Immersion Phase

Class of 2021

Phase Directors
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Meeting Goals

• Describe the overarching goals and course types in the Immersion Phase
• Discuss graduation requirements
• Discuss Research, LC and FHD requirements
• Discuss the upcoming registration timeline
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

**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**
VUSM Curriculum 2.0
Immersion Weeks are Mandatory

Year 3:
Aug. 26-30, 2019 — Immersion Orientation, FHD: AC1 and PHP
Feb. 3-7, 2020 — EPA Week
May 4-8, 2020 — FHD: AC2 and IPE1
Individualization
Courses Designed to Meet Phase Goals

- Foundational science knowledge during meaningful clinical engagement
- Clinical skills
- Practice-based learning skills
- Readiness for intern role/residency
- Knowledge and skills regarding scholarship
- Knowledge and skills regarding leadership

Advanced Electives

Professional development
Courses Designed to Meet Phase Goals

- Foundational Science Knowledge during meaningful clinical engagement
- Clinical skills
- Practice-based learning skills
- Readiness for intern role/residency
- Knowledge and skills regarding scholarship
- Knowledge and skills regarding leadership
- Advanced Electives
- Professional Development
# C 2.0 Immersion Phase: Course Types

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACE: Advanced Clinical Experience</td>
<td>- Rigorous clinical experience</td>
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<tr>
<td>ISC: Integrated Science Course</td>
<td>- Didactic and clinical experiences</td>
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<tr>
<td>AI: Acting Internship</td>
<td>- Supervised intern-level responsibilities</td>
</tr>
<tr>
<td>AE: Advanced Elective</td>
<td>- Competency- or interest-drive</td>
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<td></td>
<td>- Usually non-clinical setting</td>
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## Special Studies

- Competency- or interest-driven rotation
- Tailored course
- NOT in the catalog
Advanced Clinical Experiences (ACE)

- 4-week clinical rotations designed to develop clinical and practice-based learning skills
- Set of common learning objectives for all ACEs
- The **final grade is assigned on an H/HP/P/F** basis based on milestones and formative comments
Integrative Science Courses (ISC)

- 4-week mixed didactic/clinical rotations designed to reinforce and advance the foundational sciences* underlying clinical medicine (the why)
- Innovative mixed design with multiple learning activities (CELA, CBL, TBL, lectures, conferences, community clinics, etc.)
- Set of common learning objectives for all ISCs
- The **final grade is assigned on an H/HP/P/F** basis based on quantitative scores, competency milestones, and formative comments.

*traditional pre-clinical sciences as well as social and behavioral sciences, health services and population science, quantitative methods and informatics.
Integrated Science Courses

1) Clinical Cancer Medicine
2) Cardiovascular Diseases
3) Clinically Applied Immunology
4) Critical Illness
5) Community Healthcare
6) Diabetes Mellitus
7) Emergency Care: Cell to System Science
8) Global Health: Delivering Primary Care in Resource-Limited Settings
9) Healthy Aging and Quality Dying
10) Health Systems Science in a Working-Learning Health System
11) Infectious Diseases
12) Injury, Repair, and Rehabilitation
13) Medical Imaging and Anatomy
14) The Skinny on Obesity
15) Sexual Medicine and Reproductive Health

50% held for your cohort
Acting Internships (AI)

- An intensive, inpatient experience designed to provide the student with supervised intern-level responsibilities.
- All time devoted to this rotation; no longitudinal units (PLAN or LC) can be paired with AI.

**Final grade will be assigned as H/HP/P/F** based on milestones, Entrustable Professional Activities (EPAs), and formative comments.
- Will be offered March - September.

*In November, we will communicate the process for enrollment.*
Advanced Electives (AE)

- 4-week courses that are typically “classroom”-based
- These courses meet the competency- and interest-driven requirement
- Final grade will be assigned as P/F

<table>
<thead>
<tr>
<th>AE: Approaching End of Life - NEW</th>
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<tbody>
<tr>
<td>AE: Career Exploration - NEW</td>
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<tr>
<td>AE: Child Abuse Pediatric Medicine</td>
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<tr>
<td>AE: Ethics in Health Care: Theological and Philosophical Perspectives</td>
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<tr>
<td>AE: Forensic Pathology</td>
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<tr>
<td>AE: Global Health</td>
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<tr>
<td>AE: Med School 101</td>
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<tr>
<td>AE: Preparation for Internship</td>
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<tr>
<td>AE: Preparation for Surgical Internship</td>
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<tr>
<td>AE: Student Hotspotting - NEW</td>
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<td>AE: Students as Teachers</td>
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</table>
Special Studies

- Courses that are uniquely designed by the student in collaboration with Vanderbilt faculty AND not in the current course catalog
- To receive credit, course must be:
  - 4-weeks long
  - Have learning objectives with multiple assessment modalities
- Fulfill a “competency/interest-driven” requirement
- Final grade will be assigned as P/F
  (Exception—7100 AWAY Clinical Rotations graded as H/HP/P/F)
- Enrollment will explain the process for petition and review at orientation in August

<table>
<thead>
<tr>
<th>Form #</th>
<th>Course</th>
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<tbody>
<tr>
<td>Form 6100</td>
<td>Petition for Clinical Special Study (at VUSM)</td>
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<tr>
<td>Form 6200</td>
<td>Petition for Non-Clinical Special Study</td>
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<tr>
<td>Form 6150</td>
<td>Petition for Research Special Study (at VUSM)</td>
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<tr>
<td>Form 7100</td>
<td>Petition for Clinical Rotation (Away)</td>
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<tr>
<td>Form 7150</td>
<td>Petition for Research Special Study (Away)</td>
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# C 2.0 Immersion Phase Requirements

<table>
<thead>
<tr>
<th>Minimum C2.0 Requirements (in Months)</th>
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<tbody>
<tr>
<td><strong>On-Campus</strong></td>
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<tr>
<td><strong>On-Campus or Away</strong> (away with approval)</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>15 required months</strong></td>
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<td><strong>4+2+1 (7 total)</strong></td>
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ISC, ACE and AI grading = H/HP/P/F
Students can register for up to 19 months
*At least one must be clinical rotation.
## C 2.0 Immersion Phase Requirements

<table>
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<tr>
<th>Impact of Increasing Research Months</th>
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<tbody>
<tr>
<td><strong>To extend research beyond 3 months:</strong></td>
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<tr>
<td><em>Student must be in good academic standing and complete an approval process</em></td>
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<tr>
<td><strong>4 months:</strong> Additional research month fulfills one competency/interest-driven rotation</td>
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<tr>
<td><strong>5 months:</strong> Additional research month fulfills one competency/interest-driven rotation</td>
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<tr>
<td><strong>6 months:</strong> Additional research months fulfill two competency/interest-driven rotations and requires the use of one flex month</td>
</tr>
</tbody>
</table>
Inquiry Program
Inquiry Program: Courses During the Immersion Phase
Inquiry Program: PLAN

- September or March, Tuesdays, 1pm - 5pm
- Developing a Research Project Plan
  - Work with SGF during class
  - Work with mentors outside of class
    - Set up your meetings before you leave for STEP 1
  - Register for RI months

- Specific competencies:
  - Understand the research process
  - Identify and formulate a structured research question
  - Identify major research study designs
  - Understand basic principles of measurement and data analyses
  - Understand basic principles for the interpretation of research findings
  - Understand basic principles of effective scientific communication
Inquiry Program:
Research Immersion

• Implement a Research Project Plan
  – Working with a mentor (and possibly a research team)
  – Working with Area experts (Research Directors)
• Full time, immersive experience
• 3 - 6 blocks
• 2 OMSR meetings per block
• 1(+) Area Meeting per block
• Engage in activities to support your understanding of research and the field you’ve chosen (e.g., Area meetings, co-curriculars)
Inquiry Program: Research Immersion

Important Dates:
- March 1st – Student/Mentor Reports
- May 1st – Mentor Agreements
- June 1st – Research Immersion Planning Form

FYI:
- The Office will register you in PLAN
- You will register for your RI blocks
Inquiry Program:

QUESTIONS?

vms.research@vanderbilt.edu

4th floor EBL
Learning Communities
Learning Communities

• Meets throughout the Immersion Phase
• 8 LC units over 22-month phase
• Continued focus on
  – Development as professionals
• Increased focus on
  – Development as leaders
Learning Communities

1) Applied Ethics
2) Lifelong Learning
3) Situational Leadership and Diagnosing
4) Problem Solving
5) Priority Setting
6) Change Management
7) Dealing with Ambiguity
8) Leading and Managing Up
Learning Communities

• 8 units
  – Mondays from 1-3 and 3-5 pm
  – 6 - 8 hours effort per unit
    (2 of those hours in face to face session)
• Months offered:
  Sept: Units 1 & 2       Jan: Units 1&2
  Oct:  Units 3 & 4      Feb:  Units 3&4
  Nov:  Units 5 & 6      Mar:  Units 5&6
  Dec:  Units 7 & 8      Apr:  Units 7&8

• **3rd Monday: face-to-face meeting** (exc Jan)
• Pass/Fail
LC Questions

Please email

elizabeth.a.yakes@vumc.org

and

Pam.Lynn@Vanderbilt.Edu
Foundations of Health Care Delivery (FHD) Immersion Phase—Years III & IV
Foundations of Health Care Delivery

Vanderbilt University Medical Center

Goals of the Course:

- Prepare professionals with systems-level skills necessary to provide care that is safe, effective, patient-centered, timely, efficient, and equitable.
- Integrate health systems knowledge with clinical care
- Cultivate respectful professionals
Year 1: Getting to Know the Clinic
- Patient-Centered Care
- Team-Based Care
- Medication Safety
- Patient Education & Health Coaching
- Social Determinants of Health/Advocacy
- Community Site Visit

Year 2: Getting to Know the Hospital
- Patient Safety
- Transitions of Care
- High Value Care
- Settings of Care
- Clinical Informatics/Technology

Year 3: Working & Communicating in Teams
- Interprofessional Education and Team Building
- Advanced Communication Skills

Year 4: Improving the Health Care System
- Quality Improvement
- Patient Safety
- Healthcare Policy
- Healthcare Economics
- Public Health and Prevention
FHD Immersion Courses - 10 units

1. Public Health & Prevention (PHP)
2. Advanced Communication (AC):
   AC1: Overcoming barriers & personalizing communication
   AC2: Skills for disclosure & professionalism
3. Interprofessional Education (IPE):
   IPE1: The professions
   IPE2: Team-based care
4. Quality Improvement (QI 1-3) OR QI Advanced Track
5. Patient Safety (PS)
6. Health Care Economics & Policy (HCEP)
1. Advanced Communications 1 and Public Health and Prevention (Intro to Immersion Phase week)

2. Advanced Communications 2 and Interprofessional Education 1 (3rd year spring FHD Immersion)

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

5 of the FHD units are completed during week-long FHD Immersions
FHD Immersion Course Information

5 units are completed longitudinally, mostly during 3\(^{rd}\) 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)
1. Advanced Communications 1 and Public Health and Prevention (Intro to Immersion Phase week)

2. Advanced Communications 2 and Interprofessional Education 1 (3rd year spring FHD Immersion)

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

4. QI 1-3/PS longitudinally during 3rd year IPE2 fulfilled either via one month longitudinal or other approved experience*

*Such as Nicaragua, Shade Tree, VPIL, or other approved interprofessional experience
FHD Block Directors: QI/Patient Safety

Tamala Bradham, Ph.D., DHA, CPPS, CPHQ, CCC-A
Quality and Safety Advisor, Vanderbilt University Medical Center
FHD Quality Improvement and Patient Safety Block Director

Brian Bales, MD
Department of Emergency Medicine
FHD Quality Improvement and Patient Safety Block Director
FHD Block Directors: Interprofessional Education

Anna Burgner, MD, MEHP  
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Anna Richmond, DNP, MSN  
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FHD Block Directors: Advanced Communication

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Center for Patient and Professional Advocacy
FHD Advanced Communication Block Director

James Pichert, PhD
Center for Patient and Professional Advocacy
FHD Advanced Communication Block Director

Heather Davidson, PhD
Center for Patient and Professional Advocacy
FHD Advanced Communication Block Director
FHD Block Directors: Public Health & Prevention/Health Care Economics & Policy

Rachel Apple, MD, MPH
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FHD Public Health and Prevention (PHP) Block Director

David Stevenson, PhD
Department of Health Policy
FHD Health Care Economics and Policy (HCEP) Block Director

Sayeh Nikpay, PhD, MPH
Department of Health Policy
FHD Health Care Economics and Policy (HCEP) Block Director
FHD Immersion Course Specifics

• Pass/Fail Grading (except QI)
• All FHD Immersion Weeks are MANDATORY attendance.
  - August 26-30, 2019
  - May 4-8, 2020
  - February 2021: Dates TBD
• Can fulfill IPE2 via one month longitudinal OR other approved experience
  – Nicaragua, Shade Tree, VPIIL, etc
QI Specific Course Information

• Grading: Honors/Pass/Fail
• Multiple pathways to fulfill QI requirements:
  – **QI 1-3 via three 1-month longitudinal units** – completion deadline for QI3 is **Block 11 (Nov)** prior to graduation.
  – **QI Advanced Track** (self-paced project) – completion deadline is **September 30\(^{\text{th}}\)** prior to graduation.
• QI Symposium in February 2021 featuring your projects!
FHD Immersion Course Information


Lots of additional information on our website:
– 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?

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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

4th floor EBL

https://medschool.vanderbilt.edu/fhd/

fhd@vanderbilt.edu
## C2.0 Longitudinal Requirements Summary

<table>
<thead>
<tr>
<th>Longitudinal Course Requirements</th>
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<tbody>
<tr>
<td><strong>Foundations of Health Care Delivery</strong> — 10 units</td>
</tr>
<tr>
<td>5 taken longitudinally</td>
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Careers in Medicine

https://medschool.vanderbilt.edu/cim/pathway-match
VMS2 Registration Timeline

- **February 19th (2/19)**: Rising VMS3 IP Requirements Meeting
- **March 27th (3/27)**: Careers in Medicine ISC Fair
  - March 27 at 5 pm
  - EBL 238
- **April 5th (4/5)**: How-to Register Meeting
  - April 4 at 5 pm
  - EBL 238
- **April 8th (4/8)**: Registration opens for rising VMS3
  - April 22 at 6 pm
- **April 15th (4/15)**: Registration opens for rising VMS4
  - April 15 at 6 pm
- **April 22nd (4/22)**: Registration opens for rising VMS3
  - May 2 at midnight
- **May 2nd (5/2)**: Immersion Phase 2019-20 begins

You are here
Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research: vms.research@vanderbilt.edu

FHD: fhd@vanderbilt.edu

LC: Pam.Lynn@vanderbilt.edu