

Course	Course objectives	Core competency
<b>1. Anatomy of the Litigation Process</b> <i>Run Time: 0:31:24</i>	<ul style="list-style-type: none"> <li>Describe factors considered by a plaintiff's attorney prior to filing a lawsuit</li> <li>Recall methods of pre-trial discovery</li> <li>Identify the steps in the trial process</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>2. Building the Patient-Physician Relationship</b> <i>Run Time: 0:13:30</i>	<ul style="list-style-type: none"> <li>Describe the importance of the patient-physician relationship</li> <li>Define what makes an encounter challenging</li> <li>List key assumptions that medical professionals should make when treating patients</li> <li>Identify how your emotional state affects the patient-physician interaction and relationship</li> <li>Explain why both satisfied and dissatisfied patients can be challenging</li> <li>Change your approach for patients whom you typically find to be challenging</li> <li>Demonstrate active and generative listening skills that can help you overcome conflicts and strengthen the patient-physician relationship</li> </ul>	<ul style="list-style-type: none"> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>3. Choosing the Practice That's Right for You: Some Practical Considerations</b> <i>Run Time: 0:54:44</i>	<ul style="list-style-type: none"> <li>Offer practical advice to residents or fellows who are completing training and exploring practice opportunities</li> <li>Associate with patient-care career tracks</li> <li>Differentiate some advantages and disadvantages of various practice settings</li> <li>Advocate for the role of professional societies in a career</li> <li>Interpret how to evaluate contracts</li> <li>Employ your chosen opportunity</li> <li>Construct a scorecard to use when choosing a practice</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>4. Coding and Documentation for Resident Physicians</b> <i>Run Time: 0:19:00</i>	<ul style="list-style-type: none"> <li>Describe uses and best practices of medical record documentation</li> <li>Describe the basics of International Classification of Diseases (ICD) coding</li> <li>Describe the fundamentals of diagnostic (ICD) and procedural (CPT®) coding</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>5. Confidentiality</b> <i>Run Time: 0:27:02</i>	<ul style="list-style-type: none"> <li>Distinguish your ethical obligation to protect patient confidentiality</li> <li>Restate your legal obligation to protect patient confidentiality</li> <li>Discuss patient privacy in the context of social media</li> <li>Answer frequently asked questions about HIPAA</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>6. Conflicts of Interest</b> <i>Run Time: 0:13:00</i>	<ul style="list-style-type: none"> <li>Define "conflict of interest"</li> <li>Identify when a conflict of interest is problematic</li> <li>Demonstrate how to address problematic conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>7. CPT® Coding: Current Procedural Terminology (CPT)</b> <i>Run Time: 0:30:00</i>	<ul style="list-style-type: none"> <li>Discuss the fundamentals of procedural (CPT) documentation and coding</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>
<b>8. Creating a Respectful Learning Environment: Avoiding Medical Student Mistreatment</b> <i>Run Time: 0:12:39</i>	<ul style="list-style-type: none"> <li>Identify the markers and explore examples of medical student mistreatment</li> <li>Predict how mistreatment and abuse can have a lasting and detrimental effect</li> <li>Employ effective feedback methods to counteract this behavior</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> </ul>

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<b>9. Cultural Competency</b> <i>Run Time: 0:15:00</i>	<ul style="list-style-type: none"> <li>Define cultural competency and cultural humility</li> <li>Explain some of the variables that make up cultural or interpersonal differences</li> <li>Define the most common cultural barriers</li> <li>Identify the interpersonal differences that you have to overcome as a physician</li> <li>Identify your own attitudes and beliefs that could get in the way of providing culturally informed care</li> <li>Examine principles of cultural competency</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>10. Effective Patient Communication</b> <i>Run Time: 0:10:04</i>	<ul style="list-style-type: none"> <li>Understand the purpose of medical communication</li> <li>Analyze and improve your doctor-patient communication technique</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>11. End of Life Myths</b> <i>Run Time: 0:25:25</i>	<ul style="list-style-type: none"> <li>Identify and address myths about death and dying</li> <li>Discuss "Advance Directives"</li> <li>Cite resources for additional information</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>12. Fraud and Abuse Regulatory Overview</b> <i>Run Time: 1:08:00</i>	<ul style="list-style-type: none"> <li>Identify and relate to the most common fraud and abuse laws</li> <li>Explain how to prevent violations</li> <li>Integrate ways to monitor compliance of these laws within your practice environment</li> <li>Act affirmatively when identifying and reporting violations</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>13. Gifts to Physicians from Industry and the Sunshine Act</b> <i>Run Time: 0:18:30</i>	<ul style="list-style-type: none"> <li>Identify the ethical foundations of professionalism in medicine</li> <li>Indicate the nature of gift relationships</li> <li>Define "conflict of interest"</li> <li>Associate with the ethics policies of the American Medical Association</li> <li>Apply these ethics through interactions within the medical industry</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>14. Health Care Quality: Measuring Physician Performance</b> <i>Run Time: 0:12:30</i>	<ul style="list-style-type: none"> <li>Explain quality as it pertains to health care</li> <li>Describe health care performance measures</li> <li>Indicate the performance measures that are meaningful to your practice and specialty</li> <li>Identify the tools used to collect data, measure performance and report results</li> <li>Summarize performance improvement models</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Systems-based practice</li> </ul>
<b>15. Introduction to Personal Finance</b> <i>Run Time: 0:20:00</i>	<ul style="list-style-type: none"> <li>Recognize what to expect from the financial services community during the transition of residency into a fellowship or practice</li> <li>Identify steps to consider while assessing personal finances</li> <li>Review key basics to help create a solid financial foundation</li> <li>Describe an overview of a simple financial model to frame the various stages of financial planning</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>
<b>16. Managing Unconscious Bias</b> <i>Run Time: 0:12:30</i>	<ul style="list-style-type: none"> <li>Explain what unconscious bias is and where it comes from</li> <li>Label potential unconscious stereotypes and attitudes that can compromise treatment decisions</li> <li>Identify situations when your unconscious biases are most likely to influence decisions</li> <li>Recognize biases you have that may hinder your ability to provide competent, culturally sensitive care</li> <li>Develop and implement strategies to minimize your unconscious biases</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> <li>Professionalism</li> <li>Interpersonal and communication skills</li> </ul>
<b>17. Medicaid</b> <i>Run Time: 0:32:14</i>	<ul style="list-style-type: none"> <li>Provide an overview of the Medicaid program</li> <li>Describe how physicians enroll and participate in Medicaid</li> <li>Recognize Medicaid program integrity initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based practice</li> </ul>

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<b>18. Medicare</b> <i>Run Time: 0:17:41</i>	<ul style="list-style-type: none"> <li>• Provide an overview of the Medicare program</li> <li>• Describe provider participation options and payment structures</li> <li>• Recognize the organizations that administer and monitor Medicare</li> <li>• Identify common Medicare compliance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based practice</li> </ul>
<b>19. Patient Handoffs</b> <i>Run Time: 0:14:00</i>	<ul style="list-style-type: none"> <li>• Define a “patient handoff”</li> <li>• List reasons errors occur during patient handoffs</li> <li>• Describe the components of the ISBARQ protocol for giving/receiving a proper patient handoff</li> <li>• Identify tips for successful patient handoffs</li> <li>• Perform a successful patient handoff</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Systems-based practice</li> </ul>
<b>20. Patient Safety</b> <i>Run Time: 0:14:00</i>	<ul style="list-style-type: none"> <li>• Identify the core components of patient safety</li> <li>• Define “safe and just culture” in a medical setting</li> <li>• Describe causes of adverse events</li> <li>• Identify some of the most common safety issues you may encounter</li> <li>• Explain the role residents play in the identification, reporting and mitigation of lapses in patient safety</li> <li>• Discover strategies to prevent adverse patient safety incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Patient care</li> <li>• Systems-based practice</li> <li>• Professionalism</li> </ul>
<b>21. Physician Employment Contracts: What You Need to Know</b> <i>Run Time: 0:52:16</i>	<ul style="list-style-type: none"> <li>• Identify key topics in contracts and contract negotiations</li> <li>• Detect key components of the most popular types of corporate structure for medical practices</li> <li>• Explain the different types of compensation packages and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> </ul>
<b>22. Physician Health: Physicians Caring for Ourselves</b> <i>Run Time: 0:19:00</i>	<ul style="list-style-type: none"> <li>• Recognize the importance of being healthy and caring for yourself</li> <li>• Describe stresses that residents frequently encounter</li> <li>• Identify general and severe health issues that can be caused by stress</li> <li>• Build awareness of provider stressors, prevention techniques and universal empathy</li> <li>• Reflect on your own stress levels and sense of well-being</li> <li>• Discover coping tools to help with challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> </ul>
<b>23. Promoting Medication Adherence</b> <i>Run Time: 0:28:35</i>	<ul style="list-style-type: none"> <li>• Discuss how medication non-adherence can impact its effectiveness</li> <li>• Describe the health and economic consequences of medication non-adherence</li> <li>• Associate key patient and health care provider factors that contribute to medication non-adherence</li> <li>• Formulate and implement a framework for prescription medication counseling to enhance adherence and management of medication-related problems</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Patient care</li> </ul>
<b>24. Providing Effective Feedback to Medical Trainees</b> <i>Run Time: 0:12:40</i>	<ul style="list-style-type: none"> <li>• Describe components of a “culture of feedback” in medical education</li> <li>• Define and identify characteristics of effective feedback</li> <li>• Describe a model for giving feedback to medical trainees</li> <li>• Assess lessons learned from this module</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> <li>• Practice-based learning and improvement</li> <li>• Professionalism</li> </ul>
<b>25. Quality Improvement Panel</b> <i>Run Time: 0:34:53</i>	<ul style="list-style-type: none"> <li>• Outline new ACGME requirements for quality improvement in training programs</li> <li>• Identify a quality improvement initiative</li> <li>• Examine ways to structure quality improvement projects, in part using examples from multiple specialties</li> <li>• Highlight resources available to aid in completing quality improvement projects</li> </ul>	<ul style="list-style-type: none"> <li>• Practice-based learning and improvement</li> <li>• Professionalism</li> </ul>

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<b>26. Resident Intimidation</b> <i>Run Time: 0:13:30</i>	<ul style="list-style-type: none"> <li>Define “resident mistreatment” and “resident intimidation”</li> <li>List the different forms of resident mistreatment and intimidation</li> <li>Respond appropriately and professionally to mistreatment and intimidation</li> <li>Model behaviors to decrease a culture of mistreatment and intimidation</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> </ul>
<b>27. Residents as Teachers</b> <i>Run Time: 0:12:00</i>	<ul style="list-style-type: none"> <li>Summarize the planning, teaching and feedback phases of teaching</li> <li>Describe and apply the five steps in the one-minute preceptor</li> <li>Define “formative feedback” and identify its characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Practice-based learning and improvement</li> </ul>
<b>28. Safe Opioid Prescribing for Chronic Pain</b> <i>Run Time: 0:35:00</i>	<ul style="list-style-type: none"> <li>Describe the burden of chronic pain, factors that impact chronic pain, and treatment modalities and goals in such patients</li> <li>Define key terminology related to harmful patterns of opioid use</li> <li>Explain common adverse effects attributable to acute and chronic opioid therapy</li> <li>Summarize steps that can be taken to improve patient-risk assessment, monitoring and safe use when opioids are prescribed for pain management</li> </ul>	<ul style="list-style-type: none"> <li>Patient care</li> </ul>
<b>29. Sleep Deprivation: Your Life and Your Work</b> <i>Run Time: 0:14:00</i>	<ul style="list-style-type: none"> <li>Define “sleep deprivation”</li> <li>Identify the symptoms of sleep deprivation</li> <li>Describe the ACGME resident duty-hour requirements</li> <li>Recognize the effects of sleep deprivation on physician performance and patient safety</li> <li>Identify the effects of sleep deprivation on physician well-being</li> <li>Describe strategies to mitigate the effects of sleep deprivation</li> <li>Apply what you learn to your own situation by evaluating your own level of sleep deprivation</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Systems-based practice</li> </ul>
<b>30. Thriving Through Residency: The Resilient Resident</b> <i>Run Time: 0:16:00</i>	<ul style="list-style-type: none"> <li>Define “health and wellness”</li> <li>Identify factors contributing to physician burnout</li> <li>Examine new ways to improve resident well-being</li> <li>Recognize physician burnout in your peers and yourself</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Patient care</li> <li>Professionalism</li> </ul>
<b>31. Understanding Clinical Trials</b> <i>Run Time: 0:24:27</i>	<ul style="list-style-type: none"> <li>Interpret clinical trial designs and phases of drug development</li> <li>Identify ethical guidelines</li> <li>List the major research oversight bodies</li> <li>Identify key research compliance issues</li> <li>Develop a research billing plan</li> </ul>	<ul style="list-style-type: none"> <li>Practice-based learning and improvement</li> <li>Professionalism</li> </ul>
<b>32. Using Tools to Form an Action Plan for Wellness</b> <i>Run time: 0:08:00</i>	<ul style="list-style-type: none"> <li>Identify and access wellness tools</li> <li>Evaluate areas where you struggle or have challenges, and make an action plan</li> <li>Practice self-care strategies</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> </ul>
<b>33. Working Effectively Within an Interprofessional Team</b> <i>Run Time: 0:20:00</i>	<ul style="list-style-type: none"> <li>Identify team members and roles</li> <li>List strategies for optimizing clinical team functionality</li> <li>Explain the relationship between teams and interprofessional practice</li> <li>Optimize clinical team functionality</li> <li>Apply ACGME competencies to optimize the workings of an interprofessional team</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> <li>Systems-based practice</li> </ul>