

Course Catalog

Course	Learning objectives	Description	Core competency
1. Accepting Gifts From Industry <i>Run time: 18 minutes</i>	<ul style="list-style-type: none"> Describe the difference between medicine and the industries that support it Explain the ethical side of accepting gifts from the pharmaceutical and medical device industries Outline regulations associated with accepting gifts from pharmaceutical and medical device industries Describe what is reported under the Sunshine Act Explain your rights and responsibilities for accepting gifts from the pharmaceutical and medical device industries 	<p>Ninety-four percent of physicians have some sort of relationship with the pharmaceutical industry, working together to innovate and improve the art and science of medicine. Learn how and why The Sunshine Act requires public disclosure of gifts or donations from the pharmaceutical and medical device industries to physicians and teaching hospitals.</p>	<ul style="list-style-type: none"> Professionalism Systems-based practice
2. AI in Health Care: Methodologies <i>Run time: 50 minutes</i> 0.50 Credit CME	<ul style="list-style-type: none"> Categorize machine learning models employing supervised, unsupervised, or reinforcement learning methods Recognize how to apply a supervised learning model to a dataset to help solve a clinical problem Describe deep learning, including convolutional neural networks and recurrent neural networks Identify natural language processing used in health care 	<p>Artificial and augmented intelligence (AI) is increasingly being integrated into health care and has the potential to transform aspects of patient care and administrative practices. This course on the methodology of AI in health care introduces learners to important considerations and potential strengths and limitations of AI and machine-learning (ML) within clinical care.</p>	<ul style="list-style-type: none"> Systems-based practice Interpersonal and communication skills
3. Anatomy of a Lawsuit <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Define common legal terms that deal with medical claims Report potential legal action and official summons using the proper channels Identify your responsibilities in a legal claim or lawsuit List the steps in the pretrial and trial process 	<p>Physicians are not strangers to malpractice insurance claims and lawsuits—patients and their families sometimes attempt to resolve their issues in court. This module is designed to walk residents through the litigation process and help them navigate each step.</p>	<ul style="list-style-type: none"> Professionalism Systems-based practice

Course	Learning objectives	Description	Core competency
4. Basics of Health Equity for GME <i>Run time: 25 minutes</i> 0.50 Credit CME	<ul style="list-style-type: none"> Define health equity and justice Compare and contrast equality and equity Describe the four levels of racism Discuss the relationship between moving upstream and health equity 	<p>We all have different life experiences and levels of understanding of the existing historical context, evidence, theory and practice of justice and equity. This introductory course grounds learners in common definitions, concepts and frameworks of health equity and encourages further investigation, engagement and reflection to expand one's knowledge.</p>	<ul style="list-style-type: none"> Professionalism Systems-based practice Practice-based learning and improvement Interpersonal communication skills Patient care
5. Building the Patient-Physician Relationship <i>Run time: 14 minutes</i>	<ul style="list-style-type: none"> Describe the importance of the patient-physician relationship Define what makes an encounter challenging List key assumptions that medical professionals should make when treating patients Identify how your emotional state affects the patient-physician interaction and relationship Explain why both satisfied and dissatisfied patients can be challenging Change your approach for patients whom you typically find to be challenging Demonstrate active and generative listening skills that can help you overcome conflicts and strengthen the patient-physician relationship 	<p>All patients deserve the best care from their physicians, even when they are frustrated by their health conditions. Learn how to navigate challenging patient encounters by using active and generative listening to overcome conflicts and strengthen the patient-physician relationship.</p>	<ul style="list-style-type: none"> Patient care Professionalism Interpersonal and communication skills
6. Choosing the Practice That's Right for You <i>Run time: 18 minutes</i>	<ul style="list-style-type: none"> Identify lifestyle and work-life balance factors to consider as you evaluate the suitability of a practice Describe the needs of a practice Recognize who to engage from other disciplines to make your practice successful Discover the necessary steps and timeframe it takes to become "practice ready" Examine the different practice options available for you to consider after residency List the key components to look for in an employment contract 	<p>As residents approach their final years of training, many feel unprepared for what comes next. This course provides a primer on the information and considerations necessary for them to select the type of practice that would be the best fit for them and key components of employment contracts.</p>	<ul style="list-style-type: none"> Systems-based practice
7. Coding and Documentation for Resident Physicians <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Describe uses and best practices of medical record documentation Describe the basics of International Classification of Diseases (ICD) coding Describe the fundamentals of diagnostic (ICD) and procedural (CPT®) coding 	<p>Accurate documentation is an integral part of health care delivery that can impact quality measures, public health programs, and physician payment. This course reviews best practices around medical record documentation, the basics of International Classification of Diseases (ICD) coding, and the fundamentals of diagnostic (ICD) and procedural (CPT®) coding.</p>	<ul style="list-style-type: none"> Systems-based practice
8. Conflicts of Interest <i>Run time: 13 minutes</i>	<ul style="list-style-type: none"> Define "conflict of interest" Identify when a conflict of interest is problematic Demonstrate how to address problematic conflicts of interest 	<p>Mishandling and/or misidentifying conflicts of interest can have negative professional and legal consequences. Learn about conflicts of interest and work through real-life examples that teach learners how to manage them and their associated risks as you practice medicine.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Professionalism Systems-based practice

Course	Learning objectives	Description	Core competency
9. Creating an Effective and Respectful Learning Environment <i>Run time: 20 minutes</i>	<ul style="list-style-type: none"> Describe the role of the resident in creating an effective learning environment Describe the qualities of a role model of professionalism Identify the factors that affect giving and receiving feedback Outline the procedure for effective feedback Define learner mistreatment Explain how to deal with medical student mistreatment 	Residents serve as both teachers and learners in a medical education setting, meaning they share in the responsibility of creating an effective and respectful learning environment. In this module, you'll learn about the role of the resident in creating an effective learning environment, giving and receiving feedback, and combating mistreatment and abuse.	<ul style="list-style-type: none"> Interpersonal and communication skills Practice-based learning and improvement Professionalism
10. Cultural Competency <i>Run time: 15 minutes</i>	<ul style="list-style-type: none"> Define cultural competency and cultural humility Explain some of the variables that make up cultural or interpersonal differences Define the most common cultural barriers Identify the interpersonal differences that you have to overcome as a physician Identify your own attitudes and beliefs that could get in the way of providing culturally informed care Examine principles of cultural competency 	Culturally competent, quality care requires awareness of, and respect for, diversity and cultural backgrounds in patient populations. Learn how to identify your own attitudes and beliefs that could get in the way of providing culturally informed care.	<ul style="list-style-type: none"> Interpersonal and communication skills Patient care Professionalism
11. End-of-Life Care <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Identify the goals of advance care planning Define the different types of advance directives Explain your rights and responsibilities as a physician in terms of advance care planning Describe common patient and family concerns surrounding end-of-life issues Identify when to broach the subject of end-of-life planning Discover examples of effective communication with patients and their families concerning end-of-life acceptance and strategies 	Advance directives and end-of-life issues are complicated and often confusing for patients and physicians alike. This course defines the different types of advance directives, provides an overview of your rights and responsibilities as a physician and offers communication strategies as issues continue to unfold.	<ul style="list-style-type: none"> Interpersonal and communication skills Patient care Professionalism
12. Fraud and Abuse <i>Run time: 21 minutes</i>	<ul style="list-style-type: none"> Identify key laws that deal with fraud and abuse in health care Explain proactive steps you and your practice can take to identify and comply with the fraud and abuse laws Recognize where you can go for help, more information or to report violations 	Filing false insurance claims to Medicare, Medicaid, and other federally funded health care programs, even by accident, can cripple or destroy a physician's practice. This module provides a brief overview of the issue, the specific fraud and abuse laws, and resources for better understanding and staying in compliance with the laws.	<ul style="list-style-type: none"> Professionalism Systems-based practice
13. Health Care Quality: Measuring Physician Performance <i>Run time: 13 minutes</i>	<ul style="list-style-type: none"> Explain quality as it pertains to health care Describe health care performance measures Indicate the performance measures that are meaningful to your practice and specialty Identify the tools used to collect data, measure performance and report results Summarize performance improvement models 	Clinical quality and performance measures will impact your career as you progress through your professional journey in medicine. Learn about performance measures that are meaningful for your practice and specialty; the tools used to collect data, measure performance, and report results; and performance improvement models.	<ul style="list-style-type: none"> Practice-based learning and improvement Systems-based practice

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14. Improving Population Health <i>Run time: 21 minutes</i>	<ul style="list-style-type: none"> Define population health Discuss the relationship between population health and public health Summarize how population health is implemented in health care Describe how integrated health care delivery, public health, prevention, health promotion, community engagement and health policy efforts improve population health 	<p>This course introduces learners to population and public health and explains recent changes in health care delivery meant to improve health outcomes in the United States.</p>	<ul style="list-style-type: none"> Patient care
15. Introduction to Artificial Intelligence (AI) in Health Care <i>Run time: 45 minutes</i> 0.50 Credit CME	<ul style="list-style-type: none"> Describe big data and its impact on artificial intelligence (AI) and machine learning (ML) in health care Differentiate between traditional computer programming, AI, and ML Recognize potential strengths and limitations of AI and ML in health care Summarize the process of developing AI for use in a health care setting 	<p>Artificial and augmented intelligence (AI) is increasingly being integrated into health care and has the potential to transform aspects of patient care and administrative practices. This course introduces learners to foundational principles of AI and machine-learning (ML) within clinical care.</p>	<ul style="list-style-type: none"> Systems-based practice Interpersonal and communication skills
16. Introduction to Health Insurance <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Explain the history and function of health insurance Define the common terms associated with health insurance Identify the key players in the health insurance business List the ways health care can be paid for including different types of health insurance Differentiate between Medicare and Medicaid Describe how the physician fits into the health insurance industry in practice 	<p>Health insurance is the most common way patients pay for medical care. It is also a very complicated industry that physicians have to navigate in order to be paid for their services. In this module, you'll learn the basics about health insurance and the various ways health care can be paid for.</p>	<ul style="list-style-type: none"> Systems-based practice
17. Managing Unconscious Bias <i>Run time: 13 minutes</i>	<ul style="list-style-type: none"> Explain what unconscious bias is and where it comes from Label potential unconscious stereotypes and attitudes that can compromise treatment decisions Identify situations when your unconscious biases are most likely to influence decisions Recognize biases you have that may hinder your ability to provide competent, culturally sensitive care Develop and implement strategies to minimize your unconscious biases 	<p>Unconscious bias can hinder your ability to provide competent care. Learn to recognize unconscious bias in yourself and develop and implement strategies to minimize it.</p>	<ul style="list-style-type: none"> Systems-based practice Professionalism Interpersonal and communication skills
18. Patient Handoffs <i>Run time: 14 minutes</i>	<ul style="list-style-type: none"> Define a patient handoff List reasons errors occur during patient handoffs Describe the components of the ISBARQ protocol for giving/receiving a proper patient handoff Identify tips for successful patient handoffs Perform a successful patient handoff 	<p>A handoff is an opportunity for a patient to continue to receive quality care but also a time with a high risk for errors. Learn the components of the ISBARQ protocol for giving and receiving a good patient handoff and identify tips for a successful handoff.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Systems-based practice
19. Patient Safety <i>Run time: 25 minutes</i>	<ul style="list-style-type: none"> Identify the basic principles of patient safety Explain how medical errors are classified Describe the elements of full disclosure and apology when addressing those affected by medical errors Recognize how human factors, systems thinking and "Just Culture" can improve patient safety 	<p>This course provides an overview of patient safety, explains how a team of health professionals can improve patient care and outcomes, and describes how to respond to medical errors.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Patient care Systems-based practice Professionalism

Course	Learning objectives	Description	Core competency
20. Physician Employment Contracts <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> List your opportunities for medical practice after residency Define an employment contract Explain the need to use an attorney Identify key components that should be part of an employment contract Describe the considerations in a noncompete clause 	<p>The first job after residency marks the beginning of a resident's career as a physician, so it's important to start off on the right foot. This module walks residents through the provisions of an employment contract to help them understand and successfully negotiate their first practice opportunity.</p>	<ul style="list-style-type: none"> Professionalism
21. Physician Health: Physicians Caring for Ourselves <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Recognize the importance of being healthy and caring for yourself Describe stresses that residents frequently encounter Identify general and severe health issues that can be caused by stress Build awareness of provider stressors, prevention techniques and universal empathy Reflect on your own stress levels and sense of well-being Discover coping tools to help with challenges 	<p>Stress has serious consequences for physicians and their patients. Learn to develop awareness of common physician stressors that can lead to burnout or illness, universal empathy, stress-prevention techniques, and coping strategies.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Professionalism
22. Privacy and Confidentiality <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Explain why privacy and confidentiality are important to the patient-physician relationship Describe the two parts of the Health Insurance Portability and Accountability Act (HIPAA) Define a privacy violation List the five components of the HIPAA Privacy Rule Explain the permissible disclosures under HIPAA Know where to find privacy and confidentiality information at your facility 	<p>Privacy and confidentiality are the foundation for a successful patient-physician relationship—patients' trust in us allows them to be comfortable sharing the information we need to care for them. This course discusses the importance of confidentiality and the regulations that safeguard it.</p>	<ul style="list-style-type: none"> Systems-based practice Professionalism
23. Promoting Medication Adherence <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Describe the impact of medication adherence on patients and patient outcomes Identify the factors that contribute to medication nonadherence Outline strategies to improve medication adherence in your patients, including improved communication 	<p>Many patients taking medication are doing so improperly, resulting in various health issues. This module explores the problems of medication nonadherence and provides strategies to better communicate with your patients and help them manage their medications.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Patient care
24. Quality Improvement <i>Run time: 23 minutes</i>	<ul style="list-style-type: none"> Define quality improvement Identify the types of quality measures and data sources used in health care Differentiate four quality improvement methods frequently used in health care Describe interventions to address common health care quality issues Describe factors contributing to sustainability of improvement efforts 	<p>This course introduces learners to quality improvement, quality measures, data resources, interventions to address quality issues and sustainability challenges in the health care setting.</p>	<ul style="list-style-type: none"> Practice-based learning and improvement Professionalism

Course	Learning objectives	Description	Core competency
25. Racism in Medicine: An Introduction <i>Run time: 20 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Define race and scientific racism as social constructs Identify historical racist stereotypes assigned to different parts of the human body Recognize the 4-level conceptualization of racism Assess racism's role in inhibiting access to health care 	Racism is a root cause of health inequities—differences that are avoidable, unnecessary, and unfair. Many people are often unaware of the origins of race as a social construction and the emergence of scientific racism. As a result, false beliefs about biological racial differences continue to shape the way that health care is practiced. This interactive, introductory course takes learners through the historical social construction of race and the obstacles racism poses for the attainment of health and wellness.	<ul style="list-style-type: none"> Systems-based practice Professionalism Practice-based learning and improvement Patient care
26. Racism in Medicine: Distrust and Mistrust <i>Run time: 20 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Define and differentiate between trustworthiness, medical distrust, and medical mistrust Explain how historical and contemporary instances of medical experimentation and research on people from racial and ethnic minority groups contribute to medical distrust and medical mistrust Implement strategies to understand and address medical distrust and medical mistrust amongst patient communities and strive for trustworthiness 	Understanding the history behind a patient's lack of trust in a care plan will help you approach and communicate with patients more effectively. This module explores the distinctions between medical distrust and mistrust and how the history of medical experimentation and substandard care provided to people from racial and ethnic minority groups is at the root of mistrust and distrust in these communities.	<ul style="list-style-type: none"> Systems-based practice Professionalism Interpersonal and communication skills
27. Racism in Medicine: Race and Pain <i>Run time: 20 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Identify the historical origin of racial beliefs about pain and Black people Determine how unconscious (implicit) bias can impair clinical care in a case study of how a Black patient experiences treatment for pain Develop strategies to avoid stereotyping the pain of Black patients in your care 	This course explores the history of racist beliefs about pain tolerance in people of color, specifically focusing on physician perceptions of Black people's pain, and how implicit, unconscious bias can impact patient care.	<ul style="list-style-type: none"> Systems-based practice Practice-based learning and improvement Patient care Interpersonal and communication skills
28. Resident Intimidation <i>Run time: 14 minutes</i>	<ul style="list-style-type: none"> Define "resident mistreatment" and "resident intimidation" List the different forms of resident mistreatment and intimidation Respond appropriately and professionally to mistreatment and intimidation Model behaviors to decrease a culture of mistreatment and intimidation 	Resident intimidation can take many forms, some quite subtle, but you do not have to be a passive victim. Learn how to respond appropriately and professionally to resident intimidation and model behaviors that can reduce mistreatment and intimidation in the work culture.	<ul style="list-style-type: none"> Interpersonal and communication skills
29. Residents as Teachers <i>Run time: 12 minutes</i>	<ul style="list-style-type: none"> Summarize the planning, teaching and feedback phases of teaching Describe and apply the five steps in the one-minute preceptor Define "formative feedback" and identify its characteristics Illustrate the steps in the one-minute preceptor model 	Teaching is an important part of the medical resident role. Learn about the One-Minute Preceptor teaching model, what it means to give formative feedback, and how to orient a learner to you (the resident), the setting, and the patient.	<ul style="list-style-type: none"> Interpersonal and communication skills Practice-based learning and improvement

Course	Learning objectives	Description	Core competency
30. Safer Prescribing and Managing of Opioids <i>Run time: 23 minutes</i>	<ul style="list-style-type: none"> • Explain how opioids work • Describe the uses for opioid medication • Define addiction, dependency, and other terms for non-medical use • Identify the regulations for prescribing and using opioids with patients • Develop effective strategies for understanding and managing patients on opioid therapy • Describe comprehensive pain management options and how to safely taper patients down or off opioids 	<p>For decades, opioids have been used for pain management. While these drugs are effective, they can be addictive, creating physical dependencies when used long term. In this course, you'll learn how opioids work, the regulations for prescribing and alternate pain management options available for patients.</p>	<ul style="list-style-type: none"> • Interpersonal and communication skills • Patient care
31. Sleep Deprivation: Your Life and Your Work <i>Run time: 14 minutes</i>	<ul style="list-style-type: none"> • Define sleep deprivation • Identify the symptoms of sleep deprivation • Describe the Accreditation Council for Graduate Medical Education (ACGME) resident duty hour requirements • Recognize the effects of sleep deprivation on physician performance and patient safety • Identify the effects of sleep deprivation on physician well-being • Describe strategies to mitigate the effects of sleep deprivation • Apply what you learn to your own situation by evaluating your own level of sleep deprivation 	<p>Sleep deprivation is one of the most common and distressing challenges of resident life. Learn the effects of sleep deprivation on physician performance and patient safety and strategies to mitigate it.</p>	<ul style="list-style-type: none"> • Professionalism • Systems-based practice
32. Social Determinants of Health <i>Run time: 20 minutes</i>	<ul style="list-style-type: none"> • Define social and structural determinants of health • Articulate how social and structural determinants of health impact health outcomes • Describe the relationship between social and structural determinants of health and health inequities and disparities • Identify and uncover social determinants of health during clinical encounters • Explain how physicians, other health professionals, health systems, and communities can positively influence social and structural determinants of health to improve health outcomes and health equity 	<p>This course helps build a foundation for recognizing and addressing the structural drivers and social determinants of health during a clinical encounter in order to improve outcomes and health equity.</p>	<ul style="list-style-type: none"> • Systems-based practice • Professionalism • Practice-based learning and improvement • Interpersonal and communication skills
33. Systems Thinking <i>Run time: 15 minutes</i>	<ul style="list-style-type: none"> • Define systems thinking • Explain the importance of systems thinking in clinical care • Identify how a health system fits the definition of a complex system • List the habits of a systems thinking health professional and how they can be applied to improve clinical care 	<p>This course helps learners better understand, navigate and change complex systems, such as those found within the US health care system.</p>	<ul style="list-style-type: none"> • Systems-based practice • Practice-based learning and improvement • Interpersonal and communication skills
34. Thriving Through Residency: The Resilient Resident <i>Run time: 16 minutes</i>	<ul style="list-style-type: none"> • Define health and wellness • Identify factors contributing to physician burnout • Examine new ways to improve resident well-being • Recognize physician burnout in your peers and yourself 	<p>Residency can be a stressful time, but you don't have to burn out. Learn to recognize resident burnout in yourself and others and explore ways to improve your well-being.</p>	<ul style="list-style-type: none"> • Interpersonal and communication skills • Patient care • Professionalism

Course	Learning objectives	Description	Core competency
35. Understanding Clinical Trials <i>Run time: 19 minutes</i>	<ul style="list-style-type: none"> Define the terms associated with clinical trials Describe the phases of drug testing Trace the evolution of guidelines for ethical conduct of clinical research List the organizations responsible for monitoring clinical trials Explain what you should know before you begin a clinical trial 	<p>Though not all residents will be involved in clinical trials throughout their medical career, most will have some involvement in human subject research. This course lays out the basics, background, and ethics of clinical trials that lead to innovative treatments.</p>	<ul style="list-style-type: none"> Practice-based learning and improvement Professionalism
36. Using Tools to Form an Action Plan for Wellness <i>Run time: 8 minutes</i>	<ul style="list-style-type: none"> Identify and access wellness tools Evaluate areas where you struggle or have challenges, and make an action plan Practice self-care strategies 	<p>Your well-being can impact the quality of care you deliver to patients. Learn to evaluate your biggest challenges, make an action plan, and implement strategies for self-care.</p>	<ul style="list-style-type: none"> Professionalism
37. Working Effectively Within an Interprofessional Team <i>Run time: 20 minutes</i>	<ul style="list-style-type: none"> Identify team members and roles List strategies for optimizing clinical team functionality Explain the relationship between teams and interprofessional practice Optimize clinical team functionality Apply ACGME competencies to optimize the workings of an interprofessional team 	<p>As part of providing quality patient care, you will work with a wide variety of other health care professionals on an array of teams. Learn about the various interprofessional teams, the roles team members play and optimizing the function of a team.</p>	<ul style="list-style-type: none"> Interpersonal and communication skills Systems-based practice

Faculty development courses

Course	Learning objectives	Description	Core competency
1. Facilitating an Effective “Residents as Teachers” Program <i>Run time: 12 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Summarize the planning, teaching and feedback phases of teaching Describe and apply the five steps in the one-minute preceptor model for teaching Define formative feedback and identify its characteristics Demonstrate effective ways to integrate teaching into clinical care and to evaluate residents’ ability to function as teachers 	In this course, faculty will review the One-Minute Preceptor teaching model and learn effective ways to integrate teaching into clinical care - all while evaluating residents’ ability to function as teachers.	<ul style="list-style-type: none"> Interpersonal and communication skills Practice-based learning and improvement
2. Identifying and Applying Wellness Strategies <i>Run time: 10 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Identify and access wellness tools Evaluate areas where your residents struggle or have challenges, and help them make an action plan Practice self-care strategies and model them for your residents 	Faculty who take this course will learn how to identify wellness in their residents and themselves. Then, learn strategies to practice self-care and guide residents on how to implement wellness strategies in their lives.	<ul style="list-style-type: none"> Professionalism
3. Integrating Telehealth into Clinical Training <i>Run time: 59 minutes</i> 1.00 Credit CME	<ul style="list-style-type: none"> Consider strategies to incorporate telemedicine as a core element of the clinical curriculum at your institution Describe the typical flow of a telemedicine encounter and points at which learners can be engaged, taught, and assessed Discuss key faculty development needs to promote active teaching, including assessment and feedback, during such encounters Identify a framework to organize and implement telehealth clinical education at your institution 	This course provides strategies and solutions on how to incorporate telehealth into clinical training at your institution, while still fostering competency development and assessment of trainees.	<ul style="list-style-type: none"> Interpersonal and communication skills Practice-based learning and improvement Professionalism Patient care
4. Modeling a Supportive Learning Environment <i>Run time: 18 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Describe the role of the faculty members and residents in creating an effective learning environment Describe the qualities of a role model of professionalism Identify the factors that affect giving and receiving feedback Outline the procedure for effective feedback Define learner mistreatment Explain how to deal with learner mistreatment 	In this module, faculty will learn how to model a professional learning environment for their residents, while outlining the importance of effective feedback as residents begin to teach in the clinical environment.	<ul style="list-style-type: none"> Interpersonal and communication skills Practice-based learning and improvement Professionalism
5. Prioritizing Wellness for Yourself and Others <i>Run time: 16 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Describe stresses that physicians frequently encounter Identify general and severe health issues that can be caused by stress Build awareness of provider stressors, prevention techniques and universal empathy Reflect on your own stress levels and sense of well-being Help residents identify coping tools 	Stress has serious consequences for physicians and their patients. This course will help faculty develop awareness of common physician stressors and stress-prevention techniques for themselves and their residents.	<ul style="list-style-type: none"> Professionalism Interpersonal and communication skills
6. Supporting Resident Well-being <i>Run time: 18 minutes</i> 0.25 Credit CME	<ul style="list-style-type: none"> Define health and wellness Identify factors contributing to physician burnout Examine new ways to improve well-being Recognize physician burnout in your peers and yourself Recognize when residents need additional help 	This course is designed to help faculty identify contributing factors of burnout in themselves and their residents, plus identify when residents need additional help.	<ul style="list-style-type: none"> Interpersonal and communication skills Patient care Professionalism

MATE Act: DEA Training Requirements curriculum

Satisfy the new, one-time eight-hour training requirement issued by the Drug Enforcement Administration (DEA) for all DEA-registered practitioners to meet the conditions of the MATE Act.

Course	Learning objectives
1. MATE Act Compliance: Prescribing Opioids	<ul style="list-style-type: none">• Explain how opioids work• Describe the uses for opioid medication• Define addiction, dependency, and other terms for non-medical use• Identify the regulations for prescribing and using opioids with patients• Develop effective strategies for understanding and managing patients on opioid therapy• Describe comprehensive pain management options and how to safely taper patients down or off opioids
2. Essentials of Good Pain Care: A Team-Based Approach <i>0.50 Credit CME</i>	<ul style="list-style-type: none">• Assess a patient's need for pain control• Apply team-based care and a patient-centered approach when treating acute and chronic pain• Review patients on long-term opioid therapy and implement strategies to mitigate risk
3. Using Opioids Safely: Practical Guidance for Pain Management <i>2.50 Credit CME</i>	<ul style="list-style-type: none">• Discuss factors that contribute to the epidemic of opioid morbidity and mortality• Describe the purpose and practices of universal precautions for opioid prescribing• Explain the classification of opioid analgesics and their pharmacologic effects• Describe management strategies for common side effects and risks associated with opioid use
4. Understanding Pain and Conducting a Pain Assessment: Practical Guidance for Pain Management <i>1.50 Credit CME</i>	<ul style="list-style-type: none">• Define and discuss classifications of pain• Describe strategies for assessing pain• Explain the rationale and approaches for mental health assessment as it relates to pain
5. Setting Limits With Controlled Substances—The Role of Motivational Interviewing to Increase Comfort <i>1.00 Credit CME</i>	<ul style="list-style-type: none">• To identify the key insights or developments described in this article
6. Racial/Ethnic, Social, and Geographic Trends in Overdose-Associated Cardiac Arrests Observed by US Emergency Medical Services During the COVID-19 Pandemic <i>1.00 Credit CME</i>	<ul style="list-style-type: none">• To describe racial/ethnic, social, and geographic trends in EMS-observed overdose associated cardiac arrests during the COVID-19 pandemic through December 2020 and assess the concordance with CDC-reported provisional total overdose mortality through May 2020.
7. Methadone Access for Opioid Use Disorder During the COVID-19 Pandemic Within the United States and Canada <i>1.00 Credit CME</i>	<ul style="list-style-type: none">• To compare timely access to methadone initiation in the US and Canada during COVID-19.

Curricula Catalog

Trending topics

MATE ACT: DEA Training Requirements

- MATE Act Compliance: Prescribing Opioids
- Essentials of Good Pain Care: A Team-Based Approach
- Using Opioids Safely: Practical Guidance for Pain Management
- Understanding Pain and Conducting a Pain Assessment: Practical Guidance for Pain Management
- Setting Limits With Controlled Substances—The Role of Motivational Interviewing to Increase Comfort
- Racial/Ethnic, Social, and Geographic Trends in Overdose-Associated Cardiac Arrests Observed by US Emergency Medical Services During the COVID-19 Pandemic
- Methadone Access for Opioid Use Disorder During the COVID-19 Pandemic Within the United States and Canada

From UME to GME: Transition to Residency

- Self-Assessment and Individual Learning Plan (ILP)
- Patient Safety
- Patient Handoffs
- Working Effectively within an Interprofessional Team
- Systems Thinking
- Sleep Deprivation: Your Life and Your Work

Introduction to Coaching Transitions in Medical Education

- Intro to Coaching Transitions in Medical Education
- Identifying and Applying Wellness Strategies
- Prioritizing Wellness for Yourself and Others
- Supporting Resident Well-being
- Integrating Telehealth Into Clinical Training
- Facilitating an Effective “Residents as Teachers” Program
- Modeling a Supportive Learning Environment
- Academic Coaching Video Series

Well-being

- Physician Health: Physicians Caring for Ourselves
- Sleep Deprivation: Your Life and Your Work
- Thriving Through Residency: the Resilient Resident
- Using Tools to Form an Action Plan for Wellness

Orientation

- Sleep Deprivation: Your Life and Your Work
- Thriving through Residency: the Resilient Resident
- Working Effectively within an Interprofessional Team
- Patient Handoffs
- Patient Safety

Residents as teachers

- Creating an Effective and Respectful Learning Environment
- Resident Intimidation
- Residents as Teachers
- Working Effectively within an Interprofessional Team

Health equity

- Basics of Health Equity for GME
- Improving Population Health
- Managing Unconscious Bias
- Racism in Medicine: An Introduction
- Racism in Medicine: Distrust and Mistrust
- Racism in Medicine: Race and Pain
- Social Determinants of Health

Business side of medicine

- Anatomy of a Lawsuit
- Choosing the Practice That's Right for You
- Coding and Documentation for Resident
- Introduction to Health Insurance
- Physician Employment Contracts

Navigating Health Systems to Improve Patient Care

- Improving Population Health
- Patient Safety
- Quality Improvement
- Social Determinants of Health
- Systems Thinking

Faculty development

- Facilitating an Effective "Residents as Teachers" Program
- Identifying and Applying Wellness Strategies
- Integrating Telehealth into Clinical Training
- Modeling a Supportive Learning Environment
- Prioritizing Wellness for Yourself and Others
- Supporting Resident Well-being

Course list by competency

Systems-based practice

- Accepting Gifts From Industry
- Anatomy of a Lawsuit
- Basics of Health Equity for GME
- Choosing the Practice That's Right for You
- Coding and Documentation for Resident Physicians
- Conflicts of Interest
- Fraud and Abuse
- Health Care Quality: Measuring Physician Performance
- Introduction to Health Insurance
- Managing Unconscious Bias
- Patient Handoff
- Patient Safety
- Privacy and Confidentiality
- Racism in Medicine: An Introduction
- Racism in Medicine: Distrust and Mistrust
- Racism in Medicine: Race and Pain
- Sleep Deprivation: Your Life and Your Work
- Systems Thinking
- Working Effectively Within an Interprofessional Team

Professionalism

- Accepting Gifts From Industry
- Anatomy of a Lawsuit
- Basics of Health Equity for GME
- Building the Patient-Physician Relationship
- Conflicts of Interest
- Creating an Effective and Respectful Learning Environment
- Cultural Competency
- End-of-Life Care
- Fraud and Abuse
- Managing Unconscious Bias
- Patient Safety
- Physician Employment Contracts
- Physician Health: Physicians Caring for Ourselves
- Privacy and Confidentiality
- Quality Improvement
- Racism in Medicine: An Introduction
- Racism in Medicine: Distrust and Mistrust
- Sleep Deprivation: Your Life and Your Work
- Thriving Through Residency: The Resilient Resident
- Understanding Clinical Trials
- Using Tools to Form an Action Plan for Wellness
- Integrating Telehealth into Clinical Training
- Identifying and Applying Wellness Strategies
- Modeling a Supportive Learning Environment
- Prioritizing Wellness for Yourself and Others
- Supporting Resident Well-being

Course list by competency (continued)

Practice-based learning and improvement

- Basics of Health Equity for GME
- Creating an Effective and Respectful Learning Environment
- Health Care Quality: Measuring Physician Performance
- Quality Improvement
- Racism in Medicine: An Introduction
- Racism in Medicine: Race and Pain
- Residents as Teachers
- Systems Thinking
- Understanding Clinical Trials
- Integrating Telehealth into Clinical Training
- Facilitating an Effective “Residents as Teachers” Program
- Modeling a Supportive Learning Environment

Patient care

- Basics of Health Equity for GME
- Building the Patient-Physician Relationship
- Cultural Competency
- End-of-Life Care
- Improving Population Health
- Patient Safety
- Promoting Medication Adherence
- Racism in Medicine: An Introduction
- Racism in Medicine: Race and Pain
- Safer Prescribing and Managing of Opioids
- Thriving Through Residency: The Resilient Resident
- Integrating Telehealth into Clinical Training
- Supporting Resident Well-being

Interpersonal and communication skills

- Basics of Health Equity for GME
- Building the Patient-Physician Relationship
- Conflicts of Interest
- Creating an Effective and Respectful Learning Environment
- Cultural Competency
- End-of-Life Care
- Managing Unconscious Bias
- Patient Handoff
- Patient Safety
- Physician Health: Physicians Caring for Ourselves
- Promoting Medication Adherence
- Racism in Medicine: Distrust and Mistrust
- Racism in Medicine: Race and Pain
- Resident Intimidation
- Residents as Teachers
- Safer Prescribing and Managing of Opioids
- Systems Thinking
- Thriving Through Residency: The Resilient Resident
- Working Effectively Within an Interprofessional Team
- Integrating Telehealth into Clinical Training
- Facilitating an Effective “Residents as Teachers” Program
- Modeling a Supportive Learning Environment
- Prioritizing Wellness for Yourself and Others
- Supporting Resident Well-being