

Supplemental Digital Appendix 1

Curricular Elements in the Transition-to-Clerkship Course (TTCC), Virginia Commonwealth University School of Medicine, 2014-2016

Curriculum element	Title	Instructional method	Duration
Preparation for clerkships	Policies and Procedures	Didactic	2 hours
	Clerkship Director Discussion	Panel Discussion	1 hour
	Introductory Ward Skills*	Small Group Workshop	2 hours
	Introduction to Operating Room	Video	30 minutes
	Succeeding in Clerkships*	Student Panel Discussion	1 hour
	Remote Access	Interactive Didactic	1 hour
	Advanced Ward Skills*	Small Group Workshop	2 hours
	Hospital Tour	Student-led tour	1.5 hours
	Electronic Health Record	Interactive Didactic	1 hour
	Use of Interpreter Services*	Didactic	1 hour
	Learning Climate Workshop*	Workshop	2 hours
	Ward Simulation (including pre-brief and debrief)**	Standardized Patient-Based Simulation	3 hours
	Introduction to Veteran's Affairs Hospital	Didactic	45 minutes
	Introduction to Clinical Radiology*	Interactive Didactic	1 hour
	Electronic Health Record Training	Workshop	2 hours
	Succeeding on Shelf Examinations	Interactive Didactic	1 hour
	Feedback, Evaluation, and Grading	Interactive Didactic	2 hours
Student affairs	Career Planning During Clerkships	Didactic	1.5 hours
	Financial Aid	Didactic	1 hour
Skill-based training	Scrubbing	Hands-on training	45 minutes
	Intramuscular Injections	Simulation	45 minutes
	Basic Life Support	Hands-on training, certification	4 hours
	Physical Examination Review Session*	Hands-on training	1 hour
Hospital policy/logistics	Mandatory Drug Testing*	n/a	30 minutes
	Pagers	n/a	30 minutes
	TB Testing/Fit Testing	n/a	30 minutes
Longitudinal curriculum	Physician, Patient and Society*	Interactive Didactic	2 hours
	Population Health and Evidence-Based Medicine*	Interactive Didactic	2 hours

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Other	Program Evaluation Surveys*	Survey	30 minutes
* Introduced 2014-2015			
** Introduced 2015-2016			

Supplemental Digital Appendix 2

Summary of 4 Cases in the Ward Simulation Included in the Transition-to-Clerkship Course (TTCC), Virginia Commonwealth University School of Medicine, 2015-2016

Stage and setting	Objectives and targeted Core Entrustable Professional Activities (EPAs)	Case			
		Tubo-ovarian abscess	Crohn's flare	Pulmonary embolism	Congestive heart failure (CHF) exacerbation
Stage 1 Emergency department	<ol style="list-style-type: none"> 1. Perform a focused history and physical (EPA 1) 2. Formulate a differential diagnosis (EPA 2) 3. Determine an initial management plan (EPA 3, EPA 4) 4. Admit a patient to floor (EPA 4) 5. Document a clinical encounter (EPA 5) 6. Provide an oral presentation of a clinical encounter (EPA 6) 7. Collaborate with team members (EPA 9) 	Patient presents for evaluation of abdominal pain	Patient presents for evaluation of abdominal pain	Patient presents for evaluation of chest pain/dyspnea	Patient presents for evaluation of chest pain/dyspnea
Stage 2 Inpatient floor, admission intake	<ol style="list-style-type: none"> 1. Perform a focused history and physical (EPA 1) 2. Recommend appropriate diagnostic tests (EPA 3) 3. Perform medication reconciliation (EPA 4) 	Patient is given preliminary diagnosis of tubo-ovarian abscess	Patient is given preliminary diagnosis of Crohn's disease flare	Patient is given preliminary diagnosis of pulmonary embolism	Patient is given preliminary diagnosis of CHF exacerbation

	4. Draft admission orders (EPA 4)				
	5. Discuss plan with patient (EPA 4)				
	6. Collaborate with team members (EPA 9)				
Stage 3					
Inpatient floor, decompensation	1. Perform a focused history and physical (EPA 1)	Patient develops ruptured tubo-ovarian abscess, surgical emergency	Patient develops acute abdomen, surgical emergency	Patient develops massive pulmonary embolism, now with hypotension and hypoxia	Patient develops acute chest pain, evolving myocardial infarction
	2. Identify a decompensating patient (EPA 10)				
	3. Call for help (EPA 10)				
	4. Enter orders (EPA 4)				
	5. Develop a tentative management plan (EPA 3)				
	6. Call a consult (EPA 6)				
	7. Perform a handover (EPA 8)				
Stage 4					
Inpatient floor, discharge planning	1. Perform a focused history and physical (EPA 1)	Patient returns and recovers from surgery, nears medical readiness for discharge	Patient returns and recovers from surgery, nears medical readiness for discharge	Patient returns and recovers from the ICU, nears medical readiness for discharge	Patient returns and recovers from the ICU, nears medical readiness for discharge
	2. Enter orders (EPA 4)				
	3. Perform a discharge medical reconciliation (EPA 4)				
	4. Determine medical readiness for discharge				
	5. Identify systems-issues for discharge				
	6. Provide disease-specific counseling				

Supplemental Digital Appendix 3
Post-Simulation Survey Instrument to Gauge Students' Reactions to the Ward Simulation Included in the Transition-to-Clerkship Course (TTCC), Virginia Commonwealth University School of Medicine, 2015-2016

Question	Please respond to each prompt by selecting a response from 1-4: (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)			
	1	2	3	4
The simulations helped me understand aspects of inpatient care that I hadn't previously considered.	1	2	3	4
The level of difficulty of the scenarios was appropriate for my level of training.	1	2	3	4
The faculty facilitator was organized in his/her approach to the debriefings.	1	2	3	4
The debrief engaged team members by eliciting their input.	1	2	3	4
This activity will help me succeed during M3.	1	2	3	4
The simulations challenged my medical knowledge.	1	2	3	4
I had enough cognitive tools to help me manage the tasks assigned.	1	2	3	4
The use of simulation enhanced my learning.	1	2	3	4
I enjoyed participating in this activity.	1	2	3	4
The standardized patient performed his/her role believably.	1	2	3	4
When faced with a situation in which my knowledge is inadequate, I can access resources to help me function.	1	2	3	4
When faced with an acutely ill patient, I know how to access appropriate resources.	1	2	3	4
I have the knowledge, ability, and resources to be a contributing member of the healthcare team during my clerkships.	1	2	3	4
Team members used feedback about individual or team performance to help the team be more effective.	1	2	3	4
When team members had different opinions, each member explained his/her point of view.	1	2	3	4
Team members encouraged one another to express their opinions and thoughts.	1	2	3	4

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This activity improved my ability to work in a healthcare team.	1	2	3	4
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Please provide any additional comments

Supplemental Digital Appendix 4

Post-Course Survey Instrument to Gauge Students' Reactions to the Transition-to-Clerkship Course (TTCC), Virginia Commonwealth University School of Medicine, 2015-2016

M3 Orientation Feedback

Week 1 Sessions

Please rate each of the sessions you attended on Monday					
Session	1- Poor	2	3- Average	4	5- Excellent
Overview					
Policies					
Clerkship director panel					
Population health / Evidence-based medicine					
Introduction to the VA					
Financial aid					
Please rate each of the sessions you attended on Tuesday					
Session	1- Poor	2	3- Average	4	5- Excellent
Cerner 101					
Disaster Planning					
Physician, Patient and Society					
Please rate each of the sessions you attended on Friday					
Session	1- Poor	2	3- Average	4	5- Excellent
Ward Skills Workshop					
Introduction to Radiology					
Simulation pre-brief					

Please rate each of the workshops and other activities you participated in during the week					
Session	1- Poor	2	3- Average	4	5- Excellent
M3 "buddies"					
Family Medicine session					
Phlebotomy simulation					
Cerner 102 workshop					
Intramuscular injections					

Week 2 Sessions

Please rate each of the workshops and other activities you participated in during the week					
Session	1- Poor	2	3-Average	4	5- Excellent

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Ward Simulation (Small group)					
Computer logistics					
Cerner 102 workshop					
Intramuscular injections					
Ward skills II workshop					

Please rate each of the sessions you attended					
Session	1- Poor	2	3- Average	4	5- Excellent
Simulation debrief					
Feedback and grading					
Succeeding on shelf exams					
Career planning					
Student clinician ceremony					

Simulation comments: Please comment specifically on the simulation session.

General comments: Any other comments about orientation which were not addressed in the above questions?