Congratulations!

Welcome

Immersion Phase Website

https://medschool.vanderbilt.edu/ume/IP
Curriculum 2.0: Immersion Phase

**Phase Directors**
Lourdes Estrada, Ph.D.
Kendra Parekh, M.D.

**Program Manager**
Brenna Hansen

**Program Coordinator**
LaToya Ford

**Program Assistant**
Bethanie McCrary
What we’ll cover today:

- Program Evaluation & Lessons
- Portfolio Cycles, Promotions, AOA
- Immersion Phase Course Types
- ACE requirements (Student Learning Plan, Practice-based Learning)
- Assessment (milestones, EPAs, Compass, Grading)
- Attendance Policy
- Dual degrees
- Panel - Research, Learning Communities & Foundations of Healthcare Delivery (FHD)
- Ombudsman: Professional Accountability
- Enrollment (Aways, add/drops, special studies, degree audit)
- Preparing for USMLE Step 2 Clinical Skills Examination
- VPEN (VSTAR Patient Electronic Note)
Curriculum 2.0: Immersion Phase

A highly individualized post-clerkship phase that uses clinical context to build upon prior learning

- Advanced Clinical Experiences: rigorous clinical rotations
- Integrated Science Courses: mixed didactic and clinical experiences
- Acting Internships: supervised intern-level responsibilities
- Research: mentored research project
- Learning Communities: longitudinal development as professionals
- Foundations of Healthcare Delivery: longitudinal exploration of systems of care

Frequent Assessment

Iterative Personal Learning Goals

Immersion Phase Goals

- Deepen FOUNDATIONAL SCIENCE KNOWLEDGE during meaningful clinical engagement
- Solidify CLINICAL SKILLS
- Enhance PRACTICE-BASED LEARNING SKILLS
- Ensure readiness for INTERN ROLE/RESIDENCY
- Expand knowledge and skills regarding SCHOLARSHIP
- Further grow knowledge and skills regarding LEADERSHIP
- Encourage PROFESSIONAL DEVELOPMENT
Individualization

Advanced Clinical Experiences
- rigorous clinical rotations

Integrated Science Courses
- mixed didactic and clinical experiences

Acting Internships
- supervised intern-level responsibilities

Research
- mentored research project

Learning Communities
- longitudinal development as professionals

Foundations of Health Care Delivery
- longitudinal exploration of systems of care

FREQUENT ASSESSMENT

ITERATIVE PERSONAL LEARNING GOALS

15-16 July
- RES IMM: Ethics
- RES IMM: Ethics
- RES IMM: Ethics
- ACE: Primary Care
- ACE: Adoles Med Ethics in Healthcare
- ISC: Global Health
- AI: Ped Med
- ISC: Critical Illness
- ACE: EM

16-17 July
- AWAY: Med
- ACE: Med Ethics
- ISC: Diabetes
- ACE: Rheum
- ISC: Sex Med & Fertility
- ACE: Diag Radiology
- ACE: ShadeTree
- May

15-16 July
- ISC: Inj Repair & Rehab
- RES IMM: Clin & Trans
- RES IMM: Clin & Trans
- ISC: Addiction
- ACE: Adv Clin Anesth
- ACE: EM
- ISC: Critical Illness
- ACE: Peds Cardio
- ACE: Otolaryngology
- ACE: Plastic Surg
- RES IMM: Clin & Trans
- RES IMM: Clin & Trans
- RES IMM: Clin & Trans
- ISC: Critical ILLNESS

16-17 July
- AWAY: Special Studies
- AWAY: EM
- AWAY: EM
- ACE: Prim Care
- ISC: Med Imag & Anatomy
- AWAY: Otolaryngology
- ISC: Immunity & Infections
- ISC: Addiction
- ISC: Pall Care
- AI: Med VU
- ACE: Ophthalmology
- ACE: ShadeTree

- ACE: Rheum
- ISC: Sex Med & Fertility
- ACE: Diag Radiology
- ACE: ShadeTree
- May
What to expect?

SOMETHING FEELS DIFFERENT.
Reminders on your IP Planning Approach

• Plan for a minimum of 2 (max of 3) ISCs

• Acting Internships (AI) will happen between March of Y3 and September of Y4

• Recognize that you will make many changes to your schedule
VA Access

• Students who rotate at the Veteran's Affairs Hospital need to initiate the process to gain computer access at least six weeks in advance of their rotation

• Our team will prompt you four weeks before your rotation

• Details regarding what you need to do:
  https://medschool.vanderbilt.edu/ume/va-rotations
Program Evaluation & Lessons Learned

- **Tools**
  - Course evaluations data
  - Rapid cycle with student curriculum committee

- **How do we use the information?**
  - Make improvements, clarify, streamline
  - Protect your privacy
Exploration

“"I can just say that the exploring aspect helps me a lot… I came in [to medical school] and I thought I knew what I wanted, and then second year, I just enjoyed so many things […]

“[…] my first rotation of this year was something that I thought could be what I wanted to do and it was very confirming for me. It was like, "Whoa, this is it." I wouldn't have known that unless I spent a month doing it.

“[…] I'm a lot more confident going into my application. I think my personal statement will be better and my confidence in interviews. It's just that I have more of a purpose than I think I would've had with a traditional curriculum.”
Student Thoughts on Exploration

Jessica Burris
Professionalism, Portfolio Cycles

Kendra Parekh, M.D.
CAUTION
MOVING PARTS
Email Etiquette
Step 2 CK and CS

USMLE
United States Medical Licensing Examination
Making Choices
Portfolio Cycle

You are here
Grades, Promotions & Distinctions

Dr. Geoffrey Fleming
Course Types and Phase Requirements

Immersion Phase Website
https://medschool.vanderbilt.edu/ume/IP
## C 2.0 Immersion Phase: Course Types

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE: Advanced Clinical Experience</td>
<td>Rigorous clinical experience</td>
</tr>
<tr>
<td>AI: Acting Internship</td>
<td>Supervised intern-level responsibilities</td>
</tr>
<tr>
<td>ISC: Integrated Science Course</td>
<td>Didactic and clinical experiences</td>
</tr>
<tr>
<td>AE: Advanced Elective</td>
<td>Competency- or interest-driven rotation</td>
</tr>
<tr>
<td></td>
<td>Tailored course</td>
</tr>
<tr>
<td>Special Studies</td>
<td>Competency- or interest-driven rotation</td>
</tr>
<tr>
<td></td>
<td>Tailored course</td>
</tr>
<tr>
<td></td>
<td>NOT in the catalog</td>
</tr>
</tbody>
</table>

- **ACE:** Advanced Clinical Experience
- **ISC:** Integrated Science Course
- **AI:** Acting Internship
- **AE:** Advanced Elective
- **Special Studies:** Competency- or interest-driven rotation, Tailored course, NOT in the catalog
# C 2.0 Immersion: Phase Requirements

## Minimum C2.0 Requirements (in Months)

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>On-Campus or Away (away with approval)</th>
<th>15 required months</th>
<th>4+2+1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>Flex months (4 + 2 mo for Step 1 + 1 for interviews)</td>
</tr>
<tr>
<td>Integrated Science Courses (ISCs)</td>
<td>Research Immersion</td>
<td>Must include: 1 Primary Care course (either ACE or ISC) 1 Acute Care course (EM or ICU-based course)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Competency and Interest-Driven Rotations (can be ISCs, ACEs, AIs or Electives) *1 must be clinical</td>
<td></td>
</tr>
<tr>
<td>Advanced Clinical Experiences (ACEs)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Impact of Increasing Research Months

<table>
<thead>
<tr>
<th>3 months of research:</th>
<th>Complete 15 course requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To extend research beyond 3 months:</strong></td>
<td>Student must be in good academic standing and complete an approval process with the Office of Medical Student Research.</td>
</tr>
<tr>
<td>4 months:</td>
<td>Additional research month fulfills one competency/interest-driven rotation</td>
</tr>
<tr>
<td>5 months:</td>
<td>Additional research months fulfill two competency/interest-driven rotations</td>
</tr>
<tr>
<td>6 months:</td>
<td>Additional research months fulfill two competency/interest-driven rotations and requires the use of one flex month</td>
</tr>
</tbody>
</table>

## Longitudinal Courses

- **Foundation of Health Care Delivery (11 units)**
  - 6 units taken during immersion weeks
  - 5 units take longitudinally, paired with other courses during the Immersion Phase

- **Learning Communities (8 units)**
“Enjoy the journey as much as the destination.”

M. Sylver
ACE Overview

Immersion Phase Website
https://medschool.vanderbilt.edu/ume/IP
ACE Overview

Overarching Goals for ACEs
1) Solidify clinical skills
2) Enhance practice-based learning skills

Opportunities to enhance practice-based learning skills:
1) Student learning plan
2) Practice-based learning exercise
Student Learning Plan: Why?
Student Learning Plan: How To

How To…

1. In VSTAR-Learn, go to the ACE you are about to start
2. Click on ACE Student Learning Plan
3. Fill out the form
4. Print the form and take to your ACE on Day 1
5. Have a discussion with clinical preceptor(s) (attending, resident)
ACE Student Learning Plan

Please complete this form, print and take with you to your clinical rotation. This form will facilitate the conversation with the frontline clinical faculty that will provide you with learning experiences and potentially assess your progress.

Advanced Clinical Experiences (ACEs) are rigorous clinical experiences that are designed to:

1. Solidify clinical skills
2. Enhance practice-based learning skills

Please create 2-5 learning goals for this rotation:

1.

2.

3.

4.

5.

After you have discussed your learning goals with the frontline clinical faculty, please ask the following questions:

1. What clinical experiences would be most helpful to achieve these goals?
2. What additional goals do you think I should focus on this month?
3. What are your expectations for me during this month?
Tips for Communicating Your Learning Plan

1. Have the conversation with whoever will be your primary clinical preceptor (faculty, fellows, residents)
2. Have the conversation early (week 1, day 1) and often
3. Initiate the conversation with something like…
   “I am very excited for this rotation and would like to do everything I can to get the most out of it”
   “Can I touch base with you quickly about the plan for this clinical session?”
4. Be confident but not brash. Be open to feedback and redirection if your preceptor suggests different goals
Advantages of a Student Learning Plan

• Take ownership: think through your own learning
• Develop shared expectations with faculty
• Gain insight into how to achieve your goals
• Gain insight into how to be successful in that clinical environment
• Develop the habit (VERY LITTLE DIRECTION IN GME)
Practice-Based Learning Exercise: Why?

- Medicine is dynamic
- Providers have knowledge gaps
  - Average time lag of 17 years to translate discovery into clinical practice
- Learning to learn in the workplace

Morris et al. (2011) J R Soc Med
Practice-Based Learning Exercise: How To

• **Goal**: Form a clinical question and retrieve evidence to advance patient care

• Do as often as you can
STEP 1: ASK a Clinical Question

• As you go through the ACE, pay attention to the different questions that come up related to your patient care.

• Identify a real knowledge gap in caring for an actual patient

• Pick a gap and generate a well-formed PICO question to address the knowledge gap
  • Patient-Intervention-Comparison-Outcome
STEP 2: ACQUIRE Evidence

• Find evidence to answer the question

• Select an appropriate resource(s) to answer the question
  
  • Guidelines vs. textbooks vs. systematic reviews vs. primary literature
STEP 3: Evidence

- Identify both strength(s) and weakness(es) of the selected resource(s)
- Cite evidence applicable to the patient
STEP 4: ADVISE

• Verbalize clear practice recommendations to your team
  • During rounds or one-on-one discussions
Practice-Based Learning Exercise: Assessment

• Embedded in the standard VSTAR Portfolio activity for each ACE
• Request assessment via Compass
## Practice-Based Learning Exercise: Assessment

### EPA7: Form a clinical question and retrieve evidence to advance patient care

1. In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?
   - [ ] I did it
   - [ ] I talked them through it
   - [ ] I directed them from time to time
   - [ ] I was available just in case

2. With regards to the student’s ability to FORM a clinical question and RETRIEVE evidence that **would actually change a patient’s medical care**, which would you most likely tell them...
   - [ ] I’ll double check all of your findings
   - [ ] I’ll double check your key findings
   - [ ] I feel comfortable acting on your findings without checking.

3. What does this student need to work on to become more independent or to allow you to act upon their findings?
What is an EPA?

• Unit of professional practice
  – Tasks or responsibilities that trainees (i.e. YOU) are entrusted to perform unsupervised once they have attained sufficient competence

• EPAs are independently:
  – Executable
  – Observable
  – Measurable

• It is our goal for faculty and residents to directly observe your abilities in these areas
What is an EPA?

• You will continue to be supervised during your medical school activities, but...

• **THE GOAL** is for you to be able to do all of these activities *unsupervised on Day 1 of Residency*
EPA 1: History and Examination
- Gather a history and perform a physical examination

EPA 2: Differential Diagnosis
- Prioritize a differential diagnosis following a clinical encounter

EPA 3: Common Tests
- Recommend and interpret common diagnostic and screening tests

EPA 4: Enter Orders
- Enter and discuss orders and prescriptions

EPA 5: Document Encounter
- Document a clinical encounter in the patient record

EPA 6: Oral Presentation
- Provide an oral presentation of a clinical encounter

EPA 7: Clinical Questions
- Form clinical questions and retrieve evidence to advance patient care

EPA 8: Patient Handover
- Give or receive a patient handover to transition care responsibility

graphics courtesy of our colleagues at OHSU
EPA 9: Interprofessional Team
Collaborate as a member of an interprofessional team

EPA 10: Emergent Care
Recognize a patient requiring urgent or emergent care and initiate evaluation and management

EPA 11: Obtain Consent
Obtain informed consent for tests and/or procedures

EPA 12: Perform Procedures
Perform general procedures of a physician

EPA 13: Safety and Improvement
Identify system failures and contribute to a culture of safety and improvement

Graphics courtesy of our colleagues at OHSU
EPA7: Form a clinical question and retrieve evidence to advance patient care

1. In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?
   - I did it
   - I talked them through it
   - I directed them from time to time
   - I was available just in case

2. With regards to the student’s ability to FORM a clinical question and RETRIEVE evidence that would actually change a patient’s medical care, which would you most likely tell them...
   - I’ll double check all of your findings
   - I’ll double check your key findings
   - I feel comfortable acting on your findings without checking.

3. What does this student need to work on to become more independent or to allow you to act upon their findings?
**First Day of Course**

Dr. Zic will send students an email the weekend before they start with information on where to report. If students have not heard from the course director before the course starts, they may contact him using the following phone number. Students may only contact faculty during the hours of 8 am and 8 pm, and preferably not on weekends.

Dr. Zic: 615-423-5299

Additional information can be found in the IP Catalog (Google Version).

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**EPA7: Form a clinical question and retrieve evidence to advance patient care**

Students will be expected to form clinical questions and retrieve evidence to advance patient care (EPA 7). Assessment of this skill is embedded in the standard course Compass form. Participation is expected to include the following characteristics:

**ASK**
- Identification a real knowledge gap in caring for an actual patient
- Generation of a well-formed PICO question (Patient-Intervention-Comparison-Outcome) to address the knowledge gap

**ACQUIRE**
- Use of evidence to find the answer(s) to the question
- Selection of an appropriate resource to answer the question (Summary/Guideline vs. Pre-synthesized resource vs. Primary literature)

**APPRAISE**
- Identification of both strength(s) and weakness(es) of the selected study
- Citation of evidence applicable to the patient

**ADVISE**
- Verbalization of clear recommendation(s) to the provider(s) for practice based on study findings
BREAK
Assessment

Immersion Phase Website
https://medschool.vanderbilt.edu/ume/IP
Goals of Immersion Assessments

- **Assess desired outcomes of VUSM curriculum required for graduation**
- **Appraise readiness for residency**
- **Provide feedback to direct future learning**
- **Provide distinction among students**
- **Generate data to inform curricular improvement**
Grading in the Immersion Phase

**Graded as H/HP/P/F**
- Integrated Science Courses (ISC)
- Advanced Clinical Experiences (ACE)
- Acting Internships (AI)
- Special Study–Away
- Research Immersion
- Foundations of Healthcare Delivery Quality Improvement (FHD QI) – 1-3 and Advanced Track

**Graded as P/F**
- Advanced Electives (AE)
- Special Studies (Clinical here, Research here or away)
- Learning Communities (LC)
- Foundations of Healthcare Delivery (FHD) – all except QI above
<table>
<thead>
<tr>
<th>ASSESSMENT in the IMMERSION PHASE</th>
<th>ACEs</th>
<th>ISC</th>
<th>Als</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS of Assessment</strong></td>
<td>Clinical Skills Practice-Based Learning</td>
<td>Medical Knowledge Integration</td>
<td>Ensure Readiness for Internship</td>
</tr>
</tbody>
</table>
| **Predominant Method of Assessment** | • Milestones  
• EPA 7 | • Knowledge Assessments  
- Multiple Choice Exams  
- Essay exams  
- Quizzes | • Milestones  
• Entrustable Professional Activities (EPA) |
**EPA 7:** Form a clinical question and retrieve evidence to advance patient care

**EPA 4:** Enter and discuss orders and prescriptions
**EPA 5:** Document a clinical encounter in the patient record
**EPA 8:** Give or receive a patient handover to transition care responsibility
**EPA 10:** Recognize a patient requiring urgent or emergent care and initiate evaluation and management
• **Who reports?** Anyone that directly observes you!
  - Faculty
  - Residents
  - Interns
  - Staff

• **Who solicits? How?**
  - Course Directors - VStarPortfolio
  - Immersion Phase Coordinator - VStarPortfolio
  - **Learner (You!)** - Compass

*More data helps Course Directors understand assessor variability, learner’s performance over time and provide more accurate summative assessment.*
Compass: Best Practice

• You will use Compass to request data in all ACEs, AIs and ISCs (www.vstarcompass.com)
• Request feedback from clinicians (residents or attendings) with whom you have worked.
• Send requests at least 2x per week.
• Helpful to inform assessor before you send.
• N/A option for assessors

Tips for using Compass from the Student Curriculum Committee
Compass: AI Example

Milestones for the AI or ACE are named simply by the course name.

Students in their AI will have additional EPA activities.
Assessment in the Immersion Phase

Data Collected to Inform Grades

- Milestones on all 6 Domains
- PBL Exercise (EPA7)
- Clinical observations (milestone-based + comments)
- Other course specific assessment modalities (e.g., quizzes, exams, CBL, TBL)
- EPAs

How does the performance data lead to a final grade?
Milestone (14) Assessments

- MK2b-Depth
- PC2b-Diff Dx
- PC2c-Dx Workup
- PC7a-Self-Knowledge
- PC7b-Assessment/Plan
- IPCS7a.1-Patient Rapport
- IPCS7b.1-Presentation Content
- SBP2a-Initiative
- SBP2b-Prioritization
- PBLI3a-Receptivity
- MK7b-Inquiry
- MK7c-Use of info resources
- **EPA7**
- PR1a-Prof Demeanor
- PR5a-Honesty

Course Director

- Domain Scores
- Final Grade
  - Honors
  - High Pass
  - Pass
  - Fail

Reach
Target
Threshold
Sub-Threshold

Frontline Clinical Faculty/Residents

Student

Course Director

Final Grade

Honors
High Pass
Pass
Fail

Reach
Target
Threshold
Sub-Threshold
Course Director determines level of performance for each Competency Domain
<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>REACH</td>
</tr>
<tr>
<td>Patient Care</td>
<td>REACH</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>REACH</td>
</tr>
<tr>
<td>Systems-based Practice</td>
<td>TARGET</td>
</tr>
<tr>
<td>Practice-based Improvement and Learning</td>
<td>REACH</td>
</tr>
<tr>
<td>Professionalism</td>
<td>REACH</td>
</tr>
</tbody>
</table>
Course Director determines level of performance for each Competency Domain and the Final Grade.
Student Thoughts on Assessment

Kathleen Gallagher
Quality Control

Supporting standardization of outcomes in the context of individualization of learning experiences
Consistency within course categories

• Each category has a set of milestones being assessed during the rotation that all use (at a minimum):
  – AI milestone set: https://medschool.vanderbilt.edu/ume/ai-milestones-students
  – ACE milestone set: https://medschool.vanderbilt.edu/ume/ace-milestones-students
  – ISC milestone set: https://medschool.vanderbilt.edu/ume/isc-milestones-students
Consistency within course categories

- The set of milestones (and EPAs) is aligned to ensure the main goal of each course is weighted appropriately
  - ISC—Medical Knowledge
  - ACE—Patient Care + Practice-Based Learning
  - AI—Patient Care (+ EPA assessments)
QI efforts

- Meetings of course directors within each category, to discuss data, review case examples and address process issues
- Faculty Development efforts to train workplace assessors
- Data analysis by Standing Assessment Committee:
  - Overall grade distribution
  - Distribution within categories
  - Milestone rating distributions by student and by faculty
  - Comparison with performance outcomes from prior phases
Attendance Policy

• Students are expected to attend all required sessions as described in the course syllabus.

• Pre-approval required for interviews, religious holy dates, presentations of work at an advertised scholarly meeting.

• Emergency absences can be approved for serious medical issues and family emergencies.

• The full policy and form is available in every V*Learn Immersion Phase course in the student handbook. Form can be found at the top of every course in V*Learn and on the Office of Medical Student Affairs website.

• Anything over 2 missed days must be rescheduled in coordination with the Course Director.
IMMERSION PHASE ABSENCE REQUEST FORM

Refer to the VUSM Catalog for the full absence policy and procedures related to this form

http://vanderbilt.edu/catalogs/documents/medical.pdf#48imm

Request permission at least 4 weeks in advance of the start of the course.

Name: ____________________________ Today's Date: __________

Date(s) of absence: ____________________________ Type of absence:  
- [ ] Planned Absence
- [ ] Emergency Absence
- [ ] Interview

Reason(s) for absence: ____________________________________________

Step 1: PRIMARY COURSE
Obtain signature/email approval from the appropriate course director of the ACE, AE, AI, ISC or Research Immersion in the section that will be missed:

________________________________________________________________

Course director

Signature acknowledges that a make-up plan has been mutually agreed upon with the student.
Dual Degrees

https://medschool.vanderbilt.edu/ume/Imm_dual_degrees
Dual Degrees

• Students wishing to receive a waiver from any required curriculum requirements must complete and submit the Alternative Pathway Request with the Registrar.

• The Registrar will process the request and obtain approvals from the appropriate course director(s).
# C2.0 Dual Degree Requirements

[View on Vanderbilt University's website](https://medschool.vanderbilt.edu/ume/Imm_dual_degrees)

<table>
<thead>
<tr>
<th>C2.0 Requirements (in Months)</th>
<th>Ongoing Longitudinal Courses</th>
</tr>
</thead>
</table>
| 4 Integrated Science Courses (ISCs) — on campus | Foundations of Health Care Delivery (11 units)  
- 6 units taken during Intersessions  
- 5 units taken longitudinally, paired with other courses during the Immersion Phase |
| 1 Acting Internship — on campus | Learning Communities (8 units) |
| 4 Advanced Clinical Experiences (ACEs) — on campus |  |
| 3 Research Immersion* |  |
| 2 Competency and Interest-driven Rotations |  |
| - can be ISC, ACE, Away ACE, AIs or Advanced Electives  
- away with approval  
- one must be clinical |  |

**Overall Requirements**

- 14 months required
- 6 flex months (4 flex + 2 months for Step 1 in July/August of year 3 + 1 month for interviews in December of year 4)
- May register for up to 18 rotations

**Must include:**
- 1 Primary Care course (ACE: PC (VU or away), ACE: Adolescent Medicine or ISC: Community Healthcare)
- 1 Acute Care course (ACE: Emergency Medicine or any ICU-based course, including ISC: Critical Care or critical care ACEs)
C2.0 Dual Degree - Research

• Review dual degree with Research faculty, since some dual degrees can meet the Research Immersion credit requirement.
• If Research Immersion is needed, student must register for PLAN as well (only offered in March and September)

Research Immersion

*It is strongly recommended that students contact the Office of Medical Student Research to discuss dual degree plans before enrollment in the degree program. Waiver request required for all dual degree students. Any request for research extensions require review of entire schedule.

<table>
<thead>
<tr>
<th>Degree</th>
<th>PLAN and Research Immersion requirements fulfilled by degree coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td></td>
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<tr>
<td>MDiv</td>
<td></td>
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<tr>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>MEd</td>
<td></td>
</tr>
<tr>
<td>MSCI</td>
<td></td>
</tr>
<tr>
<td>MTS</td>
<td>If taking the thesis track, PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.</td>
</tr>
<tr>
<td>LLM</td>
<td></td>
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</tbody>
</table>
Promoting Professionalism at VUMC: You Have an Important Role!

Lynn E. Webb, PhD
Assistant Dean, School of Medicine
Center for Patient and Professional Advocacy
VUMC Credo

We provide excellence in health care, research and education.
We treat others as we wish to be treated.
We continuously evaluate and improve our performance.

- I make those I serve my highest priority
- I respect privacy and confidentiality
- I have a sense of ownership
- I conduct myself professionally
- I communicate effectively
- I am committed to my colleagues
Sample Reported Learner Concerns

“During a feedback session, the attending told me ‘when you are presenting, in my head I am thinking, shut up, just shut up, I wish you would shut up, please shut up’.”

“I thought [the lecturer] was being disrespectful to anyone suffering from mental illness, even students with anxiety.”

“Dr. X said that we were all retarded.”

“We were on rounds and the resident said to me, ‘bend over, I need something to write on...it was very humiliating.’”

“I was placing the retractor; the attending slapped my hand. It hurt.”
Excerpts from Vanderbilt University and Medical Center Policy #HR-027, 2010

Definition of Behaviors That Undermine the Learning Environment

Interfere with ability to achieve intended outcomes

Create intimidating, hostile, offensive (unsafe), biased environment

Threaten safety (aggressive or violent physical actions)

Violate policies (including conflicts of interest and compliance)

It’s About Safety
What behaviors are “worth” reporting?

Feedback  Humiliation  Disrespect  Abuse

All reported events represent an opportunity to reflect
How are data shared in a thoughtful way?

Vast majority of professionals - no issues - provide feedback on progress

*includes CMS-defined “condition level” and “immediate jeopardy” safety-related complaints
Our Approach:

- Help learners feel safe to report
- Equip “trusted” faculty to help learners reflect on event and encourage reporting
- Use standard VUMC processes to address behavior
- Consider timing of feedback to minimize potential impact on the learner
Options for those who experience or witness conduct inconsistent with Credo:

- Informal/Collegial feedback with the Professional (Cup Of Coffee)
- Search out a trusted faculty member to share the concern
- Report occurrence in Veritas
Trained Faculty Resources:

- College Advisors/Portfolio coaches
- Clerkship and Course Directors
- Associate/Assistant Deans

Faculty Coordinator:

- Lynn Webb, PhD
- Lynn.Webb@Vanderbilt.edu
- Cell: (615) 429-2827
Faculty Panel

Research (Dr. Barnett)
Foundations of Healthcare Delivery (Dr. Green)
Learning Communities (Dr. Allos)
Inquiry Program

Office of Medical Student Research
https://medschool.vanderbilt.edu/student-research/

Joey V. Barnett, PhD
Director, Office of Medical Student Research
Assistant Dean of Physician-Researcher Training
PLAN Preparation

- Emails from the Office RE: Project Plan feedback
- **SESSION 1: September 4\textsuperscript{nd} @ 1:00 PM 4\textsuperscript{th} Floor LH**
  - Pre-reading and Pre-Session Assessment due by 11:59 pm, Sunday September 2\textsuperscript{nd}. Be prepared to present your project to your small group – whiteboards, 5 min each.
- Small Groups & Locations; Mentor feedback
- Invite your mentor to presentations (last session)
Research Immersion

Office of Medical Student Research
https://medschool.vanderbilt.edu/student-research/
Overview

• Honors/High Pass/Pass/Fail
• All course assignments/activities are mandatory
• Objectives and further details also found in the course syllabus
Deliverables & Activities

Course deliverables:

- Abstract
- Poster
- Oral Presentation

Activities:

- Meetings (Course, RD, Mentor)
- Co-curricular activities
Questions?

RESEARCH IMMERSION TEAM

Office of Medical Student Research
312 Light Hall
vms.research@vanderbilt.edu

Joey Barnett, PhD
Director, Office of Medical Student Research
Assistant Dean, Physician-Researcher Training

Luke Finck, EdD, MA
Assistant Director, Office of Medical Student Research
Instructor, Medical Education and Administration

Jennifer Alexander
Program Coordinator, Office of Medical Student Research

Mason Shedd
Program Coordinator, Office of Medical Student Research
Learning Communities
OVERARCHING COURSE GOALS:

• To utilize “intentionally developed longitudinal groups that aim to enhance students’ medical school experience and to maximize learning.”

• To solidify student understanding regarding the professional role of a physician, and to develop the skills necessary for successful functioning as a medical professional

• To re-explore major moral philosophies and tenets of biomedical ethics within the context of clinical medicine

• To foster the ongoing development of a deeper understanding of cognition, including critical thinking, clinical reasoning, and metacognition, to allow students to function within the complex adaptive systems found within the healthcare environment

• To develop the skills and processes of a expert learner who seeks to address gaps in knowledge as they arise in the clinical and research contexts

• To build on foundational leadership abilities to enhance student knowledge, skills and attitudes surrounding effective physician leadership

• To foster an ongoing sense of collegial identity within each of the four colleges, manifested as a respectful tolerance towards perspectives and beliefs discordant with their own, which will serve as a foundation for professionalism and professional discourse with colleagues and patients
LC Units during Immersion Phase

Work Individually Prior to Face to Face Session

- Complete assigned readings
- Complete assigned exercises
- Post in Vstar Forums
- Gather in College groups for discussion on one Monday during the 4-week block

1) Applied Ethics
2) Lifelong Learning
3) Situational Leadership
4) Problem Solving
5) Priority Setting
6) Change Management
7) Dealing With Uncertainty
8) Leading and Managing Up
Logistics of LC sessions

- Offered on a rolling schedule
- Offered 4x during your Immersion Phase
- Register via YES! for each unit
- Must be physically present for discussions

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Foundations of Health Care Delivery
Advanced Communications 1 and Public Health and Prevention (Intro to Immersion Phase week)

QI 1-3/PS longitudinally during 3rd year

IPE2 fulfilled either via one month longitudinal or other approved experience*

Healthcare Economics and Policy (4th year winter FHD Immersion)

- August 27-31, 2018
- May 6-10, 2019
- February 2020: Dates TBD
FHD Immersion Course Information

5 units are completed longitudinally, mostly during 3\textsuperscript{rd} year

– Paired with a primary rotation
– Tuesdays from 1-5 pm
– 20 hours effort per unit
– Primarily self-directed, asynchronous learning
– **One or two face-to-face meetings (varies by course)**
FHD Immersion Course Information

https://medschool.vanderbilt.edu/fhd/fhd-immersion-phase-courses

• Lots of additional information:
  – Criteria for QI-Advanced Track projects
  – Immersion course prerequisites and pairing suggestions
  – Dual degree equivalencies for MBA/MPH students
  – Links to all syllabi
  – Wiki of QI projects
  – Course policy details (add/drop, group work, etc.)
FHD Questions?

Course Directors:

Jesse M. Ehrenfeld, M.D., M.P.H.  
Departments of Anesthesiology, Surgery, Biomedical Informatics, & Health Policy

Jennifer K. Green, M.D., M.P.H.  
Departments of Internal Medicine & Pediatrics

Heather A. Ridinger, M.D.  
Department of Internal Medicine
Administrative Staff

Program Manager
Heather Laney

Program Coordinator
Ernest Guerra

Program Coordinator
Eric Huffman

EBL 4th Floor
https://medschool.vanderbilt.edu/fhd/
fhd@vanderbilt.edu
Aways, Add/Drops, Degree Audit and more

Office of Enrollment Services
https://medschool.vanderbilt.edu/enrollment/
Office of Enrollment Services (OES)

• Admissions, **Student Records**, Financial Aid
• 224 Eskind Biomedical Library & Learning Center
• Student Records related services:
  – Course Registration management
  – Maintenance of academic records
  – Credentialing
  – Verifications
  – Academic credentialing
  – Away rotation support
  – Degree audit services
  – Grade recording
Know Your Rotation Schedule

• You are currently registered through June 2019

• Log into YES (http://yes.vanderbilt.edu)

• Click on Student Registration

• For ACEs and ISCs, section number corresponds to rotation month. e.g. 09 for September, 10 for October, etc.
What is my schedule?

Click here to view schedule.
Effective Fall 2015, Vanderbilt University has introduced a new course catalog numbering scheme. For assistance with the translation between old and new numbers, please consult the [Course Renumbering Lookup Tool](#).
Adding and Dropping

Pay attention to add/drop deadlines!

Self-service (via YES) adding and dropping is available throughout the academic year subject to the following deadlines:

• No less than 6 weeks in advance for
  – Some ACEs (e.g. EM and Primary Care)
  – All ISCs
• No less than 4 weeks in advance for most ACEs
• No less than 1 week in advance for all individual (non-intersession) FHD units and LC units
• For details, see academic calendar online
Late Requests to Add or Drop

- Late requests to add or drop are evaluated case-by-case.
  - **Immersion rotations** - Immersion Phase Team (immersion.phase@Vanderbilt.edu)
  - **FHD Immersion** - FHD Team (fhd@Vanderbilt.edu)
- Send email request explaining why deadline was not met.
- If drop or add is approved, complete the form at https://medschool.vanderbilt.edu/enrollment/forms
Special Studies

• Can be clinical or research
• In select cases, can be non-clinical and non-research
• Requires a faculty mentor with a full faculty appointment
• Does not count toward ACE, ISC or AI
• Not designed as an alternative to ACE, ISC or AI
• Must be approved by the Immersion Phase Team
• Approval form is available on OES website
Special Studies Approval Forms

- Designed to be collaboratively completed by student and faculty mentor.
- Final submission is made to OES by faculty mentor.
- Form is at https://medschool.vanderbilt.edu/enrollment/forms
Degree Audit

Click here to view degree audit
Degree Audit

• Designed to track progress toward degree completion
• Helps you know which “bucket” a course or rotation falls into
• Available to you and your portfolio coach in YES
**Immersion Phase**

**Description:** The Immersion Phase is a highly individualized period that builds upon the foundational knowledge acquired earlier, in a context that is most relevant to each student's individual interests. Immersion courses will solidify clinical skills; deepen foundational science knowledge through meaningful clinical engagement; allow students to dive into areas of personal learning needs and/or interest; expand knowledge and skills in leadership and scholarship; ensure readiness for residency; and enhance workplace learning skills. Students will select from a broad menu of courses including Integrated Science Courses, Advanced Clinical Electives, Acting Internships and Concentrations. During a portion of the immersion phase, students will participate in a three- to six-month mentored research experience, tailored around each student's particular research and clinical interests. The longitudinal curricular elements of Foundations of Healthcare Delivery and Learning Communities will remain integral to student development during the Immersion Phase.

**Requirement(s):**

<table>
<thead>
<tr>
<th>Primary Care Check</th>
<th>✗ Not Satisfied</th>
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<tbody>
<tr>
<td>Acute Care Check</td>
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<tr>
<td>Immersion Core</td>
<td>✗ Not Satisfied</td>
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**Description:** Minimum of 15 courses required over 22 months

**Courses:** 15 required, 7 taken, 8 needed

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<tr>
<th>Integrated Science</th>
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<tr>
<td>Acting Internship</td>
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<tr>
<td>Advanced Clinical Experiences</td>
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<tr>
<td>Research Immersion</td>
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<tr>
<td>Competency and Interest-Driven Rotations - (Clinical)</td>
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<td>Competency and Interest-Driven Rotations</td>
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<td>Topic</td>
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<td><strong>Immersion Longitudinal</strong></td>
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<td>Description: Immersion Longitudinal</td>
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<tr>
<td>Foundations of Health Care Delivery Intersessions</td>
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<tr>
<td>Quality Improvement and Patient Safety</td>
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<td>Interprofessional Education</td>
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**PLAN**  

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<td>Satisfied</td>
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Degree Audit

• Remember: Current enrollments only go through June 2019
• You will register for 2019-20 in April 2019
• Audit assumes successful completion of in-progress coursework
• Audits are automatically “refreshed” weekly
• Self-service “refresh” button is available
Degree Audit Refresh

Degree audits are for advisory purposes only and do not certify progress in the degree. Please refer to the appropriate school catalog as the authoritative document governing degree requirements. The student, in consultation with the adviser, should carefully review both sources.

NOTE: The audit assumes the successful completion of enrolled classes; classes in progress display as "satisfied" in the audit. Students and their advisers should check the audit carefully before concluding that a distributional or major requirement has been completed.

Hidden Disclaimer

Effective Fall 2015, Vanderbilt University has introduced a new course catalog numbering scheme. For assistance with the translation between old and new numbers, please consult the Course Renumbering Lookup Tool.
Alternative Pathways

• Dual degree
• Research year
• Form available at [https://medschool.vanderbilt.edu/enrollment/student-alternative-path-request](https://medschool.vanderbilt.edu/enrollment/student-alternative-path-request)
• Must declare pathway to completing Immersion requirements
• Must be approved by Dean Fleming
• Not approved until you’ve received written approval from Dean Fleming
Pursuing AWAY Rotation

• You are eligible once FCC phase is complete and you have taken and passed Step 1.

• Form and instructions are at https://medschool.vanderbilt.edu/enrollment/forms

• You will not self-service register. You will work closely with Office of Enrollment Services to:
  – Apply for away rotations
  – Register for away rotations

• You can apply for most away rotations through the Visiting Student Learning Opportunities (VSLO) which is sponsored by the Association of American Medical Colleges (AAMC).

• FOLLOW THE VUSM APPROVAL PROCESS!

• Not covered for liability if not enrolled in the experience at VUSM
Process for Pursuing AWAY Rotation

Application to AWAY institution (usually via VSLO)

VUMC departmental approval (email)

7100 Form to Office of Enrollment Services (on website)
Process for Pursuing AWAY Rotation

- Office of Enrollment Services MUST receive notification from VU departmental approver. [see website for list]
- You are not registered until your form is submitted, departmental approval is received, and you see the rotation listed in YES.
- ALWAYS check for schedule conflicts and remember the immersion rotation drop deadlines.
- In early 2019 we will conduct extensive in-person overview of the process.
Questions?

Office of Enrollment Services
224 Eskind Biomedical Library & Learning Center
Ph. 615-322-2145
medregistrar@vanderbilt.edu
Monday-Friday 8am-4:30pm

Student Records Staff
Logan Key
Melissa Carro (away rotations; credentialing)
Vacant (enrollment; registration)
Vacant (general assistance with enrollment or financial aid)
Final Thoughts from a Student

Jon Alverio
LUNCH

Be Back by 1:00PM for Dr. Yates’ session on “Preparing for USMLE Step 2 Clinical Skills Examination"