

## Ultrasound Scholarly Concentration Case Conference Series

### Introduction

Welcome to the Ultrasound Scholarly Concentration Program (USCP) case conference series. This case conference series was initiated as a way for the application and individualization phase students to continue their engagement in the scholarly concentration program during the clinical years. It is meant to be an opportunity to build on the point of care ultrasound (POCUS) acquisition skills introduced during the summer curriculum, developing image interpretation skills and directly applying it to patient care. We hope that participation also promotes scholarship in understanding both the utility and limitations of POCUS in the diagnosis and management of diverse pathologies.

Case conferences will be led by application or individualization phase students, with foundational phase students also welcome to lead, depending on slot availability during a calendar year. The format of the meeting is up to the presenter - from being as simple as screen sharing their Butterfly cloud portfolio and talking through some interesting images to a structured presentation with literature review and learning objectives. For the latter, students will have an opportunity to [publish their work](#) after a peer-review process. This is an excellent opportunity for students' ERAS applications as a peer-reviewed online content with an open access weblink within the UNC domain.

Zoom meetings are monthly at 6:30 pm on the third Wednesdays with a few exceptions during assessment weeks and holidays. Please refer to the program [calendar](#) for detailed schedule. Zoom links are sent monthly.

### Requirements

For clinical phase students, students must lead **at least 1** case conference during application or individualization phase. However, if the student intends to publish on msrads, they are highly encouraged to sign up for an early date to assure the peer-review process is complete in time for ERAS. We also require that students attend **at least 4** additional case conferences.

Foundational phase students must attend **at least 3** of these before the start of application phase.

### Signing Up

Use this [google document](#) to sign up for a time that suits your clinical schedule.

### How to Prepare for a Case Conference

We encourage that students get in touch via email with the USC student coleader, [Diwash Thapa](#), copying [Dr. Kristen Olinger](#) in all correspondences, at least 3 weeks before the monthly meeting. In the email, students can propose their own ideas for the case conference or seek advice on potential topics that relate to their current clinical rotation. For a PowerPoint format, this [template](#) may be used.

### Acquiring Images

While we provide flexibility in the content of the presentation to the student, we require that there be **at least one** student-acquired POCUS image. Students are encouraged to check for availability of US probes in their current clerkships ahead of time. If access to probe is limited or is in a format preventing image import, please get in touch with the USC student leadership for a loaner Butterfly probe. Additionally,

student must also obtain verbal consent from the patient before acquiring images and inform the patient that the scans are **not meant for diagnosis and treatment** purposes.

Students may also choose to include other objective data, including lab reports, EKGs, and multimodal images in their case-conference presentations from the electronic medical record. It is the student's responsibility to **redact all identifiable personal health information** from the content and, when possible, seek permission from the patient and and/or the MD taking care of the patient for this usage.

### **Peer Review Process**

After students present at the monthly meeting, they can work to supplement or edit their content based on feedback from the audience. If students opt for the peer-review process, their content will be transmitted to an MD reviewer blinded to the presentation on the day. The reviewer will then make comments addressing the relevance, accuracy, and impact of the content on POCUS learning to the group. The reviewer will also make a recommendation to Dr. Olinger on whether to accept the student's content as it is, make minor edits and then accept it, or reject (latter extremely unlikely).

Please direct any questions to the USC leadership

#### *Faculty Leaders*

[Dr. Kristen Olinger](#), Assistant Professor of Radiology and Associate Director of Undergraduate Medical Education

[Dr. Sheryl Jordan](#), Professor of Radiology and Director of Undergraduate Medical Education

#### *Student Leaders*

1. [Dan Bacon](#), MS4
2. [Diwash Thapa](#), MS3
3. [Arthur Gribensk](#), MS3
4. [Ruthly Francois](#), MS3