promote resident awareness of their growth and development, enhance resiliency, and improve trainee confidence in their own self-assessment and self-directed learning. We are dedicated to helping all residents reach their full potential and ability, and this program is designed to provide the tools and support to get there. Each resident is matched with a Cleveland Clinic staff physician for a coach. Coaching is distinct from mentoring, and is specifically designed to promote self-reflection and focus on individual strengths with the goal of enhancing growth within your career as a resident physician. The RCP is about taking you from good to great and maximizing your potential.