### Supplemental Digital Appendix 1 Curricular Elements in the Transition-to-Clerkship Course (TTCC), Virginia Commonwealth University School of Medicine, 2014-2016

clement         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           Introductory Ward Skills*         Small Group Workshop         2 hours           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           Learning Climate Workshop*         Workshop         2 hours           Ward Simulation (including pre- brief and debrief)**         Based Simulation         3 hours           Introduction to Veteran's Affairs         Didactic         1 hour           Radiology*         Electronic Health Record         Workshop         2 hours           Training         Succeeding on Shelf         Interactive Didactic         1 hour           Radiology*         Electronic Health Record         Didactic         1 hour	Curriculum			
clerkships         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           Learning Climate Workshop*         Workshop         2 hours           Ward Simulation (including pre- brief and debrief)**         Based Simulation         1           Introduction to Clinical         Interactive Didactic         1 hour           Radiology*         Introduction to Clinical         Interactive Didactic         1 hour           Radiology*         Electronic Health Record         Workshop         2 hours           Training         Succeeding on Shelf         Interactive Didactic         1 hour           Student affairs         Career Planning During         Didactic         1 hour           Skill-based         Scrubbing         Hands-on training <td>element</td> <td>Title</td> <td>Instructional method</td> <td>Duration</td>	element	Title	Instructional method	Duration
Introductory Ward Skills*Small Group Workshop2 hoursIntroduction to Operating RoomVideo30 minutesSucceeding in Clerkships*Student Panel Discussion1 hourRemote AccessInteractive Didactic1 hourAdvanced Ward Skills*Small Group Workshop2 hoursHospital TourStudent-led tour1.5 hoursElectronic Health RecordInteractive Didactic1 hourUse of Interpreter Services*Didactic1 hourLearning Climate Workshop*Workshop2 hoursWard Simulation (including pre- brief and debrief)**Based SimulationIntroduction to Veteran's AffairsDidactic45 minutesHospitalInteractive Didactic1 hourRadiology*Electronic Health RecordWorkshop2 hoursBucceeding on ShelfInteractive Didactic1 hourRadiology*Electronic Health RecordWorkshop2 hoursStudent affairsCareer Planning DuringDidactic1 hourStudent affairsCareer Planning DuringDidactic1 hoursSkill-basedScrubbingHands-on training4 hourstrainingIntramuscular InjectionsSimulation45 minutesHospitalMandatory Drug Testing*n/a30 minutesPhysical Examination Review Session*Hands-on training4 hoursCertificationThands-on training1 hourStudent affairsDidactic1 hourStudent affairsTare Planning NeriewHours </td <td>Preparation for</td> <td>Policies and Procedures</td> <td>Didactic</td> <td>2 hours</td>	Preparation for	Policies and Procedures	Didactic	2 hours
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curriculum Population Health and Evidence- Interactive Didactic 2 hours		TB Testing/Fit Testing	n/a	30 minutes
	Longitudinal	Physician, Patient and Society*	Interactive Didactic	2 hours
Based Medicine*	curriculum	Population Health and Evidence-	Interactive Didactic	2 hours
		Based Medicine*		

Other	Program Evaluation Surveys*	Survey	30 minutes
* Introduce	ed 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

	Objectives and			Case	
Stage and setting	targeted Core Entrustable Professional Activities (EPAs)	Tubo- ovarian abscess	Crohn's flare	Pulmonary embolism	Congestive heart failure (CHF) exacerbation
Stage 1	1. Perform a focused history	Patient presents for	Patient presents for	Patient presents for	Patient presents for
Emergency	and physical	evaluation	evaluation	evaluation of	evaluation of
department	(EPA 1) 2. Formulate a differential diagnosis (EPA 2)	of abdominal pain	of abdominal pain	chest pain/dyspnea	chest pain/dyspnea
	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)				
	<ul> <li>6. Provide an oral presentation of a clinical encounter (EPA 6)</li> </ul>				
_	<ul><li>7. Collaborate with team members (EPA 9)</li></ul>				
Stage 2	1. Perform a focused history	Patient is given	Patient is given	Patient is given	Patient is given
Inpatient floor, admission intake	and physical	preliminary	preliminary	preliminary	preliminary
	<ul> <li>(EPA 1)</li> <li>2. Recommend appropriate diagnostic tests (EPA 3)</li> <li>3. Perform medication</li> </ul>	diagnosis of tubo- ovarian abscess	diagnosis of Crohn's disease flare	diagnosis of pulmonary embolism	diagnosis of CHF exacerbation
	reconciliation (EPA 4)				

	4.	Draft admission orders (EPA 4)				
	5.	Discuss plan with patient (EPA 4)				
	6.	Collaborate with team members (EPA 9)				
Stage 3	1.	Perform a focused history	Patient develops	Patient develops	Patient develops	Patient develops
Inpatient floor,		and physical	ruptured	acute	massive	acute chest
decompensation		(EPA1)	tubo-	abdomen,	pulmonary	pain, evolving
-	2.	Identify a decompensating	ovarian abscess,	surgical emergency	embolism, now with	myocardial infarction
	3.	patient (EPA 10) Call for help (EPA 10)	surgical emergency		hypotension and hypoxia	
	4.	Enter orders (EPA 4)				
	5.	Develop a tentative				
	C	management plan (EPA 3)				
	6.	Call a consult (EPA 6)				
	7.	Perform a				
		handover (EPA 8)				
Stage 4	1.	Perform a	Patient	Patient	Patient	Patient
~		focused history	returns and	returns and	returns and	returns and
Inpatient floor,		and physical	recovers	recovers	recovers	recovers from
discharge		(EPA 1)	from	from	from the	the ICU,
planning	2.	Enter orders	surgery,	surgery,	ICU, nears	nears medical
	•	(EPA 4)	nears	nears	medical	readiness for
	3.		medical	medical	readiness for	discharge
		discharge medical	readiness for	readiness for	discharge	
		reconciliation	discharge	discharge		
		(EPA 4)	uisenaige	uisenarge		
	4.	Determine				
		medical				
		readiness for				
		discharge				
	5.	Identify .				
		systems-issues				
	~	for discharge				
	6.	Provide disease-				
		specific counseling				
		counsening				

# 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

			from 1-4:			
Question	(1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)					
The simulations helped me understand	1	$\frac{1-5000}{2}$	3	4		
aspects of inpatient care that I hadn't			_			
previously considered.						
The level of difficulty of the scenarios was	1	2	3	4		
appropriate for my level of training.						
The faculty facilitator was organized in	1	2	3	4		
his/her approach to the debriefings.						
The debrief engaged team members by	1	2	3	4		
eliciting their input.						
This activity will help me succeed during	1	2	3	4		
M3.						
The simulations challenged my medical	1	2	3	4		
knowledge.						
I had enough cognitive tools to help me	1	2	3	4		
manage the tasks assigned.						
The use of simulation enhanced my	1	2	3	4		
learning.						
I enjoyed participating in this activity.	1	2	3	4		
The standardized patient performed his/her	1	2	3	4		
role believably.						
When faced with a situation in which my	1	2	3	4		
knowledge is inadequate, I can access						
resources to help me function.						
When faced with an acutely ill patient, I	1	2	3	4		
know how to access appropriate resources.						
I have the knowledge, ability, and	1	2	3	4		
resources to be a contributing member of						
the healthcare team during my clerkships.						
Team members used feedback about	1	2	3	4		
individual or team performance to help the						
team be more effective.						
When team members had different	1	2	3	4		
opinions, each member explained his/her						
point of view.						
Team members encouraged one another to	1	2	3	4		
express their opinions and thoughts.						

This activity improved my ability to work in a healthcare team.	1	2	3	4	
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

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 ses	sions you at	tended o	n Tuesday		·	
Session	1- Poor	2	3- Average	4	5- Excellent	
Cerner 101						
Disaster Planning						
Physician, Patient and						
Society						
Please rate each of the ses	sions you at	tended o	n Friday			
Session	1- Poor	2	3- Average	4	5- Excellent	
Ward Skills Workshop						
Introduction to Radiology						

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	<b>3-Average</b>	4	5- Excellent		

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?