

Transition to Residency Course 2026

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Course Description

The Transition to Residency (TTR) Course is an in-person, two-week course in the second semester of the fourth year of medical school focused on residency readiness. The TTR course will consist of two parts (generally split up by weeks). The first half will focus on general education and medical knowledge that we believe all students should know to be graduating Stritch SOM students. This will be in the form of lectures, panels, small groups, and simulations. The second half will be more specialty specific depending on the students' intended residency plans and also include lectures and simulations.

Clerkship Requirements and Expectations:

You are expected to prepare for, be on time for, and actively participate in all assigned lectures, simulations, and panels. While the schedule is variable, the course is run Monday through Friday from 8am-4pm. You are expected to check your email daily and read your schedule carefully. You might have a different schedule than your fellow classmates so you will be responsible for following the calendar carefully.

Attendance and Time Off Policy:

Attendance is expected for the entire 2-week session. If you are sick, you must report to Student Health/Wellness Center to be evaluated; they will make the determination if you can return to your normal duties.

Special requests for time off including weddings, research presentations, personal appointments, etc, must be submitted via email to the course coordinator and course director **at least one month** prior to the start of the clerkship. Supporting documents should be attached to the request (invitation, save-the-date, brochure, etc). Approval for these absences will only be given on a case-by-case basis. This is only a 2-week course with weekends off therefore further absences may result in no credit for the course.

Curricular Overview:

TTR will consist of didactics, panels, simulations, and small groups. The didactics are taught by SSOM faculty who are instructed to focus on the application of practical knowledge using case-based and interactive teaching techniques. To create the topics, we did a needs assessment survey of program directors at Loyola to assess which subject domains would be most useful. The list below is subject to change depending on availability of providers and changes in curriculum.

General Knowledge Week (this is not all-encompassing)

Didactic lectures:

- Shortness of breath
- Delirium
- Radiology Practicum
- Wound Care

- Perioperative Risk Stratification
- Burnout
- Acid base review
- Electrolyte management
- Antibiotics
- Acute Kidney Injury
- Transfusion medicine
- Fluid management
- Inpatient addiction
- MSK injury evaluation
- Hospice and Palliative care

Panels:

- Care Management, Social Work, Pharmacy
- Physical Therapy, Occupational Therapy, and Speech Therapy

Simulations:

- Central Lines and IVs
- ABG and a-lines
- Nasogastric tubes and retention systems
- Ventilators and O2 delivery

Small Groups:

- Small groups focusing on time management, priorities, values, resilience and gratitude, evolving your learning skills, and mission and values.

Specialty Week (this is not all-encompassing):

During this week we will continue to have general sessions for the entire group. However, we also provide more specific sessions (lectures, simulations, etc) depending on your future intended specialty. There is a surgery split, a pediatrics split, an OBGYN split, an emergency medicine split, an anesthesia split, etc. Not all splits will be available for each session, therefore not all lectures or simulations are available for each session. There are also special individualized sessions for Family Medicine, Dermatology, Ophthalmology, Pathology, and Psychiatry.

Examples of didactic lectures:

- Surgical split:
 - Post operative orders and perioperative antibiotics
 - Post operative complications
 - Incision management and wound vacs
 - OR safety
 - Surgical hemostasis
 - Drains and tubes
- Medical split:
 - Oncologic emergencies
 - DVT prevention and management
 - Cardiac cross-cover
 - Inpatient diabetes management
 - How to call a consult
- OBGYN split:
 - In-office GYN procedures
 - Normal labor
- Pediatric split:

- Pediatric triaging
- Pharmacy taste testing
- Pediatric nutrition

Examples of simulations:

- Point-of-Care-Ultrasound (medicine + EM + anesthesia)
- Lumbar Puncture (medicine + EM + anesthesia)
- Advanced suturing (surgery + EM)
- FAST exam (surgery + EM)
- Vascular access (medicine + surgery + EM + Anesthesia)
- Caesarian section (OBGYN)
- Vaginal deliveries (OBGYN + FM + EM)
- NICU simulation (Peds + FM)
- Pediatric IV/IO (Peds)

Goals and Objectives (Loyola SSOM competencies):

Upon completion of the Transition to Residency course students will be able to:

1. Describe underlying causes, mechanisms, processes of disease, and both pharmacologic and nonpharmacologic treatments as it pertains to their clinical care. (Medical Knowledge; 1.2, 1.3)
2. Describe economic, psychological, social, and cultural factors that can impact patient health. (Medical Knowledge; 1.5)
3. Identify and appropriately triage common clinical scenarios, interpret appropriate lab tests and basic radiographic imaging. (Patient Care; 2.1, 2.2)
4. Utilize best clinical practice models in managing critically ill patients. (Patient Care; 2.1, 2.3, 2.4).
5. Demonstrate appropriate communication methods to coordinate resources within health systems. (Interpersonal and Communication Skills, Interprofessional Collaboration; 3.3, 3.5, 6.2, 7.2)
6. Describe the importance of the role of non-physician health care professionals. (Interpersonal and Communication Skills, Interprofessional Collaboration; 3.3, 3.5, 6.2, 7.2).
7. Construct a framework for teaching students and giving appropriate feedback as well as receiving feedback from supervisors. (Interpersonal and Communication Skills; 3.6)
8. Propose and execute advanced techniques in communication with challenging patient encounters. (Patient Care and Interpersonal and Communication Skills; 2.5, 3.2, 3.5).
9. Identify strengths and weaknesses in knowledge and procedural skills and actively engage in activities to improve limitations. (Patient Care and Practice Based Learning and Improvement; 2.4, 4.1, 4.2)
10. Demonstrate integrity and personal accountability through timely attendance, self-respect, and respect for others. (Professionalism, 5.1, 5.2)
11. Identify and explore techniques for effective time management strategies and skills for coping with stressful situations. (Professionalism; 5.2)
12. Demonstrate understanding of major challenges in the health care system including economic challenges, legal nuances, and quality challenges. (Systems Based Practice; 6.1, 6.2, 6.4)
13. Recognize signs of burnout and learn about healthy coping strategies for maintaining physical and mental wellbeing while fulfilling personal and professional obligations. (Professional and Personal Development; 8.1)
14. Integrate the practice of reflection and self-inquiry in order to sustain meaning and purpose in being a physician. (Professional and Personal Development; 8.2)