

**OREGON HEALTH AND SCIENCE UNIVERISTY**  
**FORENSIC PSYCHIATRY ROTATION**  
**Covid-19 Online Curriculum**

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During the Covid-19 pandemic, OHSU psychiatry residents are temporarily unable to work on site at Oregon State Hospital in Salem, OR. Since Oregon State Hospital is the clinical rotation site for the OHSU PGY2 Forensic Psychiatry rotation, the curriculum below was created as an alternative educational experience that strives to address many of the ACGME criteria for a “Forensic Psychiatry Experience.” Although some of the curriculum is pertinent to national issues in forensic psychiatry, a significant portion of the materials and activities below focus on Oregon state laws and the Oregon mental health system. However, it may be possible for psychiatry residency programs in other states to still make use the framework below and, where needed, substitute Oregon-specific materials with information pertinent to their own geographic location.

## **OVERVIEW**

### **1. 6-WEEK CURRICULUM:**

- The curriculum provided below is designed to focus on a specific topic each week.
  - If your residency program has a shorter-duration Forensic Psychiatry rotation that 6 weeks, any individual week’s curriculum can theoretically be removed without significantly impacting the other weeks.
  - Some weeks have lighter or heavier study “workload” than others. Therefore, it also may be possible to reallocate some study materials in order to consolidate the curriculum into a shorter timeframe.
- EVERY WEEK INCLUDES:
  - Readings (journal articles, legal reports, presentation slides, etc.)
  - Forensic Didactic Series (1 sessions per week)
    - For OHSU, these sessions are currently accomplished in a synchronous online format via Webex video platform. However, it would be certainly be reasonable to record the didactic session and post the didactic videos for asynchronous learning by the resident.
  - Weekly topic-associated Quiz
    - *Please note the description below regarding the first matriculating resident’s unique assignment of “weekly quiz” development.*
- SOME WEEKS ADDITIONALLY INCLUDE:
  - Video viewings:
    - Videos of the indicated **OHSU Psychiatry Grand Rounds** presentations can be found at <https://www.ohsu.edu/school-of-medicine/psychiatry/psychiatry-grand-rounds>. Once on the website, scroll down to the yellow button labeled “**Grand Rounds Archive**”
  - Additional written assignment
  - Journal Club article discussion or presentation

### **2. FORENSIC DIDACTIC SERIES:**

- **WEEK 1:** Legal Writing and Medical Documentation
- **WEEK 2:** Civil Commitment
- **WEEK 3:** Aid and Assist Evaluation/Competency to Stand Trial in Oregon
- **WEEK 4:** Psychiatric Security Review Board (Oregon PSRB) and Risk Review (Oregon State Hospital Privileges Protocol)
- **WEEK 5:** Insanity Defense (Oregon: Guilty Except for Insanity (GEI))

- **WEEK 6:** Complex Forensic Clinical Case Presentation
- 3. WEEKLY FRIDAY CHECK-INS WITH FORENSIC PSYCHIATRY EXPERT:**
- Dr Simrat Sethi is a forensically-trained psychiatrist who has served in a multitude of roles at Oregon State Hospital and is a fantastic teacher when it comes to understanding Oregon’s intersection of the law and mental health. He has made himself available to Oregon psychiatry residents each Friday for 1 hour to have a discussion session, answer questions that have arisen during their studies over the course of each week, and potentially provide some relevant case examples to explore.
  - If a forensic psychiatry expert educator is similarly available in your community/state, a weekly video, phone, or even email check-in with the resident could be invaluable to augment their understanding of forensic psychiatry and relevant state-specific nuances.
- 4. WEEKLY TOPIC ASSESSMENT (QUIZ):**
- 1<sup>st</sup> implementation of this Online Forensic Psychiatry Rotation:
    - The 1<sup>st</sup> resident to participate in the online curriculum is assigned to create the weekly multiple-choice quizzes (or whatever format preferred by the rotation director) based on each week’s educational materials.
      - Each week, this 1st resident will submit a 10-item quiz + answer key to the rotation director(s).
      - The rotation director(s) will review the quizzes/answer keys, provide feedback, and edit as necessary.
  - Subsequent implementations of the online Forensic Psychiatry Rotation will then have the option to offer these weekly quizzes to residents as self-assessments or administer the quizzes weekly as formative assessments or perhaps combine all of the quizzes into an end-of-rotation summative assessment, if desired.

**ACGME - FORENSIC CORE REQUIREMENTS:**

Resident experience in forensic psychiatry must include:

- A. Patients’ potential to harm themselves or others
- B. Appropriateness for commitment
- C. Decisional capacity
- D. Disability
- E. Competency

**WEEK 1: INTRODUCTORY CONCEPTS**

SUBTOPICS	EDUCATIONAL MATERIALS			ASSIGNMENTS	ACGME
MORALITY and NEUROSCIENCE	ARTICLE CITATIONS			<b>ASSIGNMENT:</b> • Read the indicated documents	A
	<ul style="list-style-type: none"> <li>• Knoll JL. <i>The Recurrence of an Illusion: The Concept of “Evil” in Forensic Psychiatry.</i> J Am Acad Psychiatry Law 36:105–16, 2008.</li> </ul>				
	ONLINE VIDEOS			<b>ASSIGNMENT:</b> • View the indicated videos	A
OHSU Psych Grand Rounds: Mind Reading with fMRI 5.5.2015	OHSU Psych Grand Rounds: Neural Correlates of Moral Reasoning 3.7.2017	<b>TED Talk:</b> Can Neuroscience Help Us Eradicate Psychopathy? (2018) <a href="https://www.youtube.com/watch?v=RB-ghZl_qLo">https://www.youtube.com/watch?v=RB-ghZl_qLo</a>			

LANDARK CASE: POTENTIAL FOR VIOLENCE AND DUTY TO PROTECT	<b>ARTICLE CITATIONS</b>		<b>ASSIGNMENT:</b> • Read the indicated documents	A
	<ul style="list-style-type: none"> <li>Knoll JL. <i>The Psychiatrist's Duty to Protect</i>. CNS Spectrums (2015), 20, 215–222.</li> <li>Johnson R, Persad G, Sisti D. <i>The Tarasoff Rule: The Implications of Interstate Variation and Gaps in Professional Training</i>. J Am Acad Psychiatry Law 42:469–77, 2014.</li> <li>Warren LJ, Mullen PE, Thomas SDM, Ogloff JRP, Burgess PM. <i>Threats to Kill: a Follow-Up Study</i>. J Am Acad Psychiatry Law 42:469–77, 2014.</li> <li><a href="#">Tarasoff v Regents</a> (Legal Case – document link)</li> </ul>			
	<b>PRESENTATION MATERIALS</b>			
	<a href="#">Tarasoff Rule JC</a>			
BACKGROUND: MENTAL HEALTH IN THE STATE OF OREGON	<b>PRESENTATION VIDEOS</b>		<b>ASSIGNMENT:</b> • View the indicated materials/video	B
	<b>OHSU Psych Grand Rounds:</b> <i>Oregon State Hospital: Evolution of an Institution</i>	<b>OHSU Psych Grand Rounds:</b> <i>Why Can't I Get a Psychiatric Bed in Oregon: how we got here and where we are headed</i> 1.7.2020		
PERSPECTIVES AND PORTRAYALS: 360 degree view of a clinical phenomenon that has potential social and legal impact	<b>PRESENTATION VIDEOS/POPULAR MEDIA LINKS</b>		<b>ASSIGNMENT:</b> • Read and view the indicated videos and online resources	A
	<b>CLINICAL PSYCHIATRY:</b> OHSU Psych Grand Rounds: Postpartum Obsessions and Compulsions that Involve Infant Harm 5.26.2015	<b>FORENSIC PSYCHIATRY:</b> OHSU Psych Grand Rounds: Andrea Yates Revisited: a Case Study of the Insanity Plea 5.1.2018		
<b>WEEKLY COMPONENTS</b>				
WEEKLY DIDACTIC	<i>"Legal Writing and Medical Documentation"</i> <b>Day/Time TBD</b>		<b>ASSIGNMENT:</b> • Complete didactic (or video, if available), by end of rotation	E

FRIDAY EXPERT CHECK-IN SESSION	Format/Day/Time TBD	ASSIGNMENT: <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>	A B E
WEEKLY QUIZ	<ul style="list-style-type: none"> <li>1<sup>st</sup> Resident: create quiz based off above materials and submit to rotation director(s) for review</li> <li>Subsequent Residents: rotation director to implement weekly quiz per preferred format</li> </ul>	ASSIGNMENT: <ul style="list-style-type: none"> <li>Submit completed quiz to rotation director</li> </ul>	A B E

## WEEK 2: CIVIL COMMITMENT

SUBTOPICS	EDUCATIONAL MATERIALS		ASSIGNMENTS	ACGME
BACKGROUND: CIVIL COMMIT IN OREGON	ARTICLE CITATIONS		ASSIGNMENT: <ul style="list-style-type: none"> <li>Read the cited documents</li> </ul>	A B C
	<ul style="list-style-type: none"> <li>Bloom JD. <i>Thirty-five Years of Working with Civil Commitment Statutes</i>. J Am Acad Psychiatry Law 32:430–9, 2004.</li> <li>Bloom JD. <i>Civil Commitment is Disappearing in Oregon</i>. J Am Acad Psychiatry Law 34:534–7, 2006.</li> <li>Bloom JD, Britton J, Berry W. <i>The Oregon Court of Appeals and the State Civil Commitment Statute</i>. J Am Acad Psychiatry Law 45:52–61, 2017.</li> </ul>			
TESTIMONY TOOLS	DOCUMENT LINKS		ASSIGNMENTS: <ul style="list-style-type: none"> <li>Read the documents provided</li> <li>Consider a patient you have worked with in the past who you felt warranted civil commitment and involuntary treatment. <ul style="list-style-type: none"> <li>Without using patient identifying information, use that patient’s case to fill out answers (ie, testimony evidence) for the: <ul style="list-style-type: none"> <li>Civil Commitment Testimony Questions</li> <li>Informed Consent Hearing Notes</li> </ul> </li> <li>Submit both completed documents to the rotation director(s) so they can provide feedback.</li> </ul> </li> </ul>	B C
	Common Questions for Civil Commitment Testimony (document not provided)	<a href="#">States Case for Continued Commit</a>		
<b>WEEKLY COMPONENTS</b>				
WEEKLY DIDACTIC	“Civil Commitment” Day/Time TBD		ASSIGNMENT: <ul style="list-style-type: none"> <li>Complete remote didactic (or video, if available) by end of rotation</li> </ul>	A B E
FRIDAY EXPERT “CHECK-IN” SESSION	Format/Day/Time TBD		ASSIGNMENT: <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>	A B C E

WEEKLY QUIZ	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Resident:</b> create quiz based off above materials and submit to rotation director(s) for review</li> <li>• <b>Subsequent Residents:</b> rotation director to implement weekly quiz per preferred format</li> </ul>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>• <b>Submit completed quiz to rotation director</b></li> </ul>	A B C E
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### WEEK 3: AID & ASSIST COMPETENCY COMMITMENT (ORS 161.365 . ORS 161.370)

SUBTOPICS	EDUCATIONAL MATERIALS		ASSIGNMENTS	ACGME
NATIONAL GUIDELINES IN FORENSIC PSYCHIATRY	<b>NATIONAL (APPL) DOCUMENTS</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>• Review the documents provided</li> </ul>	B E
	<ul style="list-style-type: none"> <li>• APPL Ethics Guidelines for Forensic Psychiatry <a href="https://www.aapl.org/docs/pdf/ETHICSGDLNS.pdf">https://www.aapl.org/docs/pdf/ETHICSGDLNS.pdf</a></li> <li>• APPL Guideline: The Forensic Assessment <a href="https://www.aapl.org/docs/pdf/Forensic_Assessment.pdf">https://www.aapl.org/docs/pdf/Forensic_Assessment.pdf</a></li> <li>• APPL Guideline: Competence to Stand Trial <a href="https://www.aapl.org/docs/pdf/Competence%20to%20Stand%20Trial.pdf">https://www.aapl.org/docs/pdf/Competence%20to%20Stand%20Trial.pdf</a></li> </ul>			
APPROACH TO COMPETENCY IN OREGON	<b>OREGON-FOCUSED DOCUMENTS AND PRESENTATIONS</b>		<b>ASSIGNMENTS:</b> <ul style="list-style-type: none"> <li>• Review the documents provided</li> </ul>	B E
	<a href="#">Common Criminal Charges</a>	<a href="#">Competency Evaluations_Davies</a>  <a href="#">370 Intro to Comp Restoration</a>  <a href="#">Competency 370 and GEI (1st HALF: 370)</a>		
AID AND ASSIST EVALUATIONS	<b>EVALUATIONS: COMPETENCY TO STAND TRIAL</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>• Contact Rotation Director(s) and request: <ul style="list-style-type: none"> <li>- Copies of (<i>de-identified/modified details to preserve patient privacy</i>) examples of a “365 Evaluation” justifying inpatient competency restoration and a subsequent “370 Evaluation – Found Able”</li> <li>- Copies of (<i>de-identified/modified details to preserve patient privacy</i>) example of a “365 Evaluation” or “370 Evaluation” for a patient deemed to be Malingering</li> </ul> </li> <li>• <b>After you finish reading these documents, contact rotation director(s): discuss any questions that arose during your review</b></li> </ul>	B C E
	<ul style="list-style-type: none"> <li>• Rotation director(s) to obtain reports (and modify as needed for patient privacy) from their jurisdictional region to serve as examples of forensic psychiatry documentation. Consider highlighting: <ul style="list-style-type: none"> <li>○ Determined “not able” to aid and assist</li> <li>○ Determined “able” to aid and assist</li> <li>○ Determined to be malingering</li> </ul> </li> </ul>			

ARTICLE CITATIONS		ASSIGNMENT:		
CONSIDERATIONS FOR SPECIFIC POPULATIONS AND DX'S	<ul style="list-style-type: none"> <li>Lerner et al. <i>Emerging Perspectives on Adolescents and Young Adults with High-Functioning Autism Spectrum Disorders, Violence, and Criminal Law</i>. J Am Acad Psychiatry Law 40:177–90, 2012.</li> <li>Beckley AL et al. <i>Adult-onset Offenders: Is a Tailored Theory Warranted?</i> J Crim Justice 2016 September 1; 46:64-81.</li> <li>Frierson RL, Kaustubh GJ. <i>Implications of Pseudologia Fantastica in Criminal Forensic Evaluations: A Review and Case Report</i>. J Forensic Sci, 2017.</li> <li>Dike CC, Baranoski M, Griffith EEH. <i>Pathological Lying Revisited</i>. J Am Acad Psychiatry Law 33:342–9, 2005.</li> <li>Weiss KJ, Van Dell L. <i>Liability for Diagnosing Malingering</i>. J Am Acad Psychiatry Law 45:339–47, 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Read the indicated documents</li> </ul>	B E	
	WEEKLY COMPONENTS			
	WEEKLY DIDACTIC	<p align="center"><i>“Competency Evaluations”</i> Day/Time TBD</p>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Complete didactic (or video, if available), by end of rotation</li> </ul>	A B C
	FRIDAY EXPERT “CHECK-IN” SESSION	<p align="center">Format/Day/Time TBD</p>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>	A B C E
WEEKLY QUIZ	<ul style="list-style-type: none"> <li><b>1<sup>st</sup> Resident:</b> create quiz based off above materials and submit to rotation director(s) for review</li> <li><b>Subsequent Residents:</b> rotation director to implement weekly quiz per preferred format</li> </ul>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li><b>Submit completed quiz to rotation director</b></li> </ul>	A B C E	

### WEEK 4: PSRB – Oversight of 2 Populations (GEI and ORS 421.701)

SUBTOPICS	EDUCATIONAL MATERIALS	ASSIGNMENTS	ACGME
OREGON: GUILTY EXCEPT FOR INSANITY	ARTICLE CITATIONS	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Read the document provided</li> <li>Read the Introductory pages and the Multnomah County section of “PSRB Conditional Release Guide”</li> <li>Conduct an academic literature search and online popular media search regarding Guilty Except for Insanity patients in Oregon</li> </ul>	A
	<ul style="list-style-type: none"> <li>Mullen et al. <i>Study of Stalkers</i>. Am J Psychiatry 1999; 156:1244–1249.</li> <li>PSRB Handbook <a href="https://www.oregon.gov/prb/Documents/2019%20PSRB%20Handbook%20FINAL.pdf">https://www.oregon.gov/prb/Documents/2019%20PSRB%20Handbook%20FINAL.pdf</a></li> <li><a href="#">PSRB Conditional Release Guide</a></li> </ul>		

		<ul style="list-style-type: none"> <li>Write a 1-page essay (at least 800 words) outlining the apparent strengths and weaknesses/benefits and risks, per your opinion, of the GEI system as it is implemented in the state of Oregon. Be sure to identify what you consider to be the top priority for needing improvement within Oregon's GEI system.</li> <li><b>Submit your opinion essay on Oregon's GEI system to Dr Varma Penumetcha and Dr Saul Farris by week #4 Friday so they can provide feedback</b></li> </ul>		
	<b>PRESENTATION MATERIALS</b>	<b>ASSIGNMENT:</b>		
	<a href="#">Competency 370 and GEI</a> (2 <sup>nd</sup> HALF: GEI)	<ul style="list-style-type: none"> <li>Read the documents provided</li> </ul>	A B C	
	<b>PRESENTATION VIDEOS</b>	<b>ASSIGNMENT:</b>		
	<b>OHSU Psych Grand Rounds:</b> <i>Psychiatric Security Review Board</i> 10.16.2018	<ul style="list-style-type: none"> <li>View the video provided</li> </ul>	A B C	
<b>JURISDICTIONAL DISCHARGE IN OREGON FROM THE PSRB</b>	<b>PRESENTATION VIDEO/MATERIALS</b>			
	<b>OHSU Psych Grand Rounds:</b> <i>Jurisdictional Discharge Acquittees in Oregon</i> 6.16.2015	<a href="#">Inevitable Outcomes</a>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>View/watch the materials provided</li> </ul>	A B
<b>ORS 421.701 PSRB Oversight of Certain Civilly Committed Patients</b>	<b>OREGON-SPECIFIC STATUTE DOCUMENTS</b>			
	<a href="#">Senate Bill 421 Commitment Overview</a>	<a href="#">Senate Bill 421 FAQs</a>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Read the documents provided</li> </ul>	A B
<b>WEEKLY COMPONENTS</b>				
<b>WEEKLY DIDACTIC</b>	<i>"PSRB and Risk Review"</i> <b>Day/Time TBD</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Complete remote didactic (or video, if available) by end of rotation</li> </ul>	A B C
<b>FRIDAY EXPERT "CHECK-IN" SESSION</b>	<b>Format/Day/Time TBD</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Weekly Group Discussion</li> </ul>	A B C
<b>WEEKLY QUIZ</b>	<ul style="list-style-type: none"> <li><b>1<sup>st</sup> Resident:</b> create quiz based off above materials and submit to rotation director(s) for review</li> <li><b>Subsequent Residents:</b> rotation director to implement weekly quiz per preferred format</li> </ul>	<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Submit completed quiz to rotation director</li> </ul>	A B C	

## WEEK 5: TRAUMA-INFORMED CARE IN FORENSIC PSYCHIATRY

SUBTOPICS	EDUCATIONAL MATERIALS		ASSIGNMENTS	ACGME
	<b>DOCUMENTS/LINKS</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Read the documents provided</li> </ul>	A
	<a href="#">TIC Summary</a>	<a href="#">SAMHSA Severe Mental Illness and Trauma Lit Review</a>		
<b>TRAUMA-INFORMED CARE</b>	<b>PRESENTATION VIDEOS</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>View the indicted videos</li> </ul>	A
	<b>OHSU Psych Grand Rounds:</b> Healing Hurt People Portland: Public Health Approach to Reducing Violence 12.16.2014	<b>OHSU Psych Grand Rounds:</b> Trauma Informed Approach: Understanding the Impact of How We Provide Services 4.19.2016		
<b>CULTURAL FACTORS IN FORENSIC PSYCHIATRY</b>	<b>ARTICLE CITATIONS</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Read the indicated articles</li> </ul>	A E
	<ul style="list-style-type: none"> <li>Aggarwal NK. <i>Adapting the Cultural Formulation for Clinical Assessments in Forensic Psychiatry</i>. J Am Acad Psychiatry Law 40:113–18, 2012.</li> <li>Boehnlein JK, Schaefer MN, Bloom JD. <i>Cultural Considerations in the Criminal Law: The Sentencing Process</i>. J Am Acad Psychiatry Law 33:335–41, 2005.</li> </ul>			
	<b>PRESENTATION VIDEOS</b>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>View the indicated videos</li> </ul>	A B E
<b>OHSU Psych Grand Rounds:</b> Incorporating Culture into Clinical Case Formulations 10.7.2014	<b>OHSU Psych Grand Rounds:</b> Let's Talk: Racial Awareness and Responsibility in Psychiatry 6.19.2018			
<b>WEEKLY COMPONENTS</b>				
<b>WEEKLY DIDACTIC</b>	“Complex Forensic Clinical Case Presentation” Day/Time TBD		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Complete remote didactic (or video, if available) by end of rotation</li> </ul>	A B C E
<b>FRIDAY EXPERT “CHECK-IN” SESSION</b>	Format/Day/Time TBD		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>	A B C E
<b>WEEKLY QUIZ</b>	<ul style="list-style-type: none"> <li><b>1<sup>st</sup> Resident:</b> create quiz based off above materials and submit to rotation director(s) for review</li> <li><b>Subsequent Residents:</b> rotation director to implement weekly quiz per preferred format</li> </ul>		<b>ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>Submit completed quiz to rotation director</li> </ul>	A B C E



## WEEK 6: LANDMARK CASES

SUBTOPICS	EDUCATIONAL MATERIALS	ASSIGNMENT	ACGME
LANDMARK FORENSIC CASES	<b>DOCUMENTS</b>	<b>ASSIGNMENT:</b> • Read the provided documents	A B C E
	<a href="#">How to Read a Case Report</a>		
	<b>CASE REPORTS AND ASSOCIATED READINGS</b>		
	<a href="#">Dusky v. US.pdf</a> <a href="#">Dusky additional reading I.pdf</a> <a href="#">Dusky additional reading II.pdf</a>  <a href="#">Jackson v. Indiana.pdf</a>  <a href="#">Sell v. US.pdf</a> <a href="#">Sell additional reading.pdf</a>  <a href="#">M'Naghten's Case.pdf</a> <a href="#">MNaghen additional reading.pdf</a>  <a href="#">Tharp v. PSRB.pdf</a>		
<b>WEEKLY COMPONENTS</b>			
WEEKLY DIDACTIC	<i>"Insanity Defense"</i> <b>Day/Time TBD</b>	<b>ASSIGNMENT:</b> • Complete remote didactic (or video, if available) by end of rotation	A B C E
FRIDAY EXPERT CHECK-IN SESSION	<b>Format/Day/Time TBD</b>	<b>ASSIGNMENT:</b> • Weekly Discussion	A B C E
WEEKLY QUIZ	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Resident:</b> create quiz based off above materials and submit to rotation director(s) for review</li> <li>• <b>Subsequent Residents:</b> rotation director to implement weekly quiz per preferred format</li> </ul>	<b>ASSIGNMENT:</b> • Submit completed quiz to rotation director	A B C E