Integrated Case Exercises (ICE) – FOM2
FM-203 12 course hours
Updated April 2021

The **Integrated Case Exercises (ICE)** curriculum aims to link the student's core learning through Foundations of Medicine (FOM) 1 and 2 to clinical problems that real patients face every day. The ICE curriculum in the second year of medical training (ICE-2) is geared toward preparing the second year student for competency on the wards and clinics in their following two years of training, while cross-linking material between courses in the FOM-1/FOM-2 curricula.

There are 12 one-hour ICE sessions in the second year. The topics covered are intentionally very broad. The goal is to treat a variety of subjects that display the interconnections of the basic medical sciences, clinical medicine and the humanistic side of practicing medicine. In ICE-2, we draw on the knowledge of experts in relevant fields of medicine whenever possible and review many practical technical skills that a student might find themselves doing in the subsequent two years (e.g. reading an ECG, applying oxygen to a patient, calling a consultant, etc.) ICE utilizes interactive large group learning, incorporating technology and simulation to support faculty engagement from off-site and student learning.

After completion of the ICE-2, MS2 will be able to:

- Demonstrate more advanced clinical problem solving building on FOM1 and FOM2 skills and using historical factors, physical exam findings, objective laboratory or imaging data in the generation of a more advanced differential diagnosis for patients with more complex problems (Physician as Clinical Problem Solver)
- Recognize succinct, informative presentations of a clinical vignettes, given several possible examples of how to describe a patient to a colleague or consultant (Physician as a Communicator and Professional)
- Use knowledge integrated from multiple courses to understand complicated pathophysiology and anticipate symptomatology in complex medical cases that reinforce advanced concepts regarding pathophysiologic states such as neoplasm, vascular disease, trauma, congenital, iatrogenic, and similar (Physician as Scientist and Clinical Problem Solver)
- Recognize humanistic features of disease as contributors to clinical presentations and the management of disease states (Physician as Communicator and Person)
- Demonstrate knowledge of how individual physicians act in various roles within the broader medical system (Physician as Professional)
- Demonstrate various basic technical skills critical to the practice of medicine, such as interpretation of an electrocardiogram, and interpretation of laboratory testing and imaging studies (Physician as Clinical Problem Solver)
- Critically review articles from peer-reviewed medical journals and assess the utility of the date and conclusions, as relevant to evaluate and manage patients (Physician as Clinical Problem Solver)

Student performance assessment in ICE includes online assessments associated with each case, as well as participation in a Formative Assessment that is given each year.

Course co-leaders
Mike Fahey, MD
Jennifer Carey, MD