Elective Counseling

Immersion Phase Introduction for MSTP Students

Phase Directors
Kim Dahlman, Ph.D.
Kendra Parekh, M.D., MHPE

Senior Program Manager
Lydia Abell

Program Coordinator
Ashley Anderson

Senior Program Coordinator
Baillie Woodward

https://medschool.vanderbilt.edu/curriculum/immersion/

Email: immersion.phase@vanderbilt.edu

V School *of* Medicine

Elective Counseling Resources

https://medschool.vanderbilt.edu/md-gateway/elective-counseling-overview/

MD Gateway

Elective Counseling Overview

Immersion Phase Elective Counseling Overview

Immersion Phase Elective Counseling is a joint effort between Medical Student Affairs, Careers in Medicine, the Immersion Phase Team, College Mentors, and the Faculty Specialty Advisors designed to support students in planning and managing their Immersion Phase schedules to ensure timely achievement of graduation requirements and preparation for post-graduation plans.

In need of individual elective counseling? Please let us know so we can schedule a one-on-one session with you!

Elective Counseling

Elective Counseling: Immersion Phase Requirements

Elective Counseling: Documents

Elective Counseling: Presentations

Elective Counseling Overview

School *of* Medicine

Session Goals

- Describe the Immersion Phase and course types in the Phase
- Discuss the following:
  - Immersion Phase curricular requirements
  - Step exams
  - Assessment and grading
  - Portfolio coaching
  - Professionalism
 - Discuss upcoming registration timeline and provide counseling on your elective choices

School *of* Medicine

VMS2 Registration Timeline

You are here

Meet with your Coach (3/17-4/4): You will upload your schedule template to review with your coach

Feb | March | April | May | June | July | Aug | Sept

2/24   3/5   3/27   3/31   4/7   4/14   4/23   8/25-29

Immersion Phase 2025-26 begins

Elective Counseling: Planning Your Imm Phase Reg & ISC Fair at 5:15p

Registration reopens for ALL
April 23 at midnight

Elective Counseling: Imm Phase Intro

Registration opens for rising VMS3
April 14 at 6 pm

Immersion Phase Orientation and FHD AC1 & PHP for VMS3

How to Register March 27 at 5 pm

Registration opens for rising VMS4
April 7 at 6 pm

Registration opens for rising VMS4 MSTPs
March 31 at 6 pm

Opportunities for course/elective counseling

V School *of* Medicine

Immersion Phase Goals & Graduation Requirements

School *of* Medicine

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 Health Care Delivery
longitudinal exploration of systems of care

FREQUENT ASSESSMENT

ITERATIVE PERSONAL LEARNING GOALS

IMMERSION PHASE 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**

V School *of* Medicine

What to expect?

Individualization

Self-direction

Honors Grading

The Match

Immersion Phase Requirements

School *of* Medicine

C 2.0 Immersion Phase: Course Types

ACE: Advanced Clinical Experience
- Rigorous clinical experience

ISC: Integrated Science Course
- Didactic and clinical experiences

AI: Acting Internship
- Supervised intern-level responsibilities

AE: Advanced Elective
- Competency- or interest-drive
- Usually non-clinical setting

Special Studies
- Competency- or interest-driven rotation
- Tailored course
- NOT in the catalog

School *of* Medicine

C 2.0 MD-PhD Immersion Phase Requirements

Minimum Immersion Phase Requirements (in Months)		
On-Campus	1	Integrated Science Courses (ISCs)
	1	1 Acting Internship
	2	Advanced Clinical Experience (ACEs)
On-Campus or Away (away with approval*)	4	Competency and Interest-Driven Rotations (can be ISCs, ACEs, AIs or Electives#)
8 required months		Must include: 1 Primary Care course 1 Acute Care course (EM or ICU-based course)
2 Flex months		1 Flex + 1 month for interviews in December (Year 4)
ISC, ACE, and AI grading = H/HP/P/F		

* No more than two clinical aways for graduation credit
#At least one must be clinical rotation
#Any requests for research months (elective) must be approved by Dr. Estrada.

Consider using your flex months for interviews: November/December or December/January

School *of* Medicine

C 2.0 MD-PhD Longitudinal Immersion Phase Requirements

Longitudinal Course Requirements	
Foundations of Health Care Delivery - 4 units plus	**Learning Communities - 4 units**
Patient Safety (self-enroll)	LC1 Medical Error (self-enroll)
Interprofessional Education 2 (self-enroll)	LC2 Lifelong Learning (self-enroll)
Health Care Economics and Policy (February Y4 Immersion Week)	LC7 Dealing with Ambiguity (self-enroll)
IHI Modules (self-paced VSTAR Learn Course)	LC8 Our Social Mission in Medicine (self-enroll)

For permission to take Learning Communities during your required interview month, please submit a request online at https://redcap.vanderbilt.edu/surveys/?s=CFHLPKNA4FEEPYNL

School *of* Medicine

Step Considerations: For All

Recommendations From Dean of Student Affairs specific to MSTP students returning from G-phase to FCC/Immersion 4th year.

- Both Step exams need to be completed by February of the intended year of graduation

- For more one-on-one advice: contact Dean Fleming and attend the Elective Counseling Session: Planning your Phase (March 5, 2025)

V School *of* Medicine

Advanced Clinical Experiences
rigorous clinical rotations

Integrated Science Courses
mixed didactic and clinical experiences

Acting Internships
supervised intern-level responsibilities

ACEs, ISCs, and AIs

School *of* Medicine
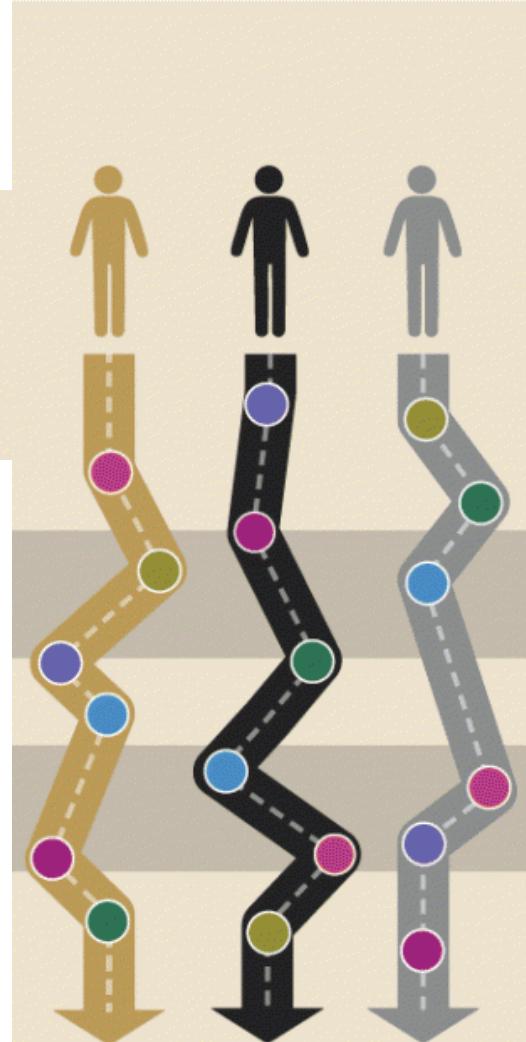
Course-Type Requirements

All Courses

Required
- Mid-course feedback
- Complete course evaluations with 10 days after course ends

Encouraged
- Personal learning goals and plan

ACEs, AIs, ISCs

Required
- Vital Experiences tracking in VITALS
  - 20 per ACE & AI
  - 5 per ISC
- Minimum number of workplace-based assessment requests:
  - For ACEs and AIs, 1 request per week
  - For longitudinal ACEs, request 4 over the duration of the course
  - For ISCs, 2 requests over the duration of the course

School *of* Medicine

Mid-Course Feedback

Please review the student's assessment data before providing the midcourse feedback below.

☐ The student is ON TRACK to PASS the course.

☐ The student is AT RISK OF NOT PASSING the course, and improvements are needed.

Are you concerned about student performance in any of the following domains? Select all that apply:

☐ No concerns; on TARGET for all domains
☐ Patient Care
☐ Knowledge for Practice
☐ Practice-based Learning & Improvement
☐ Interprofessional & Communication Skills
☐ System-based Practice
☐ Professionalism

Total Number of Assessment Requests *

[   ]

Total Number of Completed Assessment Requests *

[   ]

Formative Comments
Provide comments that describe areas of student strengths and opportunities for improvement. If there were domains of concern selected above, please address specifically how the student can improve. If there is no assessment data, please provide that information. *

| Normal ⬍ | Normal ⬍ | Sans Serif ⬍ | B I U S̶ x₂ x² T̶ₓ | A 🖌 | ☰ ☰ ☰ ☰ | 🙶 ‹/› | 🔗 🖼 🗄 ƒₓ [source] |

Providing mid-course feedback is a priority at Vanderbilt University School of Medicine. This communication is to update you regarding your current status in this course. Your available performance data has been reviewed. Based on your performance data thus far, you are ON TRACK to PASS the course. You can review your data in VSTAR. If you have any questions or concerns, please contact your course director(s).

You will receive midcourse feedback in your e-portfolio. Ask your Course Director and faculty for midcourse feedback.

School *of* Medicine

Course Evaluations

- Just like in FMK and FCC, you are required to complete course evaluations in the Immersion Phase.

- If you do not complete the required course evaluations, you will get a flag in your e-portfolio (domain: systems-based practice)

- Repeated flags can be problematic and impede progress and promotion

School *of* Medicine

Vital Experiences per Course

- Advanced Clinical Experiences (ACEs)
  - Submit *at least* 20 Vital Experiences
- Acting Internships (AIs)
  - Submit *at least* 20 Vital Experiences
- Integrated Science Courses (ISCs)
  - Submit *at least* 5 Vital Experiences

Submissions due by the end of the last day of the course.

School *of* Medicine

Vital Experiences

- If you do not log the required number of Vital Experiences per course, you will get a flag in your e-portfolio (domain: practice-based learning and improvement).

- Repeated flags can be problematic and impede progress and promotion.

School *of* Medicine

VC3 Presenting Problems map to Vitals Experiences

VC3 Presenting Problem	Corresponding Vital Experiences
Abdominal Pain	1) Vomiting; 2) Appendicitis; 3) Bowel Obstruction; 4) Pancreatitis; 5) Diverticular Disease; 6) Labor
Abnormal Vaginal Bleeding and/or Discharge	1) Abnormal pregnancy and loss; 2) Abnormal uterine bleeding
Abnormalities of Mood	1) Acute Agitation; 2) Anxiety Disorder; 3) Mood Disorder; 4) PTSD/Acute Stress Disorder; 5) Assessment for Suicidal/Homicidal Ideation
Altered Mental Status	1) Delirium; 2) Psychotic Disorder; 3) Mental Status Examination; 4) Acute Stroke/TIA; 5) Interpretation of CT Head for Acute Stroke; 6) Neurological Examination; 7) Neurological Localization
Back Pain	1) Acute Musculoskeletal Pain; 2) Interpretation of Musculoskeletal Radiograph for Fracture; 3) Neurological Examination; 4) Neurological Localization
Breast Complaints	1) Breast Exam; 2) Well-Woman Exam
Chest Pain	1) Chest Pain due to Coronary Artery Disease; 2) ECG Interpretation; 3) Congestive Heart Failure; 4) Anxiety Disorder; 5) Heart Murmur

Cough	1) Pneumonia (Pediatric); 2) Respiratory Distress (Pediatric); 3) Pneumonia (Adult); 4) Upper Respiratory Infection (Adult); 5) COPD
Dysuria and Incontinence	1) UTI (Pediatric); 2) Complicated UTI (Adult); 3) Kidney Disease; 4) Foley Catheter Insertion
Fever	1) Acute Otitis Media; 2) Febrile Neonate; 3) Skin, Soft Tissue, Joint, Bone Infection; 4) Pneumonia (Pediatric); 5) UTI (Pediatric); 6) Complicated UTI (Adult); 7) Sepsis; 8) Appendicitis
Functional Decline	1) Menopause; 2) Dementia; 3) Reviewing End-of-Life Goals
Gastrointestinal Bleeding	1) Lower GI Bleed; 2) Upper GI Bleed
Headache	1) Headache
Hypotension / Shock	1) Sepsis; 2) Shock
Jaundice	1) Newborn Jaundice; 2) Cirrhosis; 3) Biliary Track Disease
Obesity	1) Metabolic Syndrome; 2) Health Coaching
Pelvic Pain	1) Pelvic Pain; 2) Well-Woman Exam; 3) Postpartum Visit; 4) Labor; 5) Pelvic Exam, Pap Smear, and Cultures; 6) Cesarean Section; 7) Vaginal Delivery

Preventative Health	1) Well-Child Visit; 2) Developmental Milestones; 3) HEADSS Examination; 4) Otoscopic Examination; 5) Prophylactic Inpatient Care; 6) Breast Exam; 7) Family Planning; 8) Well-Woman Exam; 9) Pelvic Exam, Pap Smear, Cultures; 10) Discharge Counseling; Medication Reconciliation on Admission or Discharge; 11) Health Coaching
Rash	1) Rash
Seizures	1) Seizures
Shortness of Breath	1) Respiratory Distress (Pediatric); 2) Pneumonia (Pediatric); 3) COPD; 4) Congestive Heart Failure; 5) Pneumonia (Adult); Upper Respiratory Infection (Adult); 6) Acid/Base Analysis; 7) BVM Ventillation; 8) Endotracheal Intubation
Substance Use and Abuse	1) Substance Use Disorder; 2) Medication Reconciliation on Admission or Discharge; 3) HEADSS Exam
Syncope	1) Syncope
Trauma	1) Blunt/Penetrating Trauma to Head, Abdomen, or Chest; 2) Acute Musculoskeletal Pain; 3) Interpretation of a Musculoskeletal Radiograph for Fracture
Unexplained Weight Loss	1) Failure to Thrive; 2) Oncologic Process; 3) Unintentional Weight Loss

Workplace-Based Assessment Requirements

- If you do not send the appropriate number of requests for assessments, you will get a flag in your e-portfolio (domain: professionalism) to alert you about the requirement.

- Repeated flags can be problematic and impede progress and promotion.

School *of* Medicine

Questions about Workplace-Based Assessment or Vital Experiences?

Contact immersion.phase@vanderbilt.edu

School *of* Medicine

ACE Requirements

School of Medicine

ACE Overview

Overarching Goals for ACEs

1)   Solidify clinical skills

2)   Enhance practice-based learning skills

Opportunities to enhance practice-based learning skills:

1) Practice-based learning exercise (EPA 7)

2) Personal Learning Goals

V School *of* Medicine

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

School of Medicine

Practice-Based Learning Exercise: How To

- <u>Goal</u>: Form a clinical question and retrieve evidence to advance patient care
- Do as often as you can

ASK	ACQUIRE	APPRAISE	ADVISE

Practice-Based Learning Exercise: Assessment

- Embedded in the standard workplace-based assessment for each ACE

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?

School *of* Medicine

Personal Learning Goals and Plan: Why?

Teacher-centered   Learner-centered

School *of* Medicine
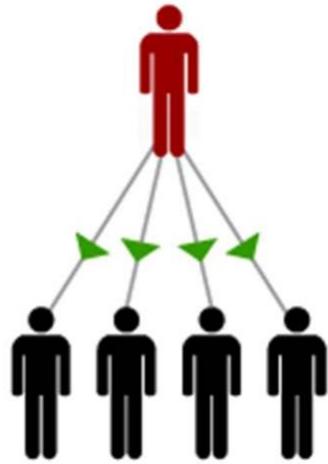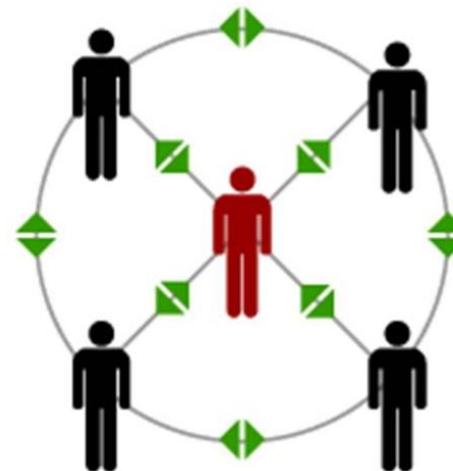
Creating Goals

- iSMART [inspiring, specific, measurable, achievable, relevant, time bound]
- WOOP [wish, outcome, obstacle, plan]

School *of* Medicine

Tips for Communicating your Learning Goals and Plan

- Have the conversation with whoever will be your primary clinical preceptor (faculty, fellows, residents)
- Have the conversation early (week 1, day 1) and often
- 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?"*
- Be confident but not brash. Be open to feedback and redirection if your preceptor suggests different goals.

School *of* Medicine

Acting Internships

AI Timeline
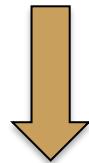
	July	August	September	October	November	December	January	February	March	April	May	June
Year 3	Step Study					AI Fair	AI Survey & Assignment		AIs Available			
Year 4	AIs Available					Fixed Flex Month for Interviews		AIs available for students who don't need prior to residency applications			Graduation	

School *of* Medicine

Immersion Phase MCTs

Immersion MCT Experiences

Immersion MCTs
- To provide a rigorous assessment of emerging clinical skills by a highly trained assessor as you prepare for residency
- To allow for tracking of competency development across the phases of the curriculum and just prior to graduation
- To encourage self-regulated learning through the development of learning goals and plans

1 in Acute Care Course

1 in Primary Care Course

1 in AI

Academic Resources > Master Clinical Teachers Program
https://medschool.vanderbilt.edu/md-gateway/academic-resources/#immersion

V School *of* Medicine

BREAK

School *of* Medicine

Grades and Promotions

WHY HONORS GRADES? WHY NOW?

School of Medicine

Grading Options

- *Honors*
  - Excellence in (nearly) all competencies
- *High Pass*
  - Excellence in some competencies, on track in all others
- *Pass*
  - On track in most competencies with room for improvement in others
- *Risk of Fail*
  - Performing below expected level

School *of* Medicine

Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.

Criterion-based
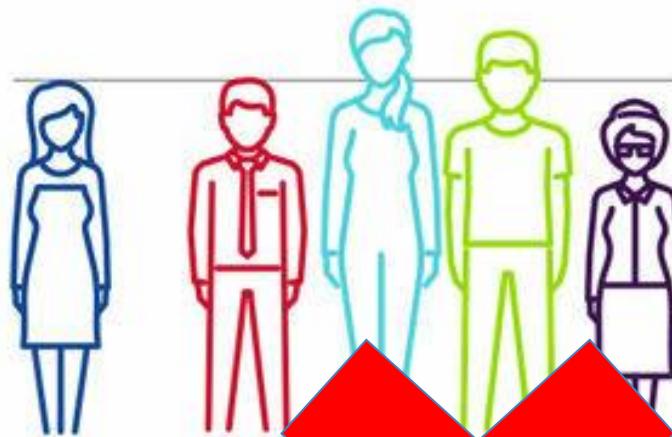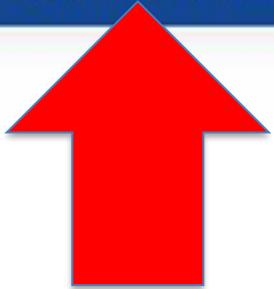
Norm-referenced tests compare a student's performance against the performance of their peers.

No[rm-]based

School *of* Medicine

Assessment of Competency Domains

6 Domains of Competence	FMK Phase	FCC Phase	Immersion Phase
Patient Care			Reach
Knowledge for Practice			
Practice-Based Learning and Improvement	Target	Target	Target
Interpersonal Communication Skills	Threshold	Threshold	Threshold
Systems-Based Practice	Below Threshold	Below Threshold	Below Threshold
Professionalism			

V School *of* Medicine
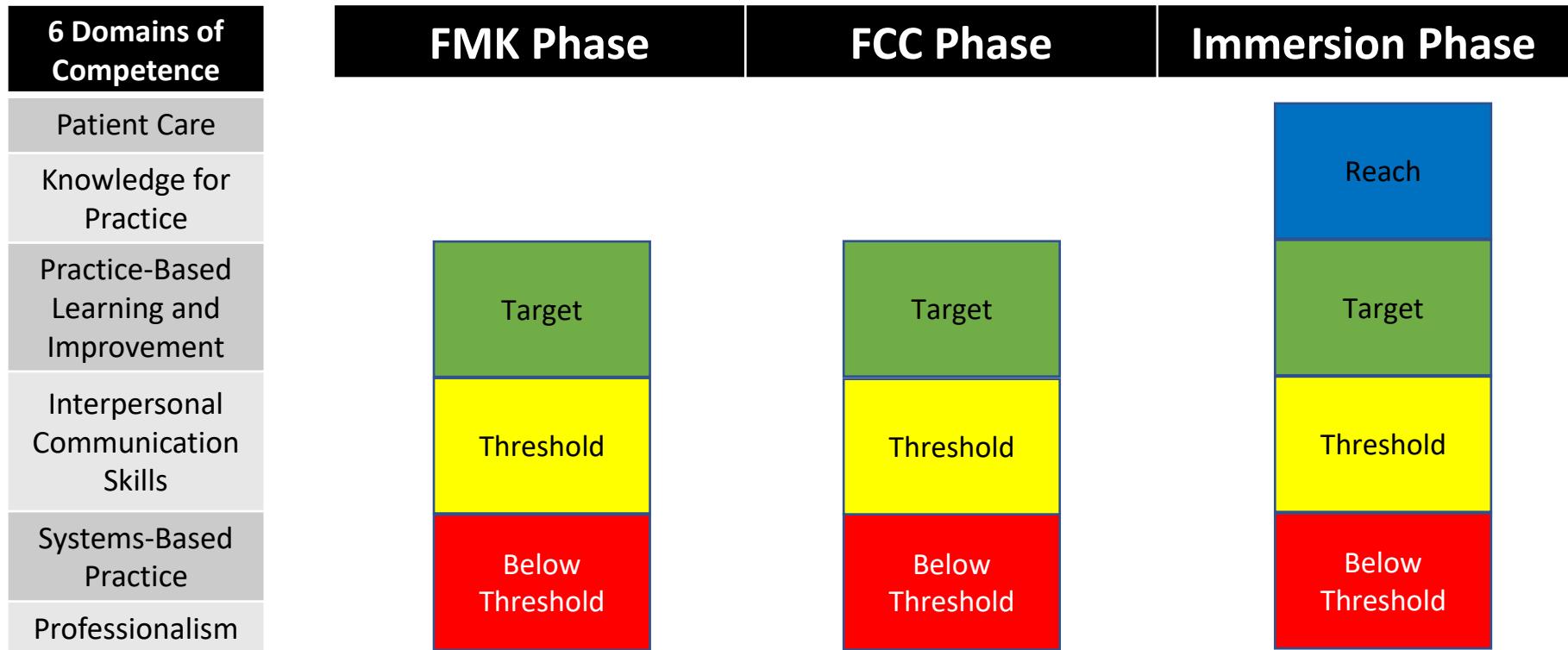
Suggestions and Reminders

- Focus on the journey and the process

- Everyone is eligible for every grade

- Ask for feedback to learn; do not coach your assessor to produce the "grade" you want

- Information on promotions can be found on MD Gateway (Student Assessment Information> Progress and Promotions—Immersion)

  - https://medschool.vanderbilt.edu/md-gateway/academic-resources/#immersion

School *of* Medicine

Immersion Phase
Satisfactory Performance: Target in all competency domains*

Course Grade	Domain Achievement		Promotion Committee Progress Status Decision
H/HP	All Reach and/or Target	→	Satisfactory Progress
P	Threshold	→ Occurs in 0-2 courses	Satisfactory Progress
P	Threshold	→ Occurs in 3 or more courses	Satisfactory Progress with concern / Letter of Concern for Impacted Domain
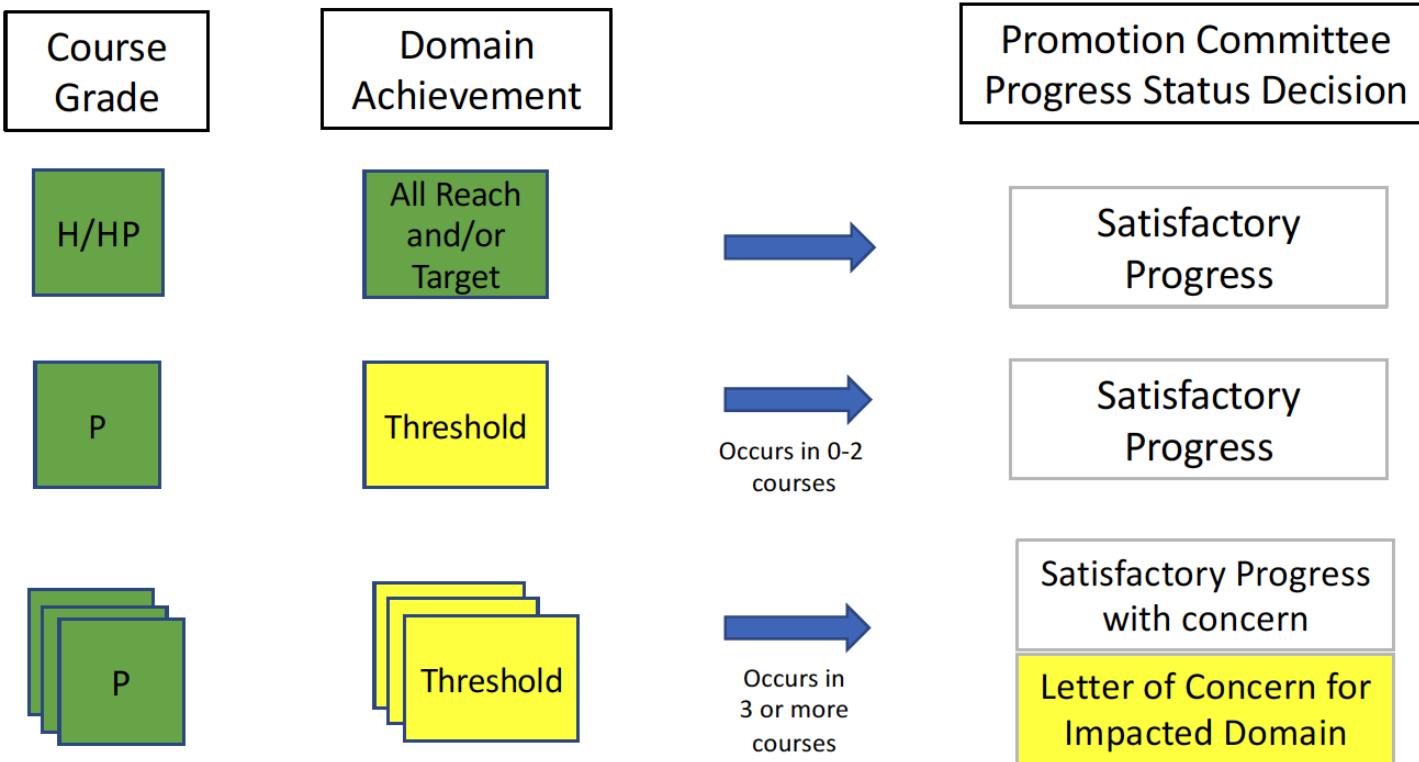
*This slide is for students who have been promoted to Immersion Phase with satisfactory progress. Students promoted on a different status may have different actions.

https://vanderbilt.app.box.com/s/fqw7ez0aqw1be2b1dgajpsd5zbhzbol0

School *of* Medicine

Promotions Committee in Immersion Phase

- They are here to HELP and SUPPORT your overall growth and learning

- The hard(est) work is behind you!

- System-based practice and professionalism are the most common reasons for non-promotion at this phase

- Be proactive, be open, be honest!

V School of Medicine

Portfolio Coaching

https://medschool.vanderbilt.edu/md-gateway/portfolio-coach-schedules/
portfoliocoaching@vanderbilt.edu

School *of* Medicine

Goals of Portfolio Coaching Program

- Inspire and support students in defining and reaching their full potential

- Assist students in creating and meeting academic goals

- Support informed self-assessment to facilitate self-regulation and lifelong learning

School *of* Medicine

Developing Expert Learners

VUSM Coaching Process

- Monitor performance in Portfolio
- Portfolio Self-Assessment and Reflection
- Coach Meetings
- Post-Meeting Reflection: Set Goals and Plan
- Work and Learn
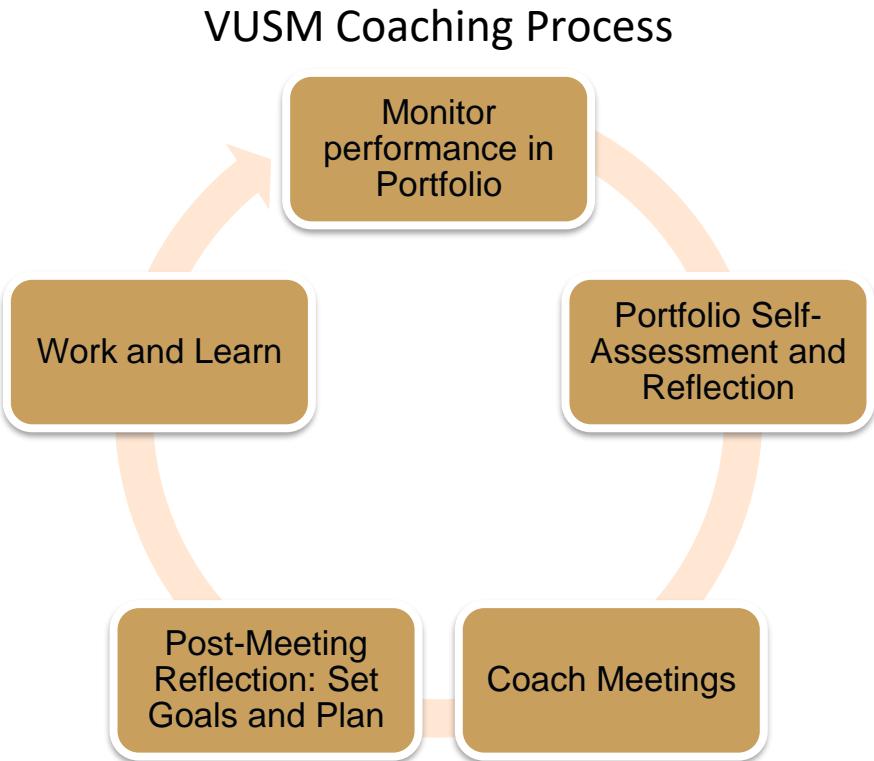
Adapted from Cutrer WB, Miller B, Pusic MV, Mejicano G, Mangrulkar RS, Gruppen LD, Hawkins RE, Skochelak SE, Moore DE. Jr. 2016. Fostering the development of master adaptive learners. Acad Med. 92:70–75.

School of Medicine

What to Expect in Immersion Phase Coaching

- Ongoing support with focus on preparedness for graduation and residency

- Common topics: performance on Immersion coursework, Vital experiences, progress on competencies, progress on learning goals, specialty selection, specialty advising, extracurricular activities, general reflections and thoughts on medical school experiences, preparedness for graduation and residency, and concerns or questions about upcoming experiences.

V School *of* Medicine

Exciting Changes to Coaching

- Four meetings in Immersion Phase (Fall/Spring each AY)
  - https://medschool.vanderbilt.edu/md-gateway/portfolio-coach-schedules/
- New dashboards to display competency data
- Streamlined forms
- All coaching activities use VSTAR NEXT

School *of* Medicine

Attendance Policy and Absence Requests

School *of* Medicine

What am I enrolled in?

- Log in to YES to see your current enrollment
- You can also see your enrollment in VSTAR Next
- All courses open in VSTAR Learn on the Wednesday before the course starts.
- You will receive an email notification on the Wednesday before the course starts to log into VSTAR Learn to access the course

School *of* Medicine

Attendance Policy

- Attend **<u>all</u>** required sessions as described in the course syllabus (Research Immersion months are considered required)

- **<u>Pre-approval is required for all absences</u>** (e.g., interviews, religious holy dates, presentations at scholarly meetings, etc.)
  - Submission of request is not guarantee of approval
  - Submit requests at least 4 weeks in advance of start of course

- If you miss more than 2 days, you must reschedule in coordination with the Course Director

- Unplanned absences can be approved for serious medical issues and family emergencies—complete the form as soon as possible

Attendance Policy

- Do not plan absences (e.g., submit abstracts to meetings) that occur during mandatory Immersion Weeks
  - March 2-6, 2026

School *of* Medicine
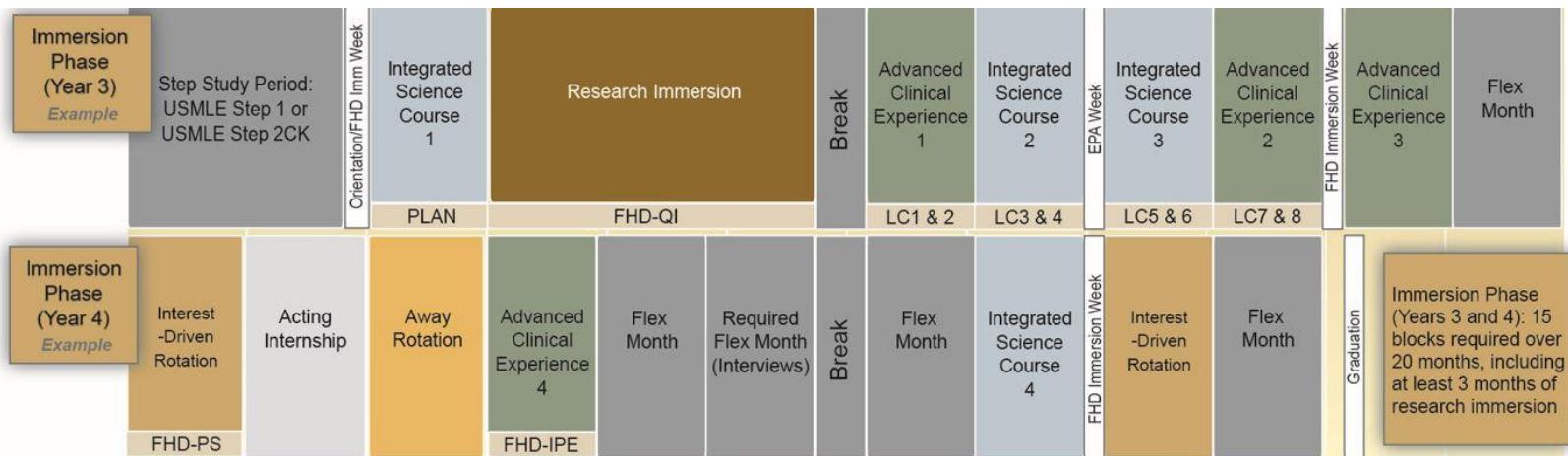
Attendance Policy

- Link to the form can be found in the MD Student Gateway (https://medschool.vanderbilt.edu/md-gateway/forms/).

- Full policy and form available in every V*Learn Immersion Phase course.

- Submit requests for any length of absence.

- **If you are planning for an absence that is more than 3 days in course, please consider using a FLEX month.**

School *of* Medicine

VANDERBILT
School *of* Medicine

A A A
⊞ ⊟

Student, Course and Date Info

This survey is for students requesting an absence in the Vanderbilt University School of Medicine MD program. Please fill out the information below regarding this absence request. Refer to the VUSM Attendance Policy for the full absence policy and procedures related to this form.

Remember, permission should be requested at least 4 weeks prior to the start of the course unless it is a health or family emergency.

Your Email * must provide value	
First Name * must provide value	
Last Name * must provide value	
College * must provide value	○ Batson ○ Chapman ○ Gabbe ○ Robinson reset
Phase * must provide value	○ FMK ○ FCC ○ Immersion Phase reset

Absence request form online at:
https://medschool.vanderbilt.edu/md-gateway/forms/

- Please be sure to add all your course information (core course AND longitudinal(s))
- Please enter your course director's **VUMC email**

School *of* Medicine

Aways, Add/Drops, and More

https://medschool.vanderbilt.edu/explore-vusm/enrollment-services/

School *of* Medicine

Know Your Immersion Rotation Schedule

- Registration is current through June 2025

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

- Click on Student Registration

- In the Immersion phase, section number of ACE, ISC, RI, AI, & FHD units, corresponds to rotation month, e.g. 09 for September, 10 for October, etc.

School *of* Medicine
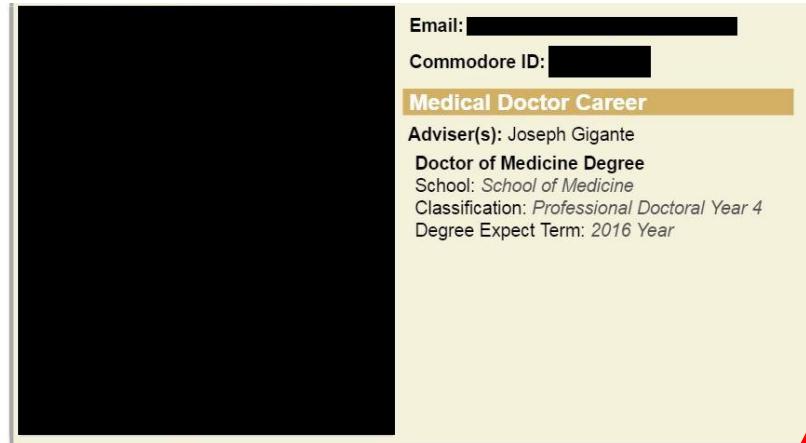
What is my schedule?

Click here to view schedule
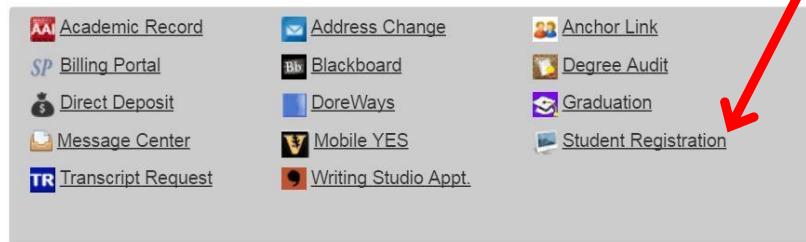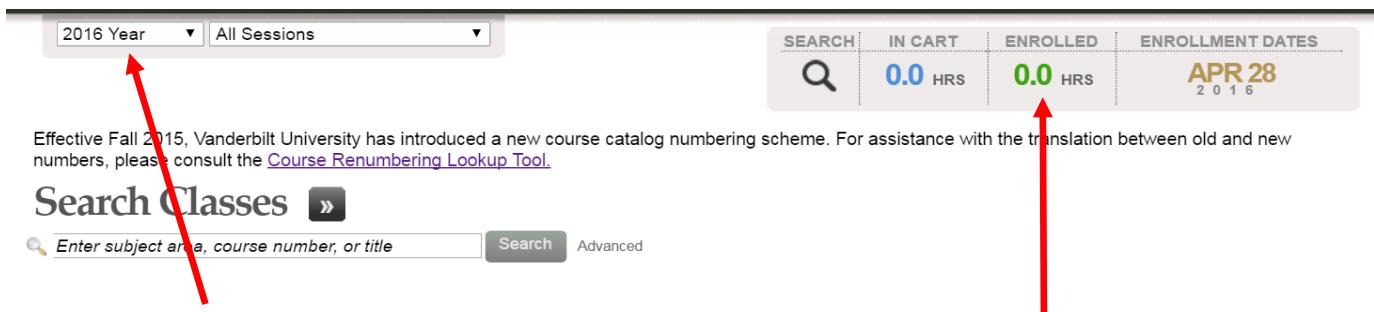
School *of* Medicine

What is my schedule?

2025-26 Year = July 1, 2025 through June 30, 2026

Click here to see all enrolled courses

School *of* Medicine

Adding and Dropping
"OWNING YOUR SCHEDULE"

- Pay attention to deadlines. You are responsible for managing your enrollment.

- If you're on a wait-list, be aware of **DROP-IF-ENROLLED** and modify drop-if-enrolled if you drop and enroll in a different course.

- 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 all AEs, AIs, ACEs, & ISCs (starting in AY25-26)**
  - No less than 1 week in advance for all individual (longitudinal) FHD units and LC units
  - For details, see the class note under each immersion rotation in YES

School *of* Medicine

Add/Drop Deadlines

- Add/drop deadlines can be found in the MD Gateway on the academic calendar and on the VSTAR Calendar in VSTAR Next. The definitive source is class section notes in YES.

School *of* Medicine

Late **Requests** to Add or Drop

- Late requests to add or drop are evaluated case-by-case.
  - **Immersion rotations** – contact Immersion Phase Team (immersion.phase@Vanderbilt.edu)
  - **Longitudinals** — contact the longitudinal email address and cc immersion.phase@Vanderbilt.edu
    - FHD Team (fhd@Vanderbilt.edu)
    - Research (vms.research@Vanderbilt.edu)
    - Learning Communities (LC@Vanderbilt.edu)
- Explain why deadline was not met.
- **DON'T contact course director**.
- Late requests <1 week before the course starts will not be considered.
- *If drop or add is approved*, complete the form at https://medschool.vanderbilt.edu/md-gateway/forms/

V School *of* Medicine

Special Studies

- Can be clinical or research

- In select cases, can be non-clinical and non-research

- Requires a faculty mentor with a regular faculty appointment (i.e. not "voluntary" faculty, not house staff).

- Does **not** count toward ACE, ISC or AI requirements

- Not designed to duplicate an ACE, ISC or AI

- Must be approved by the Immersion Phase Team

- Special Studies are pass/fail only

School *of* Medicine

Special Studies Approval Forms

- Designed to be _collaboratively_ completed by student and faculty mentor.

- To ensure integrity, final submission of form is by **_faculty mentor only._**

- Form is on the "Forms" page at https://medschool.vanderbilt.edu/md-gateway/forms/

- **Form must be submitted no less than 28 days in advance of the rotation start.**

School *of* Medicine

Pursuing AWAY Rotation

- Students are typically eligible after FCC phase and Step 1.

- Form and instructions are at https://medschool.vanderbilt.edu/md-gateway/forms/. There is no "self-service" registration.

- Work closely with Enrollment Services to:

  – Apply for away rotations and submit required documentation

  – Register for away rotations

- Application for ***most*** away rotations are handled in the Visiting Student Learning Opportunities (VSLO) portal which is sponsored by the Association of American Medical Colleges (AAMC).

- Students are vulnerable to liability if not enrolled at VUSM for the "away" rotation.

School *of* Medicine

Process for Pursuing AWAY Rotation

- Apply for the away rotation(s) at the external location.
- If accepted, submit the VUSM approval form.
- ALWAYS check for schedule conflicts and remember the immersion rotation drop/add deadlines.

School *of* Medicine

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

School *of* Medicine

Degree Audit

Questions?

Enrollment Services

224 Eskind Biomedical Library & Learning Center

Ph. 615-343-6310

medregistrar@vanderbilt.edu

Monday-Friday 8am-4:30pm

Student Records Staff

Logan Key

Rob Dauphinee (enrollment; registration)

Miranda McLaughlin (away rotations)

School *of* Medicine

Professionalism

School *of* Medicine

School of *Medicine*

Email Etiquette

School of Medicine

School of Medicine

Health and Wellbeing

We want you to be healthy and whole

- Student Health
- UCC – Med school specific appointments
  – Online or call to make appt
  – Appts available within the week
  – 3-6pm
  – Telehealth
  – Counselors have had additional training about curriculum and being an MD student!
- Student Wellbeing Center

Exposure to bloodborne pathogens

- Covid (Exposure? Positive test?)
  - Student Health
- Bloodborne pathogens
  - Occupational health (ED if after hours) initial visit
  - Student Health for follow ups
 - Bill insurance first, then remainder paid through student health

School *of* Medicine

Accessing RISE

- Simple Google search
- [MD Gateway](#)
- [VUSM RISE](#)
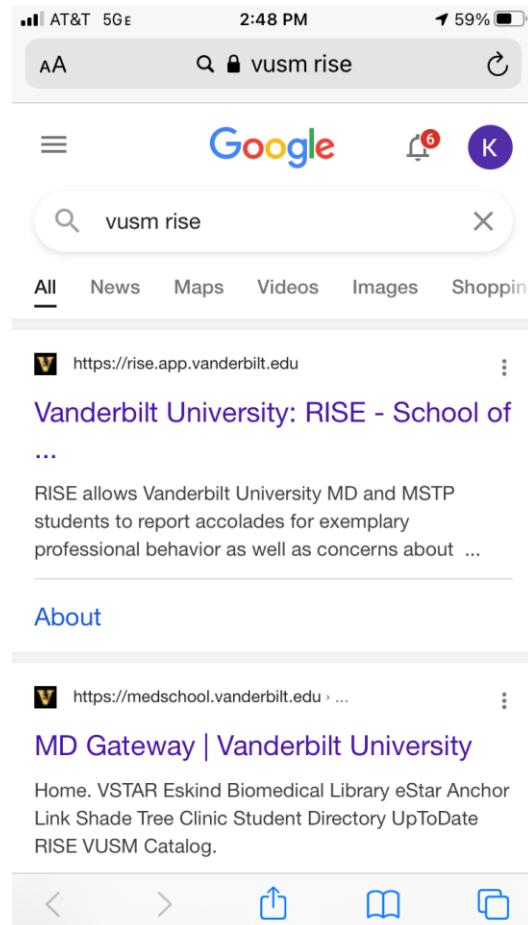
Reporting in RISE
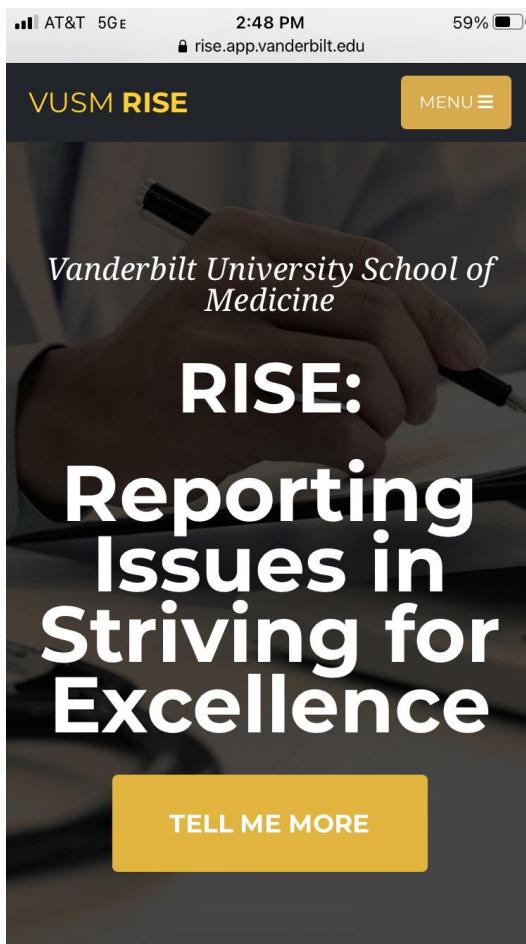
Standard of Behavior

- Available on the MD Gateway
- Found in the School of Medicine Catalog
  - VUSM Compact Between Teachers and Learners
  - Standard of Behavior for Interactions with VUSM Students

School of Medicine

Additional Logistics

School of Medicine

VA Access

- If you are rotating at the Veteran's Affairs Hospital you need to make sure your VA computer codes are still active:
  - Go to the VA and log in to any VA computer to check
  - If you have lost access, contact the VA Help Desk from any VA phone at 2-6500
- The VA team will reach out to you before your rotation for anything you need to complete
- Details regarding access can be found in the MD Gateway
- If you are enrolled in a course that requires VA access and you do not obtain your access, you may be dropped from the course.

School *of* Medicine

Useful Links/Contacts

- Immersion Phase Requirements
  - https://medschool.vanderbilt.edu/md-gateway/academic-resources/
  - Immersion.phase@vanderbilt.edu
  - MSTP Checklists
- Elective Counseling
  - https://medschool.vanderbilt.edu/md-gateway/elective-counseling-overview/
- Careers in Medicine
  - https://medschool.vanderbilt.edu/student-affairs/cim/
- Enrollment
  - https://medschool.vanderbilt.edu/explore-vusm/enrollment-services/
- FHD
  - https://medschool.vanderbilt.edu/curriculum/fhd/
  - FHD@vanderbilt.edu
- Learning Communities
  - LC@Vanderbilt.Edu

School *of* Medicine

Careers in Medicine

https://medschool.vanderbilt.edu/md-gateway/pathway-to-match/

Pathway to Match

Timeline

September – December

- Begin the immersion phase of the curriculum. Use this time to continue exploring career opportunities and spending time in areas of interest.
- Start thinking about dual degree and year-out programs.

January – March

- Select faculty advisors and schedule initial and follow-up visits with them.

April

- Write curriculum vitae (CV) and begin working on personal statement.

May

- Send your college mentor your CV and personal statement via email for review prior to your MSPE appointment.
- Arrange MSPE interview with the Associate Dean for Medical Student Affairs - do this early and have CV and personal statement ready by time of interview.
- Upload your "Noteworthy Characteristics" to the MSPE online system no later than 2 weeks prior to your MSPE appointment.
- Begin gathering residency information.
- Military match – check deadlines, even if applying for deferments.

V School *of* Medicine