



# Internal Medicine Residency Program

---

A photograph of the Oregon Health & Science University sign. The sign is a blue horizontal banner with white text, positioned above a large green hedge that spells out 'OHSCU'. Two deer are present: one on the left side of the hedge and another in the foreground on a green lawn. The background consists of dense green trees and a white brick building on the right.

OREGON HEALTH & SCIENCE UNIVERSITY



# Vision

Our vision is to develop physician leaders who heal through high-quality care, compassion, community engagement and discovery.





# Mission

To provide a diverse and individualized training environment that encourages evidence-based medicine, rigorous inquiry, team-based interdisciplinary collaboration and resident wellness to ultimately provide exceptional patient care.



# Diversity and Inclusion



Danny Jacobs MD  
President OHSU



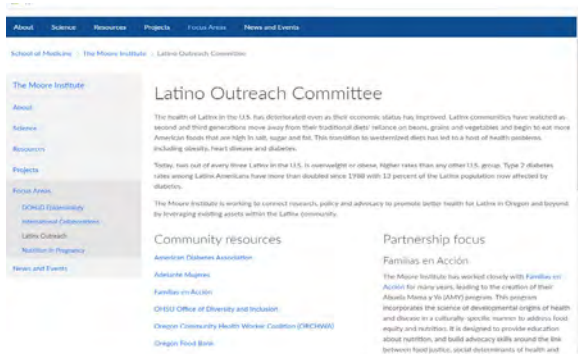
Black Employee Resource Group



OHSU Pride Group



Derrick DuVivier MD  
Assoc Dean, Equity/Inclusion



Latino Outreach Committee



Women in Academic Medicine



Project Partnership  
Transgender Health Program



## Overview of the 2021-2025 SOM Diversity, Equity, Inclusion and Anti-Racism Action Plan (SOM DAP)



Leslie Garcia, MPA  
Assistant Chief Diversity Officer  
Assistant Provost for Diversity  
Director, OHSU Center for Diversity and Multicultural Affairs

### Belong

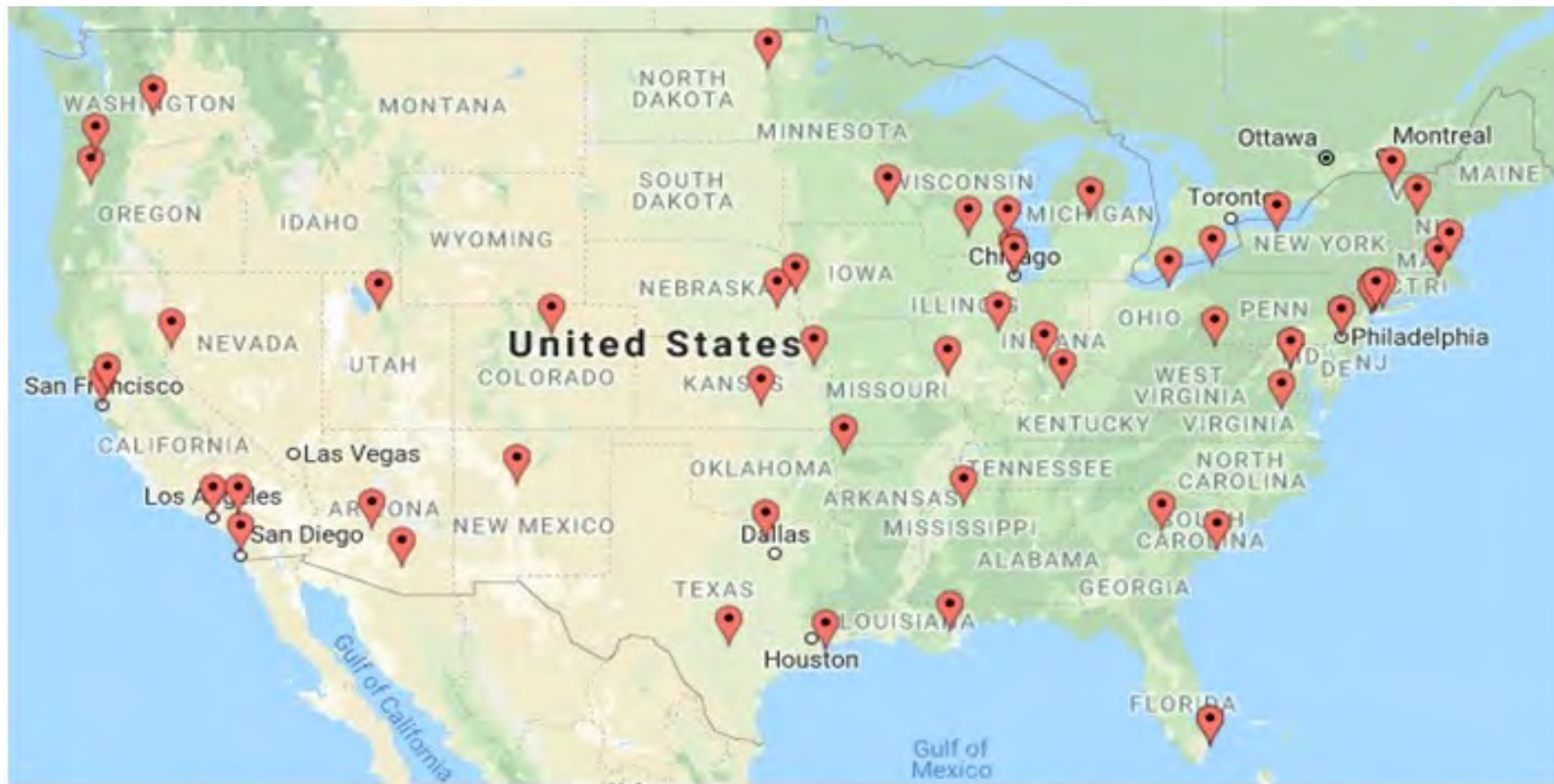
- Education and Training
- Engagement
- Enrichment

### Include

- Recruitment
- Retention
- Resources and Related Support

### Empower

- Enablement
- Extension to the Community
- Evaluation





# Residency Leadership Team



Susan Gurley MD, PhD  
Chair, DOM



Kyle Kent MD  
Curriculum, Eval



Joe Chiovaro MD  
Simulation, Med Ed



Alan Hunter MD  
Scholarship



Katie Iossi MD  
Ambulatory



Claire Zeigler MD  
GH Scholars Program



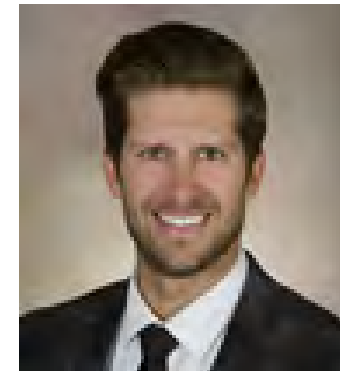
CR-Claire, Jacque, Rachel, Cassie



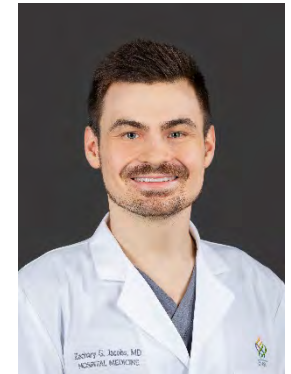
Bailey Pope MD  
Curriculum



Avi O'Glasser MD  
Soc Media, Scholarship



Chris Terndrup MD  
Ambulatory



Zachary Jacobs MD  
GH Scholars Program





# Residency Program Office



Dena Dowhaniuk  
Program Manager



Jessica Tilford  
Program Specialist



Lynn Washington  
Ambulatory Coordinator



Joanne Bradfield  
Administrative Coordinator



Quiana Klossner  
Medical Student Program Technician



Travis Cutler  
Medical Student  
Program Assistant



**VA** | U.S. Department of Veterans Affairs



**KAISER PERMANENTE®**





# INPATIENT MEDICINE





# Inpatient Services

## Wards

- Gen Med admissions
- Drip admits
- Dedicated teaching faculty
- Dedicated CHS for capacity
- Closed Units
- Dedicated sign-out for NF
- Univ wards: 1:1 with MD/PA students
- VA Wards: 1:2 with MD students
- Multidisciplinary & radiology rounds

## ICU

- University
  - Closed unit
  - 4 teams; 1:1
  - Dedicated staff/fellow 24/7
  - Multi-disc rounds
- VAMC
  - MICU and CCU
  - Closed unit
  - 4 teams; 1:1
  - Fellow present until evening

A photograph of a beach at sunset or sunrise. The sand is a warm, golden-brown color. In the center of the frame, a smiley face is drawn on the sand using smooth, light-colored stones. The top curve of the smiley face is formed by a row of approximately 15 stones. Two larger, white, shell-like stones serve as eyes. The ocean is visible in the foreground, with gentle waves washing onto the shore, creating white foam. The overall atmosphere is peaceful and serene.

# AMBULATORY MEDICINE



# Continuity Clinic Sites

OHSU Internal Medicine (IMC)



- Mix of private and public insurance
- Complex, multidisciplinary care
- Medical home

Old Town Clinic



- Federally Qualified Health Center
- Central City Concern
- Medically underserved (addiction medicine, homelessness, food insecurity, behavioral health, etc.)
- Medical home

VA Primary Care Clinic



- Veteran Population
- Medically underserved
- Medical Home



# +1 Week

- Structure
  - 4 firms
  - 3-4 half days continuity clinic
  - 2-3 half days subspecialty clinic
  - 2 educational half days
- Second clinic option
  - Avail PGY2/3 year
  - Personal choice of 40 diff clinics-specialty or general medicine
- Subspecialty clinics
  - PGY1 year
    - HIV, Women's Health, Med-psych, geriatrics, ophtho, etc
  - PGY2/3 year
    - Specialty clinics-HO, Cards, Pulm, GI, Renal, ID, etc



# Social Medicine Block Central City Concern (FQHC)



## Schedule for OHSU/Old Town clinic Intern

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Independent Learning	CCC Orientation	VA Wound Care	Independent Learning	Independent Learning
PM	VA CRRC	CCC EMR Training	Old Town clinic	OHSU or OTC Continuity	OHSU IMC Urgent Care
WEEK 2					
AM	VA HBPC Home Visits	CCC CEP AM	VA Wound Care	OHSU IMPACT	Hooper
PM	Independent Learning	Central City Recovery	Old Town clinic	OHSU or OTC Continuity	OHSU IMC Urgent Care
WEEK 3					
AM	Hooper	MAT (Buprenorphine) On-Line Training	VA Wound Care	OHSU IMPACT	Independent Learning
PM	Admin/In-Basket Time?	Central City Recovery	Old Town clinic	OHSU or OTC Continuity	OHSU IMC Urgent Care

## Schedule VA clinic Intern

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM	VA HBPC Home Visits	CCC Orientation	VA Wound Care	OHSU IMPACT	Hooper
PM	Independent Learning	CCC EMR Training	VA Continuity	Old Town clinic	Central City Recovery
WEEK 2					
AM	Hooper	MAT (Buprenorphine) On-Line Training	VA Wound Care	Independent Learning	Independent Learning
PM	Admin/In-Basket Time?	VA Continuity	VA Continuity	Old Town clinic	Central City Recovery
WEEK 3					
AM	Independent Learning	CCC CEP AM	VA Wound Care	Independent Learning	Hooper
PM	VA CRRC	Admin/In-Basket Time	VA Continuity	Old Town clinic	Central City Recovery





# Kaiser Rotation



- 2 month rotation, PGY2 and PGY3
- Outpatient clinics
  - General Medicine, Subspecialty clinics
- Half day per week didactics
  - Healthcare management curriculum
  - Resident project (ISP)
  - Other topics not covered in hill based educational half days
- Urgent care clinics
  - Urgent cases to minor procedures



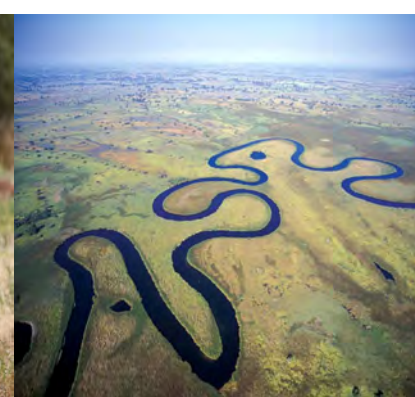
# Primary Care Track

- Opt-in at end of 1<sup>st</sup> year
- Primary care career counseling
- Mentorship
- Monthly social outings
- Journal Clubs
- Additional primary care subspecialty experience:
  - Dermatology
  - Musculoskeletal
  - Women's health
  - Procedures
- Primary care workshop
- Rural preceptorship
  - Rural sites throughout Oregon and in Alaska
- Primary care block – 6 weeks during third year
  - Embedded medical education curriculum
  - Primary care subspecialty skills focused





[Global Health Scholars Program](#)  
**Internal Medicine Residency Program**  
**Oregon Health & Science University**





# OHSU Global Health Scholars Program



## Mission

The OHSU IM Global Health Scholars Program provides a pathway of clinical and didactic experiences to develop physicians who will care for vulnerable, underserved communities with a view towards alleviating health disparities.

## Components

- Curriculum
- Local underserved elective
- International elective PGY3 (Botswana)



# Local Elective

Select one of the two local options

## Indian Health Service (one of following options)

**Anchorage** Service Area (\*PC overlap), **Alaska**

or

**Chemawa** Indian Health Center **Salem**, Oregon

## Local Underserved Elective

**Community Resource and Referral Center**  
(homeless Veterans)

**Virginia Garcia Clinic (FQHC)**

**Corrections Medicine** (Chris Evans MD with a focus on HIV and HEP C)

**Bridges clinic** (student run volunteer clinic)

Medicine is a social science, and politics is nothing but medicine on a large scale. The physicians are the **natural attorneys of the poor**, and the social problems should largely be solved by them.”- Rudolf Virchow

# Example of Local Global schedule

## Global Health Local Elective

Sample Schedule (3 weeks)

|

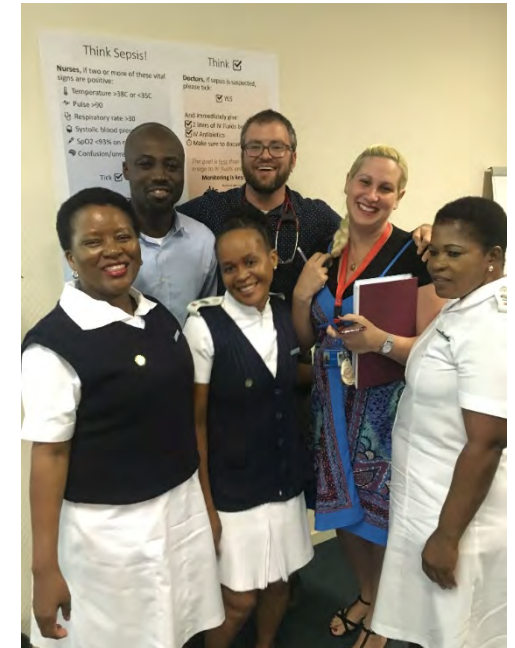
Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b> Multnomah County Clinic	Independent Study  (All Day)	<b>AM</b> Virginia Garcia Memorial Health Ctr.  <b>Location:</b> Hillsboro	Virginia Garcia Memorial Health Ctr.  <b>Location:</b> Hillsboro  (All Day)	Multnomah County Clinic  (All day)
<b>PM</b> Didactics with Dr. Jacobs		<b>PM</b> Didactics with Dr. Jacobs		







# Global Health Partnership in Botswana





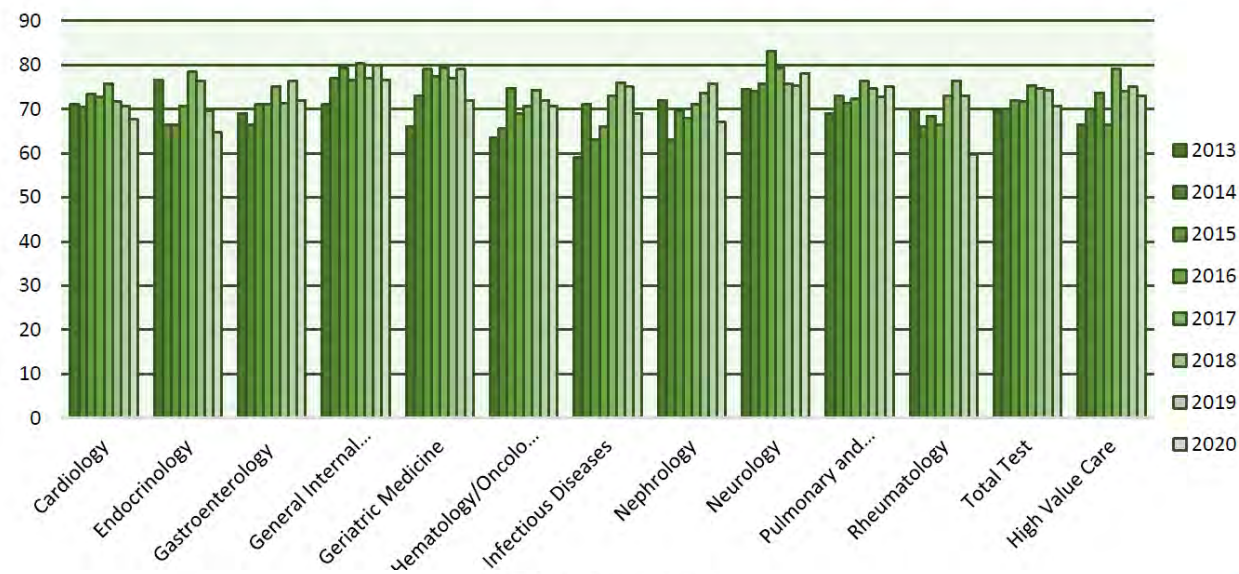
# EDUCATION



# ID Curriculum

## Overall ITE Scores

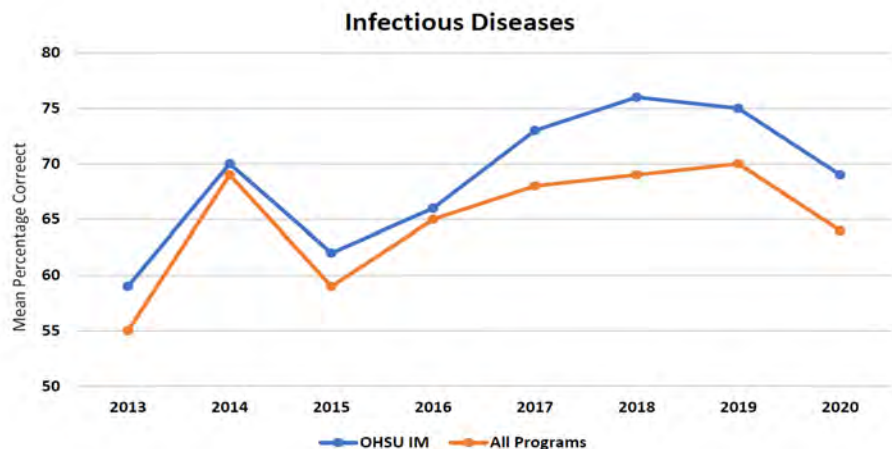
(Noon conference curriculum was implemented mid-2015 and is reflected in the 2016/2017 ITE scores)



## Current Topic Hours Breakdown




\*\* The numbers of hours that have been assigned to each subspecialty are based on the % of ABIM questions on the in-training exam.

	<i>Essential Curriculum Hours (35 hours – repeated each year)</i>	<i>Expanded Curriculum Hours (120 hours – repeated each 1 ½ years)</i>
<i>Cardiovascular (16%)</i>	6	18
<i>Pulm/Critical Care (14%)</i>	5	17
<i>GI (10%)</i>	4	11
<i>ID (9%)</i>	3	11
<i>Rheum (8%)</i>	2	10
<i>Endocrine (8%)</i>	2	10
<i>Oncology (7%)</i>	3	8
<i>Nephrology (7%)</i>	3	8



# Key problems Identified


Infectious Diseases objectives in which OHSU was  $\leq 5\%$  the national average during 2018-2020 ITE:

	Year	All Programs	OHSU IM
Manage tick bites in Lyme-endemic areas	2018	62	57
Treat Streptococcus pneumoniae meningitis 	2018	55	47
Treat latent tuberculosis in a patient with HIV 	2019	55	48
Treat Lyme arthritis	2019	54	50
Treat infective endocarditis 	2020	52	44
Treat pulmonary Mycobacterium avium complex	2020	60	57

- Tick-borne illness and M avium complex tx can be reasonably ignored.
- Cards has endocarditis talk, but in their expanded curriculum, and a lot of focus on Epi/Dx.
- Does Pulm have a PNA/LRTI talk, and if so, if it focused on treatment?
- STDs seem better suited to outpatient curriculum, especially if we need space
- Two immunocompromised host talks, 1 in essentials, might over represent that importance to IM residency



## Current Infectious Diseases Essentials Curriculum:

(3 hrs repeated at the beginning of every year)

1. Antibiotic choice/bacterial resistance/include UTI
2. Bacteremia and sepsis
3. Immunocompromised host and febrile neutropenia 

## Current Infectious Diseases Expanded Curriculum:

(11 hrs repeated every 1.5 years)

1. Bone and joint infections (include septic arthritis)
2. CNS infections
3. Head and Neck Infections (lemierre's actinomyces, lymphadenitis, etc.)
4. Immunocompromised host: invasive fungal infections 
5. Infection control
6. Infection in the Traveler (malaria, dengue, etc.)
7. Infectious diarrhea (including C. Difficile)
8. SSSI
9. STDs 
10. TB
11. Zoonoses/tick-borne illnesses

## Current Infectious Diseases Outpatient Curriculum

Subtopics	PCAT
STDs – Women/Med	<b>What:</b> TBD <b>When:</b> 3 <sup>rd</sup> year (2021-22) for R1 interns and R2/R3 <b>How:</b> TBD
UTI: Complicated Cases	<b>What:</b> TBD <b>When:</b> 3 <sup>rd</sup> year (2021-22) for R1 interns and R2/R3 <b>How:</b> TBD

# Proposals to address

Move “Immunocompromised host and febrile neutropenia” out of Essentials and replace with talk on “Infective Endocarditis, Focus on Management”

- Would need ID lecturer for this new talk --> Strnad?

Combine “Immunocompromised host and febrile neutropenia” and “Immunocompromised host: invasive fungal infections” into a single Expanded talk

- Would need to talk to Hakki/Strasfeld about this adjustment and about who should give this talk (Strasfeld > Hakki already has one Essential)

Move STDs entirely to Outpatient? Use this to create space in Expanded for one of the following:

- Pneumonia/Lower Respiratory Tract Infections Treatment
  - Preferred (Would need ID lecturer → Ellie Sukerman)
- HIV opportunistic infections
- Antibiotic choice for different anatomic sites of infection

Tailor focus a bit on CNS infections and TB talks

## Current Infectious Diseases Essentials Curriculum:

(3 hrs repeated at the beginning of every year)

1. Antibiotic choice/bacterial resistance/include UTI
2. Bacteremia and sepsis
3. ~~Immunocompromised host and febrile neutropenia~~ Treatment of infective endocarditis

## Current Infectious Diseases Expanded Curriculum:

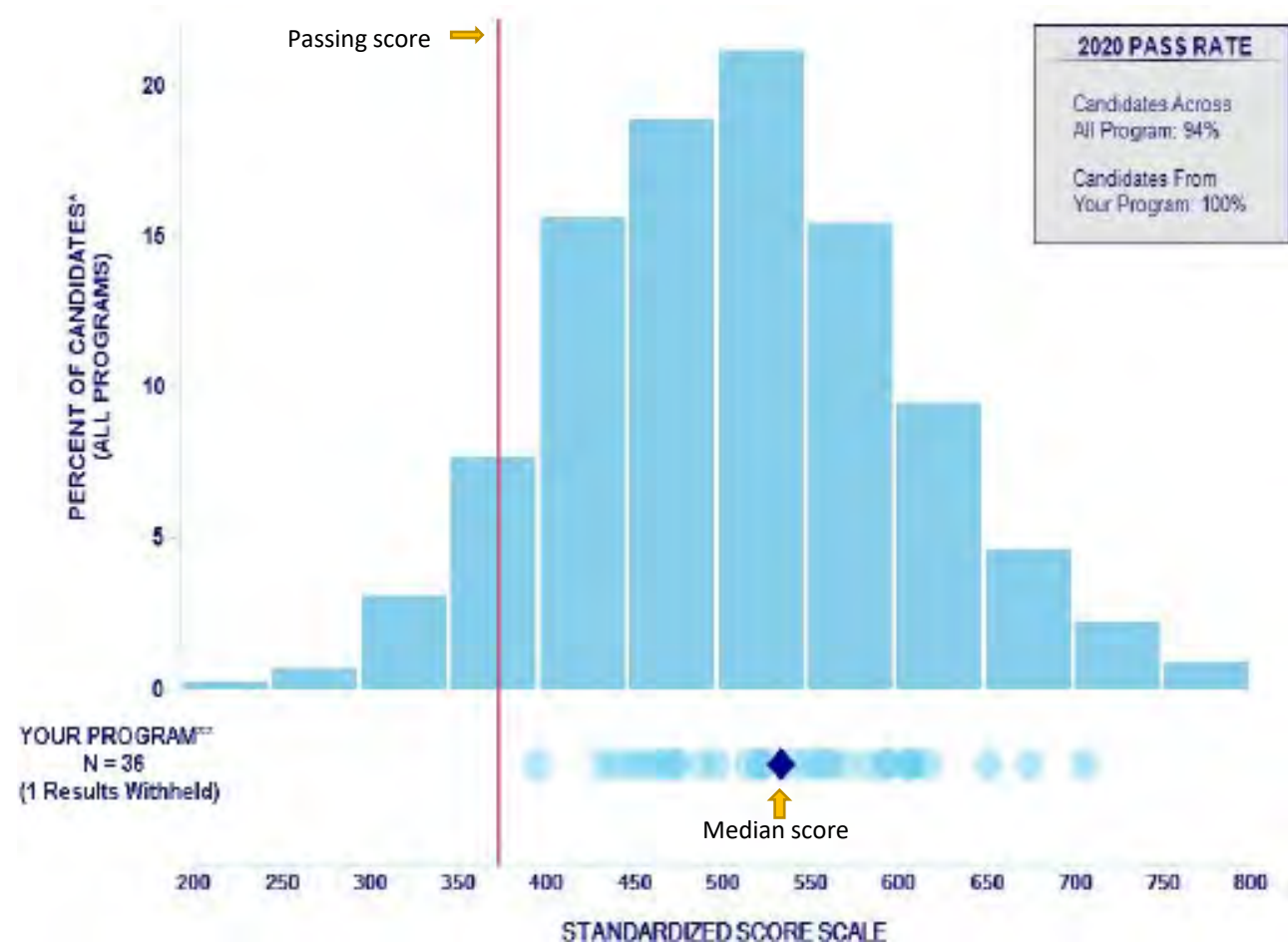
(11 hrs repeated every 1.5 years)

1. Bone and joint infections (include septic arthritis)
2. CNS infections (Add additional focus on S pneumo meningitis)
3. Head and Neck Infections (lemierre’s actinomyces, lymphadenitis, etc.)
4. Immunocompromised host: invasive fungal infections IC host: FN + invasive fungal disease
5. Infection control
6. Infection in the Traveler (malaria, dengue, etc.)
7. Infectious diarrhea (including C. Difficile)
8. SSSI (We think this should say SSTI)
9. ~~STDs~~ Treatment of pneumonia and lower respiratory tract infections
10. TB (Add additional focus on latent TB treatment, esp in HIV)
11. Zoonoses/tick-borne illnesses

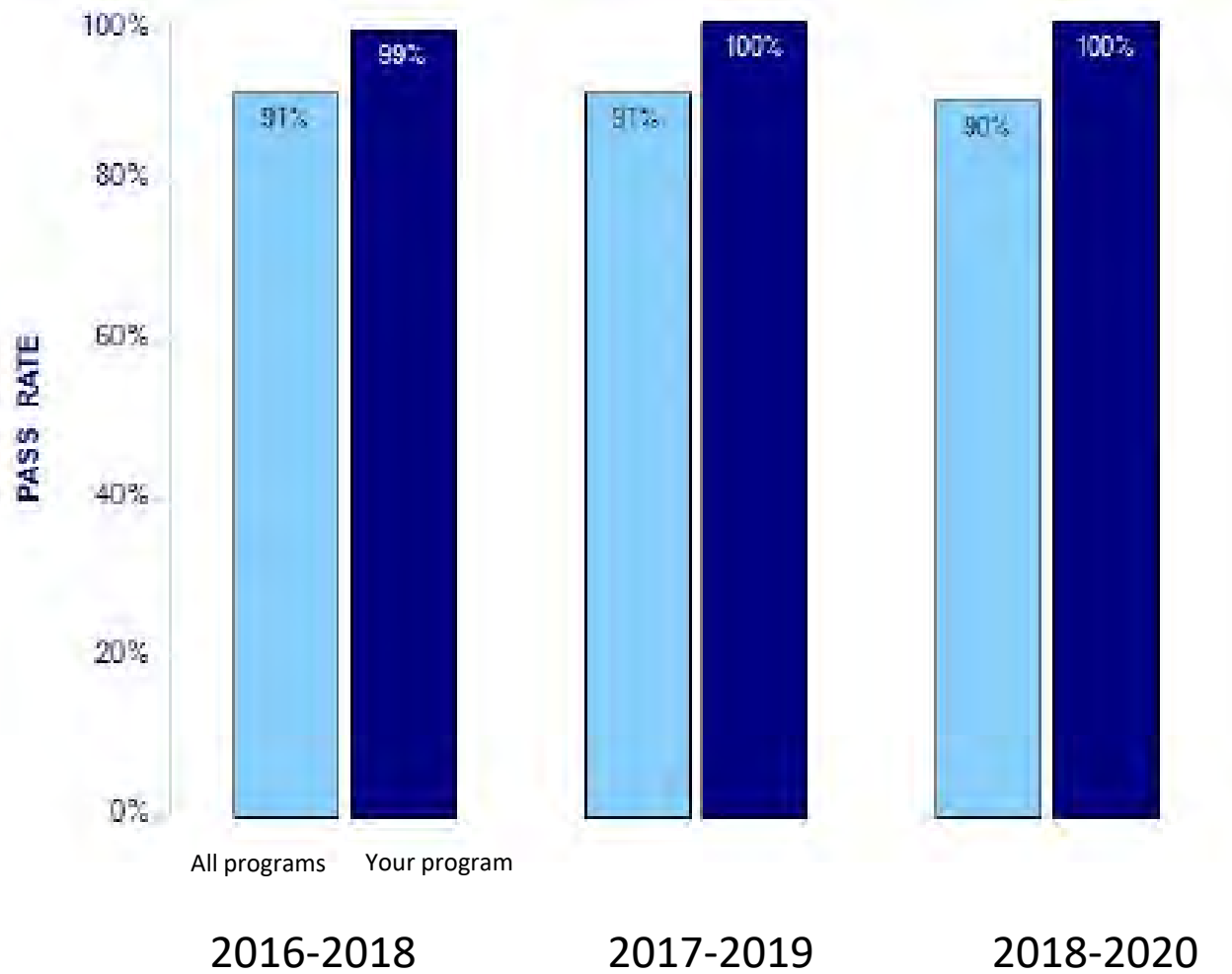
## Current Infectious Diseases Outpatient Curriculum

Subtopics	PCAT
STDs – Women/Med	What: TBD When: 3 <sup>rd</sup> year (2021-22) for R1 interns and R2/R3 How: TBD
UTI: Complicated Cases	What: TBD When: 3 <sup>rd</sup> year (2021-22) for R1 interns and R2/R3 How: TBD

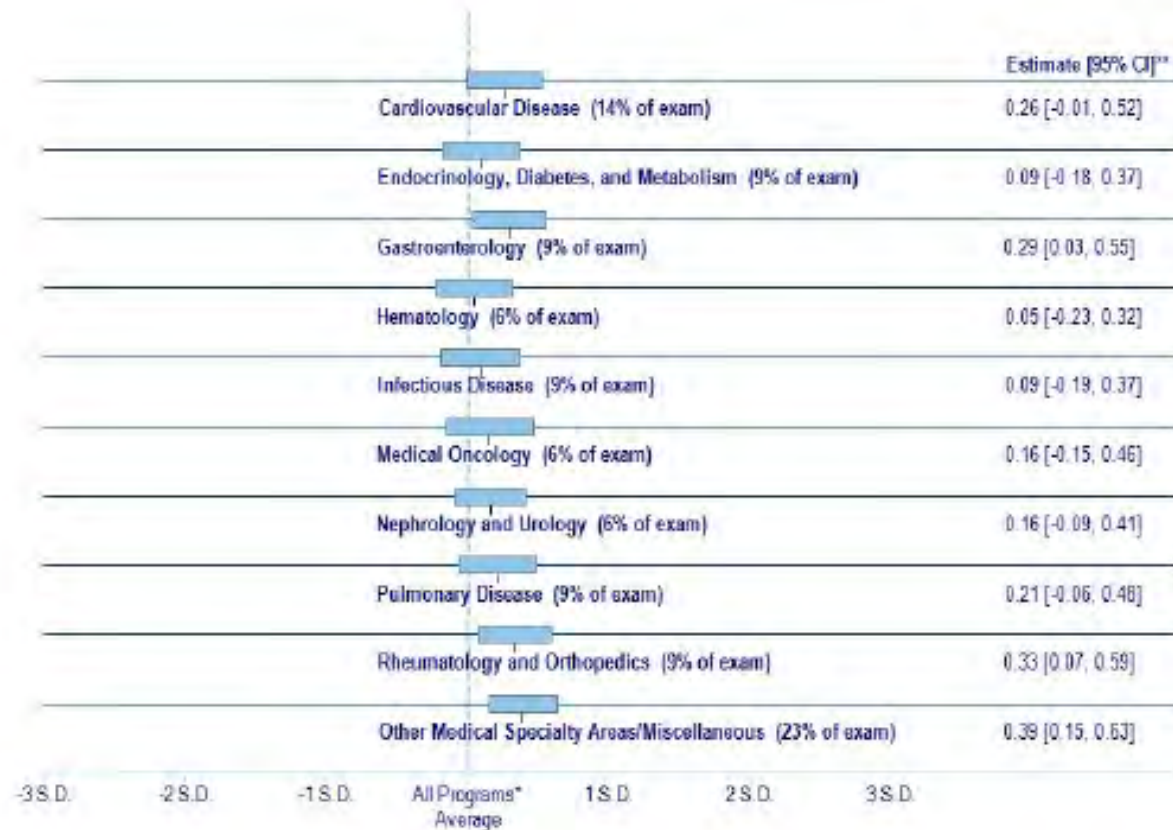
# 2020 Overall Program Performance for IM



# 2016-2020 Rolling Program Pass Rates for IM



# 2020 Program Performance by Medical Content Area







# Conferences

## Outpatient

- 2 half days
  - Problem based learning
  - WISC/Quality improvement
  - Chronic pain management
  - Educational prescription project
  - Core didactics

## Inpatient

- Noon report
- Noon conferences
  - Emphasis on diagnostic reasoning, problem representation, illness scripts
- Different educational styles
  - Traditional
  - Resident competition
  - Preconference teaching
  - Team based learning

# Quality Improvement/Patient Safety: WISC Curriculum

- Improvement Science Curriculum (ISC)

- Began in 2016 in response to new ACGME requirements
- 2.5 hour sessions covering:
  - QI theory
  - QI tools (PDSA cycles)
  - Data collection/representation
  - Errors (both cognitive and systemic)
- A longitudinal “PIP”- personal improvement project

- Wellness & Resilience Curriculum (++1)

- Newly created sessions to focus on this important area
- Covered topics such as:
  - Burnout versus resilience
  - Narrative medicine
  - Difficult conversations
- Had an ambulatory focus (presented during the +1 week)

Block #	2	3	4	5	6	7
Dates	8/14-9/4	9/11-10/2	10/9-10/30	11/6-11/27	12/4-1/22	Break
Topic	Intro to WISC: Tools of the Trade	Systems 1: Intro & Clinical Efficiency	Systems 2: Tools for Improvement	Systems 3: Macrosystems and Social Determinants of Health	Data Collection, Representation & Analysis	
ORDER: Green Blue Red Yellow						

Block #	8	9	10	11	12	13
Dates	Break	2/12-3/4	3/11-4/1	4/8-4/29	5/6-5/27	6/3-6/24
Topic		Teamwork & System Errors	Diagnostic Errors & Disclosure	Narrative Medicine & Second Victim	Communications 201: Difficult Conversations, Bystander and Unconscious Bias Training	PIP Presentations
ORDER: Red Yellow Green Blue						



**PIP Projects Will Run During Blocks 8-13**



# Intern Report

- Complete overhaul in 2019 to emphasize clinical reasoning and incorporation of EBM with increasing complexity over the year

## Intern Report Educational Timeline AY July 2019-June 2020



### Intern led case presentations

Intern brings cases preferably following the curriculum timeline (example: physical exam pearls in October).

### + Chief prepared "bread and butter" cases

Every 5<sup>th</sup> week highlighting the above focuses.

Examples: approaches altered mental status, weakness, hyperglycemia, skin infections, AKI, nephrotic syndrome

### + Expert led teaching sessions

Every 5<sup>th</sup> week highlighting the above focuses.

## R1 Workshop

### **Becoming a Resident**

- Best practices for:
  - Admissions
  - Rounds
  - Discharges
  - Evaluations and expectations
- Teaching Medical Students
- Peer to Peer debrief

## R2 Retreats

### **Becoming a Leader**

- Leadership 1.0
- Code leadership
- Bias in medicine
- OMP
- Diagnosing your learners
- Feedback

### **Becoming an Educator**

- Learning climate
- Chalk talks
- The adult learner and learning cycle
- Teaching clinical reasoning
- Motivations and mindsets

## R3 Workshop (new)

### **Becoming a Professional**

- Mentorship
- Social media management
- Professionalism, Ethics and Advocacy
- Developing expertise as a clinician

Leadership  
Focused

Teaching focused

Professional  
Development



# Procedure Service Ultrasound Elective

## TOP TEN ARTICLES TO READ

### PROCEDURE ROTATION / 1ST JEOPARDY ORIENTATION DOCUMENT

1. Safety of US-Guided Thora with Abnormal Coags - Chest 2013
2. Paracentesis Complications 2009
3. Should bleeding tendency deter abdominal paracentesis Lin 2005
4. CT before completing LP - who gets it NEJM
5. Coagulopathy of Chronic Liver Disease NEJM
6. Limited utility of chest radiograph after thoracentesis CHEST 2000
7. Increased yield with bedside inoculation of cultures after paracentesis

PARACENTESIS

LUMBAR PUNCTURE

THORACENTESIS

ARTHROCENTESIS

CENTRAL LINE  
INSERTION

VIDEOS



# INTERN INTENSIVE



# Simulation Schedule

- Developed new simulation program
- Incorporation of microaggressions into simulation
- Increased hands on training time per intern
- Smaller groups this year for COVID

Group	Mon am	Mon pm	Tues am	Tues pm	Wed am	Wed pm	Thur am	Thur pm	Fri am	Fri pm
1	Vent	QI	Procedures	US 1	US 2	Comm	OHSU Sim	VA Sim	EHR Group A: 8-10:30 Group B: 11-1:30 Group C: 2-4:30  Implicit Bias Group A: 11-12:30 Group B&C: 8-9:30	
2	QI	Procedures	US 1	US 2	Comm	OHSU Sim	VA Sim	Vent		
3	Procedures	US 1	US 2	Comm	OHSU Sim	VA Sim	Vent	QI		
4	US 1	US 2	Comm	OHSU Sim	VA Sim	Vent	QI	Procedures		
5	US 2	Comm	OHSU Sim	VA Sim	Vent	QI	Procedures	US 1		
6	Comm	OHSU Sim	VA Sim	Vent	QI	Procedures	US 1	US 2		
7	OHSU Sim	VA Sim	Vent	QI	Procedures	US 1	US 2	Comm		
8	VA Sim	Vent	QI	Procedures	US 1	US 2	Comm	OHSU Sim		





# Resident Educational Opportunities


- Preceptor for first-year medical students (year long; PGY2/3)
- Co-Precepting in clinic as a primary care track resident (PGY3)
- Resident teacher in Botswana for Botswanan medical students (PGY3)
- Ambulatory curriculum opportunities
  - Creating new curriculum
  - Delivering didactic sessions
- Narrative Medicine opportunities
- Other medical school opportunities

# IMRESPDX

## WEEKLY SCHEDULE

10/18/2021 - 10/22/2021

## RECENT BLOG POSTS

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9am		DOM Grand Rounds (Webex)	FIRST INTERVIEW DAY!!! 		
NR: 12:30-1:15p NC: 12-1p	Noon Report "Visual McNuggets with the chiefs" (OHSU Webex)	Expanded Curriculum: Cardiology Noon Conference Pacemaker and ICD Essentials Dr. Peter Jesel	Noon Report "Dizziness" Dr. Jaime Scott (OHSU) "Nausea/vomiting" Dr. Kahley Stanco (VA)	Expanded Curriculum: Wellness Noon Conference Sleep Wellness and Management Dr. Tami Mukundan	Noon Report CC: 780 Dr. Michelle Beam (OHSU) CC: 780 Dr. Natti Tun (VA)
1:15-3:30 pm				ICU Wellness Rounds (SM 7315) OHSU MICU: 1:15-2:15p VA ICU: 2:30-3:30p	Special Candy Rounds in lieu of Intern Report ☺
After Hours		Pre-Interview Social Hour (Virtual) 5-6:30p			

### ANOTHER CRAZY CASE...

Oct 11, 2021



### VACCINE WIN!

Aug 19, 2021



### OHSU EMERGENCY CONSULTATION AND ACTIVATION PATHWAY (ECAP)

Aug 8, 2021



### SAM I AM

Aug 4, 2021

Today	October 2021							Week	Month	Agenda
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun			
26	27	28	29	30	Oct 1	2				
				1:15pm OHSU ICU 2:30pm VA ICU W	2:30pm Candy R					
3	4	5	6	7	8	9				
					2:30pm Candy R					





# SCHOLARSHIP & SOCIAL MEDIA



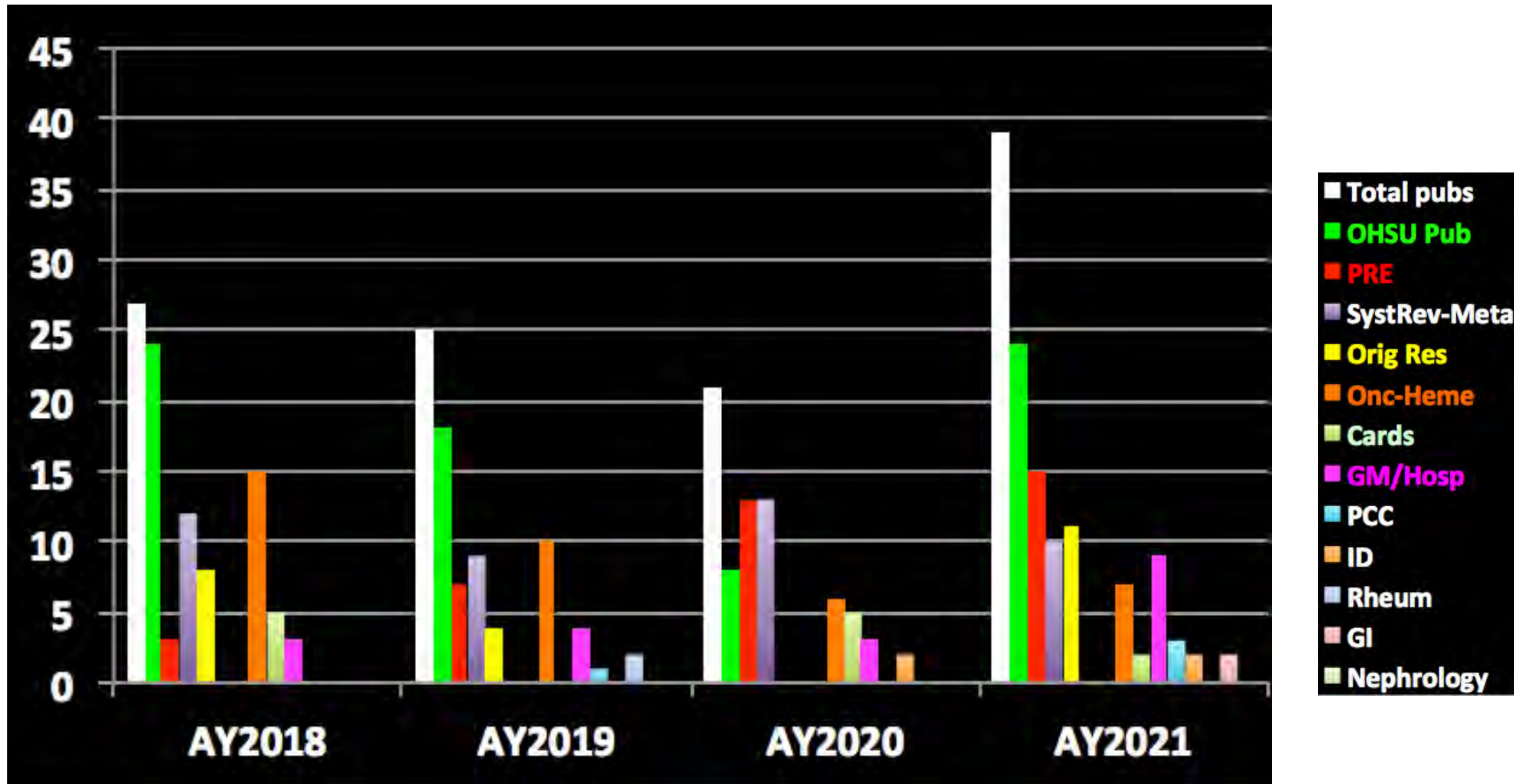
# Scholarship

A woman with short dark hair, wearing a light-colored blazer and a name tag, stands in front of a poster. She is surrounded by a cluster of blue ovals containing text. The ovals are arranged in a roughly circular pattern around her. The text in the ovals includes: Humanities, Diagnostic Reasoning/ problem-Solving, Quality/Process Improvement, Education &/or Curricular Innovations, Case Reports & Vignettes, Systematic Reviews &/or Meta-analyses, Policy & Advocacy, Topic reviews, EBM Statements /Papers, Chapters, Primary research.

- Humanities
- Diagnostic Reasoning/ problem-Solving
- Quality/Process Improvement
- Education &/or Curricular Innovations
- Case Reports & Vignettes
- Systematic Reviews &/or Meta-analyses
- Policy & Advocacy
- Topic reviews
- EBM Statements /Papers
- Chapters
- Primary research

A collage of images including a Twitter bird, a historical document about the bubonic plague, the American College of Physicians (ACP) logo, and a journal cover for 'New England Journal of Internal Medicine'. Overlaid on this collage are several purple ovals containing text. The ovals are arranged in a roughly circular pattern. The text in the ovals includes: Workshops, Journal Clubs, Society Meetings, Legislature, Manuscripts, Daily Practice, Podcasts, Blogs, #Tweutorials, Textbooks, Posters, Abstracts, Web Repositories, Position Statements.

- Workshops
- Journal Clubs
- Society Meetings
- Legislature
- Manuscripts
- Daily Practice
- Podcasts
- Blogs
- #Tweutorials
- Textbooks
- Posters
- Abstracts
- Web Repositories
- Position Statements





# SPeAR

- **S**cholarship **P**eer **A**dvice and **R**esources Group
- Resident-run collaborative of OHSU IM residents, who strive to lower the activation energy needed for residents to participate in research through peer-to-peer support and professional networking, with the aim of fostering scholarship in all forms, as we strive to uphold the academic mission of our program, the greater OHSU community, and the medical profession

# Scholarly Opportunities

- DOM Resident Scholarship Mini-Grant
- Intern Mentor Matching (eventual all)
- Division Chiefs - first point of contact for residents



# Scholarship, social media, and novel learning:

#OHSUScholarship

@OHSUIMRes

Practical tips and/or guidelines

Open Access

## Twelve Tips for Tweeting as a Residency Program

Avital O'Glasser<sup>[1][a]</sup>, Sima S. Desai<sup>[1][b]</sup>, Thomas G. Cooney<sup>[1][c]</sup>

**Institution:** 1. Oregon Health & Science University

**Twitter Handles:** a. aoglasser, b. desaissima, c. PDX\_Tom

**Corresponding Author:** Dr Avital O'Glasser (oglassea@ohsu.edu)

**Categories:** Education Management and Leadership, Scholarship/Publishing, Students/Trainees, Undergraduate/Graduate

**DOI:** <https://doi.org/10.15694/mep.2019.000156.1>

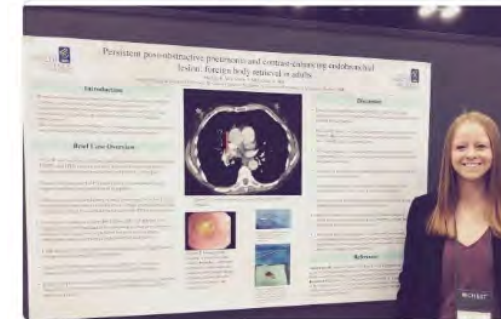
**Published Date:** 23/07/2019

### Tip 3: Celebrate and engage your residents

#Medtwitter has been heralded by many as flattening hierarchies, democratizing education, and provides trainees "access and voice" (Chretien *et al*, 2015). #Medtwitter has created a new field of sponsorship and our ability to amplify those junior to us (Schillcutt and Silver, 2018). When we celebrate and champion our trainees' accomplishments it becomes a most fulfilling aspect of maintaining an active, vibrant account. We set the goal of tweeting ever resident accomplishment—publication, poster, conference presentation, award, etc. We use #OHSUScholarship to identify such tweets as well as catalogue them for ourselves for future access. Be creative with vocabulary to celebrate accomplishments—liberally use words such as "excited", "thrilled", and

 **Kelsi Manley**  
@kelsi\_manley Following

So grateful to have a mentor who encourages me, Dr. Akram Kahn (@bronchoscope) and a residency program that supports me @OHSUIMRes to recognize my place in academia! #CHEST2018 #WomenInMedicine




10:23 AM - 8 Oct 2018

 **OHSU IM Residency**  
@OHSUIMRes Following

#NoonConference what happens with the #ChiefResident brings 30 BP cuffs? The learning about pulsus paradoxus gets very hands-on and dynamic—including breathing through straws! #meded



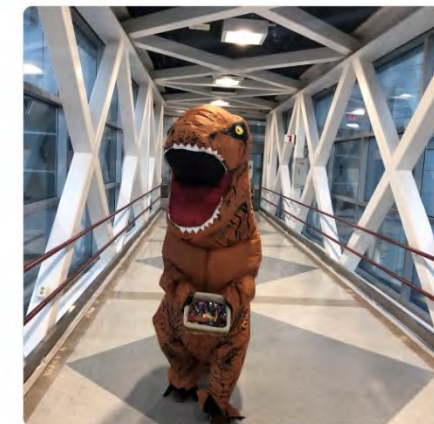
 **OHSU IM Residency**  
@OHSUIMRes Following

#NoonConference resident bake off!



 **OHSU IM Residency**  
@OHSUIMRes Following

You all know what this means...  
#securitybreach #couldvsshould  
#spooky #trickortreat



3:06 PM - 31 Oct 2018



# MENTORSHIP INFRASTRUCTURE





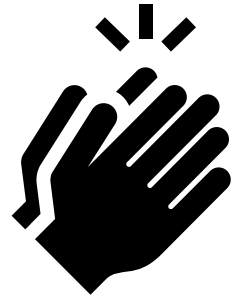
# Coaching Program for Life-Long Learning, Empathy and Resiliency (CLEAR)

- Matching survey before you come
- Coach assignment upon arrival
- Every 3 month meetings
- Coaches are not in your area of interest in order to avoid any conflict
- Create an individual learning plan to foster life long learning

# Additional Mentoring

- Two PD sessions re the fellowship process in PG-2 year
  - 2-4 individual meetings with PD in preparation for fellowship
- Two PD sessions re the fellowship process in PG-2 year
  - Career Sessions including primary care and hospitalist medicine
  - 2-4 individual meetings with PD in preparation for fellowship

# Match Day!



- Cardiology - OHSU
- Cardiology - University of Arizona: Tucson
- Cardiology - University of New Mexico
- Endocrinology - OHSU
- Endocrinology - University of Rochester/Strong Memorial
- Gastroenterology - UCSF: Fresno
- Gastroenterology - St. Joseph Mercy: Michigan
- Geriatrics - OHSU
- Global Health: University of Washington
- Hematology/Oncology - UCSF
- Hematology/Oncology - Tulane
- Infectious Diseases/Critical Care Medicine - University of Pittsburgh
- Nephrology - OHSU
- Pulm/Critical Care - Mount Sinai
- Pulm/Critical Care - OHSU (2)
- Pulm/Critical Care - University of New Mexico
- Pulm/Critical Care - University of North Carolina





# Graduate Destinations

- Ambulatory Medicine
  - ~12-20% per year
  - Local community clinics
  - Rural locations- Eastern OR, Coast
  - Academic
    - OHSU, UW, NYU
  - Distant community
    - Wisconsin, Colorado, California, New Mexico
- Hospitalist
  - Community
  - VA- Oregon, California
  - Academic – Oregon, Washington, California
- Other
  - UCSF Heal Fellowship
  - EIS Fellowship
  - Beth Israel GH Fellowship



# RESIDENCY COMMUNITY INVOLVEMENT





# Opportunities/Offerings

- Ambulatory Residency Advisory Committee (RAC)
- Curriculum Committee
- IM Resident Council
- OHSU GME Housestaff Council
- OHSU GME Diversity Committee
- OHSU Housestaff Quality & Safety Council
- Semi-annual performance review
  - Review feedback on program
- Chief Resident Town Hall
- Program Director Fireside Chat
- PGY3 debrief with the program director
- PGY1 debrief with chief residents
- Big Sib-Little Sib Program





# IM Resident Council

- Resident representatives from each year
  - 23 members (~7-8 per PGY)
- Volunteer Projects
  - Habitat for Humanity Build
  - Oregon Food Bank
  - ACP Hill Advocacy Day
- Wellness (WelCom)
  - Tofurkey Bowl
  - Big sib-little sib mentoring program
  - DoM Happy Hour events (faculty and residents)
- Diversity, Equity and Inclusion
  - On Track program (virtual clinic educational sessions)
- Residency related projects
  - Revamp of certain rotations
  - Understanding scheduling rules document
  - Info document re scheduling Step 3

# DEI IM Resident Taskforce



## Mission

- Use our clinical and academic medical practice as a lens to enhance understanding and increase exposure to social inequities within our community, anti-racist thought and harms of race based medicine.

## Aim

- Create an open environment to discuss ongoing inequities within our institution and greater community, propel projects forward that will dismantle race based medicine and systemic, institutional racism, and incorporate anti-racist teachings into our formal education and daily practice.
- Recognize our privilege as physicians and educators and continue to serve our community, particularly focusing on supporting vulnerable populations that have suffered during the COVID19 pandemic and centuries of racial injustice culminating in systemic oppression.

## Task Force Initiatives

- Evaluate and dismantle harmful race-based medical teachings
  - i.e., eGFR, PFTs,
- Identify gaps in medical literature that contribute to inequities

## Community Engagement & Volunteerism

- Peer-based workshops on Microaggressions/Racism in Medicine
- Journal/Multimedia Resident Club
- Identification of community experts

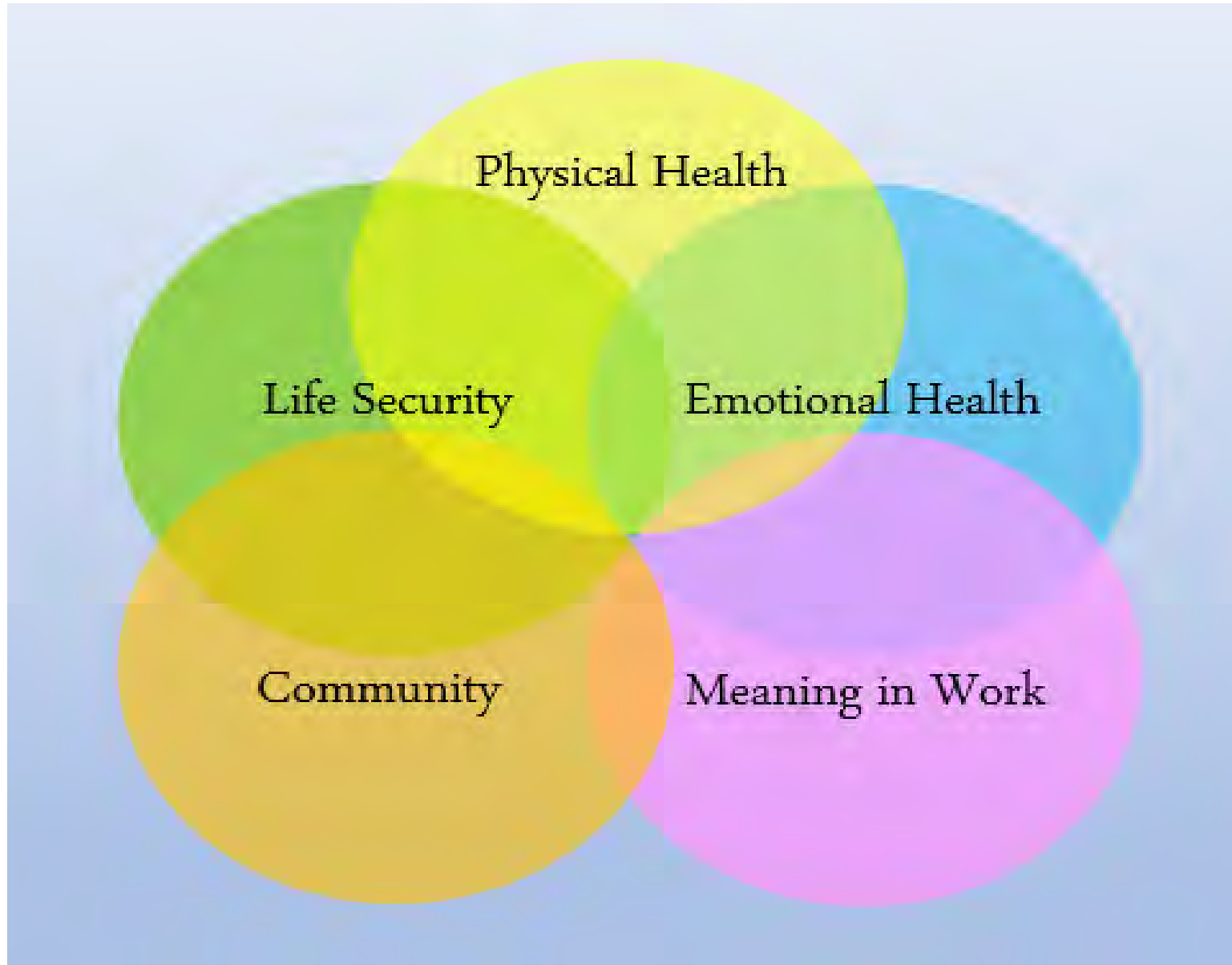
- Mentorship programs with local students
- Community initiatives with local non-profits
- Increase engagement with local clinics with underserved patients
- Sustain lasting volunteer opportunities

Diversity & Equity In Research, Scholarly Work, and Quality Improvement

Education, Lectureship, and Workshops



# WELLNESS & RESILIENCY





# Mission Statement

- To support the health and wellbeing of our internal medicine residents, we aim to promote wellness in each of the following domains:
  - Physical Health (nutrition, exercise, sleep, health maintenance)
  - Mental Health (ability, resilience, self acceptance, reflection, mindfulness)
  - Meaning in Work (sense of purpose, mentorship, opportunity for professional growth, advocacy)
  - Life Skills (relationships, financial know-how, work-life balance)
  - Community (family, friendship, shared experience, social engagement)



# Objectives

- Wellness curriculum
  - Throughout the year/consistent
- IMRC/Chief Resident/Program dedicated events
  - Retreats, workshops, candy rounds, pet therapy on wards
- Address structural issues
  - Consistent feedback from residents and faculty
  - Wellness rounds
- Volunteerism
  - Minimum 4 times per year (reduced due to Covid)



# Resident & Faculty Wellness Center

- Health Maintenance Days
  - Pre-scheduled 2 half days
    - Health care, dentist, eye, etc
  - You schedule other 2 half days
- Resident Wellness Center
  - Free, confidential

Coordinators Wellness

School of Medicine > Graduate Medical Education (GME) > Resident Faculty Wellness Program

Graduate Medical Education

About Us

Residents and Fellows

Directors and Coordinators

Resident and Faculty Wellness

Resident Faculty Wellness Center Services

Our Providers


Wellness Resources

Provider Referrals

Events

Contact Us

## Resident Faculty Wellness Program



Marina Valdez, Ph.D., Mary Moffit, Ph.D., Marie Soller, M.D., Sydney Ey, Ph.D. (left to right)

The Resident Faculty Wellness Program seeks to provide an array of services to increase clinician wellness and reduce burnout and distress, thereby facilitating a strong and thriving workforce. Many medical professionals experience stress under the unique demands of working in an academic medical environment. Sometimes, we can be resilient in the face of severe stress, but at other times we can become overwhelmed and may benefit from additional support. We are here to help you address any problems or concerns, personal or professional.

*You do not need to be in crisis, you may just want to talk or consult with us.*

### Contact us

You can schedule directly with us by emailing any of these providers below.

Sydney Ey, Ph.D., Psychologist  
Email: [eyes@ohsu.edu](mailto:eyes@ohsu.edu)   
Pager: 12191

Mary Moffit, Ph.D., Psychologist  
Email: [moffitm@ohsu.edu](mailto:moffitm@ohsu.edu)   
Pager: 12047

Marie Soller, M.D., Psychiatrist  
Email: [soller@ohsu.edu](mailto:soller@ohsu.edu)   
Pager: 10767

Marina Valdez, Ph.D., Psychologist  
Email: [valdez@ohsu.edu](mailto:valdez@ohsu.edu)   
Pager: 14234

We are available from 8 a.m. to 6 p.m. Monday - Friday and urgent pager is covered 9 a.m. to 6 p.m. -- 7 days a week.

For urgent matters requiring immediate assistance that occur outside of these hours.



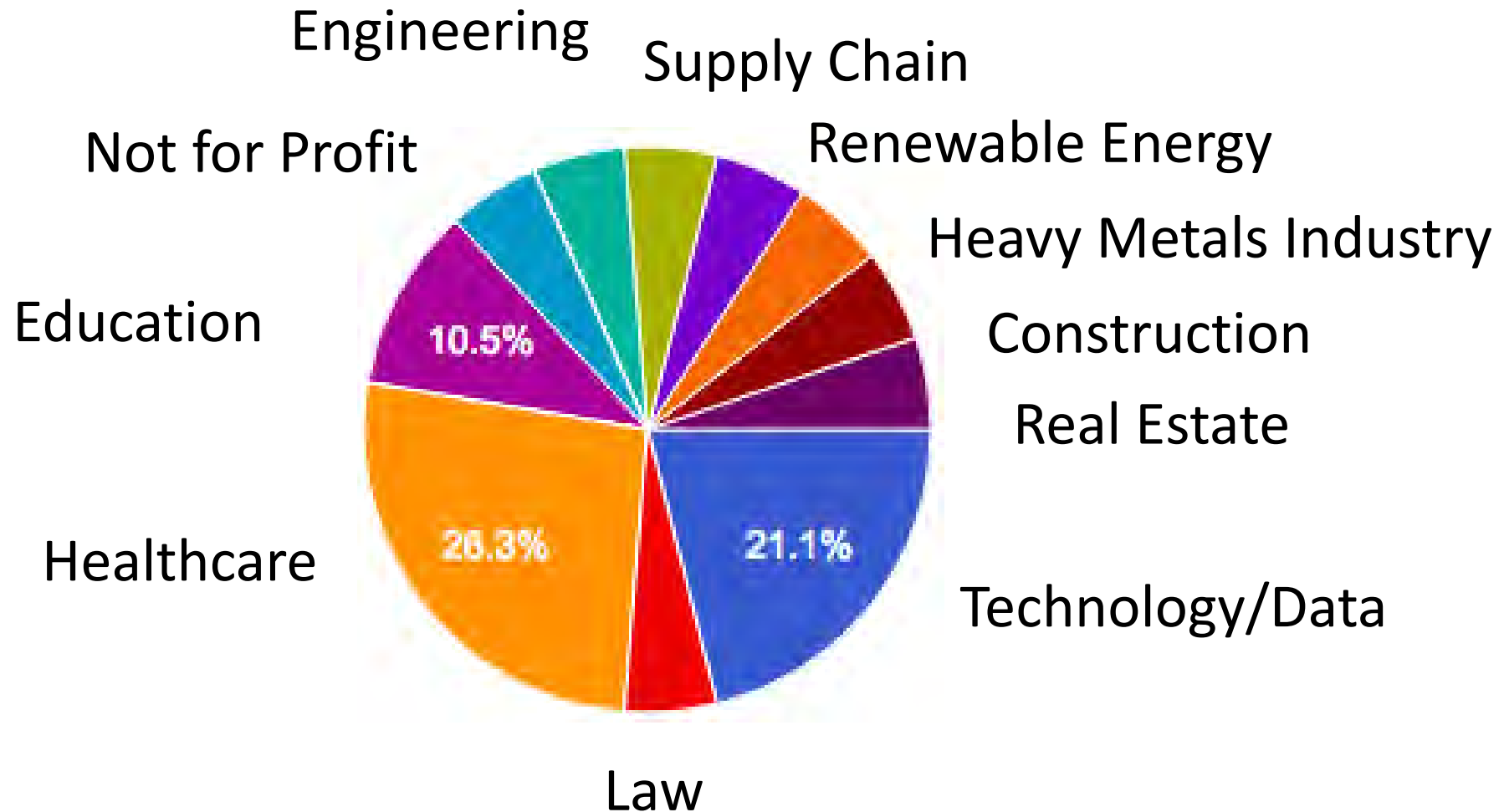
# Resident Benefits

- Four weeks of annual paid Vacation
- Three weeks of annual Illness Leave
- Three weeks of Paid Paternal Leave, available after one year of full-time employment
- Various plan options for medical, dental, vision, and life insurance, with optional disability, AD&D, and family coverage
- Flexible Spending Accounts (use of pre-tax dollars for eligible health care and child care expenses)
- Health Savings Account for those who choose a qualifying medical plan (use of pre-tax dollars to pay for qualified medical expenses)
- House Officer Retirement plan (3% OHSU paid pre-tax contribution that is 100% vested immediately) Resident Wellness Program
- Employee Assistance Program (confidential counseling and referral services for employees and immediate family)
- Meal Money
- Parking (priority parking at a discounted rate)
- Discount on public transit passes; stipend for walking or biking to work
- Annual Housing Stipend (currently \$2,000 per academic year, paid out monthly)
- Relocation Assistance (\$1,000 for new PGY-1s only)
- Annual Educational Allowance (\$750 per academic year)
- USMLE or COMLEX Step 3 Registration Fee reimbursement
- Medical Licensure cost (Limited Licenses only)
- Lab Coats and Scrubs





# Where Do Our Partners Work?





THANK YOU!