

| CDIM Annual Survey of Core Internal Medicine Clinical Clerkship Directors Section Titles / Topics: 2014 – 2025 |
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| 2025 |
| Section I. Role of Student Feedback in Internal Medicine Clerkship Curriculum |
| Section II. Assigning a Failing Grade to a Student: Challenges for Internal Medicine Clerkship Directors |
| Section III. Precision Education in the Internal Medicine Clerkship |
| Section IV. Clerkship Director and Medical School Characteristics |
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| 2024 |
| Section I. Current Landscape of the Internal Medicine Clerkship |
| Section II. Use of Artificial Intelligence in Internal Medicine Clerkships |
| Section III. Students with Disabilities in the Medicine Clerkship |
| Section IV. Clerkship Director and Medical School Characteristics |
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| 2023 |
| Section I. Competence Assessment and Remediation Strategies for Internal Medicine Clerkship Students |
| Section II. Internal Medicine Clerkship Directors' Roles and Experiences as Student Advisors |
| Section III. Managing Internal Medicine Clerkship Student Absences and Supporting Students with Absences |
| Section IV. Clerkship Director and Medical School Characteristics |
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| 2022 |
| Section I. Faculty Development in Narrative Assessment |
| Section II. Prevalence of Entrustable Professional Activities Use as an Assessment in the Core Internal Medicine Clerkship |
| Section III. Grading Committees in the Internal Medicine Clerkship |
| Section IV. Clerkship Director and Medical School Characteristics |
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| 2021 |
| Section I. Professionalism Assessment in the Medicine Clerkship |
| Section II. Bias, Microaggressions, and Macroaggressions in Clerkship Student Training |
| Section III. Equity in the Internal Medicine Clerkship Grading Process |
| Section IV. Effects of COVID-19 on Third-Year IM Student Training |
| Section V. Clerkship Director and Medical School Characteristics |
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| 2020 (Effects of the COVID-19 Pandemic on Undergraduate Medical Education and Training) |
| Section I. Clerkship Structure and Clinical Rotations |
| Section II. Clerkship Director Roles and Support |
| Section III. Telehealth in the Clerkship |
| Section IV. Curriculum Modifications |
| Section V. Assessment of Student Performance of Clinical Skills |
| Section VI. Post-Clerkship Required Internal Medicine Experiences |
| Section VII. Clerkship Director and Medical School Characteristics |
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| 2019 |
| Section I. Faculty Wellness |
| Section II. Challenges and Complexities of Clerkship Grade Appeals |
| Section III. Clerkship Programmatic Evaluation |

| CDIM Annual Survey of Core Internal Medicine Clinical Clerkship Directors Section Titles / Topics: 2014 – 2025 |
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| Section IV. Clerkship Director and Medical School Characteristics |
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| 2018 |
| Section I. Clerkship Director and Medical School Characteristics |
| Section II. Student Documentation in the Medical Record / Centers for Medicare and Medicaid Services (CMS) Rule Changes |
| Section III. Role of National Board of Medical Examiners (NBME) Medicine Subject Exam and Internal Medicine Clerkship Grades |
| Section IV. Direct-care Hospital Medicine Services |
| Section V. Safe Opioid Prescribing and Opioid Use Disorder |
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| 2017 |
| Section I. Structure of the Core Internal Medicine Clerkship |
| Section II. Oversight of the Core Internal Medicine Clerkship |
| Section III. Required Post-Core Clerkship Experiences (Sub-internships) |
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| 2016 |
| Section I. Clerkship Director and Medical School Characteristics |
| Section II: Feedback to Faculty |
| Section III: Student Documentation |
| Section IV: Ambulatory Teaching |
| Section V-A: E-Learning (Clerkship Management) |
| Section V-B: E-Learning (Apps for Patient Care) |
| Section V1-A: Duties of the Clerkship Director (Essential Products) |
| Section V1-B: Duties of Clerkship Directors (Essential Resources) |
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| 2015 |
| Section I. Milestones and Entrustable Professional Activities (EPAs) |
| Section II. Direct Observation |
| Section III. Longitudinal Integrated Clerkships |
| Section IV. Teaching Clinical Reasoning Concepts |
| Section V. Demographics and Duties of Clerkship Directors |
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| 2014 |
| Section I. High Value Care |
| Section II-A. Prevalence and Structure of Overnight Experience |
| Section II-B. Perceived Importance of Overnight Clinical Experience |
| Section II-C. Perceived Contributions of Overnight Clinical Experience |
| Section III. Department Summary Letters |
| Section IV. Interprofessional Education (IPE) |
| Section V. Demographics and Duties of Clerkship Directors |